SCHOOL CONTEXT STATEMENT

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 – 6:00pm Monday – Friday
Vacation Care: 7:00am – 6:00pm
OSHC provides whole day care on Pupil Free days

February FTE student enrolment: 159
Male - 84
Female - 75

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EALD 52
Aboriginal FTE Enrolment 10
School Card 48% (2015)
Index of Disadvantage 5

Student enrolment trends: Enrolments show annual growth after a decline in 2012.

Staffing numbers (as at February 2016 census):

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

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<th>Role</th>
<th>FTE</th>
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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 enrols approximately 160 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 6 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 and numeracy 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 increasing in time each subsequent week.

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

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 introductory visits for all Year 6 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 50 students currently receiving English as a second Language or Dialect support.

In 2015, 48% of students received School Card support and 13 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 2016 in Parenting Support and Education. 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. Daily basis.
- Student support offered:
  A Pastoral Care Worker is appointed to the school for 9 hours a week. The PCW is available every Thursday and on Friday 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 government:
  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 or Student Voice Committees. These committees include Wellbeing, Grounds, Fundraising and Canteen.

All classes hold regular class meetings with SRC meetings held fortnightly.

All Year 5–7 students are currently 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
    - Ukelele troupe (for Year 6/7 students)
  - Visual Arts and Drama focus with a specialist teacher
  - Health program run by the school’s Counsellor with all classes
  - Sister School’s Language Program – partnered with SEK Colegio Ciudalcampo Madrid, Spain.

### 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 groups through improving engagement and skills in:
Reading comprehension focussing on interpreting information, inferring and using multimodal texts;
Writing multimodal and expository texts improving complex sentence construction and enhancing structural components;
Vocab/oral language development focussing on literate style and curriculum specific vocab and language of learning;

Literacy block structures and strategies support explicit teaching and differentiated & targeted learning experiences for all student groups in Wave 1 & 2.

Home/school partnerships will strengthen through provision of opportunities for parents/caregivers to be more involved in their children’s learning

**Numeracy**

To build teacher capacity and confidence to improve 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.

Moderation of students’ work samples is evident and consistent across year levels.

Strengthen home/school partnerships through formal and informal opportunities in Mathematics learning.

**Wellbeing**

Engage students, families and communities in ensuring all students have success in school through:

- Improving mental health across the school;
- Ensuring students’ individual learning plans (IEPs, ILPs, NEPs) guide work with students;
- Providing information to families about cyber safety and our use of technologies in education;
- Strengthen social and emotional wellbeing through creating nature play spaces and kitchen garden spaces;
- Improve attendance through monitoring and engaging parents/caregivers;
- Occupational Therapy initiatives implemented.

**Australian Curriculum**
Build teacher capacity and confidence in planning, teaching, assessing in all Learning Areas with a focus on:

Digital Technologies used in application of “creating, communicating, consolidating & enhancing learning” framework to solve problems and generate solutions;

Providing a specific focus on:

General Capabilities – ICT;

Cross Curriculum Priorities of

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

- 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:
  - Year 5 students achieved 1st, two 2nd prizes and two 3rd prizes in their categories for eLabtronics awards at the Royal Adelaide Show.
  - Our Reception Class was awarded Highly Commended Primary Mathematics Association State Award for their topic work “The Investigation of Learning of Directional and Positional Language”.
  - 100% of our students participated in the Premiers Reading Challenge for the 6th consecutive year.
  - Strong results and growth was achieved across each of the year levels in NAPLAN Numeracy and Spelling in particular.
  - An impressive increase in top two bands NAPLAN Numeracy

      - Year 3 by 16.7%
      - Year 5 by 27.1%
      - Year 7 by 11.6%

The reduction in representation of students in the bottom bands provides affirmation of the effectiveness of our Numeracy intervention approach where the direct instruction model of daily maths practice along with QuickSmart provides the opportunity for growth for all students.
Increase in NAPLAN Reading top two bands from 2014-15 for Year 3 and Year 5 and a significant decrease in representation in the bottom bands at Year 3 & 5 in Reading is demonstration of the impact that early intervention strategies at the Junior Primary level along with the MultiLit program are having for our students.

Increase in NAPLAN Writing top two bands from 2014-15 for Year 3 and Year 7.

4. Curriculum

- Subject offerings:
The Australian Curriculum is the framework for the following subjects:
  - English
  - Mathematics
  - Science
  - The Arts (in 2015 a focus on Media Arts, 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
  - 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 (Year 5, 6 and 7s)
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:
- Aquaintance 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 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.
The school invites sporting groups into the school to conduct coaching clinics.

6. Other Co-Curricular Activities
- Lunchtime activities include circus skills and gardening;
- Primary School Festival of Music Choir;
- Student Action Teams include Wellbeing, Fund-raising, Canteen and Grounds;

These groups engage in and lead many lunch-time activities.
7. **Staff (and their welfare)**

- **Staff profile**
  Teacher resource includes 6 class teachers – Rec; 1/2; 2/3; 3/4; 5/6; 6/7
  EALD teacher
  LOTE Spanish teacher
  The Arts (Visual Arts/Drama) NIT teacher
  Health NIT teacher

  School Services Officers provide administrative and curriculum support.

- **Leadership structure:**
  Principal
  School Counsellor 0.6
• Staff support systems
  Performance development includes:
  o Communities of Practice – staff meet in teams and focus on a teaching &
    learning focus to action research;
  o All staff participate on at least one curriculum committee related to site priority
    (Literacy; Numeracy; Wellbeing);
  o Professional learning focus supports site priorities;
  o Grievance procedures and Decision Making policies updated in 2014;
  o PAC supports school decision making;
  o Work Health Safety and Grievance Officers support staff wellbeing.

• Performance Management
  o Professional development meetings with Principal to focus on student learning
    and professional planning
  o Step 9 process for eligible staff
  o SSO support for professional learning opportunities

• Staff utilisation policies
  o Counsellor has a teaching role of 0.6
  o EALD support is provided by one staff member
  o SSO positions support Admin and Curriculum
  o Aboriginal Community Education Officer works on one day 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 on one 1.5 days.

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 (Smartboard) 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. 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 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**
  Regular publications include:
  - Fortnightly whole school newsletters
  - Class newsletters published at least each term

• **Other communication:**
  - School’s website
  - Weekly staff bulletin
  - Staff daybook
  - PAC Minutes
  - SSO Meeting Minutes
  - Staff meeting minutes
  - Annual calendar (staff room)
  - Term calendars for families
o Term calendars for staff (professional learning)
o Staff Information Handbook
o Parent Information Handbook
o OSHC Information Handbook
o Annual Review Surveys (Staff, Parents and Students)
o School noticeboards (including street corner)

In 2016 a SmartPhone app will be introduced to facilitate speedier communication with families.

- 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 and student mentor programs), 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 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 or Seaview High School although students who come from suburbs outside of the neighbouring area may transition to their own neighbourhood school. Other Year 7 students successfully enter specialist secondary schools including Ignite.
o Flinders University (3km)
o Commercial/industrial and shopping facilities Marion Westfield Shopping Centre (2km)
o SA Aquatic and Leisure Centre (2km)

Other local facilities
o Flinders Medical Centre (4km)

Local Government body
o 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