

SCHOOL CONTEXT STATEMENT

Updated August, 2017

School number: 0844

School name: THE GROVE EDUCATION CENTRE

1. General information

Part A

School name : The Grove Education Centre
School No. : 0844
A/Principal : Ms Nikola Haskell
Postal Address : 39 Leslie Street West, Woodville 5011
Location Address : as above
Region : Western Adelaide
Distance from GPO : 8 kms
CPC attached : No
Phone No. : 8345 4530
Fax No. : 8445 9560

February FTE Enrolment		2015	2016	2017
Primary	Special, N.A.P. Ungraded etc.	48.0	46.0	45.0
	Reception	0.0	0.0	0.0
	Year 1	0.0	0.0	0.0
	Year 2	0.0	0.0	0.0
	Year 3	0.0	0.0	0.0
	Year 4	0.0	0.0	0.0
	Year 5	0.0	0.0	0.0
	Year 6	0.0	0.0	0.0
Year 7	0.0	0.0	0.0	
Secondary	Special, N.A.P. Ungraded etc.	25.0	25.0	23.0
	Year 8	0.0	0.0	0.0
	Year 9	0.0	0.0	0.0
	Year 10	0.0	0.0	0.0
	Year 11	0.0	0.0	0.0
	Year 12	0.0	0.0	0.0
Year 12 plus	0.0	0.0	0.0	
TOTAL		73.0	71.0	68.0
School Card percentage		52.05%	63.38%	67.7%
NESB Enrolment		41.09%	36.61%	39.7%
Aboriginal Enrolment		8.22%	8.45%	8.82%

Part B

- A/Deputy – Eileen Dowler
- School website address:
www.thegroveec.sa.edu.au
- School e-mail address:
dl.0844_admin@schools.sa.edu.au
- Staffing numbers:
Teachers Male 2
Teachers Female 10
SSO Ancillary Staffing – 505 hours per week. The school purchases additional ancillary hours to support WHS, duty of care, supervision and access to the curriculum by placing 1 SSO full-time in each class and 2 full-time SSO's in 5 classes.
- Enrolment trends:
Stable
- Special arrangements:

The Grove Education Centre commenced with its new identity in January 2005.

- The Grove Education Centre
 - “Partners in Learning”
 - School colours navy and burgundy
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- Year of opening:
1956
 - Public transport access:
Woodville Railway Station within walking distance. Bus routes pass close to the school.

2. Students (and their welfare)

The Grove Education Centre caters for students with a verified intellectual disability and associated complex needs R-12 with 64% of students with ASD. The student community is multicultural in its composition with 38% of students from Non-English Speaking Backgrounds, 9 % ATSI and 66% school card. All students have an NEP. The school has a culture of consultation and collaboration with DECD and non-DECD service providers.

Students access the Australian Curriculum and Modified SACE. Augmentative and Alternative Communication (AAC) is integrated across the curriculum. A balanced literacy approach using the Four Blocks of Literacy is taught R-12.

Appropriate educational (curriculum, assessment and reporting), instructional (individualised teaching programmes and strategies) and environmental adjustments are made to support each child. NEP plans are reviewed annually with families and relevant stakeholders.

The Grove is implementing School-Wide Positive Behavioural Intervention Support (SWPBIS) with fidelity. We are at the forefront of research on the implementation of SWPBIS in Special Education in South Australia. SWPBIS is a multi-tiered system of support for achieving high academics, behaviour, social and emotional outcomes for EVERY student. At the Grove we have:

- A collaborative leadership team
- A School wide staff growth mindset
- An active Behavioural Professional Learning Community
- Data based decision making to support the learning of every student

All staff teach and acknowledge the school wide behaviour code using evidence based practices. These practices are shared and celebrated across our school, with our families and our community. The Behaviour Code is based on the principles of school wide multi-tiered positive approaches to behaviour (SWPBIS) with fidelity. Our behaviour code, which is “I am Safe, I am Responsible and I am Respectful” is explicitly taught daily and differentiated to meet the needs of all students.

3. Key School Policies

Our Vision

Being at the forefront of Special Education- Engaged learners with unlimited possibilities

Our Mission

We will work collaboratively to prepare every student for optimal post school pathways.

Our Values

Professional Integrity, Evidence Based, Collaborative, Respectful

Three year strategic directions 2017-2020

Priority 1 – Effective Communicators.

Priority 2 – Engaged, Confident and Safe Learners.

4. Curriculum

In accordance with the Disability Discrimination Act (1995) and the Disability Standards of Education (2005) every student has access to the Australian Curriculum.

Appropriate educational (curriculum, assessment and reporting), instructional (individualised teaching programs and strategies) and environmental adjustments are made to support each child. All students have an NEP which is reviewed annually with families and relevant stakeholders.

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 STEM (Science, Technology, Engineering and Maths).

Senior Curriculum

Students in the year they turn 15 are enrolled in the South Australian Certificate of Education (SACE). There is an NEP review to discuss future pathways, modified SACE and end point in schooling.

Schools, families, the student and other agency personnel work together in this process to plan for the student's senior education and future pathways. Senior students have access to work experience, both in a simulated work environment within school and also at a supported employment venue. Some students access work experience in open employment.

5. Sporting Activities

Daily fitness and health and physical education are a priority. Each student is involved in a daily fitness session each day. Students have the opportunity to have one session of swimming per week at Thebarton Aquatic Centre. The Grove Education Centre has a strong tradition of involvement in Interschool Swimming, Athletics and Basketball for students with special needs. Senior classes have a one

week block of swimming. Each year in term 4, Prince Alfred College invites a group of boys to participate in an Outdoor Education Camp.

6. Other Co-Curricular Activities

The students of The Grove Education Centre make extensive use of the local community facilities – Charles Sturt Library, parks, leisure activities, public transport, Arndale Shopping Centre, St. Clair Recreation Centre and other amenities. Currently, students are also attending the YMCA and Bounce.

7. Staff (and their welfare)

Staff come from many areas of Adelaide. Leadership positions are held by the Principal, Deputy Principal and Coordinator.

All staff members are involved in Performance Development with the Principal and Deputy Principal. There are a number of decision making forums and staff have the opportunity to participate in such decision making. Teachers are expected to attend staff meetings, collaborative teaching meetings with the SSOs and be a member of a Professional Learning Community (PLC). Professional Development is offered at school level using staff expertise as well as DECD and other agencies.

8. School Facilities

The redevelopment of The Grove Education Centre was completed in 2005. The school comprises an administration building with Resource Centre, Computer Suite, Teachers Preparation Room and Conference Room. A refurbished and extended school hall with kitchen, toilet and classroom facilities – which are fully self-contained. There are two teaching blocks – each with kitchen facilities, toilets, multi-purpose area, sensory room, withdrawal room and learning areas.

Disabled access toilets are available in each area.

There is access to appropriate Information Technology for students and staff, staffroom facilities and outdoor area for parent/teacher functions.

The school has two 12 seater mini-buses which require an ordinary driver's licence. Both buses are automatic.

There are fences surrounding the school to ensure supervision of student safety.

There is a Work Skills room for simulated work environment.

The hall has a stage, lights, sound system and “green” room.

9. School Operations

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 once per week with a professional development / conversation built into this meeting. PLC meetings are held fortnightly in the following areas Communication, STEM, Behaviour and Wellbeing. Leadership and management staff meet regularly to plan for the smooth running of the school. Professional learning sessions are facilitated by school staff, outside agency personnel, DECD personnel. SSO meetings are held as required and at once twice per term.

Personnel Advisory Committee (PAC) meets at least twice per term or as required.

Other working parties and task groups are convened as required eg. Sports Day Committee.

Governing Council meets in week 3 and week 8 of each term and Finance Committee meets prior to each Governing Council Meeting.

The Newsletter is sent home twice per term.

Parent Information Folders are sent home at the beginning of each school year. This folder contains student information requiring updating, school organisation/operation and various other useful information about the school.

Each student has a communication diary for communication between home and school.

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 or her class budget and the school's priorities through the Strategic Directions 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 managed by the school Admin/Finance Officer with regular reporting to the Principal and Governing Council.

10. Local Community

The local community is multi-cultural in its composition. Students/staff access the local community as much as possible, using local facilities such as the City of Charles Strut Library, St. Clair recreation complex, Arndale Shopping Centre, walks in the local area. The Grove Education Centre is not the local school and so students travel across the Metro West area to attend school.