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School Context Statement

School Context

Elizabeth Downs Primary School (EDPS), a CPC-7, Category 1 Index of Disadvantage School opened in 1963. Elizabeth Downs is a changing community with growing cultural diversity and complexity. This change is characterised by a growing cohort of students from non English speaking backgrounds (NESB) and increased transience of the student population. The enrolment of 237 students includes approximately 85% School Card holders, 17% students with disabilities, 7% Aboriginal students, and 20% ESL students.



Site Improvement Plan

1. Broad and explicit teaching & learning in literacy, inclusive of Accelerated Literacy pedagogy across all classes.

Targeted focus areas for improvement:

- Developing oral language to enrich AL pedagogy - vocabulary, knowledge and inference
- Phonemic awareness
- spelling

LITERACY

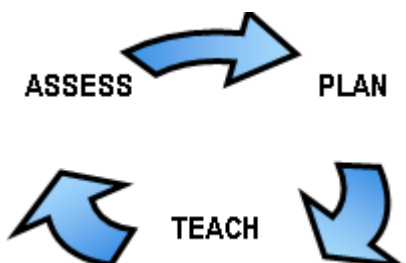
2. Extend staff expertise in data analysis to better inform and direct classroom programs and practices to achieve SIP goals

1. Whole school focus to build and maintain a foundation for positive relationships to create safe conditions for rigorous learning (use of Tribes is the strategy)

WELL BEING

1. Integrate the Kitchen Garden project into areas of literacy & science.

CROSS CURRICULUM CONNECTIONS



Strategic Directions & site priorities

Our Site Improvement Plan, Playgroup - 7, aims to develop learning, based upon data sets that indicate areas in need of improvement. Throughout the year, extensive data gathering occurred in order to identify areas of need. Literacy has been our core business and focus, largely directed by our involvement with the SILA project. Targeted interventions have been put into place around the 'Big 6' areas of literacy. The following data analysis of our NAPLAN results has been a key component in driving our priorities and strategic directions.

Continuously Improve - Targets

1. Improve NAPLAN data/ close gap between Site & National average by increasing number of students meeting the national minimum standard in yrs 3,5,7

below	Spelling	Grammar	Reading
2008	27%	35%	16%
2009	17%	25%	6%
2010	7%	15%	-

GROWTH

Achieve state levels of growth in NAPLAN spelling reading at each year level.

1. Improve by 30% against these standards each year to 2011 using 2009 Baseline data

2. Staff identify, work to improve and monitor own class learning goals for the three Literacy SIP target areas.



Analysis of Site self Review

Recommendation 1: FOCUS ON LEARNING

That the principal and staff at Elizabeth Downs Primary School work collaboratively to build explicit agreements in regard to:

- a. A broad and balanced literacy approach, inclusive of Accelerated Literacy, ensures all aspects of literacy are addressed in teaching programs through an aligned and rigorous R-7 curriculum
- b. expectations of literacy standards at each year level through the use of data analysis and the development of moderation processes to achieve consistency
- c. Challenging, rigorous, differentiated learning tasks that successfully cater for the range of learners

Whole school literacy block agreements, planning map, including focus on 'Big 6' areas of literacy. Teach – Plan – Assess. Whole school data map – collect read, phon aware., writing, Sight word & spelling data. Teams analyse data + with coaches re planning.

Recommendation 2: ATTEND TO CULTURE

That the leadership team at Elizabeth Downs Primary School work with staff to

- a. Further strengthen professional development and performance management practices to align and support whole-school teaching agreements and literacy achievement through classroom practices
- b. Focus staff professional learning and school initiatives towards the provision of explicit literacy teaching within all curriculum areas

Continued use of whole school agreements in Professional Chats, to support learning CPC-7. Tribes philosophies are significant in the culture of our professional learning community.

Recommendation 3: SET DIRECTION

1. That the leadership team at Elizabeth Downs Primary School work with staff to refine the Site Improvement Plan (SIP), based on investigation of key data, to:

- a. identify, prioritise and schedule specific aspects of literacy learning for whole-school action
- b. develop targeted strategies to achieve clear and measurable classroom level improvements in student achievement

1. That the leadership team at Elizabeth Downs Primary School extends staff expertise in data analysis to better inform and direct classroom programs and practices to achieve the SIP goals.

Differentiated teaching is mapped across the site, using SMART targets & Plan-Teach-Assess for different groups of students in each class.

Recommendation 4: SHARE LEADERSHIP

That the leadership team at Elizabeth Downs Primary School works to:

- a. Review the role and focus of current leadership positions to ensure a sustained and developmental approach to achieve the SIP priorities and the recommendations of this report.
- b. Ensure the key role and priority of leaders is curriculum, instruction and learning outcome improvement

Site improvement priorities are promoted and managed using shared leadership principles.



Intervention; Learning Strategies Targeted Groups

We employ Support Staff to support every class literacy block 5 X 90mn, per week (approx, \$400 000 salary). Part of this funding is from Disadvantaged schools, Early Years & Special Ed. Grant money. These staff are an integral part of the Teach-Plan-Assess process & regular time for planning with the classroom teacher is provided.

The specific data that we are collecting, particularly around spelling, sight words, reading & phonemic awareness has helped in targeting the learning for particular co-horts.



ABORIGINAL ED. STRATEGY OUTCOMES

Strategies:

- Early Intervention
- In class 1:1 and small group support during literacy/ numeracy
- Ensuring every child has ILP
- Providing support and guidance through Mentor support
- Utilise funding re tutors and mentoring for learning support
- Attendance issues
- Family support

Outcomes:

- Greater confidence, engagement to learning
- Improved results in reading, writing, spelling and numeracy data
- Improved attendance
- Increased cultural awareness through activity and curriculum



GOVERNING COUNCIL

Governing Council meet 2 X per term, with a membership of 12 people. The responsibility of the Governing Council is to oversee the complete running of Elizabeth Downs Primary school, this includes full financial, canteen, learning & school affairs, reports at each meeting.

During 2010, Governing Council were responsible for overseeing the completion of our School Gym, refurbishment of our Front office and had continued updates of literacy focus from our SILA review report.

Our AGM was held on 22/3/10 with 12 member in attendance & 3 apologies.



NAPLaN Analysis

NAPLaN Comment on 2010 data and trends over time

Year 3 (This year's year 4's)

- Very low starting point. Significant percentage of kids not reaching minimum national Standard (NMS) benchmark in all areas of literacy. Reinforces importance of phonological awareness, phonics and sight words in JP
- Writing – gender gap (boys achieving at significantly lower level than girls) – Wide range within year level (particularly in writing) – how are we catering for the range of learning needs
- Grammar & punctuation - needs to be a focus in AL.

Year 5 (This year's year 6's)

- Increase on % of kids achieving minimum standard compared with previous years
- Growth in reading – while pleasing medium, majority at lower band ends.
- All students scattered in 4 lowest bands – is it possible to extend any kids? - See target in Site Improvement Plan

Year 7 (Last year's year 6's)

- Terrific growth in reading – 42% in high growth. 100% above minimum national standard
- Breadth of achievement – need to cater for wide range. Implications for planning and teaching
- Spelling still a challenge

2011 data comments. Site Improvement Plan

Targets

S – specific
M – measurable
A – achievable
R – realistic
T – timely

Phonological awareness

Keep using the screening data to program and to focus on specific skills so that we aim to get more kids to an age appropriate level by the end of Reception

NAPLaN

If we are to impact on the gap between our kids and the National mean we need to achieve greater improvement than the average bi-annual mean.

Stretch targets – key foci – spelling & reading

Average bi-annual mean from year 3 – 5 is 70

EDPS = 100

Average bi-annual mean from year 5 – 7 is 55

EDPS = 70

National Minimum Standard

Increase % by 5%

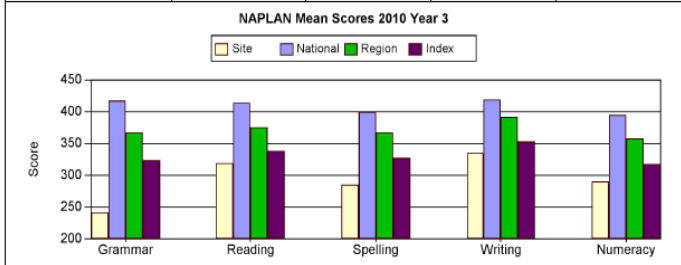
Year 5's / 6's

Who can we extend? In reading & spelling



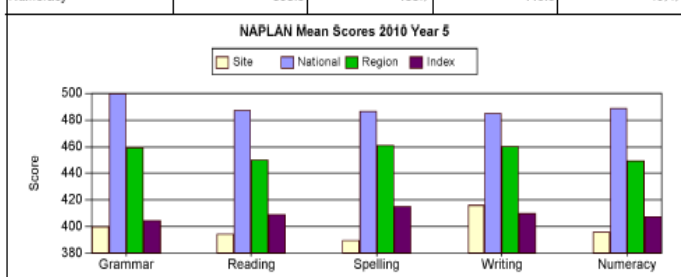
In line with our investigations, with many data sets our Early Years results continue to be of concern. As we progress from Year 3 - 5 - 7 growth does occur and we become closer to Regional medians. This is significant because it indicates the work we need to do at Playgroup, CPC & Early Years levels to have greater NAPLAN results at the Year 3 level. During 2010 we will work with SILA coaches developing programs to specifically address these concerns. In discussion with my ARD and leadership coach it is significant that growth from each testing cycle Yr 3-5, Yr 5-7 does occur and we look forward to reviewing all data 2011 with results from Yrs 3,4,5,6,7.

Test Aspect	Year 3			
	Site	National	Region	Index
Grammar	242.4	416.9	367.2	323.7
Reading	319.2	414.3	375.2	338.9
Spelling	285.1	399.2	368.2	327.0
Writing	335.9	418.6	392.2	352.9
Numeracy	289.8	395.3	357.2	317.3

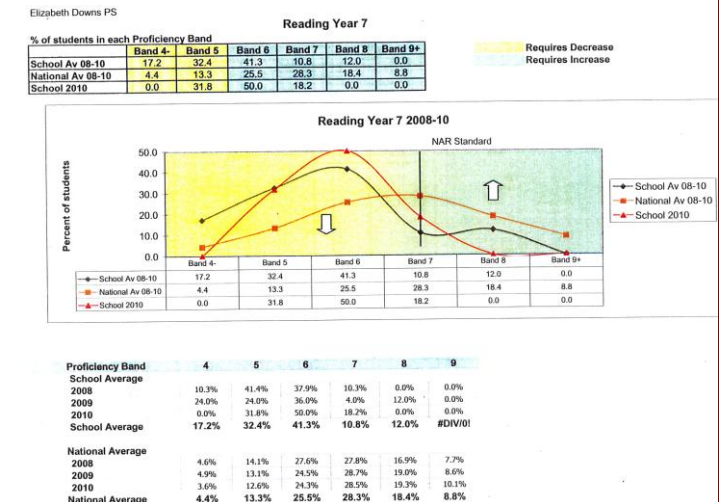
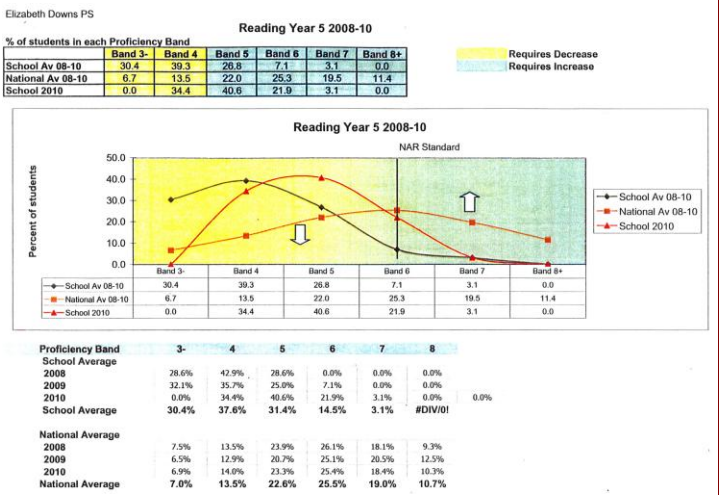
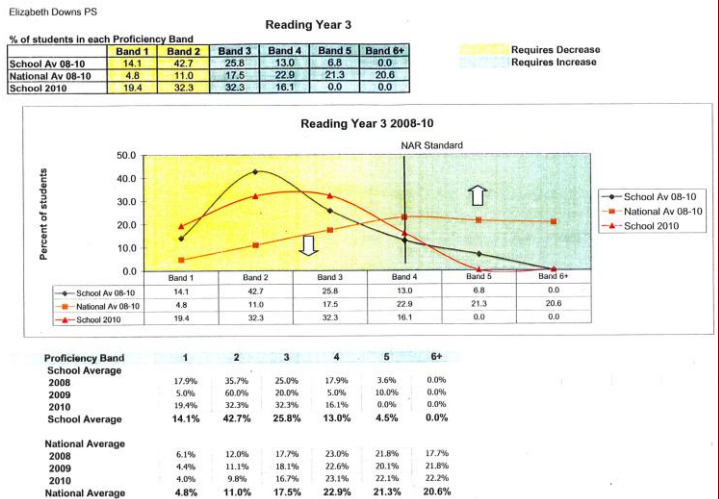
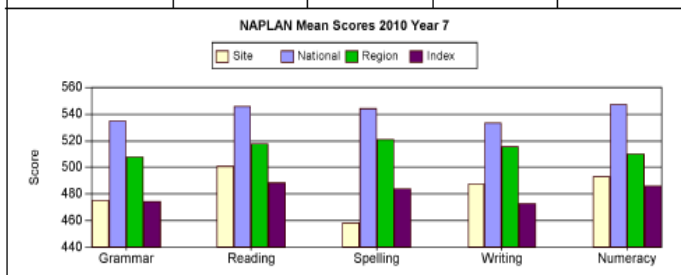


Test Aspect	Year 5			
	Site	National	Region	Index
Grammar	400.0	499.7	459.4	404.5
Reading	394.7	487.3	450.3	409.6
Spelling	389.7	487.1	461.2	415.4
Writing	416.3	485.2	460.8	410.0

Mean Scores 2010				
Numeracy	305.0	488.7	440.0	407.7



Test Aspect	Year 7			
	Site	National	Region	Index
Grammar	475.5	535.1	508.4	475.0
Reading	500.8	540.0	518.0	480.0
Spelling	458.0	544.0	521.5	484.1
Writing	487.8	533.4	515.4	473.0
Numeracy	403.2	547.7	510.7	480.0





Attendance - students

Our attendance rates are inline with both District and DECS results for term 2, in 2011. The Site has a comprehensive attendance policy that highlights the significance of students being at school on a regular basis. These processes include, daily data collection by classroom teachers, monitoring by Counsellor of every child unaccounted for, regular follow up through student review meeting processes and a consistent meeting structure with the Sites DECS Attendance Counsellor.

Contributing factors to absence include;

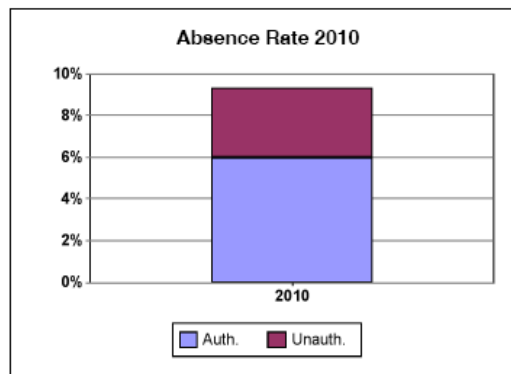
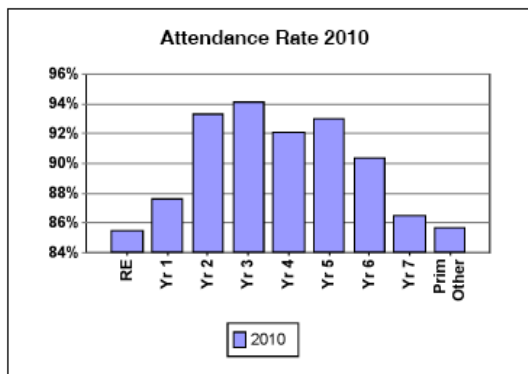
- Lack of organisation at home
- Poor food and hygiene
- Social & emotional complexities within the home
- Some adults lack of value in education

Our schools curriculum and wellbeing programs largely address these contributing factors;

Targeted School Programs include;

- Red Cross Breakfast Club program + Outbreak breakfast hubs in JP/ Primary areas.
- 1:1 counselling/ Family referral
- NACYS & School Counsellor targeted programs for students 'at risk'
- Consistency in Literacy & Numeracy programs across the school
- Promotion of positive eating habits through Stephanie Alexander Kitchen/ Garden program's skilling children, families in harvesting/ preparing/ sharing.

Attendance - Semester 1



Attendance - staff

SFER002

Department of Education and Children's Services
Staff Attendance Measure Report for the 2009 school year

03/03/2010

01:11:27

Org Unit ID: 0947 (Elizabeth Downs Primary School)
Org Type: Primary Education (PRIM)
Org Sub Type: Primary Schools (PS)

CONFIDENTIAL

Absences of less than 5 continuous days	Term 1	Term 2	Term 3	Term 4	Total
Total number of days absent due to sickness - paid sick leave	20.0	21.0	22.0	23.0	86.0
Total number of days absent due to sickness - unpaid sick leave	0.0	0.0	0.0	0.0	0.0
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	0.0	3.0	0.0	3.0	21.0
Total number of available working days (pro rata to FTE)	866.1	865.0	865.0	865.0	3,561.1
Percentage of working days taken as paid sick leave	2.03 %	2.43 %	2.54 %	2.60 %	2.40 %
Percentage of working days taken as (paid & unpaid) sick leave	2.03 %	2.43 %	2.54 %	2.60 %	2.40 %

All Absences	Term 1	Term 2	Term 3	Term 4	Total
Total number of days absent due to sickness -paid sick leave	20.0	20.0	35.0	23.0	107.0
Total number of days absent due to sickness -unpaid sick leave	0.0	0.0	0.0	0.0	0.0
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	0.0	3.0	0.0	3.0	21.0
Total number of available working days (pro rata to FTE)	866.1	865.0	865.0	865.0	3,561.1
Percentage of working days taken as paid sick leave	2.03 %	3.35 %	4.05 %	2.60 %	2.00 %
Percentage of working days taken as (paid & unpaid) sick leave	2.03 %	3.35 %	4.05 %	2.60 %	2.00 %

Number of teaching staff employed for more than 1 Term

10



Pre School

Elizabeth Downs Kindy

- Fantastic Learning Facilities and Resources.
- \$3 per week
- Friendly Staff
- Full Day Sessions
- All Enquires Ph: 82556788

Government of South Australia
Department of Education and Children's Services

Developmental learning outcomes in the Elizabeth Downs Kindy for 2010, included;

- Children developing trust and confidence
- Children developing a positive sense of self and confident personal group identity
- Children developing a sense of being connected with others and their worlds
- Children developing a range of thinking skills
- Children as effective communicators
- Children demonstrating a sense of physical wellbeing and competencies

There was much evidence gathered throughout the year, highlighting the fact that learning was occurring in these areas. The Site was involved in training & development sessions that link learning development with our Playgroup and Junior Primary classes.

Staff are actively involved in training around, Belonging, Being, Becoming & the Respect, Reflect, Relate.

	Enrolment												Attendance											
	2008				2009				2010				2008				2009				2010			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Elizabeth Downs Child Parent Centre	30	31	31	31	25	28	32	33	41	44	45	47	26	26	25	25	24	25	26	26	35	37	31	34



Making Data Count

Phonological Awareness Screening

Pre screening in November 2009 and post screening in November 2010
Involved 4 classes

Summary of results of phonological awareness testing, Elizabeth Downs Primary School, November 2009 and 2010

	Total # of students tested on both occasions	# of students with skills expected at age level, November 2009	# of students with skills expected at age level, November 2010	Increase in # (%)
Class 1 (Rec/Yr 1)	7	1	5	4 (57%)
Class 2 (Rec/Yr 1)	10	2	5	3 (30%)
Class 3 (Rec/Yr 1)	11	4	9	5 (45%)
Class 4 (Yr 2)	18	4	12	8 (44%)

The number of students who demonstrated phonological awareness skills that was appropriate for their age increased considerably between November 2009 and November 2010. Anecdotally, teachers reported their students skills' being one term advanced of what they would have normally expected from previous years experience.

Running Record data 2010 year 1 & 2's

Nearly 40% at level 1 in year 1
38% at level 1 in year 2

Growth in reading levels - year 2 Total students recorded 20 students

Low - 8
Medium - 11
Upper - 1

NB 2 of the students in low growth are NEP

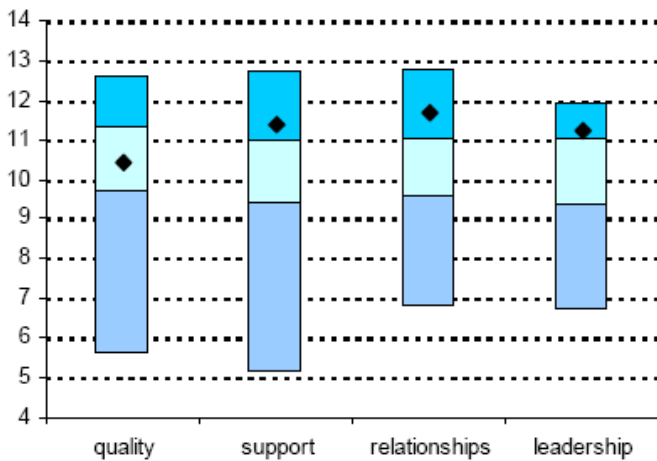
We are able to access data for the past 2 years with regards to Running Records & our Accelerated Literacy program. Information from the graph indicates the low levels our Reception students attain with reading. By Year 1, 40% of students are at level 1-5, with 38% at level 1 in yr 2.

Measured growth in reading levels for 20, yr 2 students indicated;

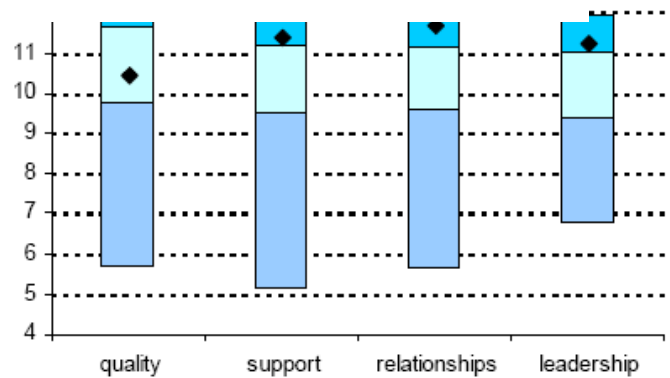
- 8 students recording low growth
- 11 students recording medium growth
- 1 student recording upper growth
- Of the targeted students 2 in the low growth area are students on NEP.

Opinion Survey's

Staff Opinion



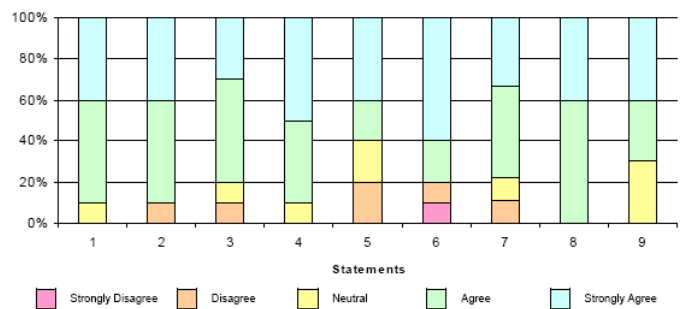
All staff have relevant teaching qualifications



As indicated during the SILA review staff had positive responses to significant aspects across our site. The Staff Opinion Survey reflects this with relationships being an important component of our sites wellbeing. We believe our Tribes process is beneficial for all school groups.

Although only 10 responses were returned from parents, there is a strong sense that these parents are happy with the quality of teaching & learning offered at our site.

Parent Opinion - Quality of Teaching and Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this school.	0%	0%	10%	50%	40%	10
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	10%	0%	50%	40%	10
3	This school has high expectations of its students.	0%	10%	10%	60%	30%	10
4	Teachers are enthusiastic in their teaching.	0%	0%	10%	40%	50%	10
5	I am satisfied with the learning programs offered at my child's school.	0%	20%	20%	20%	40%	10
6	My child's teachers clearly inform me about the learning program.	10%	10%	0%	20%	60%	10
7	My child's teachers make learning interesting and enjoyable.	0%	11%	11%	44%	33%	9
8	Teachers at this school really want to help my child learn.	0%	0%	0%	60%	40%	10
9	The school has an excellent learning environment.	0%	0%	30%	30%	40%	10

Staff Profile Qualifications Retention

Staff profile

17.75 FTE teaching staff includes a Principal, School Counsellor and Coordinator. The school is entitled to 122.5 School Service Officer (SSO) hours per week and 10.5 Aboriginal Community Education Officer (ACEO) hours per week. An additional 35 SSO hours and 5.5 AECO hours per week are purchased to support literacy, numeracy and special education. The Child Parent Centre has 2 teachers sharing a 1.0 FTE position and 30 SSO hours.

The leadership team has been in place for the 4 years and there has been little staff turn over during this time.



Site Wellbeing Achievements

ATTENDANCE IMPROVEMENT PLAN

A rigorous Attendance Improvement Plan ensures that we take a vigilant

stance, around monitoring student attendance/lateness incidences. Proactive intervention strategies to reengage students to school & to promote the importance of regular attendance include informal chats with the student & the parent, monitoring of daily absences, phone calls home; letters sent home every 5 weeks with attached attendance record, regular articles in the schools newsletter and when the need arises intervention via the Attendance Counsellor and Aboriginal Inclusion officer.

TRIBES – Whole School Focus

Continuation of Tribes & Social learning Programmes. Skills & Values were a focus at weekly staff meetings and explicitly taught throughout the school. Several staff members were trained in the Tribes Learning Journey processes.

Behaviour Code - To deliver a process that is consistent and restorative across the school. Where the process is clearly stated in order for staff and students alike to understand and follow the correct procedures in managing inappropriate behaviours. Regular review of data ensures constant tracking of individual or groups of student's choices.

Authentic Student Voice

S.R.C. - Leadership is given special emphasis with a Training Day focussing on skills required to be an effective representative. Student representatives from each class, R-7, are involved in conducting class meetings, taking student ideas and information to a weekly SRC meeting, reporting back information and providing leadership in classes and across our site.



Young Leaders Conference - In March 11 students attended the Young Leaders' Conference day. Leaders in the community spoke to us about their journey and the skills students need to be a good leader. The skills they talked about were - to be responsible, be supportive, have passion and care for others.

Safety Ambassadors Programme - Safety Ambassadors play a very active role in ensuring that our grounds are a safe place for students to play and that there were no hazards around our environment. They are also active in presenting lessons around "Safety Houses" and arranging for sessions with police intervention around "Cyber Bullying." Safety Ambassadors received Highly Commended Awards for their participation in the program.



Preventative Drug and Health Education -Drug Strategy Focus - Traditionally 3rd

term is the Drug Strategy focus term. Class based teachers implement age specific and sequential based lessons focussing on tobacco, alcohol, legal and illegal drugs, the nature of dependency and harm minimisation. **Drug Real Action Group** Students run a Student Drug Forum Day where students take on the role of Peer Facilitators. Evidence based activities are presented in order to gain an understanding of the relevance and importance in identifying reasons affecting choices about drug taking.



Sustainability Group

Student representatives from each class, R-7, are involved in attending weekly meetings, taking student ideas and information to Class meetings, reporting back information and providing leadership in classes and across our site in order to Reduce, Reuse & Recycle. This will ensure that we can provide a more environmentally sustainable school environment.

Child Protection

- Child Protection Curriculum
- Explicit teaching R-7 of concepts & terminology

Family Learning Network

The Family Learning Network is the delivery of group and 1 to 1 programmes for students within our school. A Family Support Worker, together with our School Counsellor delivers these programmes. These programmes focus on supporting children to develop Resilience, Confidence, Self Esteem and Problem Solving skills.





Significant Focus Areas 2010

Accelerated Literacy – 2009 saw the completion of training by all staff members. This being our 3rd year in the program & all staff have achieved excellent training & development aspects of the course. We believe AL is providing significant & accelerated growth in all aspects of literacy for our students.

2010 saw a continued focus of training and development with our AL consultant & ongoing use of class texts for explicit teaching of skills.



TRIPS Study (Targeting Resources in Primary Schools).

30 schools in 3 states working with a research team to establish what support is needed for learning growth in low SES schools. The principal attended a 3 day conference in Fremantle to provide information around SA school resources and was able to positively represent our school and our region.

SILA Review (Supporting Improved Literacy Achievement)

During 2010, under the guidance of coaches the school embarked on an intensive site, self review into the recommendations outlined in the initial SILA report - we achieved some outstanding outcomes re teacher professional learning, explicit literacy block developments using the Teach-Plan-Assess model, target setting and use of data.

NAPLAN - testing of all students' year 3-7 & intensive interrogation of data with staff & SILA coaches.

Facilities - BER - School Pride Front Office upgrade. BER - Building Project - School Gymnasium. Both buildings completed and fully functional aspect of our school.

Stephanie Alexander Kitchen Garden Project - State Demonstration School. Kitchens & Gardens completed with Official Launch in December 2009 - recognised by significant DECS & community organisations. The program is achieving on-going success and is highly valued as part of our schools curriculum by parents, students and staff.

Sports & The Arts - students achieved excellent results in these learning areas, both in & outside of school. For example SAPSASA state representation & Artist in Schools garden sculpture project.