

The SCHOOL CONTEXT STATEMENT

Updated: 01/23

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, Reading and Writing. We have an emphasis on developing student agency.

| | |
|------------------------------------|--|
| 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 |

| FTE Enrolment | | 2018 | 2019 | 2020 | 2021 | 2022 |
|---------------|-----------------|-------|-------|-------|-------|-------|
| Primary | Special, N.A.P. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Reception | 90.0 | 81.0 | 91.0 | 78.0 | 68.0 |
| | Year 1 | 119.0 | 100.0 | 83.0 | 92.0 | 72.0 |
| | Year 2 | 109.0 | 123.0 | 99.0 | 85.0 | 94.0 |
| | Year 3 | 113.0 | 108.0 | 123.0 | 96.0 | 79.0 |
| | Year 4 | 75.0 | 113.0 | 102.0 | 120.0 | 88.0 |
| | Year 5 | 91.0 | 67.0 | 104.0 | 93.0 | 101.0 |
| | Year 6 | 63.0 | 91.0 | 66.0 | 96.0 | 90.0 |
| | Year 7 | 70.0 | 47.0 | 66.0 | 40.0 | 0.0 |
| Secondary | 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 | | 730.0 | 730.0 | 734.0 | 700.0 | 592.0 |

| | | | | | |
|------------------------|-------|-------|-------|-------|-------|
| School Card percentage | 7.2% | 6.3% | 8.1% | 9.0% | 8.0% |
| NESB Enrolment | 29.2% | 30.6% | 33.6% | 35.1% | 22.4% |
| Aboriginal Enrolment | 0.68% | 0.82% | 0.54% | 0.78% | 1.2% |

CONTEXT STATEMENT

Updated: 01/23

School number: 1036

School name: East Adelaide School

1. General information

Part A

Principal

Vicki Stravinski

Part B

Deputy Principal B4

Jennifer Young

Assistant Principal B2 (*Pedagogical Change - Maths*)

Jo Cardone

Student Engagement and Wellbeing Co-ordinator B1

Yiota Seindanis

Staffing numbers: 30.1

: R-6 Classrooms – 21

: SSO hours – 32 hours per week

: Teacher / Librarian – .6

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 Nathan D'Agostino as Director.

Enrolment trends

The school is a 'right of zone site' which means that those families living within the school zone have priority of enrolment. Enrolments from families outside the school zone are looked at closely and criteria is used to offer enrolment to those students who live closest to the school and under special circumstances determined by the Principal. ***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, Marryatville, Norwood International, Glenunga International 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 21st 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

Over the years the school has grown beyond capacity, and with the Year 7-HS transition enrolments have eased, decreasing 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 and transfers in from other schools.

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, 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. Many staff across the school have attended **Berry Street Education Model Professional Learning** based on better understanding trauma informed practice. We continue to implement the BSEM domains in classes, with the support of the Engagement and Wellbeing Leader, team teaching and modelling practices.

Parents support their children to learn how to self-regulate and to take responsibility for their behaviour choices. Anti-harassment/bullying processes are established.

All students proudly wear school dress code.

Student Agency

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 middle years (years 6) leadership groups; others include, Educators, Journalists, Canteen Leaders, Library Leaders, House Captains, Artists, Peer Mediators and ICT Technicians.

All middle years (years 6) learners 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, pastoral care worker and leadership staff. Middle Years learners work on building their social and personal capabilities in preparation for the leadership skill development. All Middle Years learners 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 and Wellbeing. The school has established a strong support program for students with learning difficulties. We focus on Wave 1 (differentiation through quality teaching and learning for all students in each classroom), Wave 2 and 3 students at risk along with SSOs, 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), Focus on Phonics Program for students at year 2 and extended to those with specific learning difficulties beyond year 2, an On-line Mathematics intensive intervention program for learners in years 3 and/or 4, on a needs basis. Support is overseen by the Student Review Team which is also responsible for monitoring student progress, tracking student growth 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 commenced in 2020 for students in years 3 and 4.

As a priority staff focus on intellectually challenging all students, providing differentiation 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 through extra-curricular activities. 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 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 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 2022 - 2024 are:

- To maintain and increase the number of students in the higher bands in Writing
- To maintain and increase the number of students in the higher bands in Reading
- To maintain and increase the number of students in the higher bands in Numeracy

Our Strategic Intention focuses 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 a multi-disciplinary vehicle. Teachers work in teams designing learning within a multi-disciplinary framework which uses a design thinking process to support learners to hypothesise, work collaboratively on site and on-line, interrogate data, learn from experts further afield via skype, create solutions, to solve real life problems. Each year we host a STEM Expo to showcase our learning.

Recent Key Outcomes

Please refer to the 2022 Annual Report, which is available on the website.

The Australian Curriculum is used to guide learning design, assessment and moderation. Other resources reflecting current evidence based learning are utilised to enhance teacher pedagogy such as the High Impact Teaching Strategies. 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 continues as a focus of the school embedded throughout the SIP, 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 present and future.

Embedding ICT across the curriculum continues to be an emphasis with an increase in funding for efficient and effective infrastructure 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 6. 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.

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 teaching the technologies curriculum, such as coding and programming.

The Mathematics / Numeracy Goal focuses on staff continuing to examine their practice and make adjustments according to the needs of learners with the aim to develop improved mathematical understanding, fluency, mental computation, skills of reasoning, developing confidence and use of mathematics to solve problems.

The Writing and Reading Goals specifically focus on functional grammar, text construction, sentence complexity and rich vocabulary use. All staff have undertaken the Functional Grammar course **Writing Plus** offered through the Felixstow 1 and 4 Partnerships. Our focus in **Reading** includes the development of intentional teaching/learning of systematic synthetic phonics, with improvements made to teaching of phonics, phonological awareness and word study in the early years through to year 6. Our focus on developing fluency in reading for all and explicit guided instruction in developing Tier 2 and 3 vocabulary to ensure successful reading comprehension continues into 2023, linking the writing and goals, using rich mentor and exemplar texts.

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.

Our literacy and numeracy agreements are working documents which are continuously reviewed to meet the demands of quality and current teaching and learning to ensure our practices remain high performing and continually intellectually challenge learners.

We have intentionally embedded the recommendations from the Department for Education literacy and numeracy guidebooks and the Australian Curriculum throughout the SIP and literacy and numeracy agreements.

Specialist Programs

We highly value our specialist programs which include: Science, Performing Arts, Physical Education, Italian and Inquiry based learning years 3-6.

Performing Arts

All students (R-6) 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 and 6 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 6 students. Private Instructors are also available on a user pay basis from Reception to Year 6 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 6 participate in the Italian program. R-2 students receive 2 lessons/week and years 3-6, 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, one lesson/week.

PE

All students R to 6 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 including the Behaviour Support Tool Kit.
- 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 programs and daily class activities.
- A program of extra-curricular and activities that encourages involvement in additional areas of endeavour.
- The early identification of learning needs and support implemented.

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

A whole school agreement exists regarding the collection of student achievement data to be gathered using standardised, summative and formative assessment processes. We are using ImproMation as our learner data management program for greater precision in the documentation, tracking and monitoring of student achievement R to 6 and to support the targeting of differentiation in teaching and reporting growth and progress.

Learners in Years 3 and 5 are involved in NAPLAN Literacy and Numeracy Tests.

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 6.

The After School Sports 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 400 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 and 6 students can audition for the Festival Choir, which performs in the primary Festival of Music program.

Instrumental music tuition in Strings for students Years 3-6 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 expected 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 growth and 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, and differentiate teaching for learning 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 Band 1 Leader in Student Engagement and Wellbeing. 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 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 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
- 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.

Teachers of Years 4-6 use the suite of Office 365 tools to further enhance our work with each other and with and for older students in the school. Particular emphasis is placed on using One Note and Teams as a teaching/learning tool.

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-3 and emails for years 4-6. Teachers post homework on SeeSaw along with using it as an electronic portfolio to showcase learning and progress. One Note is used by years 4-6 teachers for the posting of homework. 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 information and 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 on-line ***Responding to Risks of Harm, Abuse and Neglect (RRHAN-EC) Training*** along with having a ***Working with Children Check (WWCC)***.

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 and signing the volunteer 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.

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.

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.