



SCHOOL CONTEXT STATEMENT

Updated:

School number: 0993

School name: Marion Primary School

School Profile:

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

Our highly professional and dedicated staff are 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.

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, Drama 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: Rod Sutherland
- Deputy Principal's name: Paul Taylor
- 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: 211
 - Male 113
 - Female 98

Year Level	2015	2016	2017	2018	2019	2020
Rec	19	21	35	25	26	39
Year 1	12	20	23	32	21	26
Year 2	18	23	23	27	33	20
Year 3	19	17	27	21	29	34
Year 4	16	22	16	23	22	27
Year 5	17	18	24	21	20	20
Year 6	18	20	21	22	22	23
Year 7	10	18	20	24	19	22
Total	129	161	189	195	192	211
EALD	40	52	52	28	38	35
ATSI	9	10	17	21	20	16
School Card	48%	42%	35%	29%	31.5%	15%

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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 210 at the Term 1 census.

- Staffing numbers (as at February census):
There are currently nine 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 209 students enrolled; there has been a gradual increase since the census to 211 by the Term 2 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 9 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 reception teacher 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.

There is a diversity of cultural backgrounds with students from more than 19 countries represented in the school.

19 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 continuing to implement the Berry Street Education Model in 2020 to support trauma informed practice emphasising 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.

- Student support offered:

A Pastoral Care Worker is appointed to the school for 10 hours a week. The PCW is available each Tuesday and Wednesday 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 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
 - *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/Health program is run by a specialist teacher.
 - Spanish is taught as the Language Other Than English to all students.
 - Drama is taught by a specialist teacher to Junior Primary 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 2020 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 2020) 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 2020) 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, 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 Year 4-7;
 - ~ 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, Year 1 and Year 2;
 - ~ 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 2019 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.

2019 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 2020 and beyond.

Reading:

-Significant increase at Year 3 showing a continuing trend over the last 3 years. Explicit teaching and early intervention in R-2 reading has laid foundations (as seen in results in Running Records at Year 1 & 2) for higher numbers of students continuing to reach Standard Education Achievement (SEA).

-At Year 5, a slight decline across 3 years and a small drop from 2017 Year 3 to 2019 Year 5 is reflected in the increase in enrolments at lower primary. Resourcing of intervention and support for below SEA students at Year 3-5 has shown positive results with both an increase of Year 7 students achieving SEA in Reading in 2019 and is also reflected in a 17% increase in SEA of the cohort of 2017 Year 5 students participating in 2019 NAPLAN at Year 7.

Numeracy:

-Improved results at each level when compared to 2018 results. Year 3 results continue a trend of increasing numbers of students at SEA.

-The TooSmart intervention program has provided support for student's automaticity in Number computation. QuickSmart intervention and a problem solving focus across Year 4-7 has supported the improvement at Year 5 & 7. NAPLAN progress demonstrates the effectiveness of whole school approaches in Reading with significantly higher numbers of students at Year 5 and 7 making middle to upper progress when compared to the state average.

NAPLAN Growth

50% of students at Year 7 showed upper progress whilst only 6% of students showed lower progress from Year 5-7 compared to 25% state average.

From Year 3-5, 38% of students were recorded in upper and 38% recorded in middle progress.

In Numeracy, progress from Year 3-5 matched the state average at each category whilst progress from Year 5-7 in middle and upper categories were both higher than state average.

Students in top two bands:

Upper two bands achievement will continue to be a focus of improvement in 2020. Results in 2019 show a slight increase against the 2017-2019 average at each level, Year 3, 5 & 7 in both Reading and Numeracy.

Year 3

Reading- In 2019, 46% of students achieved in top two bands.

Numeracy- In 2019, 32% of students achieved in the top two bands.

Year 5

Reading- In 2019, 30% of students achieved in the top two bands.

Numeracy- In 2019, 20% of students achieved in the top two bands.

Year 7

Reading- In 2019, 30% of students achieved in the top two bands.

Numeracy- In 2019, 30% of students achieved in the top two bands.

- 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, Years 1 and 2 students, have showed confidence 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 2019 in 46% 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 SLIIP 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
- Humanities and Social Sciences (History, Geography, Civics & Citizenship and Economics & Business)
- LOTE – Spanish
- Health & Physical Education
- Technology - Design & Technologies and Digital Technologies
- Drama (Junior Primary)

- Open Access/Distance Education provision:
- Special needs:
 - English as an Alternative Language or Dialect (EALD) support for students for whom English is not their first language
 - Literacy Support Teacher
 - 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 (Drama, for Junior Primary students)
 - LOTE Spanish
 - Digital Technologies
 - Music programs including Instrumental Music – violin, viola and cello; Senior Choir; Ukulele
- 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 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:
- After school sports.

7. Staff (and their welfare)

- Staff profile:

Teacher resource includes 9 class teachers: 2xRec; 1xY1; 1xY1/2; 1xY2/3; 1x Y3/4; 1 x Y4/5; 1 x Y5/6; 1x Y6/7

EALD/Learning Support teacher

Literacy Support teacher

LOTE (Spanish) teacher

Multimedia/Digital Technologies NIT teacher

PE/Health NIT teacher

Drama 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-2, 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 2020;
 - 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;
 - Step 9 process for eligible staff;
 - 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;
 - One SSO supports the ukulele program;
 - 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 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 is one timber transportable building which 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. 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.
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.
- Access to bus transport:
- 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.

- 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 School 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 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.
- Other local care and educational facilities:
Flinders University (3km)
- Commercial/industrial and shopping facilities:
Marion Westfield Shopping Centre (2km)

- Other local facilities
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