



SCHOOL CONTEXT STATEMENT

Updated:

School number: 0993

School name: Marion Primary School

School Profile:

At Marion Primary School, we commit to develop confident, responsible, independent learners who contribute successfully to their future.

Our highly professional and dedicated staff is passionate about achieving quality, positive outcomes for all students through differentiated programs that nurture their physical, intellectual, social, mental and emotional wellbeing.

As a team we pride ourselves on creating a dynamic learning environment that fosters the development of positive and trusting relationships through our stated values of Courage, Harmony and Integrity. We strive to inspire, challenge and support our students to be curious and to show a love of learning; to become lifelong learners who will contribute successfully as valued members of their community.

We aim for personal excellence, continuous learning, and care and respect for each other and the environment. We have a strong commitment to achieving quality and improving teaching and learning in literacy and numeracy through consistent whole site practices. Through our focus in wellbeing (KidsMatter) and trauma aware practice (Berry Street Education Model), staff implement wellbeing programs including lunchtime activities, Peer Mediators and Play is the Way. We have a restorative approach to solving relationship problems.

Music is valued within the school and students from Year 3 are able to learn a range of instruments including violin, viola and cello. At Year 6/7 we have an established ukulele troupe. Our Senior Choir performs for community organisations and each year participates in the Festival of Music. The Music curriculum complements the Arts programs of Dance and Music in 2019.

Student leadership is actively fostered through Student Representative Council and House Captains. The Student Representative Council meets fortnightly to follow up issues raised through classroom meetings. Our Pastoral Care Worker supports programs within the school including lunchtime activities and friendship groups.

Specialist teachers teach Digital Technologies, Spanish and Physical Education/Health. Information and Communication Technology (ICT) is utilised across the curriculum and all classrooms have interactive screens and use of iPads or 1:1 laptops. Spanish is the language other than English and is taught from Reception to Year 7.

After-school sport is a focus supported by parent coaches and team managers. Parents are actively involved in the life of the school and its many special programs.

1. General information

- School Principal's name: Cheryl Ross
- Deputy Principal's name: Georgina Sprigg
- 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 Avenue, Marion 5043
- Location Address: 2-22 Malcolm Avenue, Marion 5043
- DECD Region: Noarlunga 1
- Geographical location – ie 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:
Our outstanding OSHC facility has met all standards in the National Quality Assessment in 2018. It serves our school and wider community in a well appointed facility. Hours of operation include:
 - 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 and Closure days 7.00am-6.15pm.
- It is closed for the period between Christmas Day and New Years Day and all public holidays.
- February FTE student enrolment:192
 - Male 99
 - Female 93

Year Level	2015	2016	2017	2018	2019
Rec	19	21	35	25	26
Year 1	12	20	23	32	21
Year 2	18	23	23	27	33
Year 3	19	17	27	21	29
Year 4	16	22	16	23	22
Year 5	17	18	24	21	20
Year 6	18	20	21	22	22
Year 7	10	18	20	24	19
Total	129	161	189	195	192
EALD	40	52	52	28	38
ATSI	9	10	17	21	20
School Card	48%	42%	35%	29%	

Index of Disadvantage 5

School ICSEA value 1001

- Student enrolment trends: Enrolments show steady annual growth over the last five years; a slight decline in 2019 Feb census has been reversed during the school year, reaching 204 at the Term 3 census.

- Staffing numbers (as at February census):
There are currently eight classes R-7 of single or multi-grade levels.

Principal	1.0		Ancillary:	
Deputy Principal	1.0		AEW	16 hrs
Teachers	9.5	FTE	SSO	177 hrs
AET	0.4		GSE	18 hrs
EALD	0.4			
Wellbeing	0.2			

- Public transport access: Marion Primary School is located 5 minutes walk to bus stops on Marion Road, bus M44 or M44C to Marion Road Stop 24 (westside).
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 191 students enrolled; there has been a gradual increase since the census to 204 by the Term 3 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 whose parents accept an enrolment place. This program known as the GREAT Program (Get Ready Engage and Thrive) is run for 2 hours on each Friday morning from August to mid-term 4. Children who are commencing school in 2020 join with the Deputy Principal and experience literacy, numeracy and coordination fun in a play-based program. In Term 4, all children who are enrolled to commence school in 2020, experience an orientation to school over three weeks, visiting their new classroom; they increase time each subsequent week.

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

Each class has a buddy class and they join in regular activities and events throughout the year.

Year 7 students continue their education at a diverse number of secondary schools. Some Year 7 students will continue to Hamilton Secondary College. During the year a number of opportunities are made available by Hamilton for our Year 5-7 students to participate in programs through the Space School and the STEM unit. 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.

14 students who were provided with Special Education support had a Negotiated Education Plan.

- Student well-being programs:

The school has completed all components of the KidsMatter program with a focus in 2018 in consolidating each component. The school is implementing the Berry Street Education Model for supporting trauma informed practice emphasizing 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 each term, 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.

- 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 positive 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 supports students, staff and visitors to the school to shape 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.

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.

- Special programmes:

The school has a strong focus on Music with opportunities for students to earn an instrument (violin, viola, cello) from Year 3-7. This includes 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.
- Physical Education/Health 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 Plan 2019-21 and other key statements or policies:
Key priorities/targets and challenges of practice in the schools SIP include:

Priority 1 – LITERACY

Increase the number of Year 3 – 5 students meeting SEA in reading.

- Students in year 3 in 2019 whose achievement scale scores were below or almost at SEA in PAT R in year 2 will decrease from 5 to 3.
- Year 4 students (enrolled in year 3 in 2019) whose achievement scale scores were below or almost at SEA in PAT R in year 2, will further decrease from 3 to 1
- Year 5 students (enrolled in year 3 in 2019) whose achievement scale scores were at or middle of SEA in PAT R in year 2, will further decrease from 1 to 0

If we explicitly teach the Big 6 of Reading in particular Vocabulary and Reading Comprehension, through intentional and targeted reading structures, then we will increase the number of Year 3 – 5 students meeting SEA in Reading.

Priority 2 – LITERACY

Retain and increase the number of Year 5 - 7 students in Higher Bands in Reading.

- Students currently enrolled in Yr5 in 2019, whose Yr3 2017 NAPLAN achievement was in or near Higher Bands, will increase from 4 to 8
- Students currently enrolled in Yr5 in 2020, whose Yr3 2018 NAPLAN achievement was in or near Higher Bands, will increase from 10 to 14
- Students currently enrolled in Yr7 in 2021, whose Yr3 2017 NAPLAN achievement was in or near Higher Bands, will increase from 8 to 12

If we use dialogic talk to further develop comprehension of complex / non-fiction texts, we will retain and increase the number of Year 5 - 7 students in Higher Bands in Reading.

- Volunteers Policy – the school is fortunate to have the support of many volunteers who assist in the running of the Canteen, after school sports, 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. Working with children, clearances are not required for parents who assist in their own child's class e.g. with listening to reading although participation in events including attending swimming lessons or camps do require a clearance. Volunteers who are not parents or those parents who assist in areas such as the

Canteen or on Governing Council and its sub committees do require a DHS/DCSI child related employment screening.

Recent key outcomes:

- Students are supported in high quality class and intervention programs that include:
 - ~ TooSmart Maths Intervention Program for Year 2
 - ~ QuickSmart Maths Intervention Y4-7;
 - ~ All class teachers completing assessment and moderation of two writing samples for each student (Literacy Levels);
 - ~ Review of Whole School Agreements in Literacy;
 - ~ Implementation of Initial Lit Foundation and Year 1 programs for all Reception and Year 1 students;
 - ~ Implementation of Mini Lit and Reading Tutor intervention programs for identified students from Year 3-7;
 - ~ Participation with Partnership schools by all class teachers in moderation tasks and development of portfolios of evidence of learning;
 - ~ Participation by staff in LDAM process with a focus on collaborative moderation and feedback that informs learning;
 - ~ More effective use and analysis of student learner data through use of a data management system – *MarkIt* and deeper analysis of individual student data ;
 - ~ 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 2019 priorities at the Term 4 Pupil Free Day;
- 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:
 - ~ STEM focus learning with collaborative planning and implementation of programs supported by SLLIP resource staff;
 - ~ Implementation of Bar Model Method and the Concrete-Pictorial-Abstract approach in Mathematics problem solving;
 - ~ Development of sustainability programs R-7.
- 100% of our students participated in the Premiers Reading Challenge for the 8th consecutive year.

2018 NAPLAN PROFICIENCY

Since 2016, a number of students have commenced at Year 4-6 from DfE and non-government schools who have been significantly below SEA in reading. Students who were at SEA in Year 3 & 5 in NAPLAN Reading proficiency have been retained. At Year 5, the number of students achieving in proficiency bands 1 or more above NMS is still on par with 2017 whilst at Year 7 the results are on par with 2016 Year 7 results. Intervention programs introduced in 2018 are expected to show improved results in 2019.

Reading:

- Increased % of Year 1 students (from 2017 – 2018) achieving SEA in Running Records at Term 3 census
- Maintained % of Year 2 students (from 2017 – 2018) achieving SEA in Running Records at Term 3 census (70%)
- Increased number of students achieving SEA in NAPLAN Reading at Year 3 (73% from 71% in 2017) and Year 5 (67% from 66% in 2017). Year 7 – 61% of students achieved SEA.

Numeracy:

- Increased % students in top 2 bands in NAPLAN Numeracy at Year 3 & 5 from 2017
- Increased % students achieving DECD SEA in NAPLAN Numeracy Year 3 – 82% (increasing each year from 2016 (53%) – 2017 (72%))

NAPLAN Growth

Growth in reading from Year 3-5 (67%) and Year 5-7 (74%) is predominantly strong in the middle range whilst from Year 3-5 (27%) the upper range progress is higher than the state average.

The results in Numeracy at Year 5 reflect the number of students who commenced since 2016 who have identified learning needs. An increase in the number of places in intervention programs provided by the school and introduction of problem solving through Concrete Pictorial Abstract approach is intended to show an upward trend in 2019. Similarly, at Year 7 with the same results as 2016 maintained.

- In Reading Year 3-5, 69% showed middle range growth and 15% showed middle range growth.
- In Numeracy Year 3-5, 56% showed middle range growth and 6% showed middle range growth.
- In Reading Year 5-7, 74% maintained growth and 16% showed middle range growth.
- In Numeracy Year 5-7, 67% showed middle range growth and 17% achieved high growth.

Students in top two bands:

- Year 3 Reading students achieving in top two bands has increased each year from 2016 – 2018. In 2018, 50% of Year 3 students achieved in HB;

In Numeracy, 32% of Year 3 students achieved in HB which increased from 2016 (18%) - 2017(24%).

- Year 5 Reading – 29% of students achieved in HB, increasing each year since 2016;

In Numeracy - 14% of students achieved in HB (an increase from 2017 at 12%)

- Year 7 Reading – 29% of students achieved in HB, an increase of 9% from 2017.

In Numeracy, 13% of students achieved in HB.

- Recent key outcomes:

-Students with learning needs benefited from intervention programs including Quick Smart (maths), Too Smart (Year 2 maths), Mini Lit and Reading Tutor.

The following highlights were celebrated:

-Student wellbeing focus through completion of each component of the KidsMatter focus, commencement in the Berry Street Education model (trauma aware strategies) and implementation of the Rock & Water program in addition to whole school engagement in Play is The Way.

- Effective whole school approaches to behaviour education enabled students to fully engage in their learning. A restorative approach is used between students that assists them in solving problems with peer mediators trained to support minor yard problem solving.

-Successful whole school literacy program through implementation of the Big 6; implementation of the Initial Lit (Foundation) program with all Reception students who after six months showed confidence and enjoyment in both reading and writing.

Strong results also shown at Year 2 as evidenced by Term 3 Running Records results. This continues from the previous year with early intervention approaches ensuring that higher numbers of students commenced Year 3 at SEA. The results were evident in 2018 in 50% of Year 3 students in higher bands in NAPLAN Reading.

-Mathematics problem solving through Concrete, Pictorial, Abstract approach was supported through work with consultant in the Singapore BAR Model method, Vei Li Soo. Observation of students' increase in confidence in working through maths word problems was evident in assessments.

-Staff led by SLLIP funded LDAM Champion planned/moderated integrated STEM units; an open afternoon showcased learning with a number of families attending.

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

- Open Access/Distance Education provision: N/A
- Special needs:
 - English as 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

Students verified as Students with a disability have Negotiated Education Plans which are reviewed twice a year. ATSI students have Individual Learning Plans.

- Special curriculum features:
 - The Arts focus (Music, Dance)
 - LOTE Spanish
 - Music programs including Instrumental Music – violin, viola and cello; Senior Choir; Ukulele
 - Initial Lit (Foundation and Year 1) is implemented at Reception and Year 1 as whole class Literacy practice.
- Teaching methodology:

Each class is guided in its program by the Australian Curriculum and the South Australian Teaching for Effective Learning Framework which describes the department's position on teaching and learning practices. The TfEL is based on three big ideas:

 - Safety for challenge in learning
 - Knowing what to learn; Knowing how to learn it

- Connecting learning to students' lives and contexts.

Along with our whole school agreements in the teaching of Literacy, Numeracy and STEM, consistency of what is taught across year levels is assured.

Staff ensure that their teaching will improve engagement, challenge and achievement of every learner through observing each other's practice and working in teams to design learning and assessment. The approach in each class is influenced by differences in teaching styles and individual staff emphasis on each of the big ideas, as they take into account learner strengths, capabilities, interests and learning styles.

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.

SSOs support individual students in class and in intervention programs.

An SSO supports library programs and administration.

- 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 (AFL)
- Soccer

- Cricket
- Basketball

Other sports are organised where student interest warrants and 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:
- After school sports.

7. Staff (and their welfare)

- Staff profile:
 - Teacher resource includes 8 class teachers: 1xRec; 1xY1; 1xY2; 1xY2/3; 1x Y3/4; 1 x Y4/5; 1 x Y5/6; 1x Y6/7
 - EALD/Learning Support teacher
 - LOTE (Spanish) teacher
 - Multimedia/Digital Technologies NIT teacher
 - PE/Health 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;
- Site Improvement Team meets weekly to discuss and implementation of the School Improvement Plan.
- Professional Learning Teams – Primary and R-3/4, meet regular in either staff meeting time or additional time after school.
- 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 3 and 4; priorities are determined for the following year;
- Staff meet in Partnership teams in Term 3 and 4 to focus on LDAM strategies;
- Grievance procedures and Decision-Making policies review in 2019;
- PAC supports school decision making in regards to HR;
- Work Health Safety and PAC support staff wellbeing.

- Performance Management

Professional development meetings with Principal with all staff, focus on School Improvement Plan priorities, student learning and own professional learning goals;

- Graduate to Proficient portfolio development is supported collegially and through leadership support;
- Observations including Instructional Rounds process, and walkthroughs are negotiated;
- SSO support for professional learning opportunities.

- Staff Utilisation policies

- AET teacher appointed 0.4
- EALD support is provided by a 0.4 teacher;
- An SSO supports the ukulele program;
- SSO positions support Admin, Library management and Curriculum including support for students with individual learning plans.
- Aboriginal Community Education Officer works over three days each week.

- Access to special staff

The school accesses Department for Education support staff including Speech Pathologist, Psychologist, Behaviour Coach and Special Educator.

A specialist Music teacher visits weekly to teach stringed instruments.

- 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. Incentives, support and award conditions for Staff

- Complexity placement points
:N/A
- Isolation placement points
:N/A
- Shorter terms
:N/A
- Travelling time
: N/A
- Housing assistance
:N/A
- Cash in lieu of removal allowance
:N/A
- Additional increment allowance
:N/A
- Designated schools benefits
:N/A
- Aboriginal/Anangu schools
:N/A
- Medical and dental treatment expenses
:N/A
- Locality allowances
:N/A
- Relocation assistance
:N/A
- Principal's telephone costs
:N/A

9. 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 and Playgroup.
 - Annual tree audits are standard practice
 - The main playground area is planned for renovation/upgrade commencing 2019. Fundraising for the upgrade is a focus for Governing Council and the school community.
- 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. A bank of 30 laptops is shared between upstairs classes. The well stocked library provides a hub for inquiry learning.

Each class opens to an adjoining class providing opportunity for teachers to plan and teach collaboratively.

The Music suite is located in an area adjoining the library and Computer suite and features a full wall window.

An Art Room is located on the 1st floor of the main building.

The school's curriculum areas are well resourced. The library/resource centre was refurbished in 2018 and provides a central, dynamic learning focus for the school.

- Student facilities:
Canteen facilities, coordinated by a manageress and staffed by volunteers are provided four days per week. 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 their 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 building; a lift to the first floor and a disability access toilet are available.

- Access to bus transport:
The school is within walking distance of the Seaford train line (Marion stop) and buses on Marion Road.
- Other
:

10. School Operations

- Decision making structures:
Decision Making Policy reviewed in 2014 identified Governance structures that include Governing Council, PAC, Staff and Student Representative Committee. This policy is to be reviewed in 2019.

Weekly staff meetings are held for teaching staff with SSOs attending where pertinent. SSOs have regular meetings (every 3 weeks).

- Regular publications:
 - Whole school newsletters (3 per term) are distributed in hard copy, published to the school's website and through the message app.
 - Class newsletters published at least each term providing a curriculum overview of planned learning experiences.
 - A message app (School Star) is used to send updates of events to the school community.
 - The school has a FaceBook page administered by members of the Governing Council.
 - Staff and Parent Information handbooks are updated annually.
 - Some classes use the SeeSaw app regularly to communicate about student learning and class news with parents/carers.
- Other communication:
 - School's website – redeveloped in 2018
 - 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 was implemented by Governing Council in 2018.

- School financial position:
Marion Primary Schopol is in a sound financial position.
- Special funding:
The school regularly applies for community grants including Sporting Schools.

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 the Marion Historic Village and local service clubs).

Feeder or destination schools:

Marion Primary connects with the preschools of the Marion Inland Partnership, particularly Mitchell Park Kindy but also Oaklands Estate and Warradale Kindergartens. In Term 4, children who are due to begin school in the following year are invited to participate in our transition program, Get Ready Engage and Thrive and in orientation visits over 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.

- Other local care and educational facilities:
Flinders University (3km)
- Commercial/industrial and shopping facilities:
Marion Westfield Shopping Centre (2km)
- Other local facilities
Marion Leisure & Fitness Centre (2km)
SA Aquatic and Leisure Centre (2km)
Flinders Medical Centre (4km)
- Availability of staff housing
N/A
- Accessibility
- Local Government body
The Marion City Council has supported school program development from time to time with grants and support from the Cultural and 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