

SCHOOL CONTEXT STATEMENT

Updated: February 2022

School number: 0249

School name: Marryatville Primary School

1. General Information

Part A

School name: MARRYATVILLE PRIMARY SCHOOL
School No: 0249 Courier: East
Principal: Angela Van Enkhuyzen
Postal Address: Dankel Avenue, Kensington 5068
Location Address: Dankel Avenue, Kensington 5068
District: Central East
Distance from GPO: 5 kms
Phone No: 08 83320501
Fax No: 08 83324947

FEBRUARY FTE ENROLMENT

Year Level	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Rec	49	62	75	70	64	56	65	76	54	66
Year 1	49	57	69	62	74	70	65	64	78	55
Year 2	64	58	58	67	63	79	78	68	74	79
Year 3	62	71	59	63	74	63	82	79	67	75
Year 4	69	67	75	58	79	80	66	83	87	70
Year 5	51	64	66	72	64	78	89	67	81	88
Year 6	58	54	66	69	80	76	82	98	73	78
Year 7	52	54	55	70	72	78	80	71	91	-
TOTAL	454	487	505	531	570	580	607	606	605	511

Information	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School Card percentage	11	11	10	10	10	10	10	10	11	10
EALD Enrolment	65	75	92	130	175	177	185	189	2041	143
Aboriginal Enrolment	1	0	3	3	3	2	1	1	0	1

Part B

- Deputy Principal: Brett Hammerl
- School website address: www.marryatps.sa.edu.au
- School e-mail address: dl.0249_info@schools.sa.edu.au
- Staffing numbers: 28.8 FTE
 - 1.0 Principal
 - 1.0 Deputy
 - 1.0 Assistant Principal
- OSHC: The "Red Shed" provides before and after school care.
- Enrolment trends: Steady enrolments each year to date; MPS has 20 classes
- Year of opening: The school was opened in 1884 and relocated to current site in 1978
- Public transport access: North Terrace, City, Bus 141 or 142 Kensington Rd, Stop 9

2. Students (and their welfare)

- **General characteristics**

Our school currently caters for Reception to Year 6 students. The majority of students are English speaking with approximately 33% EALD families representing many different cultures. There is an increasing enrolment trend of students with English as a Second Language over the past 3 years.
- **Support offered**

Additional Learning support is coordinated by the Deputy Principal. 1:1 intervention is available for targeted students who qualify for IESP funding. EALD funding is used to support targeted and identified students in small group or individual programmes. Additional short term teacher and SSO support is provided to students to achieve learning goals.
- **Student management**

There is a whole school student Behaviour Education policy based on DfE policies. The underlying rationale being 'All teachers have the right to teach' and 'All students have the right to learn'.
- **Student government**

At Marryatville Primary School we value student participation in decision-making. All students participate in class meetings. An active Year 1 - 6 Student Representative Council meets fortnightly. Year 6 (SRC Executive) have leadership responsibilities. School Captains are appointed each year and senior students have community service expectations.
- **Special programs include:**
 - Performing Arts / Music Specialist Teacher / Junior and Senior Choir / Instrumental Music and PE Specialist Teacher
 - L.O.T.E. – French
 - Physical Education – skills based programmes
 - Science / STEM

3. Key School Policies

- **Site Improvement Plan and other key statements or policies**

Priorities for 2022 - 2024:

- ★ **Digital Technologies** that enable students to be global citizens capable of actively & ethically communicating and collaborating.

- ★ Students able to build on personal strengths, and develop the mindset that enables necessary risk taking, deeper engagement in learning and leads to high **wellbeing** and pride in their accomplishments.
- ★ Student engagement in quality pedagogy in **Maths** provides the conditions for high aspirations and intellectual stretch resulting in achievement of school and DfE achievement targets.
- ★ Student engagement in quality pedagogy in **English** provides the conditions for high aspirations and intellectual stretch resulting in achievement of school and DfE achievement targets.

The range of collected data along with a focus on research based pedagogy informs our teaching practice.

At Marryatville Primary School Students, Parents and Staff have developed a commonly agreed vision ...

At Marryatville Primary School our vision is to provide our students with the skills and knowledge to lead resilient and flourishing lives. They embrace learning and challenge, are curious, take necessary learning risks and have pride in their accomplishments. Our students will understand and build upon their personal strengths. In a collaborative and inclusive learning environment they influence and make meaningful connections with their learning, whilst fulfilling our motto of 'Ambition with Honour'.

Our school values are:

- Build Community
- Ambition with Honour
- Enjoy Learning

4. Curriculum

- The school community has high expectations of curriculum standards and student achievement.
Subject offerings: The Eight Required Areas of Study
English
Technology
LOTE - French
Mathematics
The Arts
Health and PE
Science
HASS
- **Special curriculum features**
 - Performing Arts Program R – 7
 - Instrumental Music program
 - Physical Education Program R – 7
 - SAPSASA & After School Hours Sport
 - **Positive Education:** MPS utilises strategies of Positive Psychology as developed by Dr Martin Seligman to enable staff and students to flourish. Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organisations to thrive. An indication of wellbeing is *flourishing*. The acronym PERMA represents the five components that can be used to measure and increase wellbeing.
 - * **P: positive emotion**
 - * **E: engagement**
 - * **R: relationships**
 - * **M: meaning, engaged in something meaningful**

* **A: accomplishment / achievement**

Students at MPS are also taught the benefits of good nutrition, sleep and exercise. Each element of PERMA is pursued for its own sake. A flourishing person has not just *the absence of misery* but also the presence of these five elements in their life. (*from Building the State of Wellbeing. Adelaide Thinkers in Residence 2012-2013 Report*). Key strategies at MPS to build student flourishing are a focus on character strengths, resilience and grit, productive thinking, self-regulation, mindsets, personal reflection, positive relationships (through the use of the Friendology program) and the skill of gratitude.

Character strength language is used across the school, supported by a daily whole school read aloud. Each class develops a class identity to build connections and to positively frame learning & social behaviours. The Personal and Social Capability Curriculum is used to understand student achievement in this area and to plan for improvement as we understand the central role that positive connections to others plays in living a good life.

All staff are expected to support and model the key concepts and training and development both externally and in house supports staff development.

- **Teaching methodology**

Teachers work collaboratively in year level teams to plan, assess and teach the curriculum, as well as across year levels as 'buddy classes'. Teachers use engaging pedagogy and Inquiry Learning as part of their approach to teaching and learning. High impact teaching strategies are incorporated in all learning areas. School Services Officers support individual and small group learning.

- **Assessment procedures and reporting**

Includes continuous assessment complemented by data. Whole school data is collected, entered into Sentral and is used to inform decisions. Collaborative teams regularly moderate student work to ensure consistency of information.

Reporting to parents about student achievement occurs through Student Progress Discussions with parents (end of term 1), Mid-Year Written Reports using Achievement Levels (end of term 2), end of year written reports using Achievement Levels A-E as well as through ongoing discussions.

- **Joint programs**

Transition programs with local preschools and secondary schools.

5. Sporting Activities

- A variety of after school sporting activities are offered including Netball, Soccer, Cricket, Basketball, Hockey, Tennis, AFL, Volleyball.

Special sporting activities in school hours include Swimming Carnival, Sports Day, SAPSASA , Swimming, Aquatics. Programs are coordinated by the Specialist PE Teacher.

6. Other Co-Curricular Activities

- **Special**

Festival of Music Senior Choir, Junior Primary Recorder, Band, Tournament of Minds, English / Maths / Science / Computer Skills / Science Competitions, Productive Garden Management.

7. Staff (and their welfare)

- **Staff profile**

We have 28.8 FTE teachers, 10 SSOs, and a Grounds Person. A number of staff work part time.

- **Leadership structure**

Principal, Deputy, Assistant Principal, ICT / STEM Coordinator, Business Manager

- **Staff support systems**

Staff work in year level teams and professional learning communities which are linked to site improvement priorities. Consultation committees include PAC, WHS, Curriculum Committees, Wellbeing, Sports and learning teams.

- **Performance Management**

Performance management processes aligned with DfE policy ensure that all staff have access to performance development and feedback and design with the Australian Professional Standards for Teachers.

- **Staff utilisation policies**

Music N.I.T. 1.0, Physical Education N.I.T. 0.8, French N.I.T. 0.8, Librarian 0.6, Science 1.4

- **Access to specialist staff:**

Instrumental Music, Choir teacher, Student Support Services team including Speech Pathologist, Psychologist, Interagency Behaviour Coaches, Attendance Officers, Social Worker

- **Other**

There is strong community support and a high level of parent involvement.

Students at Marryatville Primary School are involved in many music and sports activities both in school hours and after school. Parents are actively involved through a class parent representative model and play an important role in developing our school, particularly through the school's active Governing Council.

8. Incentives, support and award conditions for Staff

- Complexity placement points: 0
- Placement points: 1

9. School Facilities

- **Buildings and grounds:**

We have a two storey brick building, offices and classrooms (4- 6).

- Administration facility was upgraded 2009.
- 4 classroom Unit/Toilets –Regent Neighbourhood building houses Rec & Year 1 classes, withdrawal space, office, central area
- 3 classroom Unit – Shipsters Building houses 3 junior primary classes, office space and a central space used for science.
- 2 classroom unit houses specialist French and is the OSHC out of school hours
- We have a DEMAC Resource Centre with an additional classroom, and a transportable building for Performing Arts Room.
- A new 2 classroom building for middle primary students was constructed in 2020.
- Marryatville Primary School is located on well-maintained grounds including grassed reticulated oval, cricket pitch, cricket nets, artificially turfed tennis/basketball/netball courts, soccer goals.
- Grounds and facilities have undergone an upgrade via parent committee, fundraising proceeds and working bees.
- There are two playgrounds – JP and Primary (equipment/playground areas).
- We have a multi-purpose hall that supports our PE programme
- “Red Shed” – Out of School Hours Care is well utilised.
- Nature play areas provide a quiet space for play and classroom activities
- A covered outdoor learning area (COLA) provides shelter in the centre of the school

- **Cooling**
The School is air conditioned, ie Reverse cycle (most classrooms, the hall and work areas). Two classrooms have evaporative AC.
- **Specialist facilities**
Multi-purpose hall, Performing Arts Room & a number of small withdrawal spaces.
- **Student facilities**
Local delicatessen provides a lunch service for students (no canteen on site).
- **Staff facilities**
No on site car parking.
- **Access for students and staff with disabilities**
Ramps installed to all buildings, lift in double storey building.
- **Access to bus transport**
Trans Adelaide, Charter buses for school excursions.

10. School Operations

- **Decision making structures**
Governing Council and Sub committees.
SRC
Staff via staff meetings, PAC, year level teams, sub committees
- **Regular publications**
School Newsletter (fortnightly)/ Class Newsletters/ web pages/Parent Information Booklet /Information Brochures /Digital Day Book/Term Calendar
- **Other communication**
Email: info@marryatps.sa.edu.au
- **School financial position**
Library and Building funds established.
Budget developed by Finance Committee and operated by budget managers.
- **Special funding**
Nil

11. Local Community

- **General characteristics**
The School is surrounded by houses (bungalows, villas, restored cottages, flats, units) and close by shopping facilities. English is the main language spoken. There has been a steady increase in families who have relocated from overseas. Enrolments have grown over the past 10 years and a zone has been established to help manage the growth. **MPS is a zoned school.**
- **Parent and community involvement**
A high level of parent involvement and support is enjoyed.

- **Feeder schools**

Receptions transition from McKellar Stewart Kindergarten, Margaret Ives Children's Centre and Kensington Gardens Preschool.
Students zoned to Marryatville PS are not given automatic entry into Marryatville High School or Norwood Morialta High School.

- **Other local care and educational facilities**

Childcare, preschool and secondary schools (state and private) are available.

- **Commercial/industrial and shopping facilities**

The area is well served with close proximity to the City, Norwood Parade and Burnside Village

- **Other local facilities**

The area around the school is well served by medical, sporting, recreational and community facilities.

- **Availability of staff housing**

There are several real estate agents close by on Kensington Road.

- **Local Government body**

Kensington, Norwood, St Peters City Council

12. Further Comments

- A whole school community pride exists and is promoted and celebrated. Students are enthusiastic, cooperative and well supported by parents.