School Name: Elizabeth Grove Primary School
School Number: 0897

School Profile: Elizabeth Grove Primary School is part of the Elizabeth Grove Community Campus, consisting of Elizabeth Grove Primary School, Elizabeth Grove Out of School Hours Care, Elizabeth Grove Children’s Centre, Kids ‘n’ You Family Services and Good Beginnings Australia. Our learning is closely aligned to the values of our school, which include Respect, Honesty and Community. We aim to work in partnership across the Elizabeth Grove Community Campus and build with all staff and leaders a strong and seamless relationship across all levels of schooling and care. We believe that every child has the ability to learn, can be successful through achieving their personal best and will make valuable citizens within the community. Building a strong partnership with parents/caregivers underpins our school value of Community. When parents and caregivers are involved in the learning process for a child, increased learning outcomes can be achieved. Parents and Caregivers know their child better than anyone and the information that is shared with your child’s teacher is invaluable, likewise, when parents understand what they can do to support the school we strengthen the learning process for children. Specialist programs include Physical Education, Music, German, After School Football, SAPSASA and Choir. Elizabeth Grove is a category one school under the index of disadvantage.

1. General Information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>ELIZABETH GROVE PRIMARY SCHOOL</th>
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<tr>
<td>School No.</td>
<td>0897</td>
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<tr>
<td>Courier</td>
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<tr>
<td>Year of opening</td>
<td>1960</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Dan Jarrad</td>
</tr>
<tr>
<td>Senior Leader</td>
<td>Mrs Anne-Marie Shaw</td>
</tr>
<tr>
<td>Senior Leader</td>
<td>Ms Sonja Blazevic</td>
</tr>
<tr>
<td>Leader Of Learning</td>
<td>Mrs Chris Guy</td>
</tr>
<tr>
<td>Postal Address</td>
<td>20 Haynes Street, Elizabeth Grove 5112</td>
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<tr>
<td>Location Address</td>
<td>20 Haynes Street, Elizabeth Grove 5112</td>
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<tr>
<td>District</td>
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<tr>
<td>Phone No.</td>
<td>08 82552108</td>
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<tr>
<td>Fax No.</td>
<td>08 82871561</td>
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<td>Children’s Centre attached</td>
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<td>OSHC attached</td>
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February FTE Enrolment

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<td>29</td>
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<tr>
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<td>Year 7</td>
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<td>TOTAL</td>
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Part B

School Leadership Team
School Principal : Mr Dan Jarrad
Senior Leader Band B-2 - Student Wellbeing and Behaviour Education : Mrs Anne-Marie Shaw
Senior Leader Band B-2 – Curriculum / Administration : Ms Sonja Blazevic
Leader Of Learning : Mrs Chris Guy
School email address: dl.0897_info@schools.sa.edu.au

Staffing
10 Classroom Teachers
1.0 Special Education Teacher/AET
0.6 (3 days) Intervention / ESL teacher
0.6 (3 Days) Librarian

- Staffing numbers (as at February census) : There are a full time equivalent of 20.4 teachers of which there are 10 classroom teachers, 4 Junior Primary (3 female and 1 male) and 6 Primary (2 male and 4 female).
- Specialist Teachers include 1.2 Physical Education (female 1.0 / male 0.2), 0.4 Music (Female), 0.6 German (female), 0.2 ESL Teacher (Female), 0.4 Intervention Teacher (Female), 0.6 Librarian (Female) and 1.0 Special Education / AET (Female).
- Ancillary staff comprises 8 part time and fulltime staff (1 male and 7 females)
- Permanent/temporary SSO hours for Admin and Finance in 2014 is 70 hours. We have approximately 150 temporary hours which includes extra SSO hours from Regional Support Services for extreme learning and behaviour needs as well as BSSO hours, APAS mentoring and Special Education hours.
- The ACEO has 24 hours allocated for support of our indigenous children and their families.
- Public transport access: Train - Elizabeth South. Buses 224, 560 (stop 60) 400, (stop 58)

Enrolment trends: Highly transient population with the trend over the past three years being an increase of between 20 and 30 students coming and leaving during the year. Our 2014 student enrolment is averaging at approximately 235.

2. Students (and their welfare)

Student Profile (as of August 2013)

<table>
<thead>
<tr>
<th>Student Profile</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>English as a Second Language (ESL)</td>
<td>23.6%</td>
<td>35.6%</td>
<td>29.7%</td>
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<tr>
<td>Disability</td>
<td>15.2%</td>
<td>15.9%</td>
<td>11.6%</td>
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<tr>
<td>School Card</td>
<td>79.1%</td>
<td>71.1%</td>
<td>72%</td>
</tr>
<tr>
<td>Aboriginal / Torres Strait (ATSI)</td>
<td>14.2%</td>
<td>14.6%</td>
<td>12.5%</td>
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</table>
General Characteristics
The Index of Disadvantage at Elizabeth Grove is Category One. A large proportion of our students are from single parent or blended families. Many in our school community are experiencing compound disadvantage. High School destination of Year 7 Elizabeth Grove PS students is predominantly Fremont Elizabeth HS and Salisbury East HS while a small number of families enrol in independent schools.

Student Well Being and Behaviour Education Programs
Our Senior Leader in Student Wellbeing and Behaviour Education along with our staff supports our school community in the areas of social skills, child protection and Behaviour Education.

A Safe School Policy and Bullying Proof framework supports a safe learning environment for students and staff. The school community is currently participating in a review of our Behaviour Education processes as we strive to develop a Preventative Mental Health approach which is to be embedded across our campus. A current review of all Behaviour Management processes is being undertaking and changes implemented in 2014.

Teachers along with our Pastoral Care Support worker provide an extensive range of student voice opportunities supported by regular meetings in all classrooms. Class meetings are held each week. Our SRC also meets fortnightly. The SRC are consulted around policies such as canteen menus, dress code and have been integral in developing a shared vision for the future at Elizabeth Grove PS. Students are provided opportunities to oversee sports borrowing, serve in our canteen, run lunchtime sports and work in buddy classes. Restorative Justice practices are an integral part of our approach to supporting students in the area of conflict resolution.

Special Programmes
Our school has a strong focus on our values of Respect, Honesty and Community. Our learning and social programmes support student inclusion, participation and equity for all learners. These include access to camps, excursions, sporting activities and performances.

The school has a well-established Student Review Team to support individual student learning needs. This team includes the Principal, Senior Leaders, SSOs, ACEO and Special Education teacher and families. Release is provided each term to meet with class teachers to develop or modify individual learning programs for students.

The Elizabeth Grove Community Campus runs government and non-government services to cater for community needs. The Women's and Children's Hospital run Early Child Parent Services as part of the Women’s and Children’s Health Services Program on the school site. This program that supports the social and health needs of the community.

The Elizabeth Grove Children's Centre is situated on the school grounds and is an integrated pre-school and Occasional Care Centre catering for children from birth to 5 years of age.

3. Key School Policies

Strategic Learning Directions
In 2014 our key areas for improvement as outlined in our Site Improvement Plan are in the areas of Literacy - Reading Comprehension, Numeracy and Behaviour Education. The Plan includes specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate. It also includes actions that staff will commit to do to support learners at the classroom level and the data that needs to be collected and analysed to promote the assess, plan, teach cycle. There is a strong focus on working in teams (Professional Learning Teams) to develop a consistent curriculum across all year levels. There is a continued emphasis on high quality teaching and learning for the 21st Century and the building of a learning culture that is based on professionalism, responsibility and team work.

4. Curriculum

Subject offerings
The school delivers the required areas of the curriculum in line with the SACSA framework and the newly introduced Australian Curriculum. German is the language other than English. In 2014 we are in the process of
implementing the Australian curriculum in the areas of Geography, History and English, having seen Maths and Science implemented in 2012.

Accelerated Literacy is expected to be a substantial part of the Literacy programme as it provides a consistent pedagogical approach to literacy learning. Much of our Professional Learning as a staff group is focussed in this area.

A whole school Literacy Agreement was finalised in 2012 and is currently under review with a significant turnover of staff in 2013. A daily Literacy block is an expectation of every classroom. The school has previously participated in the Northern Adelaide Region Modules for comprehension and continue to strengthen our approach based on research and best teaching practice.

The Wave 1, Wave 2 and Wave 3 model of intervention is used based on data collected through Literacy. MultiLit and MiniLit programmes are implemented in Primary and Junior Primary intervention to target learners and close the gap in learning.

As part of the Physical Education program, students R - 5 attend swimming at the Aquadome and students Yr 6 – 7 access an aquatics programme at West Lakes. The drug education van comes every other year as part of the drug strategy for Health.

Acquaintance Nights are held early in term 1 each year, the focus being bringing the community together. Parent / Teacher Interviews are held at the end of Term 1, followed by student reports being sent home at the end of Term 2. Parents and Teachers can arrange optional interviews in Term 3 with a final student report being sent home at the end of term 4.

**Extra Curricular Learning**

An Information Communication Technology committee supports the implementation of new technology in the curriculum. This will continue to be a priority in 2014 as infrastructure is developed across the school to ensure wireless connectivity, access to learning resources online and the introduction of mobile learning devices for students and staff.

Daily fitness is also expected 3-4 times per week.

The school choir participates in the Primary Festival of Music and the Regional Festival at the Starplex Complex at Gawler. The Premier’s Reading Challenge and the Premier’s Be Active have also been features of the school over the past few years. Students participate in a number of SAPSASA events each year and represent the school with pride.

All students participate in the DECD swimming programme. We also have an end of year concert and a Graduation Ceremony for year 7. Science week, Book Week, Reconciliation Day, Kaurna and Kitchen Gardens are also incorporated into the curriculum.

**Teaching Pedagogy**

Staff are committed to actively engaging students in learning. There is an emphasis on the Assess, Plan, Teach cycle to plan and deliver curriculum. Analysis of data is an integral part of this cycle and a number of data sets are mandated for collection. Staff have also used the Teaching for Effective Learning Framework to improve student learning. There is a strong focus on using the ‘Learning By Design’ planning tool in teams to ensure engaging delivery of the curriculum. A maths committee oversees the implementation of the maths curriculum and teacher leaders lead in the implementation of the Australian curriculum.

**Assessment procedures and reporting**

Parent/Teacher interviews take place in Terms 1 and 3. A written report is provided for each student at the end of Term 2 and Term 4, in line with the DECD reporting policy. Data that underpins the reporting includes NAPLAN, Running Records, PAT Maths, SEA, Screen of Phonological Awareness and spelling levels from the EGPS Scope and Sequence.
School and Community Partnerships
We work with Cluster and Regional schools for Training and Development. We have close ties with Elizabeth South and Elizabeth Vale and share the costs and presenters for Professional Development. Our Cluster schools work together to plan and run Pupil Free Days to support building consistency of learning across our District.

5. Sporting Activities
The school participates in SAPSASA athletics, winter and summer carnivals. We run 2/3, 4/5 and 6/7 Australian Rules football teams that play locally on Saturday mornings. Students have identified Sport and Physical Education as an area of learning they wish to see strengthened across our school.

6. Staff (and their welfare)
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<td>Graduate Degrees or Diplomas</td>
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<td>Post Graduate Qualifications</td>
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Workforce Composition

<table>
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<tr>
<th>Workforce Composition</th>
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<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
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<tr>
<td>Full-time Equivalent</td>
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<td>Persons</td>
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<tr>
<td></td>
<td>1</td>
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Staff Profile
Staff turnover during 2013 was significant with resignation and transfer. A new School Principal was appointed in 2013 and the formation of a new leadership team including Senior Leaders in Behaviour Education and Curriculum in 2014. There are several contract teachers across the school, including several early career teachers. Staffing in 2014 is very stable.

Staff Support Systems
An annual induction/re-induction session is run at the beginning of each year. The teachers work in teams of 3 or 4 and provide collegiate support. Staff work in PLTs to develop Essential Agreements about the expectations of working together.

Performance Development
Performance Development is an important and valued part of our professional learning culture at Elizabeth Grove PS. Staff are supported to identify and document Professional Learning Goals as part of our Performance Development Framework. A ‘Critical Friend’ structure has been established to promote and support collegial conversations connected to teaching practice, learning goals and improving student learning outcomes. A strong sense of trust and mutual respect is required among staff and leaders to support this model of Performance Development.

The Step 9 process for teachers and the introduction of the National Professional Teaching Standards have provided a consistent framework for staff to develop a Performance Development Plan focussed on continual improvement in their teaching practice. As part of this plan, teachers and leaders will have the opportunity to be work shadowed, observed, provided with written and verbal feedback, released to observe peers and participate
in other school visits. Mentoring and coaching of all staff is a significant aspect to our Performance Development Framework.

7. Incentives, support and award conditions for Staff

Entitlements identified under the Enterprise Agreement are implemented.

8. School Facilities

**Buildings and Grounds**
Our school is a single storey design consisting of six separate buildings which includes an Open Space Unit, a gymnasium, two classroom blocks, a small activity room and an OSHC building. Our grounds are spacious providing opportunities for community partnerships to be developed over time for use.

**Cooling**
Split system air conditioning is in all learning environments.

**Specialist Facilities**
We have a Resource Centre including a computer suite (30 computers). All classrooms have Interactive whiteboards installed. We have 3 extra spaces for intervention programmes and 2 Covered Outdoor Learning Areas over our play equipment.

**Student Facilities**
A school canteen is open 2 days a week. Out of School Hours Care (OSHC) is located next to school. The grounds are extensive and include a football oval, soccer pitch and an asphalted basketball/netball court as well as many hand ball courts. The resource centre is open at lunchtimes and staff run a variety of lunchtime activities throughout the year.

**Staff Facilities**
A well equipped staff room is provided with a mobile smart board, Large Screen TV for our online Intranet and Daily Notices. Teachers have access to meeting rooms and computers for team or individual planning.

**Community Facilities**
Several rooms are available for community use and these are shared with the Children’s Centre and other onsite agencies. A variety of courses for parents as well as health and social work services are available on campus through Good Beginnings and Kid’s N You. Occasional Care, Pre-School and Social Workers are all located on campus.

**Access for students and staff with disabilities**
There are access points and facilities for students and staff with disabilities.

9. School Operations

**Decision Making Structures**
There are well-established decision making processes in the school. Emphasis is placed on consultative and participative processes. Decision making groups include School Governing Council, SRC, Student Review Team, Grounds, Canteen, Fundraising, Finance, Educational Issues / Parent Participation, Security, Out of Hours School Care Leadership Team, PAC, Staff, Curriculum Committees and Campus Committees, including Aboriginal Community Voice.

**Regular Publications Include:**
School Newsletter in weeks 3, 6 and 9 of each term, weekly staff bulletin, online daybook, newly released school website, Professional Learning Evening program, Agile Meeting agendas, committee meeting minutes, class newsletters, staff information folder and information package for prospective parents. Intranet for daily bulletin and notices is newly introduced in 2013.
**Other communication**
Community Yearly Planner and Professional Learning Planner are displayed on large whiteboards in the staff room and sent out at the beginning of each term to families and staff. This information is also contained on our newly released website.

**School Financial Position**
The school uses a very structured budgeting process. Students, staff and a number of committees are responsible for expenditure of money. Staff have significant input into identifying budget priorities and sub committees monitor ordering and purchasing. The Finance committee meets regularly to monitor whole school expenditure.

**10. Local Community**

**General Characteristics**
With approximately 80% of our student population on school card, poverty is a significant issue in our local community. Transience is on the increase. Unemployment is high. Although our population is predominately English/Australian, we have increasing numbers of Aboriginal and African families. Developing a school environment that reflects a strong sense of belonging for all our students is a key priority.

**Parent and Community Engagement**
We have a small number of parents involved in the school. Areas include canteen, fundraising, classroom support and School Governing Council. Our Governing Council is strong and active in supporting the School Principal and staff in creating a learning centred environment for our students. There are a number of Governing Council Sub Committees which include: Education, Sport, OHSC, Finance, 21st Century Learning Spaces and Community Development. These committees are convened by parents / caregivers with support from school staff and are very active across the school. A group of volunteers run a community second hand shop in the school. Building stronger partnerships with all families and community members is an identified priority at our school. Aboriginal Community voice is a meeting of families and Aboriginal students each term. Families, students and staff get together over a BBQ to celebrate the successes experienced throughout the term or discuss the learning that is taking place within the school.

**Feeder Pre- Schools**
Elizabeth Grove Community Campus Children’s Centre is the main feeder kindergarten.

**Other Local Care and Educational Facilities**
The Elizabeth Grove Children's Centre is located on the school grounds. There is close liaison with the children's centre in relation to transition. We have an Out of School Hours Care facility situated at the school. Fremont - Elizabeth City High School is the nearest high school.

**Commercial, Industrial and Shopping Facilities**
The Elizabeth Town Centre is located 5 minutes from the school. Other local facilities include Elizabeth Swimming Centre, Central Districts Football Club, Lyell McEwin Hospital and Munapaiendi (Aboriginal Health Services) and Holden’s Plant

**Local Government body**
Playford City Council.