

# SCHOOL CONTEXT STATEMENT

Updated: 03/17

**School number:** 0993

**School name:** Marion Primary School

**School Profile:**

## 1. General information

- School Principal name: Cheryl Ross
- Year of opening:

The school established in 1972 as the surrounding area was opened to new housing development. It is located west of Marion Rd and south of the City to Seaford rail link.

With the development of the Southern Expressway, the school provides easy access for students from southern suburbs whose parents commute to work or study at Flinders University.

Students come from neighbouring suburbs including Marion, Mitchell Park, Sturt, Darlington and Oaklands Estate.

The school's catchment area is loosely bounded by:

- City – Seaford line to the south
- City – Tonsley Park

- Postal Address: 2-22 Malcolm Ave., Marion 5043
- Location Address: 2-22 Malcolm Ave., Marion 5043
- DECD Portfolio: Noarlunga 1
- DECD Partnership: Marion Inland
- Geographical location – i.e. road distance from GPO (km) : 10kms
- Telephone number: (08) 8277 2293
- Fax Number: (08) 8374 0957
- School website address: [www.marionps.sa.edu.au](http://www.marionps.sa.edu.au)
- School e-mail address: [dl.0993.info@schools.sa.edu.au](mailto:dl.0993.info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) Service:

Before School Care 7:00 – 8:30am Monday – Friday

After School Care 3:15 – 6:00pm Monday – Friday

Vacation Care: 7:00am – 6:00pm

OSHC provides whole day care on Pupil Free days

February FTE student enrolment: 159

Male - 90

Female - 99

<b>Year Level</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Rec</b>	16	15	19	21	35
<b>Year 1</b>	17	17	12	20	23
<b>Year 2</b>	12	14	18	23	23
<b>Year 3</b>	15	18	19	17	27
<b>Year 4</b>	17	16	16	22	16
<b>Year 5</b>	12	15	17	18	24
<b>Year 6</b>	16	13	18	20	21
<b>Year 7</b>	28	16	10	18	20
<b>Total</b>	133	124	129	161	189

EALD 52

Aboriginal FTE Enrolment 17

School Card 42% (2016)

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- Student enrolment trends: Enrolments show steady annual growth over the last five years.
- Staffing numbers (as at February 2017 census):

There are currently eight classes R-7 of multi-grade levels.

Principal	1.0	<u>Ancillary:</u>	
Deputy Principal	0.5	AEW	7hrs
Teachers	9.8 FTE	SSO	179hrs
		GSE	18hr

- Public transport access: Marion Primary School is located 5 minutes walk to bus stops on Marion Rd., Bus M44 or M44C to Marion Road Stop 26. Marion Rail Station (Seaford line) is 8-10 minutes walk.
- Special site arrangements:  
We are included in the Noarlunga 1 Portfolio as part of the Marion Inland Partnership of schools.

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

- General characteristics:  
The school currently enrolls approximately 189 students. A high level of transience is experienced due in part to mobility of families in short term rental accommodation and parents who are students at Flinders University completing their studies. The students are currently placed in 8 composite classes from Reception to Year 7.

The school provides an extended transition program for children who will begin school in the following year. It has initiated an approach to transition called the GREAT Program (Get Ready Engage And Thrive) which is run for 2 hours on each Friday morning from mid-term 1 to mid-term 4. Children who have turned four who enrol at the school to commence in the following year join with the Reception teacher and experience literacy, numeracy and coordination fun in a play-based program. In Term 4, these children along with other children who will also begin school in the following year experience an orientation to school, visiting their new classroom over four visits in Term 4 increasing in time each subsequent week.

The school also connects with new families through a Playgroup organised on Friday mornings that coincides with the GREAT Program.

Buddy class programs are organised fortnightly.

Year 7 students continue their education at a diverse number of secondary schools. Some of the school's Year 7 students will continue to Hamilton Secondary College. The college provides an introductory program for all Year 6 & 7 students. All secondary schools provide their own transition programs for enrolling students.

There is a diversity of cultural backgrounds from more than 14 countries represented in the school with over 30 students currently receiving English as a second Language or Dialect support.

In 2016, 42% of students received School Card support and 14 students who were provided with Special Education support had a Negotiated Education Plan.

- Student well-being programs:  
The school is a KidsMatter school with a focus in 2017 in Helping Children Experiencing Mental Health Difficulties. Targeted social skills programs include Play Is the Way; What's the Buzz and Program Achieve - Resilience.  
A focus on protective behaviours is supported through each class teaching units from the Child Protection Curriculum.

In 2014 a values process provided opportunity for staff, students and parents to contribute to the review of existing stated values and consider those that were more relevant to the community. The values of Courage, Harmony and Integrity were identified and have embedded in the life of the school through student activities and programs.

- Breakfast Club run by volunteers through Kick Start 4 Kids is open to any student currently four days a week.
- Student support offered:  
A Pastoral Care Worker will be appointed to the school for 9 hours a week from Term 2, 2017. The PCW will be available on designated mornings to support families, students and staff.
- Student management:  
The school has a consistent whole school approach to behaviour education that enables students to fully engage in their learning. A restorative approach is used between students in assisting them in solving problems. The Marion Primary School Code of Behaviour is signed by all families to ensure children, staff and visitors to the school have a safe, harmonious and productive learning environment in which to work and play.
- Student voice:  
Students at all levels of schooling are encouraged to be involved in contributing to decisions about their own learning, classroom management and organisation. They contribute to whole school decision-making through structures such as Student Representative Councils .  
All classes hold regular class meetings with SRC meetings held fortnightly.  
  
All Year 5-7 students are trained as Peer Mediators with students volunteering to support minor problem solving between students at play times.
- Special programmes:
  - The school has a strong focus on Music with opportunities for students to
    - ~ Learn an instrument (violin, viola, cello) from Year 3 – 7. This includes an ensemble for more experienced students
    - ~ Senior Choir for students from Year 5-7 who perform in the Primary Schools' Music Festival
    - ~ Junior Choir for all students from Year 3 & 4.
    - ~ Ukelele troupe (for Year 6/7 students)
  - Multimedia and Digital Technology is taught by a specialist teacher
  - Specialist Physical Education & Health programs are run by a specialist teacher.

### 3. Key School Policies

Site Improvement:

Key priorities in the schools SIP include:

#### Literacy

A consistent, whole school approach to Literacy is embedded, achieving growth by all student through improving engagement and skills and competencies in:

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- Reading comprehension focussing on interpreting information, inferring and using multimodal texts.

Increase staff capacity in embedding strategies that support surface to deep & transfer of learning.

Differentiated learning experiences for all students as part of Wave 1 programs; learner needs for Wave 2 & 3 targeted intervention identified and resourced.

Home/school partnerships strengthened through provision of opportunities for parents/ caregivers to be more involved in their children's learning.

## **Numeracy/Mathematics**

Improved teacher capacity and confidence to ensure all students' engagement and skills in

- Fluency (incl. automaticity, efficiency, accuracy)
- Problem Solving
- Base 10 understanding
- Using Mental strategies

All teachers confidently design rich maths tasks that stretch all learners.

Ensure regular analysis of assessment information and data informs teaching & learning programs and intervention strategies.

## **PEDAGOGIES & ENVIRONMENTS FOR EFFECTIVE LEARNING THROUGH STEM**

Build teacher capacity and confidence in planning, teaching, assessing in STEM through an inquiry cycle that incorporates Critical & Creative Thinking Skills.

Ensure higher levels of student engagement by incorporating their perspectives into learning programs

- Volunteers Policy – the school is fortunate to have the support of many volunteers who assist in the running of the Canteen, organisation of resources and support of student learning. A Volunteers Policy, Induction Guidelines, Agreement and Information Handbook provide a clear understanding by all parties of the role and nature of this commitment. DCSI Child Related Employment Screenings are not required for parents who assist in their own child's class e.g. with listening to reading however DECD requires volunteers who are not parents or those parents who assist in areas such as the Canteen or on Governing Council to have a Child Related Employment Screening through DCSI. The school pays for screenings for its volunteers.
- Recent key outcomes:
  - Students were supported in high quality class and intervention programs that included:
    - ~ Introduction of TooSmart Maths Intervention Program for Year 2/3
    - ~ QuickSmart Maths Intervention Y4-6;

- ~ Participation by 3 staff in Partnership professional development – Natural Maths – which will be part of whole staff learning in 2017;
  - ~ All class teachers completing assessment and moderation of two writing samples for each student (Literacy Levels);
  - ~ Development of Whole School Agreements in Writing and Reading;
  - ~ Participation with Partnership schools by all class teachers in moderation of mathematics tasks and work samples;
  - ~ More effective use and analysis of student learner data through use of a data management system – *MarkIt*;
  - ~ All Year 2-7 students completed Progressive Achievement Tests (PAT) in Reading Comprehension & Maths. Y3-7 completed PAT Vocab & Spelling. This information was analysed and recommendations made for 2017 priorities at the Term 4 Pupil Free Day;
  - ~ Reading support program (R-4) enabled teachers to work with individuals or small groups;
  - ~ We hosted *Essilor Foundation's* first whole-school vision screening in SA; Approximately 32% of students required follow-up visits to optometrists with several receiving free glasses;
  - ~ Our GREAT (pre-school transition to school) program continues to develop and provide great opportunity for our first learners' smooth introduction to our school.
- The Final Report of the External School Review was received and released to our community. Directives reinforced our directions ensuring continual improvement in Literacy and Numeracy.
  - Parent involvement and participation was a priority as part of our implementation of the *KidsMatter* focus - Parenting Support & Education. Innovations included:
    - ~ Introduced MGM Wireless School Star app, improving communications with families
    - ~ Open-class Afternoon in Term 2
  - Teacher/parents' morning teas following student run assemblies. 100% of our students participated in the Premiers Reading Challenge for the 6<sup>th</sup> consecutive year.

## 2016 NAPLAN PROFICIENCY

### Reading proficiency above National Minimum Standard

- Year3: 82% 2016 < 2015 86% 2014 72%; (This cohort achieved 50% at/near DECD Standard Education Achievement (SEA) in Running Record Levels 2015 benefitting from continued intervention and explicit teaching.
- Year5: 79% in 2016, as Year3's 2014 achieving 72% NMS.
- Year7: 67% of 2016 Year 7s achieved NMS; as 2014 Year 5s 61%. 24% of this cohort identify as having a disability according to the *DECD* criteria.

### Numeracy proficiency above National Minimum Standard

- Year3 2016 53% < than 2014-15. In 2016 TooSmart Intervention was introduced at Y2/3 to boost quick thinking in basic computation. Priority in 2017 aims to improve quick thinking, deep thinking in problem solving and vocab & comprehension of Maths language.

- Year5 2016 68% and in 2014 as Year3s = 67%.
- Year7 2016 67% shows little change in NMS across 2014-2016. As Year5 in 2014, 56% of this cohort achieved NMS.

## **NAPLAN PROGRESS**

### Reading

- Year 3-5 just below State average at Upper level. From 2017 aim to lift Low progress so more learners achieve Mid/Upper level.
- Upper progress in Reading Years5-7 shows higher than State. 2017 aim to ensure less students in Low level.

### Numeracy

- Significant Mid to Upper progress at Years3-5 81% (State 75%) and Years5-7 84% (State 75%)
- Current intervention strategies & direct instruction approach support learner growth and problem solving focus.

## **UPPER 2 BANDS**

### Reading

- Year 3 24% in 2016 (& average 2014-16)
- Year 5 21% in 2016 (& average 2014-16)
- Year 7 similar 22% 2016 to 26% average 2014-16

### Numeracy

- Year 3 19% like average across 2014-16
- Year 5 decrease 2016 11% to average 2014-16 16%
- Year 7 2016 33% higher than average 2014-16 24%

## **DECD SEA - Additional Assessments**

**Running Records** shows higher numbers of students in Year 1 & 2 achieving DECD SEA indicating success of releasing teachers to provide intensive 1:1 support for students struggling to achieve SEA.

- 2015 Year1 59%      2016 Year1 74%
- 2015 Year2 50%      2016 Year2 69%

## 4. Curriculum

- Subject offerings:  
The Australian Curriculum is the framework for the following subjects:
  - English
  - Mathematics
  - Science
  - The Arts (in 2017 a focus on Music, Dance)
  - Humanities and Social Sciences (History, Geography, Civics & Citizenship and Economics & Business)
  - LOTE – Spanish
  - Health & Physical Education
  - Technology - Design & Technologies and Digital Technologies
- Special needs:
  - English as a an Alternative Language or Dialect (EALD) support for students for whom English is not their first language
  - MultiLit Reading intervention program
  - QuickSmart Maths intervention program
  - TooSmart Maths intervention program
  - Individual Learning Plans for Wave 2 and 3 support programs
- Special curriculum features:
  - The Arts focus (Music, Dance)
  - LOTE Spanish
  - Music programs including Instrumental Music – violin, viola and cello; Senior & Junior Choirs; Ukulele
- Teaching methodology:  
At Marion Primary School, effective teaching and learning is provided through establishment of safe learning conditions in which students take a proactive role in goal setting and reflection on their learning.  
  
Teachers seek feedback on aspects of their teaching through a process of engaging with “critical friends” who observe and provide feedback to negotiated aspects of lessons.
- Student assessment procedures and reporting:  
The Assessment and Reporting system underpins teaching and learning by providing timely and relevant feedback for and of learning to teachers, students, parents and caregivers.



Reporting to parents includes:

- Acquaintance evening at the beginning of Term 1
- Curriculum overviews at the commencement of each term
- Interviews at the end of Term 1 (3-way interview for middle/senior students)
- Written reports at the end of Term 2 and Term 4

## 5. Sporting Activities

- The school affiliates with SAPSASA enabling students to participate in Country and Metropolitan competitions including
  - State Championships in Athletics, Diving;
  - District competitions in a variety of sports including netball, football and cricket.

Parents as Coaches and Team Managers and under the guidance of a Sports Committee coordinate a number of after school sports. Team sports include:

- Netball
- Football
- Soccer
- Cricket
- Basketball

Other sports are organised where student interest warrants and parent coaches are available.

The school invites sporting groups into the school to conduct coaching clinics throughout the year..

## 6. Other Co-Curricular Activities

- Lunchtime activities;
- Primary School Festival of Music Choir.

## 7. Staff (and their welfare)

- Staff profile
  - Teacher resource includes 9 class teachers (two teachers tandem) – 2xRec; 2x1/2; 3; 4/5; 5/6; 6/7
  - EALD teacher
  - LOTE Spanish teacher
  - Multimedia/Digital Technologies NIT teacher
  - PE/Health NIT teacher

School Services Officers provide administrative and curriculum support including Resource Centre admin.

- Leadership structure:
  - Principal
  - Deputy Principal 0.5
  
- Staff support systems
  - Performance development includes:
    - Learning Teams – staff (teachers & SSOs) meet in teams and focus on a teaching & learning program support for students;
    - Cross level teams meet 2x a term to follow up professional learning from staff meetings.
    - All staff participate on at least one curriculum committee related to site priority (Literacy; Numeracy; Wellbeing);
    - Professional learning focus supports site priorities with teams developing action plans and monitoring implementation;
    - Staff participate in review of student learning data and site priorities in Term 4; priorities are determined for the following year;
    - Teaching staff participate in Partnership Professional Learning Teams that meet 2x per term.
    - Grievance procedures and Decision Making policies updated in 2014;
    - PAC supports school decision making in regards to HR;
    - Work Health Safety and Grievance Officers support staff wellbeing.
  
- Performance Management
  - Professional development meetings with Principal or Deputy Principal with all staff, to focus on student learning and professional learning goals;
  - Step 9 process for eligible staff;
  - SSO support for professional learning opportunities.
  
- Staff utilisation policies
  - Deputy Principal has 0.5 role with the Partnership.
  - AET teacher appointed 0.2
  - EALD support is provided by releasing staff to work 1:1 or with small groups of their own class;
  - SSO positions support Admin and Curriculum
  - Aboriginal Community Education Officer works over three days each week and combines SSO support of JP students.
  
- Access to special staff
 

The school accesses DECD support staff including Speech Pathologist, Psychologist, Behaviour Coach and Special Educator.
  
- Other
 

The school operates an OSHC program with After School, Before School and Vacation Care programs in place.

A Pastoral Care Worker to be appointed works 9 hours per week.

## 8. School Facilities

- **Buildings and grounds**

The school is housed in a modern, upgraded two-storey building. The school's gymnasium is located adjacent to the main building. There are two timber transportable buildings. The larger is used by OSHC, Parents & Friends and Playgroup.
- **Heating and cooling**

Reverse cycle airconditioning units are installed throughout the school.
- **Specialist facilities and equipment**

The main building has a whole class computer suite whilst each class has an Interactive Whiteboard and desktop computers for student use. The senior classes are located in a unit and share a bank of 15 desktop computers between them. The well stocked library provides a hub for inquiry learning. It also features a bank of computers.

Each class opens to an adjoining class providing opportunity for teachers to plan and teach collaboratively. This is evident in 2017 in the Reception classes where both classes operate effectively as one unit.

The Music suite is located in a class with a full wall viewing window.

The school's curriculum areas are well resourced.
- **Student facilities**

Canteen facilities, coordinated by a manageress and staffed by volunteers are provided each day. Extensive playing fields that include a large football/cricket oval and soccer pitch, basketball, netball and tennis courts provide ample space for students' organised and free play. The students' playground area is shaded in sections and encourages students' creativity and cooperative play.
- **Staff facilities**

Meeting rooms and office areas provide space and privacy for meetings and assessments. Staff facilities include an upgraded staffroom.
- **Access for students and staff with disabilities**

Wheelchair access to all buildings; a lift to the second storey and a Disability Access toilet are available.

## 9. School Operations

- Decision making structures  
Decision Making Policy reviewed in 2014 identified Governance structures that include Governing Council, PAC and Student Representative Committee.
- Regular publications include:
  - Fortnightly whole school newsletters
  - Class newsletters published at least each term
- Other communication:
  - School's website
  - School Star phone app (messages)
  - Intranet for staff
  - Staff daybook
  - PAC Minutes
  - SSO Meeting Minutes
  - Staff meeting minutes
  - Annual calendar (staff room)
  - Term calendars for families
  - Term calendars for staff (professional learning)
  - Staff Information Handbook
  - Parent Information Handbook
  - OSHC Information Handbook
  - Annual Review Surveys (Staff, Parents and Students)
  - School noticeboards (including street corner)
- School financial position  
Marion Primary School is in a strong financial position.
- Special funding  
The school regularly applies for community grants.

## 11. Local Community

### General characteristics

Whilst some parents find work within the local community, others commute to the city or other metropolitan worksites

### Parent and community involvement

Marion Primary School as identified in annual Parent Opinion Surveys enjoys strong community support. Regular and committed support is received by Governing Council and its sub-committees, Parents & Friends Association and the many

sporting teams supported by volunteer coaches and team-managers. There are numbers of volunteers that support class programs and students' learning as well as the Library and the Canteen. Marion Primary also enjoys a very positive association with organisations including KickStart4Kids (with the daily Breakfast Club the Marion Historic Village and local service clubs.

#### Feeder or destination schools

Marion Primary provides a regular transition program for four and five year olds enrolling at the school in the following year through its GREAT Program. In Term 4, children who are due to begin school in the following year are invited to participate in orientation visits over four weeks.

Enrolling Reception children come predominantly from Mitchell Park, Ascot Park, Oaklands Estate and Warradale Kindergartens whilst significant others come from other kindergartens and childcare centres from further afield.

Many of our Year 7 students will transition to Hamilton Secondary College, Seaview High School or Mitcham Girls High School. In recent years, many of our students have successfully gained entry to specialist programs including Ignite at secondary schools further afield. Students who come from suburbs outside of the neighbouring area may transition to their own neighbourhood school.

- Flinders University (3km)
- Commercial/industrial and shopping facilities Marion Westfield Shopping Centre (2km)
- SA Aquatic and Leisure Centre (2km)

#### Other local facilities

- Flinders Medical Centre (4km)

#### Local Government body

- The Marion City Council has supported school program development from time to time with grants and support from the Cultural & Heritage Officer in learning programs.

## 12. Further Comments

Marion Primary School is part of the Marion Inland Partnership that also includes: Ascot Park Kindergarten; Forbes Children's Centre; Mitchell Park Kindergarten; Plympton South Kindergarten

Ascot Park R-7 School; Clovelly Park Primary School; Forbes Primary School Kilparrin; SA School for Vision Impaired (SASVI)

Aus School for Maths & Science (ASMS); Hamilton Secondary College