



SCHOOL CONTEXT STATEMENT

Currency: March 2023

School number: 0993

School name: Marion Primary School

School Profile:

Marion Primary School is committed to developing confident, responsible, independent learners who contribute successfully to their future. We support all students to develop personal excellence and to show care and respect for each other and the environment. Student Voice is actively fostered through the Student Representative Council (SRC) with students from all year levels participating. Our School Values are Courage, Harmony & Integrity.

Specialist teaching programs:

Our performing arts program provides weekly lessons R-6 in drama, music, media arts and dance. Additionally, students from years 3-6 have the opportunity to learn a range of stringed instruments (violin, viola and cello) through the Dept for Education Instrumental Music program.

Students in years 5 and 6 also participate in a ukulele program and each year our Senior Choir performs in the Primary Schools Music Festival. An annual end of year concert featuring items from all class groups, as well as our specialist music programs, brings together a showcase of talent which is celebrated with the whole school community.

Our Digital Technologies program provides weekly lessons R-6 and includes coding and programming. Students in years R-2 access banks of school iPads while students in years 3-6 access school laptops for learning tasks across all curriculum areas. Students in years 3-6 also access banks of school iPads for use with specific learning tasks. All class teachers communicate with families through the Seesaw online app.

AUSLAN (Australian Sign Language) is taught from Reception to Year 6 as our school LOTE (Language other than English).

Sport:

After-school sports are a focus supported by numbers of parent coaches and team managers, coordinated by our Sports Committee, with basketball being the school focus sport for interschool competition games. We also represent strongly in SAPSASA competitions in Athletics, Cross Country and a range of team sports.

1. General information

- School Principal name: David O'Connell
- Deputy Principal's name: Sue Sifa
- Year of opening: The school was established in 1972 as the surrounding area was opened to new housing development. Students come from neighbouring suburbs including Marion, Mitchell Park, Sturt, Darlington and Oaklands Estate.
- Postal Address: 2-22 Malcolm Ave Marion
- Location Address: 2-22 Malolm Ave Marion
- DECD Region: Noarlunga 1
- Geographical location – ie road distance from GPO (km): 10kms
- Telephone number: 82772293
- School website address: <https://marionps.sa.edu.au/>
- School e-mail address: marionps.administration@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes.
 - Before School Care 7:00-8.30am Monday-Friday
 - After School Care 3.15-6.15pm Monday-Friday
 - Vacation Care 7.00am-6.15pm Monday - Friday
 - OSHC provides whole day care on Pupil Free days and Closure days 7.00am-6.15pm.
 - The OSHC centre is closed between Christmas Day and New Years Day and on all public holidays.
- February FTE student enrolment:
 - 2023 – 146 (R-6)
 - 2022 – 153 (year 7 moved to high school – school enrolment now R-6)
 - 2021 – 181 (R-7)
 - 2020 – 211 (R-7)
 - 2019 – 192 (R-7)
 - Index of Disadvantage – Category 4, ICSEA 1046 (2022)
- Student enrolment trends: School enrolments declined during COVID as a result of a drop in the number of overseas students studying at Flinders University with their children enrolled at Marion PS. A further decline as a result of year 7 exiting the Primary School system and entering the High School system has also occurred.
- Staffing numbers (as at February census):

There are currently 7 classes R-6 of single or multi-grade levels.

Principal 1.0

Deputy Principal 1.0 (0.4 teaching component)

Teachers 8.0 FTE

EALD teacher 0.4

SSOs 224 hrs

GSE 18 hrs

ACEO 3.5 hrs

- 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: Marion PS is included in the Marion Inland partnership as part of the Noarlunga 1 Portfolio.

2. Students (and their welfare)

- General characteristics

At the February census, the school had 146 students enrolled. 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 7 classes from Reception to Year 6.

- Student well-being programs

The school fosters a sense of community with dedicated support programs providing strong connections between older and younger students. A buddy program operates for all classes, with dedicated time for older students to work in class groups with younger students each fortnight, to build connections across the school student community. The buddy program runs fortnightly and alternates with whole school assemblies where the school values of Courage, Harmony and Integrity are reinforced and supported through the acknowledgement of positive behaviour recognised through class teacher awarded values certificates.

Social Skill development and Wellbeing Support programs for students include Kimochis; Growing with Gratitude; and What's the Buzz.

- Student support offered

The school partners with Relationships Australia to provide an on-site confidential counselling service to students and families.

Additional student support and connections are built in the yard at playtimes through our PALs (Play at Lunchtimes) program. Trained year 6 volunteers assist younger students to develop their social skills and interactions with others through positive play, centred around our Buddy Bench.

The school Pastoral Care worker is available on-site 2 days per week and provides a range of supports to students and families.

- 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. Teachers have undertaken training in the Berry St Education Model which underpins their practice and approach. Interoception is a feature of daily classroom life.

- 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 the Student Representative Council (SRC). All classes hold regular class meetings with SRC meetings held in weeks 3,6 and 9 each term.

- Special programmes

In addition to specialist teaching programs in the Performing Arts, AUSLAN, PE, Science and Digital Technologies, specialist literacy support and intervention programs support students in their reading development (MiniLit / Sage, MacqLit, Moondogs, Reading tutor). SSO staff have also recently completed training in the Orton-Gillingham literacy support program.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

2023 School Improvement Plan Goal 1 – LITERACY: Increase the percentage of students achieving in the high bands in Reading.

Challenge of Practice: Through implementing a whole school, evidence-based approach to the teaching of reading, with an explicit focus on elements of Scarborough's Reading Rope and responsive classroom practice to identified student learning needs, we will see an increase in the number of Year 3-6 students achieving proficiency in reading.

Student Success Criteria: We will see students consistently demonstrate: Proficiency in decoding words and non-words as seen in class assessments and measured by InitialLit cumulative reviews (R-2), phonics screener (yr 1-2), Dibells (yr R-6); Proficiency in all elements of scarboroughs reading rope word recognition (phonemic awareness, decoding, sight recognition) and language comprehension (Background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge); Mastery of comprehension at the text level through referencing text.

- Recent key outcomes:

NAPLAN 2022:

100% of Year 3 students met the Standard of Educational Achievement (SEA) in reading

78% of year 3 students achieved in the top two bands in reading

83% of Year 3 students met the SEA in Numeracy

50% of year 3 students achieved in the top two bands in Numeracy

Progressive Achievement Tests (PAT) 2022:

The percentage of students in each year level (3-6) who met the SEA are as follows:

PAT-Maths

Yr3 – 89%; Yr4 – 81%; Yr5 – 79%; Yr6 – 95%

PAT-Reading

Yr3 – 83%; Yr4 – 88%; Yr5 – 79%; Yr6 – 78%

4. Curriculum

- Subject offerings:

All Learning Areas as outlined in the Australian Curriculum are offered. Specialist subjects taken by specialist teachers are AUSLAN (LOTE), Performing arts, Digital technologies, Science and PE.

- Special needs:

Students with a Oneplan are supported by SSOs, teachers and Departmental Student Support Services Staff. These students include students with a disability, ATSI students and Students in the Care of the Minister.

Students identified by class teachers through the internal Learning Support Team process who aren't progressing as expected or who may have additional learning support needs, are supported through specific intervention programs or through referral to the Student Support Services team.

Additionally, the school receives Departmental funding of 0.4 Teacher of English as an Alternative Language or Dialect (EALD) support for students for whom English is not their first language and 0.1 Autism Inclusion Teacher to support classroom teachers and build their capacity and understanding to support students with Autism.

- Special curriculum features:

Systematic Synthetic Phonics instruction in R-2 follows the InitialLit program and is supported by the MiniLit Sage literacy intervention program. The full suite of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments are in their first year of implementation R-6 to provide early detection of reading risk. Wave 1 Classroom programs

through to Wave 3 Intervention programs are informed by this data so that individual students are supported in developing their reading skills.

- Teaching methodology:

Each class is guided in its program by the Australian Curriculum and the South Australian Teaching for Effective Learning Framework (TfEL) 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 and Knowing how to learn it; and

Connecting learning to students' lives and contexts.

Consistency of what is taught across year levels is assured through whole school agreements in the teaching of Literacy and Numeracy.

Staff collaboratively plan and develop teaching programs each term ensuring consistency of curriculum implementation within year levels and across classrooms. Teachers also develop an annual curriculum overview ensuring continuity of learning by curriculum area from R-6.

- 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 provided 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 carnivals and competitions including:

Athletics and Cross Country (Carnivals)

A range of team sport competitions where students can trial for selection.

Parents as Coaches and Team Managers, under the guidance of a Sports Committee, coordinate after school sport teams in the interschool basketball competition.

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

The school invites sporting groups to conduct coaching clinics throughout the year through engaging in the School Sports Grant program.

6. Other Co-Curricular Activities

Senior Choir students participate in the Primary Schools Music Festival each year.

Ukelele program for students in years 5 and 6

After school sports R-6 (dependent on coach availability)

7. Staff (and their welfare)

- Staff profile

There are a range of ages and levels of experience on staff with many teachers having worked at Marion Primary for a number of years. The majority of our teaching staff are permanent employees, with our contract positions mostly backfilling staff on maternity leave. Most SSO curriculum support staff have permanent hours with some casual staff employed each year through funding support provided for students with identified disabilities.

- Leadership structure

Principal

Deputy Principal (0.4 teaching role)

- Staff support systems

Classroom teachers work collaboratively in Junior Primary, Middle Primary or Senior Primary teaching teams. Most teachers team teach or co-deliver curriculum with opportunities for students to work in different grouping structures throughout the week.

Staff plan and develop teaching programs collaboratively in their teaching teams.

Professional Learning Communities support reflective and innovative practice and help establish and monitor the site improvement plan priorities.

Staff meetings provide regular PD which is based on the school focus and team needs.

- Performance Management

Professional development meetings for teachers and SSO staff are held with the Principal or Deputy Principal according to line management responsibilities. The focus areas are the SIP goals, student learning and relevant staff individual professional learning goals.

- Staff utilisation policies

Each year, staff provide information to the principal about their preferred role and FTE working arrangements for the following year. Information regarding the make up of NIT subjects is also captured in this process.

This is shared and discussed with the PAC as part of the class organisation process.

EALD support is provided by a 0.4 teacher;

One SSO supports the ukulele program;

SSO positions support Admin, Library management and Curriculum implementation.

The Aboriginal Community Education Officer allocation is 3.5 hours each week.

- Access to special staff

Instrumental Music Services (DfE) provides Strings lessons for students from Year 3 to year 6.

The school accesses Department for Education 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. 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, 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.

Tree audits and associated remediation works are completed annually.

Breakdown and preventative maintenance services are provided by Ventia.

- Heating and cooling

Reverse cycle airconditioning units are installed throughout the school.

- Specialist facilities and equipment

A computer lab and music room are located on the ground floor of the main building. R-2 classes have access to 2 banks of iPads, with each bank holding 30 devices. Each pair of primary (3-6) classes have their own laptop trolley holding 30 devices. Digital technology is integrated into daily learning tasks for all students R-6.

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.

PE classes are held in the school gymnasium or on the large oval.

The school's curriculum areas are well resourced.

- Student facilities

Canteen facilities are provided by an external company Manna Food Services. The canteen operates on Thursday and Friday with ordering and payment all completed online through the QKR app. 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. The school has extensive WiFi and Swift Internet

facilities. Staff working in classroom spaces and directly with students are provided with an iPad or Laptop.

- Access for students and staff with disabilities

All buildings are wheelchair accessible. The main building includes a lift to the second storey. A disability access toilet is available.

- Access to bus transport

Regular public bus routes are accessible on Marion Road. Private bus companies are booked to provide transportation for all student excursions.

10. School Operations

- Decision making structures

Procedures are well established to support decision making and school operations. These are supported by committees and groups including:

Students: SRC

Staff: PAC; Teaching Teams; PLCs; weekly staff meetings, SSO meetings

Student Support: Learning Support Team; Student Review Team; Leadership Team

Parents: Governing Council; Sub committees - Finance, OSHC, Grounds, Sport, Fundraising.

- Regular publications

Whole school newsletters are published fortnightly and are distributed via email through the Edsmart system. A limited number of hard copies are also available through the front office. Newsletters are uploaded to the school website. The school has a linked Facebook page.

Class newsletters are published at the start of each term providing a curriculum overview of planned learning experiences for the term ahead. Regular communication between home and school is also managed by class teachers through the Seesaw app.

Staff and Parent Information handbooks are updated annually.

- Other communication

The school changeable sign is updated regularly and provides dates of upcoming school events.

Excursions and other events also have information sent home with students in hard copy format.

School information and documentation is available via the school website.

- School financial position

All accounts and reports demonstrate a sound financial position.

- Special funding

The school regularly applies for grants through the School Sporting Grants program. Other grants may be applied for where relevant.

11. Local Community

- General characteristics

The local community is varied with community members increasingly coming from a range of nationalities. There is also a mix of rental and private home ownership in the school community as well as a level of transience. Employment and education levels vary with some parents studying at Flinders University, some working in the city or locally and other families not currently in paid employment.

- 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 sub-committees, and the many sporting teams are supported by volunteer coaches and team-managers. The numbers of volunteers that support class programs and students' learning have been impacted by COVID restrictions over the past few years. Marion Primary also has historically enjoyed a very positive association with organisations including local service clubs.

- Feeder or destination schools

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

Many of our Year 6 students will transition to Hamilton Secondary College, or Seaview High School, while Brighton High School and Springbnak Secondary College also attract enrolments. 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 and the Australian Science and Mathematics School are approx. 3km south.

- Commercial/industrial and shopping facilities

Marion Westfield Shopping Centre (2km). Additionally, many homemaker stores and light industry / commercial premises are located approx. 1km South on Marion Road.

- Other local facilities
 - SA Aquatic and Leisure Centre (2km); Flinders Medical Centre (4km)
- Availability of staff housing
 - N.A.
- Accessibility
 - Adelaide CBD is 11km by road from the school and is accessible by public bus on Marion Rd or by rail from Marion Station
- Local Government body
 - Marion City Council

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 Primary School; Clovelly Park Primary School; Forbes Primary School; Kilparrin Teaching and Assessment School and Services; South Australian School for Vision Impaired (SASVI); Australian Science & Mathematics School (ASMS) and Hamilton Secondary College.