

SCHOOL CONTEXT STATEMENT

Updated March 29, 2017

School number: 0844

School name: THE GROVE EDUCATION CENTRE

1. General information

Part A

School name : The Grove Education Centre
School No. : 0844
Principal : Ms. Niki Takos
Acting 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 | | 2014 | 2015 | 2016 |
|------------------------|-------------------------------|-------------|-------------|-------------|
| Primary | Special, N.A.P. Ungraded etc. | 33.0 | 48.0 | 46.0 |
| | 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 | 25.0 |
| | 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 | | |
| TOTAL | | 68.0 | 73.0 | 71.0 |
| School Card percentage | | 55.88% | 52.05% | 63.38% |
| NESB Enrolment | | 41.17% | 41.09% | 36.61% |
| Aboriginal Enrolment | | 7.35% | 8.22% | 8.45% |

Part B

- Deputy – Nikola Haskell
- 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. The student community is multicultural in its composition with a number of students from Non-English Speaking Backgrounds, indigenous culture and single parent families. The majority of students are on School Card. All students have a One Child One Plan (OCOP). Reception students may enrol at The Grove from The Briars Early Learning Centre, local kindergartens and Child Parent Centres following recommendation and referral by a Department of Education and Child Development (DECD) Guidance Officer. The school has a

culture of consultation and collaboration with DECD Service Providers and other agency personnel to support student wellbeing, access to the curriculum and support for parent/caregivers.

Our core business is to provide functional Literacy and Numeracy and communication skills to prepare students for optimal future pathways. Augmentative and Alternative Communication (AAC) is integrated across the curriculum. 4 Blocks of Literacy is taught R-12. Students access the Australian Curriculum and Modified SACE.

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

The Behaviour Code is based on the principles of positive multi-tiered approach to supporting all positive behaviour across the school. Our behaviour code, which is based on Be Safe, Be Responsible, Be Respectful, is explicitly taught daily and differentiated to meet the needs of all students.

The Grove Education Centre seeks to be a safe, caring and an orderly site in which the rights of students to learn and teachers to teach are supported and protected. Respect and regard for people and property are fundamental tenets of the school. Students are included in the development of classroom and school rules. Students are encouraged to take responsibility for their behaviour and make appropriate choices. Students are included, as appropriate, in meetings that concern them eg. OCOB reviews, Future Pathways Planning, Behaviour Meetings, Work Experience placements.

3. Key School Policies

Purpose Statement

The Grove Education Centre's purpose is to work in partnership to create quality learning experiences and future pathways for young people with a disability, promoting independence and self-esteem.

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 a One Child One Plan (OCOP), which is reviewed annually with families and relevant stakeholders.

Students in the Junior and Middle school access a broad, balanced curriculum within the Australian Curriculum (ACARA). The curriculum is aligned with the Australian Curriculum to form a scope and sequence incorporating English, Mathematics, Health and Physical Education, 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 a One Child One Plan 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, EWBA 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 – from Taperoo to Prospect to Seaton. Feeder schools may be local pre-schools/kindergartens, The Briars Early Learning Centre and/or also special classes in Junior/Primary schools.