

The SCHOOL CONTEXT STATEMENT

Updated: 06/17

School number: 1036

School name: East Adelaide School

1. General information

Part A

School name: East Adelaide School
 School No.: 1036
 Principal: Vicki Stravinski
 Postal Address: Second Avenue, St Peters, 5069
 Phone No.: 8362 1622
 Fax No.: 8362 0078
 Location Address: As above
 District: East
 Courier: Eastern Adelaide
 Distance from GPO: 4km
 CPC attached: No

East Adelaide School is a member of the Morialta Partnership which includes 6 preschools, 4 primary schools and 1 secondary school in the eastern suburbs of Adelaide. Curriculum leadership within the Morialta Partnership focuses on the Australian Curriculum with a particular emphasis on developing capacity in Science, Technology, Engineering and Mathematics (STEM).

FTE Enrolment		2013	2014	2015	2016	2017
Primary	Special, N.A.P.	0.0	0.0	0.0	0.0	0.0
	Reception	145.0	85.0	115.0	110.0	118.0
	Year 1	84.0	105.0	82.0	108.0	114.0
	Year 2	87.0	87.0	106.0	83.0	112.8
	Year 3	54.0	96.0	86.0	106.0	75.0
	Year 4	83.0	57.0	100.0	82.0	103.0
	Year 5	55.0	83.0	54.0	100.0	69.0
	Year 6	64.0	56.0	79.0	56.0	93.0
Secondary	Year 7	50.0	52.0	48.0	73.0	48.0
	Special, N.A.P.	0.0	0.0	0.0	0.0	0.0
	Year 8	0.0	0.0	0.0	0.0	0.0
	Year 9	0.0	0.0	0.0	0.0	0.0
	Year 10	0.0	0.0	0.0	0.0	0.0
	Year 11	0.0	0.0	0.0	0.0	0.0
	Year 12	0.0	0.0	0.0	0.0	0.0
Year 12 plus	0.0	0.0	0.0	0.0	0.0	
TOTAL		622.0	621.0	670.0	718.0	732.8
School Card percentage		11.0%	8.54%	8.20%	6.5%	7.2%
NESB Enrolment		34.5%	24.03%	24.89%	25.49%	29.2%
Aboriginal Enrolment		.52%	1.13%	.60%	.84%	.68%

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1. General information

Part A

Principal

Vicki Stravinski

Part B

Deputy Principal

Leonie Robertson

Deputy Principal (1 year appointment)

David Dewar

Assistant Principal

Belinda Robertson

Teaching and Learning Co-ordinator

Androulla Vagnoni

(focus: STEM)

Student Wellbeing Co-ordinator

Yiota Seindanis

Staffing numbers: 69

: R-7 Classrooms – 28

: SSO hours - 380.6 hours per week

: Teacher / Librarian – 1.0

OSHC

A Before School (7.30 am - 8.30 am); After School (3.10 pm – 6.00 pm) and Vacation Care Programme operates on site with Ben Hepper as Acting Director.

Enrolment trends

The school, along with DECD support is working on an official zone which has been open to community consultation. The proposed zone is featured on the school and DECD websites. Enrolments need to be supported by proof of residence.

The main feeder pre-schools include Hackney and Agnes Goode. The main feeder Child Care Centres includes Margaret Ives and St Peters. Students progress to a wide range of secondary school settings including, Adelaide High, Norwood Morialta, Glenunga International, Marryatville and local independent schools.

Special arrangements

Major Capital Education Works were completed in May 2012. 2014 saw the completion of site funded works with the upgrade of a separate building housing, a specialised learning area and OSHC and the refurbishment of the Dawson building which attracted over \$600,000 of DECD funding for upgrades to the air conditioning system and ceilings.

2015 site funded works were completed on the Vaughan Higgins Performing Arts Centre transforming this building into a 21st century learning space.

Since 2012 the school, in partnership with the parent community, is working towards upgrading our outdoor learning spaces through a landscape master plan. Our aims are to develop areas with increased natural shade, to upgrade play equipment, to create spaces for children to play and explore, to upgrade fencing around the school and to foster student participation in growing gardens.

Year of opening

Established 1886. 'Right of zone' school since 1989.

Public transport access

A bus service operates along Payneham Road. Bus Stop 8.

2. Students (and their welfare)

General characteristics

The school has grown with an enrolment of 119 reception students in 2017, this will be reduced over the next couple of years to decrease the pressure placed on capacity. There is considerable movement in the school population because of interstate or overseas work and study exchanges, transfers in from other schools, and movement to private school settings in later years.

Support offered

Parents are supportive of the learning opportunities provided within the school and have high expectations. Parents are actively engaged in the decision making processes through Governance and subsequent committees. Parents are also actively engaged in classroom learning programs, particularly in the early years.

Student management

East Adelaide School provides a safe and supportive learning environment in which students can be engaged and challenged in their learning.

The Student Behaviour Education Procedure is based on the rights of teachers to teach and students to learn and for students to learn to take personal responsibility for behaviour choices in the class and the yard.

Behaviour expectations are based on the school values [Relationships, Respect, Responsibility and Resilience] and are consistent throughout the school. Teachers use a **Restorative Practice** approach to supporting students in reflecting on their choices and **Circle Time** strategies to empower students to problem solve with the support of a larger group. Students use grievance procedures to assist them in addressing harassment and/or bullying

Parents support their children to learn to take responsibility for their behaviour choices. Anti harassment processes are established and social skills are explicitly taught and reinforced across the school using various resources such as *Program Achieve: Keys to Success*, *Play is the Way*, *Kimochi* program and *Bounce Back*.

All students proudly wear school uniform.

Student Government

Students are enabled to have a voice through the structures of class meetings, and solution focused discussions are promoted at the class level and at the student leadership level. We have been working on a process where issues that are pertinent to all students are raised with the School Ambassadors who in turn raise these issues at School Ambassador meetings to be addressed or be re-directed.

The Ambassadors are one of several Year 7 student leadership groups; others include Environmentalists, Educators, Journalists, House Captains, Library Support and ICT Technicians.

All Year 7 students are expected to undertake leadership and service roles. Middle Years teachers are involved in the supervision of this programme as are other staff members including the teacher librarian, admin staff and leadership staff. The Year 6 students work on building their social and personal capabilities in preparation for the leadership skills needed in Year 7. In the second semester, Year 6 students are mentored in various leadership roles by the Year 7 students. All Middle Years students work towards achieving the EAS graduate student qualities.

Year 4 and 5 students take on a number of leadership responsibilities leading up to their time as senior students at East Adelaide.

Special Programmes

We offer a range of educational and social support programs for students at risk in the areas of Literacy, Wellbeing and Coordination. The school has established a strong support programme for students with learning difficulties. We focus on Wave 1, 2 and 3 students at risk and work with teachers in developing individual learning goals for students who are identified as at risk at the Wave 2 level. The goal setting supports intervention plans which are developed by the teacher working with parents and school support officers.

Intervention support is overseen by the Student Review Team which is also responsible for monitoring student progress, tracking students and making recommendations for referrals to external service providers. The Student Review Team is led by the Senior Leader through a whole school process of identification.

Staff cater for students with high intellectual potential through inclusive class teaching and learning programs, using higher order thinking strategies, critical and creative thinking and questioning, and by having high expectations of all students in order for each individual to achieve his/her personal best.

There are many opportunities for challenging and involving students in areas of interest beyond the classroom. These include programs such as Choir, Instrumental Music, Drama, Chess, Debating, and a wide range of sport activities include a range of SAPSASA competitions and after school sports. Special events such as the Art Shows and Musical Evenings encourage individual effort.

3. Key School Policies

School Motto: *Learning for Life*

Vision: East Adelaide is a community that inspires learners to be compassionate, creative and engaged citizens for the future.

Our purpose therefore is to:

- Celebrate the cultural diversity within our community
- Create a safe and supportive environment where provision is made for discovery, challenge and choice
- Facilitate the social, physical and emotional development of each learner emphasising personal growth, respect for differences in people, resilience, a sense of social responsibility and care for others
- Create a dynamic learning community which encourages self-management, curiosity and enjoyment for each learner to achieve his/her potential
- Provide learning experiences that promote student initiative, independence, self-discipline and motivation
- Provide learners with the opportunities throughout the day to work collaboratively, learning from others and with others
- Provide learners with a range of sophisticated thinking and problem solving skills to enable them to apply these in purposeful ways throughout learning

- Provide learners with information technology tools and peripheral equipment enabling them to apply skills in purposeful ways throughout learning
- Provide learners with a range of avenues to demonstrate what they know, understand and can do as expected within curriculum achievement standards
- Provide learners with the knowledge, skills and capabilities to become expert learners.

Underpinning our vision and purpose are our core values:

- **Respect** – show care and concern for self, other people, property and our environment
- **Responsibility** – develop a sense of pride and be in charge of yourself
- **Relationships** – based on integrity and mutual respect, and building community connectedness
- **Resilience** – established through purposeful effort, participation, persistence and optimism.

East Adelaide School is committed to achieving the priorities of our Site Improvement Plan and Strategic Plan as developed with Governing Council.

The Site Improvement Plan priorities 2016 are:

- Literacy – Inferential Comprehension
- Numeracy – Problem Solving

Our Strategic Intentions focus on developing Powerful Learners through:

- STEM – Critical and Creative thinking/questioning – Domain 3.2 of TfEL

This priority strengthens our commitment to developing learning with intellectual challenge for all students and increases student voice.

Our school emphasis is on critical and creative thinking through an inquiry process using STEM as an integrated vehicle to enable students to demonstrate their thinking. Teachers work in teams discussing and planning work within a multi-disciplinary framework which uses design questions to support all learners.

This priority demonstrates our commitment to the Morialta Partnership STEM priority and our joint work in enabling continued high performance at each site.

Recent Key Outcomes

Please refer to the 2016 Annual Report, which is available on the website.

The Australian Curriculum has been incorporated in the school's Teaching and Learning Programmes and the Teaching for Effective Learning (TfEL) framework is being used as our pedagogical framework to further learning and empower learners. School reports reflect the Australian Curriculum and comply with DECD common reporting expectations.

Curriculum

Subject Offerings

The core business of the school is to provide students with a broad and balanced curriculum within a supportive and challenging learning environment with the expectation that students will aim for their personal best. We are committed to providing the eight areas of learning including English, Mathematics, Science, The Arts, History and the Social Sciences (HASS), Design and Technology, Health and Physical Education and Languages. Staff is engaging with education consultants to support the full implementation of the Australian Curriculum.

Implementation of the Australian Curriculum along with the General Capabilities and the Cross Curriculum Priorities has continued, as has our focus on teaching practice to ensure that our work is current and reflects the capabilities, knowledge and understandings expected of young people in the 21st Century.

Embedding ICT across the curriculum continues to be a priority with an increase in funding for efficient and effective infrastructure in order to enable students to be creative learners using ICT as effective tools. The school has introduced a BYOD policy (one that has restricted purchase of devices through a designated portal) for Years 5 to 7. This was decided upon in consultation with the parent community. Interactive Whiteboards and or projectors exist in each teaching and learning area. The school continues to invest in various digital devices including iPads, ACER devices, ensuring that students have access to new technologies. We have recently had fibre optic cable continue to update our wireless technology to ensure quality internet access for all. As the school population has increased, we have seen the need to ensure that the infrastructure is kept up-to-date to manage the connectivity and use.

Our aim in ICT is to ensure that our students become critically literate, creative users of ICT, and use the tools for learning and for accessing the enormous volume of information that they are exposed to in today's rapidly technological evolving world. The tools are also being used to teach the digital technology curriculum, looking at coding and programming.

Another priority area is Mathematics / Numeracy where staff continues to examine their practice and make changes according to the needs of students with the aim to develop improved mathematical understanding, fluency, mental computation, confidence and use of mathematics to solve problems.

2017 will see the development of a Numeracy Agreement which will be led by the Assistant Principal and the Action Committee.

Literacy continues to be a high focus with teachers specifically looking at inferential comprehension and extending vocabulary.

Staff has enthusiastically continued their familiarisation of the Australian Curriculum and work on improving assessment and data collection practices, moderating samples of work and analysing these to improve educational outcomes for all.

Other teaching agreements include the teaching of text types and using the EALD Literacy and Language Levels as a moderating tool to support our teaching practices for continuous improvement of writing various text types. A reading comprehension agreement also exists.

Specialist Programs

We highly value our specialist programs which include: Performing Arts, Physical Education and Italian. This year we have introduced a fourth specialist teaching area in Science. The Science teacher has worked closely with teams supporting the inquiry process.

Performing Arts

All students (R-7) participate in the Performing Arts program provided by the Performing Arts teacher once/week.

As students move through the school, there are many opportunities to be involved in a wide variety of creative performances, for example String Ensemble and Choir for students in Years 5, 6 and 7 with opportunities to perform in the Festival of Music. Instrumental music tuition is available for individuals and groups. DECD Instrumental Music teachers provide a string program for Years 3 to 7 students. Private Instructors are also available on a user pay basis from Reception to Year 7 and provide tuition in the learning of various instruments. The students are able to perform in front of an authentic audience (parents, grandparents and friends) twice/year to showcase their talents and skills. These programs are highly valued by the school community.

Italian

All students R to 7 participate in the Italian program. 2014 saw the teaching of Italian twice/week to Years 5 to 7, and due to its success, in 2016 it has been extended to include Years 3 to 7. This was as a direct result from feedback from parents and students who identified the importance of building upon the language skills on a more regular basis.

First Language Maintenance and Development

As there are a high percentage of students who speak Chinese/Mandarin and Punjabi at home and who meet the criteria for inclusion to the FLMD program, we have started teaching these FLMD languages to an identified group of students.

Some students are currently accessing a mother tongue program in Greek as part of the DECD phasing out program.

Identified students in these languages access one lesson/week.

Health and PE

All students R to 7 participate in the PE Specialist program one lesson/week. Classroom teachers include fitness in their educational programs throughout the week. Outdoor Education is an important part of the primary programme through orienteering challenges. SAPSASA opportunities that are provided include; athletics cross country, swimming and various team sports.

Learning Environment

Learning at East Adelaide is supported by:

- Behaviour Education processes that are clearly understood and consistently applied backed up with a range of procedures in the classroom, across the school and supported by the leadership team.
- The provision of a safe, supportive learning environment on which to base rigorous learning.
- Opportunities for student participation and leadership.
- Parent involvement and participation that supports school programmes and daily class activities.
- A programme of extra-curricula and activities that encourages involvement in additional areas of endeavour.
- The early identification of learning difficulties and support.

Teaching and Learning

The teaching and learning programmes at East Adelaide School strive to enable self-regulated learners who are supported to work towards achieving their personal goals.

Learning and thinking strategies are embedded in programmes to further engage students in their learning

Constructivist approaches are encouraged to facilitate deep learning.

ICT is integrated into the teaching and learning and facilitated by wide access to necessary technology.

The importance of play to student learning is highly valued in the Early Years and staff has introduced investigations through a play based program Reception and Year 1.

Assessment procedures and reporting

We currently report to Parents/Caregivers through:

- Acquaintance Night

- Term Overviews
- Parent / Teacher Interviews
- Written Reports twice per year

Student achievement data is gathered using both standardised and formative assessment processes. We have developed a Student Data Base for the documentation and monitoring of student achievement, interventions and assessments R to 7.

We have a range of teaching agreements for collecting and analysing whole school assessment data including using PAT-R, PAT Maths, PAT Vocabulary and PAT Spelling and PAT Science along with Running Records, Literacy Pro data and SPA data. We are currently investigating tools which will provide pre and post assessment data in Mathematics/Numeracy to support targeted teaching.

Students in Years 3, 5 and 7 are involved in NAPLAN Literacy and Numeracy Tests. Results are analysed early in Term 4 along with other measures to inform practice at a classroom, team and whole levels.

4. Sporting Activities

The School has a new Gym completed under the BER project which caters for all sports particularly basketball, netball, badminton and volleyball. The outside facilities include two netball courts, basketball court, bat tennis courts and cricket nets.

The school offers a wide range of out of school hours sports including soccer, football, cricket, netball, Auskick, and basketball. There are activities for students from Reception to Year 7.

The Sporting Program is supported by a designated staff member (SSO) who coordinates the out of hours sports activities with volunteer parents who are members of the Governing Council After School Sports Committee. The After School Sports program has increased over the past 5 years with well over 500 students participating in after school sports. This has been made possible with the commitment and support of parent volunteers who take up the role of coaching teams either before or after school. We have 2 awards nights each year celebrating student participation. Our school community highly value the After School Sports program.

5. Other Co-Curricular Activities

General

All Year 6 and 7 students can audition for the Festival Choir, which performs in the primary Festival of Music and the Schools Eisteddfod competition.

Instrumental music tuition is available through DECD Instrumental Music Service and also through private instructors on a user pays basis during the course of the school day. There is an active School Strings Ensemble.

Special Activities

The School has an extensive programme of events such as Physical Activity Week, Harmony Day, Reconciliation Week, Come Out, Book Week, Literacy and Numeracy Week, Science Week through which students are encouraged to pursue individual areas of interest, and demonstrate their skills and talents.

6. Staff (and their welfare)

Staff profile

Staff is encouraged to work as a cohesive unit; structures have been created to enable this to occur. Staff meet regularly with colleagues in professional learning communities to discuss student learning, share practices, plan programmes, organise resources, and discuss other issues relevant to their roles. School support officers meet as a group on a regular basis.

Leadership structure

The Principal, Deputy and Assistant Principal work together to provide a cohesive leadership team. We have added to the leadership team with the appointment of a Teaching and Learning and Student Wellbeing. A teacher leader from each team is part of a broader leadership team designed to build leadership density.

Staff support systems

Each member of the Leadership Team works closely with a specific Professional Learning Community and the focus of these meetings is teacher pedagogy, Student Learning and Assessment per our school priorities and our guiding principles. The school has a commitment to collegial learning, open communication, mutual support and high expectations of all. The new classroom buildings particularly have been designed to encourage collaborative teaching and learning. Classes buddy with each other for cross age tutoring and for support with student behaviour education. Year level teams and Professional Learning Communities work toward achieving our school priorities.

The school has a WHS Committee that oversees the safe practices of the school. The Leadership team monitors social justice issues, student attendance, behaviour education.

Performance and Development

The performance development program is based on continuous improvement through professional learning and has a regular review and development process, with meetings scheduled at least twice a year. The Principal, Deputy Principal, Assistant Principal and Business Manager work as Line Mentors and meet with individual staff to discuss issues relating to performance. School practices are closely aligned with the Australian Professional Standards for Teachers and Leaders. Mentors provide written feedback to staff at least once/year aligned to the teaching standards.

Staff members are expected to take responsibility for their performance. Opportunities are provided for staff to further their leadership aspirations and learning in accordance with the Site Improvement Plan and their own Performance Plan goals.

Access to special staff

The staff is supported by specialist support staff from the Eastern Adelaide Office. Staffing structures have been organised to maximise the use of teachers and SSOs with students in class. Class sizes are monitored; student programs, services and student welfare and care addressed. The PAC provides advice and support to the Principal in relation to staff deployment and other relevant issues.

7. School Facilities

Specialist facilities

The School has completed major facilities upgrade through the BER Education Works and Capital Works projects. Through the BER, the school has a new collaborative learning area of six classrooms. The BER has also provided a new Gym. A new two

storey administration area and redevelopment of the original Junior Primary Admin were completed by 2012. Term 1 2014 saw the completion of the OSHC site funded project. The Dawson building was internally upgraded with new carpets and paint.

In 2015, the school completed the upgrade of the Performing Arts building which was first placed on site in the early 1960s.

As stated previously, many other projects have been completed which have made the teaching and learning spaces more appropriate for 21st century learning.

Staff facilities

Staff facilities now reflect modern areas that promote collaborative planning with several common areas for staff to meet in teams and to prepare for their core business. The Staff Room is a spacious, well lit room supportive of the importance for staff wellbeing. The Resource Centre is located up stairs in the new Administration building. It is becoming the hub of learning through the leadership of our teacher librarian who has had input in developing a Resource Centre which enables robust learning in a modern facility.

There is very limited car parking on site with many staff parking in the streets surrounding the school.

Access for students and staff with disabilities

Ramps enable access to most downstairs areas. The new Administration building has a lift enabling access to the first floor learning areas including the resource centre. Accessible toilets are currently only available in the main two storey building and in the new Administration Building.

Access to bus transport

A bus service operates along Payneham road. Bus stop 8.

Cooling / Heating

The school is fully air-conditioned.

8. School Operations

Decision making structures

A school Decision Making Policy exists to identify processes for maximum participation. The School Governing Council is jointly responsible with the Principal for governance of the school. Through the Governing Council Committees, parents are able to be actively involved in decision making.

The major Governing Council Committees are

- Finance
- Education
- Asset and Landscaping
- Sport
- OSHC
- Canteen
- Parents and Friends

Communication

Staff communication

Year planners and term planners are developed to support staff with communication at our site. The term planner is emailed to staff at the beginning of each term. We use the Learn Link Announcements to share information of importance and reminders online daily. All staff members are encouraged to post information as the need arises.

A set of School Policies, a Routines Handbook, and copies of curriculum statements are made available to all staff through the policies tab on SENTRAL and on the school website. We rely and expect that all staff communicate information via electronic communication modes which also includes email. All minutes of meetings are uploaded in SENTRAL for easy access by staff.

Staff decision making is supported through the Team Leaders Group, PAC and a process through the Decision Making Procedure.

Parent communication

Staff is encouraged to communicate regularly with parents. Staff use various electronic platforms to communicate with parents including; EDU blogs, SeeSaw and emails. We are currently exploring a more common platform R-7 based on feedback from our parent community. Teachers post homework on these platforms along with using them as an electronic portfolio to the showcase student learning and progress. These platforms are used by the teachers to communicate other classroom management processes and excursions.

New and existing parents are encouraged to access information via the school website. Information on the website includes school policies, forms and newsletters which are published once/fortnight.

We use Konnective mobile phone app to remind families of important events across the school or related to their child's class.

All new parents learn about the school via tours of the school for prospective community members, providing the opportunity to meet with the principal, other members of the leadership team and Student Ambassadors. The principal also meets with new parents to the school particularly with the parents of new Reception students at the first transition visit to share information on school life at East Adelaide with a focus on the early years and to respond to questions.

School financial position

Parent fundraising and hire of School facilities provide valuable additions to the school budget. The majority of the parents support the school through the prompt payment of fees and payment of voluntary levies to the School Building Fund and/or Library/Computer Fund.

9. Local Community

General characteristics

There is a strong sense of pride and belonging within the St Peters district. Many parents opt for more direct involvement in their child's classroom programme and spend time helping and assisting teachers in classrooms, on excursions and camps, and during special activities.

Parent and community involvement

Parents are very involved in all aspects of school life and are actively encouraged to support classroom activities. All volunteers are expected to have completed the face to face or on-line **Reporting Abuse and Neglect Training** along with having **DCSI screening** (as per regulations). East Adelaide School parents are required to demonstrate their commitment to the school's volunteer procedures by accessing the volunteer guidelines from the school administration and signing the agreement; which covers the role and responsibilities of a volunteer at East Adelaide School, to ensure the safety and wellbeing of our students and all volunteers.

Parents have high expectations of the school and its staff.

Feeder Early Childhood Centres

Preschools include Hackney and Agnes Goode. Child Care Centres include Margaret Ives and St Peters. Good relationships with staff from these centres help to provide strong transition programmes.

Other local care and educational facilities

The nearest government primary schools are Norwood, Walkerville, Vale Park and Trinity Gardens Primary. Several independent schools are in close proximity. They include St. Peters, Wilderness, PAC, Pembroke and St Andrews. Students leaving at the end of Year 7 go to a wide range of secondary school settings including Glenunga International, Charles Campbell, Marryatville, Adelaide High, Norwood Morialta, and local independent schools.

Local Government Body

St. Peters, Payneham and Norwood Council.

10. Further Comments

The school is one of the oldest primary schools in the Adelaide metropolitan area. We celebrated the school's 130th birthday in 2016. A history of the East Adelaide School was published in 1986 during the school's Centenary. It can be accessed, along with all other school documents, on the school's Website.

Teaching at East Adelaide School is a highly rewarding experience. The community has high expectations and student learning achievement in Literacy and Numeracy is above state and 'like School' mean scores according to NAPLAN data.