

SCHOOL CONTEXT STATEMENT

Updated: 12/2016

School number: 0127

School name: Edwardstown Primary School

1. General information

Part A

School name : EDWARDSTOWN PRIMARY SCHOOL
 School No. : 0127 Courier: Southern Adelaide Region
 Principal : Mrs Kathy Papps
 Postal Address : Maria Street, Melrose Park 5039
 Location Address : Maria Street, Melrose Park 5039
 District : Southern Adelaide Region
 Distance from GPO : 8 kms Phone No. : 08 82932753
 CPC attached : No Fax No. : 08 82970241

	2015	2016	2017	2018	2019
February FTE Enrolment					
Primary					
Reception	70.0	52.0	71.0	69.0	62.0
Year 1	49.8	65.0	48.0	74.0	72.0
Year 2	75.0	47.0	67.0	49.0	78.0
Year 3	45.0	70.0	55.0	64.0	47.0
Year 4	47.0	47.0	69.0	54.0	63.0
Year 5	31.0	45.0	48.0	66.0	56.0
Year 6	31.0	28.0	44.0	48.0	67.0
Year 7	38.0	32.0	28.0	43.0	46.0
Secondary					
Special, N.A.P. Ungraded etc.					
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
Year 12 plus					
TOTAL	386.8	386.0	430	467	491
July total FTE Enrolment					
Male FTE	181	192	198	223	244
Female FTE	182	188	231	242	247
School Card Approvals (Persons)	72	85	80	117	
NESB Total (Persons)	109	89	134	121	
Aboriginal FTE Enrolment	115	12	8	15	16

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Edwardstown Primary School is a dynamic and caring learning community with strong values (respect, care and compassion, and doing your best) that are reflected throughout the learning programs and across the school. We have a strong and diverse culture of parent and community support for school programs and celebrations.

We are committed to the development of socially responsible individuals so students are provided with leadership opportunities and programs that foster responsible relationships.

We are highly respected for our educational programs that support students to reach their academic potential. We are accredited through International Education Services to provide education for international students.

An Inquiry approach is a significant pedagogy and this is a part of learning team planning. Junior Primary students engage with Investigative Play, and authentic learning in the middle Primary culminates in a Discovery Time Exhibition. Our senior students link with local industries to strengthen STEM learning.

EPS offers a specialised curriculum in Performing Arts, French, PE and Digital Technologies, and these areas build upon the wide variety of enrichment programs designed to engage and excite our learners. These enrichment programs include coding club, concerts, camps, junior and senior choirs, English as a Second Language and Hindi bilingual support.

EPS is committed to healthy lifestyles through sports and activity programs, healthy eating and environmental sustainability. Parents are very active in coaching, umpiring and attending after school sports. Edwardstown students leave the school as well adjusted adolescents with strong friendships, a social conscience and high levels of academic achievement.

Part B

Principal: Mrs Kathy Papps

Deputy Principal: Mrs Vicky Bashford

Assistant Principal: Mr Shane Atkins

School e-mail address : dl.0127.info@schools.sa.edu.au

School website: www.edwardps.sa.edu.au/

Staffing numbers:

- 3 School Leaders, 19.0 FTE Class Teachers, 3.0 FTE Specialist Teachers, 0.5 EALD and Hindi First Language Maintenance.
- There are a total of 255 hours School Services Officer hours per week covering Administration, Special Education and Interventions, and Grounds.

Governance: Edwardstown is locally managed with a Governing Council.

OSHC: Before and After School Care programs and a Vacation Care Program is provided in the original Principal's residence located on the corner of Edward Street and Maria Street.

Enrolment trends: Enrolments have increased over recent years and Governing Council has requested that enrolments be limited to the local area only, with priority to suburbs of Melrose Park, Clarence Gardens and Edwardstown.

Local Community:

- The school is an active member of the educational partnerships called Mitcham Plains. School leaders from this partnership meet at least twice per term.
- There is a joint user agreement with Mitcham Council for use of the school oval.
- Village Church operate from the school's Activity Hall each Sunday and the congregation fill many volunteer roles throughout the school.

Heritage Building: The school has a heritage listed building currently used for Before and After School Care programs. This building was opened in 1898.

Public transport access: The school is approximately 8 kms from the Adelaide city centre and can be accessed using bus route 296 along Winston Avenue and bus route 109 along Edward St.

2. Students (and their welfare)

General characteristics

The school has a strong culture of **active parent involvement** and participation in the life of the school. Several current students have parents and grandparents who attended the school. As a consequence, there is an exceptionally strong community connection.

Community involvement is very obvious at the annual Strawberry Fair. This fair is organised by parents and all staff and students are involved in some capacity to make this event a success. The fair has operated for 35 years.

There is a broad range of cultural and socioeconomic backgrounds at the school. The school population includes a small group of Aboriginal students, and approximately 30% of students speak English as their second language.

Pastoral Care Programs

An active **Buddy Class** system operates between older students and younger students.

Learner Powers of Self-Manager, Communicator, Collaborator, Thinker and Researcher are used to develop desirable skills and dispositions across the school.

A **Pastoral Support Worker** is funded through combined Federal Government and school contributions to support the social, emotional and psychological wellbeing of students.

Other programs in support of students at risk include **Mentoring**, Aboriginal Education supported by an Aboriginal Community Education Officer (**ACEO**), **Literacy** and **Numeracy** Interventions, and a **Student Support program**.

Out of School Hours Care is provided onsite. This program includes before and after school care as well as **Vacation Care**. OSHC works collaboratively with the school so policies and procedures are closely aligned. The OSHC is highly accredited and provides a quality service to the community.

Student Behaviour Education

Student behaviour education is based on students' self-management rather than authority dependence. Our Behaviour Education policy emphasises **positive choices** and was developed in consultation with students, staff and parents. The policy is inclusive of both classroom and yard behaviours and is based upon our **values of respect, care and compassion and doing your best**. Class programs support the development of skills necessary for students to take personal responsibility and ownership of their behaviour. Classes establish **clear expectations of behaviour** early in the year and teach explicitly for these behaviours throughout the year.

A **restorative approach** is used when others have been affected by negative behaviours.

Student Leadership and Decision Making

The SRC meets regularly. Year 7 Student Leaders are role models for students and are a significant part of school decision making. They meet with the DP to manage school events, raise funds and be part of consultation processes.

Many leadership opportunities exist for Year 6 & 7 students. All senior students are involved in teams that undertake community responsibilities e.g. gardening, environmental, recycling, Year Book etc.

Senior students are encouraged to use initiative and contribute in other ways to the school community. A Year 7 prize is given to the student who contributes the most during their final year at EPS.

Student views and attitudes are sought by teachers to ensure that pedagogies are inclusive and by school leaders to help direct improvement plans and processes.

3. Key School Policies

Vision

“Working together as powerful and expert learners for now and the future.”

Mission Statement

Edwardstown Primary School provides quality teaching and learning programs within a safe and supportive environment underpinned by our core values; caring and compassion, doing your best, and respect. These skills and understandings educate each child to be a lifelong learner and contribute to their communities.

Developing strong and cohesive relationships and being involved within the broader school community, are central to Edwardstown Primary School's culture and we provide a range of learning experiences that emphasise these commitments and responsibilities.

Priorities

The school's current priorities are to ensure powerful and expert learners:

- Raise the resilience and persistence of students to provide intellectual stretch and rigour with their learning
- Individual growth in literacy skills for every student with a focus on reading, writing and spelling
- An increase of students maintaining upper band growth in numeracy, with a focus on Number and Algebra.

4. Curriculum

Subject offerings

Programs are based on the Australian Curriculum and include English, Mathematics and Science, History & Social Sciences, Health & PE, The Arts, French and Technology. Specialist programs include Performing Arts, PE, French and Technologies.

DECD instrumental music, including brass, woodwind and percussion, is accessed within the local Primary School schools. Private providers teach a variety of other instruments.

Special needs

The school provides support programs to eligible students from Non English speaking backgrounds.

Students who are eligible for a Negotiated Education Plan (NEP) are supported by School Service Officers trained to implement and support identified aspects within their learning program.

Intervention Programs include:

- Speech programs for identified students
- Fine Motor program for Reception students
- Phonological awareness programs for Reception students
- Levelled Literacy
- Reading Recovery style intervention program for Year 1 to 3 students who experience literacy problems
- Quicksmart Reading and Maths interventions for Years 4 to 7 students who are performing just below average for their age cohort

Sound field systems are available in all classrooms to support all students and especially those with auditory processing difficulties.

The school makes maximum use of Regional Support personnel in the areas of child psychology, speech pathology, disabilities co-ordinators and interagency personnel. These providers meet at the school once a term to oversee case management of students with specific needs.

Teaching Methodology

The teaching staff is divided into Professional Learning Teams (PLT) for planning, training and collaborative work practices. The team structure encourages collaborative planning and sharing of staff expertise in support of class programs. Consistency is established through agreements within the team and the development of scopes and sequences of student learning.

Co-operative planning is undertaken in PLTs to implement Inquiry approaches to teaching and learning. In addition, Reception and Year 1 and 2 classes provide Investigations, a play based inquiry approach that links with more formalised learning.

Technology is embedded in learning experiences with Interactive Whiteboards and PCs available throughout the school. Tablet technology is a significant part of learning in all classrooms and all Year 5, 6 & 7 students are given access to Wi-Fi to use privately owned devices as part of their daily learning experiences. The development of Coding Club has established a strong skill and interest base amongst middle and senior primary students.

Assessment and Reporting Procedures

The report schedule for the year includes such aspects as parent-students-teacher interviews in term 1, a midyear written reports in terms 2 & 4, NAPLAN reports for years 3, 5 and 7 and incidental meetings. Parents and teachers are invited to request additional meetings if required.

5. Sporting Activities

Clinics presented by professional coaches from a variety of sports are conducted for various age levels across the school. These are provided to broaden the experiences of the students to various sporting and recreational pursuits with a view to increase student engagement in physical activity.

After school sport includes netball, soccer, basketball, cricket and T-Ball. These are actively supported through parent involvement.

There is a high participation rate in various SAPSASA activities such as swimming, rugby, soccer, football, badminton, netball, lacrosse, volleyball, athletics and cross country.

6. Other Co-Curricular Activities

Edwardstown Primary School provides an extensive range of co-curriculum activities such as:

- camps (a yearly offering from Year 2 onwards)
- excursions
- dramatic performances
- student led assemblies
- student leadership training
- swimming and aquatics programs
- student action teams
- Coding Club
- Dance club

7. Staff (and their welfare)

Staff profile

The teaching staff comprises an experienced, professional and dedicated group of teachers who work well together. Similarly, the support staff is highly skilled and dedicated to supporting the teachers and students in a wide range of roles.

Leadership structure

The Principal, Deputy, and the Assistant Principal meet regularly and work as a collaborative leadership team.

Personnel Advisory Committee meets twice per term and ensures staff voice through all Human Resources planning and deployment.

Staff support systems

The staff works in Professional Learning Teams in support of deprivatising practice, programming, consistency and professional development. The teams meet through some dedicated staff meeting time or after hours. A leadership team representative is aligned to each of these teams.

The SSOs meet twice each term with the Principal.

Performance Management and Development

A Performance Management and Development Policy that guides performance processes is renegotiated annually through PAC. Regular performance meetings are held with teachers and SSOs. Performance development is used to support teacher quality, leadership development, Step 9 processes and the implementation of the Strategic Improvement Plan. Feedback is a right of all staff and written feedback is provided to each staff member as a key aspect of this process.

Currently, the school has several Step 9 teachers who provide excellent support to pre-graduate teachers from Flinders University, Uni SA and Adelaide University during the various teaching practicums.

Access to Service Providers

The school accesses a regionally based Guidance Officer, Speech Pathologist, Attendance Officer, Behaviour Coach and Hearing Impairment Service via a referral process established at the school. This referral process maximises access to services with pre-referral assessments and screening.

8 School Facilities

Buildings and grounds

The double storey main school building was opened in 1966 and contains ten classrooms, Language Room, ICT suite, Resource Centre, withdrawal areas, Front Office / Reception, staffroom, preparation areas, offices and toilets. Year 1 to 4 classes are housed in this building.

The original old school building houses the OSHC, Performing Arts Studio 17 and the Reception classes. Separate kitchen and toilet facilities are available in this building.

Around the quadrangle is the Year 6 & 7 building which consists of two classrooms with a small computer room between them, three portable classrooms and a substantial Activity Hall. A covered Outdoor Learning Area adjoins the Hall and this supplements the many shaded areas.

A double modular building was added in 2019 to support the growing number of students and houses 2 Year 3 and 4 classes.

The grounds are compact and well kept, with a grassed playing field and brightly surfaced courts used for a wide variety of sports. A joint user agreement with Mitcham Council encourages the out of hours use of the oval, pergola and barbecue area.

There are three modern areas of play equipment, a natural sensory garden, a nature scape play area and a vegetable garden.

Cooling / Heating

All classrooms and work spaces have reverse cycle split system air-conditioning.

Specialist facilities

The school has a dedicated space for its Performing Arts program. There is a computer room housing a class bank of 30 computers. The French language program is offered in a transportable building on site. The PE program is largely offered outdoors or in the Activity Hall.

Student facilities

A purpose built tuck shop was incorporated into the Activity Hall and this is run by volunteers who serve snacks at lunchtime. A coordinator works across the week over 6 paid hours. School lunches are offered two days per week (Thurs and Fri) and these are out-sourced to a local business.

There is wheelchair access to all buildings, an elevator in the main building and an access toilet and bathroom facility.

9. School Operations

Decision making structures

A whole school decision making policy exists to support collaborative decision making process.

This model is used in a variety of forums: School Council, staff teams, SSO meetings, leadership team meetings and weekly Staff Meetings. PAC meets regularly and is an important part of the decision making process.

Staff meetings include time for monitoring School Improvement Plans, Professional Learning Teams and provision of professional development.

Regular publications

A fortnightly newsletter is sent out on Thursdays of odd weeks and published on the webpage and Skoolbag app. A Staff Handbook is updated and printed at the beginning of each year with additions and changes highlighted for staff. An internal staff bulletin (Edspace) is produced once per week for staff, and daily news is posted on a whiteboard.

An Information Handbook for Parents/Carers is provided to enrolling parents as well as a commercially produced guide for parents.

An Annual Report is presented to the AGM in February each year outlining the achievements and directions of the school.

School financial position

The school enjoys a healthy financial position, mainly due to excellent fundraising and effective financial management.

Parents are polled each year to enable collection of fees above the government recommendation.

10. Local Community

General characteristics

Edwardstown is 10 -15 minutes by car from the city centre, and the bus to the city is 5 minutes away in Winston Avenue.

Parent and community involvement

The Governing Council is a dynamic, active and supportive group comprising of 6-12 community members. Two evening meetings are held each term.

The Council operates through a number of sub committees; Finance, Canteen, Fundraising, Sport, Out of School Hours Care, and School Pride.

A parent network becomes active in support of broader programs whenever required.

A major annual community event is the Strawberry Fair. The fair has operated with huge parental support for 35 years.

Other local care and educational facilities

The school enrolls students from many preschools including Cumberland Park, Clarence Gardens and Margaret Lohmeyer Pre-schools.

Good Start Child Care is adjacent to the school and some students are enrolled from this facility.

Commercial/industrial and shopping facilities

A small shopping centre is within easy walking distance on Winston Avenue, and a major shopping centre (Castle Plaza) is also within walking distance of the school.

Other local facilities

Local reserves and tennis courts (including BBQ facilities) are easily accessed and used by the school and local community.

Local Government body

The local council is the City of Mitcham.