

The SCHOOL CONTEXT STATEMENT

Updated: 07/11

School number: 1036

School name: East Adelaide School

1. General information

Part A

School name: East Adelaide School
 School No.: 1036 Courier: Eastern Adelaide
 Principal: Vicki Stravinski
 Postal Address: Second Avenue, St Peters, 5069
 Location Address: As above
 District: East
 Distance from GPO: 4km Phone No.: 83621622
 CPC attached: No Fax No.: 83620078

February FTE Enrolment		2008	2009	2010	2011(July)
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	82.0	59.0	60.0	101.0
	Year 1	80.4	58.8	81.0	57.0
	Year 2	64.0	80.8	59.0	80.0
	Year 3	57.4	64.0	69.8	59.0
	Year 4	81.0	60.4	55.0	73.0
	Year 5	62.0	76.0	57.4	58.0
	Year 6	63.0	59.0	70.0	54.0
	Year 7	58.0	61.0	54.0	60.0
Secondary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Year 8	0.0	0.0	0.0	0.0
	Year 9	0.0	0.0	0.0	0.0
	Year 10	0.0	0.0	0.0	0.0
	Year 11	0.0	0.0	0.0	0.0
	Year 12	0.0	0.0	0.0	0.0
	Year 12plus	0.0	0.0	0.0	0.0
TOTAL		548.2	518.2	506.2	
School Card percentage		11.5%	10%	11.10%	11.5%
NESB Enrolment		33.9%	34.5%	43.43%	37.4%
Aboriginal Enrolment		0.6%	0.6%	0.65%	.70%

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Part A

Principal Vicki Stravinski

Part B

Deputy Principal David Lawton

Senior Leader 1 Lucia Baldino

Staffing numbers: 11.24

: R-7 Classrooms – 20

: Coordinators – Marc Kralj (ICT Focus) and Jeff Miller (Student Wellbeing Focus)

: SSO hours - 84.5 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 Francine Schiller as Director who is currently on leave.

Enrolment trends

The school is tightly zoned and enrolments are closely monitored. Unless vacancies exist in a particular year level, enrolments must be supported by proof of residence.

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

Special arrangements

As of 2011 the East Adelaide School community is now one school through the Education Works Program. Major Capital, Educational Works will be completed by the end of the school year. Due to the amalgamation we are operating with a different and interim leadership structure. This year the school will advertise and appoint a new Deputy and Senior Leader, joining me, the new principal appointed for the beginning of 2011. This presents the school community with stability in leadership and strength in the development and maintenance of direction for learning in the second decade of the 21st Century.

Year of opening

Established 1886. Zoned 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 is currently undergoing a stage of rebuilding student numbers. Out of zone Reception students were not able to be accepted in 2009 due to the significant building works commencing and the impact on student play space. As a zoned school most students reside within 1 km of the school.

There is considerable movement in the school population because of interstate and overseas work and study exchanges, transfers in from other schools, and some 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.

Student management

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

The Student Behaviour Education Policy is based on the rights of teachers to teach and students to learn and taking personal responsibility for behaviour choices in the class and the yard. Expectations around behaviour are consistent throughout the School and are clearly articulated in the Behaviour Education Policy 2010. Anti harassment processes are established and social skills are explicitly taught and reinforced across the school. All students are expected to wear school uniform.

Student Government

There is a Reception to Year 7 SRC who meet fortnightly supported by the Wellbeing Coordinator. Classes are expected to contribute to student decision making and student voice related to all aspects of school life through class meetings, which are an integral part of the curriculum. Students input ideas for change into staff, Governing Council and Governing Council Committees.

Special Programmes

We offer a range of educational and social support programs for students at risk in the areas of Literacy, Numeracy, Wellbeing and Coordination. The School has established a strong support programme for students with learning difficulties, utilising Senior Staff, School Service Officers and parent volunteers. This includes Phonological Awareness, Phonics, Rainbow Reading, Fast Forward, a Reading Discovery Programme, Fun and Games (coordination program), ESL Support, individual SSO support for identified students with Literacy and Numeracy needs and classroom based support for group needs. A Literacy and Intervention Room was established in term 1, 2007.

Special Needs programmes have been extended and are managed by a Student Review Team. This team is responsible for overseeing and coordinating the needs of individual students. Currently this is led by the Senior Leader through a whole school process of identification. Support for students is provided in a variety of ways through the classroom teacher, English as a Second Language (ESL) teacher and School Service Officers (SSO). All Year 6 and 7 students are expected to undertake leadership and service roles. Year 6 and 7 teachers are involved in the supervision of this programme.

Staff caters for students with high intellectual potential through class teaching and learning programs, using higher order thinking skill strategies, critical thinking and questioning and

by having high expectations of all students in order for each individual to achieve their personal best.

There are many opportunities for challenging and involving students in areas of interest beyond the classroom. These are provided through School Championships such as Singing, Instrumental Music, Drama, Chess, Debating and a wide range of Sport activities. Special events such as the School Science Fairs, Art Shows and Musical Evenings encourage individual effort.

3. Key School Policies

Vision: To enthuse every learner to achieve their personal best through engagement in a rigorous and innovative curriculum.

East Adelaide School and its community is committed to:

Teamwork Respect Quality Pride in Achievement Caring for Each Other

The Site Improvement Plan priorities 2010 – 2012 are:

Educating for the Twenty First Century

- Literacy
- Numeracy
- Science

Learner Wellbeing and ICT are interwoven in these curriculum areas within the Site Improvement Plan

Recent Key Outcomes

Please refer to the 2010 Annual Report which is available on the website

The SACSA Framework has been incorporated in the Teaching and Learning Programmes. School Reports reflect SACSA Learning outcomes and comply with DECS Common reporting expectations.

An R-7 Thinking Skills and IT Skills continuums have been developed and incorporated into the teaching and learning programme.

At the end of term 1 the school took part in a two day validation/review, the recommendations from the process undertaken will form the basis of our strategic planning, including our Site Improvement Plan, review of our vision, values and beliefs about learning for our students in the second decade of the 21st Century.

The establishment of a new leadership structure will enable the above to be achieved in collaboration with community stakeholders.

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, The Arts, Science, Society and Environment, Design and Technology, Health and Physical Education and Languages. Familiarisation with the Australian National Curriculum has commenced as has our focus on current teaching practice to ensure that our practices are current and do reflect the capabilities, knowledge and understandings expected of young people in the 21st Century. Embedding ICT across the curriculum is a priority 2010 – 2012 inclusive, with increased access to ICT hardware and professional learning through the ICT Coordinator. The school

has installed Interactive Whiteboards in each teaching and learning area ensuring that each classroom has access to new technologies. Coupled with this students access various ICT peripheral equipment to enhance their learning.

Our aim in ICT is to ensure that our students become critically literate users of ICT and in particular the enormous information they are exposed to in today's rapidly technologically evolving world.

Another priority area is Mathematics / Numeracy where staff will examine practice and make changes according to the needs of students with the aim to develop improved mathematical understanding, confidence and use of mathematics. Literacy continues to be a high focus with Science in the early stages of renewal through the Maths Science Strategy. Several teachers R-7 were involved in the I-Lit Program in 2010 and several more are part of the program this year. This has enhanced the teaching and learning practices in the teaching of literacy with a specific focus on reading.

Staff has enthusiastically commenced their familiarisation of the Australian Curriculum and continue to work on improving assessment and data collection practices.

Specialist Programs

We highly value our specialist programs which include: Music, Physical Education and Italian.

Music: All students (R-7) in participate in the music program. As students move through the school, there are many opportunities to be involved in a wide variety of creative and performance events. These include: string ensemble, orchestra, choir in years 6 and 7 who perform in the Eisteddfod and Festival of Music events and a variety of productions. Instrumental music tuition is available for individuals and groups on a user pays basis, and is provided by music tutors during the school day. A string (violin, viola and cello) and woodwind programme for selected students is provided by DECS hourly paid instructors.

Italian: All students R – 7 participate in the Italian program. As there are a high percentage of students from an Italian cultural background, an extra lesson is provided through the First Language Maintenance and Development Program.

Health and PE: All students R – 7 have participated in the PE Specialist program in 2011. Outdoor education is an important part of the primary programme through Cross Country and Orienteering challenges.

Learning Environment

Learning at East Adelaide is supported by:

- Behaviour education processes that are clearly understood and consistently followed
- The provision of a safe, ordered environment for both learning and teaching
- 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 encourage involvement in additional areas of endeavour
- The early identification of learning difficulties, and designated assistance to support students in areas of need.

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 the programme to further engage students in their learning. Different learning styles are catered for when programming to promote effective learning.

Constructivist approaches are encouraged to facilitate deep learning.

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

The importance of play to student learning is recognised in the Early Years.

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 – 7.

Whole school data is collated in areas of Literacy such as Phonological Awareness (R – 2), Spelling, Reading Comprehension, Reading Levels and Lexile Levels in Literacy.

Students in Years 3, 5 and 7 are involved in NAPLAN Literacy and Numeracy Tests.

5. Sporting Activities

The School has a new Gym completed under the BER project which will cater for 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, hockey, cricket, netball, t-ball, Auskick, and basketball, and links with local sporting clubs to encourage participation in activities such as softball and lacrosse. 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.

6. 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 on a user pays basis during the course of the school day. There is an active School Band.

Special Activities

The School has an extensive programme of events such as, the Entertainers, East Adelaide Idol, Physical Activity Week, Harmony Day, Come Out and Book Week, through which students are encouraged to pursue individual areas of interest, and demonstrate their skills and talents.

7. Staff (and their welfare)

Staff profile

All staff is encouraged to work as a cohesive unit. Staff meet regularly with colleagues from within their year level to discuss student learning, plan programmes, organise resources, and

discuss other issues relevant to their roles. School support officers also meet as a group on a regular basis.

Leadership structure

The Principal, Deputy and Senior Leader work together to provide a cohesive leadership team. Currently two Coordinator positions are utilised to support (1) ICT Skills and (2) Student Wellbeing.

Staff support systems

A member of the Leadership Team works closely with a Year Level Team and the focus of these meetings is Teaching, Learning and Assessment. The school has a commitment to collegial learning, open communication, mutual support and high expectations for teaching and learning. 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 learning teams work towards achieving our school priorities.

The school has an OHSW Committee that oversees the safe practices of the school. The Leadership team monitors social justice issues, animal ethics.

Performance Development

The performance development program is based on continuous improvement through professional learning and has a regular review and development process, with meetings scheduled each term. The Principal, Deputy Principal and Senior Leader work as Line Managers and meet with individual staff to discuss issues relating to performance.

Staff is 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.

Access to special staff

The staff is supported by specialist support staff from the Eastern Adelaide Regional Office. Staffing structures have been organized 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.

8. School Facilities

Specialist facilities

The School is currently undergoing a major facilities upgrade through the BER 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 which is nearing completion. A new two storey Administration, Resource Centre, Computer Suite, Canteen and staff room has been completed. Approval has been given for scope of building works as part of the Education Works program, which will see the refurbishment of the old Junior Primary classrooms to provide four collaborative learning areas. Older specialist buildings such as the Music, Italian rooms and OSHC will not be affected and continue to be functional rooms for specialist programs and activities.

Staff facilities

Staff facilities now reflect modern and current 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 will become the hub of learning with the leadership of our teacher librarian who has had input in developing a resource centre which enables and supports 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 the new Administration Building has an accessible toilet.

Access to bus transport

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

Cooling / Heating

The school is fully air-conditioned.

9. School Operations

Decision making structures

A school Decision Making Policy exists to articulate processes to maximise 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 Decision Making Committees are

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

Communication

Staff communication - Year planners, a term planner, and a daily list of activities are provided in the staffroom. The term planner is emailed to staff at the beginning of each term. A Staff Bulletin is published online weekly and includes information of importance to staff. A set of School Policies, a Routines Handbook, and copies of curriculum statements are made available to all staff. Increasing use is being made of electronic communication. Staff decision making is supported through a Management Committee which meets once/fortnight to streamline issues/concerns, review policies/procedures, clarify processes and proposals for decision etc. Teams appoint representatives each term to share the responsibility of meeting and representing the team's voice. The agenda is made public and everyone is encouraged to add to it.

Parent communication - Staff are encouraged to communicate regularly with parents. Parent Handbooks are available and all new parents are introduced to the school via tours of the school for prospective community members, providing the opportunity to meet with the principal, student ambassadors, to learn about our school and to tour the school. 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 with families, school life at East Adelaide with a focus on the early years and to respond to questions. School newsletters are published weekly.

Student communication - A Student Notice Board has been established within the School, and a Student Bulletin is published weekly.

Year 7 Leaders meet with students to organise activities and encourage participation in events.

Other communication - The School website (<http://www.eas.sa.edu.au>) has been established to provide information about the school, the information on our website is under review in 2011.

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, Library Fund and Computer Fund.

11. Local Community

General characteristics

There is a strong sense of pride and belonging within the St Peters district and many parents at some stage make a definite commitment to the development of the School as a community facility. Many parents opt for more direct involvement in their child's classroom programme and will 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. We envisage the return of community groups using the school facilities once the major building works are complete. Parents have high expectations of the school and its staff.

Feeder Early Childhood Centres

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

Other local care and educational facilities

The nearest government primary schools are Norwood, Walkerville and Vale Park. 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

12. Further Comments

2011 marks the school's 125th birthday. Various special events have been organised in conjunction with the opening of new buildings throughout the year.

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.