

# SCHOOL CONTEXT STATEMENT

Updated: 02/2021

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 Vicky Bashford  
 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

February FTE Enrolment	2017	2018	2019	2020	2021
<b>Primary</b>					
Reception	71	69	62	72	70
Year 1	48	74	72	66	79
Year 2	67	49	78	76	63
Year 3	55	64	47	80	72
Year 4	69	54	63	52	80
Year 5	48	66	56	67	54
Year 6	44	48	67	59	68
Year 7	28	43	46	47	39
<b>Secondary</b> Special, N.A.P. Ungraded etc.					
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
Year 12 plus					
<b>TOTAL</b>	430	467	491	515	525
July total FTE Enrolment					
Male FTE	198	223	244	258	
Female FTE	231	242	247	258	
School Card Approvals (Persons)	80	117	119	124	
NESB Total (Persons)	134	121			108
Aboriginal FTE Enrolment	8	15	14	13	15

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 community events.

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

Our school is highly respected for a range of educational programs which support and encourage students to reach their academic potential. We are accredited through International Education Services to provide education for international students.

An Inquiry approach is an underlying pedagogy and forms a part of planning across all year levels. Junior Primary students engage with Investigative Play, whilst authentic learning in the middle Primary culminates in a Discovery Time Exhibition. Our senior students link with local industries to strengthen learning through a STEM focus.

EPS offers a specialised curriculum in Performing Arts, French, Physical Education, Science and Health. These areas build upon the wide variety of enrichment programs designed to engage and excite our learners. These programs include coding club, concerts, camps, junior and senior choirs, English as Additional Language Dialect and Greek language lessons.

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 Vicky Bashford (acting)

**Deputy Principal:** Mr Shane Atkins (acting)

**Assistant Principal:**

**Wellbeing Coordinator:** Ms Celeste Pietsch

**School e-mail address:** [dl.0127.info@schools.sa.edu.au](mailto:dl.0127.info@schools.sa.edu.au)

**School website:** [www.edwardps.sa.edu.au/](http://www.edwardps.sa.edu.au/)

**Staffing numbers:**

- 3 School Leaders, 20.0 FTE Class Teachers, 4.0 FTE Specialist Teachers, 0.5 EALD
- There are a total of 328 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 use agreement with Mitcham City 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 190 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 result, there is an exceptionally strong community connection.

Community involvement is very visible 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 38 years.

There are 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 explicitly teach these behaviours and expectations 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 6/7 Student Leaders are role models for students and are a significant part of school decision making. They meet with the Wellbeing Coordinator 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 school 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 6/7 award is given to the student who contributes the most during their final year at EPS.

Teaching staff encourage and scaffold students to contribute their thinking and attitudes to ensure that pedagogies are inclusive. School leaders also incorporate this to assist in planning for direct improvement and student leadership opportunities. This includes processes that impact both students' learning and school wide decisions as appropriate.

## 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; care 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:

- Increase ***Inquiry*** skills through Critical and Creative Thinking, with a focus on HASS.
- Increase ***Literacy*** achievement levels, with a focus on improving reading and writing.
- Increase ***Numeracy*** Achievement levels, with a focus on consistent mathematical language and thinking in number.

## 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 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 One Plan are supported by School Services Officers trained to implement and support identified aspects within their learning program, under the direction of the classroom teacher.

Intervention Programs include:

- Speech programs for identified students
- Fine Motor program for Reception students
- Phonological awareness programs for Reception students
- Levelled Literacy
- Gail Gillon
- Reading Intervention program for Year 1 to 3 students who experience literacy problems
- Phonics Intervention programs

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 Smart TVs and PCs available throughout the school. Tablet technology is a significant part of learning in all classrooms and all Year 4, 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 3-way parent/caregiver-student-teacher interviews in term 1, a midyear written report 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. Formative assessment is ongoing and communicated to families in a progressive capacity.

## **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 sports include 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, netball, 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
- Coding Club
- Dance Club
- Junior and Senior Choirs

## 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 Principal, Assistant Principal and Wellbeing Coordinator 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 dedicated staff meeting time, in common non-instructional 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 many Step 9 teachers who provide excellent support to pre-graduate teachers from Flinders University, Uni SA, Adelaide University and others during the various teaching practicums.

## **Access to Service Providers**

The school accesses a regionally based Social Worker, Special Educator, Psychologist, 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 11 classrooms, Library, withdrawal areas, Front Office / Reception, staffroom, preparation areas, offices and toilets. Year 1 to 5 classes are housed in this building.

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

Buildings around the quadrangle house the Year 5/6 and 6/7 students, and these buildings consist of two classrooms with a small computer room between them, three portable classrooms one of which is the Science Specialist Classroom, and a substantial Activity Hall. A Covered Outdoor Learning Area adjoins the Hall and this supplements the many shaded areas in the yard.

A double modular building was added in 2019 to support the growing number of students and houses two classes, our Year 3/4 and Year 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 City Council encourages the out-of-hours use of the oval, pergola and Nature Playground.

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. The French language program is offered in within the classroom. The PE program is largely offered outdoors or in the Activity Hall and Science is taught from a dedicated classroom.

## **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 8 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 processes.

This model is used in a variety of forums: Governing 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 newsletter is sent out on Thursdays 3 times a term and published on the school website 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 Microsoft Teams.

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 on Winston Avenue.

### Parent and community involvement

The Governing Council is a dynamic, active and supportive group comprising of 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, School Pride and School Future Planning.

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 38 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.