

SCHOOL CONTEXT STATEMENT

Updated: February 2023

School number: 1043

School name: East Marden Primary School

School Profile

East Marden Primary School is located 8 kilometres from the GPO (General Post Office). 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. Due to Year 7 students moving to high school our enrolments have dropped to 535. A capacity management plan was implemented in 2017 to ensure enrolments come from our local zone.

At East Marden Primary School our vision is for students to have the skills to enable them to be successful and responsible citizens of the 21st Century through our quality teaching expectations.

Our vision

At East Marden PS, learners are empowered to connect and thrive in a global community.

Our school values are:

- Respect
- Kindness
- Perseverance
- Creativity

A student led motto was created in 2016

- 'Learners today, Leaders tomorrow'

East Marden Primary School fosters high expectations and innovative pedagogies aimed at developing student skills for the future while a focus remains on student wellbeing.

East Marden Primary School was established in 1968 and has had various upgrades to facilities including a Covered Outdoor Learning Area established, minor classroom upgrades, playground and nature play development and most recently the STEM building development.



East Marden PRIMARY SCHOOL

1. General information

- School Principal: Julie James
- Deputy Principal: Phillipa Arbuckle
- Year of opening: 1968
- Postal Address: 43 James Street Campbelltown 5074
- Location Address: 43 James Street Campbelltown 5074
- Partnership: Campbell
- Geographical location: 8 kms from GPO
- Telephone number: 08 83376170
- Fax Number: 08 83376249
- School website address: www.eastmardps.edu.au
- School e-mail address: dl.1043@infoschools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: operates Monday to Friday from 6.30am – 8.30am and 3.00pm-6.10pm. Vacation Care programs are also conducted. Phone 08 83364980
- February FTE student enrolment: 535

Enrolments								
	2016	2017	2018	2019	2020	2021	2022	2023
Reception	105	97	100	76	82	57	76	54
Year 1	115	97	100	102	76	84	62	74
Year 2	99	115	94	103	104	77	83	65
Year 3	96	100	111	90	100	105	76	80
Year 4	86	97	92	105	85	99	104	75
Year 5	61	82	93	88	107	79	95	96
Year 6	67	59	73	89	80	102	73	91
Year 7	51	58	52	47	62	58	n/a	n/a
Total	680	705	715	700	696	670	573	535
2023 Breakdown								
Number of Male students								278
Number of Females students								257
Number of School card approvals								27
Number and percentage of Non-English Speaking Backgrounds								345 61.15%
Number and percentage of EALD students								277 51.30%
Number and percentage of Aboriginal/Torres Strait Islander students								10 1.82%

Staffing numbers (as at February census)

38 part and full time teachers (including leadership, Library, EALD)
15 full and part time SSOs (providing Library, classroom support, student intervention, grounds and office administration)

Public transport access

Bus services run past the school and stop at the entry of Shepherds Lane.

2. Students (and their welfare)

General characteristics

Parents and staff have high expectations for student education and foster a collaborative partnership with families to support all students to fulfil their potential. East Marden PS is identified as Category 6 on the Index of Disadvantage.

Behaviour Education

At East Marden Primary School behaviour management is viewed as a Behaviour Education model. The Behaviour Education model recognises behaviour is linked to opportunities for learning and growth. Behaviour Education involves supporting students in active and proactive ways to improve relationships and engagement. The Behaviour Education Code aligns with the school values and is used as a Wave 1 intervention for all students, their families and staff. Behaviour Education is also based on the Berry Street Education Model principles using positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth.

DfE Wellbeing and Learning for Life Framework

Children with a healthy wellbeing engage more effectively in learning and experience greater success. The Wellbeing for Learning and Life framework is applicable across 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 (Student representative council). Each fortnight when all SRC members meet to discuss, share and plan upcoming events and initiatives. Year 5/6 students take on leadership roles across the school with examples including Big Mates, Little Mates; supporting junior primary students with spelling and reading; traffic crossing and assembly responsibilities. Year 6 students are peer mediators during recess and lunch times. In the classroom, students are encouraged to provide reflective feedback at the end of a unit of work to shape future planning.

Student well-being programs

All students have the opportunity to flourish at East Marden Primary School through three distinct waves of intervention. Wave 1, also known as PERMA plus ensures all students, families and staff address nine elements of 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 Wellbeing Leader role heavily engages in the referral process when more specialised support is required.

The school is developing processes aligned to the Berry Street Education Model approach.

In a changing and complex world, many primary and secondary school students encounter daily challenges that can impact their success at school. These can range from ongoing stress and a lack of family support to a specific traumatic event. Despite best efforts and intentions, schools often require specialised strategies to address student needs for healing, growth, and achievement.

The Berry Street Education Model provides schools with the training, curriculum and strategies to engage even the most challenging students. This education initiative is different because it is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth. The model is unique because it educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging young people in learning and progressing their academic achievement.

The five domains of the Berry Street Education Model correspond with the child-development capacities that each student must build in order to be 'ready to learn'. We focus first on building their capacity to engage and then nurturing their willingness to engage. The domains focus on Body, relationship, stamina, engagement and character.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

The 2023 School improvement Plan has two goals

- Increase the number of students in high bands in NAPLAN years 3-5 in writing
- Increase the number of students in high bands in NAPLAN years 3-5 in numeracy

Each goal outlines a challenge of practice linked to targets. The Improvement Plan is monitored Closely by the leadership team and staff to determine the progress of goals.

Recent Key Outcomes

EMPS consistently achieves high results in both NAPLAN and PAT testing.

4. 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)
- 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 school 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 engage in data analysis to plan individual learning goals for students and to differentiate learning needs.

Data sets include:

- Running Records
- PAT – Maths & Reading comprehension
- Phonological Skills Mapping (reception)
- LEAP Levels
- 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, MiniLit, MacqLit and Reading Club are delivered to students identified as needing support 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. EALD teachers work with classroom teachers to identify students with whom more intensive support is provided. Planning for targeted language and literacy goals occurs through a collaborative process each term between EALD and class teachers. Learning progress of EALD students is tracked for ongoing monitoring.

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 6 students access 1:1 laptops, year 5 access 1:3 laptops. A class set of laptops is available for year 3 and 4 classes. 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 that include formally reporting A-E achievement grades for year 1 -6 students to parents/caregivers, in writing, twice per 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.

There are 4 formal reporting procedures or periods across the year. Early in the first term, all teachers hold a Meet and Greet evening to inform parents/caregivers re expectations, routines, reporting procedures etc. Teachers host Exhibitions of Learning during the year and this is an opportunity for all students to share their learning with parents/caregivers. Parent/caregiver-teacher interviews will be held early Term 3 to report in detail the semester one report and for the senior year levels, students are involved in the 3-way conversation. In term 4, written summative reports are sent home and parents/caregivers are invited to discuss them with the teacher involved.

Parents/caregivers are invited to make appointment times with teachers if/when issues arise at other times, and student diaries are used extensively as a means of communication in the middle and upper primary.

5. Sporting Activities

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

6. Other Co-Curricular Activities

The extra-curricular activities are varied and support students to try new things and develop new skills. Instrumental music, chess, STEM club and Festival of Music choir are offered at various year level.

7. Staff (and their welfare)

Staff Profile

East Marden Primary School has a large teaching and non-teaching staff with a range of age groups and years of experience from graduates to experienced.

Leadership Structure

The leadership structure includes full time Principal, Deputy Principal, Assistant Principal and Wellbeing Leader.

Staff Support Systems

All teaching staff are members of year level teaching teams with a strong focus on collaboration. Teachers are expected to work and plan collaboratively and cooperatively in these teams. Other committees are established at the beginning of the year to support the management, planning and decision making of the school teaching and learning and operational events. There is a weekly staff meeting where time is spent on professional learning and administration.

Performance Management

Staff meet formally with the leadership team at least 2 times a year as per the DfE performance management policy and guidelines.

8. School Facilities

Buildings and grounds

Most buildings are DEMAC units, with an environmentally friendly classroom block provided under the BER funding program. Four transportable classrooms have been added in recent years as enrolments have increased. One end of a DEMAC unit was refurbished in 2018 into a STEM area with Government funding. The grounds are spacious with extensive lawn areas, a large oval and many established trees. All garden and grass areas are irrigated via an automatic sprinkler system connected to a bore. Extensive nature play areas have been developed around the school. The school has received significant funding under the Better Schools Funding 2018 and is waiting for a new Administration/teaching block to be constructed.

Heating and cooling

All buildings have reverse cycled air-conditioning.

Specialist facilities and equipment

The school has an excellent Resource Centre. A STEM area was created in 2018 which includes a science lab, green room, wet area room, outdoor learning wet area and withdrawal room.

Student facilities

There is a school canteen which operates daily and it managed by a paid Canteen Manager. On Fridays a paid canteen worker assists.

Staff facilities

There is a staff car park and a staff room with a small kitchen.

Access for students and staff with disabilities

All buildings are accessible via ramps. All nature play areas are accessible by wheelchair. There are two disabled toilets at the school.

Access to bus transport.

Bus services run past the school and stop at the entry of Shepherds Lane.

9. School Operations

Decision Making Structures

Decision making is shared between the Principal, Principal Advisory Committee, Staff and Governing Council. Groups are involved in relevant decision making in line with Department for Education policies. Staff make a range of decisions in staff meetings, year level teams and sub committees. School support officers meet once per week in classroom support and admin teams. The 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 distributed in weeks 3, 6 and 9 of each term, and is up-loaded onto the website, EdSmart app and a link provided to parents/caregivers via SMS. Teachers electronically communicate with families through SeeSaw.

School Financial Position

The majority of our funds are expended on supporting curriculum and upgrading facilities.

10. Local Community

General characteristics

The school is situated in Campbelltown with relatively close access to facilities including the Aquatics and Recreation Centre (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 both the Campbelltown Council (ph. 8366 9222) and Norwood/Payneham/St Peters Council (ph. 8366 4555).

Parent and community involvement

Parents are actively involved in various aspects of our school including Governing council sub committees, volunteer work, excursions and sports. Parents are encouraged to attend assemblies and other school events.