

SCHOOL CONTEXT STATEMENT

Updated: 06/2019

School Name: Elizabeth North Primary School

School Number: 0825

1. General Information

Part A

School Name : ELIZABETH NORTH PRIMARY SCHOOL
School No. : 0825
Principal : Mr Graham Wood
Postal Address : 141 Woodford Road, Elizabeth North 5113
Location Address : 141 Woodford Road, Elizabeth North 5113
Region : Northern Area Region
Distance from GPO : 29 kms
Phone No. : 08 8255 2327
Fax No. : 08 8287 0262
Preschool attached: Yes
Website : www.eliznthc7.sa.edu.au

	2017	2018	2019
Reception	87	78	88
Year 1	83	89	80
Year 2	94	80	87
Year 3	83	94	80
Year 4	78	79	85
Year 5	71	78	78
Year 6	63	65	78
Year 7	60	58	65
Term 3 FTE	619	621	650
School Card	344	414	420
EALD	35	47	57
Aboriginal	89	97	113
SwD	74	72	90
Preschool	95	102	92

Part B

Staffing numbers

Leadership Structure

Principal (Band A7) – Graham Wood (from 2009)

Deputy Principal (Band B4) – Celeste Matthews (from 2013)

Assistant Principal (Band B2) - Student Wellbeing – Phil Bloffwitch (from 2010)

Assistant Principal (Band B2) - Writing focus – Amanda Browne (from 2017)

Assistant Principal (Band B2) - Maths focus – Karryn Przibilla (from 2019)

Assistant Principal (Band B2) - Reading focus – Natasha Worthley (from 2019)

Intervention Coordinator (Band B1) - Jo Boardman (from 2016)

Staff are currently exploring a new leadership structure from 2020 which includes 2 student wellbeing positions.

Teaching Numbers

Teaching numbers: 54 (including preschool)

EALD 0.48 FTE

AET 1.0 FTE

ACEO 67 hours per week

OSHC – Outsourced through Happy Haven since 2018

An Out of School Hours Care Programme (OSHC) operates from 7:00am – 8:45am and 3.00pm-6.00pm each school day. A Vacation Care program is held during the school holidays.

Staffing Matters

Due to the increase in enrolments over the past 5 years the school has increased to 29 R-7 classes in 2019. All available teaching spaces are now being utilised, including the space used for intervention programs since 2012. Junior primary science is now being taught in the building used for OSHC.

This has seen an increase in staffing numbers across the school, which includes a number of contract teachers. A number of teachers are currently on higher duties or having children which has meant that a number of vacancies have been created across the school. This has created opportunities for early career teachers to start their teaching career at Elizabeth North. Mentors have been assigned the task of supporting these teachers and regular workshops to gain knowledge of aspects of learning that impact on structures at Elizabeth North have been undertaken.

Enrolment Trends

In January 2008 Broadmeadows Primary School amalgamated with Elizabeth North Primary School and this resulted in an increase of enrolments, which started

at 450 students. In 2011 enrolments initially dropped due to the movement of students who lived in the vicinity of the new 'super schools.' Since 2013 there has been a trend of increased enrolments and in 2019 there were 650 students with further growth expected for another 20 students at the start of 2020.

Enrolments in the Preschool have grown since 2013. This has created several challenges including the need to employ several new educators. Enrolments grew so quickly in 2014 that by the middle of the year the preschool was unable to accept any further enrolments.

In 2019 there are currently 29 classes consisting of:

13 classes in Junior Primary

16 classes in Primary

The preschool provides Universal Access of 15 hours per week for 4 year olds. The preschool has two session groups – Group 1 - Monday / Tuesday and Wednesday (Semester 1) and Group 2 and Thursday / Friday / Wednesday (Semester 2)

In 2010 short term Occasional Care was started and there is now Wednesday, Thursday and Friday morning sessions. One session is held for older children and this is integrated within the preschool. Playgroup is available to families on one morning per week unless numbers warrant running a second session on another day per week.

Peachey Partnership

The Peachey Partnership has a positive reputation for collaborative leadership and decision making. Historically this dates back to the early 1990s when significant resourcing was provided through the department for staffing concessions and building upgrades. Since the initial resourcing the partnership has focused on learning and wellbeing initiatives.

In 2014 the department introduced the concept of local partnerships and this led to the inclusion of additional preschools joined the cluster to become Peachey Partnership. Sites included in the Peachey Partnership are:

Adelaide North Special School

Mark Oliphant College

John Hartley School

Swallowcliffe School

Elizabeth North Primary

Adelaide North Senior College

Angle Vale Primary School

Munno Para Primary School

Smithfield Plains Preschool

Angle Vale Preschool

Munno Para Preschool

Andrews Farm Community Preschool

2. Students (and their welfare)

General characteristics

Approximately 60% of students are on school card. In addition there are:

- 11% Students on Negotiated Curriculum Plans.
- 15% Aboriginal Students.
- 9% Students from Non-English Speaking Backgrounds.

Support to students is offered through a variety of ways:

- Intervention is provided and based on the 'Wave Theory.' The school's intervention structure has undertaken a significant change in 2019. The focus of intervention is now predominantly classroom based with intervention staff working in close partnership with classroom teachers to provide a differentiated learning program. Intervention staff work in classes during literacy and numeracy time from 8:50am until 12:50pm daily.
- Afternoon programs cater for individual and small group support with specific programs for Aboriginal and EALD students.
- Early Assistance programs, including a reading program for year 1 students who are just below the SEA.
- Focused literacy and numeracy teaching each day across R-7.
- SSOs support for students at risk – behaviour and special needs such as ASD
- Transition programs are in place for Preschool to Reception and Yr 7 to 8.
- Reduced class numbers R-2 (18-20 students) and Year 3 (22-24 students)

Highly successful student management procedures are in place. We have high expectations for student behaviour and students generally respond to these positively. Students are actively encouraged to participate and be involved in decision-making. Class meetings are held regularly and class representatives constitute a Student Parliament. Other management procedures in place include:

- Appropriate counselling and negotiated consequences.
- Grievance procedures.
- Buddy system support
- Co-operative (structured / supervised) lunchtime activities.

3. Key School Policies

Our School Improvement Plan outlines our school's Vision, Values and Priorities:

Vision: 'To inspire a community of learners to achieve personal greatness.'

Our Values: Pride, Responsibility and Persistence

School Improvement Plan:

In 2019 our key areas for improvement are Maths, Writing and Reading.

- Writing Goal - Achieve higher levels of learning in writing with a focus on teaching the 3 text types of imaginative, persuasive and informative writing.
- Maths Goal - Increase the percentage of students meeting the standard of educational achievement in mathematics with a focus on number, place value and mathematical vocabulary.
- Reading Goal - Achieve higher levels of learning in reading with a focus on the Big 6 and in particular phonics for R-2 students and inferencing skills for year 3-7 students.

The key focus in 2019 has been on writing with the implementation of the Seven Steps to Writing and Brightpath

Professional Learning – all staff are provided with opportunities to engage in a range of Professional Learning. We encourage a culture of inquiry as a major strategy for professional learning. Considerable funds are provided for staff to participate in Professional Learning opportunities that relate to the S.I.P. priorities.

Staff Meetings are organised on a fortnightly cycle – meetings are rotated with year level PLCs meeting every odd number week and whole school professional learning is undertaken during even number weeks.

4. Curriculum

Elizabeth North Primary School provides all students with learning opportunities in seven of the eight Learning Areas

- Focused Teaching – this program emphasises the teaching of specific literacy skills and their development across the school. This is a 2 hour uninterrupted block of structured teaching time.
- All classes undertake 300 minutes of Mathematics teaching each week.
- Learning Technologies is a focus and will continue to receive special consideration. Every classroom has access to mobile iPads (junior primary) and personal laptops (for years 3-7 students.)
- An IT support person has been employed. This person provides technical support, PD for staff, assists with ELearning decisions and networking.
- Students with special needs are supported through an intensive Intervention Program based on the wave Theory.
- Students are catered for through extended programs and small instruction groups eg University of NSW Competitions and tennis coaching.

- Specialist subject teachers provide lessons in PE and Science from R-7.

Assessment and Reporting

We currently report to Parents/Caregivers through:

- 'Meet and Greet' afternoon
- Parent/Teacher/Student Interviews
- Written reports 2 times per year
- Whole school data is collated in student Reading Levels and Lexile Levels in Literacy (this data assists to identify students needing additional support)
- Students in Years 3, 5 and 7 are involved in the Literacy and Numeracy (NAPLAN) assessments.
- A range of standardized tests are conducted twice per year and are used to inform teaching practice and the implementation of developmentally appropriate intervention programs.

School Organisation

The school is structured in year level PLCs inclusive of specialist teachers and intervention staff. Intervention teachers are considered to be equal teaching members of the team and they focus their work on supporting wave 2 and 3 students.

The school provides specialist teaching in music, PE and science.

All teachers have and continue to undertake considerable Professional Learning in this field and the school has re-organised the school day to accommodate these structures. We believe that Focused Teaching has and will continue to improve student learning outcomes. Data collection and the monitoring of progress have been in-built into the program.

In term 4, 2018 the school introduced a positive programs teacher who has been responsible for a number on initiatives, which include:

- Positive play time programs
- Procedures for the use of the new nature playground
- Introduction of the Student Parliament, which replaces the traditional SRC structure.

All volunteers who provide support to our school work through a Training and Development program where a screening process is undertaken. Confidentiality, Mandatory Notification, HSW procedures, Criminal History Screening, rights and responsibilities, and working with students are covered.

5. Sporting Activities

Our students are involved in SAPSASA for the Playford district.

Staff and students are also involved with 90% of carnivals and workshops on offer e.g. Athletics Carnival, Summer and Winter Carnivals, korfball.

Students in Years 3-7 have the opportunity to participate in Saturday morning Football Teams. These are coached by parent volunteers and are overseen by the PE teachers.

6. Other Co-Curricular Activities

Students have an opportunity to learn instrumental music at Playford International School.

The celebration of special events: Book Week, Preschool and Year 7 Graduations, Harmony Day, Culture Week, Sports Day, Come Out Festival, Student run Assemblies, numerous fundraising events, School Fete and an End of Year Concert.

7. Staff (and their welfare)

Staff Profile

Leadership Structure - The Principal, Deputy Principal, Assistant Principals and the Coordinator represent the school's Leadership Team. They meet as a group weekly to make decisions and discuss school information and resolve issues.

Staff Support System

A member of Leadership Team works as a Line Manager of a group of teachers from P-7.

Performance and Development

A school statement is in place and staff members are expected to maintain their Performance and Development Plans. Staff are expected to take responsibility for their performance and comply with the department guidelines. Opportunities are provided for staff to further their leadership aspirations and training in accordance with the School Improvement Plan. Staff have access to a range of school support services, including; Special Education, Counselling, Literacy and Numeracy Mentor and other support services (Speech, Guidance, Behaviour and Attendance.)

Throughout the year all teaching staff and SSOs meet with their Line Managers to discuss and plan for Performance and Development. Feedback is provided to staff both in verbal and written form.

8. School Facilities

Extensive renovations have been undertaken in the past few years. These include a new preschool, new Gym, extension to the Learning Centre and refurbishments to the old gym to support the Arts and Science. These improvements occurred over a three year period – 2009 – 2011. All classrooms are carpeted and reverse cycle air-conditioning is installed.

With the amalgamation of Broadmeadows P.S. 3 new double transportable classrooms were built for the start of 2008. These classrooms house the students of the Middle Years Team and allows for various learning pedagogies.

All classrooms have access to an Interactive Whiteboard and at least two networked computers. All classes have Internet access. All staff have access

to a laptop and are encouraged to take advantage of this. The school now provides all students with access to an electronic device. The 'Computer Room' was dismantled at the end of 2018.

A canteen is available for food purchases at recess and lunch. Most buildings have access for wheel chairs. New playground equipment has been installed, including a nature playground, and each area is covered with shade cloth. Grounds are well maintained and provide an attractive appearance. Students have sufficient play areas. Three synthetic grassed Multipurpose Courts have been built on the oval. These are for both school and community use.

10. School Operations

Decision Making Structures

The school is managed on a collaborative leadership model where all staff members have an opportunity to participate in the decision making process.

Staff Meetings are held each Tuesday and Year Level PLCs are used to support Professional Learning.

The school has a Governing Council consisting of parents and school representatives who are responsible for aspects of decision making across the school. Governing Council meets on Tuesdays in Week 3 and 8 each term.

Classes are expected to hold a class meeting prior to the student parliament meetings to ensure that student voice is heard and incorporated in to decision making processes. All year 6 and 7 students are members of leadership teams and these include;

- Office support
- Library support
- Positive yard play

There are a number of strategic planning groups, committees and working parties that meet for different curriculum areas or school needs/activities.

Regular Publications

Publications and communication within the school and community includes: Fortnightly newsletters – including a principal's report, school events, community notices and student work,

School Information Booklet,

Annual Report,

Student work display boards.

Staff are also kept informed of pertinent information through the School Bulletins on the intranet and via email.

School Financial Position

The school's finances are well managed. As a locally managed site Elizabeth North has utilized the Global Budget to support smaller class sizes and to improve school resources Preschool-7.

Better Schools funding initiative is used to fund the employment of a speech pathologist, employ an intervention coordinator and additional intervention staffing.

11. Local Community

Elizabeth North Primary School was opened in 1958. It was one of the first R-7 Schools opened in the Elizabeth area.

Unemployment is very high and issues associated with poverty are evident. The local community ranks high in:

Number of persons with no post-school qualifications

Number of low-income earners

Number of unemployed persons

Number of one-parent families

Number of persons living in rental accommodation

Number of students on school card

The main language spoken at home is English.

Parents are encouraged to be involved in the school through the Governing Council, associated committees, reading programs, volunteering in classrooms and other projects. Parents play an active role with the sports teams and Saturday morning sports.

The school is in walking distance and bus route to the Elizabeth City Centre Shopping precinct, Police Station, Fire Station, Elizabeth TAFE, train station and Argana Park.

Adelaide is easily accessible by both bus and train.

The community is situated within the Playford Council area.

12. Further Information

Special Features

Elizabeth North Preschool - 7 is a progressive and innovative school. The school has been involved in several curriculum and staff projects eg. Early Years Literacy Development, Assessment and Reporting, Quality Assurance, Learning to Learn, Engagement in Pedagogies, Mentor school for SEA, Quality Teacher Projects - Teaching Standards, Numeracy and Coaching. The school actively supports the Magill and Mawson Lakes university campuses by taking students throughout the year.

Teaching at Elizabeth North Primary School is professionally rewarding and at times extremely challenging. There is a major emphasis on student learning which is continually reinforced through the students learning and positive behaviour choices that they make. There however a small number of students who display inappropriate behavioural choices. Behaviour Education structures are reviewed regularly.