



East Marden

PRIMARY SCHOOL

East Marden Primary School

2022 annual report to the community

East Marden Primary School Number: 1043

Partnership: Campbell

Signature

School principal:

Ms Julie James

Governing council chair:

Michelle Palmer

Date of endorsement:

17 February 2023



Government
of South Australia
Department for Education

Context and highlights

East Marden Primary School is located 8 km from the GPO and had a February census enrolment of 572. This was significantly fewer students than the school had in the last few years due to year 7s leaving primary school and a continued lack of migration. The student population was made up of 13% school card holders, 41% students with English as an Additional language or dialect, 3% students with disabilities and 2% of Aboriginal learners.

Our diverse population adds a great deal to our school, both academically and culturally. Harmony Day continues to be a significant day on the school calendar, with students wearing an array of cultural clothing and some demonstrating dances. NAPLAN in 2022 was the first time many students had undertaken NAPLAN due to no testing in 2020. Students completed NAPLAN online and data was again consistent with other years.

The site improvement priorities for the year focused on writing achievement. Staff accessed professional learning in these areas and also completed a trauma informed session, along with professional learning from an Occupational therapist about movement breaks.

Students were able to attend a variety of excursions throughout the year despite COVID taking hold in the school community in term 1. Many students and staff contracted the virus and this resulted in swimming again being cancelled in 2022. In the second half of the year more parent involvement was possible and the school was able to share and Open night, Sports Day and the traditional East Marden concert with the community.

The school's capital works project were commenced by demolishing the administration building and a classroom learning block. Works did not proceed past this point in 2022 due to budget shortfalls. This was resolved at the end of 2022 and building will commence in 2023.

Year 6 students were the first cohort to graduate as the oldest students in the school, and the school undertook a different kind of graduation approach, holding it at the school instead of a nearby function centre. This also allowed for maximum parent attendance as it was held outdoors.

Governing council report

It has come to the end of yet another year as 2022 draws to a close.

I would like to thank the current Governing Council for all their hard work and generous contributions over the year.

This year we have seen buildings demolished, buildings repaired but more importantly some fantastic new events. The School Events & Fundraising committee have worked really hard to put on some fantastic events this year. From Jingling June, the Reader-thon, Colour Run and the fantastic barbeques at the school open night, netball presentation night and Sports Day.

All of these events require a lot of planning and preparation and I want to thank this group of people especially for their efforts. We also would like to thank local businesses that have supported us over the year with their generous and much appreciated donations. We will list them all at the end of this newsletter. Our gratitude for your support is beyond measure.

That is not to mention all the other volunteers that have generously given up their time to join one of the sub-committees; canteen who are doing great things and provide some innovative lunch and special event food offerings; OSHC for all the planning and changes that have occurred over the year, this has been no small feat and the committee members and volunteers are appreciated. Grounds and Maintenance have been working on plans to improve the school and will continue to put in place improvements and scheduled maintenance to lift the school grounds. Together with the results of fundraising and contributions from OSCH we are expecting to see some new play equipment installed over the summer holidays.

Of course there are the new buildings that are underway. With substantial effort and hard work by Leadership, Governing Council, Grounds and Maintenance and all the staff and support staff within the school community we are anticipating seeing some movement on these projects over the summer holidays.

We welcome all the new families that are joining the East Marden Primary School community in 2023 and would welcome any new members who would like to nominate for Governing Council or alternatively join on of our subcommittees:

- Canteen
- OSHC
- School Events & Fundraising
- Grounds and Maintenance

Governing Council also would like to wish all the year 6 students that are heading off to high school all the very best.

To the Leadership Team and staff, we have appreciated all of your support over the past year. For those staff and support teachers that are not going to be with us next year, we wish you great success in your future endeavours.

Those that are staying on we look forward to your wonderful support again in 2023.

We look forward to representing the school community again in 2023.

From the Governing Council and me personally, we wish families and friends of the East Marden Primary School Community a very happy Holiday Season.

Quality improvement planning

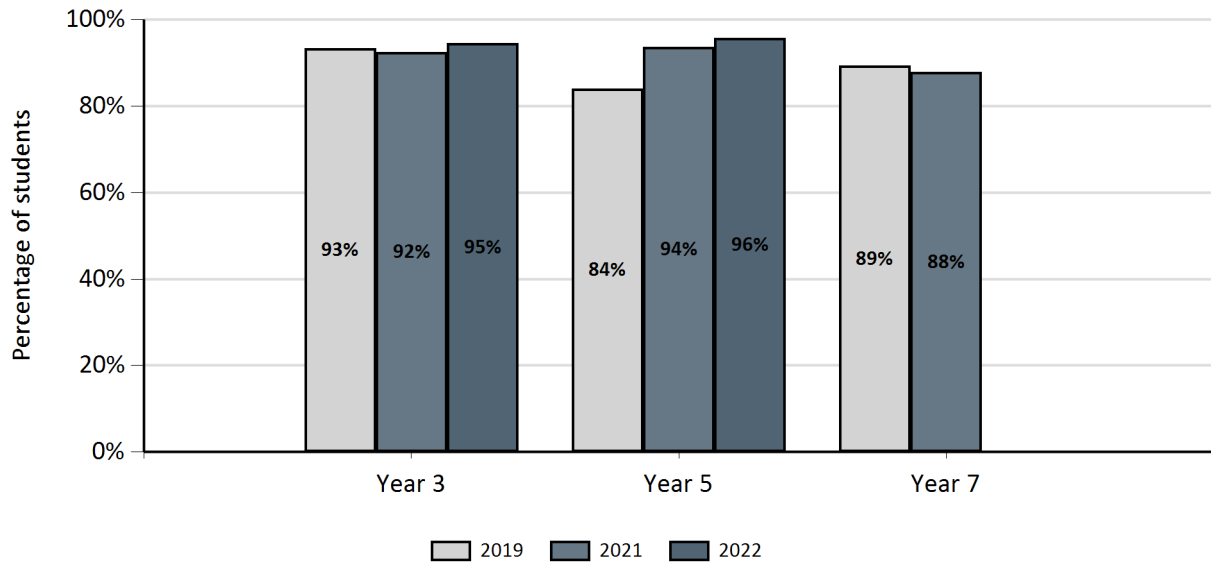
In 2022, with the interruption of COVID, the school focussed on one key area of the School improvement plan which was improving student writing. Teachers undertook a variety of professional learning which enhanced their knowledge of the LEAP levels as a means of assessing student writing. Teachers focussed on an area of writing identified through analysis of writing samples and most taught students about sentence structure and enhancing writing. In 2022 there was significant progress, particularly through explicit teaching of sentences and will move into the text level in 2023. The use of meta language for language features and deliberate structure of sentences made writing more intentional. All year levels have demonstrated this in their writing. Impact has been seen in explicit use of Bump it up walls and language, exemplars of writing and the different ways texts are being taught with the teaching and learning cycle. Teachers are planning explicit writing approaches in more contextual contexts. Classroom learning walks that were planned on the SIP were undertaken by teachers and were a means to provide evidence that the actions on the SIP were visible. The teaching and learning cycle was the vehicle for the teaching of writing. PLCs were again formed as they were in 2021, and teachers worked on the aspects of writing that they had identified collaboratively with their teams. Sharing was undertaken in term 4 and represented strong learning about improving writing. The SIP was reviewed and evaluated throughout the year by teachers and leaders. 2023 will have a focus on both writing and a new focus on Maths. Greater involvement with the SIP by the teachers and students will ensure a thorough implementation in 2023. NAPLAN targets were exceeded in year 3 writing but year 5 writing in NAPLAN data did not meet the target. NAPLAN was held before this explicit teaching occurred and so the year 5 cohort did not display data representing high band evidence.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

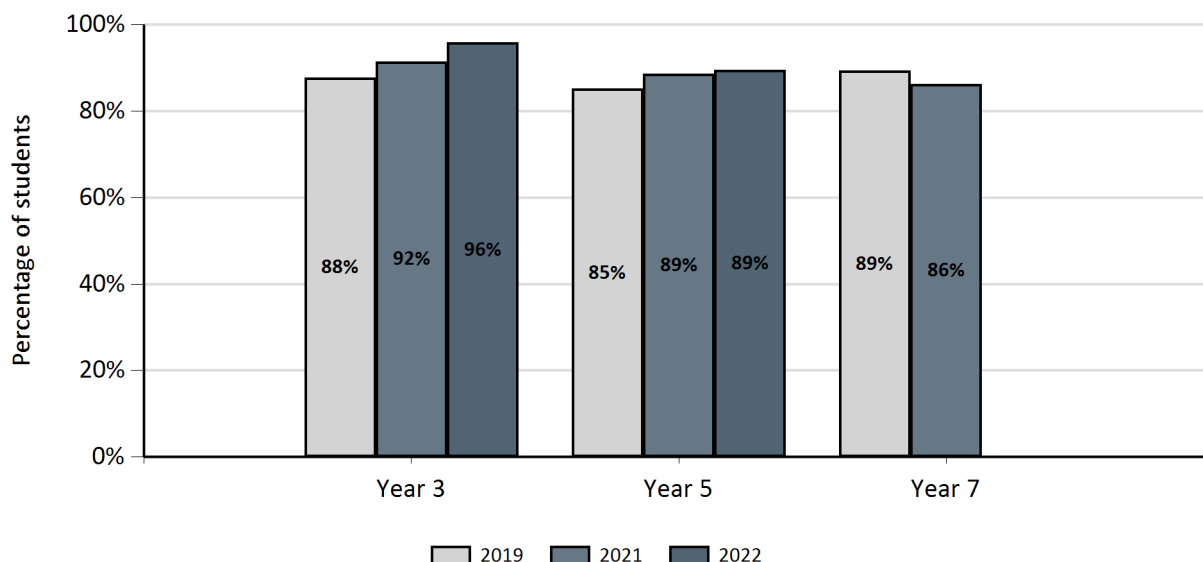


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 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 03 2022	74	74	48	44	65%	60%
Year 03 2021-2022 Average	90.0	90.0	61.0	51.0	68%	57%
Year 05 2022	95	95	49	37	52%	39%
Year 05 2021-2022 Average	87.0	87.0	45.0	36.5	52%	42%
Year 07 2021-2022 Average	58.0	58.0	26.0	27.0	45%	47%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

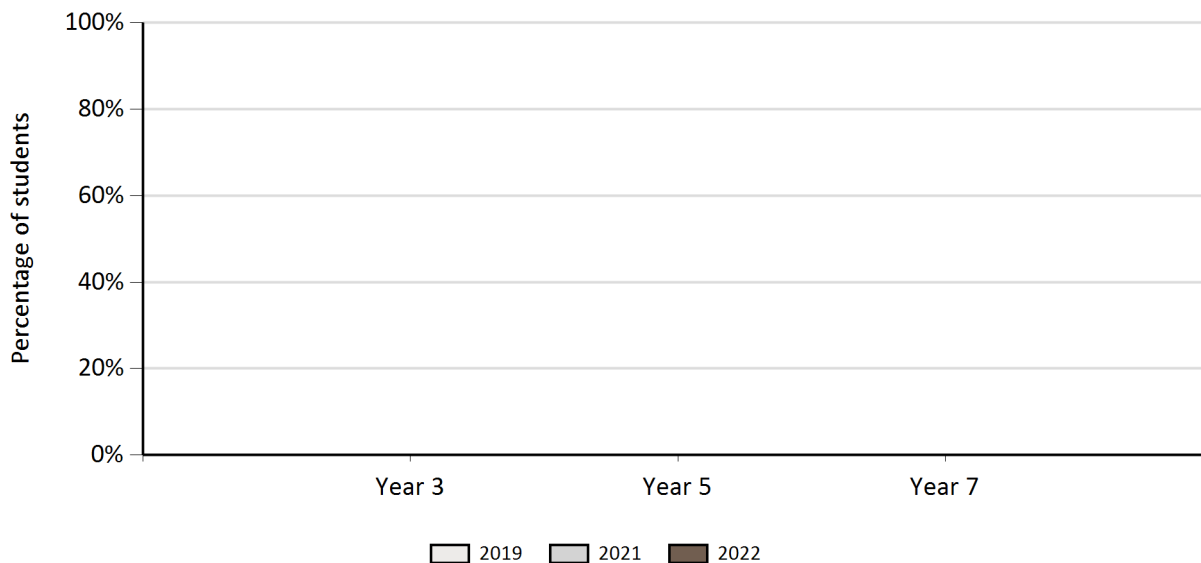
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



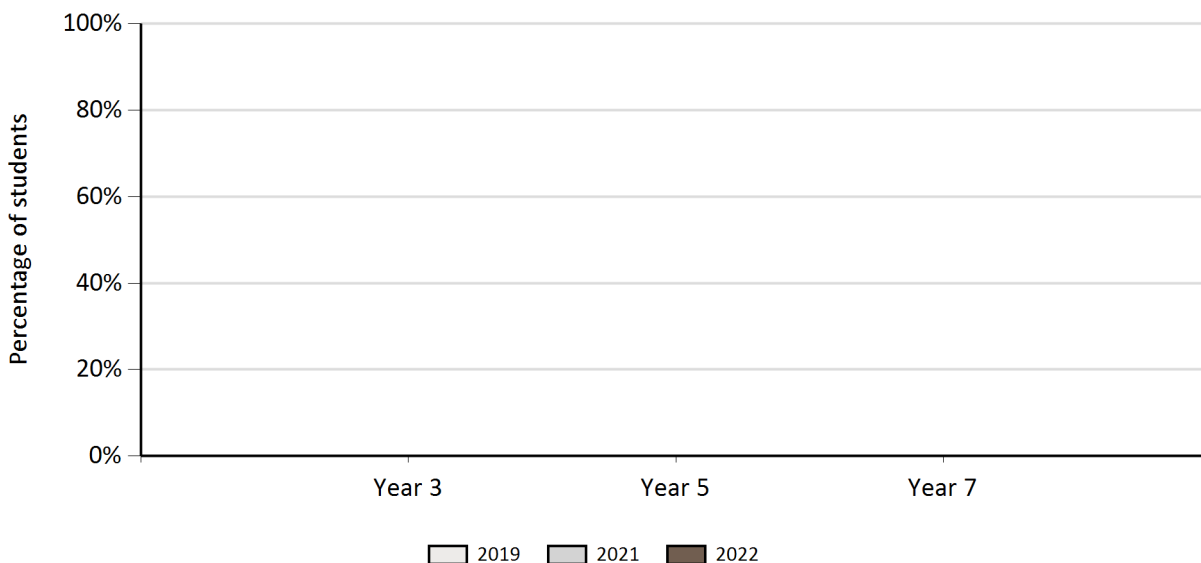
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2022 we continued to implement the Aboriginal and Torres Strait Islander Learner Achievement to assist us to better track and monitor learner progress, ensuring differentiated learning for our ATSI students and more concise One Plan Planning occurs. Our ALALR focus for 2022 was Element 2 – The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal setting. We achieved this focus by writing targeted and detailed One Plans that involved our AET and ACEO. One Plan meetings with parents occurred early in the year to ensure parents were aware of these goals and understood how they could support students achieve them at home. These One Plans were regularly tracked and monitored for growth and achievement by our teachers. Our teachers also ensured that students were aware of their goals and understood how they could successfully achieve them. Each term our AET tracked our ATSI student's literacy and numeracy growth and shared this data with the school leaders.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

There are nine Aboriginal students currently attending East Marden Primary School. Each student has a tailored, regularly updated One Plan including specific goals to support a successful, planned learning journey. Students are involved with their teacher to identify goals. These goals are monitored and continually referred to allowing for maximum student achievement. We continue to implement our 2021 Element 5 – Engaging Aboriginal families as partners in literacy and numeracy learning. We achieve this focus by formally inviting Aboriginal learner families to School events such as assemblies, graduations, Student exhibitions of learning and interviews. Our ACEO connects with families through regular check ins, positive student updates and home visits. We ensure an Acknowledgement of Country occurs before each school event and continue to celebrate NAIDOC and Reconciliation week. Our Aboriginal Learners display in the staff room ensures all teachers are aware of our ALALR and how our Indigenous students are.

School performance comment

East Marden's school performance score has remained at a similar level, although has dropped .01% to .71, which is still above the department's goal of 0.68.

This year our data sets included Year 1 Phonics Screening Check, PAT tests for Years 3 to 7 in Reading and Mathematics and achievement against the Australian Curriculum Achievement Standards twice in the year.

NAPLAN - East Marden has continued to maintain strong results in NAPLAN testing. Standard of Educational achievement in all year levels is close to 90% in all year levels, although for the first time year 7 data that is represented was assessed in the student's secondary school and this is significantly lower.

High band achievement and SEA achievement is very high in the year 3 cohort, with 76% of students achieving high bands in writing. Year 5 data in writing was lower than previous years and was 28% in high bands.

Reading and Numeracy shows consistent results across all year levels, with consistent achievement from the previous years, although again a reduction in year 5 data.

Year 1 phonics screen- in 2022 the phonics screen data decreased to 76%. Some students would not attempt the test this year and others were very close to the accepted 28/40 score. The school's approach to the teaching of reading and phonics is rigorous and following department guidelines.

PAT data displayed an excellent level of students meeting the SEA. Across year 4-6, 92% achieved SEA in PAT maths and PAT reading.

Across the school, A-E data represented 57% of students receiving an A or B in English, and 65% of students receiving an A or B in Maths.

Overall, East Marden Primary has continued to record high academic achievement across the various assessment platforms and all year levels.

Attendance

Year level	2019	2020	2021	2022
Reception	93.1%	88.8%	95.2%	86.9%
Year 1	93.5%	87.0%	95.1%	87.7%
Year 2	93.6%	88.5%	94.5%	88.9%
Year 3	92.4%	88.3%	95.5%	87.1%
Year 4	94.5%	88.1%	94.2%	89.3%
Year 5	93.1%	89.1%	94.4%	86.8%
Year 6	94.9%	88.0%	94.6%	86.7%
Year 7	94.0%	84.3%	91.5%	N/A
Total	93.6%	87.9%	94.5%	87.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

This year our attendance was 88% which is short of the State R-7 benchmark of 96%. We continue to be pro-active in our approach to improving attendance, working together with families through SMS, teacher communication and leadership follow up. Teachers use Academy to track and monitor patterns of attendance and follow up unexplained absences. This system provides us the data to set goals to try and improve on these trends. The Wellbeing Leader works to identify non-attendance patterns and support families by consulting with DfE Support Services. Sickness including COVID and family holidays both interstate and overseas are the main reasons for absences.

Behaviour support comment

In 2022 we had 12 suspensions compared to 13 suspensions in 2021. Our take homes were 6 in 2021 and have slightly increased to 8 for 2022. The behaviours categorised into 6 domains with the most common domain being violence threatened or actual. There were 7 students who were repeat offenders, these students have made progress and over the past couple of years with their behavioural incidences decreasing. Staff use Berry Street Practices to apply a wide range of proactive strategies to best support our students both in the classroom and in the yard. This enabled students to learn and develop ways to reflect on their actions, formulate strategies of how to work through problems and work on not repeating the same behaviour, rather than just being given a consequence. We support our students through reconnection meetings, ready to learn plans, Peer Mediators, Girls Club, Boys Club, Big Mate and School Awards.

Parent opinion survey summary

The parent engagement survey reflected somewhat the challenging conditions of COVID and not being able to access the school easily over this time. Some of the data was less positive than previous years. The two areas that had the greatest change were encouraging students to learn and receiving learning tips. Education is still seen as vitally important by the parent cohort and 99% stated this in the survey. Significantly less parents also answered the survey in 2022, 217 down from 286 in 2021. 53% of the parents believed that their child would go to university after finishing school. No aspect of the survey was an improvement on 2021 data which is insightful and has given the school direction for improvement in parent engagement in 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	21.1%
NS - LEFT SA FOR NSW	2	10.5%
TA - LEFT SA FOR TAS	1	5.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	52.6%
VI - LEFT SA FOR VIC	2	10.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

We have been compliant in ensuring volunteers have undertaken RAN training and have used the DfE Relevant History Screening procedures as outlined in the DfE policy. We have an SSO whose work is directly related to the screening of volunteers and he ensures all parents complete the RAN online training. Teachers are presenting their WWCC to the Principal if they are part of the new Teacher Registration process, and all ancillary staff, GC members and other volunteers working in school sport and going on overnight camps or extended volunteering also have relevant screening. In addition, 2022 screening for staff also includes sighting the vaccination status of all staff, although this concluded at the end of term 1. All staff are current with RAN-EC training as it was required to complete this at the end of 2021.

Qualifications held by the teaching workforce 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	59
Post Graduate Qualifications	23

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	39.0	0.9	15.6
Persons	0	45	1	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$5,582,111
Grants: Commonwealth	\$0
Parent Contributions	\$321,540
Fund Raising	\$21,408
Other	\$231,604

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

2022 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 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	0.8 Student Wellbeing Leader was employed to support behaviour Education and Wellbeing. Prevention and proactive strategies were put into place to support students.	student suspensions reduced and greater understanding about trauma informed practice and building relationships with students.
	Improved outcomes for students with an additional language or dialect	Collaborative planning, analysis of work samples, responsive teaching based on data, small group and whole class explicit teaching. Analyse of writing samples within the SIP for greater professional learning.	EALD learners tracked and provided a range of learning support from the EALD teacher
	Inclusive Education Support Program	Funding was converted into SSO time ensuring that our targeted SWD students received support as outlined by their goals in individual one plans, goals tracked and monitored and intervention targeted and timely	Students have been closely monitored and are achieving within their own goals.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Our Aboriginal Learners are supported with additional funding through the Aboriginal Programs Assistance Scheme. In 2022 this has enabled us to support students with more access to intervention programs and 1:1 SSO support. These programs and 1:1 support have supported a number of students with both their learning and with feeling connected to our ACEO and the school community. This year ATSI students were involved in creating a new acknowledgement of Country and Indigenous school artwork. We aim to ensure our Aboriginal learners achieve the Standard of Educational Achievement (SEA) for reading and math in Progressive Achievement Test	These students are carefully monitored by their teachers and the AET over the school year with their learning achievement information recorded on the school's Scorelink data system.
Program funding for all students	Australian Curriculum	Collaborative planning to teach integrated inquiry topics enabled coverage and mapping of the curriculum. Use of the DfE tools for planning Units of work developed for each year level. Pedagogical practices implemented.	Teachers accounting for teaching of Australian Curriculum across all areas through professional learning activities and term and year planners.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Some funding converted to SSO hours to target small groups of learners	SSO tracked and monitored small group literacy programs and shared data.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

