

# The SCHOOL CONTEXT STATEMENT

Updated: 02/20

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  
 Partnership: Adelaide Prospect  
 Courier: Eastern Adelaide  
 Distance from GPO: 4km  
 CPC attached: No

East Adelaide School is a member of the Adelaide Prospect Partnership which includes 7 preschools, 9 primary schools and 2 secondary schools in the north eastern suburbs of Adelaide. Adelaide Prospect Partnership focus is, Accelerated Learners in Maths and Writing. We have an emphasis on developing student agency and learning/teaching capacity in STEM.

Barker Kindergarten	Women's and Children's Hospital School
Hackney Kindergarten	East Adelaide School
Lucy Morice Kindergarten	Gilles Street Primary School
Prospect Kindergarten	Nailsworth Primary School
St Helen's Park Kindergarten	North Adelaide Primary School
St Philip's Preschool Kindergarten	Prospect North Primary School
Sturt Street Children's Centre	Prospect Primary School
Adelaide High School	Walkerville Primary School
Botanic High School	Sturt Street Community School

<b>FTE Enrolment</b>		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Primary	Special, N.A.P.	0.0	0.0	0.0	0.0	0.0
	Reception	110.0	118.0	90.0	81.0	91.0
	Year 1	108.0	114.0	119.0	100.0	83.0
	Year 2	83.0	112.8	109.0	123.0	99.0
	Year 3	106.0	75.0	113.0	108.0	123.0
	Year 4	82.0	103.0	75.0	113.0	102.0
	Year 5	100.0	69.0	91.0	67.0	104.0
	Year 6	56.0	93.0	63.0	91.0	66.0
Secondary	Year 7	73.0	48.0	70.0	47.0	66.0
	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	
<b>TOTAL</b>		<b>718.0</b>	<b>732.8</b>	<b>730.0</b>	<b>730.0</b>	<b>734.0</b>

School Card percentage	6.5%	7.2%	6.3%	8.1%	9.0%
NESB Enrolment	25.49%	29.2%	30.6%	33.6%	35.1%
Aboriginal Enrolment	0.84%	0.68%	0.82%	0.54%	0.78%

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### 1. General information

#### Part A

Principal

Vicki Stravinski

#### Part B

Deputy Principal B4

Leonie Robertson

Assistant Principal B2 (*Pedagogical Change - Maths*)

Belinda Robertson

Assistant Principal B2 (*Whole School Change – Literacy*)

Vicki Ford

Student Engagement and Wellbeing Co-ordinator B1

Yiota Seindanis

Staffing numbers: 69

: R-7 Classrooms – 28

: SSO hours – 488 hours per week

: Teacher / Librarian – .9

#### OSHC

A Before School (7.15 am - 8.30 am); After School (3.10 pm – 6.00 pm) and Vacation Care Programme operates on site with Benjamin Goudie as Director.

#### Enrolment trends

The school, along with DfE support is working on an official zone which has been open to community consultation. The proposed zone is featured on the school and DfE 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, Adelaide Botanic High School, 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. 2015 site funded works were completed on the Vaughan Higgins Performing Arts Centre transforming this building into a 21<sup>st</sup> century learning space.

Since 2012 the school, in partnership with the parent community, has worked towards upgrading our outdoor learning spaces through a landscape master plan. Our aims to develop areas with increased natural shade has been largely achieved.

In partnership with our school community (parents), in 2019 we commenced the development of a **Learning Environment Organisation Study (LEOS)**, to create indoor and outdoor environs as flexible learning spaces with greater flow catering for requirements for decades to come.

## **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 beyond capacity, this will be reduced over the next couple of years to decrease the pressure placed on space particularly the outdoor learning spaces. 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 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 outdoors.

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 resolution procedures to assist them in addressing harassment and/or bullying. In 2019 the leadership team attended Berry Street Education Model Professional learning based on better understanding trauma informed practice. We commenced implementing strategies in a small number of classes. Up to 5 more teacher leaders will be trained in 2020, informing our policies and procedures as we review these.

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 the You Can Do It program which is further enhanced with additional resources.

All students proudly wear school dress code.

## **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. Student agency is promoted through the intrinsic learning in each classroom, building student agency through learning intentions, success criteria, a range of formative assessment strategies and STEM.

### **Student Leadership**

The Ambassadors are one of several Year 7 student leadership groups; others include Environmentalists, Educators, Journalists, House Captains, Artists 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 program as are other staff members including the teacher librarian, PE teacher 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 have been 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.

### **Inclusive Education**

We offer a range of educational and social support for students at risk in the areas of Literacy, Mathematics, Wellbeing and Coordination. The school has established a strong support program for students with learning difficulties. We focus on Wave 1 (quality teaching and learning for all students in each classroom), Wave 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. Goal setting supports student ownership of their learning and a clear way forward to achieving progress using attainable and measurable steps.

Additional targeted, short term programs are implemented such as Phonological Awareness program (reception supporting phonemic awareness and reading and spelling readiness skills), Mini Lit (literacy program to support reading at year 1), Too Smart (Numeracy focus on developing fluency at year 2), Quick Smart (Mathematics at year 3 and/or 4). 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 Deputy with staff membership, meeting with classroom teachers who have concerns about individual student learning. MaqLit is commencing in 2020 for students in years 3 and 4.

As a priority staff focus on intellectually challenging all students, providing targeted teaching and an environment in which students are taught to use thinking tools, critical and creative thinking and questioning. These tools are used by teachers as an integral part of the teaching and learning process. We have 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 School inspires a dynamic community that is caring, curious and courageous.

***Our purpose therefore is to:***

- 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 learners with the opportunities throughout the day to work collaboratively, learning from others and with others
- Provide learners with a range of sophisticated thinking tools and problem solving skills to enable them to apply these in purposeful ways throughout learning
- Provide learners with a range of methods to demonstrate what they know, understand and can do

***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 Goals 2019 are:***

- Increase the number of students achieving in the higher bands in Writing
- Increase the number of students achieving in the higher bands in Numeracy

***Our Strategic Intentions focus on developing Powerful Learners through:***

- **STEM** – Critical and Creative, deep thinking for deep learning – Domain 3.2 of TfEL  
This priority strengthens our commitment to developing learning with intellectual challenge for all students and increase student agency.  
Our school emphasis is on critical and creative thinking for deep learning through an inquiry process using STEM as an integrated vehicle. Teachers work in teams designing learning within a multi-disciplinary framework which uses a design thinking process to support all curious learners who look for opportunities to create and problem solve.

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

**Recent Key Outcomes**

Please refer to the 2019 Annual Report, which is available on the website.

The Australian Curriculum is used to guide learning design, assessment and moderation 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 DfE assessment and 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. 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.

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 21<sup>st</sup> Century.

Embedding ICT across the curriculum continues to be an emphasis 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 in consultation with parents has introduced a BYOD policy for students Years 4 to 7. Interactive TVs, Interactive Whiteboards and or projectors exist in each teaching and learning area. The school continues to invest in various digital devices including i-Pads, ACER devices, ensuring that students have access to new technologies. We have fibre optic cable to the school, an updated wireless technology and an updated infrastructure across the school. 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, creating and communicating in today's rapidly technological evolving world. We are committed to providing tools for the teaching the technologies curriculum, such as coding and programming.

**The Mathematics / Numeracy Goal** focuses on staff continuing 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.

2019 saw the review of our Numeracy Whole School Approach Agreement.

**The Writing Goal** specifically focuses on functional grammar, sentence complexity and rich vocabulary use. All staff are undertaking the Functional Grammar course **Writing Plus** offered through the Partnership. Our focus supports the previous emphasis in reading through the explicit teaching of the literacy cycle. 2019 saw the additional focus of reviewing our work in teaching/learning of systematic synthetic phonics, with improvements made to teaching of phonics and phonological awareness in the early years through to year 7.

Staff has enthusiastically continued their familiarisation and implementation of designing learning continuously improving assessment strategies, implementing a wider range of formative assessment strategies, 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 with an upcoming review in 2020.

### Specialist Programs

We highly value our specialist programs which include: Science, Performing Arts, Physical Education, Italian and Inquiry based learning years 4-7.

## **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. DfE 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 for an authentic audience (parents, grandparents and friends) once/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. R-3 students receive 2 lessons/week and years 4-7 1 lesson/week.

## **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. Identified students in these languages access one lesson/week.

## **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 program 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 program of extra-curricula and activities that encourages involvement in additional areas of endeavour.
- The early identification of learning needs and support.

## **Teaching and Learning**

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

We are committed to intellectually challenging learners through the use of a range of thinking tools and questioning strategies to assist learners articulate their thinking and become seekers of opportunities to create and problem solvers.

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

The importance of play in student learning is highly valued in Reception and Year 1 through a play based investigations program which integrates all curriculum areas and supports learner curiosity and student agency.

### **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 standardised, summative and formative assessment processes. We have developed a Student Data Base for the documentation and monitoring of student achievement 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 PASM data.

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 school levels.

## **4. Sporting Activities**

The School has a Gym 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 presentation evenings each year celebrating student participation. Our school community highly value the After School Sports program.

## **5. Other Co-Curricular Activities**

### **General**

All Year 5, 6 and 7 students can audition for the Festival Choir, which performs in the primary Festival of Music program.

Instrumental music tuition in Strings for students Years 3-7 is available through DfE Instrumental Music Service. We also have private music instructors on a user pays basis during the course of the school day.



## **Special Activities**

The School has an extensive program of events such as Physical Activity Week, Harmony Day, Reconciliation Week, 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 progress, discuss successful practice seek support from others to assist the lift of student progress, design learning, moderate student learning and discuss summative and formative assessment processes and tasks. The purpose of the PLCs is to build a culture of critical collaboration, continuously improve teacher efficacy, target teaching and to be results focused.

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 Coordinator in Student Engagement and Wellbeing and a Coordinator in Literacy – Writing Coach. A teacher leader from each team is part of a broader leadership team designed to build leadership capacity.

### **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. The school has a commitment to collaborative team teaching and 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.

Action Teams aligned to Our SIP goals work on monitoring and tracking progress in achieving our goals.

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 scheduled meetings to discuss progress in goal achievement, observational feedback, student progress and professional learning needs of the individual aligned to the SIP. School practices are closely aligned with the Australian Professional Standards for Teachers and Leaders. We use the DfE PDP process. Mentors provide written feedback to staff at least once/year.

Staff members are expected to take responsibility for their performance and professional growth through learning beyond the school. 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 21<sup>st</sup> 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 upstairs in the Bannon 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 SENTRAL Broadcasts 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.

As a staff in 2019 we are beginning to explore and use the suite of Office 365 tools to further enhance our work with each other and with and for older students in the school.

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

### ***Parent communication***

Staff is encouraged to communicate regularly with parents. Staff use two electronic platforms to communicate with parents these include; SeeSaw R-5 and Office 365 years 6 and 7, and emails. 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 year level/classroom.

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**

The school is in a strong financial position enabling long term planning.

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 (RAN) 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 attending a volunteer induction, 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 130<sup>th</sup> birthday in 2016. A history of the East Adelaide School was published in 1986 during the school's Centenary.

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.