

SCHOOL CONTEXT STATEMENT

Updated: 03/18

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
- School e-mail address: 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 – 6:15pm Monday – Friday

Vacation Care: 7:00am – 6:15pm

OSHC provides whole day care on Pupil Free days 7:00am – 6:15pm

February FTE student enrolment: 195

Male - 95

Female - 100

Year Level	2013	2014	2015	2016	2017	2018
Rec	16	15	19	21	35	25
Year 1	17	17	12	20	23	32
Year 2	12	14	18	23	23	27
Year 3	15	18	19	17	27	21
Year 4	17	16	16	22	16	23
Year 5	12	15	17	18	24	21
Year 6	16	13	18	20	21	22
Year 7	28	16	10	18	20	24
Total	133	124	129	161	189	195

EALD 28 students receive support from a specialist EALD teacher; 47 students have one or more parents who were born overseas.

Aboriginal FTE Enrolment 21

School Card 35% (2017)

Index of Disadvantage 5

- Student enrolment trends: Enrolments show steady annual growth over the last five years.
- Staffing numbers (as at February 2018 census):

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

Principal 1.0
Deputy Principal 1.0
Teachers 13.5 FTE

Ancillary:
AEW 15hrs
SSO 156hrs
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:
At the February census, the school had 195 students enrolled; there has been a gradual increase since the census. 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 three 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. Other students enrol in programs at Mitcham Girls HS, Brighton Secondary, Seaview HS and Blackwood HS. 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 25 students currently receiving English as a second Language or Dialect support.

In 2017, 35% 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 2018 in consolidating each component. The school will also implement the Berry Education Model for supporting social-emotional wellbeing and engagement. 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 from Kick Start 4 Kids is open to any student currently three days a week.
- Student support offered:
A Pastoral Care Worker is appointed to the school for 10 hours a week. The PCW is available each Wednesday and Friday 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.

Year 5-7 students are trained as Peer Mediators with students volunteering to support minor problem solving between students at play times.

The Rock & Water program that supports students' emotional self regulation is implemented in 2018.

- 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
 - ~ Ukelele troupe (for Year 6/7 students)
 - Multimedia and Digital Technology is taught by a specialist teacher
 - Specialist Physical Education program is run by a specialist teacher.
 - Spanish is taught as the Language Other Than English to all students.

3. Key School Policies

Site Improvement:

Key priorities in the schools SIP (2018-2020) include:

Priority 1 - LITERACY

Track and monitor every learner to achieve Literacy Improvement in reading, writing and oral language.

Enhance teacher capabilities in supporting learners who show low growth or do not maintain higher band in Reading & Writing (NAPLAN).

Implement clear intervention strategies.

Embed high impact, evidenced-based teaching pedagogies and assessment strategies, which align with WSLA, that promote opportunities for dialogue.

Build partnership in progressing Literacy with our community.

Priority 2 – NUMERACY/MATHEMATICS

Track and monitor every learner to ensure Numeracy Improvement R-7 through whole school Numeracy agreement in everyday practice.

Enhance teacher capabilities through approaches that accelerate numeracy learning.

Implement clear Intervention strategies.

Build partnership with community through promotion of mathematics rich tasks and problem-solving strategies.

Priority 3 - PEDAGOGIES & ENVIRONMENTS FOR EFFECTIVE LEARNING THROUGH STEM

Use the AC and Critical & Creative Thinking continuum to support inquiry learning.

Identify goals relating to pedagogical practices of inquiry-based learning and curriculum implementation in PDPs and work in PLTs to build capacity & capabilities through collaborative design, co-planning, assessment & moderating STEM learning in/for purposeful learning contexts.

Establish Student Voice in STEM learning.

Establish community partnerships to enable students to access mentors who contribute to learning programs.

Priority 4 - WELLBEING

Through PLTs, teachers investigate and implement explicit teaching of Mindfulness with classes.

Social Emotional Wellbeing & OT strategies are embedded as part of whole-school KidsMatter framework, with staff further developing capabilities in managing diverse and challenging behaviours.

- 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 are supported in high quality class and intervention programs that include:
 - ~ TooSmart Maths Intervention Program for Year 2/3
 - ~ QuickSmart Maths Intervention Y4-6;
 - ~ Participation by staff in LDAM process with a focus on STEM;
 - ~ All class teachers completing assessment and moderation of two writing samples for each student (Literacy Levels);
 - ~ Development of Whole School Agreements in Numeracy;
 - ~ Participation with Partnership schools by all class teachers in moderation of learning 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 & Science. This information was analysed and recommendations made for 2017 priorities at the Term 4 Pupil Free Day;
 - ~ Reading support program (R-3) enabled teachers to work with individuals or small groups;
 - ~ 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 recommendations from the External School Review 2016, were implemented through the Site Improvement Plan. Directives reinforced our directions ensuring continual improvement in Literacy and Numeracy.

- Students' mental health and wellbeing was a priority as part of our implementation of the *KidsMatter* focus – Helping Children With Mental Health Difficulties.
- Innovations included:
 - ~ Open-class Grandparents Day in Term 2
- 100% of our students participated in the Premiers Reading Challenge for the 7th consecutive year.

2017 NAPLAN PROFICIENCY

Literacy:

- Increased % of Year 2 students achieve SEA in Running Records at Term 3 census
- Increased number of students in top 2 bands in NAPLAN Reading
- Increased % of students (2016/17) achieve SEA in NAPLAN Reading (Year 3, 5, 7)
- Increase % of Year 2-7 students achieve DECD SEA in PAT-R Scale Score

Numeracy:

- Increased % students in top 2 bands in NAPLAN Numeracy
- Increased % students achieve DECD SEA in NAPLAN Numeracy Year 3, 5, 7
- Mean score for Year 3 & 5 NAPLAN Numeracy increased

NAPLAN Progress

Year 5-7 significant Upper growth of 36% and Middle growth of 50%

- Numeracy Progress Year 5-7 is 50% Upper Progress and Middle Progress is 43%.
- Numeracy Progress Year 3-5, is close to State average

Students in top two bands:

- Year 3 Reading -10 representing 40% of students (increased 7% on 2015-17 average), Numeracy 6 representing 24% of students (slightly ahead of 2015-17 average)
- Year 5 Reading 7 students representing 28% of students increased by 3% on 2015-17 average
- Year 7 Reading 4 students representing 20% of students (2% above 2015-17 average); Numeracy 9 representing 45% of students (9% above 2015-17 average)

NAPLAN Mean Scores at Year 3, from 2015-2017 showed significant growth in Numeracy, with Reading and Writing remaining consistent with previous years.

NAPLAN Mean Scores data at Year 7, from 2015-2017 showed a growth of over 60 points in Numeracy, over 50 points in Reading just under 20 points since 2015 in Writing

PAT-R/PAT-M data shows % of students at each year level at or above DECD SEA

PAT-R data:

Year 3 (SEA 95+) 83% Year 4 (SEA 106+) 82% Year 5 (SEA 112+) 73% Year 6 (SEA 118+) 83% Year 7 (SEA 120+) 100%

PAT-M data:

Year 3 (SEA 101+) 95% Year 4 (SEA 110+) 65% Year 5 (SEA 112+) 70% Year 6 (SEA 120+) 68% Year 7 (SEA 121+) 94%

Term3 Running Records data strongly evidences outcomes of intervention programs implemented in the R-2 years (2016-17)

Year 1, (DECD SEA Level 15), 41% of students above SEA, 33% at/above SEA for Year 2 (up from 23% in 2016)

In 2016, 69% of Year 1 students reading at or above SEA; in 2017, 79% of this cohort at Year 2 were reading above SEA

Year 2, 79% of students above the DECD SEA of Level 21 compared to 69% at State and 65% of Partnership students

2017 5% of Year 2 students reading below Level 10, reducing by 13% from 2016

4. Curriculum

- Subject offerings:
The Australian Curriculum is the framework for the following subjects:
 - English
 - Mathematics
 - Science
 - The Arts (in 2018 a focus on Visual Arts, Drama)
 - 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
 - Reading Tutor Program
 - MiniLit Reading program
 - QuickSmart Maths program
 - TooSmart Maths program
 - Individual Learning Plans for Wave 2 and 3 support programs

- Special curriculum features:
 - The Arts focus (Visual Arts, Drama)

- LOTE Spanish
 - Music programs including Instrumental Music – violin, viola and cello; Senior Choir; 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.

Feedback is grounded in students' goal setting and the co-construction of learning intentions and success criteria.

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 primary students)
 - Written reports at the end of Term 2 and Term 4
 - Interviews at other times on request by either teachers or parents.

5. Sporting Activities

- The school affiliates with SAPSASA enabling students to participate in Country and Metropolitan competitions including
 - State Championships in Athletics, Netball, AFL Football;
 - District competitions in a variety of sports including basketball, netball, AFL football, soccer 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 8 class teachers: 2xRec/1; 2x1/2; 3/4; 4/5; 5/6; 6/7
 - EALD/Learning Support teacher
 - LOTE (Spanish) teacher
 - Multimedia/Digital Technologies NIT teacher
 - PE NIT teacher
 - Aboriginal Education Teacher

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

Aboriginal Community Ed. Officer supports participation and engagement within our Aboriginal community.
- Leadership structure:
 - Principal
 - Deputy Principal 1.0

- Staff support systems

Performance development includes:

 - Learning Teams – staff (teachers & SSOs) meet in teams and focus on a teaching & learning program support for students;
 - Student Intervention team meet 2x a term to discuss and monitor student learning with all teachers.
 - Site Improvement Plan team monitors implementation of SIP;
 - 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;
 - Grievance procedures and Decision-Making policies review in 2018;
 - PAC supports school decision making in regards to HR;
 - Work Health Safety and PAC support staff wellbeing.

- Performance Management
 - Professional development meetings with Principal or Deputy Principal with all staff, to focus on SIP, student learning and own professional learning goals;
 - Step 9 process for eligible staff;
 - SSO support for professional learning opportunities.

- Staff utilisation policies
 - AET teacher appointed 0.4
 - EALD support is provided by a 0.05 teacher;
 - SSO positions support Admin, Library management and Curriculum
 - Aboriginal Community Education Officer works over three days each week.

- 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 is appointed and works 10 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. This policy will be reviewed in 2018.

- 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)

A social media communications strategy will be implemented by Governing Council in 2018.

- 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 many others come from 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