



# SCHOOL CONTEXT STATEMENT

Updated:

**School number:** 0948

**School name:** Elizabeth Park Schools

**School Profile:** The core values of our school are Care, Respect and Responsibility.

## **Our school's Mission Statement:**

A student who graduates from Elizabeth Park Schools will be:  
Highly literate and numerate.  
An independent, inquisitive lifelong learner.  
A socially responsible and active citizen.

## **Our school community achieves its mission by:**

1. Working towards a set of shared goals together
2. Developing positive and supportive relationships
3. Using Explicit, Direct Instruction
4. Providing early intervention
5. Providing a safe and consistent learning environment
6. Encouraging and celebrating success
7. Building a healthy and active community

Elizabeth Park, a small suburb in Elizabeth, is part of the City of Playford. Elizabeth Park Primary School is situated 30 kilometres from the Adelaide Central Business District. It is in the DfE Para Hills 1 Elizabeth Partnership.

The original school was opened in 1961. It is identified as Category 2 School on the DECD Index of Disadvantage and has an Index of Community Socio-Educational Advantage (ICSEA) value of 895, with 71% of the community placed in the bottom quarter of relative disadvantage, 28% placed in the middle quarters and a further 1% placed in the top quarter of relative advantage. Elizabeth Park is in one of the most disadvantaged areas in Australia and faces many complex challenges in the areas of poor health, unemployment and low educational background.

Elizabeth Park Schools is a P- 6 site with a population of 350 children and students, the majority of who are from low socio-economic, non-English speaking and Aboriginal backgrounds.

Our classes range from Preschool to Year 6. Currently there are thirteen mainstream classes (290 students) with a fourteenth starting mid-year for mid-year intake receptions, a Regional Primary Special Class (12 students), a Preschool (60 students) all coexisting as part of a whole school environment. Our cohort consisted of approx. 100 mainstream students with a verified disability, 120 EALD students, 45 ATSI students and 230 school card students.

Our school offers PE, Art, Science and HASS as specialist subjects and also runs a kitchen garden program for years 1-6.

Our connection with our community is strengthened by having a Community Hubs Australia hub where families access a playgroup, EALD women can access English Classes and families can seek support.

Our Special Programmes include (but are not limited to)  
Student with Disabilities learning support, SAKG, APAS Tutors, Community Hub, Instrumental Music, Choir.

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# 1. General information

- School Principals names: Kath Best (0.8) and Jan Ritzau (0.2)
- Assistant Principals: Jan Ritzau (Intervention & Support), Jamey Godrik (Curriculum), Alicia Hapek (Wellbeing), Rebecca Duerden (Early Years)
- Year of opening: 1961
- Postal Address: 15 Turner Road, Elizabeth Park 5113
- Location Address: 15 Turner Road, Elizabeth Park 5113
- DfE Channel and Partnership: Para Hills 1/Elizabeth
- Geographical location – ie road distance from GPO (km): 30km
- Telephone number: 08 82551160
- Fax Number: 08 8287 0337
- School website address: [www.elizpark7.sa.edu.au](http://www.elizpark7.sa.edu.au)
- School e-mail address: [dl.info\\_0948@schools.sa.edu.au](mailto:dl.info_0948@schools.sa.edu.au)
- Preschool attached: Yes
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

CALENDAR YEAR	School Card	Enrolments	Percentage ATSI	Percentage SWD	Percentage NESB
2024	220	300	15%	30%	40%
2023	220	315	15%	30%	33%
2022	200	316	13 %	20%	32%
2021	240	353	11%	25%	29%
2020	230	352	11%	45%	30%

## Student enrolment trends:

Student enrolments including the Preschool have increased from 294 in 2013 to 360 in 2024. There was a decrease as the outcome of Year 7s moving to Highschool at the end of 2021.

Year of opening: The Reception to year 7 component of the school was opened on the 1st January 1961. Both the Preschool and the Centre for Hearing Impaired were added in 1976. The Centre for Hearing Impaired was moved to Klemzig in 2016.

- Staffing numbers (as at February census):

<b>Tier 1 Staffing</b>	
<b>Classroom Teachers</b>	<b>14.0 (including Midyear intake)</b>
<b>Special Class</b>	<b>1.0</b>
<b>Preschool</b>	<b>2.6</b>
<b>Physical Education NIT</b>	<b>0.8</b>
<b>Art NIT</b>	<b>0.6</b>
<b>Science NIT</b>	<b>0.8</b>
<b>HASS</b>	<b>0.6</b>

<b>Tier 2 Staffing</b>	
<b>Aboriginal Education</b>	<b>0.4</b>
<b>EALD</b>	<b>1.0</b>
<b>Intervention and Support Teacher</b>	<b>0.8</b>
<b>Pedagogical Coach</b>	<b>0.8</b>
<b>AIT</b>	<b>0.2</b>

<b>Ancillary</b>	
<b>Office Manager</b>	<b>1.0</b>
<b>Finance Officer</b>	<b>1.0</b>
<b>Leadership PA</b>	<b>1.0</b>
<b>Preschool Support</b>	<b>2.5</b>
<b>Curriculum &amp; students with disability SSO support</b>	<b>40</b>
<b>Aboriginal Community Education Officer</b>	<b>35 hpw</b>
<b>Grounds Person</b>	<b>26 hpw</b>

Public transport access: Local bus and train services

## 2. Students (and their welfare)

As part of our **School as a Community Hub** initiative, we have put in place for our students:

1. Our Family Playgroup supported by Community Hubs Australia.
2. Aboriginal Lerner support literacy intervention programs
3. Regulation Room and Regulation Skills as intervention programs
4. The Stephanie Alexander Kitchen Garden program
5. All staff trained in Trauma Informed Practices- Berry St Educaiton Model

### Support offered

- The **Assistant Principal Wellbeing** supports the implementation of preventative and developmental programs to the students.
- **Social Work Students** in Community Hub with identified students and families.
- Intervention and Support, Aboriginal Education and EALD Teachers

### Student management

- The school has a commitment to consistent **Positive Behaviour for Learning approach coupled with a Trauma Informed practice** and has made significant progress in improving students' regulating when challenged with learning and social needs. The School Behaviour policy outlines common expectations reception to year 6, procedures and guidelines for implementation of the policy, teacher support mechanisms and parental support.
- Leadership support behaviour management across the school by being available at all times to support students via the **school support phone**. Lead work with students and support them to re-engage through regulation.
- The school implements a **Bullying/Harassment Policy** which can be accessed via the website.

### Student Government

Students in year 6 are developed as school and house captains and their skills and knowledge are built through a leadership development program.

### Student well-being programs

- A KICK OFF program is implemented in the first two weeks of school to support students with routines, expectations, friendships and a sense of belonging.
- The Berry St Education Model is used to support students in developing their values and using these to regulate through challenges.
- Open Parachute program for years 3&4 as a preventative mental health program,

## 3. Key School Policies

Our Strategic Plan outlines our school vision, core business and directions.

### **Vision/Mission:**

A student who graduates from Elizabeth Park Schools will be

- Highly literate and numerate
- An independent inquisitive, life long learner
- A socially responsible and active citizen

### **We value:**

- Care: Choose to be Kind
- Respect: Country, culture, Community, Classroom
- Responsibility: Be ready for the Challenge

### **Whole School Goal:**

Improve student achievement in reading in years R- 6

### **Strategic Plan PLCs: Current Focus:**

Challenge of Practice:

If we increase our understanding of teaching phonics, decoding and comprehension using Explicit, Direct Instruction and BDA strategies, then we will improve student achievement in SEA and Higher Bands in reading.

### **Recent key outcomes**

Phonics Screen Check increase from 24% to 50%.

Running Record data improving for cohorts eg 2020 year 1 17% at SEA became 44% when they were in year 2 in 2021.

Our 2021 year 5 NAPLAN reading showed our highest achievement to date with 66% at SEA.

The wellbeing data shows that 91% of student from years 4-7 have medium to high academic self-concept

87% have medium to high perseverance for learning

96% have medium to high cognitive engagement for learning

97% of learners have medium to high connectedness to school

## 4. Curriculum

### Subject offerings:

Elizabeth Park Schools provides all students with learning opportunities in the Australian Curriculum and the Early Years Learning Framework.

Maths, English, Science, HASS, Health and PE, Arts and Design and Technology

### Special needs

Special curriculum features a Regional Primary Special Education Class. Students with special needs are supported through individual learning programs. Staff refer students of concern as well as verified students with a disability to the Intervention and Support Team.

Mainstream special needs support is provided by targeted Intervention and support programs and classroom support as identified by the Intervention and Support Team.

### Teaching methodology:

We have been using Explicit Direct Instruction (EDI) as our whole school pedagogy since 2022. This ensures consistent practices of high impact teaching strategies in every class.

EDI embeds oral Language in all EDI lessons through teacher modelling, higher order questioning and structured student talk.

Daily 5 is a pedagogical focus ensuring that within the year students are learning to read to self, work on writing, read to someone, listen to reading and word work. Stamina is built upon and independence is fostered.

Big 6 underpins all literacy learning. Students are explicitly taught skills in oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension.

An English Scope and Sequence is used across each year level and incorporates Jolly Phonics, Jolly Grammar, Spelling Rules, Sight Words and Sheena Cameron Comprehension Strategies.

The DfE Maths units of work are being used by most teachers to structure their maths program to ensure consistent practices and curriculum entitlement for all students.

Berry Street Trauma informed practises are used within each class. This supports students to learn self-regulation techniques, builds relationships within the class and fosters a positive sense of self. Students are able to engage in all areas of learning and build stamina within their learning.

### Student assessment procedures and reporting

All staff assess students using the AC and the EYLF. Assessment is ongoing and students are involved in the process. Reporting practices include whole school Acquaintance Day, Parent/Teacher meetings and formal student reports. Term 1 Parent/Teacher interviews are held where teachers work with parents to discuss learning outcomes and goal setting. Students in Years 3 and 5 sit the NAPLAN tests in Term 1. Formal written reports are sent home in Term 2 and Term 4.

Running Records, Lexile, PAT-Reading and PAT-Maths testing is used across the whole school. Teachers collect both formative and summative assessment within their classrooms.

## 5. Sporting Activities

Elizabeth Park Schools is involved in SAPSASA. Students in years 5/6 have the opportunity to represent the school and district in various sports. These sports include; athletics, netball, soccer, volleyball, cricket and teeball.

Students in years R-5 participate in a four-day swimming program, with year 6 students participating in a one day Aquatics program.

The whole school participates in Sports Day once per year, where students undertake various traditional sports day activities.

## 6. Other Co-Curricular Activities

Students in Years 5-6 are invited to access our Instrumental Music Service at Elizabeth Park Schools. This program is provided by and subsidised through DfE. Students have the opportunity to choose from a range of instruments including Saxophone, Clarinet, Trumpet, Guitar and Flute. Lessons are provided by qualified music instructors on site during school hours. Students hire their instruments through Playford International College for a small fee. Students can then go on to apply for a music scholarship at PIC for high school.

Elizabeth Park Primary School choir consists of year 3/4 (junior choir), 5 and 6 students (Festival of Music choir). They meet once per week to practice vocal techniques and learn the songs for the Primary Schools Music Festival. As a part of the festival, the choir performs on stage with other schools at the Gawler Starplex in term 4 and some students have the opportunity to audition and perform solo pieces. The choir also performs at some school assemblies.

AT EPS, we are part of the Stephanie Alexander Kitchen Garden program. We employ a garden specialist and a kitchen specialist who work with the classroom teachers to provide meaningful and quality programs to our students. Volunteers from our school community help our specialists to provide 1 lesson in the garden and 2 lessons in the kitchen to each class. Students participate in a variety of lessons including planting, building and construction, cooking and sampling different food. It provides our students with hands on experiences and many life skills.

Drama Club and Chess Club are also offered for students as lunchtime activities.

## 7. Staff and their welfare

### Staff profile

The staff comprise mainly of teachers in permanent positions, with some positions filled as annual contracts.

### Leadership structure

There is a highly collaborative, shared leadership team comprising of the Principal, Senior Leader/Curriculum, Senior Leader/Wellbeing and Senior Leader/Intervention Support. SIT (School Improvement Team). The Principal, Senior Leaders and Pedagogical Coach form the School Improvement Team.

### Staff support systems

A member of the Leadership team is aligned to each teaching level.

Early Years teachers are supported by the Pedagogical Coach and LGU. The Curriculum SL supports all teachers with using data to set practice goals.

All teachers are members of a PLC

School Services Officers have access to training and development and the same performance management support as teaching staff.

Staff Meeting Time is available for PLCs to work and plan together P-6.

### Performance Development

Performance Development practices are negotiated with staff to further improve work practices and improve student learning outcomes. Formal Performance Development meetings are held twice a year between line managers and staff.

AITSL Professional Standards

Teacher observation is embedded to improve teacher practice and provide feedback.

### Staff utilisation policies

Staff at Elizabeth Park Schools demonstrate a commitment to supporting students to focus on learning through Trauma Informed Practices. There is an understanding of Social Justice issues and the implications of trauma on students' learning. Collaborative learning methodologies are encouraged with a thorough knowledge of regulation and engagement strategies.

Democratic decision making exists at all levels. The staff have a commitment to increasing parent participation and strategies for reporting to parents.

### Access to special staff

This school utilises the services of departmental SSS and CLOs.

## 8. Incentives, support and award conditions for Staff

Elizabeth Park Schools is classified as Category 2 in the index of disadvantage (1-7). New positions at the school are advertised in the open section. As a category 2 school we receive a loading in our funding per student to ensure that class sizes are kept smaller, especially R-3.



## 9. School Facilities

### Buildings

A new General Learning Area was constructed in 2010. Currently being used for the Stephanie Alexander Kitchen Garden project and junior primary classes.

Site buildings comprise five general teaching blocks, a demountable, an administration building and a gymnasium.

The Preschool, Regional Special Education Unit, Stephanie Alexander Kitchen Garden, Resource Centre and Interoception are located within the teaching blocks. One small teaching block is utilised as an Art and Positive Education Non-Instruction Time facility.

The Front Office was upgraded in the 2021.

The school were successful in the Round 2 applications of the Schools Upgrade fund receiving \$1.5m to upgrade a classroom and Science/art learning spaces.

### Grounds

The school is set in 4.9 hectares including football and soccer ovals. The grounds are well maintained with a mix of natural vegetation and cultivated areas. Basketball and netball courts are available and asphalt play areas are line marked with games and fitness activities.

There are two playgrounds and a sandpit, all under shade cover. Both the school and the preschool have introduced Nature Play facilities and establishment of these areas is ongoing.

The SAKG garden is well established and provides produce for use in the school's kitchen.

### Heating and cooling

All buildings are air conditioned with either reverse cycle split systems or in window mounted units. The gymnasium has both air conditioning and heating.

### Specialist facilities and equipment

Office space is available for the Aboriginal Education, Special Education, EALD, IT Support, Community Hub and Pedagogical Coaching. The school has an Interoception Room and space for student intervention and support.

### Student facilities

The school has a large oval and 2 playground areas, a nature play area, sand pit, a large garden, fully functional kitchen and several courts. The library, gym and oval are used for free play and structured activities at break times. There is a security fence surrounding the school. Throughout the school there are various shade structures and breakout play areas students can utilise.

### Staff facilities

The school's IT facilities have undergone an upgrade. The school is now connected through wifi with broadband internet. Staff have personal email facilities through Learnlink. All classrooms and offices have telephones. There are two staff work areas with staff computers, photocopiers and print processing facilities.

### Access for students and staff with disabilities

All buildings are wheelchair accessible. There are three toilets dedicated to people with accessibility challenges. One has a change table.

# 10. School Operations

## Decision making structures

Elizabeth Park School has a democratic Decision Making Policy. The policy is based on consultation and consensus with staff and the community through forums processes prior to a decision being reached.

- Staff Meetings are held weekly
- The Personnel Advisory Committee meets regularly.
- Site Improvement Team
- WHS
- PLCs
- Committees for events such as Reconciliation Day, End of Year Concert etc
- Governing Council also meets twice per term and has an executive team planning meeting prior to every meeting.

## Regular publications

Staff are communicated with through daily notices in the Day Book, events scheduled on the Yearly Planner and a Staff Bulletin is published every Friday afternoon.

Staff are kept informed of events through committee meeting minutes, correspondence/circulars displayed on noticeboards and email. The Staff Information Folder and site induction meetings form part of the staff induction process. The School Newsletter is published twice per term. Families are also communicated with through Seesaw, email and text messages.

## Parent and community involvement

The school is working towards increased parent participation through the establishment of Playgroup and the Stephanie Alexander Kitchen Garden Program. Governing Council maintains a group of committed parents who support the decision making and management of the school.

## Feeder schools

Elizabeth Park is a feeder school to Playford International College and Craigmore High.

## Local Government body

City of Playford