

# SCHOOL CONTEXT STATEMENT

Updated: 02/2018



Government of South Australia

Department for Education and Child Development

**School number:** 0688

**School name:** Elizabeth South Primary School

## School Profile:

Elizabeth South Primary School was the first public school established in Elizabeth in 1956. Over the past four years the school has been transformed, with classes de-institutionalised and deprivatised to ensure inclusive education for all in a comfortable, friendly learning environment.

The core values of the school are Respect, Teamwork, Diversity and Challenge, identified through a whole school community consultation process. The ESPS Learning Code outlines the school vision through the following 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 help students achieve to their full potential.

The school improvement priorities for 2018 are Literacy and Numeracy. There is agreement that achievement of the targets is the shared responsibility of all. Our work on wellbeing is driven by the Berry Street Education Model. In 2018 we are a pilot site in the Elizabeth Partnership and we look forward to sharing information with the community through newsletters, website and Facebook page. The Berry Street Education Model is a trauma-sensitive approach to teaching and learning which supports all learners to develop a strong understanding of their own bodies and how they respond to stress. The five components of the model are; Body, Relationship, Engagement, Stamina and Character. It ties in closely with the Positive Education Model the school has embedded over the past four years.

Specialist programs offered at Elizabeth South Primary School include; Stephanie Alexander Kitchen/Garden Program, Health/Physical Education and Visual Arts/Media Arts. In addition to this, we are very lucky to have Musica Viva running a residency program with our students, which provides students with opportunities to develop their musical abilities. Our language other than English is AUSLAN (Sign Language) which is integrated into all learning areas and is delivered by classroom teachers.

## 1. General information

- School Principal: Steve Clarke
- Deputy Principal: Danielle Green
- Year of opening: 1956
- Postal Address: PO Box 4017, Elizabeth South, 5112

- Location Address: Chivell Street, Elizabeth South, 5112
- DECD Region: Elizabeth Partnership
- Geographical location – ie road distance from GPO (km): 25km
- Telephone number: (08) 8255 2219
- Fax Number: (08) 8287 1562
- 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: **2014**   **2015**   **2016**   **2017**   **2018**

Reception	17	31	20	26	22
Year 1	35	29	24	20	23
Year 2	27	30	24	27	19
Year 3	32	21	28	26	23
Year 4	24	29	21	23	29
Year 5	20	24	24	21	24
Year 6	22	25	20	23	25
Year 7	20	21	24	18	23
Special classes	20	20	20	20	20
<b>TOTAL</b>	<b>217</b>	<b>230</b>	<b>205</b>	<b>204</b>	<b>208</b>
School Card	176	160	160	160	
Non-English speaking background					30
ATSI					39

- Student enrolment trends: Steady enrolment trends
- Staffing numbers (as at February census):
  - 10 x 1.0 classroom teachers (8 Female; 2 Male)
  - 2 x 1.0 special class teachers (2 Female)
  - 3 NIT teachers: 1.0 Kitchen/Garden – Female, 1.0 Health & PE – Male, 0.4 Visual and Media Arts – Female
  - 0.528 Aboriginal Education Teacher (AET) – Female
  - 1.0 Student Wellbeing Leader – Female
  - 1.0 Student Support Co-ordinator – Female
  - 0.2 Digital Technologies Co-ordinator – Female

80 permanent SSO hours and 390 temporary SSO hours per week allocated for administration, finance, intervention and special classes

26 hours Aboriginal Community Education Officer (ACEO) per week to support ATSI children and families

18 hours Grounds

- Public transport access: Bus and train within walking distance

## 2. Students (and their welfare)

- General characteristics  
At the end of 2017, enrolment figures consisted of 198 students (205 in Term 1) with 9 mainstream classes and 2 Area Resource Special Classes (Junior Primary and Primary). The student population is diverse with 16% of students representing a range of cultural backgrounds. Aboriginal students make up 17% of the school population and 33% of students are identified as students with disabilities. Close to 80% of families are eligible for School Card.
- Student well-being programs
  - Positive Education
  - Berry Street Education Model
  - Powerful Learning
- Student support offered
  - All students receive their full entitlements (SWD, EALD, ATSI)
  - All classes have 3 hours SSO support each morning
- Student government
  - Student Action Teams to promote student voice and leadership

## 3. Key School Policies

- Site Improvement Plan and other key statements or policies:  
Improvement priorities – 12 months growth in literacy and numeracy  
Key Actions document supports teachers in enacting best practice pedagogy  
  
Some strategies to achieve 12 months growth include:
  - R-5 Tierney Kennedy Project - Fixing Misconceptions in Number
  - 6-7 Peter Sullivan consultancy - Fostering Fluency in Number
  - R-2 Speech and Oral Language Program
  - R-7 Margaret Menner consultancy - Reading focus
  - Coaching program for all teachers
  - Tracking and monitoring all student learning through staff meetings and performance and development

- Recent key outcomes:

#### NAPLAN Reading:

Year 3s have shown significant improvement (19% increase) when compared to 2016 data, Year 5 data has remained the same over the past three years. Year 7s have had a slight decrease (8%) in attainment from 2016.

Through cohort tracking for the 2017 Year 7s, it is evident that they have shown some improvement in the attainment rate of NAPLAN reading proficiency when compared to 2015 - 35% in 2015, 44% in 2017 - representing 2 students.

#### NAPLAN Numeracy:

Year 3s have shown significant improvement (19% increase) when compared to 2016 data, Year 5 data has shown a slight decrease (6%) in attainment from 2016. Year 7 data has shown significant improvement (22%) which is double last year's percentage - 22% in 2016 compared to 44% in 2017.

Through cohort tracking for the 2017 Year 7s, it is evident that they have demonstrated an increase in the attainment rate of NAPLAN numeracy proficiency when compared to 2015 - 30% in 2015, 44% in 2017 - representing 2 students.

Some of the improvement in Numeracy can be contributed to the Tierney Kennedy professional learning project undertaken by the Years 2-6 teachers in 2017. We will continue this project in 2018 to consolidate and embed the practices for continual student improvement in Mathematics. In addition to this, we will begin a Reception - Year 2 project with Tierney to strengthen practice in the early years.

## 4. Curriculum

- Subject offerings: English, Mathematics, Science, Design and Technology, Health and Physical Education, The Arts, Languages (AUSLAN) and Humanities and Social Sciences
- Special needs: Individualised interventions provided
- Special curriculum features: Kitchen/Garden Program, Positive Education, Nature Play, Musica Viva (3 ½ year residency), Instrumental Music, Choir, Wakakirri, SAPSASA, Sporting Schools, STEM, Swimming & Aquatics
- Teaching methodology: 1:2 ratio for digital devices, flexible learning spaces, small group interventions, all classes have interactive TVs/whiteboards, inquiry based learning, STEM intervention for high potential and disengaged students
- Student assessment procedures and reporting:
  - Annual: Reverse Interviews, 3-way Interviews, NAPLAN, PAT-Maths, PAT-Reading
  - Bi-Annual: Student Reports (mid-year and end of year)

## 5. Sporting Activities

- SAPSASA (various sports), Sporting Schools (in-school coaching), Evonne Goolagong Tennis Academy

## 6. Other Co-Curricular Activities

Kitchen/Garden Program, Positive Education, Nature Play, Musica Viva (3 ½ year residency), Instrumental Music, Choir, Wakakirri, SAPSASA, Sporting Schools, STEM, Swimming & Aquatics

## 7. Staff (and their welfare)

- Staff profile
  - 17.6 FTE teachers
  - 18 FTE ancillary staff
- Leadership structure
  - Principal – Band A4, Deputy Principal – Band B2, Student Wellbeing Leader – Band B1, Student Support Co-ordinator – Band B1, Digital Technologies Co-ordinator – Band B1
- Staff support systems
  - Professional Learning Communities
  - Coaching and Mentoring program
  - Consultancy
  - Targeted foci for training and development
- Performance Management
  - Performance and Development Plan
  - Coaching and mentoring Program (15 weeks)
  - 2 x observations by line manager
  - 2 x peer observations
  - PLC sharing
  - Line management conversations (data talk and AITSL talk)
- Access to special staff
  - Instrumental music teachers, HPI (Choir), Musica Viva

## 8. School Facilities

- Buildings and grounds
  - De-privatisation of learning spaces to facilitate co-teaching/co-planning and provide flexible learning spaces to maximise engagement and enact current best practice
  - Digital communications, policies and procedures and 1:2 device access for students
  - Industrial kitchen space and vegetable garden to provide students with real-life skills
  - Minor works such as electronic gates, special class fencing, chilled-filtered drinking fountains and murals
  - Nature Play space created to cultivate positive health and wellbeing, risk management skills and understanding personal responsibility
- Heating and cooling
  - Ducted reverse cycle heating and cooling

- Specialist facilities and equipment  
Industrial kitchen, Vegetable garden, Chicken coop, Nature Playground, Library, Performing Arts space, Gymnasium, Sensory Room, Special classes and outdoor learning spaces
- Student facilities  
Play-based learning, De-escalation zone, Nature Playground, Rainforest courtyard
- Staff facilities  
Staff room, Teacher Hub, storage space, office spaces, resource rooms
- Access for students and staff with disabilities  
Wheelchair access
- Access to bus transport  
Private buses, public trains and buses for excursions

## 9. School Operations

- Decision making structures  
Governing Council, Fundraising Committee, Finance Committee
- Regular publications  
Fortnightly newsletter (digital), One Note information, Sentral, term overviews

## 10. Local Community

- General characteristics  
Generational unemployment, high percentage of housing trust and emergency housing
- Parent and community involvement  
Volunteers for school events, in-class support and kitchen/garden
- Feeder or destination schools  
Playford International College (high school)  
Sir Thomas Playford Kindergarten
- Commercial/industrial and shopping facilities  
Elizabeth City Centre, Elizabeth South Shopping Centre
- Other local facilities  
Playford Sporting Hub
- Accessibility  
Public transport (bus/train)
- Local Government body  
Playford City Council