SCHOOL CONTEXT STATEMENT
School number: 1043
School name: East Marden Primary School

Contextual Statement:
East Marden Primary School is located 8 kilometres from the GPO (General Post Office) and had a February 2014 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. The whole school approach to the teaching of Thinking Skills is aimed at developing the critical and creative thinking of our students as well as their emotional intelligence. The teaching of the Habits of Mind promotes the use of intelligent behaviours characteristic of effective thinkers. When internalised, the Habits of Mind not only help students to be more successful at school, but successful in all facets of daily life.

1. 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
   • DECD Region: East
   • 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 6.55 a.m. - 8.25 a.m. and from 3.00 p.m. - 6.00 p.m. Vacation Care programs are also conducted.
   Phone: 08 83364980

<table>
<thead>
<tr>
<th>February FTE Enrolment</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td>44.0</td>
<td>46.0</td>
<td>67.0</td>
<td>72.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>50.0</td>
<td>63.0</td>
<td>62.0</td>
<td>84.0</td>
<td>86.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>38.0</td>
<td>57.0</td>
<td>72.0</td>
<td>59.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>53.0</td>
<td>46.0</td>
<td>60.0</td>
<td>71.0</td>
<td>54.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>52.0</td>
<td>58.0</td>
<td>55.0</td>
<td>60.0</td>
<td>65.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>59.0</td>
<td>55.0</td>
<td>56.0</td>
<td>55.0</td>
<td>59.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>48.0</td>
<td>57.0</td>
<td>58.0</td>
<td>57.0</td>
<td>53.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>34.0</td>
<td>50.0</td>
<td>57.0</td>
<td>54.0</td>
<td>47.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>378.0</td>
<td>432.0</td>
<td>487.0</td>
<td>512.0</td>
<td>529.0</td>
</tr>
</tbody>
</table>
School Card Approvals 93.0 109.0 87.0 80.0 65  
EALD Totals 157.0 170.0 N/A N/A 167  
ATSI FTE Enrolment 19.0 14.0 N/A N/A 17.0

- **Staffing numbers (as at February census 2014):**
  Tier 1 – 31.4  
  Tier 2 – Special Ed 0.474  
  EALD 1.57;  
  Mother Tongue 0.10;  
  Counsellor 0.70;  
  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.

2. **Students (and their welfare)**

- **General characteristics:** East Marden is an identified Category 5 disadvantaged school. (May school card number for 2014 was 68.

- **Student well-being programs:** Since 2004, EMPS has had a School Counsellor. A focus of T&D has been on support and positive intervention for students and families. Outside agencies are frequently involved e.g. WCH – Child Development Unit, Families SA, Student Inclusion and Wellbeing office, Social workers, Down Syndrome Society, Aboriginal Support Services.

- **Support offered:** The Habits of Mind program is used across the school R-7. All classes have a “buddy” class so that older students can work together with younger students for at least one session a week. Senior students are invited to apply for positions of Peer Mediators; successful applicants are then trained in mediation and conflict resolution to assist younger students with minor problems they encounter in the yard. At fortnightly assemblies students receive Principal’s Awards which acknowledge their strengths and contributions to the school. A reading club operates four mornings a week.

- **Student management:** Findings of current research around student learning behaviours and wellbeing are used by staff to support the provision of a safe and effective learning environment for our students. Individual programs are developed for students with specific behavioural issues and needs, with regional support personnel involved in the management of these students and their needs. CALD students receive additional support as do students with disabilities.

Whole of school procedures are well-known and supported by staff, with TRT and contract staff informed of the expectations and support structures to ensure consistency of approach.
Parents are informed of school expectations and are asked to familiarise themselves with these. They are involved in the management of student behaviour - discussing with their child the school’s expectations and supporting the structures in place within the school to ensure a positive learning environment for all. Our Student Behaviour Management Policy outlines a class management structure where students are placed on steps – using class sit-out, buddy sit-out and office time-out, and a yard management structure where yellow and red cards are issued for inappropriate behaviour and purple cards and raffle tickets are awarded for positive behaviour.

An integral part of our policy is Success Orientation which acknowledges and rewards effort and successes through class and whole school celebrations. In the Upper Primary, students are asked to identify personal, behavioural and academic goals to work towards each term, with a class picnic or party for those who achieve them. Student Behaviour Management Policy will be reviewed in 2015.

- **Student government:** Students are involved in decision-making through regular senior and junior SRC meetings to discuss issues arising from class meetings. 6/7 Teaching team has the responsibility for managing the Peer Mediation program.
- **Special programs:** Regular assessments of students in the areas of Literacy and Numeracy, allow problems to be identified and specific programs set up to address these problems. Reading Club, held 4 mornings a week, caters for the needs of identified students whose progress in reading is of concern. Compacting and acceleration of the Maths program is organised for Middle Primary and Upper Primary students, with additional support teachers allocated to keep the groups smaller. School based curriculum maps aligned with the new Australian curriculum in English (i.e. Spelling, Grammar and Formalities and Genre Map) and in Maths have been developed to ensure consistency of expectations and to facilitate the explicit teaching of skills and knowledge in a logical way. Analysis of NAPLAN results and other assessment tools leads to modifications in the curriculum delivery to better provide for improved student learning and outcomes. LAP volunteers work with many students to support their learning.

### 3. Key School Policies

#### SITE IMPROVEMENT PLAN 2014

**CONTEXT**

When formulating the Site Improvement Plan for 2014, staff at East Marden have been involved in the review of the Site Improvement Plan, as well as the analysis of NAPLAN and systems- generated data (e.g. Reading Recovery Levels) and school-generated data. This has been undertaken at staff meetings and in sub-committees. The aim of our data collection and analysis is to inform whole school improvement. The East Marden Data Collection Map specifies data required to be collected for departmental, as well as school analysis, and allows individual classroom teachers to collect any other data which is useful for tracking individual student and cohort progress within that class.

This ensures that a school-wide perspective can be gained and thus year level targets can be set.
It also means that individual teachers are able to set class targets or student-specific goals and targets. 
Data collected includes Running Records/ Reading Recovery levels (R-2); 7); Westwood Spelling (R-7); I Can Do Maths (year 1 and 2); PATMATHS (years 3-7) and the school-devised Writing rubrics (R-7). Pat R. The very thorough analysis of school-generated and NAPLAN data by the Literacy and Numeracy Committees in consultation with the Special Education staff and leadership team results in the identification of areas within a curriculum area (e.g. Reading in Literacy, Number in Maths) for whole school focus and also in the identification of students for more intensive intervention support. While the NAPLAN data indicates that East Marden students, including ATSI students and students supported by school card, are performing at a high level in Literacy and Numeracy, analysis of school-generated data has supplied us with information that informs teacher practice.

IMPROVEMENT PRIORITIES 2014

- LITERACY
- 21st CENTURY LEARNING/ICT

4. Curriculum

- **Subject offerings:** The general curriculum is comprehensive, rigorous and carefully managed so as to meet the academic, social, emotional and behavioural needs of the students. We have continuous and on-going reviews of all areas of the curriculum to ensure that each is comprehensively taught. Science and Studies of Society and Environment topics are planned over a 3-year period; aspects of the Arts over a 2-year period, and funding is made available to bring in “expert” instructors to complement the classroom program e.g.

  Footsteps Dance Company. A Science specialist teacher provides one lesson a week to complement classroom instruction in this area. The ICT specialist teacher’s program provides learning for our students.

  Consistent and clearly defined expectations Reception to year 7 are provided by the school-devised Maths continuum and Literacy continuum (Spelling, Grammar and Formalities and Genre).

  The LOTE (languages other than English) area, Italian, is enhanced by the mother tongue maintenance program.

  In all classrooms across the school and across the curriculum a “Thinking Skills” approach is used. Data used from NAPLAN tests, as well as school-generated data, help to identify students with specific learning needs which require those students to be placed in special programs.

- **Special needs:** Support programs include, Mini-Lit Jolly Phonics. Reading Club, Numeracy Early Intervention, Maths support groups (Middle and Upper Primary). ESL small group instruction is provided to support students with Non-English Speaking Backgrounds.

- **Special curriculum features:** The whole school Thinking Skills Continuum ensures that Higher Order Thinking Skills are employed cross-curricular and with all students. The Habits of Mind further program further strengthens the application of the Higher Order Thinking Skills in our students.
• **Teaching methodology:** The school has a focus on the explicit teaching of the basic skills. The use of the Literacy and Numeracy continuums devised by the school is mandated across the school. The success of this approach is evidenced by the students’ NAPLAN results. Higher Order Thinking Skills are used across the school. All classrooms now have interactive whiteboards to facilitate curriculum delivery. All classrooms have banks of computers – the UP block has a separate computer hub – and access to the two Computer Rooms. Each class has a trained Literacy SSO to work with identified students on specific identified areas of the Literacy curriculum. Time allocation is based on student needs. This is in addition to the intervention programs, which require student withdrawal from classrooms to work with the Special Education teachers.

• **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 teachers if/when issues arise at other times, and the diary is used extensively as a means of communication in the middle and upper primary.

• **Joint programmes:** Since 2002, East Marden students have been involved in Land Care programs run by Graham Churchett from the Black Hill Conservation Park.

5. Sporting Activities

The school’s daily Fitness program aims to get students active and instil in them a positive attitude to fitness. The school Sports Day involves class tabloid events, as well as competitive sprints and relays for senior students. Sporting activities are offered to all students from Reception to year 7. The following sports are played on Friday evenings or Saturdays: Soccer (from 6 years of age), Cricket (Reception – year 7), Netball/ Netball (year 2 – year 7), Football (year 3 – year 7), Basketball (year 1 – year 7).

Year 6 students attend Aquatics sessions at West Lakes Aquatic Centre and Year 7 students at Murray Bridge Aquatics Centre. Coaching clinics to teach specific skills are run for different age groups in a variety of sports – e.g. football, lacrosse, volleyball. Students in year 6 and 7 can also participate in the Torrens River SAPSASA District sports program – tennis, soccer, football, cricket, softball, swimming, athletics and cross-country.
6. Other Co-Curricular Activities

- The school choir caters for students from year 5 to year 7. Each year the Year 6/7 classes present the results of their Multiple Intelligences research for term 3 in an Expo format to which students and parents are invited.

7. Staff (and their welfare)

- **Staff profile (teaching and SSO) staff**: 28 female and 3 male teachers; 6 female and 2 male SSO; 1 female canteen manager.
- **Leadership structure**: Principal, Deputy Principal, Counsellor and Coordinator, PAC and SIP Committees.
- **Staff support systems**: Staff work in 3 sub-schools or units (Junior, Middle and Upper Primary). Staff meetings allow frequent sub school meetings, and staff members are released from their classrooms to work in teams on curriculum issues and policy development. These classes are then covered by the ESL teacher, ICT teacher, Science teacher and Music Teacher. The Counsellor, Deputy and Principal provide curriculum and pastoral support to staff. ICT support and on-going training and development in digital learning technologies are available to all staff through the provision of ICT support time timetabled for the specialist Computing teacher. The Manager of the Thinking Skills and Habits of Mind programs assists teachers with planning using these programs and also in-services teachers new to the school. The school provides a significant proportion of the out-of-hours T&D to staff, either at no, or minimal cost.
- **Performance Management**: Staff meet formally with the leadership team at least 2 times a year. Written feedback is available if requested.
- **Staff utilisation policies**: Specialist (NIT) subjects this year are Science, Computing, Italian and Music and are provided through staff interest and expertise.
- **Access to special staff**: Guidance officers, speech pathologists, attendance officers, student inclusion and wellbeing officers, social workers, Aboriginal support personnel, instrumental music teachers are accessed as necessary.

8. School Facilities

- **Buildings and grounds**: Most buildings are SAMCON units, with one new environmentally friendly classroom block provided under BER funding program. Extensive renovations have been carried out in 2 classroom blocks and the Resource Centre. A gym was completed at the end of 2007. A two classroom transportable unit was placed on site in 2009. Another two classroom transportable unit will be constructed on site during first term 2012.

  - The grounds are spacious, with extensive lawn areas and a large oval, watered with bore water via an automatic sprinkler system.
  - A feature of our grounds is the Wakwakko Wirra Indigenous Garden, which is maintained by groups of students with an interest in the environment.
- **Heating and cooling**: All buildings are air-conditioned.
- **Specialist facilities and equipment**: Science and Italian lessons are held in dedicated rooms.
• **Student facilities:** There is a school canteen which operates daily and is run by a paid manager with support from volunteers.

• **Staff facilities:** All staff have access to computers in their classrooms, the staffroom, computer room and library (linked to the admin network) to access EDSAS, word processing, email and intra and internet.

• **Access for students and staff with disabilities:** All units have wheelchair access.

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

**9. School Operations**

• **Decision making structures:** Governing Council meets twice a term, with regular meetings of sub-committees – Finance, Canteen, Uniform, School events and Fundraising, Grounds, and Sport. The OSHC Committee also meets regularly. Staff committees are SIP committees, PAC, OHS&W. Other groups meet on a needs basis Student voice is heard through class meetings, Peer Mediator meetings and SRC.

• **Regular publications:** The school newsletter is published every three weeks, usually in weeks 1, 4, 7 and 10 of each term and is immediately up-loaded onto the website. A Parent Information Pack is available for parents new to the school and Curriculum Information packs are distributed at Information meetings and on Open Night. A USB is issued to each staff member and this contains information on school policies and a variety of school pro formas. An Information pack is also issued to TRTs. Daily notices are included in the Day Book and A term calendar is issued to all staff and parents and is published on the web site.

• **Other communication:** School policies, information and student activities are published on the school’s website - [http://www.eastmardps.sa.edu.au](http://www.eastmardps.sa.edu.au). Informal communication links are made through a number of social events – Acquaintance Evening, Open Night, Fundraising and social events e.g. Walkathons, Grandparents’ / Special persons’ Morning Tea, Welcome Morning Tea for parents of students new to the school. Regular Principal Tours of the School are conducted for parents interested in enrolling their children.

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

• **Special funding:** Funding has been received through the National Pride scheme, Commonwealth Green Vouchers and the Federal BER program. The school regularly applies for grants for curriculum and facilities improvement.

**10. Local Community**

• **General characteristics:** The school is situated in Campbelltown with relatively close access to facilities including the Payneham Swimming Centre, Campbelltown Leisure 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, Croatian, Polish, a variety of African national backgrounds and a majority group of students with Italian-speaking backgrounds. This culturally diverse group constitutes around 37% of the school population. The number of students enrolled from outside the immediate area, mainly as a result of the school’s use of SHIP methodologies, has also increased.
• **Parent and community involvement:** In addition to providing classroom support, parents are also involved in each of the Governing Council subcommittees. Parents and grandparents, as well as parents of past students, assist in the canteen and library, with sports coaching and umpiring, in the LAP program and in the Uniform Shop.

• **Feeder and destination schools:** Our local feeder pre-schools are Paradise, Klemzig and Campbelltown Pre-school and Childcare Centre. However, many children come from pre-schools outside our immediate area, including Agnes Goode Kindergarten, Stepney, and Hackney Kindergarten. Local secondary schools are Charles Campbell, Norwood-Morialta and Windsor Gardens. An increasing number of our identified gifted students are winning and accepting positions in the IGNITE program at Glenunga International High School.

• **Other local care and educational facilities:** Childcare facilities are available at ABC Learning Centres, Felixstow and Payneham.

• **Commercial/industrial and shopping facilities:** The school is in close proximity to Campbelltown, Newton and Marden shopping centres.

• **Other local facilities:** Payneham Swimming Centre, Mars Sporting Complex, Campbelltown Leisure Centre and the Payneham Youth Centre are all sited close to the school.

• **Local Government body:** Our catchment area covers both the Campbelltown Council (ph 8366 9222) and Norwood/ Payneham/St Peters Council (ph 8366 4555).

11. **Further Comments**

The school continues to show a growth in numbers and enjoys a high reputation in the immediate and wider community. Staff are keen to continue their tenure at the school and feel part of a committed, collaborative team. An ongoing Training and Development program excites and enthuses staff and further builds the strength of the team.