

SCHOOL CONTEXT STATEMENT

School number: 1043

School name: East Marden Primary School

Partnership: Campbell

Contextual Statement:

East Marden Primary School is located 8 kilometres from the GPO (General Post Office) and had a February 2016 census enrolment of 555.

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 2017 student numbers at 700. A capacity management plan has been implemented in 2017 to ensure enrolments come from our local zone.

General information

- **School Principal Name:** Ms Lana Dubrowsky
 - **Year of opening:** 1968
 - **Postal Address:** 43, James Street, Campbelltown 5074
 - **Location Address:** 43, James Street, Campbelltown 5074
 - **Partnership:** Campbell
 - **Geographical location – i.e. road distance from GPO (km):** 8 km
 - **Telephone number:** 08 83376170
 - **Fax Number:** 08 83376249
 - **School website address:** www.eastmardps.sa.edu.au
 - **School e-mail address:** dl.1043.info@schools.sa.edu.au
 - **Child Parent Centre (CPC) attached:** No
 - **Out of School Hours Care (OSHC) service:** Operates Monday to Friday from 6.30a.m - 8.30a.m and from 3.00 p.m. - 6.10p.m Vacation Care programs are also conducted.
- Phone: 08 83364980

February FTE Enrolment

	2012	2013	2014	2015	2016
Reception	67.0	72.0	90.0	116	105
Year 1	62.0	84.0	86.0	94	115
Year 2	72.0	59.0	75.0	103	99
Year 3	60.0	71.0	54.0	88	96
Year 4	55.0	60.0	65.0	66	86
Year 5	56.0	55.0	59.0	70	61
Year 6	58.0	57.0	53.0	58	67
Year 7	57.0	54.0	47.0	46	51
TOTAL	487.0	512.0	529.0	641	680
School Card Approvals	87	80	65.0	78.0	72
EALD Totals	-	-	167	100	137
ATSI FTE Enrolment	-	-	17	16	19.0

Staffing numbers (as at February census 2016):

Tier 1 – 38.7

Tier 2 – Special Ed 0.8

EALD .6;

Well-being Leader 0.70;

Pastoral Support Worker 10 hours a week

Aboriginal Education Teacher 0.2;

Library 1.0

Public transport access: Bus services run past the school to access the city via the O-Bahn Bus way or the suburban route.

Students (and their welfare)

East Marden is an identified Category 5 disadvantaged school.

Wellbeing for Learning Waves of Intervention All students have the opportunity to flourish at East Marden Primary School through three distinct waves of intervention. Wave 1, also known as our PERMA plus ensures all students, families and staff address nine elements of flourish wellbeing (Seligman, 2011). When children require additional or tailored support these students are identified as needing wave 2 or wave 3 interventions. When wave 2 or 3 interventions are needed the counsellor works collaboratively with teachers to help facilitate family engagement and make referrals to appropriate services. The counsellor's role is not therapeutic therefore they always engage in the referral process when more specialised support is required.

PERMA plus

We use Dr Martin Seligman's PERMA plus dashboard as our Wave 1 intervention framework. All aspects of Wellbeing for Learning is linked with PERMA plus, this includes:

- ▶ Positive Emotion, (feeling good)
- ▶ Engagement, (being absorbed into tasks/experiencing flow)
- ▶ Relationships, (being connected to others)
- ▶ Meaning and (living a purposeful life)
- ▶ Accomplishment) (feeling a sense of accomplishment)
- ▶ + Physical Activity, Nutrition, Sleep and Optimism

Behaviour Education

At East Marden Primary School behaviour management is viewed as a Behaviour Education model. Our Behaviour Education model is used because behaviour is linked to opportunities for learning and growth. When we say Behaviour Education it involves an active process involving students. The Behaviour Education Code aligns with the school values and is used as a Wave 1 intervention for all students, their families and staff.

Character Strengths

Character Strengths are ways of thinking, feeling, or behaving that is either innate or which has developed early in life. At East Marden Primary School we focus on a strengths-based approach and give opportunities to work from our 'signature strengths'. Focusing on signature strengths does not mean ignoring areas for improvement. In our school community we use our strengths to address our areas of most needed improvement.

DECD Wellbeing and Learning for Life Framework

Children with good wellbeing are more engaged and successful learners. The Wellbeing for Learning and Life framework is applicable across our Wave 1 intervention as it recognises the significant impact of wellbeing and how children learn and grow. Wave 1 interventions at East Marden Primary School are:

Child-centred – student voice is used to *inspire* participation and decision making for learning success.

Strengths-based – a strength-based focus is used to *engage* and support students and their families to grow and learn.

Learning success – Participation in learning, achievement and high expectations will *empower* successful learning.

Relationships – Respectful relationships with students and their families will enhance wellbeing, build trust and *inspire*.

Inclusion – valuing diversity, individualised capabilities and unique interest will *empower* children to have equal rights and opportunities in all contexts of life.

Student voice

Students are involved in decision-making through regular SRC meetings to discuss issues arising from class meetings.

Year 6/7 students take on leadership roles across the school. Examples include supporting JP student spelling and reading.

Senior Student Peer mediators support behavioural learning at recess and lunch times. Students are encouraged to provide reflective feedback at the end of a unit of work to shape future planning.

Key School Policies

SITE IMPROVEMENT PLAN 2017

Quality teaching expectations at East Marden

Build strong relationships Activate student voice Work collaboratively Wellbeing for learning Knowledge of curriculum	Assessment for learning Design high quality tasks Differentiate learning Inquiry / play based learning Knowledge of learners
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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

Curriculum

The general curriculum delivery is aligned to the eight Australian Curriculum learning areas incorporating the cross-curriculum priorities and general capabilities. Teachers work in teams to plan and implement curriculum to ensure teaching and learning consistency across the year level.

Specialist teachers deliver:

- Languages (Italian)
- Health and Physical Education
- Science
- Music and Drama

Class teachers implement the Child Protection Curriculum.

Learning is delivered through whole class explicit teaching, modelled instruction, small group and specific intervention where required.

A whole approach ensures consistent and clearly defined expectations regarding the structure of the English and Mathematics blocks of learning and learning intention and success criteria are visible to students.

Whole school agreements define student assessments and data collection across the year. Teachers are expected to analyse and plan intentional teaching from data sets, which accommodate a range of student learning needs. Data sets include:

- Running Records, Fountas and Pinnell
- PAT - Maths
- PAT – Reading comprehension
- Phonological Skills Mapping (reception)
- Language and Literacy Levels
- Oxford Words (reading and spelling)
- NAPLAN
- A-E grading (twice a year)

Learning continuums aligned to the Australian Curriculum are implemented in the planning for History, Geography and Civics and Citizenship. Year level teams work collaboratively to plan inquiry projects with a focus on contemporary teaching pedagogy, the Digital Technologies subject and the Critical and Creative Thinking general capability.

Intervention

Structured intervention programs are delivered to identified students in year 1 and 2. Mini-lit and Reading Club support students with phonological awareness needs and the development of reading skills. Class teachers implement a range of other in class interventions to support all learners.

EALD

Teachers use the Language and Literacy levels to support the development of language and literacy skills in English with all students including those identified with English as an additional language or dialect.

Technologies

All classes have access to an interactive whiteboard and a range of different technologies and online resources to facilitate curriculum delivery. Each class currently has access to 5 ipads. The year 7 students access 1:1 laptops, year 6 access 1:2 laptops, year 5 access 1:3 laptops. A class set of laptops is available for year 3 and 4 classes. The computer room and a class set of ipads are available to early year's classes. Specialist teachers have access to laptops on a timetable.

Student Assessment Procedures and Reporting

Assessment and reporting procedures are in place across the whole school, which includes formally reporting A-E achievement grades for year 1 -7 students in learning areas to parents in writing twice a year. Teachers upload data information to a school based online system to collate information in class and year level cohorts.

Teachers consult the whole school assessment data collection schedule to monitor and track learning progress of students and use for reporting purposes.

Student assessment procedures and reporting: There are 4 formal reporting procedures or periods across the year. Early in the first term, all teachers hold an Acquaintance session in the evening to inform parents re expectations, routines, reporting procedures etc. In term two, parent-teacher interviews are held. From year 5, these interviews are 3-way, including the student in the proceedings. In term three, formal, detailed, written reports are sent home and parents are invited to discuss them with the teacher involved. In term 4, summative reports are issued. Parents are invited to make appointment times with teacher's if/when issues arise at other times, and the diary is used extensively as a means of communication in the middle and upper primary.

Sporting Activities

Afterschool sporting activities are managed by parent volunteers. They include basketball, cricket, netball, soccer and chess. A more details sporting policy is available from the school

Other Co-Curricular Activities

The school choir caters for students from year 5 to year 7.

Staff (and their welfare)

Staff profile (teaching and SSO) staff): 36 female and 7 male teachers; 11 female and 3 male SSO; 1 female canteen manager and 1 female Pastoral Care Worker.

Leadership structure: Principal, Deputy Principal, Two Assistant Principals and Well-being leader

Staff support systems: Staff work in year level teams.

Performance Management: Staff meet formally with the leadership team at least 2 times a year as per the DECD performance management protocols.

Specialist (NIT) subjects this year are Science, Italian, PE and Music/Drama.

Access to special staff: DECD psychologist, speech pathologists, attendance officers, student inclusion and wellbeing officers, social workers, Aboriginal support personnel, instrumental music teachers are accessed as necessary.

School Facilities

Buildings and grounds: Most buildings are SAMCON units, with one new environmentally friendly classroom block provided under BER funding program

A gym was completed at the end of 2007. Transportable units are increasing on our site as enrolments increase.

The grounds are spacious, with extensive lawn areas and a large oval, watered with bore water via an automatic sprinkler system. Our governing council is keen to update our school facilities and work tirelessly to support this focus.

Heating and cooling: All buildings are air-conditioned.

Student facilities: There is a school canteen which operates daily and is run by a paid manager with support from volunteers.

School Operations

Decision making structures: Governing Council meets twice a term, with regular meetings of sub-committees – Finance, Canteen, School events and Fundraising, Grounds, and Sport.

The OSHC Committee also meets regularly. Staff committees are SIP committees, PAC, WHS Other groups meet on a needs basis.

Regular publications: The school newsletter is emailed to families every three weeks, and is uploaded onto the website. Classes all have their own blog page as do specialist staff.

School financial position: The majority of our funds are expended on supporting curriculum and upgrading facilities.

Local Community

General characteristics: The school is situated in Campbelltown with relatively close access to facilities including the ARC, Payneham Swimming Centre, and the Payneham Youth Centre. The number of students from non-English speaking backgrounds has increased over the past few years, including Chinese, Korean, and Malaysian, Mexican, Indian, Italian, Croatian, Polish, a variety of African national backgrounds. This culturally diverse group constitutes around 37% of the school population and adds richness to our school community.

Local Government body: Our school zone covers the Campbelltown Council (ph. 8366 9222) and Norwood/ Payneham/St Peters Council (ph. 8366 4555).