



## SCHOOL CONTEXT STATEMENT

**School number: 0844**

**School name: The Grove Education Centre**

### 1. General information

- School Principal name: Nikola Haskell
- Deputy Principal's name: Veronica Joyce
- Year of opening: 1956. Commenced as The Grove Education Centre, January 2005.
- Postal Address: 39 Leslie St West, Woodville, 5011
- Location Address: 39 Leslie St West, Woodville
- Partnership: Inner West
- Distance from Adelaide GPO – 8 kms
- Telephone number: (08) 8345 4530
- Fax Number: (08) 8445 9560
- School website address: [http:// www.thegroveec.sa.edu.au](http://www.thegroveec.sa.edu.au)
- School e-mail address: [dl.0844\\_admin@schools.sa.edu.au](mailto:dl.0844_admin@schools.sa.edu.au)

February FTE	2017	2018	2019	2020	2021	2022	2023
Primary R-7 Special, NAP, Ungraded	45.0	46.0	45.0	47.0	50.0	40 (Year R-6)	44
Secondary 8-12 Special, NAP, Ungraded	23.0	24.0	25.0	25.0	19.0	24 (Year 7-12)	20
Total	71.0	68.0	70.0	72.0	69.0	64.0	64.0
School Card percentage	63.8%	75.7%	77.14%	70.83%	76.12%	73.44%	
NESB Enrolment	36.61%	52.9%	48.57%	48.6%	51.0%	53.13%	53.13%
Aboriginal Enrolment	8.45%	9.99%	7.14%	6.94%	6.0%	5%	6.25%

Staffing numbers (as at February census):

- We currently employ 13 teachers - 5 full-time, 8 part-time.
- Total ancillary hours / week: 425.00 hours per week for classroom support (excluding Administration, Grounds and IT support).
- Principal (1.0), Deputy Principal (1.0)
- Public transport access: Woodville Railway Station within walking distance. Bus routes pass close to the school on Woodville and Torrens Roads.

## 2. Students (and their welfare)

The Grove Education Centre is a Reception to Year 12 special school located 10km north-west of Adelaide in the suburb of Woodville. The enrolment in 2022 is 64. Eight classes with 8 students in each class. The local partnership is the Inner West. The Grove provides personalised and inclusive learning programs for children and young people with an intellectual disability and associated complex needs. Approximately 75% of students with Autism Spectrum Disorder.

The school is classified as Category 4 on the DfE Index of Educational Disadvantage. The school population includes 100% students with disabilities, 53.13% students with English as an Additional Language or Dialect (EALD), 6% Aboriginal and Torres Strait Islander students, and 73% (2022) of families eligible for School Card assistance.

Our vision: Being at the forefront of Special Education. Engaged learners with *unlimited possibilities*.

Our mission statement: We will work collaboratively to prepare every student for optimal post school pathways.

Our values: professional integrity, evidence based, collaborative, respectful.

At the Grove:

- We recognise that every individual has the right to communicate. Staff receive extensive training in best practice in modelling and teaching Augmentative and Alternative Communication (AAC) and in being highly effective communication partners.
- We believe that a comprehensive AAC system (e.g. Proloquo2Go or PODD) supports individuals to develop communicative competence. We understand that all communication is multi-modal and that all forms of communication are valid.

- We strive to create and maintain a positive, inclusive and connected school culture. Staff have a strong belief and shared understanding that all children and young people can achieve success.
- We work collaboratively to create, monitor and evaluate pedagogical agreements, policies, practices and procedures.
- We focus on the continuous building of high quality practice to deliver on whole school commitments - "Engaged Learners with Unlimited Possibilities".

The Grove implements school-wide Positive Behavioural Intervention Support (SWPBIS) with fidelity. SWPBIS is a multi-tiered system of support for achieving high academic, behavioural, social and emotional outcomes for EVERY student.

Our social and positive behavioural expectations, based on the principles of SWPBIS, are described in our school wide behaviour code - The Grove 5. They are - I am respectful, I am responsible, I am safe, I am friendly, I have feelings.

All staff implement The Grove 5 using evidence based practices. It is explicitly taught on a daily basis and differentiated to meet the needs of all students.

### **3. Key School Policies**

#### **School Improvement Plan (2022 – 2024)**

Improvement Goal 1: To increase student achievement in numeracy

Improvement Goal 2: Increase students' reading achievement

#### **Aboriginal Learner Achievement Action Plan**

2023 - Key Element 5- Engaging Aboriginal Families as Partners in Literacy & Numeracy Learning

**Aboriginal and Torres Strait Islander learners** – In line with the National and South Australian Aboriginal and Torres Strait Islander Education Strategies – At The Grove we provide:

- Meaningful opportunities for Aboriginal and Torres Strait Islander students to achieve at their full potential.
- Teaching and learning programs that are inclusive of and set high expectations for our Aboriginal children and young people.
- One Plans with explicit learning goals that are used purposefully to improve the learning outcomes of our Aboriginal learners.

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### **Three year strategic directions 2022-2024**

**Priority 1** – Effective Communicators.

**Priority 2** – Engaged, Confident and Safe Learners.

**Improvement Goal 1:** To increase student achievement in numeracy

**Improvement Goal 2:** To increase student achievement in reading

### **Professional Learning Communities (PLC)**

PLCs focus on the following conditions for learning:

- Communication
- Social and Emotional Learning
- STEM

### **Professional Learning Teams (PLT)**

PLTs engage in termly teaching sprints based on the school improvement targets (reading and numeracy)

## **4. Curriculum**

All students at The Grove are verified under the Department for Education Students with Disability Policy. Based on the Disability Discrimination Act (1995) and the Disability Standards of Education (2005) all our students are entitled to the provision of the Australian Curriculum with appropriate adjustments to support their needs. These include: Educational (curriculum, assessment and reporting), Instructional (individual teaching programs and strategies) and Environmental (space, equipment and support) adjustments.

All students have a documented One Plan which is reviewed formally with parents/carers in term 1 each year. Students in the Junior and Middle school access a broad, balanced curriculum. The curriculum is aligned with the Australian Curriculum to form a three year scope and sequence incorporating English, Mathematics, Health and Physical Education, HAS, The Arts and STEAM (Science, Technology, Engineering, Arts and Maths).

## **Senior Curriculum**

Students from year 10 are enrolled in the South Australian Certificate of Education (SACE). Future pathways, modified SACE and the end point of schooling are discussed at OnePlan review meetings with a team including site staff, families, students and other stakeholders.

Some senior students have access to work experience. Students access work experience in supported or open employment options as appropriate. They may also be supported to engage with DfE Transition Centres and/or Disability Employment Services.

## **AAC**

At The Grove the use of AAC is integrated across the curriculum. Comprehensive AAC systems are used in combination with other modes of communication including facial expression, natural gesture, keyword signing and verbal communication.

## **Comprehensive Literacy Instruction**

At The Grove we provide Comprehensive Literacy instruction for all students. Comprehensive literacy recognises that there is no 'one size fits all' in literacy instruction. We understand that there are a range of skills that students need and that there are a range of activities needed in every classroom to support all students to develop those skills.

## **5. Sporting Activities/Co-Curricular Activities**

Students at The Grove participate in swimming at the Thebarton Aquatic Centre, interschool sporting events, the senior aquatics programme, the Prince Alfred College Outdoor Education Camp and other community based activities.

Students also access sporting clinics which are funded via successful grant applications to the Sports for Schools Programme.

## **6. Staff (and their welfare)**

The school leadership team consists of a Principal in her fourth year of tenure (acting principal 2017 and 2018) and a 1.0 Deputy Principal.

There are 13 teachers including 2 early career teachers and 2 Step 9 teachers. We have one Highly Accomplished (HAT) teacher and one Lead (LT) teacher focussing on communication.

We employ 21 SSOs on full-time and part-time basis (excluding Administration, grounds and IT support).

All staff members are involved in Performance and Development processes with members of the Leadership Team. Staff have opportunities to participate in collaborative decision making in a range of forums. Teachers are expected to attend staff meetings, collaborative teaching meetings with SSOs and to join a Professional Learning Community (PLC) and a Professional Learning Team (PLT). Numerous opportunities to engage in professional development are provided both on site and outside of the school.

## **7. School Facilities**

The initial large scale redevelopment of The Grove Education Centre was completed in 2005. The school comprises:

- An administration building with a Resource Centre, Computer Suite, Teachers Preparation area, Staff Room and Meeting/Conference Room
- A refurbished and extended school hall with kitchen, toilets and a small office space for teachers. The hall also has a stage, lights, sound system and a “green” room.
- Two teaching blocks – each with kitchen facilities, toilets and multi-purpose areas
- A multi –purpose outdoor area, adjacent to the staff room, used by students, parents and staff.
- Accessible toilets are available in all areas.

In 2019 The Grove won an Interception grant to re-furbish the stand-alone multipurpose room and surrounds. This space now has sound proofing, a wet area, carpet tiles, sky light and more windows. The space is used for Art Therapy, Yoga and Interception. Immediately outside this room is an outdoor sink and a student vegetable garden.

There are fences surrounding the school to ensure student safety. In 2019 a successful application was made to replace a 1.8m ‘pool’ fence with a sold mini orb fence at the front of the school facing Torrens Road. The new fence has improved students’ experience of the Senior Yard by reducing road noise and increasing student privacy and safety.

In 2020 the Senior Yard was upgraded to include a nature play space and Yarning Circle.

In 2021 Stage 1 of the Junior Yard transformation was completed. Upgrades included a dedicated bike track, in-ground trampolines, nature play, water pump, sand pit and a gazebo shade structure.

In 2022 phase 2 of our outdoor learning area transformation was completed. This upgrade included the provision of a climbing frame with slide, three types of swings, sensory play spaces, sand and water play areas and a covered walkway. The school has two 12 seater vans which require an ordinary driver's licence.

## **8. School Operations**

### **Decision making structures**

There are a number of democratic decision making forums within the school. The staff work collaboratively in teams – Junior, Middle and Senior. Staff meetings are held weekly and may include professional development, PLC or PLT meetings. Professional Learning Communities (PLCs) focus on improving the conditions for learning for our students. Professional Learning Teams (PLTs) focus on our Site Improvement Plan goals. PLC and PLT meetings are scheduled throughout the term and recorded on our termly planner.

Our Leadership team meet regularly to plan for the smooth running of the school.

All staff participate in Collaborative Teaching Meetings each Tuesday 2:30-3pm.

SSO meetings are scheduled once a term and as required.

Personnel Advisory Committee (PAC) meets once per term or as required.

Governing Council meets twice per term. The Finance Committee meets prior to each Governing Council Meeting.

### **Communication**

Collaboration and ongoing communication with families informs and guides student learning and is facilitated by a combination of formal and informal opportunities.

These include: OnePlan meetings with parents/carers in term 1, Celebration Books in term 2, Parent-Teacher meetings in term 3, Final Reports in term 4, daily communication using the SeeSaw application, face to face meetings, emails and phone conversations - as required.

The Grove Newsletter is sent home in the last week of each term. The school has a website, a facebook page and an Instagram account.

## **School Financial Position**

A financial report is submitted to Governing Council via the Finance Committee and Treasurer. The Finance Committee monitors the preparation and implementation of the school budget. Each teacher is responsible for his/her class budget. School improvement priorities are supported by a relevant budget. Staff are given the responsibility for school expenditure, following very clear guidelines and instructions. The school's finances are overseen by the school Business Manager with regular reporting to the Principal and Governing Council.

## **10. Local Community**

Our local community is multi-cultural in its composition.

Students/staff frequently access our community including the St.Clair Recreation complex, Arndale Shopping Centre and neighbourhood walks.

## **Parent and community Involvement**

Students travel from the greater metropolitan area to our school.

We have an active Governing Council.

## **Local Government**

The Grove is situated in the City of Charles Sturt.

Our local MP is the Member for Cheltenham, Joe Szakacs