

SCHOOL CONTEXT STATEMENT

School Name: Elizabeth Grove Primary School

School Number: 0897

School Profile: Elizabeth Grove Primary School is part of the Elizabeth Grove Community Campus, consisting of Elizabeth Grove Primary School, Elizabeth Grove Out of School Hours Care, Elizabeth Grove Children's Centre and Kids 'n' You Family Services. Our learning is closely aligned to the values of our school, which include Respect, Honesty and Community. We aim to work in partnership across the Elizabeth Grove Community Campus and build with all staff and leaders a strong and seamless relationship across all levels of schooling and care. We believe that every child has the ability to learn, can be successful through achieving their personal best and will make valuable citizens within the community. Building a strong partnership with parents/caregivers underpins our school value of Community. When parents and caregivers are involved in the learning process for a child, increased learning outcomes can be achieved. Parents and Caregivers know their child better than anyone and the information that is shared with your child's teacher is invaluable, likewise, when parents understand what they can do to support the school we strengthen the learning process for children. Specialist programs include Health and Physical Education, Science, Arts, Kitchen Garden, After School Football, SAPSASA and Choir. Elizabeth Grove is a category one school under the index of disadvantage.

1. General Information

Part A

School name : ELIZABETH GROVE PRIMARY SCHOOL
School No. : 0897
Courier : Elizabeth Grove Primary School
Year of opening : 1960
Principal : Mrs Julie Brown
Wellbeing Leader : Ms Christine Vlass
Deputy Principal : Ms Jenny Conn
Leader Of Learning : Mrs Chris Guy
Postal Address : 20 Haynes Street, Elizabeth Grove 5112
Location Address : 20 Haynes Street, Elizabeth Grove 5112
District : Elizabeth/Munno Para
Distance from GPO : 22 kms
Children's Centre attached : YES
OSHC attached : YES
Phone No. : 08 8255 2108
Fax No. : 08 82871561

February FTE Enrolment

	2014	2015	2016	2017	2018	2019	2020
Reception	32	32	26	35	36	40	34
Year 1	34	33	41	26	33	39	35
Year 2	29	30	39	42	31	31	32
Year 3	26	34	30	33	28	29	28
Year 4	27	27	40	41	38	34	28
Year 5	27	26	29	33	42	43	39
Year 6	23	27	34	33	33	36	41
Year 7	34	23	25	28	31	43	39
TOTAL	232	232	264	271	272	295	276

Part B

School Leadership Team

School Principal : Mrs Julie Brown

Senior Leader Band B-1 - Student Wellbeing and Behaviour Education : Ms Christine Vlass

Senior Leader Band B-3 – Curriculum / Administration : Ms Jenny Conn

Leader Of Learning B-2 (0.6): Mrs Chris Guy

School email address: dl.0897_info@schools.sa.edu.au

Staffing

14 Classroom Teachers

1.0 Special Education Teacher/AET

2.2 Special Education Teachers – support for students with high learning or social needs

1.0 Science Teacher

1.0 Physical Education Teacher

1.0 Arts Teacher

- Ancillary staff comprises 24 part time and fulltime staff (2 male and 22 female)
- ACEO has 35 hours allocated for support of our Aboriginal children and their families for learning, attendance and engagement.

2. Students (and their welfare)

Student Profile

SCHOOL DEMOGRAPHICS

Index of Educational Disadvantage: 1

CALENDAR YEAR	INDEX OF COMMUNITY SOCIO-ECONOMIC ADVANTAGE (ICSEA)	Enrolments	Percentage ATSI	Percentage SWD	Percentage NESB
2020	NA	276	16.67%	34.78%	28.26%
2019	NA	295	16.95%	23.05%	25.08%
2018	895.00	288	17.36%	14.93%	24.31%
2017	880.00	272	14.34%	15.07%	22.79%
2016	901.00	262	11.07%	13.74%	23.28%

General Characteristics

The Index of Disadvantage at Elizabeth Grove is Category One. A large proportion of our students are from single parent or blended families. Many in our school community are experiencing compound disadvantage. High School destination of Year 7 Elizabeth Grove PS students is predominantly (Playford International College) and Salisbury East HS while a small number of families enrol in independent schools.

Student Well Being and Behaviour Education Programs

Our Senior Leader in Student Wellbeing and Behaviour Education along with our staff supports our school community in the areas of social skills, Child Protection and Behaviour Education.

A Safe School Policy and Bullying Proof framework supports a safe learning environment for students and staff. Students are provided opportunities to oversee sports borrowing, serve in our canteen, run lunchtime sports and work in buddy classes. Restorative Justice practices are an integral part of our approach to supporting students in the area of conflict resolution. In 2014, a new Learning Code was created by our students which underpins Positive Education and supports building upon student's strengths. Consistency of language and constant referral to our Learning Code is a key action across the school for all staff, students and families.

Special Programmes

Our school has a strong focus on our values of Respect, Honesty and Community. Our learning and social programmes support student inclusion, participation and equity for all learners. These include access to camps, excursions, sporting activities and performances.

The school has a well-established Student Review Team to support individual student learning needs. This team includes the Principal, Senior Leaders, SSOs, ACEO and Special Education teacher and families. Team planning is provided each term to meet with class teachers to develop or modify individual learning programs for students through release, NIT and/or team planning during our Professional Learning Evenings.

The Elizabeth Grove Community Campus runs government and non-government services to cater for community needs. The Women's and Children's Hospital run Early Child Parent Services as part of the Women's and Children's Health Services Program on the school site. This program that supports the social and health needs of the community.

The Elizabeth Grove Children's Centre is situated on the school grounds and is an integrated pre-school and Occasional Care Centre catering for children from birth to 5 years of age.

3. Key School Policies

Strategic Learning Directions

In 2020 our key areas for improvement as outlined in our School Improvement Plan are in the areas of Literacy – Reading: Phonemic Awareness, Phonics, Comprehension & Vocabulary, and Numeracy. There is a strong focus on working in teams (Professional Learning Teams) to develop a consistent curriculum across all year levels. There is a continued emphasis on high quality teaching and learning for the 21st Century and the building of a learning culture that is based on professionalism, responsibility and team work.

4. Curriculum

Subject offerings

The school delivers the required areas of the curriculum in line with the Australian Curriculum. A whole school Literacy Agreement was finalised in 2020 and is currently in place across the site. A daily Literacy block is an expectation of every classroom with a core focus of phonics and reading. Literacy learning is everyone's business and all staff are involved in this at some level. This Pedagogy is underpinned with growing student independence, ensuring opportunities for reflection and feedback and the use of Formative Assessment tools to inform instruction.

Staff are undertaking significant learning in the area of Phonemic Awareness and Phonics, being led by the leadership team. To develop consistency across the site we are drawing from resources developed by Michael Heggerty, David Kilpatrick and Read, Write Inc.

The Wave 1, Wave 2 and Wave 3 model of intervention is used based on data collected through class and school level review. Speech Support and Phonological Awareness/Phonics programs are implemented across the site to target learners and close the gap in learning.

As part of the Physical Education program, students R - 5 attend swimming at the Aquadome and students Yr 6 – 7 access an aquatics programme at West Lakes. Developing pathways for all students through sporting opportunities is a key priority. Access to the Sporting Schools Grant has provided great opportunities for students to access high quality coaching programs in a wide range of sports.

Extra Curricular Learning

A team of Information Communication Technology technicians support the implementation of new technology throughout the curriculum. This will continue to be a priority in 2020 as infrastructure is developed across the school to ensure wireless connectivity, access to learning resources online and the introduction of mobile learning devices for students and staff.

The school choir participates in the Primary Festival of Music and the Regional Festival at the Starplex Complex in Gawler. The Premier's Reading Challenge has also been a feature of the school over the past few years. Students participate in a number of SAPSASA events each year and represent the school with pride.

All students participate in the Department for Education swimming programme. We also have an end of Term 3 Music Showcase and a Graduation Ceremony for Year 7 students. Science week, Book Week, Reconciliation Week, Kaurua and Kitchen Garden are also incorporated into the curriculum.

Teaching Pedagogy

Staff are committed to actively engaging students in learning. There is an emphasis on the Assess, Plan, Teach cycle to plan and deliver curriculum. Analysis of data is an integral part of this cycle and a number of data sets are mandated for collection. Staff have also used the Teaching for Effective Learning Framework to improve student learning. There is a clear focus for all to 'know your students', gather evidence about learning and plan to differentiate instruction.

Assessment procedures and reporting

Reverse Interviews (Beginning of Term 1) and 3 Way Interviews (Beginning of Term 3) take place. A written report is provided for each student at the end of Term 2 and Term 4, in line with the Department for Education reporting policy. Parents and Teachers can arrange optional interviews at any point with a final student report being sent home at the end of term 4. All staff are encouraged and supported to build strong relationships with families as we know these partnerships can significantly impact on students learning.

Data that underpins the reporting includes NAPLAN, Running Records, PAT-M, PAT-R, Screen of Phonological Awareness Skill Mapping, Phonics Screening Check and spelling levels.

School and Community Partnerships

We have close ties with Elizabeth Vale and Elizabeth South Schools and share the costs of presenters for Professional Development. There are co-funded HR arrangements between EVPS and EGPS with the appointment of a Leader of Learning. The role is focussed on mentoring and coaching of staff to build teaching capacity. Joint learning teams have also been established with a key focus of building knowledge and effective pedagogy within teams. Our Partnership sites work together to plan and run Pupil Free Days to support building consistency of learning.

5. Sporting Activities

The school participates in SAPSASA athletics, winter and summer carnivals. We run 2/3, 4/5 and 6/7 Australian Rules football teams that play locally on Saturday mornings. Students have identified Sport and Physical Education as an area of learning they wish to see strengthened across our school.

6. Staff (and their welfare)

Staff Profile

EGPS has an experienced leadership team along with a high functioning admin support team. Stability within the staff team is evident with a mixture of experienced and beginning teachers comprising the staff configuration. EGPS has a core group of SSO's who work with students in learning support roles, however, we are often requiring new SSO's due to the transient nature of our community.

EGPS has both a certified Lead Teacher and Highly Accomplished Teacher appointment within the teaching team. Both staff members provide coaching and mentoring for Early Career Teachers and throughout the Performance Development processes.

Performance Development

Performance Development is an important and valued part of our professional learning culture at Elizabeth Grove PS. Staff are supported to identify and document Professional Learning Goals as part of our Performance Development Framework. A strong structure has been established to promote and support collegial conversations connected to teaching practice, learning goals and improving student learning outcomes. A strong sense of trust and mutual respect is exhibited among staff and leaders to support this model of Performance Development.

The introduction of the National Professional Teaching Standards have provided a consistent framework for staff to develop a Performance Development Plan focussed on continual improvement in their teaching practice. As part of this plan,

teachers and leaders will have the opportunity to be work shadowed, observed, provided with written and verbal feedback, released to observe peers and participate in other school visits. Mentoring and coaching of all staff is a significant aspect to our Performance Development Framework.

7. Incentives, support and award conditions for Staff

Entitlements identified under the Enterprise Agreement are implemented.

8. School Facilities

Buildings and Grounds

Our school is a single storey design consisting of six separate buildings which includes an Open Space Unit, a gymnasium, three classroom blocks, a small activity room and an OSHC building. Our grounds are spacious providing opportunities for community partnerships to be developed over time for use. All internal learning spaces have been upgraded through our refurbishment program.

Cooling

Split system air conditioning is in all learning environments.

Specialist Facilities

We have a Resource Centre, kitchen, music room and office / meeting areas. All classrooms have Interactive Smartboards installed. We have 2 Covered Outdoor Learning Areas over our Nature Play and a gym.

Student Facilities

A school canteen is open 2 days a week. Out of School Hours Care (OSHC) is located next to school. The grounds are extensive and include a football oval, soccer pitch, nature play, asphalted basketball/netball court as well as many hand ball courts. The resource centre is open at lunchtimes and staff run a variety of lunchtime activities throughout the year.

Staff Facilities

A well-equipped staff room is provided and Daily Notices are shared through Microsoft Teams. Teachers have access to meeting rooms and laptop computers for team or individual planning.

Community Facilities

Several rooms are available for community use and these are shared with the Children's Centre and other onsite agencies. A variety of courses for parents as well as health and social work services are available on campus through Kid's N You, FLO Programs and incursions. Occasional Care, Pre-School and Social Workers are all located on campus.

Access for students and staff with disabilities

There are access points and facilities for students and staff with disabilities.

9. School Operations

Decision Making Structures

There are well-established decision-making processes in the school. Emphasis is placed on consultative and participative processes. Decision making groups include School Governing Council, SRC, Student Review Team, Grounds, Canteen, Fundraising, Finance, Educational Issues / Parent Participation, Security, Out of Hours School Care Leadership Team, PAC, Staff, Curriculum Committees and Campus Committees, including Aboriginal Community Voice.

Regular Publications Include:

School Newsletter is published in weeks 1, 5 & 9 of each term, weekly staff bulletin, online updates via Teams, newly released school website, Professional Learning Evening program, committee meeting minutes, class newsletters, staff information folder and information package for prospective parents.

Other communication

Community Yearly Planner and Professional Learning Planner are displayed on large whiteboards in the staff room and sent out at the beginning of each term to families and staff. This information is also contained on our website.

School Financial Position

The school uses a very structured budgeting process. Students, staff and a number of committees are responsible for expenditure of money. The Finance committee meets regularly to monitor whole school expenditure.

10. Local Community

General Characteristics

With approximately 70-80% of our student population on school card, economic disadvantage is a significant issue in our local community. Unemployment is high. Although our population is predominately English/Australian, we have increasing numbers of Aboriginal and African families and families from a range of other cultures. Developing a school environment that reflects a strong sense of belonging for all our students is a key priority.

Parent and Community Engagement

We have a good number of parents involved in the school. Areas include canteen, fundraising and School Governing Council. Our Governing Council is strong and active in supporting the School Principal and staff in creating a learning centred environment for our students. There are a number of Governing Council Sub Committees which include: Education, Sport, OHSC, Finance, 21st Century Learning Spaces and Community Development. These committees are convened by parents / caregivers with support from school staff and are very active across the school. Building stronger partnerships with all families and community members is an identified priority at our school. Families, students and staff get together through our Nunga Café to celebrate the successes experienced throughout the term or discuss the learning that is taking place within the school for ATSI students.

Feeder Pre- Schools

Elizabeth Grove Community Campus Children's Centre is the main feeder kindergarten.

Other Local Care and Educational Facilities

The Elizabeth Grove Children's Centre is located on the school grounds. There is close liaison with the children's centre in relation to transition. We have an Out of School Hours Care facility situated at the school. Playford International College is the nearest high school.

Commercial, Industrial and Shopping Facilities

The Elizabeth Town Centre is located 5 minutes from the school. Other local facilities include Elizabeth Swimming Centre, Central Districts Football Club, Lyell McEwin Hospital and Munapaiendi (Aboriginal Health Services) and Holden's Plant (identified for closure)

Local Government body

Playford City Council.