



EAST ADELAIDE
SCHOOL

School Context Statement

Updated 2026

School number: 1036

School name: East Adelaide School

**School Profile
Text**

East Adelaide School is a Reception to Year 6 primary school located in St Peters, approximately 4 km from the Adelaide GPO.

The school has a long history, having opened in 1886, and serves a diverse community within the Norwood, Payneham and St Peters council area.

East Adelaide School inspires a dynamic community that is caring, curious and courageous. The school's values of Respect, Responsibility, Relationships and Resilience underpin teaching, learning and wellbeing across the site.

The school places a strong emphasis on student agency, high quality teaching, inclusive practice, wellbeing, inquiry learning, and rich opportunities in the arts, languages, sport and co-curricular programs.



1. General information

- School Principal: Michael Koutsoukos
- Deputy Principal: Anneleise Tollner
- Assistant Principal: Joanne Cardone
- Wellbeing Leader: Yiota Seindanis
- Year of opening: 1886
- Postal Address: 57–59 Second Avenue, St Peters SA 5069
- Location Address: 57–59 Second Avenue, St Peters SA 5069
- DfE Partnership: Adelaide–Prospect
- Distance from GPO: 4 km
- Telephone number: (08) 8362 1622
- School website address: eas.sa.edu.au
- School e-mail address: dl.1036.info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: Yes. Managed by the Governing Council. Before school care, after school care and vacation care are available.
- OSHC contact number: (08) 8362 6585
- OSHC e-mail: dl.1036.oshc@schools.sa.edu.au

Public transport access: Yes. Bus services operate along Payneham Road, including Bus Stop 8.

February FTE student enrolments

- 2020: 734
- 2021: 700
- 2022: 592
- 2023: 565
- 2024: 492

2026 Staffing numbers

- R–6 classrooms: 18 (with 1 expected mid-year reception)
- Curriculum SSO hours: 119 hours per week
- SSO Librarian: 30 hours per week
- After School Sport Coordinator: 30 hours per week



2. Students and their welfare

Student agency is a key feature of school culture and improvement planning.

General characteristics

The school's history, student population and ethos reflect the wide socio economic and cultural diversity of the Norwood, Payneham and St Peters council area. East Adelaide School values this diversity and seeks to ensure effective community involvement and participation. The school serves a well established inner metropolitan community and maintains a strong sense of pride and belonging.

Student wellbeing

Student engagement and wellbeing are overseen by the Wellbeing Leader, who works closely with the pastoral care worker and the broader leadership team. The school uses a proactive approach to wellbeing, including classroom based implementation of the **Berry Street Education Model and Positive Behaviour for Learning Model** to support trauma informed practice and learner readiness. Staff work closely with students and families to ensure students are positively engaged and experience a sense of belonging at school.

East Adelaide School's vision is to inspire a dynamic community that is caring, curious and courageous. Its behaviour support framework is grounded in the school values of Respect, Responsibility, Relationships and Resilience, with an emphasis on supportive environments, democratic decision making, student ownership, early intervention and partnerships with families and the community.

Student support offered

The student review team oversees and coordinates support for students with disabilities, specific learning difficulties and students learning English as an Additional Language or Dialect. This work is led by the Deputy Principal and Assistant Principal through a whole school approach. The school also accesses specialist support staff including an educational psychologist, speech pathologist, behaviour educator and inclusive educator through the Felixstow Education office.

Student management

The school's learner wellbeing and behaviour support approach promotes safe, inclusive and respectful conditions for learning. This includes linking behaviour education procedures to school values, giving students opportunities to work independently and collaboratively, and providing targeted support where needed. The Child Protection Curriculum is also part of the school's wellbeing framework.

Student voice

Student agency is a key feature of school culture and improvement planning. The school places importance on students asking questions, using imagination, making connections, and developing as critical and creative thinkers. Inquiry learning, authentic audiences, student leadership, and showcase opportunities contribute to this emphasis on student voice and agency.

3. Key school improvement priorities



Students experience learning that is thoughtful, purposeful, and challenging. Teachers work with shared intent and growing expertise and culture is built so every child feels they belong, can think deeply, and can contribute meaningfully.

- **Deep learning through high quality teaching**

Strengthening teaching practice so learning is not just coverage or task completion, but deep thinking, strong questioning, explicit instruction, purposeful practice, and meaningful transfer.

- **Building self-regulated learners**

Developing students who can reflect, persist, revise, make decisions, and grow in independence. This is moving from expecting compliance to designing learning for independence, agency, and ownership.

- **Crew culture, belonging, and wellbeing**

Creating the conditions where students feel known, safe, connected, and ready to learn. This includes relational culture, restorative approaches, wellbeing supports, inclusion, and a strong sense that school is something students belong to, not just attend.

- **Student agency and voice**

Shifting students from passive recipients to active contributors through dialogue circles, public products, authentic audiences, student leadership, inquiry, and opportunities to shape learning.

- **Learning Expeditions and beautiful work**

Moving learning beyond isolated classroom tasks into immersive, purposeful, high quality work that connects to community, experts, fieldwork, and final public facing products.

- **Metacognition and formative assessment**

Embedding reflection, feedback, visible thinking, and responsive teaching so students understand how they learn and teachers can adjust practice in real time.

- **Community engagement as co education**

Strengthening the partnership between school, families, and community so learning is visible, purposeful, and connected beyond the classroom.

Recent key outcomes The school reports continued improvement in Year 1 phonics screening, with well over 92% of students achieving beyond benchmark in 2025. The 2025 annual report also shows strong student performance across NAPLAN proficiency categories, alongside whole school attendance of 92% in 2025.

4. Curriculum

Subject offerings

East Adelaide School provides students with a broad and balanced curriculum within a safe, supportive and challenging learning environment, with the expectation that students achieve their personal best. Learning includes rich inquiry opportunities that promote deep thinking and student agency. Specialist teaching supports programs in **Science, Performing Arts, Physical Education, Italian, and English as a Second Language Chinese/Mandarin or Punjabi.**

Specialist programs

- **Performing Arts:** All students participate in Performing Arts. Students have opportunities to engage in drama, dance and music and to perform for audiences. **Italian:** All students from Reception to Year 6 participate in Italian. R-6 students receive one lesson per week. **First Language Maintenance and**
- **Development:** Identified students who speak Chinese/Mandarin or Punjabi at home may access FLMD lessons once per week. **Physical Education:** All students R-6 participate in PE specialist lessons. Outdoor education, orienteering, athletics, cross country, swimming and team sport pathways are also part of the program.

Additional needs

The school supports learners through EALD provision, differentiated teaching, school service officer support, and coordinated intervention for students with disabilities and specific learning difficulties.

Teaching methodology

Teaching and learning at East Adelaide School are designed to develop self regulated learners who think deeply, act with growing independence, and work towards meaningful personal and collective goals. The school is committed to creating learning that is intellectually challenging, purposeful, and connected, with a strong emphasis on questioning, visible thinking, inquiry, problem solving, creativity, and reflection.

Students are supported to build agency and ownership over their learning through authentic experiences, dialogue, feedback, and opportunities to produce high quality work for real audiences. Teaching is strengthened through collaborative professional learning and a shared focus on deep learning, wellbeing, belonging, and inclusion.

ICT is integrated across teaching and learning programs, and the Resource Centre supports access to rich physical and digital resources aligned with the South Australian Curriculum.



5. Sporting activities



Subject offerings

East Adelaide School places significant emphasis on student engagement in sport as part of holistic development. The school offers a broad after school sports program for students from Reception to Year 6.

Sports and activities listed in the 2024 context statement include **soccer, football, cricket, netball, Auskick, Hip Hop and basketball.**

SAPSASA opportunities include athletics, cross country, swimming and team sports.

The after school sports program is supported by a designated staff member and parent volunteers through the after school sport structure. The school community highly values this program.

6. Other co-curricular activities

East Adelaide School offers a range of co-curricular opportunities that enrich student learning and engagement.

These include:

- **Festival Choir** for Year 5 and 6 students through the Primary Festival of Music
- **DfE Instrumental Music Service** string lessons for students in Years 3 to 6
- **Private group music instruction**
- **Debating**
- **Maths Olympiad**
- **Oliphant Science Awards**
- **Chess and Visual Art classes** during lunch break
- Whole school events such as **Music Evening, Learning Expedition Project Showcases, Grandparents Day, Mother's & Father's Day Breakfast, Harmony Day, NAIDOC Week, Reconciliation Week, and Book Week**



7. School facilities

Buildings and grounds

East Adelaide School has benefited from major upgrades through BER, Education Works and Capital Works projects. Facilities include a collaborative learning area of six classrooms, a gym, a two storey administration area, upgraded OSHC facilities, and a refurbished Performing Arts building.

The school has also developed a long term master plan for site improvement and continues to invest in maintaining high quality learning spaces.

Community fundraising and OSHC profits have supported the development of outdoor learning environments, including a Nature Play area and an additional outdoor learning space.

Heating and cooling

All buildings are effectively cooled and heated, although some air conditioning systems will require upgrading over time.

Student facilities

The school has a valued canteen providing healthy options in line with the Rite Bite policy.

The Resource Centre also supports student learning through access to carefully selected curriculum aligned digital resources.

OSHC East Adelaide School's OSHC service plays an important role in supporting children, families, and the school community. The program is designed to provide a safe, inclusive, and engaging environment where students experience continuity of care, strong relationships, and opportunities for play, wellbeing, and social development.

OSHC is aligned with the values and culture of the school, supporting belonging, independence, and positive relationships through responsive, child centred practice.

The service offers before school care, after school care, and vacation care, and is governed by the Governing Council. Its work contributes to the wider vision of East Adelaide School as a connected community in which children are known, supported, and able to thrive.



8. School operations

Decision making structures

A school decision making policy exists to identify processes for maximum participation. The Governing Council is jointly responsible with the principal for governance of the school. Through Governing Council committees, parents are able to be actively involved in decision making. Major committees include:

- Finance Advisory
- Asset and Landscaping
- OSHC Advisory
- Canteen
- Parents and Friends

Communication

School communication includes newsletters four to five times per term, information update emails for families every week, staff communication with families, SeeSaw and SMS messaging for attendance and emergencies.

School financial position

The school is in a strong financial position that supports long term planning. Parent fundraising and hire of school facilities contribute to the budget.



9. Local community

General characteristics

There is a strong sense of pride and belonging within the St Peters district. The school community is highly engaged and many parents choose to be directly involved in classrooms, excursions, camps and special events.

Parent and community involvement Parents are involved in many aspects of school life and are actively encouraged to support classroom activities and school events. Volunteers are required to complete RRHAN-EC training, hold a Working With Children Check, attend volunteer induction, access volunteer guidelines and sign the volunteer agreement.

Feeder and destination schools

Feeder preschool and early childhood settings include **Hackney Preschool, Agnes Goode Kindergarten, Margaret Ives Community Children's Centre, and St Peters Child Care Centre.**

Zoned secondary schools include **Marryatville High School, Adelaide High School, Adelaide Botanic High School, Norwood International High School, and Morialta Secondary College.** A significant number of families also choose private secondary schools in the area.

Learning for Life

57-59 Second Avenue, St Peters SA 5069

Phone 08 83621622

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Website eas.sa.edu.au



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Government
of South Australia
Department for Education

RESPECT | RESPONSIBILITY | RELATIONSHIPS | RESILIENCE