



SCHOOL CONTEXT STATEMENT

Updated: March 2021

School number: 0949

School name: Elizabeth Vale Primary School

School Profile

Elizabeth Vale School is a Category One site located in the City of Playford local council area. The School delivers an early childhood and education service to a culturally diverse and complex local community experiencing high unemployment and economic disadvantage. Children are at the core of a high-quality, academic learning environment which is both caring and supportive of individual needs. We believe that the diversity of cultures, languages and experience of our children and their families is a source of strength, inspiration and knowledge. The School motto of 'Work Kind, Work Hard' underpins our vision and practice, and guides us in building strong connections and partnerships with our wider school community.

The School provides a range of education programs including:

- Mainstream classes Reception to Year 7
- School based preschool
- Playgroup for children aged 0 – 5 and their families
- Special Education classes JP (R-2) and Primary (3-7)
- Intensive English Language Classes (IELC) Rec - 7
- Pathway classes from Adelaide North Special School

1. General information

- School Principal: Ms Julie Murphy
- Year of opening: Elizabeth Vale Primary and Junior Primary Schools opened in 1961 and were amalgamated into one school in 1995.
- Postal Address: Rollison Road, Elizabeth Vale 5112
- Location Address: Rollison Road, Elizabeth Vale 5112
- Region: Northern Adelaide
- Distance from GPO (km): 25 km
- Telephone number: 08 82551307
- Fax Number: 08 82871563
- School website address: www.elizvale.sa.edu.au
- School e-mail address: dl.0949.info@schools.sa.edu.au
- February FTE student enrolment:

February FTE enrolment		2017	2018	2019	2020	2021
Primary	IELC	61 (13.8%)	46 (10.5%)	77 (16.6%)	65 (13.4%)	48 (10%)
	Special	20 (4.5%)	21 (4.8%)	20 (4.3%)	20 (4.1%)	20 (4.2%)
Preschool		56 (12.7%)	51 (4.5%)	55 (11.8%)	55 (11.3%)	56 (11.7%)
Mainstream	R-7	303 (68%)	317 (72%)	311 (67%)	344 (69%)	352 (73%)
TOTAL		440	435	463	484	476
School Card	R-7	332 (75.4%)	370 (85%)	401 (86.6%)	397 (82%)	442 (approx.) 93%
NESB enrolment	R-7	216 (49%)	215 (49.4%)	226 (48.8%)	285 (58.8%)	235 (49.3%)
Aboriginal enrolment	P-7	59 (13.4%)	60 (13.7%)	64 (13.8%)	69 (14.2%)	77 (16.1%)
Students with disabilities	R-7	69 (15.6%)	59 (13.5%)	85 (18.3%)	90 (21.8%)	101 (21.2%)

Student enrolment trends:

Elizabeth Vale School and Preschool has a high level of transience and a steady growth pattern. Enrolments had a significant increase from 2015 to 2017 of over 100 students. Enrolments continue to increase from 440 in 2017 to 476 in 2021. The School is operating at maximum capacity and is in the process of being officially zoned. The Intensive English Language Centre (IELC) enrolment has fluctuated over the past 5 years due to Australian Government changes to immigration policies and refugee resettlement programs. IELC enrolments decreased significantly from 2020 (65) to 48 in 2021 due to the impact of COVID on Australian border restrictions. It is predicted that IELC numbers will increase in 2022 once immigration restrictions have been lifted. Preschool sessions and Special Class options both operate at maximum capacity. Mainstream R-7 enrolments have increased from 303 in 2017 to 352 in 2021 but are proportionally consistent of the whole school enrolment between 68% (2017) to 73% in 2021. Aboriginal enrolments across P-7 have consistently increased since 2017. The School receives regular enrolment requests from Aboriginal families living outside of the school's local area. Student with disabilities enrolment numbers have also significantly increased from 69 in 2017 to 101 in 2021.

Staffing numbers (as at February census):

The school currently runs a total of 24 classes and a preschool.

A total of approximately 70 FTE made up of:

- 18 Mainstream classroom teachers
- 8.2 FTE leaders
- 2 FTE Special class teachers
- 2.6 FTE Preschool Teachers
- 4.4 FTE Intensive English language Class (IELC) Teachers
- 7.0 FTE Specialist Teachers (AETs, 1:1 student support, H & PE, Digital Technology and Kitchen Garden)

Staffing – Ancillary staff:

- Office Manager 37.5 hpw (SSO 2)
- Finance Manager 37.5 hpw (SSO 3)
- PA to the Principal 35 hpw (SSO 2)
- Kitchen SSO 37.5 hpw (SSO 2)
- Over 400 SSO hpw (SSO 1)
- Preschool Support – recruited as required for identified need
- ICT technician 28 hpw (external contract)
- Pastoral Support Worker 12 hpw
- Grounds person 15 hpw (permanent) and annual additional hours based on need

Ancillary hours are used to employ BSSOs, ACEOs and SSOs to support intervention programs, community engagement and specific support to identified cohorts of students.

The school also employs a 1.0 FTE speech pathologist and a 0.2 FTE clinical psychologist.

Public transport access:

The School is well serviced by bus services to the city and the nearby Elizabeth City Centre. The School is in close proximity to the Lyell McEwen Hospital, related health professional services and primary health care services.

Special site arrangements:

The School is in the Elizabeth Partnership and Para Hills 1 Portfolio. The School has an arrangement with Adelaide North Special School to host Pathways classes on site utilising Elizabeth Vale School facilities. The School has an active partnership with the City of Playford Council to deliver the Playford 10 initiative and other relevant Children in the North activities. The School has an ongoing (across 2019 – 2021) partnership with the Australian Schools Plus initiative and sponsors, the Milner Road Foundation; and has recently been successful in joining the national Community Hubs program.

2. Students (and their welfare)

General characteristics

In 2021, the student population is comprised of:

- 420 school and 56 preschool enrolments
- approximately 93% or 390 eligible school card holders
- 49% children from EALD backgrounds
- 21% students with disabilities
- 16% or 77 Aboriginal students, and
- 11.4% or 48 students attending IELC

The School is classified as a Category One School on the index of socio-economic disadvantage. There is short, medium and long term Domestic Violence housing close to the school with an average of 10 students in emergency housing at any given time. A high percentage of our community is experiencing the effects of long term unemployment and its compounding economic disadvantage. Many students have experienced multiple traumas in their lives and present at school with complex vulnerabilities and additional needs. The Elizabeth Vale School community is a proud, strong, resilient and united community committed to ensuring the students in our care are provided with every possible opportunity to achieve their social, emotional and academic potential.

Support offered:

- Elizabeth Vale School is a collaborative school environment where staff actively share knowledge and skills, mentor and support each other.
- Families participate in community development initiatives through the Community Connections and Community Hub initiatives
- Wellbeing and food security support for families experiencing domestic violence, homelessness and financial hardship
- The leadership team proactively support trauma informed practices and trauma informed practice professional development sessions are provided for all staff
- A Director of Learning supports teachers with programming, effective teaching, learning and assessment methodologies, Explicit Direct Instruction (EDI), integrating Tfel with Australian Curriculum and best practice teaching methodologies and programs
- Every class engages in research based literacy developmental teaching strategies and offer collegiate support through a Learning Team structure supported by a coach

- A Wellbeing Coordinator provides holistic support to children, and support to school staff in managing the individual circumstances of children in their classes
- Reduced class sizes for EALD students to enable focussed intention on teaching
- Literacy coaches develop and support teacher capacity and skill development
- Senior Leader Early Years oversees the daily management of the Preschool

Student well-being programs:

- Implementation of the Child Protection Curriculum is an essential part of the work of all staff
- The school works in close collaboration with Support Services personnel to access support and programs for identified students
- Students experiencing food security challenges can access emergency lunches and a breakfast program
- ACEOs provide wellbeing support to Aboriginal students and their families
- The leadership team proactively support trauma informed practices
- Children have access to mentors and build positive relationships based on trust with school staff
- A Positive Education Coordinator supports student wellbeing
- BSSOs support students in IELC and mainstream classes

Student support offered:

- The literacy and numeracy outcomes of all students in our care is everyone's business
- Additional literacy intervention for identified Aboriginal learners utilising the AET resource
- Partnership with the City of Playford to deliver the Playford 10 initiative, provide support to the school choir, student leadership, and civics and citizenship activities
- All students are assessed using the EALD levels, and supported by the IELC leader
- Mainstream NEP students are provided with additional support aligned with targeted individual goals
- All Aboriginal students have a negotiated Deadly Reading Plan that monitors student improvement with success shared and celebrated with families
- Levels of adjustments (school funded and IESP funded) are provided to enable eligible students to access an appropriate curriculum
- Students in reception and year 1 who are identified as requiring additional reading/phonological intervention take part in a speech therapist designed Phonological Awareness (PA) program
- Intervention programs for identified students to support reading development where a staff member works with individual or small groups of children in letter sound, word making, writing, spelling and reading text activities using modelling and repetition
- Additional FTE teacher support for identified classes with high numbers of students requiring academic adjustments
- Speech Pathologist and Leader of Learning overseeing literacy interventions
- One Plans developed for all Aboriginal learners and students with additional needs
- Intervention support for all Aboriginal learners R-3 below standard
- Pedagogical Coaches employed to support teachers to implement the Australian Curriculum
- Support for Aboriginal 3 year old program
- BSSOs employed to support family engagement and connections
- BSSOs and ACEOs support and develop the cultural competency of all educators

Student management:

The school behaviour code is underpinned by the school motto of 'Be Kind, Work Hard'. The school has an approved and published Behaviour Management Policy.

Identified students are supported through a case management approach with weekly case review by the leadership team. School leaders meet on a regular basis with Support Services personnel to review students at risk and implement proactive support strategies. The school focuses on providing quality, uninterrupted learning time that enables teachers to teach and students to learn. A whole school approach exists to support the management of student behaviour in classrooms and the yard. This includes a focus on both appropriate and inappropriate behaviours. The school uses a strengths based approach fostering positive behaviours and many proactive strategies are in place across the school, in classrooms and the yard to support positive behaviours. Systems for managing inappropriate behaviours that do not follow the school values and behaviour code are in place and include reflection time, withdrawal from class or yard play, take home, suspension or exclusion.

The School has embedded Trauma Informed Practices in its work with children and uses a preventative approach to explicitly teach interoception, de-escalation and mindfulness strategies to all children. All students have an individualised Ready to Learn Plan. Behaviour interventions range from 1:1 support to intentional proactive designs of environments and routines to assist children to be ready to learn. If required, the leadership team provides an additional response and intervention for staff, students and families. The School will refer students to Support Services when school resources and responses are exhausted or when the risk to the child, other students and staff is too high. 2020 saw a 17% decrease from 2019 in the number of recorded behaviour incidents that required intervention from a member of the leadership team.

Student government:

Students are encouraged to constructively contribute to decision making in class and across the school. Student leadership is fostered throughout the school by students leading activities including assemblies and assembly items, being an MC at special events, class meetings and student committees. Through these means students are able to provide input to a range of whole school issues, eg yard time activities. A partnership with the Office for the Commissioner for Children and Young People led to the commencement of the 'Y Change' initiative in 2020. The Playford 10 initiative also provides opportunities for student voice and leadership within the school and the community.

Special programmes:

- The Aboriginal Education core team engages with families and children to support wellbeing and learning improvement
- BSSO support to EALD learners and their families
- Wellbeing Coordinator
- Community Connection Coordinator leads a community development initiative partnering with Schools Plus and the Milner Road Foundation; language programs and community voice through the national Community Hub initiative; City of Playford initiatives through Children in the North and Playford 10; family and student support through Anglicare; and partnership initiatives with local agencies and service providers
- 2 Special Education classes
- Kitchen Garden Program for years 3-7
- Extensive kitchen gardens and community orchard
- Phonological Awareness programs
- Pathways Annex of 3 Special School classes
- Years 5-7 Festival Choir
- SAPSASA Sports teams
- Partnership with Anglicare to deliver the MALPA Young Doctors program with selected Aboriginal students
- Partnership with CARCLEW to deliver a whole school contemporary Aboriginal dance program (Term 1) and Aboriginal mural arts program (Term 2)
- STEM classes
- After school sports

3. Key School Policies

Site Improvement Plan and other key statements or policies:

- 2019 – 2021 Elizabeth Vale School Site Improvement Plan
- 2020 Elizabeth Vale Preschool Quality Improvement Plan
- 2021 – 2025 Elizabeth Vale School Aboriginal Learner Achievement Action Plan
- 2021 Elizabeth Vale School Aboriginal Learner Achievement Leader Resource
- Elizabeth Vale School Attendance Policy
- Elizabeth Vale School Behaviour Policy
- Elizabeth Vale School Anti-Bullying Policy
- Elizabeth Vale School Induction Policy and Procedure

Recent key outcomes:

- Commencement of planning and preparatory work for 2021/22 school and facilities upgrade

- Families participating in community development initiatives through the school's Community Connections program
- Partnership with City of Playford to deliver the Playford 10 initiative
- Cultural competency professional development for all staff
- Commenced Y Change student voice initiative
- Installation of regulation stations in the school grounds
- Effective implementation of COVID response requirements
- Partnership with the Australian Government Local Schools Community Fund to complete the Outdoor kitchen space
- Special class outdoor space upgrades
- Community Orchard project on the school oval
- Partnership with Schools Plus and the Milner Road Foundation for community development and connections initiatives
- Review and update of Preschool policies endorsed by Governing Council
- One Plans developed for identified students, including all Aboriginal learners
- Deadly Reading Plans completed in term 1 for all Aboriginal learners

4. Curriculum

Subject offerings:

- The Australian Curriculum is used for planning, programming and assessment for most areas of learning. In IELC teachers use the Teaching and Learning Cycle, alongside the Australian Curriculum. Special classes developed appropriate teaching and learning programs to meet the individual goals of students.
- Intervention is provided to identified learners by teachers, SSOs and BSSOs in small group and/or individual support settings as determined by need
- Students access an annual swimming programme
- Specialist subjects include Physical Education, Kitchen/Garden year 3-7, Digital technologies and STEM

Open Access/Distance Education provision:

The school has a Learning at Home strategy, including curriculum resources and parent support in response to the COVID pandemic, and is prepared for implementation if required.

Special needs:

- The school has 2 School based Special Classes R-2 and 3-7
- The school provides an R-7 Intensive English Language Centre
- Both the special classes and IELC are funded on a lower student to teacher ratio and attract ancillary support, thus reflecting the complex learning needs of these students.

Student assessment procedures and reporting:

Teachers gather information about student achievement on an ongoing basis. The school collects literacy data each term. The school uses diagnostic reading assessment tools (PAT-R, PM Benchmarks and Fountas & Pinnell) which provide staff and students with explicit detail about all aspects of their reading. They are particularly useful in identifying detailed progress across individual comprehension strategies. Data is also collected (depending on year level, component of the school) for:

- NAPLAN results, PAT-Maths, Behaviour, Attendance, EALD level, IELC Exit Report
- MINILIT reading, decoding and comprehension assessments
- PASM (Phonological Awareness Screening)

Written student reports provide information to families and students about what children know, can do and understand, together with their next steps for learning. Reports are provided to parents at the end of terms 2 and 4. Parent interviews occur in term 2 (with term 2 reports) for mainstream and special classes. Phone calls are made to all families in terms 1 and 3 with positive updates about student achievement.

Joint programmes:

Our school is committed to working collaboratively within our community, partnership and portfolio of schools, and state wide networks.

5. Sporting Activities

- Specialist PE program delivered by 2 H & PE teachers
- SAPSASA opportunities with recess time training teams leading up to events
- Annual Sports Day
- Annual Swimming and Aquatics Programs
- Outdoor Education Camp for years 6 and 7
- Recess sports based yard activities

6. Other Co-Curricular Activities

- A primary years kitchen/vegetable garden program
- Year 6 & 7 transition programs to local High Schools
- Year 7 Graduation ceremony
- Harmony Day, Reconciliation Week, Refugee week, Book Week
- School choir
- community development initiatives
- after school sports for 3 terms in collaboration with a variety of local sporting organisations
- Incursions – connected to whole school events and learning themes
- Excursions – connected to whole school events and learning themes
- Regular assemblies to showcase and celebrate student learning

7. Staff (and their welfare)

Staff profile

We have a highly enthusiastic and skilled teaching staff many of whom are in the first five years of teaching. For a significant number of teachers this is their first permanent or long term contract appointment. A skilled and dedicated group of support staff assist the work of teachers. Many support staff live locally and bring a contextualised understanding of the local community to assist their work and further supports the building of strong relationships with the community

Leadership structure:

- Principal
- Senior Leader Early Years
- Senior Leader IELC
- Leader of Learning
- Co-ordinator, Positive Education
- Community Connections Coordinator
- Director of Learning
- Co-ordinator, Digital Learning
- Co-ordinator, Early Career Teacher & Early Years Intervention
- Strategic Leader Aboriginal Education

Staff support systems:

- Professional Learning is strongly supported particularly around literacy, technology integration with learning, and inclusive teaching and learning
- Other relevant staff professional development opportunities are determined through a request to leadership
- All teaching staff participate in a collegiate learning teams that are supported by pedagogical coaches and specialist staff
- A comprehensive and experienced leadership team line manage and support all staff
- Classroom management, including behaviour management, is supported by the leadership team
- Information sharing and governance processes are facilitated at regular staff meetings for teachers and ancillary staff

Performance Management:

- All staff members are supervised and supported by line managers as part of the school's performance development plan process (PDP)
- A strengths' based approach is used by line managers to provide formal and informal feedback
- All members of the leadership team have line management responsibilities
- Formal PDP meeting for teachers occur twice a year and are aligned to the teacher professional standards
- Ancillary staff are involved in PDP processes

Staff utilisation policies:

Ancillary staff time is highly valued at the school and preschool.

School Support Officer (SSO) time is used for:

- Whole school administration and leadership (ie office, finance, network and library management)
- Student support - individual and small group work with students (ie literacy/numeracy support, speech and language programs and special needs support)
- Special class and preschool ratios

Bilingual School Services Officer (BSSO) time is used for:

- Assisting EALD learners with English language development
- Student support – individual and small groups of learners with literacy, speech and language programs as required
- Supporting cultural understanding of teachers, caregivers and learners
- Interpreting teacher instructions when required
- Supporting students to develop routines

Aboriginal Community Education Officer (ACEO) time is used for:

- Student support and literacy intervention for identified Aboriginal learners
- Building partnerships with families of Aboriginal children to enable their children to engage in learning
- Supporting the cultural understanding of teachers and support staff
- Supporting inclusive curriculum delivery, including Aboriginal perspectives in the teaching and learning program
- Supporting Aboriginal children with their cultural identity
- Connecting Aboriginal families to access services to support their child's wellbeing
- Teaching all learners about the history and culture of Aboriginal Australia

We regularly access the support of regional Student Support Services personnel for Behaviour Support, Guidance referrals, Speech Pathology, Social Work, Attendance and other services.

Other agency support such as SAPOL, CAMHS, DCP, Anglicare, the Smith Family, Novita, Autism SA, STTARS, Community Liaison Officers (CLOs), Migrant Associations and NDIS service providers also provide significant support to the school community.

8. School Facilities

Buildings and grounds:

The School consists of

- three large single storey classroom blocks
- one Open Space Unit
- upgraded preschool, including veranda and outside play area
- a library and staff room combination building
- a double class kitchen building (new in 2017)
- a transportable classroom building which is an annex to 3 Northern Adelaide Special School classes
- a large gym (built using BER funding)
- shelter shed
- a large undercover outside play area (the COLA)
- a smaller undercover outside play and learning space (little COLA)
- JP Special yard
- 3 shade structures
- administration/office area in one of the classroom blocks
- 2 relocatable storage containers repurposed as the Community Hub
- a purpose built STEM centre, veranda and outside learning area
- 3 secure parking areas and 1 unsecured overflow parking area
- expansive grounds including a large oval, soccer pitches, a community orchard, extensive kitchen/food gardens, an outdoor kitchen space, hand ball courts and play equipment
- murals, mosaics and artworks adorn the buildings
- all classrooms and learning spaces have electronic whiteboards/smart boards

Planning for a major Capital Works program in 2021/2022 is underway. Work has commenced with the total refurbishment of children's toilets, guttering upgrades and asbestos removal recently completed.

Heating and cooling:

All classrooms and learning spaces have centrally controlled heating and cooling. The Community Hub and some additional spaces/offices have independent air conditioning units and/or heaters.

Specialist facilities and equipment:

All primary classes (and students) can access chrome books, ipads and laptops on a shared basis when teachers have programmed for their inclusion into the learning program. All classes have an electronic smart board/whiteboard. All teachers are assigned either a laptop or ipad for work use. Each unit has their own class sets in trolleys to access.

The gym is purpose built and has a variety of courts and equipment available for instructional teaching and learning programs, and structured recreational activities at recess and lunch.

The gym is also used for school assemblies, performances and special events such as graduations and end of year concerts.

The STEM Centre is also purpose built, is well equipped and provides independent learning spaces for STEM learning, research, creativity and exploration.

The School has an extensive kitchen garden program where students learn to prepare the garden beds, plant and harvest. The produce is used in the kitchen with specialist staff teaching food preparation, cooking, storage and hygiene processes. All food prepared is shared amongst and across classes and eaten together in either the inside eating space in the kitchen or outside in the undercover 'café' area.

Student facilities:

The school has a large oval and 2 playground areas, a nature play area, sand pit, a mud kitchen, a road safety space and several courts. The library, gym and oval are used for structured activities at lunch times. There are 5 separate blocks of student toilet facilities throughout the school, 3 of them accessed from outside a building. The school buildings, play grounds and parking spaces are surrounded by security fencing and have secure/lockable gates. There are multiple shade structures and fixed equipment located throughout the school, including two purpose built domed outside play and learning spaces (COLAs – one large and one small). A shelter shed with tables and chairs is provided for recess and lunch activities. 'Buddy seats', tables and stools provide a place for students to sit and talk. The School does not have a canteen but has a school lunch purchase and delivery arrangement with a local business owner. The office/administration area has a first aid room.

Staff facilities

A large staff room is provided for staff and contains a coffee machine, tea and coffee making facilities, microwaves, a stove, fridges and toasters for staff use. Pigeon holes and locker spaces are available in the staff room. Two staff/teacher preparation areas/working spaces are available. Teachers all have access to individual school laptops or ipads.

Access for students and staff with disabilities:

Wheelchair access is available to all buildings. Three disabled toilets and a shower facility are provided, including modified hand basins for wheelchair bound students.

Access to bus transport:

Students enrolled in the special classes and IELC who are not within walking distance to the school are eligible to access buses or when appropriate, taxi transport.

10. School Operations

Decision making structures:

- In 2021, staff meetings are held on alternate Wednesdays from 3.20 - 5.00pm
- Staff are invited to participate in a variety of committees and school activities
- Learning team meetings provide time for planning and collegiate support, and are supported by learning coaches
- An elected PAC meet on a regular basis
- IELC staff meet on a needs basis
- Leaders meet once per week on a Tuesday afternoon from 3.20 – 5.30pm
- Students have a voice through class meetings and student leadership forums
- School closure days and pupil free days provide the opportunity for planning and whole school professional development/training
- Governing Council meets twice per term and while it is a parent body, it does not represent all families at Elizabeth Vale School. The voice of group of families from a variety of cultural backgrounds is heard through the school's community development opportunities and the through the work of BSSOs and ACEOs.

Regular publications:

- The School newsletter is published fortnightly. An intranet for staff has been established. Electronic communication via intranet and emailing is the main system for communication. Leaders email out a weekly bulletin to all staff.
- Daymap is used for advising daily routines and timetables, including time table changes due to staff availability
- Staff can access all relevant digital materials and resources on a shared/common drive, including school policies and procedures, administrative forms and curriculum materials
- The School has a Community Connections Facebook page which allows the distribution and sharing of community development resources, information about special events and information pertaining to services in the local community

Other communication:

The school has a folder of materials for all new families enrolled at the school. This includes brochures about school programs and general information. A range of policy documents are also made available to families. A full copy of the Annual Report is available to families upon request and is published on the School's website. School policies are also available on the school's website and at the front office.

School financial position:

The school is in a healthy financial position enabling it to engage in interventions, deliver specialist programs and engage in community development work. Significant funds have been allocated for the development of a school based Community Centre. The Governing Council and Principal are in the early stages of consultation and planning. Funding is also used to support students individually, in small groups and as children's individual needs require.

11. Local Community

General characteristics:

Elizabeth Vale is a changing community with growing cultural diversity and complexity. There has been significant population growth in the area, as reflected in school enrolments. The area is characterised by high unemployment and economic disadvantage, with pockets of redevelopment such as the continued upgrades and expansion in the precinct of the Lyell McEwin Hospital. The City of Playford is also redeveloping the area around the hospital precinct including the local shopping centre. The suburb of Elizabeth Vale is forecasted for high density housing, with preliminary plans in place for the development of apartment blocks adjacent to the hospital.

Parent and community involvement:

The school has developed strong connections with its parent and wider school community. Parent involvement is provided with the support of Governing Council and includes support in classrooms, the kitchen garden program, excursions, camps and special celebrations. The school based BSSOs provide a nexus between families and school to ensure parent voice from EALD families is heard. ACEOs work collaboratively with all school staff to support and develop the connections between Aboriginal families and school to ensure their voices are heard and that families are engaged in the education journey of their children.

Feeder or destination schools:

Playford International College and Salisbury HS are the closest secondary schools. In 2020, the majority of year 7 students enrolled at Playford International College for 2021. Some Year 7 students enrolled in other local Secondary Schools in the northern suburbs, as determined by zoning requirements. Some students from the IELC will continue their education at the Adelaide Secondary School of English before transferring to their local secondary site. A small percentage of children from Elizabeth Vale School and Preschool enrol in non-government schools. In 2020, 92.5% of children enrolled at the Elizabeth Vale Preschool transitioned to a 2021 Elizabeth Vale Primary School reception enrolment. This makes transition from preschool to school a seamless process.

Other local care and educational facilities:

Elizabeth Grove and Elizabeth South Primary School are the closest primary schools. Private childcare provider, Good Start is in close proximity to the school and provides a child care and early learning service to the local community. A further private childcare provider has recently commenced operation in a street adjacent to the school.

Commercial/industrial and shopping facilities:

The school is adjacent to the Elizabeth Vale Shopping Centre which is currently under redevelopment to include additional medical professional and health care offices and consulting spaces, a small local supermarket and future specialty shops. Major shopping centres and supermarkets are located at Salisbury and Elizabeth. The Lyell McEwen hospital is 200 metres from the school. The local Member of Parliament (the Hon. Member for Little Para) has an office located at the Elizabeth Vale Shopping Centre.

Other local facilities:

Nearby community facilities include the Playford Civic Centre and Library, Aquadome, Central District Football Club and Oval, Lyell McEwen Hospital, Community House and Para Districts Women's Shelter, Playford Tennis Centre, and two private childcare providers. Salisbury is also located nearby and is a local service centre. Major retail shopping centres are available at Elizabeth and Salisbury.

Accessibility:

The School is located in the northern suburbs of metropolitan Adelaide. As such, there is access to Adelaide and surrounding suburbs by road and/or public bus and train transport.

Local Government body:

- City of Playford local government area

12. Further Comments

Elizabeth Vale School is a progressive education centre for the local community. The School provides a central community hub and is accessed by many families in the local community. Community development initiatives that acknowledge and honour the backgrounds and contribution of families to the whole school culture are supported and encouraged. We strive for continuous improvement and support our staff to access the professional development and training required to build their capacity to provide a high quality education service to the children and families of the Elizabeth Vale community.