



SCHOOL CONTEXT STATEMENT

Updated: April 2019

School number: 0971 & 1896

School name: East Torrens Primary School
Intensive English Language Centre

1. General information

- School Principal: Gael Little
- Deputy Principal: Assunta Alfano
- Year of opening: 2001
- Postal Address: 12 Robson Road, Hectorville 5073
- Location Address: 12 Robson Road, Hectorville 5073
- DECD Region: Campbell
- Geographical location – 8 km from CBD
- Telephone number: (08) 8337 1411
- Fax Number: (08) 8337 7243
- School website address: <http://www.ettorrensps.sa.edu.au/about-us/history/>
- School e-mail address: dl.0971.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes

School Profile:

East Torrens Primary School (ETPS) is located in the North Eastern suburbs of Adelaide. The school was established on the former Newton Primary School site in 2001 following the amalgamation of Hectorville and Newton Primary Schools. The school comprises of 10 mainstream classes, 7 Intensive English Language classes, OSHC Centre and also hosts 2 Special Education classes that provide specialised teaching and learning for 20 students. There are approximately 340 students currently enrolled across the 19 classes.

Our school facilities and extensive grounds offer plenty of spaces for students to enjoy; including a STEM room (Science, Technology, Engineering and Mathematics), large Gymnasium, extensive oval, Tennis courts, updated kitchen facilities, "Nature Play area"; featuring an established natural environment, sand-pit, grassed area, water play, vegetable garden and bike track. All students at ETPS are allocated with a chrome book upon enrolment which enables them to access online resources and further develop their ICT skills.

An 'Intensive English Language Program' (IELP) was established on site in 2006 to support the growing number of children arriving from overseas with minimal English. East Torrens Primary School celebrates the cultural and linguistic diversity within the school community with students represented from over 44 different cultural backgrounds. The school continues to develop its global connections through enriched experiences and understanding amongst IELP and mainstream students across all curriculum areas. Bilingual School Services Officers (BSSOs) support this program, offering interpreting and translation skills covering the most predominant languages.

Our Specialist Programs in mainstream classes include Italian and (First Language Maintenance - Hindi/Punjabi, Chinese, Korean and Arabic), Health & Physical Education and Science, Technology, Engineering & Mathematics (STEM).

The Site Improvement Plan continues to place a strong focus on high achievement in English and Mathematics, ensuring whole school pedagogy, powerful teaching and learning and a thorough understanding of 21st Century learning remains a priority. All staff work in Professional Learning Teams to support continuous improvement and consistency in practice across the site.

Students with disabilities, English as an Additional Language and/or Dialect (EALD), children under the Guardianship of the Minister and those with complex social/emotional needs are supported in a number of ways including, EALD focus teacher funding, School Services Officer (SSO) programs, and differentiated Negotiated Education and ILP plans which focus on individual learning needs. Additional programs implemented include 'Tumbling Teddies' (co-ordination program) and additional numeracy support for mainstream classes.

East Torrens Primary School staff is committed to providing a high quality education for all students. Stronger partnerships with the local pre-schools, schools and high schools have been developed to support a seamless and successful transition between educational settings.

February 2018 FTE student enrolment:

	2013	2014	2015	2016	2017	2018	2019
Mainstream	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1
Reception	24	21	20	22	25	18	25
Year 1	24	23	22	18	25	32	23
Year 2	27	35	29	24	22	25	38
Year 3	19	25	35	26	24	26	28
Year 4	17	19	28	24	28	16	28
Year 5	25	30	23	27	23	27	22
Year 6	29	24	30	17	24	26	28
Year 7	29	23	23	26	21	22	29
JP Special Class	8	8	8	8	8	8	8
Primary Special Class	12	12	11	11	12	12	11
TOTAL	194	200	210	203	212	212	240
IELC	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1	Term 1
Reception	34	11	13	19	20	17	13
Year 1	13	28	15	12	10	26	22
Year 2	11	21	16	11	9	15	13
Year 3	12	11	14	10	9	5	14
Year 4	11	10	13	8	7	11	13
Year 5	8	5	6	7	7	8	9
Year 6	12	3	4	3	4	8	8
Year 7	6	3	3	5	6	2	6
TOTAL	107	92	86	75	72	92	98

School Card Approvals 92 approximately

NESB Total 78%

ATSI FTE Enrolment 12

Guardian of the Minister 5

- **Student enrolment trends:**

Enrolment numbers are stable with a slight increase to 340 students.

- **Staffing numbers (as at February census):**

- Tier 1 – Basic teacher allocation: 10 FTE mainstream, 7 IELC FTE, 2 special class teachers, 5 specialist teachers
- Tier 2 – Mother Tongue Maintenance 0.2 Punjabi and Hindi, 0.1 Chinese and 0.1 Arabic and Korean.
- Full time EALD teacher.
- Principal, 3 Senior Leaders (IELC Senior Leader and Student Wellbeing)
- Teaching and Learning in the 21st Century Learning Pedagogy.
- 18 part and fulltime School Service Officers.
- A groundsman from 'Programmed Maintenance' two days a week.
- We employ an IT technician from IPAU two days a week.

- **Public Transport Access:**

Access to the city via Bus stop 20 using buses 179, 171 and 172.

- **Special Site Arrangements:**

Eastern Zone Primary Soccer Association is based at the school and weekly matches are held during Terms 2 & 3.

The school integrates two district Special Education classes from Reception to Year 2 and Years 3 to Year 7. Special Education has a major role within the school.

2. **Student Wellbeing Information**

General Characteristics:

The school is culturally diverse with students from over 44 different countries with a large percentage of students coming from non-English speaking backgrounds. The school presently has 78% of students who identify with a Language Other Than English and 12 students who identify with the Aboriginal / Torres Strait Islander cultures.

The school population is comprised of students from a range of family groupings including single parent, extended and nuclear. The student population is characterised by an increasing level of student transience.

Our main transition high schools for this zone include Charles Campbell College and Norwood Morialta High School. Some families enrol in Independent Schools.

- **Student Well-being Programs:**

Child Protection Program, 'What's the Buzz', 'Kimochis', Lunch time play activities including Lego Club, Chess Club, Wheels Wednesday, Computer Club and Sporting competitions.

- **Student Support Offered:**

The school employs a 0.6 Student Wellbeing Coordinator to support and monitor the wellbeing and attendance of all students. Federal funding provides a part-time Pastoral Care Support worker who is regularly involved in lunch-time activities, additional classroom/literacy support and assisting parents to connect with outside agencies to further support their child's needs. The school has a strong Student Representative Council (SRC) which provides a vital forum for student voice and decision making about their school.

- **Student Executives and Representatives:**

All students in Reception to Year 7 participate in weekly class SRC class meetings. A democratically elected Student Council meets to discuss issues raised by the students. The executive council meet regularly with the Student Wellbeing Coordinator as a 'student voice representative' passing on recommendations to staff and action new student initiatives.

- **Student Management:**

The school has a clearly stated Student Well-being Policy, which is regularly monitored and reviewed. There is a strong emphasis placed on 'positive reinforcement' and assisting students to understand and accept responsibility for their own actions and choices. Restorative practices are used across the school.

- **Special Programs:**

'What's the Buzz?', Tumbling Teddies (Coordination Program), Robotics and R - 3 Intervention Program.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

The school Site Improvement Plan 2016 – 2020 documents strategic initiative aimed at maximising student learning outcomes and student targets for improvement.

- **Recent key outcomes:**

The school underwent an External Review in March 2016 which highlighted four key directions that are being implemented across the school to support improvement in Literacy and Numeracy student outcomes.

These are:

1. Monitor and moderate student progress against the Australian Curriculum achievement standards, by developing a coherent whole-school approach to the use of summative and formative assessment.
2. Ensure all students are well-supported to achieve the DECD Standard of Educational Achievement by utilising an agreed suite of diagnostic assessments to design intervention strategies and track progress.
3. Build strong partnerships for powerful learning by ensuring teachers, students and parents share expectations, set goals and work together to support improved learning outcomes.
4. Transform the collaborative work of staff by ensuring professional learning teams (PLTs) are used to build the school's capacity to focus on learning improvement as a shared endeavour.

4. Curriculum

- **Subject Offered:**

Subjects are in line with the Australian Curriculum for English, Mathematics, Humanities and Social Sciences, Italian, The Arts, Digital and Design Technologies, Science and Health and Physical Education.

Teachers are developing their understanding of the General Capabilities and the use of Digital Technologies.

The development of Literacy and Numeracy skills, together with skills for living and working in a global society, are seen as a high priority to maximise long term opportunities for students.

- Open Access / Distance Education provision: N/A
- **Special Needs/Funding:**
 - 2 Area Special classes
 - English as an Additional Language and/or Dialect (EALD)
 - Students with Disability funding (SWD) Inclusion
 - R - 3 Intervention
 - Quicksmart
- **Special Curriculum Features:**
 - R-7 First Language Maintenance Programme (Hind/Punjabi, Chinese, Korean and Arabic)
 - Physical Education
 - Languages (Italian) Mainstream and Special classes
 - Science (R-7)
 - SAPSASA sporting events
 - Debating

We place a strong emphasis on the successful development of literacy and numeracy skills. Classroom teachers integrate the use of technology into all areas of the curriculum. Each classroom has an Interactive Whiteboard and/or large screen television to use as a tool to assist student learning.

We have a number of computer pods in learning areas across the school and every student has access to their own chrome book.

A wide variety of current pedagogies are used according to student needs and curriculum emphasis.

Social skill development is encouraged through all curriculum areas and students take responsibility for their learning and the choices they make.

- Student Assessment Procedures and Reporting

Student assessment data is submitted in line with current DECD Reporting and Assessment Guidelines. All data is collected through observation, anecdotal records, checklists, work samples, assignments and formal and informal testing.

 - NAPLAN for Years 3, 5, & 7 students.
 - Parent/Teacher Interviews are held during Term 1.
 - PAT R and Pat M Testing for Years 3 – 7 are held during Term 3.
 - Running Records ongoing throughout the year
 - Student reports are provided at the end of Term 2 and Term 4.
 - EALD Scales.
 - Analysis at the Early Years PAT data.
 - Testing by guidance Officer and Speech Pathologist.

5. Sporting Activities

All students from Reception to Year 7 have regular fitness and skills lessons as part of the Health and Physical Education curriculum with a specialist PE teacher. The school accesses various outside agencies and Sporting Associations for specialist instruction clinics and after school sports throughout the year.

Our annual Twilight Sports Day is held in Term 1 and focuses on skills acquisition and participation.

All students in Year 3-7 have the opportunity to play soccer for the school as part of the Eastern Zone Soccer Competition. The school also has teams competing in the local basketball league and in various Torrens River SAPSASA competitions.

6. Staff

• Leadership Structure

Principal, Senior Leader 1; Teaching and Learning for 21st Century, Senior Leader 1; Intensive English Language Student Wellbeing Coordinator, Finance Manager.

• Staff Support Systems

All staff work collaboratively in line with the values of the school; Excellence, Community, Empathy and Respect. Our Junior Primary and Primary teachers work as a team to support well-being and learning needs. Training Development opportunities are based on school priorities, curriculum pedagogy, student learning needs and individual staff needs.

• Performance Development

All staff members meet twice a year with a member of the Leadership Team. Line management is shared by members of the leadership team.

In 2019 East Torrens are using the new DofE Performance Development Structure template with all staff.

• Staff Utilisation Policies

Tier 2 salaries are used to provide individual or small group support to students. Ancillary staff provides clerical support to the school and curriculum support for individual students on a Negotiated Education Plan.

All staff are encouraged to share their knowledge and expertise and to develop new skills through undertaking different roles and responsibilities where possible.

• Access to Specialised Staff

Students are involved in a rigorous pre-referral and testing process. Students are referred to the Felixstow Office staff for assessment by classroom teachers as the need arises.

The school works with a range of other interagency supports including Autism SA, Novita and Disabilities SA.

Many students access NDIS funding for specialist support from Occupational and Speech Therapists, Physios and Psychologists.

7. Incentives, Support and Award Conditions for Staff

East Torrens Primary School is situated in the North Eastern suburb of Hectorville, Adelaide. All teachers have class laptops and interactive whiteboards to access the full range of learning opportunities available to them to support student learning.

8. School Facilities

• Buildings and Grounds

East Torrens Primary has large attractive grounds that are well maintained. School facilities include tennis/basketball courts, upgraded garden areas, two large sandpits and extensive playground areas.

The school has also undergone extensive refurbishment programs in recent years including a large STEM Room, modern Gymnasium, Food Education Centre and Resource Centre. A Nature Play Area was established, giving students another area to play during recess and lunch. The Nature Play area also features a herb and vegetable garden which the students use in cooking lessons at times.

• Heating and Cooling:

All buildings have heating and cooling.

• Staff Facilities:

The school has a well-appointed staff room and excellent facilities for staff.

• Access for Students and Staff with Disabilities:

There is disabled access via ramps to all buildings for student and/or staff use including wheelchair accessible toilet facilities.

• Access to Bus Transport:

East Torrens is situated on Montacute Road where there is easy access to the Trans Adelaide Bus Network. Bus stop 20 has a bus route from there to the city centre using bus 179, 171 and 172.

9. School Operations

• Decision Making Structures:

Decision making is shared between the Principal, Personal Advisory Committee, Staff, Governing Council and Student Representative Council.

The staff meets formally each week for staff meetings which include a training session and a shorter administration session. All discussion is minuted and decisions recorded as 'action statements'. Staff has assigned responsibilities in relation to curriculum areas and the school's Site Improvement Plan.

The Governing Council is an important part of the school and oversees the running of the school, meeting twice a term.

Students have regular input in decision making opportunities through the Student Representative Committee.

• Regular Publications

Daily staff bulletin and fortnightly school newsletter

• Other Communication

Families Information Booklet and Enrolment Package, Staff Information Book, TRT Information folder, School Website

• School Financial Position

The school is in a sound financial position.

10. Local Community

- **General Characteristics**

East Torrens Primary School is situated in Hectorville amongst a diverse and dynamic community with many new homes and ongoing urban development.

- **Parent and Community Involvement**

- Governing Council Representatives
- Weekly school banking and canteen volunteers

- **Feeder or Destination Schools**

Campbelltown Preschool, Athelstone Preschool and Il Nido Children's Centre are the main feeder kindergartens for East Torrens Primary School.

Transition programs are offered for enrolling Reception students, Special Class students and Year 7 students going into High School.

- **Commercial/Industrial and Shopping Facilities**

- Newton Central Shopping Centre
- Centro Newton
- Firlie Plaza
- Glynburn Plaza

- **Local Government Body:**

The school's local government body is the City of Campbelltown Council (08) 8366 9222.

East Torrens Primary School has a good working relationship with the local council and we are always striving to enhance this relationship.