



SCHOOL CONTEXT STATEMENT

Updated: August 2023

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 children and family needs. At Elizabeth Vale School 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 'Be Kind, Work Hard, Read Lots' 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 6
- School based preschool
- Playgroup for children aged 0 – 5 and their families
- Special Education classes JP (R-2) and Primary (3-6)
- Intensive English Language Classes (IELC) Rec - 6
- 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 enrolment | | 2019 | 2020 | 2021 | 2022 | 2023 |
|----------------------------|---------|----------------|----------------|----------------|----------------|----------------|
| | | | | | R-6 (2022) | R-6 |
| Primary | IELC | 77 (16.6%) | 65 (13.4%) | 48 (10%) | 23 (5.3%) | 78 (15%) |
| | Special | 20 (4.3%) | 20 (4.1%) | 20 (4.2%) | 20 (6.6%) | 21 (4%) |
| Preschool | | 55 (11.8%) | 55 (11.3%) | 56 (11.7%) | 45 (10.3%) | 60 (11.70%) |
| Mainstream | R-6 | 311 (67%) | 344 (69%) | 352 (73%) | 347 (7.7%) | 354 (69%) |
| TOTAL | | 463 | 484 | 476 | 435 | 513 |
| School Card | R-6 | 401 (86.6%) | 397 (82%) | 442 (93%) | 404 (93%) | 400 (88.3%) |
| NESB enrolment | R-6 | 226 (48.8%) | 285 (58.8%) | 235 (49.3%) | 105 (24.1%) | 300 (58%) |
| Aboriginal enrolment | P-6 | 64 (13.8%) | 69 (14.2%) | 77 (16.1%) | 71 (16.3%) | 73 (14.2%) |
| Students with disabilities | R-6 | 85 (18.3%) | 90 (21.8%) | 101 (21.2%) | 73 16.8% | 61 (11.89%) |

Student enrolment trends:

Elizabeth Vale School and Preschool has an increase in student enrolments in 2023 and in previous years has had a steady enrolment pattern. From 2018 to 2022 enrolments decreased slightly due to the impact that COVID-19 had on immigration and border policies, and also due to the Year 7 transition to high school last year. The School is operating at maximum capacity and has implemented a capacity management strategy. 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 have increased significantly to 78 in 2023 after a previous decrease in number in 2022 – due to the impacts of COVID. Preschool sessions and Special Class options both operate at maximum capacity. Mainstream R-6 enrolments have increased from 347 in 2022 to 354 in 2023 despite the Year 7 transition to high school in 2022. Aboriginal enrolments across P-6 have been remained consistent since 2018. 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 decreased from 85 in 2018 to 61 in 2023.

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

A total of approximately 37 FTE teaching staff made up of:

- 16.9 Mainstream classroom teachers
- 10.8 FTE leaders
- 2.0 FTE Special class teachers
- 2.2 FTE Preschool Teachers
- 6.4 FTE Intensive English language Class (IELC) Teachers
- 5.8 FTE Specialist Teachers (AET, 1:1 student support, H&PE, STEM)

Staffing – Ancillary staff:

- Office Manager 37.5 hpw (SSO 2)
- Business Manager 37.5 hpw (SSO 4)
- PA to the Principal 35 hpw (SSO 2)
- Over 536 SSO hpw including Preschool support as required for identified need
- ACEOs 65 hpw

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 has access to a 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 and Anglicare to deliver Communities for Children in the North activities, and an active partnership with the Australian Schools Plus National Community Hubs program.

2. Students (and their welfare)

General characteristics

In 2023, the student population is comprised of:

- 453 school and 60 preschool enrolments
- approximately 60% or 312 eligible school card holders
- 58% children from EALD backgrounds
- 11.8% students with disabilities
- 14.12% or 73 Aboriginal students, and
- 15% or 78 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.

Trauma Informed School

At Elizabeth Vale Primary School trauma informed practice is used as a foundation for everything we do. We are intentional in the designing of environments, experiences and learning, including the selection of staff and professional learning to build and support the development of staff and student mindsets, academics and social wellbeing. Trauma informed practices are utilised and benefit staff, students, community and external services. All staff model and teach the necessary skills and knowledge that students need to regulate and respond to the complex and unpredictable world that we live in.

Support offered:

- Elizabeth Vale School has 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
- Trauma informed practice professional development sessions are provided for all staff
- Pedagogical coaches support 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 development teaching strategies and offer collegiate support through a Learning Team structure supported by a coach
- An Assistant Principal, Trauma Informed Schooling 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
- A Coordinator 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
- 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 Pedagogical coaches oversee 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 preschool program
- BSSOs support family engagement and connections
- BSSOs and ACEOs support and develop the cultural responsiveness of all educators

Student management:

The school behaviour code is underpinned by the school motto of 'Be Kind, Work Hard, Read Lots'. 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.

Elizabeth Vale School continues to embed Trauma Informed Practices across all aspects of school operations. All students have an individualised Ready to Learn Plan. The school takes a preventative approach to explicitly teach interception, de-escalation and mindfulness strategies to all children. Behaviour interventions range from 1:1 support to intentional proactive designs of environments and routines to assist children to be ready to learn. Yard and learning environments are designed to support routines that assist children to be ready to learn. The leadership team are also available to provide additional support and intervention if needed. The school referred students to Support Services when required. A small percentage of students with major complexities made up the majority of the behaviour interventions/responses in 2021.

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, e.g., yard time activities.

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
- Community development initiative partnering with Schools Plus National Community Hub initiative delivering language programs and community voice; family and student support through Anglicare; and partnership initiatives with local agencies and service providers
- 2 Special Education classes
- Kitchen Garden
- Extensive kitchen gardens and community orchard (on hold due to capital works program)
- Phonological Awareness programs
- SAPSASA Sports teams
- STEM classes
- After school sports

3. Key School Policies

Site Improvement Plan and other key statements or policies:

- 2023 Elizabeth Vale School Site Improvement Plan
- 2023 Elizabeth Vale Preschool Quality Improvement Plan
- 2021 – 2025 Elizabeth Vale School Aboriginal Learner Achievement Action Plan
- 2023 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:

- Schools and facilities upgrade completed 2023
- Families participating in community development initiatives through the school's Community Connections program
- Cultural responsiveness professional development for all staff
- Installation of regulation stations in the school grounds
- Special class outdoor space upgrades
- Community Orchard project on the school oval
- Partnership with Schools Plus and the National Community Hubs initiative
- Review and update of Preschool policies endorsed by Governing Council
- One Plans developed for identified students, including all Aboriginal learners
- Deadly Reading Plans completed for all Aboriginal learners in 2023

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 – 6, Digital technologies and STEM

Community Hub Program

The Community Hub program builds social cohesion in Australia. They are welcoming places where families from diverse backgrounds, particularly mothers with preschool children, come to connect, share and learn.

The National Community Hubs Programs model is a proven place-based and people-centred way of building connections and social and economic capital within culturally and linguistically diverse communities.

Hubs are embedded in primary schools and help bridge the gap between families and the wider community. They connect families with each other, with their school, and with local services and support.

Elizabeth Vale Community Hub has a range of activities that are open to the School and broader community, including Adult English a Community Garden, Sewing and Playgroup. To become involved in the Hub, please contact the Community Hub Lead on 8255 1307.

Special needs:

- The school has 2 School based Special Classes R - 2 and 3 - 6
- The school provides an R - 6 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 year 6
- Recess sports-based yard activities

6. Other Co-Curricular Activities

- A primary years' kitchen/vegetable garden program
- Year 6 transition programs to local High Schools
- Year 6 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. 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
- Assistant Principal: Deputy
- Assistant Principal: Intensive English Learning Centre & Community Hub
- Assistant Principal: Inclusive Education
- Assistant Principal: Trauma Informed Schooling
- Pedagogical Coach – EDI focus
- Business Manager
- Coordinator: Digital Learning
- Coordinator: Community Connections
- Coordinator: Student & Family Support Early Years
- Coordinator: Data, Policies & processes
- Coordinator: Early Years
- Strategic Leader: Aboriginal Education
- Early Years Pedagogical Coach

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 team that are supported by pedagogical coaches and specialist staff
- A comprehensive and experienced leadership team provide line-management and support to 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 meetings for teachers occur twice a year and are aligned to the teacher professional standards and the 2023 Elizabeth Vale School Site Improvement Plan
- All 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 (i.e., office, finance, network and library management)
- Student support - individual and small group work with students (i.e., 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

- five large single storey classroom blocks
- preschool, including veranda and outside play area
- a library
- a double class kitchen building
- a transportable classroom building which is an annex to 3 Northern Adelaide Special School classes
- a large gym
- 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

A major capital works program was completed in 2023 and entailed a total refurbishment of children's toilets, guttering upgrades and asbestos removal.

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, iPad 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 4 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). 'Buddy seats', tables and stools provide a place for students to sit and talk. 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 iPad.

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 2023, staff meetings are held on most Wednesdays from 3.20 - 5.00 pm
- 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 meets on a regular basis
- IELC staff meet on a 'needs' basis
- Leaders meet once per week on a Tuesday afternoon from 3.30 – 5.00 pm
- 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 voices of groups 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.
- Day map 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 were allocated for the development of a school-based Community Development program. 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, school programs, 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 of Aboriginal learners 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 2022, the majority of Year 6 students enrolled at Playford International College for the 2023 school year. Some Year 6 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 2022, the majority of children enrolled at the Elizabeth Vale Preschool transitioned to a 2023 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, NIDO, is also operational 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.

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 area. 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.