

School number: VIRGINIA PRIMARY SCHOOL 0455

VIRGINIA PRESCHOOL 1626

School name: VIRGINIA PRIMARY and PRESCHOOL

School Profile: Virginia Primary School is a Preschool to Year 6 School of approximately 446 students. This is made up of a preschool with 60 children and 389 students from R to 6. The preschool on site enables continuity of learning from preschool to school. The school is located in the township of Virginia in a well-established multicultural market gardening community about 30 km from the centre of Adelaide.

While the school is located on the northern outskirts of metropolitan Adelaide, it has a rural feel. Virginia is growing with new surrounding housing developments in Virginia Grove and Riverlea.

The school reflects the wider community with students being from culturally and linguistically diverse families. 19 cultural backgrounds are represented within the school community. The school has a strong culture of positive wellbeing based on the school values of caring, respect, fairness, achievement and diversity. High expectations of student academic achievement are embedded in the school culture with effective interventions in place for students requiring extra support both academically and socially/ emotionally. Specialist areas of learning are Science, The Arts, Physical Education and Italian.

GENERAL INFORMATION

- **School Principal name:** Voula Pounendis
- **Deputy Principal name:** Thuy Tran
- **Student Inclusion and Wellbeing Leader:** Jessica Botchen
- **Numeracy Coordinator:** Jarred Page
- **Literacy Coordinator:** Jenny Attewell
- **Preschool Lead Teacher/Facilitator:** Belinda Burt
- **Year of opening:** Virginia Primary was first established in 1876 on the Old Port Wakefield Road. The present Park Road site is the third site of the school and was opened on 20th November 1976.
- **Postal Address:** 36 Park Road, Virginia S.A. 5120
- **Location Address:** 36 Park Road, Virginia, S.A. 5120
- **DfE Region:** Orion Partnership
- **Geographical location:** road distance from GPO (km): 29 km
- **Telephone number:** 8380 9292
- **Fax Number:** 8380 9576
- **School website address:** www.virginips.sa.edu.au
- **School e-mail address:** dl.0455.info@schools.sa.edu.au

Preschool attached: Virginia Preschool is located on the school grounds in a separate fenced area. Preschool children access 2 sessions each week. Starting at 8:15am and finishing at 3:45pm.

Out of School Hours Care (OSHC) service: Virginia Primary School Out of School Hours Care program is available before and after school and in vacation time. Before School Care provides care from 6.30am - 8.30am. After School Care provides care from 3.15pm - 6.00pm. Vacation Care is open from 7:00am - 6:00pm. There are a maximum of 102 places.

Student Enrolment Trends:

Primary		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
	Preschool	46	46	48	48	48	48	48	48	57	60	60	60
	Reception	41	35	44	46	54	40	54	56	56 plus 11 <small>(mid-year Pilot school)</small>	53 plus 30 <small>(midyear)</small>	71 plus 33 <small>(midyear)</small>	85 plus 46 <small>(midyear)</small>
	Year 1	47	39	39	44	43	55	36	56	60	58	66	76
	Year 2	36	50	40	36	49	44	58	38	57	59	66	74
	Year 3	37	39	50	37	37	46	45	64	43	56	65	76
	Year 4	37	36	41	50	40	37	45	48	65	42	60	69
	Year 5	32	38	42	40	47	39	33	41	55	63	41	58
	Year 6	29	34	38	39	40	43	44	35	42	54	67	49
	Year 7	36	29	33	35	33	27	31					
Primary school		295	300	327	327	343	331	346	338	389	415	529	532
Whole School		341	346	375	375	391	379	394	386	446	475	529	593
NESB enrolment (approx.)		60%	58%	50%	50%	42%	46%	45%	40%	25%	20%	35%	44%
Aboriginal Enrolment		1%	3%	3%	3%	4%	2%	2%	3%	4%	5%	5%	5%

Student enrolment trends: School numbers continue to increase. There are four public schools within a 10-kilometre radius of the school - Two Wells, Angle Vale, Riverbanks and Burton. Our Local area includes Virginia, Waterloo Corner, Buckland Park, Penfield and Riverlea. The school continues to have a reputation as a 'desirable' school and mapping of current enrolments indicated that the catchment pool for enrolments had widened. Enrolments from outside our area has placed pressure on our resources. In 2011 the Virginia Primary School Governing Council was successful in their application to the Minister of Education to have a zone enacted around

Virginia Primary School. This enables the school to enact local enrolment protocols to ensure priority enrolment for local students. In 2022, in line with all other Government schools, all year 7 students transitioned to secondary school. Our school's enrolment numbers were not heavily affected of this change.

There are two independent schools within our locality that cater for students R-12. Both these schools are active in promoting their own school in our area. There is another new one being built in Riverlea ready for 2027.

Students (and their welfare)

At Virginia Primary we strongly believe "together is better", this is underpinned by our school vision of "**Learning Together, Learning for our Future**". Strong communication between school and home is encouraged and we welcome parents into the school. The use of Facebook and social media is also utilised as well as Class Dojo as communication platforms.

General characteristics

The school community is culturally, linguistically and religiously diverse. 40% of students are of EALD backgrounds. Over 19 cultural backgrounds are represented within the school community: Anglo-Australian, Vietnamese-Australian, Italian-Australian, Cambodian-Australian, Greek-Australian, with some children identifying with Turkish, Albanian, Croatian, Serbian, Bulgarian, Indian, New Zealand, Maori, Russian, Jordanian, Thai, Columbian, Filipino, Dutch cultures. A portion of students commence pre-school with minimal English skills.

Student Well-being Programs

Well-being is integral to the learning process; well-being is about feeling well, functioning well, achieving one's best and enjoying learning. At Virginia Primary school students' wellbeing is a high priority. We have embarked on a journey where our whole school community can connect with us if they have a concern connected to a student's wellbeing.

The five school values underpin the way we expect people within our school community to relate to each other and form the basis of well-being and positive relationships. The values were determined collaboratively by the school community in 2002 and have been reviewed several times. Teachers actively teach school values and consistently refer to them in relation to supporting students' learning and social behaviours. We run proactive programs play initiative whereby there are a range of structured and unstructured activities that children can be a part of during play breaks.

Our School Core Values

CARING: Speaking and behaving kindly, considering other people's feelings, helping others.

RESPECT: Behaving politely towards others, not putting others down, looking after our school environment and property.

FAIRNESS: Sharing, taking turns, playing and working by the agreed rules, including others, taking the time to listen to others.

ACHIEVEMENT: Trying hard, being persistent to keep improving and learning at your level, setting goals and feeling proud when you have been successful in reaching your goals.

DIVERSITY: Valuing the similarities and differences in all people. Being confident and proud of who you are.

Examples of specific well-being strategies are below:

School Culture building: *There is a focus on school culture building during the first weeks of the year and this continues to be built on throughout the year.*

Spirit of Generosity: *Students in years 5 and 6 are involved in tasks and roles which support their 'spirit of generosity' throughout the school*

Kitchen Garden: *Our Kitchen Garden is open during lunch-times for students to go in. We have a sensory section, garden beds with fresh produce, activities for students to engage within 'nature'.*

Yard Surveys: *are a tool used termly for us to track our student's perception of playtime*

Bully Audits: *are a tool used termly for us to track any instances of bullying. There are subsequently followed up with all students involved*

Proactive lunchtime Activities: *students can access a range of 'lunchtime activities' such as dance groups, bikes & trikes, imagination playground, boxercise, coordinated sport, art club, gardening club, mindfulness, coding and much more.*

What's the Buzz: *is a social skills program/ guideline promoted within classrooms across P-6*

Student Support/Inclusion

We recognise that students' life experiences can be varied and complex and that students' ability to manage aspects of their lives differs. We endeavour to support the individual needs of each child with a focus on having the skills and emotional stability to relate well to their peers, access the school learning program and achieve academically and socially. Students access support for a range of concerns such as: learning, behaviour, social skills, and friendship and family issues.

Student Behaviour Restorative Practices Approach

The school's behaviour policy is in line with DfE policy and is based on all children having the right to learn and have relationships in a safe and supportive environment. There is a focus on developing positive learning behaviours and in developing skills in getting along with others. We believe strong partnerships between school and home are crucial in supporting students to

demonstrate positive behaviours

Behaviour management practices are therefore proactive and based on supporting students to developing skills in getting along, considering others and repairing relationships. Students are supported in developing problem solving strategies that match the context of the situation. Students are also supported in identifying emotions and developing strategies to regulate them. Individual behaviour plans and strategies are put in place for a small group of students who have difficulty managing their behaviour appropriately.

Parents are informed and involved as part of the process in working as a team to support their child in developing appropriate behaviours, with a focus on learning and positive intent in improving behaviour. Leadership staff are proactive in supporting staff, and working as a team, to induct and maintain a consistent whole school culture of positive learning and social behaviours using restorative approaches to issues.

Student Voice

Student Voice is currently facilitated through a range of strategies including working parties. Student Voice Committee Representatives meet every fortnight (years 3-6) to discuss varying agenda items on how we can continue to improve as a school. They discuss what is going well in our school, what areas need improving and they share aspects of their learning.

Year 5/6 students participate in a leadership conference at the beginning of the year. Broad-based, varied and inclusive student involvement is promoted in efforts to develop a range of student voice opportunities. Whole school student opinion and decision making is sought through 'Student news', a daily electronic communication forum.

At Virginia Primary our Senior Students have the opportunity to apply for and take on a greater leadership role around the school.

These roles are as follows; *Student Leaders Executive, Recycling, Public Relations Officers, Photographers and Sport Monitors.*

To become official leaders, our Year 6 students have to go through a process of applying for a position. Their application has to address why it is they think they would be applicable for the position and what skills they think they could bring to the role.

Special Programs

Learner Dispositions / Formative Assessment

In 2014 we introduced the Habits of Mind (Dispositions for Learning). This has lead a strong foundation towards our move to the SA Curriculum's Learner Dispositions. As a school, we are actively focusing on supporting our children to be problem solvers, reasoners, and communicators and have a sense of inquiry. Habits of Mind fits under one of our key school priority areas on our Site Learning Plan (Teaching & Learning). Our staff explicitly share learning intentions and success criteria with students.

Kitchen Garden

In late 2013, we were awarded a grant to become a Stephanie Alexander Kitchen Garden school. As a school, we worked steadily to implement the program and priority was given to the infrastructure throughout 2020 to 2022. The program has been up and running successfully for several years now and continues to evolve. Our middle primary students run the Kitchen Garden program within the school, however, due to the success of the program, we are expanding it across all year levels.

We have a committed team who take care of the garden and use the produce to run valuable educational cooking lessons with the students.

SAPSASA competitions

Our school has a strong and proud history of competing in SAPSASA events. In years 2018, 2021, 2022 to 2025 we were crowned district athletics champions in our division. Our girls made the soccer Grand Final year last year with the boys also making the finals.

Key School Policies

- Virginia Primary School upholds the Department's Policies and Procedures
- The school's Site Learning Plan is underpinned by the visionary framework, which includes the school's vision, values, aims and mission.

VISION: Virginia Primary School: Learning together, Learning for our Future

AIMS

Through education at VPS children will:

- feel safe at school and enjoy learning
- achieve to the best of their potential in all curriculum areas
- live the school values of: caring, respect, fairness, achievement and diversity
- have a sense of belonging within the VPS community
- get along with others, resolve problems peacefully and repair relationships
- develop skills in literacy and numeracy
- contribute to making the school (and the world) a better place.

MISSION

Staff will work together with colleagues, students and parents to:

- Ensure a safe learning environment
- Plan and implement developmentally appropriate, relevant and interesting learning experiences
- Assess and report student achievement, as required, at a class, whole school and district/ state level
- Develop students' ability to form inclusive and respectful relationships, positive learning and social behaviours

- Engage in decision making and in contributing to the school and wider community
- Engage in reflection, inquiry, professional learning and continuous improvement
- We want our students to leave our school being confident 'lifelong learners' contributing to society.

At Virginia Primary School, EVERY child is supported to LEARN and THRIVE. We track and monitor 'growth', not only 'results'.

We continue to review, refine and make improvements based on the needs of our students and staff. Our Site Learning Plans are 'live' documents that change as the needs change. We use various types of evidence based practices.



2025 VPS SITE LEARNING PLAN

Guiding Principles:

Trust & Verify Tight & Flexible Evaluate For Impact Learning System Collective Responsibility

School Planning Committee & Student Support: Principal, Deputy Principal, Assistant Principal, School Planning Committee and Student Review Team made from Focus area leaders and teacher leaders to learn together and from each other for a focus on improvement for children and young people and this occurs through collaborative and with a collective responsibility. Monitoring and reporting our impact is important to help us understand where we might further focus our improvement efforts to benefit learner progress and achievement.

01 Reading

To increase achievement for every child in reading (focuses on growth for every student).

Challenge of Practice

If we explicitly teach reading by embedding an evidenced based whole school approach, then we will increase achievement for every child in reading.

02 Maths

To increase achievement for every child in maths (focuses on growth for every student).

Challenge of Practice

If we teach numeracy by explicitly teaching the essentials in number (The Big Ideas in Number), then we will increase achievement for every child in maths.

Performance Development Plans:

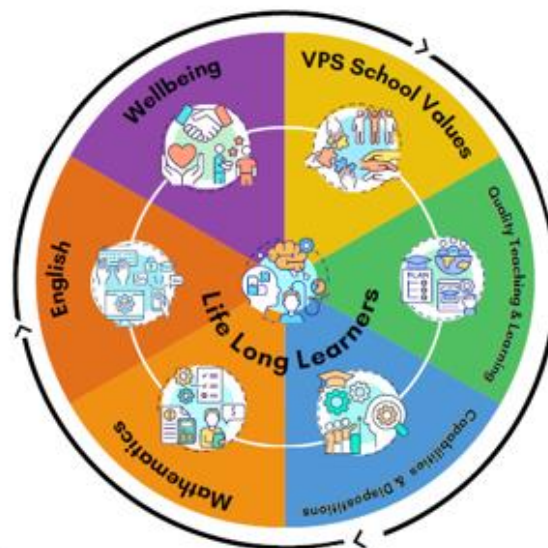
This reflect the National Professional Standards for Teachers and School Improvement Priorities

Improved Student learning outcomes through effective

PROFESSIONAL LEARNING TEAMS:

Learning Teams in ACTION:

Driven by assessment data; Common Core/ Essential Learnings; Shared Accountability; Learn from Each Other; Give and Gain Feedback.



Wellbeing

Learner agency

Effective learners

Equity and Excellence

Knowledge, skills, competencies and capabilities

1. Do we attend to all three dimensions of the Australian Curriculum? How do we know?
2. We teach more than just content by...
3. We teach more than just knowledge by...

Aboriginal learners

1. How do we collectively and individually have the highest expectations for Aboriginal learners?
2. How might we hear, seek and respect the voices of aboriginal people?

Breaking the link between background and excellence

1. Does our data show that certain groups (cultural, gender, cohort, etc) are succeeding at our site?
2. Does our language and practices privilege / disadvantage certain groups?

Inclusion

1. Who is included in learning, where and when, who is not included, how and why?
2. Do How do we individually and collectively ensure that all learners are included and thrive?

WE CONTINUE TO REFINE, REFLECT AND MAKE NECESSARY CHANGES.
2026 VPS Site Learning Plan

VPS: OUR IMPROVEMENT JOURNEY

RESPECT | FAIRNESS | CARING | ACHIEVEMENT | DIVERSITY



Our Vision:

Learning together, learning for our future.

At VPS, we empower students to be lifelong learners, academically thrive, armed with resilience, a strong sense of self and wellbeing.

Area of Impact:

Effective Learners

- Curiosity
- Creativity
- Meaning Making
- Strategic Awareness
- Meta-cognition & Self Regulation

Goal 1:

Reading

To embed an evidence based, whole school reading approach that works to increase student achievement.

- DIBELS - Fluency & track progress
- Systematic Phonics (K-2)
- Year 1 Phonics Screener
- Spelling Mastery (3-6)
- Fluency Pairs
- Daily Reviews

Goal 2:

Mathematics

To explore and implement the SA Curriculum for Mathematics, focusing on learner dispositions and learning design.

- Engage in whole site curriculum mapping
- Coaching and Co-planning in Year level teams
- Investigate whole school assessments/progress tracking
- Year 1 Numeracy Check
- Learner Dispositions introduced

Goal 3:

Wellbeing

To develop student self-regulation, by creating a whole school meta-language using Student Self-Regulated Learning.

- Move SRL to full implementation in 2027
- Coaching and mentoring
- WECS Survey
- Yard Surveys & Bullying Audit
- Learner Dispositions
- Habits of Mind



Government of South Australia
Department for Education

Virginia Primary School



Curriculum

Our Specialist Subjects are: Science, The Arts (Visual, Dance/Drama, Music), PE, Italian. The students attend 5 x 50minute Specialist Lessons. Junior Primary Classes attend two Arts lessons, whilst our Primary Classes attend a double Science Lesson.

Meeting minimum state required times for maths and literacy of 300 minutes per week is a base expectation.

Leadership meet every week reviewing and discussing the impact teachers are making in the classroom and what our 'next steps' need to be in order to continue to improve. Coordinators, Inclusion Leader and our EALD teachers meet regularly with classroom teachers to discuss and

plan strategies for the language development of ALL students in the class - Aboriginal Learners, LEAP/EALD, One Plans, Students with Disabilities or Additional Needs.

Teaching Methodology

The Australian Curriculum/SA Curriculum is implemented across all subject areas. Preschool staff are implementing 'Belonging, Being, Becoming' framework and OSHC staff are implementing 'My Time, Our Place' framework.

Our school continues to build upon our technology in classrooms to support our 21st century learners. Junior Primary classes have iPads located in their classes and MP/UP classes have a combination of iPads and laptops. We believe as a school, the technology should enhance the learning, not become the learning.

Student Assessment Procedures and Reporting

Term 1 (Acquaintance Meetings) Occur during Weeks 2 & 3 of Term 1. The purpose of these is to establish a relationship between teacher/ parent while gathering as much information about the student as possible. During these meetings our teachers record information about the student eg Hobbies, likes, dislikes, strengths, weaknesses, health and social issues, favourite and least favourite subjects etc and use this information to provide students with an inclusive, relevant and challenging curriculum.

Term 2 (Mid-Year Reports given at Parent Interviews)

The student written report is presented to parents/caregivers at a teacher/ parent interview in Weeks 9 and 10 of Term 2. You will have the opportunity to discuss your child's progress at this meeting and your child's teacher will be able to talk to the report in more depth.

Term 3 (English/ Maths books go home for students and parents to discuss)

The purpose is to share examples of students' learning with parents/caregivers. Teachers send home an English and Mathematics book with an enclosed letter offering parents/caregivers the opportunity to comment about their child's work. The letter encourages parents/caregivers to read their child/ren's books with them present so the children can talk about their learning and then parents can provide them with feedback about what they shared.

Term 4 (End of Year Report)

A written report is presented to parents/caregivers in week 9 summarising the student's achievements and attitude throughout the year.

There are a range of whole school assessment practices in place to assess literacy, numeracy and well-being. There is a move to increased formative assessment (assessment **as** learning and assessment **for** learning.)

Parents of preschool children receive a summative report and profile folder at the conclusion of the final term in preschool.

Sporting Activities

- The school has a 'Be Active' committee. This committee coordinates regular and varied coaching clinics and a strong emphasis of daily fitness and PE.
- Some of our students play netball, soccer, football, tennis, basketball and karate for local and community teams. Students participate in SAPSASA athletics and district teams throughout the year. (Recent teams have included: cricket, netball, soccer, football and athletics.)
- Swimming lessons are conducted annually for all students R-5 at the Elizabeth Centre.
- Yea 6 students participate in a day of aquatics each year.
- The Virginia United Soccer Club uses the school oval for its junior soccer program.
- Currently OSHC manages the federally funded 'Active After Schools' program and students are able to participate twice a week in diverse physical activities.
- There is a junior primary play shed with equipment such as bikes, scooter, prams and dress-ups, which children in years R-2 can use at lunch play times. There is also a bike track whereby JP can engage in road safety.
- All classes have access to sports equipment, which students can borrow at play breaks.

Other Special Co-Curricular Activities/Celebrations

Harmony Day celebrations

Sports Day

Walkathon/Colour Fun Run

End of Year concert - this is very well attended by families. Community events as they arise

Spring Fair

ANZAC Day

Day for Daniel

Grandparent's day

Community Day

Celebrating our Volunteers

Casual Clothes Days

Staff and their Welfare

Staff Profile:

Our staff, like the school community population, are a diverse group of people. We have a combination of people who live locally, reasonably near, and some who travel a considerable distance to work. Several members of staff are from EALD backgrounds and are able to further support communication with parents. Virginia is perceived by some staff initially to be far away, however many staff change this opinion, as the route is fairly direct. There is a combination of permanent and contract teaching positions, permanent and temporary SSO positions.

Leadership Structure:

Principal, Deputy, Student Inclusion/Well-being Leader, Literacy Coordinator, Numeracy Coordinator, EALD teachers and Preschool Lead Teacher/Facilitator. In the spirit of 'shared leadership', there is a commitment to building the capacity and broad-based leadership amongst staff (and with students.) School priority Coordinator positions are advertised internally to all staff in January to work toward agreed action plans through our school improvement process and support the 'teams' approach at Virginia.

Staff Support Systems:

The Principal, Deputy Principal and Coordinators share line management responsibilities and student behaviour support responsibilities. Deputy Principal line manages curriculum SSO staff. Student Inclusion/Well-being Leader works closely with the Deputy around Student Wellbeing. Teachers in teams provide ongoing support for each other.

Preschool staff work closely with Reception teachers to ensure a smooth transition to school. Staff work with Guidance Officers, Speech Pathologists, teachers from the Hearing Impaired team and from time to time the Behaviour Support and Social Work team.

Performance Development:

All staff meet with their line manager to share and agree on their individual improvement plan in term 1. The plan links to aspects of the Site Learning Plan as well as aspects of personal development.

School Facilities

Buildings and grounds:

The school is set on 4.7 hectares and has a football oval and soccer ground as well as a large grassed area for student use. There is a netball/ basketball court on the asphalt area.

The administration/resource centre and the main teaching block are SAMCON buildings of which contain asbestos and were constructed in approximately 1973.

A wooden quad transportable was delivered in 1994. (Building ages as late 1950's / early 1960's) A double metal teaching block houses two classrooms and was renovated in 2004. A single metal

classroom served as the art room which is due to be removed.

These buildings continue to be refurbished with carpeting, painting, new interactive whiteboards and furniture as needed.

In 2023, we converted half of the library into classrooms. Ever since then, VPS continues to grow and has needed further buildings added. A double transportable was built offsite and delivered in 2024 accompanied by a toilet block.

We also received another double transportable in 2026, to accommodate increased enrolments, including 46 new mid-year reception students.

To cater for the growing and rapid enrolments, VPS is undergoing major Capital Works with a new building that will consist of 12 GLA Classrooms and two Specialist Areas. All classrooms will have their own outdoor learning spaces. The build is due to be completed by the end of the year.

Virginia Primary has a preschool onsite which is fully fenced separately from the school but has easy access from the school yard. We are pleased to share that we will be building and upgrading our Preschool. Our current preschool caters for 30 students per group, our new preschool will cater for 55 students per group. The continuous growth around Virginia has seen the enrolments increase significantly with the school running out of spaces. The Department has identified and is catering for these needs.

Out of School Hours Care uses the school's activity room.

The Virginia Community Centre, situated on adjacent council property was completed in December 2001. The school has access daily to this facility.

Heating and cooling

All classrooms have reverse cycled heating and cooling. The school is an accredited SunSmart school and has documented practice for hot and inclement weather.

Staff facilities:

There is a large staff work area in the administration building used by staff as a preparation area with access to computers, photocopiers and colour printer. This area was redesigned and refurbished in 2024 as well as our IT infrastructure. Internet access is provided to all classrooms. The staff room acts as a professional development area. There is a small meeting/interview room available for parent/staff use.

ICT Infrastructure:

In 2013 our school through fantastic parent/ community support in fundraising managed to go wireless across the school with internet. Since going wireless we have upgraded the IT backbone across the school, a significant investment to handle the increased use of IT across the school. All classrooms have laptops and iPads to enhance and support the learning in classrooms. At the beginning of 2017 the computer room was converted to a classroom and a new computer suite was established in the Library. In 2019 optic fibre has been run to all classrooms as well as an in principle agreement with the Department for fibre to be run to the school. In 2022, we were

promised to have our Computing Room in library redesigned and refurbished by the department's IT sector. Unfortunately, this plan did not go ahead due to our increasing numbers of enrolments.

Access for students and staff with disabilities

All buildings have wheelchair ramp access. There is a disabled car par in the staff car park. We also have a Disabled Toilet.

Access to bus transport: no school bus is available.

School Operations

Decision making structures:

The Staff Decision Making Policy is based on a consensus model. PAC is active and undertaking input as outlined in the EB agreement.

Staff meetings are held each Tuesday with administration and professional development activities as planned by the School Planning Committee. There are many effective embedded processes and structures within the school. These are open to improvement and a focus is on all staff having a level of participation to ensure effective running of the school. This is with the understanding that there are varied levels of participation. Staff nominate to take on responsibilities for different roles and tasks within the school.

Various task groups and committees make recommendations to staff for consideration.

Regular publications

A fortnightly newsletter provides families with an overview of school happenings. This is now circulated via email. It is also posted on the school website, Class Dojo and Facebook page. Class teachers send home a class overview at the beginning of each term and class highlights every term.

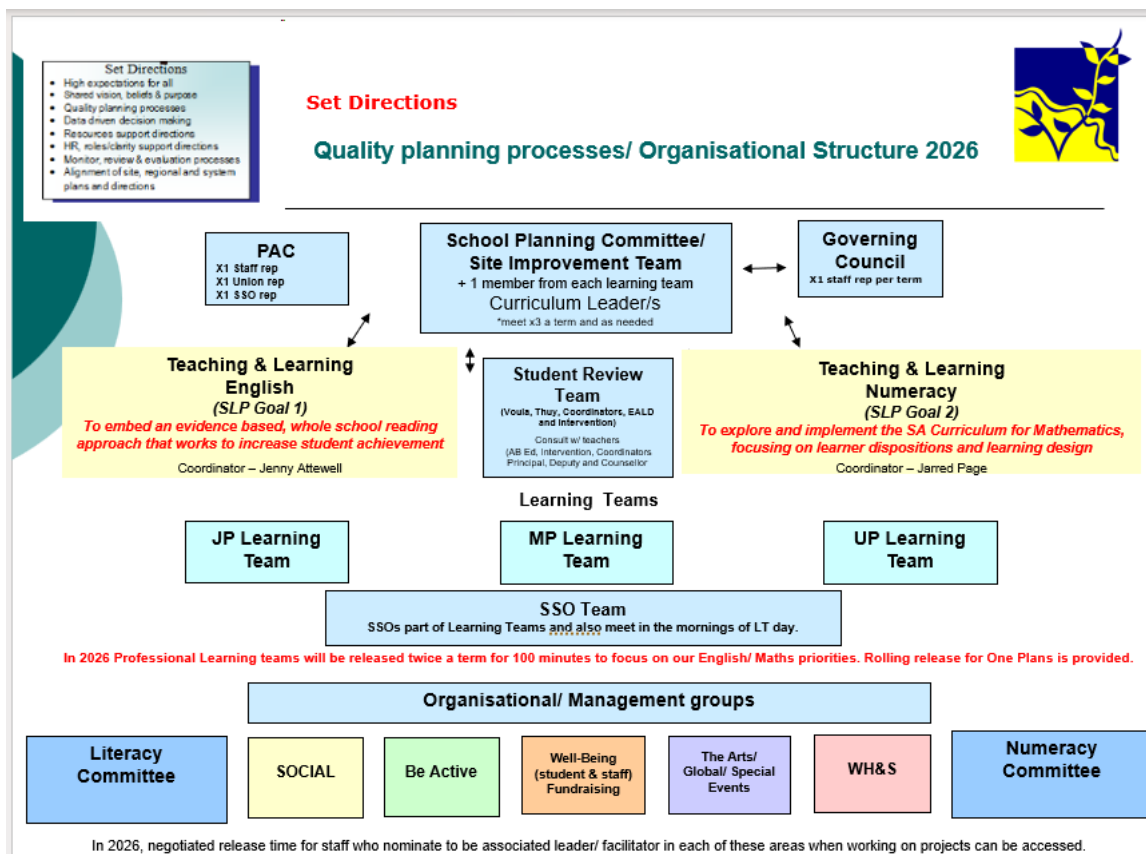
School Planning Committee

The School Planning Committee is responsible for guiding the strategic direction of the school by developing, reviewing, and monitoring the School Learning Plan (SLP). It is supported by the **guiding principles and areas of impact**, ensuring alignment with the school's vision and priorities. It typically includes school leadership & staff representatives.



- Key responsibilities:**
- **Identifying priorities** based on student data, staff input, and school needs.
 - **Setting goals and strategies** aligned with educational standards, guiding principles, and areas of impact.
 - **Monitoring progress** through regular reviews and adjustments.
 - **Allocating resources** to support key initiatives.
 - **Engaging stakeholders** to ensure shared understanding and commitment.

The committee meets periodically to evaluate progress and ensure continuous improvement in student learning and overall school performance.



Other communication

Many teachers have developed close links with parents and communicate both formally and informally. All classes use a diary or communication book. Vietnamese, Indian and Khmer speaking staff provide excellent communication link between home and school for parents. They interpret as required at formal meetings with parents, and parent teacher interviews as well as with daily communication.

'Student News' is communicated across the site via Teams. A weekly 'Staff Bulletin' is also distributed on Teams for all staff to access. This is also available and on display in the staffroom for TRT and visitors in case they need to access it as a Day Book.

School financial position

The school is in a good financial position. A Financial Advisory Committee includes the Treasurer from the Governing Council, Principal and SSO Finance Manager. Much work has been done to develop a budget that is reflective of the many areas across the school, and reserve lines are in place for replacement of key items. The school operates with three companies: school, canteen and OSHC.

Local Community

General characteristics

Virginia is a well-established, highly multicultural market gardening community 30 kms from Adelaide. It is a major food producing area. The township is undergoing growth with the release of land for housing in the Virginia Grove estate as well as Riverlea. The opening of the Northern Express Way has changed accessibility of some local roadways.

Parent and Community involvement

The Governing Council is an enthusiastic and committed group of parents. There is a strong and active sub-committee structure. Parents are welcomed into junior primary classes at the beginning of the day to support their child in practice literacy tasks. There is high parent turn up at Sports Day, Harmony Day and End of Year Concert.

Feeder or destination schools

The local feeder high schools used to be Gawler and Districts College, Paralowie R-12 School and Mark Oliphant College. Our local main feeder school is now **Riverbanks**. We used to generally have our year 6's move to a variety of secondary schools, both independent and state, however this trend is changing seeing the majority of our senior students choosing Riverbanks and small portion going to Xavier.

Other local care and educational facilities

Virginia Grove Early Learning Centre is a childcare facility available to accommodate the expanding needs of the Virginia area. It is located 1.5km from our school site. They have 65 places for children ranging in ages from 6 weeks old. The centre is open from 6:30am till 6:30 pm weekdays and offers a drop off and pick up facility to our school. There are currently new centres being built both in Virginia and Riverlea to cater for the growing community numbers.

Commercial/industrial and shopping facilities

There is a local shopping centre in Virginia with Riverlea Shopping Centre due to open at the end of this year. The closest major shopping centres are Elizabeth, Hollywood Plaza, Parabanks and Munno Para, each approximately 20 minutes away.

Other local facilities:

The township has a sporting ground to cater for football, cricket, netball and tennis. The Virginia Community Centre is an indoor facility for sporting activities such as karate, and is linked to an industrial kitchen.

There is the local 'V' pub, doctor, dentist and chemist in Virginia. Central Districts and Lyell McEwin are the closest hospitals. The town is proud of having the states first community owned Bendigo Bank. The Virginia Institute is a heritage building in the main street that is used by organisations such as the CWA and local dance school.

Accessibility:

The majority of students are driven by car to school. There is a large council car park adjacent to the school which has recently been resurfaced. There are 3 teachers on car park duty after school each day to support with traffic and ensure student safety.

Local Government body

The school is located in the City of Playford (Telephone 8254 0222).

OUR STRATEGY FOR PUBLIC EDUCATION

CHILDREN AND STUDENTS LEARNING AND THRIVING

OUR PURPOSE

Public education is for every child and young person in every community across our state.

Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

Our preschools and schools are the heart of local communities. They are safe, inclusive, and collaborative – a place where every child and young person is encouraged to contribute, develops positive relationships, has a say in their learning, and where their needs, interests and cultures are recognised and supported.

We are relentless in our ambition for all children and young people to enter the world beyond the classroom ready to learn and to create opportunities to live a satisfying and fulfilling life of their choosing.

When our children and young people thrive so does South Australia.

