

# SCHOOL CONTEXT STATEMENT



Government of South Australia  
Department for Education

**School Site Number:** 0971 & 1896

**School Name:** East Torrens Primary School & Intensive English Language Centre

## 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 9 mainstream classes, 8 Intensive English Language classes, 2 Special Education classes that provide specialised teaching & learning for students with disabilities, and an OSHC Centre. Currently, we have 335 students enrolled. Our school demographic and ethnic profile is diverse and our collective shared vision is that East Torrens continues to operate as a strong world-class learning community that is inclusive of all students and their cultural identity. Our core values are Respect, Empathy, Excellence, and Community.

The school population includes 4.9% Aboriginal students, 23% students with disabilities, 73% students with English as an additional language or dialect (EALD) background, 2% children/young people in care, and 35% of students eligible for School Card assistance.

In 2020, schools across the globe faced the unprecedented challenge of addressing the ever-changing complexities and impact as a result of Covid-19. Our school leadership and staff worked very hard to provide up-to-date and timely information from the Department for Education as well as providing advice and support to our school community and those families who have been significantly impacted. Despite the challenges of COVID-19 over the last two years, the East Torrens community, staff, and students are to be commended for their support as a school, in what was a very challenging time for all.

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, oval, tennis courts, updated kitchen facilities, 'Nature Play' area; featuring an established natural environment, incorporating a sand-pit, grassed area, water play, chicken house, vegetable garden, and bike track.

Digital technology is an integral part of our curriculum program. Each classroom and learning space has been fitted with Interactive Whiteboards or Smart TVs and all students are allocated with a chrome book upon enrolment which enables them to access online resources and further develop their ICT skills. Professional Development for staff is regularly provided to ensure our staff are continually developing and honing their ICT skills.

The '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 46 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, and Korean), Health & Physical Education, and Science, Technology, Engineering & Mathematics (STEM).

The School Improvement Plan continues to place a strong focus on high achievement in English and Mathematics, ensuring whole school pedagogy, and powerful teaching and learning. The school was part of an external review process in 2020, receiving a successful commendation. All staff work in Professional Learning Teams to support continuous improvement and consistency in practice across the site.

Students with complex social/emotional needs, learning disabilities, English as an Additional Language or Dialect (EALD), and 'Children in Care' are supported in a number of ways. The school provides EALD focus teacher funding and School Services Officer (SSO) support with a focus on the student's individual learning needs. Additional programs that have been implemented include a 'Tumbling Teddies' (coordination program) and early intervention with targeted support in Literacy and Numeracy.

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.

# 1. General information

- **School Principal name:** Lynette Simons
- **Senior Leader:** Assunta Alfano
- **Senior Leader IELC:** Yiota Chronis
- **Year of opening:** 2001
- **Postal Address:** 12 Robson Road, HECTORVILLE S.A. 5073
- **Location Address:** 12 Robson Road, HECTORVILLE S.A. 5073
- **DECD Region:** Campbell Partnership
- **Geographical location – i.e. road distance from GPO (km):** 8km from CBD
- **Telephone number:** (08) 8337 1411
- **Fax Number:** (08) 8337 7243
- **School website address:** <https://www.ettorrensps.sa.edu.au/>
- **School e-mail address:** [dl.0971.info@schools.sa.edu.au](mailto:dl.0971.info@schools.sa.edu.au)
- **Child Parent Centre (CPC) attached:** No
- **Out of School Hours Care (OSHC) service:** Yes
- **February FTE student enrolment:**

	2019	2020	2021	2022	2023
<b>Mainstream</b>	<b>Term 1</b>	<b>Term 1</b>	<b>Term 1</b>	<b>Term 1</b>	<b>Term 1</b>
Reception	25	34	46	33	32
Year 1	23	29	37	43	34
Year 2	38	28	29	31	30
Year 3	28	40	25	23	24
Year 4	28	35	36	20	27
Year 5	22	29	32	35	19
Year 6	28	25	38	28	38
Year 7	29	41	30	N/A	N/A
<b>JP Special Class</b>	8	8	8	8	8
<b>Primary Special Class</b>	11	12	12	12	12
<b>TOTAL</b>	240	261	287	233	224

	2019	2020	2021	2022	2023
IELC	Term 1	Term 1	Term 1	Term 1	Term 1
Reception	13	21	17	5	11
Year 1	22	17	26	12	30
Year 2	13	22	15	8	17
Year 3	14	18	5	9	15
Year 4	13	10	11	7	10
Year 5	9	10	8	5	17
Year 6	8	7	8	10	11
Year 7	6	6	2	N/A	N/A
<b>TOTAL</b>	98	111	92	56	111

**School Card Approvals** 35%

**NESB Total** 73%

**ATSI FTE Enrolment** 4.9%

**Children in Care** 2.2%

- **Student Enrolment Trends:**

Enrolment numbers remain steady.

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

- Tier 1 – Basic teacher allocation: 9 FTE mainstream, 8 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
- Aboriginal Community Education Officer (2 days per week) and Aboriginal Education Teacher (2 days per week)
- Part-time EALD teacher.
- Principal, 3 Leaders (IELC Senior Leader and Student Wellbeing & Teaching and Learning in the 21st Century Learning Pedagogy)
- 25-part time and full-time School Service Officers
- A groundsman from 'Programmed Maintenance' two days per week.
- IT technician from IPAU two days per 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 on school grounds and weekly matches are generally held during Terms 2 and 3. National Karate and SA Church Basketball also use the school gymnasium during the week.

The school integrates two district Special Education classes from Reception to Year 2 and Years 3 to Year 6.

## 2. Students (and their welfare)

### General Characteristics

The school is culturally diverse with students from over 47 different countries with a large percentage of students coming from non-English speaking backgrounds.

73% of students at the school identify with a language other than English and 4.9% of students 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.

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

- **Student Well-being Programs**

Child Protection Curriculum, 'Kimoichis', lunch-time play activities including Lego Club, Aboriginal Student Club, Chess Club, Wheels Wednesday, and Sporting competitions and clinics.

- **Student Support Offered**

The school employs a full-time 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.

- **Student Management**

The student Behaviour Education program focuses on a positive and supportive learning environment and includes a requirement to comply with the School Behaviour Policy, School Dress Code, and the school's Acceptable Use Policy for internet access. Student Behaviour procedures are clearly articulated in the school policy. There are two main components to behaviour procedures. These are 1) creating a positive, success oriented environment (proactive) and 2) logical and consistent consequences for inappropriate behaviour (reactive and restorative).

- **Student Government**

The school has a strong Student Representative Council (SRC) which provides a vital forum for student voice and decision making about their school. All students in Reception to Year 6 participate in weekly class SRC class meetings. A democratically elected Student Council meets to discuss issues raised by the students. The executive council meets regularly with the Student Wellbeing Coordinator as a 'student voice representative' passing on recommendations to staff and action new student initiatives.

- **Special Programmes**

'Kimochis' (emotional well-being), Tumbling Teddies coordination program, Quick Smart Maths, EALD support, First Language classes for Chinese, Arabic, Hindi and Punjabi. Literacy and Numeracy are our main priorities. To support these two goals, the school employs an additional teacher three days a week in Early Intervention (Years R – 3) across the year.

### **3. Key School Policies**

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

The School Site Improvement Plan 2022 – 2024 documents strategic goals in Literacy and Numeracy aimed at maximising student learning outcomes and student targets for improvement.

- **Recent Key Outcomes:**

The school underwent an External Review in March 2019 which highlighted key directions that are being implemented across the school to support improvement in Literacy and Numeracy student outcomes. These outcomes will be reviewed again this year.

Please see the 2022 Annual Report for recent achievements. Our updated Annual report is listed on our school website.

## 4. Curriculum

Subject offerings: 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:**
  - 2 Special classes
  - English as an Additional Language and/or Dialect (EALD)
  - Students with Disability funding Inclusion
  - Reception to Year 3 Literacy Intervention
  - Quick smart Maths
  
- **Special Curriculum Features:**
  - R-6 First Language Maintenance Programme (Hind/Punjabi, Chinese, and Korean)
  - Premier's Reading Challenge
  - Languages (Italian) Mainstream and Special classes
  - STEM (R-6)
  - SAPSASA sporting events
  - ICAS Testing

Each year students are able to enter the International Competition and Assessment for Schools (ICAS) in English, Writing, Science, Mathematics, Digital Technologies, and Spelling.

We place a strong emphasis on the successful development of Literacy and Numeracy skills with two additional teachers provided from the school budget to work alongside staff to enable higher achievement in Literacy and Numeracy.

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.

Students from Reception to Year 6 have access to a chrome book to support school learning. These laptops are provided by the school at no cost to parents.

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.

- **Teaching methodology:**

Professional Learning Teams (PLTs) for staff who are teaching similar year levels are released three times each term to work together to examine student achievement data in Literacy and Numeracy. Teachers work collaboratively to plan and assess student learning exploring how they can improve their teaching practice and raise student achievement standards in these critical areas.

ICT is a key part of the school's teaching methodology.

- **Student Assessment Procedures and Reporting**

Student assessment data is submitted in line with current DfE 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 and 5 students.
- Parent/Teacher Interviews are held during Term 1.
- PAT R and Pat M Testing for Years 1 – 6 are held during Term 3.
- Running Records ongoing throughout the year
- Student reports are provided at the end of Term 2 and Term 4.
- LLL Levels reported
- Analysis of the Early Years PAT data.

## 5. Sporting Activities

All students from Reception to Year 6 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.

Additional lunch time sporting activities are organised and run by our Physical Education staff. Our annual Sports Day is held in Term 1 and focuses on skill acquisition and participation.

The school also has teams competing in the local basketball league and in various Torrens River SAPSASA competitions including rugby, soccer, football, basketball, netball, and cricket.

## 6. Other Co-Curricular Activities

- Lunch-time student clubs are highly valued at East Torrens Primary School and we have various clubs available every week for students to access.

These include Lego club, Aboriginal Nunga Club, Sporting activities, bike riding, chess, and reading, all of which are supervised by teachers.

Book week celebrations, Harmony Day/Anti-bullying assemblies, the Oz Asia Festival, and Reconciliation & NAIDOC week are all annual events the school regularly participates in.



## 7. Staff (and their welfare)

- **Staff Profile**

East Torrens Primary School has approximately 75 staff comprising of school leaders, teachers, School Support Officers (SSOs), and bilingual support staff (BSSOs). There is limited turnover in staff and a good mix of younger and more experienced staff.

- **Leadership Structure**

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

- **Staff Support Systems**

ETPS has a weekly staff meeting with a strong focus on professional development in line with the School Improvement Plan. Staff are rostered to chair meetings, time keep and take minutes. Our staff are encouraged to discuss, share and enable each other to make decisions around minor and major areas of concern. Year-level teams meet regularly to collaboratively plan and program. Staff can run their own professional development sessions on Wednesdays and Thursdays, voluntarily taking turns to lead, plan and attend after school training sessions throughout the year.

- **Performance Management**

All staff members meet twice a year with a member of the Leadership Team. Line management is shared by members of the leadership team. Professional Development meetings are arranged using the DfE Performance Development Structure.

- **Staff Utilisation Policies**

School support staff are involved in supporting students with special needs, classroom support, Resource Centre facilitation, Information Technology, receptionist duties, and clerical and finance administration.

Tier 2 salaries are used to provide individual or small group support to students. Ancillary staff provide clerical support to the school as well as additional curriculum support for individual students on a One 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**

East Torrens Primary School follows the agreed Department processes for referring students for additional support. This is managed by the Senior Leader. Department for Education provide support services including Speech Pathology, Educational Psychologist, Behaviour Coach, and Special Educator. Students who have been assessed and approved for additional support receive a One Plan developed collaboratively with the class teacher, parents/caregivers, the student, and specialist support staff.

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

Many students access NDIS funding and receive ongoing specialist support from Occupational and Speech Therapy, Behaviour Coaches, Physiotherapy, and Psychology.

## **8. Incentives, support and award conditions for Staff**

Staff access Department for Education policies in regards to working conditions and awards.

## **9. School Facilities**

- **Buildings and Grounds / Specialist and Student Facilities**

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 vegetable and herb garden which is utilised seasonally.

- **Heating and Cooling**

All buildings and service areas have heating and cooling facilities.

- **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 buses 179, 171 & 172.

## 10. 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. School leaders meet weekly and staff meetings are also held weekly giving staff the opportunity to make a range of decisions in year level teams and sub committees. School support officers meet three times per term to discuss relevant important staffing and school information.

The Governing Council meets twice a term and the OSHC Team also meet regularly. Staff committees such as SIP committees, PAC, WHS, and other groups meet on a needs basis.

- **Regular publications:**

The school newsletter is produced every three weeks and is uploaded onto the website and Skoolbag app. Teachers electronically communicate with families through SeeSaw, and Google Classroom. All class teachers provide class newsletters/term overviews at the beginning of each term for their class families.

- **Other Communication:**

Staff and Parent Handbooks are revised and produced annually and a digital copy is available on the school website. Email access is available for all staff and the upper primary students.

- **School Financial Position:**

The majority of our funds are expended on supporting the curriculum and maintaining and upgrading facilities. The school is in a good financial position.

# 11. 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**

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

- **Feeder or Destination Schools**

Our main feeder preschool is Campbelltown Preschool.

Transition programs are offered for enrolling Reception students, Special Class students, and Year 6 students transitioning into High School. Our zoned high schools are Charles Campbell College, Morialta Secondary College, and Norwood International High School.

- **Commercial/Industrial and Shopping Facilities**

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

- **Other Local Facilities**

- The ARC Recreation Centre
- Red Mill Café
- Campbelltown Library
- City of Campbelltown Council

- **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.