

SCHOOL CONTEXT STATEMENT

Updated: 04/17

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

	2014	2015	2016	2017
Reception	90	95	85	87
Year 1	74	89	85	83
Year 2	66	73	89	94
Year 3	66	66	78	83
Year 4	68	64	70	78
Year 5	50	70	70	71
Year 6	48	50	68	63
Year 7	50	48	50	60
Term 3 FTE	512	555	595	619
School Card	295	315	360	385
EALD	31	31	31	44
Aboriginal	53	67	83	94
SwD	61	62	63	66
Preschool	96	84	103	91

Part B

Staffing numbers

Leadership Structure

Principal (PC06) – Graham Wood (2009 – 2019)

Deputy Principal (PC03) – Celeste Matthews (2013 – 2017)

Assistant Principal - Student Wellbeing – Phil Bloffwitch (2010 - 2019)

Assistant Principal – R-2 Focus – Tania Dal Zotto (2013 – 2017)

Assistant Principal - 3-7 Focus – Amanda Browne (2017)

Intervention Coordinator – Jo Boardman (2016 - 2017)

Teaching Numbers

Teaching numbers: 46.8 (9 Males, 37.8 Females)

Teacher/Librarian: 1.0

Special Education Teacher 1.8

ESL Teacher 0.5

AET 0.9

Ancillary Numbers

Ancillary hours 173 hours per week

ACEO 55 hours per week

OSHC – Outsourced through SHERPA KIDS from 2015

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.

2017 Staffing Matters

Due to a range of circumstances there are nine new teaching graduates teaching at Elizabeth North in 2017. This has required a strategic approach to supporting this high number of people. Mentors have been assigned the task of supporting the graduates as well as regular workshops to gain knowledge of aspects of learning that impact on structures at Elizabeth North.

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 2017 there were 619 students with further growth expected for another 25 students at the start of 2018.

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.

There is a high transient population (about 30%.) During 2016 the school enrolled 94 new students from R-7 and 90 students transferred to other schools. The impact of transience at the classroom level in 2016 equated to an average of 5 new students per class during the year and the loss, on average, of 4 students.

In 2017 there are currently 28 classes consisting of:

14 classes in Junior Primary

14 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 morning sessions.

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 DECD for staffing concessions and building upgrades. Since the initial resourcing the cluster has focused on learning and wellbeing initiatives.

In 2014 DECD 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.' Classroom based intervention is organised in Reading. The focus for Maths intervention is on number and is organised as a 'pull out' program for Wave 3 and severe Wave 2 occurs in an area called Hogwarts.
- Individual and small group support
- Early Assistance programs.
- Focused Literacy teaching 2 hrs per day across R-7.
- SSOs support to students at risk
- 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 SRC. 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 Site 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

Site Improvement Plan:

In 2017 our key areas for improvement are Maths and Literacy

Maths - Key strategies for improvement in 2017 are:

- Teachers engage in team planning using the A.M.C.
- Ann Baker strategies are implemented by all teachers R-7. Further problem solving approaches are being explored.

- There is explicit teaching of agreed Mathematical vocabulary.
- Parent workshops are undertaken.
- A mentoring / coaching model of class teacher support is in place.
- Mathematical resources and tasks are created for the preschool.
- Quicksmart intervention strategies are taught in classrooms.
- The Numeracy Indicators will be implemented in the preschool and Reception teachers will incorporate these, where relevant, in their teaching.

Literacy - Key strategies for improvement in 2017 are:

- SPA data is utilized further as a tool for programming.
- Literacy intervention is further developed and based on the Big 6 – this is being implemented at a classroom level.
- Words Their way is implemented from Year 1-7.
- Parent Workshops are undertaken.
- The DECD Brightpath writing assessment is undertaken R-7.

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 3 week cycle – two of these have a Year Level PLC focus on planning and action research. The third week is a focus on whole school professional learning.

4. Curriculum

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

- The Year 3 classes will be trialling an online Spanish program in 2017.
- 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.
- Middle Years approaches are currently being trialled with a focus on Higher Order Thinking Skills
- Learning Technologies is a focus and will continue to receive special consideration. Assistive technologies are being further investigated. Two iPad trollies have been purchased and teachers are now beginning to investigate the best way to use them to support student learning.

- 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, tennis coaching and extension groups.
- In 2011 a Music / Drama specialist program was implemented from R-7.
- 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

Focused Teaching was introduced R-7 with the emphasis on Literacy development. This program provides staff and students with uninterrupted teaching time.

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.

During 2017 there are 9 Year Level PLCs inclusive of the preschool, class teachers and all intervention and specialist teachers.

A review of the school's Behaviour Education Policy was completed in 2012. We have a focus on Behaviour Education and support a philosophy of success.

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, rugby, korfbal.

Students in Years 3-7 have the opportunity to participate in Saturday morning Tennis, Netball and Football Teams. There is also an indoor soccer team that plays at the Craigmore YMCA. 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 Portfolios. Staff are expected to take responsibility for their performance and comply with the DECD guidelines. Opportunities are provided for staff to further their leadership aspirations and training in accordance with the Site Improvement Plan. Staff have access to a range of school support services, including; Special Education, Counselling, Literacy and Numeracy Mentor and other Channel 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.

Staff Utilisation Policies

Staffing structures have been organised to maximise the use of teachers and SSOs with students in 'pull out' intervention programs. Class sizes are monitored, student programs are serviced and student welfare and care addressed.

The PAC makes decisions about staffing and provides support to the Principal in relation to staff deployment and other relevant issues.

8. School Facilities

Extensive renovations have been undertaken in the past few years. These include a new Early Years Learning Centre, 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.

A new library called 'The Learning Centre' was created in 2006. It was the old OSU and now provides a number of learning experiences for students, including ELearning.

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 and primary students have their own e-mail accounts through sa.edu. Mobile laptops were being purchased for student use in 2012 and iPads in 2013. The 2015 Budget has prioritized the purchase of more mobile devices and in 2017 the aim is to have a mobile trolley of iPads or laptops in every room.

A canteen is available for food purchases at recess and lunch. Most buildings have access for wheel chairs. New playground equipment has been installed 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. In 2014 an Action Research professional learning model was implemented and will continue through 2017. Administration needs are also discussed at these meetings as needed.

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.

SRC meets three times per term and classes are expected to hold a class meeting prior to the SRC meetings to ensure that Student Voice is heard and incorporated in to decision making processes.

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.

In 2017 the school will receive considerable funding through the Better Schools
Funding initiative - \$360,000. This 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 is a DECD Schools for Excellence site which means that there are opportunities for 4th year university students to do extended days at Elizabeth North in preparation for employment in Educationally Disadvantaged schools.

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.