

SCHOOL CONTEXT STATEMENT



School number: 0844

School name: The Grove Education Centre

1. General information

- School Principal name: Ms Veronica Joyce
- Deputy Principal's name: Ms Joanne McWhirter
- 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

August 2026	2023	2024	2025	2026
Primary R-7 Special, NAP, Ungraded	40	40	40	38
Secondary 8-12 Special, NAP, Ungraded	24	24	24	26
Total	64	64	64	64
School Card percentage	67.18	57.81	57.81	n/a
NESB Enrolment	37.5%	45.3%	39%	40.6%
Aboriginal Enrolment	8.45%	9.99%	7.14%	6.94%

Staffing numbers

- We currently employ 12 teachers - 8 full-time, 4 part-time.
- Total ancillary hours / week: 649 hours per week (excluding Administration, Grounds and IT support).
- Principal (1.0), Deputy Principal (0.9)
- 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 2026 is 64. Eight classes with 8 students in each class. The local partnership is the Inner West, and Flinders Park 4 portfolio. The Grove provides personalised and inclusive learning programs for children and young people with an intellectual disability and associated complex needs. Approximately 81% of students have a diagnosis of Autism.

The school is classified as Category 4 on the DfE Index of Educational Disadvantage. The school population includes **100%** students with disabilities, **40.60%** students with English as an Additional Language or Dialect (EALD), **6.94%** Aboriginal and Torres Strait Islander students, and **57.81%** (2025) of families eligible for School Card assistance.

Our vision:

Engaged learners with unlimited possibilities

Being at the forefront of Special Education.

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

Our values: professional integrity, evidence based, collaborative and 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., Proloquo 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

Site Learning Plan 2026

Area of Impact focus – Equity and Excellence

Focus Improvement Area – Maths: Increasing student achievement in numeracy with a focus on principles of counting and vocabulary development.

Ongoing Focus – Communication: Access to robust communication systems. Modelling AAC all day, every day, in all environments.

Aboriginal Learner Achievement Action Plan

Key Element 5 – Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning

Aboriginal and Torres Strait Islander learners – In line the Aboriginal Education Strategy, 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.

Professional Learning Communities (PLC)

Our commitment to ongoing improvement is demonstrated through our dedicated professional learning communities. These PLCs—Mathematics, Communication, and Social and Emotional Learning—provide opportunities for staff to collaboratively refine practice, share expertise, and drive whole-school initiatives. With a focus on establishing optimal conditions for learning, these teams ensure our curriculum and pedagogy remain responsive, evidence-based, and aligned to the needs of our learners.

Professional Learning Teams (PLT)

Our professional learning teams are dedicated to improving teaching practice by focusing on the objectives of our site learning plan. Through collaborative planning and reflective dialogue, teachers work together to trial and implement new teaching strategies, such as those related to Mathematics, vocabulary development using AAC, and self-regulation. The PLT structure allows staff to share expertise, observe each other's practice, and analyse student learning data to gauge the effectiveness of new approaches. This ongoing cycle of feedback and refinement ensures that our teaching practices are evidence-based, responsive, and aligned with whole-school priorities, ultimately enhancing student learning outcomes.

4. Curriculum

All students at The Grove are verified under the Department for Education's Students with Disability Policy, which is based on the Disability Discrimination Act (1992) and the Disability Standards for Education (2005).

At The Grove, students in our Junior and Middle School engage in a diverse and balanced curriculum, firmly aligned with the South Australian Curriculum. Our teaching programs encompass English, Mathematics, Health and Physical Education, Humanities and Social Sciences (HASS), the Arts, and STEAM (Science, Technology, Engineering, Arts and Mathematics).

We are committed to the domains of Equity and Excellence, ensuring every student has access to high quality learning opportunities tailored to their



individual needs. Our education practices prioritise the development of vital dispositions, including self-regulation, resilience, persistence, and the progression from student voice to agency. By cultivating these capabilities, we empower students to take ownership of their learning and thrive both academically and personally.

Our holistic approach supports each learner to reach their full potential in a safe, inclusive, and dynamic environment, preparing them for life long learning and active participation within the community.

All students have a documented One Plan which is reviewed formally with parents/carers in Term 1 and 3 each year.

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, which may be provided in supported or open employment settings, as appropriate. They may also be supported to engage with Department for Education Transition Programs and/or Disability Employment Services.

Augmentative and Alternative Communication (AAC)

Augmentative and Alternative Communication (AAC) refers to the range of methods and systems used to support individuals who cannot rely on speech alone to communicate. At The Grove, we are committed to ensuring all students have access to robust AAC systems that are tailored to meet their unique communication needs across school, home, and community environments. Communication and language underpin all our teaching and learning programs, and we work closely with allied health teams to provide a communication-rich environment throughout the school day. Our staff are trained to model effective communication using tools such as Proloquo and Pragmatically Organised Dynamic Display (PODD) books or apps, supporting students to develop their language skills, express themselves, and be understood in a variety of contexts.

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.

We collaborate closely with Jane Farrell, our literacy and communication specialist, who provides expert guidance in all aspects of teaching and assessment. Jane's coaching supports educators in implementing evidence-based literacy practices, ensuring our students benefit from high-quality instruction tailored to their individual communication needs.

5. Sporting Activities/Co-Curricular Activities

Students participate in weekly swimming lessons at The Parks Aquatic Centre. Students access on site sporting clinics which are funded via grant applications to the Sports for Schools Programme and offsite inclusive sporting events.

6. Staff (and their welfare)

The school leadership team consists of a principal and a deputy principal.

There are 12 teachers including 3 early career teachers and 4 Step 9 teachers. We have one Lead teacher focussing on communication.

We employ 29 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 through a range of forums. Teachers attend staff meetings, collaborate with SSOs in collaborative teaching meetings, and are members of a Professional Learning Community (PLC) and a Professional Learning Team (PLT). Numerous opportunities for professional development are provided both on site and externally, aligned with individual professional goals and school priorities.

7. School Facilities

The largescale redevelopment of The Grove Education Centre was completed in 2005. The school comprises:

- An administration building with a Resource Centre/Library, 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.

- Two teaching 'houses' – 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. 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 upgrades in the Junior Yard were completed. Upgrades included 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 mini-buses which require an ordinary driver's licence. Both buses are automatic.

During school holidays, Novita hires our facilities to provide a holiday program for children and young people with disabilities who live in the local area.

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. PLCs focus on improving the conditions for learning for our students. PLTs focus on our Site Learning 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 twice 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 Book reports in term 2, Parent-Teacher meetings in term 3, end of year Achievement 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 their 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.

9. Local Community

Our local community is multi-cultural in its composition. Students and 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.