



SCHOOL CONTEXT STATEMENT

Updated: 12/2015

School number: 0688

School name: Elizabeth South Primary School

School Profile:

Elizabeth South Primary School this year celebrates 60 years of quality education. Our school was the first public school established in Elizabeth in 1956. It now serves a community which currently has long term and inter-generational disadvantage with high levels of transience and unemployment.

The core values of the school are *Respect, Teamwork, Diversity and Challenge*, identified through a whole school community consultation process. An ESPS Learning Code has been developed and further work will continue on this throughout 2016. Staff, students and parents spent six months unpacking beliefs around five statements; *We are powerful learners, We take pride, We are safe, We are respectful and We are united as a team*. The vision and values of the school influence expectations and decision making and the Learning Code underpins the behaviours we believe are important to improve student learning outcomes.

The school improvement priorities for 2016 are Literacy and Numeracy. There is agreement that achievement of the targets is the shared responsibility of all. A continued focus on Positive Education, underpins our work on wellbeing. The Child Protection Curriculum and KidsMatter are embedded into teacher practice.

This year we will be continuing work on our garden project and throughout 2015 we continued to improve the garden with a new shed, compost area, chicken coup and further garden beds. At the start of this year further garden beds are being put in. This year, Kitchen lessons with a focus on healthy lifestyles will continue. AUSLAN will be introduced to R-7 students during the year.

By the end of 2015 enrolment figures consisted of 213 students with 8 mainstream classes Reception – Year 7 and 2 two Area Resource Special Classes (Junior Primary and Primary). The student population is diverse with 12% (27) of students representing a range of cultural backgrounds. Aboriginal students make up 19% (41) of the school population and 28% (60) students are Students with Disabilities, inclusive of the 20 students in the special classes. Approximately 75% of students are eligible for school card.

1. General information

- School Principal name: Steve Clarke
- Deputy Principal's name: Stuart Knox
- Year of opening: 1956
- Postal Address: P.O.Box 4017 Elizabeth S.A. 5112
- Location Address: 5 Chivell Street, Elizabeth South
- DECD Region: Elizabeth Partnership
- Geographical location – ie road distance from GPO: 25km
- Telephone number: 82551068
- Fax Number: 82871562
- School website address: www.elizsthps.sa.edu.au
- School e-mail address: dl.0688.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment: 2011 2012 2013 2014 2015

Primary					
Special, N.A.P. Ungraded etc.	20	20	21	21	20
Reception	25	24	38	25	
Year 1	26	31	29	26	
Year 2	17	24	33	29	
Year 3	33	18	23	23	
Year 4	25	30	19	27	
Year 5	31	27	25	20	
Year 6	27	31	27	21	22
Year 7	23	31	33	24	20

TOTAL 216 212 239 233

School Card 80% 80%

NESB Enrolment 23 15 24 38

Aboriginal Enrolment 24 26 29 29

Students with disabilities 66 57 58 54

- Student enrolment trends:
Highly transient population, with enrolment numbers quite unpredictable.
Catchment area extends beyond Elizabeth South

Staffing numbers (as at February census): -

- 10 Classroom teachers (11 F; 1 M)
- 2.0 Special Class teachers (2 F)
- NIT program – Science (F), LOTE - Korean (F), Performing Arts (F)
- 0.40 AET (F)
- 0.6 Teacher Librarian (F)
- School Counsellor (M)
- Intervention R-7 (F)
- Early Years Intervention (F).
- Reading Resource Teacher (F)

Permanent SSO hours being used for administration in 2013 is 67.5 hours and temporary SSO allocation for intervention is 50 hours.

The 2 Special Classes and a number of students with extreme learning or behaviour needs attract extra SSO hours from the Northern Adelaide Regional Student Services.

The ACEO supports indigenous children and families- 17.5 hrs/wk

GSE - 18 hours.

[Include FTE number of teaching staff (eg. tier 1, tier 2, Aboriginal Education Teachers, counselling staff and teacher-librarians) and number of hours/week of non-teaching staff such as ECWs, SSOs, GSEs and AEWs].

- Public transport access:
- Special site arrangements: Elizabeth Partnership

2. Students (and their welfare)

- General characteristics:

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- Student well-being programs

:

- Student support offered
:
- Student management
:
- Student government
:
- Special programmes
:

3. Key School Policies

- Site Improvement Plan and other key statements or policies:
:

- Recent key outcomes:

[Recent achievements in relation to key outcomes, for example from the school's Annual Report].

4. Curriculum

- Subject offerings:
- Open Access/Distance Education provision:
- Special needs:
[Provision of curriculum to support students with additional needs, for example students with disabilities or students from Non-English Speaking Backgrounds].
- Special curriculum features:
[Vocational Education and Training programs, 'focus school' activities or similar, multicultural programs, literacy/numeracy programs, outdoor programs].
- Teaching methodology:
[Highlight significant emphases and/or class organisation, for example the use of ICT, use of SSOs with small groups, or technical ICT support available to support student learning].
- Student assessment procedures and reporting
[Information in relation to how the school reports to parents, how often and in which format].

- Joint programmes:
[For example, details of any joint programmes with other schools, TAFE, industry etc].

5. Sporting Activities

- :

6. Other Co-Curricular Activities

- *[Provide detail such as any school clubs, school productions, choirs, bands, community outreach programs, or any special activities, days or functions.]*

7. Staff (and their welfare)

- Staff profile
:
- Leadership structure
:
- Staff support systems
[For example, available cooperative work groups/teams, roles of AST1s and coordinators, or professional development and training opportunities provided to staff].
- Performance Management
[Provide any details of local arrangements]
- Staff utilisation policies
[For example, patterns of staff specialisation, numbers and use of tier 2 staff, use of ancillary staff, or job rotation details].
- Access to special staff
[For example, Instrumental Music teachers or Guidance Officers].
- Other
:

8. Incentives, support and award conditions for Staff

[If you require assistance to complete this section contact your site Human Resource Consultant]

- Complexity placement points
:
- Isolation placement points
:

- Shorter terms
:
- Travelling time
:
- Housing assistance
:
- Cash in lieu of removal allowance
:
- Additional increment allowance
:
- Designated schools benefits
:
- Aboriginal/Anangu schools
:
- Medical and dental treatment expenses
:
- Locality allowances
:
- Relocation assistance
:
- Principal's telephone costs
:

9. School Facilities

- Buildings and grounds
[Include information such as general condition and any major works, renovation or additions that are pending].
- Heating and cooling
:
- Specialist facilities and equipment
[For example, library or community/school library facilities, Information Technology, science, LOTE, business education, home economics, school swimming pool / aquatics provisions, outdoor education annexes].
- Student facilities
[For example, canteen, senior school lounge, Student Representative Council office, dental clinic etc].
- Staff facilities
[For example, office/work spaces, social areas, access to IT facilities for general staff use].

- Access for students and staff with disabilities
:
- Access to bus transport
[For student excursions, including school bus, community bus, or DECD or contractors buses].
- Other
:

10. School Operations

- Decision making structures
[For example details of Governing Council and relevant committees].
- Regular publications
[For example school newsletter, curriculum information handbooks, staff handbooks, daily notices. Include details of publication frequency and availability].
- Other communication
:
- School financial position
:
- Special funding
[For example, funding received for Country Areas Program, Disability Support Program etc].

11. Local Community

- General characteristics
[For example, location of community, types of work available, local developments, any general demographic information].
- Parent and community involvement
:
- Feeder or destination schools
[ie. schools that children generally transfer to, or schools (or kindergartens if applicable) that children generally transfer from].
- Other local care and educational facilities
- Commercial/industrial and shopping facilities
:

- Other local facilities
[For example, medical, sporting, social, cultural, recreational facilities]
- Availability of staff housing
[Including availability of Government Employee Housing, or availability of homes to rent or purchase].
- Accessibility
[Accessibility to Adelaide and relevant major centres, including details such as public transport and its availability, frequency and cost of air travel (if appropriate) and road quality].
- Local Government body
:

12. Further Comments

- *[Any key features not explained previously which would make the school and community professionally rewarding to prospective staff or any significant history of the school and/or community]*