1. General Information

Part A

<table>
<thead>
<tr>
<th>School Name</th>
<th>ELIZABETH NORTH PRIMARY SCHOOL</th>
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<tr>
<td>School No.</td>
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<tr>
<td>Principal</td>
<td>Mr Graham Wood</td>
</tr>
<tr>
<td>Postal Address</td>
<td>141 Woodford Road, Elizabeth North 5113</td>
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<td>08 8255 2327</td>
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<tr>
<td>Fax No.</td>
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<tr>
<td>Website</td>
<td><a href="http://www.eliznthc7.sa.edu.au">www.eliznthc7.sa.edu.au</a></td>
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Part B

Staffing numbers

Leadership Structure
Principal (PC06) – Graham Wood (2009 – 2013)
Deputy Principal (PC03) - Christine White (July 2008 – 2013)
Senior Leader - Student Services – Phil Bloffwitch (2010 - 2013)
Senior Leader – Maths and Science – Tania Dal Zotto (2012)

Teaching Numbers
Teaching numbers: 29.0 (4 Males, 19.6 Females)
Teacher/Librarian: 1.0
Special Education Teacher: 1.8
ESL Teacher: 0.2
AET: 0.5

Ancillary Numbers
Ancillary hours: 173 hours per week
ACEO: 25 hours per week

OSHC
An Out of School Hours Care Programme (OSHC) operates from 7:00am – 8:45am and 3.00pm-6.00pm each school day. A Vacation Care program is held during the school holidays. OSHC has recently gained accreditation through the Quality Assessment process.

Enrolment Trends
In January 2008 Broadmeadows Primary School amalgamated with Elizabeth North Primary School and this resulted in an increase of enrolments which started at 450 students. In 2011 Elizabeth North has lost enrolments to the new super schools and this has seen a decline in enrolments of about 20 students or one class.
Enrolments in the Pre-School (CPC) are between 50 – 60 students and these seem to be holding at this level
There is a high transient population (about 40%),

There are currently 20 classes consisting of:
10 classes in Junior Primary (enrolment trends indicate that an additional JP classes will begin in Term 3 2012)
10 classes in Primary
The Preschool provides Universal Access of 15 hours per week for 4 year olds. The Preschool has two session groups – Monday / Tuesday and Wednesday mornings and Wednesday afternoons and Thursday / Friday. Enrolments in the Centre are increasing and in 2011 approximately 60 children attended the Centre.

In 2010 short term Occasional Care was started and there are now Wednesday, Thursday and Friday morning sessions.

Two classes from Elizabeth Special School are located on site.

**Peachey Road Cluster**

Elizabeth North is a member of the Peachey Road Cluster of Schools and it includes:

- Mark Oliphant College
- John Hartley School
- Swallowcliffe School
- Elizabeth Special School
- Elizabeth North Primary
- Para West Adult Campus

In 2010 Angle Vale and Munno Para Primary schools.

In 2011 Peachey Road Schools (except Angle Vale) have been successful in becoming a DECD Centre for Excellence. This will see five teachers from each site being trained to work as Mentors with students from UniSA who are in their 4th year of training and show potential and interest in working in Educationally Disadvantaged schools as a new Graduate.

**2. Students (and their welfare)**

**General characteristics**

Approximately 67% of students are on school card. In addition there are:

- 15% Students on Negotiated Curriculum Plans.
- 13% Aboriginal Students.
- 5% Students from Non-English Speaking Backgrounds.

Support to students is offered through a variety of ways:

- Intervention is provided and based on the ‘Wave’ theory. ‘Pull out’ intervention in Reading and Maths for Wave 3 and severe Wave 2 occurs in an area called Hogwarts.
- Individual and small group support
- Early Assistance programs.
- Focused Literacy teaching 2 hrs per day across R-5.
- SSOs support to students at risk
- Transition programs are in place for Preschool to Reception and Yr 7 to 8.
- Reduced class numbers R-2 (18-20 students) and Year 3 (24-26 students)
Highly successful student management procedures are in place. We have high expectations for student behaviour and students generally respond to these positively. Students are actively encouraged to participate and be involved in decision-making. Class meetings are held regularly and class representatives constitute a SRC. In 2011 Student Committees are planned to be introduced to increase student participation of Year 6 / 7 students in decision making. These committees and the SRC group will meet three times per term. Other management procedures in place include:

- Appropriate counselling and negotiated consequences.
- Grievance procedures.
- Buddy system support - WADU.
- Co-operative (structured / supervised) lunchtime activities.

3. Key School Policies

Our Site Improvement Plan outlines our school’s Vision, Values and Improvement Priorities:

**Vision:** Together We Think, Create and Achieve

**Our Values:** Respect, Cooperation, Trust, Equity, Achievement

**Site Improvement Plan:** In 2012 our key areas for improvement are:

### Maths / Numeracy

*Key areas for improvement in 2012 are:*

A scope and sequence is used and based on the Australia Maths Curriculum.

- Teachers engage in team planning using the A.M.C.
- Develop understandings and processes to enable students in all year levels to access the curriculum.
- Parent workshops are undertaken.
- PAT Maths assessment is used from Years 3-7.
- Maths intervention is implemented.
- Each class is teaching 300 minutes of Maths weekly.
- The Senior Leader will model and mentor teachers in JP in using differentiated maths strategies.
- Mathematical resources and tasks are created for the preschool.
- A common Maths assessment tool is created for R-2 students and then used to measure R-2 student achievement.

*Our Numeracy learning improvement targets in 2011 are:*

- Year 3 NAPLAN - 39% of students reach Band 4+
- Year 5 NAPLAN - 25% of students reach Band 6+
- Year 7 NAPLAN - 33% of students reach Band 7+

### English / Literacy

*Key areas for improvement in 2012 are:*

- Comprehension strategies are explicitly taught CPC-7.
- Literacy intervention is further developed and based on the Big 6.
- A whole school Spelling and Grammar approach is implemented and is linked to Jolly Phonics and Jolly Grammar (R-2)
- A Spelling Scope and sequence is developed and implemented across the school.
- Classroom libraries are established with 80% non-fiction texts.
Parent Workshops are undertaken.

*Our Reading learning improvement targets in 2012 are:*
- Year 3 NAPLAN - 44% of students reach Band 4+
- Year 5 NAPLAN - 35% of students reach Band 6+
- Year 7 NAPLAN - 38% of students reach Band 7+

65% of students from R-7 reach the Regional Standard

Professional Learning – all staff are provided with opportunities to engage in a range of Professional Learning. We encourage a culture of inquiry as a major strategy for professional learning. Considerable funds are provided for staff to participate in Professional Learning opportunities that relate to the S.I.P. Priorities.

4. **Curriculum**

Elizabeth North Primary School provides all students with learning opportunities in seven of the eight Learning Areas

- At this stage there is no LOTE program available for students. Class teachers include cultural studies within their SOSE programs.
- Focused Teaching – this program emphasises the teaching of specific literacy skills and their development across the school. This is a 2 hour uninterrupted block of structured teaching time.
- All classes undertake 300 minutes of Mathematics teaching each week.
- Middle Years approaches are currently being trialled with a focus on Higher Order Thinking Skills
- ICT has been a focus and will continue to receive special consideration.
- An IT support person has been employed. This person provides technical support, PD for staff, assists with Information Technology decisions and networking.
- Students with special needs are supported through an intensive Intervention Program based on the wave Theory.
- Students are catered for through extended programs and small instruction groups eg Westpac Maths Competition, tennis coaching and extension groups.
- In 2011 a Music / Drama specialist program has been implemented from R-7.
- The Early Years classes will access a lesson per week for a term through a program funded by The Smith Family.

**Assessment and Reporting**

We currently report to Parents/Caregivers through:

- Acquaintance Night.
- Parent/Teacher/Student Interviews
- Written reports 2 times per year
- Whole school data is collated in student Reading Levels and Lexile Levels in Literacy (this data assists to identify students needing additional support)
- Students in Years 3, 5 and 7 are involved in the Literacy and Numeracy (NAPLAN) assessments.
- A range of standardized tests are conducted twice per year and are used to inform teaching practice and the implementation of developmentally appropriate intervention programs.

School Organisation
Focused Teaching was introduced R-7 with the emphasis on Literacy development. This program provides staff and students with uninterrupted teaching time.

All teachers have and continue to undertake considerable Professional Learning in this field and the school has re-organised the school day to accommodate these structures. We believe that Focused Teaching has and will continue to improve student learning outcomes. Data collection and the monitoring of progress have been in-built into the program.

During 2012 there are 3 Teaching Teams – Early Years / Primary Years / Middle Years. It is expected that Teaching Teams engage in collaborative Learning tasks to support student learning.

A review of the school’s Behaviour Education Policy was completed in 2012. We have a focus on Behaviour Education and support a philosophy of success.

All volunteers who provide support to our school work through a Training and Development program where a screening process is undertaken. Mandatory Notification, OHSW procedures, police clearance, rights and responsibilities, and working with students are covered.

5. Sporting Activities

Our students are involved in SAPSASA for the Elizabeth district.

Staff and students are also involved with 90% of carnivals and workshops on offer e.g. a Athletics Carnival, Summer and Winter Carnivals, rugby, korfball.

Students in years 3-7 have the opportunity to participate in Saturday morning Tennis, Netball and Football Teams. There is also an indoor soccer team that plays at the Craigmore YMCA. These are coached by parent volunteers and are overseen by the PE teacher.

Students R-2 have the opportunity to participate in the Active After School program. This is currently offered 2 nights per week where teachers supervise and accredited coaches/instructors run the workshops.

6. Other Co-Curricular Activities

Students have an opportunity to learn instrumental music at Elizabeth Fremont High School.

The celebration of special events: Book Week, Preschool and Year 7 Graduations, Culture Week, Sports Day, Come Out Festival, Student run
Assemblies, numerous fundraising events, School Fete and a Christmas Concert.

7. **Staff (and their welfare)**

**Staff Profile**

Leadership Structure - The Principal, Deputy Principal and the Senior Leaders represent the school’s Leadership Team. They meet as a group weekly to make decisions and discuss school information and resolve issues.

**Staff Support System**

A member of Leadership Team works as a Line Manager of a Teaching Team. In 2012 the Principal works with the Middle Years Team, The Deputy Principal works with the Early Years Team and the Senior Leaders work with the Primary Years Team.

**Performance Management**

A school statement is in place and staff members are expected to maintain their Performance Management Portfolios. Staff are expected to take responsibility for their performance. Opportunities are provided for staff to further their leadership aspirations and training in accordance with the Site Improvement Plan. Staff have access to a range of school support services, including; Special Education, Counselling, Literacy and Numeracy Mentor and other Regional Services.

Throughout the year all teaching staff and SSOs meet with their Line Managers to look at the team’s Professional Development. Feedback is provided to staff both in verbal and written form. Individual / Professional Development may also occur.

**Staff Utilisation Policies**

Staffing structures have been organised to maximise the use of teachers and SSOs with students in ‘pull out’ intervention programs. Class sizes are monitored, student programs are serviced 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**

Extensive renovations have been undertaken in the past few years including a new Early Years Learning Centre, new Gym, extension to the Learning Centre and refurbishments to the old Gym to support the Arts. These improvements have occurred over a three year period – 2009 – 2011. All classrooms are carpeted and reverse cycle air-conditioning is installed.

A new library called The Learning Centre was created in 2006. It was the old OSU and now provides a number of learning experiences for students, including robotics.

With the amalgamation of Broadmeadows PS 3 new double transportable classrooms were built for the start of 2008. These classrooms house the students of the Middle Years Team and allows for various learning pedagogies.
All classrooms have access to an Interactive Whiteboard and at least two networked computers. All classes have Internet access. All staff and primary students have their own e-mail accounts through sa.edu. Mobile laptops are being purchased for student use in 2012.

A canteen is available for food purchases at recess and lunch. Most buildings have access for wheel chairs. New playground equipment has been installed and each area is covered with shade cloth. Grounds are well maintained and provide an attractive appearance. Students have sufficient play areas. Three new synthetic grassed Multipurpose Courts have been built on the oval. These are for both school and community use.

10. School Operations

Decision Making Structures
The school is managed on a collaborative leadership model where all staff members have an opportunity to participate in the decision making process.
Staff Meetings are held each Tuesday and Teaching Teams are used to support Professional Learning. Administration needs are also discussed at these meetings as needed.
The school has a Governing Council consisting of parents and school representatives who are responsible for aspects of decision making across the school. Governing Council meets on Tuesdays in Week 3 and 8 each term.
SRC meets three times per term and classes are expected to hold a class meeting prior to the SRC meetings to ensure that Student Voice is heard and listened to in the school.
There are a number of strategic planning groups, committees and working parties that meet for different curriculum areas or school needs/activities.

Regular Publications
Publications and communication within the school and community includes:
Fortnightly newsletters – including a Principal’s report, school events, community notices and student work,
School Information Booklet,
Annual Report,
Student work display boards.
Staff are also kept informed of pertinent information through the School Bulletins on the intranet and via email.

School Financial Position
The school’s finances are well managed. As a locally managed site Elizabeth North has utilized the Global Budget to support smaller class sizes and to improve school resources Preschool-7.
11. Local Community

Elizabeth North Primary School was opened in 1958. It was one of the first R-7 Schools opened in the Elizabeth area.

Unemployment is very high and issues associated with poverty are evident. The local community ranks high in:
Number of persons with no post-school qualifications
Number of low-income earners
Number of unemployed persons
Number of one-parent families
Number of persons living in rental accommodation
Number of students on school card

The main language spoken at home is English.

Parents are encouraged to be involved in the school through the Governing Council, associated committees, reading programs, volunteering in classrooms and other projects. Parents play an active role with the sports teams and Saturday morning sports.

The school is in walking distance and bus route to the Elizabeth City Centre Shopping precinct, Police Station, Fire Station, Elizabeth TAFE, train station and Argana Park.

Adelaide is easily accessible by both bus and train.

The community is situated within the Playford Council area.

12. Further Information

Special Features

Elizabeth North CPC - 7 is a progressive and innovative school. The school has been involved in several curriculum and staff projects eg. Early Years Literacy Development, Assessment and Reporting, Quality Assurance, Learning to Learn, Engagement in Pedagogies, Mentor school for SEA, Quality Teacher Projects - Teaching Standards, Numeracy and Coaching. The school is a DECD Schools for Excellence site which means that there are opportunities for 4th year university students to do extended days at Elizabeth North in preparation for employment in Educationally Disadvantaged schools.

A re-structuring of the school and curriculum occurred in 1999 to accommodate the 2-hour Literacy block of Focused Teaching. Focused Teaching has proven to be a highly effective program in the improvement literacy skills of our students.

Teaching at Elizabeth North Primary School is professionally rewarding and at times extremely challenging. There is a major emphasis on student learning which is continually reinforced through the students learning and positive behaviour choices that they make. There however a small number of students who display inappropriate behavioural choices. Behaviour Education structures are reviewed regularly.