



East Marden Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

East Marden Primary School Number: 1043

Partnership: Campbell

Name of School Principal:

Lana Dubrowsky

Name of Governing Council Chair:

Helen Ng

Date of Endorsement:

5th December 2017

School Context and Highlights

East Marden Primary School is located 8 kilometres from the GPO (General Post Office) and had a February 2017 census enrolment of 704.4.

The community values the school's high expectations of its staff and students. The school is acknowledged as a high performing school, with a strong Literacy and Numeracy focus. Enrolments have shown a steady increase with 2018 student numbers at 726. A capacity management plan has been implemented in 2017 to ensure enrolments come from our local zone.

Students (and their welfare)

East Marden is an identified Category 5 disadvantaged school.

Our focus areas are:

ENGLISH

- All students R-7 have an understanding of a range of creative and functional writing skills to express ideas and communicate effectively for real purposes and audiences.
- More Year 3/5/7 students achieve/are retained in higher skill bands in NAPLAN.

WELLBEING FOR LEARNING

- PERMA Plus is implemented as a whole school framework.
- All students R-7 have opportunities to engage in Behaviour Education that focuses on proactive strategies and responsive processes.

NUMERACY

- Implement agreed whole school Numeracy strategies across all year levels to build students skills in fluency, reasoning problem solving and understanding.
- More Year 3/5/7 students achieve/are retained in higher skill bands in NAPLAN.

INNOVATIVE TEACHING

- All students develop skills to participate and lead in the 21st century through access to innovative teaching and learning practices based on play, inquiry and creativity.

Our highlights of 2017 included Harmony Day, Sports Day, opening of the new play area and Aboriginal art (Story Posts), Children's University, STEMSEL Club, 'A' Grade State Champions in Chess, Royal Adelaide Show STEM award winners, End of Year Concert, Book Week and Book Fair. 

Governing Council Report

2017 Governing Council Year in Review

The 2017 Governing Council has continued with its focus from 2016 to advocate for funding, facility upgrades and appropriate planning for the future on issues affecting the school and our community.

Over the year, Governing Council representatives have met with local members of parliament and DECD officials to continue to advocate for support and funding for the school.

The Governing Council has applied for a \$15k Federal Government Stronger Communities Grant. If successful, we will be redeveloping the grassed area on James Street.

Results:

- The State Government has allocated \$7.5 million to the school for site funded works, with consultation to begin in 2018.
- Refurbishment of the Science rooms will begin shortly using STEM funding secured in 2016.
- Campbelltown Council will commence road upgrades in 2018 to improve safety and traffic flow around the school, including increasing "drop off" zones, indenting bus stops and relocating the pedestrian crossing on Shepherds Lane.

Thank you to everyone who has volunteered during the year on committees, at school events and with classroom activities/excursions. Events such as Harmony Week, second hand uniform sales, after school sport, SAPSASA events, sports day lunches and end of year concerts would not take place without the assistance of volunteers. Your help enables the school to better support students and staff.

2018 will hopefully bring with it a renewed focus on our school community and volunteers, encouraging and embracing cultural diversity and inclusion.

Finally, thank you to the Governing Council members who will complete their tenure this year. We wish Governing Council every success in their endeavours to support and improve the school for it's community in 2018.

Helen Ng
Governing Council Chair 2017

Improvement Planning and Outcomes

MATHEMATICS

In 2017, two teachers (Year 3 and Year 5) participated in "Moving Forward with Maths" Campbell Partnership Project. It is an intervention program designed on the "Big Ideas in Number". The teachers used a test to diagnose the exact point along a developmental sequence where a student was having difficulty with a mathematical concept. After a series of intervention lessons, students completed another test. Results indicated an improvement in learning. New knowledge and skills were shared with other teachers, who then implemented intervention programs with success.

As part of the Learning Design Assessment and Moderation (LDAM) strategy, we started a process to calibrate and moderate assessment within our site and across sites. Two staff participated in an Assessment and Moderation Course facilitated by Tierney Kennedy. We started on the journey to design and moderate assessment tasks by participating in two pupil free days on the moderation process, and this focus will continue in 2018 and 2019. Two teachers participated in Years 6/7/8 "Thinking Mathematics Project" and they shared their learning about how to provide "intellectual stretch" in Maths tasks with their teams and at staff meeting.

ENGLISH

One highlight of 2017 included the Year 1/2/3 teams focusing on using the the Teaching and Learning Cycle to design explicit learning for students. Language and Literacy Levels were used for evidence based planning and assessment. Teacher capacity was built through professional learning workshops, planning in team meetings, individual planning sessions, class modeling and support, observations and feedback. Writing programs integrated other curriculum areas as part of the inquiry pedagogy. Language and Literacy Level data showed an improvement in writing. Learning intentions and success criteria were also used as part of the assessments. Outcomes: Intentional, responsive educators - embedded practice to use data in this ongoing way. Greater tracking and monitoring.

WELLBEING

In 2017 we have introduced "PERMA Plus" as our wellbeing framework and through this, character strengths are now embedded school-wide through all aspects of learning. This year, we also have refined and reviewed our school values by surveying students, teachers and the school community. Our new school values are Respect, Kindness, Perseverance and Creativity. We have also strengthened our wellbeing and engagement documentation through the development of our Junior Primary and Primary Wellbeing Agreements. These documents have been used to support student behaviour education in a restorative and supportive way.

INNOVATIVE TEACHING

In 2017, teachers collaborated with the Teacher Librarian and used the inquiry process to plan and teach inter-disciplinary learning experiences. Highlights included:

- The Year 7 team working collaboratively with the Campbelltown Council to delve into the inquiry question "What makes a community livable?"
- The Year 1 team used nature play areas to explore the Big Idea of "Places in our Community have different features".
- The Year 5 team explored the role of democracy in Australia and used Scratch animation to showcase learning.

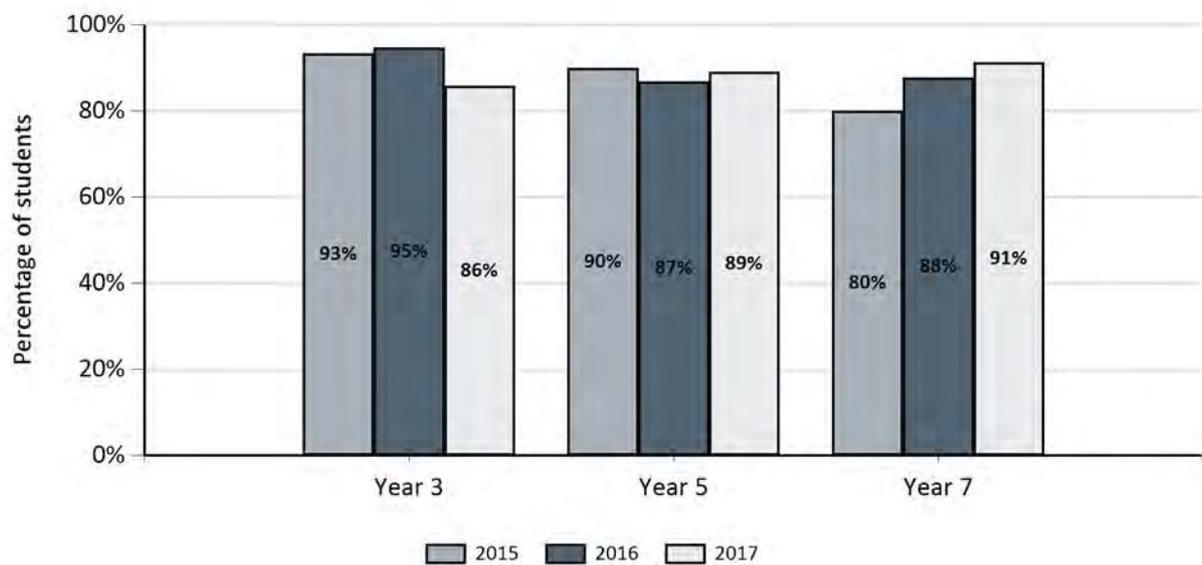
Student Engagement Surveys were designed and trialled to gather the impact of inquiry learning. Findings from the data confirmed that students felt that they were given opportunities to co-construct the learning.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

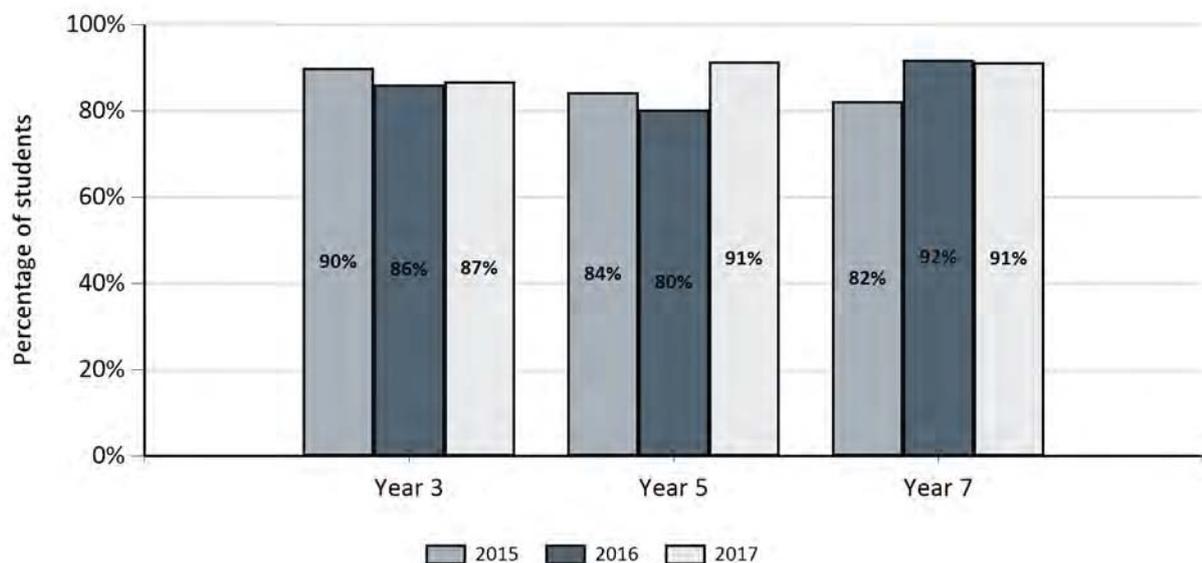
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	29%	30%	25%
Middle progress group	51%	49%	50%
Lower progress group	20%	21%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	29%	25%	25%
Middle progress group	57%	58%	50%
Lower progress group	14%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	99	99	62	58	63%	59%
Year 3 2015-17 Average	94.3	94.3	64.3	50.0	68%	53%
Year 5 2017	82	82	39	35	48%	43%
Year 5 2015-17 Average	71.0	71.0	37.0	28.0	52%	39%
Year 7 2017	58	58	27	21	47%	36%
Year 7 2015-17 Average	50.7	50.7	23.0	18.7	45%	37%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

We use a range of data sets to analyse and make conclusions about our annual performance. These data sets include Running Records for Years 1/2, NAPLAN in reading and writing for Years 3/5/7, PAT tests for Years 2-7 in Reading and Numeracy and achievement against the Australian Curriculum Achievement Standards twice a year.

At East Marden Primary School, we continue to stretch our students and improve their achievement and growth. The 2017 DECD Performance Report demonstrated that we improved against our historic average (benchmark between 2008 and 2012) in all year levels as measured by NAPLAN except in Year 3 Reading, which declined to 86% or 85 (out of 99) students meeting the DECD standard. It is noted that 9 of these Year 3 students were absent and withdrawn, the highest percentage who did not participate since 2008, and were counted as not meeting the SEA.

In our External School Review at the end of 2015 we were directed to sustain high level of achievement from Reception to Year 7. Our data analysis suggests we are well on our way to successfully achieving this direction.

Between 2015 and 2017 in Reading from Years 3-5, 29% of students were in the upper growth quadrant, 49% in the middle and 22% in the low growth quadrants. In numeracy, the growth was represented by 25% upper, 58% middle and 17% low growth. Between Years 5-7 in Reading, the growth was 29% upper, 51% medium and 20% low growth quadrants, and in numeracy, 33% in upper, 53% in medium, and 14% in low growth. In summary, the rate of growth is higher in all aspects, and higher than the expected SA average.

We are particularly pleased with the students' Numeracy skills, as we have achieved higher than students with similar characteristics in all year levels. In Year 3, this has been a 3-year trend. It indicates our practices are having a very positive impact as students are learning multi-step problem solving and they are articulating their reasoning and thinking with greater levels of complexity.

This continued progress in the achievement of our students is supported by their growth mindset, perseverance and strong support from families. Teacher based judgment is also used to move learning forward. Teachers will continue to collaboratively moderate to ensure consistency of teacher judgment regarding assessment and quality assurance of grades for reporting.

Attendance

Year level	2014	2015	2016	2017
Reception	92.9%	94.2%	95.1%	93.2%
Year 1	94.7%	93.4%	93.2%	95.0%
Year 2	94.3%	93.6%	94.5%	94.6%
Year 3	93.3%	95.7%	95.0%	93.4%
Year 4	95.2%	94.3%	94.3%	95.4%
Year 5	95.3%	92.3%	95.1%	94.5%
Year 6	94.7%	94.9%	93.9%	95.0%
Year 7	94.3%	94.0%	95.1%	92.7%
Total	94.3%	94.1%	94.5%	94.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Our attendance data has remained steady and meets the DECD standard of 93%. To manage non-attendance, we contact parents/caregivers after 3 days where there has been no communication. For families with chronic non-attendance, we notify the Attendance & Engagement Officer as per the DECD process. We will continue to support attendance improvement in 2018, with our goal being to increase across all cohorts. This will be achieved by meeting with families who identify as needing additional support with issues on attendance.

Behaviour Management Comment

There have been a number of proactive and preventative whole-school strategies that have been implemented. "Purposeful Play" at recess and lunch time has reduced student anti-social behaviour by 67%.

In 2017, we recorded 14 "take homes", 15 suspensions and 2 exclusions, however, the way in which we support these processes has improved. Along with these responsive strategies, we have been able to support students through entry meetings by developing wellbeing and engagement plans with students, their families and the teacher. These meetings have involved student and family goals as well as referrals to services.

Client Opinion Summary

In 2017, a School Survey was offered to families. The format was designed by ACARA, Education Services Australia and the Australian Government Department of Education. In 2017, there were 31 responses. The survey reflected high satisfaction regarding student learning, school operations, school/family communication and students like being at school.

The collated responses provided the following information:

Teachers at this school expect my child to do his or her best

Strongly disagree 3% Disagree 6% Neither agree or disagree 16% Agree 35% Strongly agree 39%

Teachers at this school provide my child with useful feedback about their work

Strongly disagree 10% Disagree 17% Neither agree or disagree 13% Agree 30% Strongly agree 30%

Teachers at this school treat students fairly

Strongly disagree 7% Disagree 3% Neither agree or disagree 10% Agree 57% Strongly agree 23%

The school is well maintained

Strongly disagree 13% Disagree 7% Neither agree or disagree 3% Agree 53% Strongly agree 23%

My child feels safe at school

Strongly disagree 6% Disagree 3% Neither agree or disagree 3% Agree 55% Strongly agree 32%

I can talk to my child's teachers about my concerns

Strongly disagree 3% Disagree 3% Neither agree or disagree 20% Agree 20% Strongly agree 53%

Student behaviour is well managed at this school

Strongly disagree 6% Disagree 13% Neither agree or disagree 13% Agree 32% Strongly agree 35%

My child likes being at school

Strongly disagree 10% Disagree 0% Neither agree or disagree 10% Agree 28% Strongly agree 52%

The school looks for ways to improve

Strongly disagree 6% Disagree 6% Neither agree or disagree 26% Agree 35% Strongly agree 26%

This school takes parents' opinions seriously

Strongly disagree 10% Disagree 10% Neither agree or disagree 23% Agree 40% Strongly agree 17%

Teachers at this school motivate my child to learn

Strongly disagree 10% Disagree 0% Neither agree or disagree 13% Agree 48% Strongly agree 29%

My child is making good progress at this school

Strongly disagree 10% Disagree 6% Neither agree or disagree 10% Agree 39% Strongly agree 35%

My child's learning needs are being met at this school

Strongly disagree 10% Disagree 10% Neither agree or disagree 13% Agree 39% Strongly agree 29%

This school works with me to support my child's learning

Strongly disagree 6% Disagree 6% Neither agree or disagree 26% Agree 35% Strongly agree 26%



Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	9	9.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	8.3%
Transfer to SA Govt School	70	72.9%
Unknown	9	9.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

We have been compliant in ensuring volunteers have undertaken RAN training and have used the DECD Relevant History Screening procedures as outlined in the DECD policy.

We have been able to access on line RAN parent volunteer training throughout the year.

Next year we will continue to ensure we are compliant with any new child safety protocols as initiated by DECD.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	74
Post Graduate Qualifications	21

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	40.0	0.7	12.3
Persons	0	44	1	14

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$112238.44
Grants: Commonwealth	\$7500.00
Parent Contributions	\$269349.00
Fund Raising	\$10984.66
Other	\$48906.28

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Prevention and proactive strategies were put into place to support students e.g. purposeful play and sensory boxes. Extra funding was provided for students with high needs.	Data showed a decrease in yard time outs and "walk and talks".
	Improved Outcomes for Students with an Additional Language or Dialect	Collaborative planning, responsive teaching based on data, small group and whole class explicit teaching.	Improved Literacy outcomes for EALD students.
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Funding was converted into SSO time ensuring that our targeted SWD students received support as outlined by their goals in individual NEPs.	SWD were able to meet their goals as described in their NEPs.
	Improved Outcomes for Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Aboriginal Students APAS funding for 3 Aboriginal students for extra literacy and numeracy support through 1:1 support ACEO - developing partnerships and supporting families Learning Difficulties Grant Intervention program - Mini-Lit and Multi-Lit for students identified below SEA First Language Maintenance BSSO support for 2 students - Languages Mandarin and Korean	Improved Literacy and Numeracy outcomes for ATSI students.
Program Funding for all Students	Students taking Alternative Pathways Students with Learning Difficulties Grant	Australian Curriculum - Two professional learning days for the Moderation/LDAM strategy. Day 1 - Partnership Day, establishing PLCs for Moderation. Day 2 - School based moderation professional learning, moderating evidence	
	Aboriginal Languages Programs Initiatives	Not applicable	
Other Discretionary Funding	Better Schools Funding	Converted to SSO time to enable the running of intervention programs.	Improved outcomes in Literacy.
	Specialist School Reporting (as required)	Not applicable	
	Improved Outcomes for Gifted Students	Not applicable	
Primary School Counsellor (if applicable)		Use of Preventative and Developmental Model to establish strategies to support wellbeing of all students e.g. early intervention, staff building capacity, developing partnerships with families and behaviour code review.	Outcomes achieved.