



SCHOOL CONTEXT STATEMENT

Updated:

School number: 1036

School name: East Adelaide School

School Profile:

School Motto: Learning for Life

Vision: *East Adelaide School inspires a dynamic community that is caring, curious and courageous.*

Our purpose is to:

Create a safe and supportive environment to foster:

- Learning, designed to meet individual needs, using high impact strategies and exploring world class pedagogical practices.
- Curiosity, nurturing curious minds, inviting students to explore, question and wonder as they learn.
- Courage, to create powerful learning opportunities, encouraging students to step outside their comfort zones.
- Creativity, fostering creativity which helps students build resilience, communicate confidently whilst developing crucial critical thinking skills.
- Collaboration, as we achieve more as a team and work together to learn and grow.
- Leadership, practising and developing leadership skills to enable future opportunities.
- Community, working with families and wider community to foster a shared sense of belonging, pride and passion for learning.
- Fun, so that students are more likely to engage, take risks and retain and use information effectively.

Underpinning our vision and purpose are our core values:

- **Respect** – show care and concern for self, other people, property and 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.

1. General information

School Principal: Vicki Stravinski
Deputy Principal: Jennifer Young
Assistant Principal: Matt Simmons
Wellbeing Leader: Yiota Seindanis

Year of opening: 1886
Location and Postal Address: 57-59 Second Ave St Peters
DECD Region: Eastern, Felixstow 4
Geographical location: 4km from GPO

Telephone number: 8362 1622
Fax Number: 8362 00788
School website address: www.eas.sa.edu.au
School e-mail address: dl.1036.info@schools.sa.edu.au

Out of School Hours Care (OSHC) service:
Managed by the Governing Council. OSHC is available for before and afterschool care and provides a vacation care service.

Contact details:
Telephone number: 8362 6585
E-mail address: dl.1036.oshc@schools.sa.edu.au

February FTE student enrolments

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 734 | 700 | 592 | 565 | 492 |

School Card percentage 2024: 7.6%

NESB Enrolment: 20.7%

Aboriginal Enrolment: 1.3%

Staffing numbers (as at February census):
R-6 Classrooms – 20
SSO hours – 320 hours per week
Teacher / Librarian – 0.6

Public transport access: A bus service operates along Payneham road. Bus stop 8.

2. Students (and their welfare)

- General characteristics

The school's history, student population and ethos reflect the wide socio-economic and cultural diversity of the Norwood, Payneham and St Peters Council area. The school highly values this diversity and seeks to ensure effective community involvement and participation.

- Student well-being programs
Student engagement and well being is overseen by the Wellbeing Leader who works closely with the pastoral care worker and ia strongly supported by the other members of the leadership team. The Wellbeing Leader uses a proactive approach to wellbeing, team teaching with class teachers the Berry Street Education Model for Trauma Informed Practices to ensure our learners are ready for learning. Classroom teachers implement the BSEM and closely monitor learner wellbeing, working with the leadership team and families to ensure learners are positively engaged and have a sense of belonging as part of their learning at EAS.
- Student support offered:
The student review team is responsible for overseeing and coordinating the needs of students with disabilities, specific learning difficulties and those with English as Additional Language or Dialect (EALD). The team is led by the Deputy Principal and Assistant Principal through a whole school process of identification. Support for students is provided in a variety of ways through quality WAVE 1 and WAVE 2 teaching practice by the classroom teacher. School service officers work alongside classroom teachers in supporting the learning of students with disabilities and specific learning diffculties as part of quality teaching practices as part of WAVE 2 and WAVE 3.
- Student management:
The school has high expectations of students. These expectations include regular attendance, engaged and active participation, knowing what to do to continue to improve and growth in learning, and respect for other people, their background and culture.
The Behaviour Education Policy is based on the rights of teachers to teach and students to learn and taking personal responsibility for choices in the class and the yard. The school values are used as a basis for student management.
- Special programmes:
Instrumental music is provided to students by the Department through a Strings program years 3-6. The school also offers music tuition via private providers R-6.
Many after school sports programs are offered to our students and taken up by most students R-6.
Student leadership programs particularly at year 6.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:
Our Site Improvement Plan is reflective of the Department for Education Strategy and Areas of Impact. We are committed to achieving equity and excellence in learning for every student. Our foci include:

Improving learning growth and progress for every individual by establishing environments that nurture students to thrive will support them

becoming effective learners, using agency and becoming effective users of literacy and numeracy in different contexts, through the belief that we:

- a. Create and maintain learning environments that promote/nurture safety and belonging and challenge, students' wellbeing will continue to improve.
 - b. Teach students the skills such as asking questions, using their imagination and making connections will equip students metacognitively as critical and creative thinkers.
 - c. Develop oral language contextually to anchor the more complex use of language including technical language to see students transfer skills in spoken, and written text.
 - d. Will see increased growth F-6 in Mathematics by developing sequential learning design, allowing students the time for productive struggle and teach them to use the mathematical language to reason.
- Recent key outcomes:

Please refer to the 2023 Annual Report, which is available on the website. Our phonics screening check results for year 1 students continues to show improvement with well over 92% of students achieving beyond benchmark. Our Reading and Mathematics results in NAPLAN and PAT Maths and Reading also continue to show growth across the school.

4. Curriculum

- Subject offerings:

Our core business is to provide students with a broad and balanced curriculum within a safe, supportive and challenging learning environment with the expectation that students will achieve their personal best. Our students engage in learning that provides rich inquiry for deep thinking and problem solving, self-directed learning, supported by digital technologies.

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 teach 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.

- **Special needs:**

We have an English as an Alternative and Language Dialect (EALD) teacher who supports the learning of students and support students with disabilities and specific learning difficulties through high quality teaching practices supported by school service officers.

- **Teaching methodology:**

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.

- **Student assessment procedures and reporting:**

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.

We provide 2 formal written reports that are sent home, once end of term 2 to report of progress and end of term 4 to report overall progress for the

year. We provide a formal parent/teacher interview at the end of term 1 and an informal parent/teacher interview in term 3.

Teachers are reporting student progress to families as needed or required at times beyond the above.

- Joint programmes:

We work closely with our pre schools, Hackney and Agnes Goode Kindergartens and St Peters Child Care Centre to support the transition to school process beyond the official transition programs.

5. 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, Hip Hop, 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 350 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. Our school community highly value the After School Sports program.

6. Other Co-Curricular Activities

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 days and events include, Music Evening, Inquiry Project Showcase, Grandparents Day, Fathers' Day Breakfast, Harmony Day, NAIDOC Week, Reconciliation Week and Book Week.

7. Staff (and their welfare)

- Staff profile and staff support systems

We have a growing number of permanent teachers and a smaller number of temporary teachers. Our staff are made up of many experienced staff who take on the role of mentoring those that may be early career teachers.

Staff work collaboratively and cohesively as members of professional learning communities with structures enabling in school day meeting times for designing learning. 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.

We are strongly committed to building and maintaining teacher capacity/efficacy through our PLCs and building upon each others learning, skills and expertise coupled with the high-quality professional learning for staff. We forge positive professional relationships with external consultants who provide us with the professional learning via an action research model over time to ensure that our teachers are well equipped and are the best of educators teaching our students.

School support officers meet as a group on a regular basis.

- Leadership structure

We have 4 leaders as indicated on page 1. We are committed to building leadership capacity and support Team Leaders through additional professional learning community opportunities throughout the year.

- Performance Management

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 utilisation policies

Staffing structures have been organised to maximise the use of teachers and SSOs with students in class. Teams are enabled to meet at least once/week through NIT provision. 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.

- Access to special staff

The school is supported by specialist support staff from the Eastern Adelaide Office including Educational psychologist, speech pathologist, behaviour coach and special educator.

8. Incentives, support and award conditions for Staff

- Complexity placement points

:N/A

- Isolation placement points

:N/A

- Shorter terms
:N/A
- Travelling time
:N/A
- Housing assistance
:N/A
- Cash in lieu of removal allowance
:N/A
- Additional increment allowance
:N/A
- Designated schools benefits
:N/A
- Aboriginal/Anangu schools
:N/A
- Medical and dental treatment expenses
:N/A
- Locality allowances
:N/A
- Relocation assistance
:N/A
- Principal's telephone costs:
Costs are covered by the Department for Education and currently the principal has her own phone not purchased by the Department.

9. School Facilities

- Buildings and grounds

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.

In 2019 in collaboration with Governing Council and the wider community we developed a LEOS which stands as our master plan for improvements over the next 10-15 years, with several community funded projects completed.

We continuously invest funds to ensure that our learning spaces are aesthetically pleasing and are kept in good condition. We use the funds raised through the Building Fund and Breakdown Maintenance Funds. From time to time the Department for Education has supported improvements such as the refurbishment of the toilet blocks in the Dawson Building completed 2022.

Our community fundraising and profits from OSHC have enabled us to complete several outdoor learning spaces for students. 2022 saw the completion of the Nature Play area adding a wonderful outdoor learning space for students R-6. 2024 will see the completion of the much needed and anticipated outdoor learning space adding to the Nature Play area.

- Heating and cooling:

All our buildings are effectively cooled and heated although the air conditioning systems will need upgrading over time.

- Student facilities:

We are very fortunate to have a school canteen that is highly valued by our community. The canteen provides healthy options based on the Rite Bite Policy.

- Staff facilities

We have a dedicated space for staff to come together at break times along with teaching prep rooms across the school.

- Access for students and staff with disabilities

We have 3 disabled car spaces and a lift in the Admin building which also provides access to the double storey Dawson building.

10. 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 Advisory
- Asset and Landscaping
- Sport
- OSHC Advisory
- Canteen
- Parents and Friends

- Regular publications

These include a newsletter 4 times/term and followed up with an information update email for families every other week. Staff communicate with families regularly, R-2 staff use SeeSaw and Years 3-6 staff use emails. We send SMS messages for reporting attendance concerns and for emergency messaging to our families.

We provide staff with a Staff Handbook outlining all necessary information to support their role at EAS. We use SENTRAL to communicate notices daily, weekly or longer term. Minutes of meetings are uploaded to SENTRAL and/or emailed to staff.

- 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.

11. 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 program 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 or destination schools

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 programs.

Our zoned Secondary Schools include, Marryatville HS, Adelaide HS, Adelaide Botanic HS, Norwood International HS and Norwood Secondary School. A large number of families choose private schools in the area for children to attend at the completion of primary schooling for year 6.

- 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.

- Commercial/industrial and shopping facilities

The local shopping centre is The Avenues on Payneham Road.