

SCHOOL CONTEXT STATEMENT

Updated: 21/06/2010

School number: 0947

School name: Elizabeth Downs Primary School CPC - 7

1. General information

Part A

School name : Elizabeth Downs CPC -7
School No. : 0947 Courier : Kumangka Para
Principal : Peter Dunstan
Postal Address : Heard Street Elizabeth Downs 5113
Location Address : Heard St, Elizabeth Downs
District : Northern Metro Regional
Distance from GPO : approx 34 Phone No.: 82552726
CPC attached : yes Fax No. : 82870192

February FTE Enrolment

Primary	Special, N.A.P. Ungraded etc.	2007	2008	2009	2010
	Reception	28	23	18	28
	Year 1	26	35	26	25
	Year 2	22	27	31	30
	Year 3	33	26	23	31
	Year 4	17	33	28	25
	Year 5	36	17	33	34
	Year 6	34	29	20	30
	Year 7	34	32	30	23
TOTAL		230	222	209	226

School Card percentage 60%
NESB Enrolments 45 students
Aboriginal Enrolments 16 students

Part B

- **Deputy Principal's name**

Tonia Greene

- **School Counsellor**

Sharyn Tompkins

- **School website address**

www.elizdownc7.sa.edu.au

- **School e-mail address**

info@elizdownc7.sa.edu.au

- **Staffing numbers**

Our staff consists of:

Leadership team: Principal: Peter Dunstan; Deputy: Tonia Greene; School Counsellor: Sharyn Tompkins

Classroom teachers: CPC: 2 teachers [1.1FTE] Junior Primary teachers: 5 teachers: Primary Years: 4 teachers; Middle School: 2 teachers.

Resource Centre Teacher: 1 teacher [1.0 FTE]

NIT teachers: 1 PE teachers [.8]

Early Years Literacy & Numeracy Mentor: .2

Aboriginal Support Team: 1 Aboriginal Education Teacher - .2; 1 Aboriginal Education Worker – 12 Hrs.

Further Support Staff: IT technician; Aboriginal student at risk literacy HPI. ESL - .6

- **OSHC**

: Kids Club, operated by NACYS.

- **Enrolment trends**

The enrolment trends have remained the same over the last few years. Our numbers fluctuate due to transience.

The enrolments figure for February was **233**.

The CPC enrolments are **45**. The CPC offers 4 sessions per week for every child.

PlayGroup meets 2 times per week.

- **Special arrangements**

Canteen

The Canteen operates 5 days per week.

NAYCS

Northern Area Youth & Children's Services [NAYCS] provides a family orientated program. It also provides an after-school intervention program for 30 children per session several times a week.

Red Cross Breakfast Program

The Red Cross with the support of volunteers, students & staff run a Breakfast Club for 4 mornings a week.

Fruit Program

The school provides fruit to each class each day as part of the Healthy Eating program.

- **Year of opening**

1963

The CPC and Junior Primary School and the Primary School amalgamated at the end of 2000.

The school celebrated its 40th birthday in November 2003.

- **Public transport access**

There is nearby access to SERCO bus travel and a connecting service to rail travel.

2. Students (and their welfare)

- **General characteristics**

The school is a Category 1 school. We have a strong commitment to improving student learning outcomes and improving student engagement in curriculum programs that are relevant, interesting and challenging. The students have high needs in relation to developing positive and safe relationships; developing skills in conflict resolution, thinking, literacy and numeracy skills. Students are keen to develop positive and caring relationships with their teachers and to support class and whole school programs.

Over 60% of students are school card recipients; about 19% have English as their second language; about 6% are Aboriginal students; about 14% are students with "A" or "D" level disability support.

- **(Pastoral) care programs**

The "pastoral care" program is built into the teaching and learning program of each class, in the yard and within whole school learning events.

The School Counsellor provides leadership in this area.

- **Support offered**

A range of support services are provided for students. They include

- NAPLAN testing and across the school testing to identify student literacy & numeracy needs. Classroom teaching program designed to support individual needs.
- Students with Learning Needs– identification of learning needs with targeted support provided by SSO staff. School data improvement processes are in place to measure improvement for these students
- Attendance & lateness concerns are followed up by a range of strategies.
- Alternative learning programs are designed to ensure learning success for all students.

- **Student Management**

Our school has a cohesive set of values based on the Tribes philosophy. They are the foundation of our school community.

The values are called the Caring agreements.

Mutual Respect: We will treat people the way we want to be treated

Attentive Listening: Speak kindly to others and think of other peoples feelings

The right to pass/participate: We have the right to pass in certain activities, but... the more we participate the more we gain

Appreciations/No put downs: Speak kindly to others and think of other peoples feelings

Only my best will do! : You never know what you can achieve until you try!

Each class develops a classroom ethos based on whole school common values – classroom management practices in regard to relationships, safety, learning, achieving personal best, interacting and behaviour. Underpinning this are the Tribes Caring Agreements, Keys to success and Circle of Courage. A range of special programs are implemented to improve student engagement and success, eg positive yard play, targeted learning groups.

A range of processes are in place to enhance, recognise positive learning and behaving.

End of term Success Awards, Sports Achievement Assemblies and the Yr 7 Medal Presentations recognise this at the whole school level.

A range of processes are in place to help students make good choices. This includes positive and supportive interactions between adults and students; class behaviour systems and whole school consequences for inappropriate choices. Where possible the principles of restorative practices are used.

- **Student Government and Leadership**

It is expected that students are able to make real choices about their learning & about their school.

Class Decision Making

Classes hold regular class meetings to discuss issues about their learning and school & that SRC reps report back to their classes & take issues from the class to the SRC meetings.

Each class selects two delegates to represent the views of their class at SRC meetings.

SRC MEETINGS

SRC meetings are held regularly and the SRC reports back to the school at assemblies and class meetings.

The SRC is involved in regular leadership programs. The School Counsellor provides leadership support to the SRC.

SRC INDUCTION CEREMONY

The SRC Induction Ceremony is held in term 1.

This is a formal assembly. The Ceremony includes an SRC rep taking the SRC Oath on behalf of all the SRC reps. A student responds with an Oath on behalf of all the students about their responsibilities as non SRC students in the process of student voice. Families, the wider community and Government representatives attend this assembly to celebrate success.

OTHER LEADERSHIP OPPORTUNITIES

Students participate in Youth Leaders Conference, Safty Ambassadors, North On Target, Drug Real Action Group Students, PLED Alcohol Education in Middle Years, SRC Training Day and Mentor Programs.

3. Curriculum

The teaching and learning program is based on SACSA. Students learn from the 8 Areas of Learning integrated with the Essential Learnings.

All teaching staff are trained in Accelerated Literacy and implement the program during a Literacy Hour daily. Each class is supported by an SSO during this time.

Every learning area has an interactive whiteboard. Multiliteracies are incorporated in all areas of the curriculum.

The NIT lessons are PE and SOSE. We believe that physical well being and competence in this area builds students' self esteem, emotional and physical wellbeing and team and leadership skills. Over the past two years the school has participated in the Fit2Play program.

- **Special curriculum features**

Stephaine Alexander Demonstration School

In 2008 the school was successful in being selected as the state demonstration school for the Stephanie Alexander Kitchen Garden Project. Each student has an opportunity to grow their own produce and learn a variety of ways to cook it.

Dance

Students learn a variety of dances from Footsteps. The Middle School students learn “social dances” in term 4 in preparation for their Graduation in term 4.

Choir

Students learn songs and in 2008 participated in the Northern Areas Music Festival.

Assessment procedures and reporting

The formal reporting structure includes:

An Acquaintance Session at the beginning of the year across the school with parent teacher interviews as required throughout the year.

Student/ Teacher Parent/Caregiver Interviews are held at the end of term 1.

Written reports

- Mid Year progress report, End of term 2
- End of year Report, End of term 4

Joint programs

The school is involved in a number of joint initiatives

- A transition program with Craigmore HS.
- Link with NACYS to provide 1to1 counselling for students and small groups with a wellbeing focus, ie. Self-esteem.
- Potluck Craft group – students are taught many different craft skills by a group from the wider community.

4. Sporting Activities

The students are involved in a range of SAPSASA sporting events, including korfbal, swimming, cross country, netball, basketball, soccer.

Each year, the children experience “Tri-Skills.”

Numerous sport clinics are held during the year for all children.

Sporting Opportunities.

Swimming

All students are involved in a swimming program at the Salisbury Pool in term 1.

SAPSASA

Many students are involved in SAPSASA events – soccer, netball, swimming, korfbal, summer & winter carnivals, athletics and cross country.

Sports Clinics

The students participate in many clinics during the year – soccer, football, netball.

Interschool Competition

- Cricket
- Central Districts Football Competitions
 - Year 3/4/5
 - Year 6/7
- Girls football

Active After School Sports

Each Term two different activities are offered for the students. A coordinator from the program runs the session with staff support. A healthy snack is provided by the school.

5. Other Co-Curricular Activities

• Excursions and Camps

The children have the opportunity to attend numerous excursions, including Come – Out performances, performance incursions.

The camps and excursions are heavily subsidised to ensure maximum participation.

• Multicultural Expo

A celebration of the many diverse cultures in our community. Different community groups share their knowledge and information about their organisations. All students have an opportunity to experience different cultures food, dances and crafts.

• Other celebrations

- **Graduation ceremonies** – there is Yr 7 Graduation Ceremony
- **Literacy Focus Celebrations** -Book Week, the Premier's Reading Challenge.
- **Open Mornings** – to celebrate with the community successes in Literacy and Numeracy.

6. Staff (and their welfare)

• Staff profile

In 2010, the gender balance across the school is

CPC - 2 female teachers

JP – 5 females

PY - 3 f, 1 m

MS – 1f, 1 m

NIT – 2f

RC – 1 f

SSOs – 9 f

Leadership structure

Principal; DeputyPrincipal; School Counsellor; Teaching & Learning Coordinator.

The leadership team meets weekly to forward the year's plan.

- Staff support systems

Staff members are invited to participate in a number of key committees including Management, Curriculum and Well Being.

- Elected staff reps include PAC, AEU, Governing Council and OHS&W.

- There is alternate staff or Tribe team meeting.

- Performance Management

Performance Management processes are in place. Meetings are held to focus on a particular theme from the Site Learning Plan, ie Classroom management, implementation of SACSA. Written and verbal feedback is provided. Information from these sessions provides data for our school's continuous improvement planning.

Staff are expected to be actively involved in ongoing learning. Almost all staff professional development is provided through the Training and Development budget.

Staff are encouraged to identify career pathways and support is provided to assist staff.

- Staff Utilisation Policies

The PAC provides support and advice to the Principal in regard to staff deployment. Through staff meetings the staff is actively involved in making recommendations for staff deployment, with the PAC ratifying those decisions.

7. School Operations

- Decision making structures

The school community – staff, Governing Council and where possible the students determine the future directions of the school through staff meetings. The school strives to be a listening and responsive organisation so that direction can reflect need and aspirations.

- Regular publications
 - A fortnightly newsletter is distributed
 - Class teachers send home regular class updates

8. Local Community

- **Parent and community involvement**

The parents are invited to participate in a range of activities, including the Governing Council, volunteers – classroom, Canteen and Red Cross Breakfast Program, assemblies, camps and excursions.

There is a

- Volunteers' Induction Program and Expectation handout
- Volunteers' "thank you" Morning Tea at the end of the year.

- **Commercial/industrial and shopping facilities**

The Downs' Shopping Centre including supermarket is close by.

The school is between the Munno Para and Elizabeth City Centre Shopping Centres.

- **Sporting facilities**

- Argana Park is within walking distance. The school participates in many SAPSASA events there.