



SCHOOL CONTEXT STATEMENT

Updated: March 2017

School number: 1213

School name: MAGILL SCHOOL R-7

School Profile:

1. General information

- School Principal name: Di Fletcher
- Deputy Principal's name: Daphne Schumacher
- Year of opening: 1853
- Postal Address: Adelaide Street
- Location Address: Magill SA 5072
- DECD Region: EAST
- Geographical location – ie road distance from GPO (km): 8km
- Telephone number: 8331 9422
- Fax Number: 8431 5572
- School website address: www.magillschool.sa.edu.au
- School e-mail address: dl.1213.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes

February FTE enrolment:

	2013	2014	2015	2016	2017
Reception	78	101	74	100	113
Year 1	92	96	98	80	111
Year 2	83	100	105	104	85
Year 3	93	80	107	117	109
Year 4	94	101	88	106	124
Year 5	85	86	109	89	111
Year 6	103	88	86	115	98
Year 7	112	98	91	81	111
Total	740	748	758	792	862
Male FTE	395	395	407	424	457
Female FTE	345	353	351	368	405
School Card Approvals:	88	75	85	95	99
NESB Total:	488	429	392	440	482
Aboriginal FTE enrolment:	7	9	3	3	3
Overseas full fee paying students:	3	0	2	3	0

Student enrolment trends:

There are approximately 862 students attending the school. While some students leave throughout the year, we have students transferring into the school.

Staffing numbers:

Teaching staff (as of February census) includes the full time equivalent of 41 teachers of which there are 32 classroom teachers.

Specialist staff includes 1.6 Science, 1.6 The Arts, 1.0 Health and Physical Education, 2.4 Chinese, 1.1 EALD and 1.5 teacher librarians.

Administration ancillary staff (including ICT technician, resource centre, sports co-ordinator, music co-ordinator and grounds) comprises 12 part and fulltime staff. In addition hours are provided for intervention / support programs for students with learning disabilities and learning difficulties.

The leadership team consists of the Principal, Deputy Principal, Senior Leader and three Coordinators who have a 0.8 teaching role.

Public transport access: Yes

2. Students (and their welfare)

General characteristics

Predominantly middle class area, however some hidden pockets of poverty. Highly multicultural with over 44 cultures represented.

The student profile is as follows: 11% of students are receiving School Card assistance, 59% are from a non-English speaking background and 0.01% identify as Aboriginal or Torres Strait Islanders.

- Student well-being programs

A Pastoral Care Support Worker (PCW) is available to support students / families for 12 hours each week on Monday and Friday 8:30am – 3:00pm.

The PCW worker offers the following - play programs, in class support and friendship groups.

- General student counselling with access to specialist regional support services.

- Kidsmatter school.

- Student management

The school has implemented Restorative Justice Practices R-7 to manage student behaviour. Staff members have participated in professional development in *Restorative Practices* and *Play is the Way*. Anti-bullying strategies are implemented across the school and explicit teaching in this area occurs every year. Anti-bullying surveys are conducted twice a year and results are shared with the Governing Council and the community. The school has a dress code policy.

- Student government

There is an R-2; 3-5 and 6/7 Student Council. Teachers are identified at the beginning of each year to support each of these groups. While these groups meet every two weeks they do meet as one group each term. During each year the R-5 Student Council is involved in a Parliamentary visit and R-7 students are involved in leadership training, fundraising / recommendations for resource purchases, end of year celebrations and casual days. They also organise the end of term reports at assembly and regular newsletter articles.

- **Special programmes**
The specialist Non Instruction Programs are Chinese R-7, Science 3-7, The Arts R-7 and Health and PE R-2. Other specialist programs include: Instrumental music, SAPSASA / after-hours sport, debating, chess, transition program (K-R, 7/8), EALD program, First Language Maintenance (Chinese), Korean (after school program) MiniLit, Maqlit, What's the Buzz, Quicksmart Maths, TooSmart, Reception intervention and recycling. Out of School Hours Care operates daily and Vacation Care during school holidays.

3. Key School Policies

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

Magill School is part of the Morialta Partnership which includes 11 preschool, primary school and secondary school sites in the Eastern suburbs of Adelaide. Curriculum leadership within the Morialta Partnership focuses on the Australian Curriculum with a particular emphasis on developing capacity in Science, Technology, Engineering, Mathematics, Social Enterprise Learning (STEMSEL).

Magill School aspires to provide relevant, purposeful learning experiences for all students within a caring, supportive learning environment. In times of rapid social, economic and technological change we aim to develop independent, socially confident citizens who are creative, collaborative, use higher order thinking and problem solving skills and can access and appraise information.

The school values are:

- Respect
- Excellence
- Honesty
- Responsibility

The 2015 /18 school priorities are:

- TfEL – Engagement and Achievement (Maths/Numeracy)
- TfEL - Engagement and Achievement (English/Literacy)

Recent key outcomes:

- Consistently strong student results in NAPLAN and ICAS testing.
- Implementation of agreed literacy and numeracy assessments.
- Targeted intervention programs, including the implementation of Maqlit ,MiniLit, Quicksmart Maths, TooSmart, Literacy/Numeracy Boost program and targeted reception programs.
- Implementation of Lexiles and Mathletics.
- Development / implementation of an anti-bullying strategy.
- Review and further development of Restorative Practices.

4. Curriculum

Subject offerings

All teachers plan, program, assess and report using the Australian Curriculum in all learning areas.

Special needs

Students with special needs are supported through individual learning plans with a range of interventions including literacy, numeracy and social skills..

The deputy principal co-ordinates a group of trained curriculum SSOs, in collaboration with class teachers, to ensure that learning goals are met.

Special curriculum features

The school participates in the *Premier's Reading Challenge*.

Each year students are able to enter the *International Competition and Assessment for Schools* (ICAS) in English, science, maths, writing and spelling.

Students are encouraged to enter the *Oliphant Science Awards* with the support of the science specialist teacher.

DECD provides strings, woodwind and brass instrumental music teaching.

Teaching methodology

There are three levels of schooling: early years (R-2), primary years (3-5) and the middle years (6-7). The majority of classes are single year levels however, there are some composite classes. Teachers work collaboratively to plan, program and assess students' learning. Resource based learning and the integration of ICT is a key part of the schools' methodology.

Student assessment procedures and reporting

A wide range of assessment methods are implemented to ensure inclusivity. They include: peer, formative, anecdotal notes, self-reflection, observations, standardised tests and experiments. Reporting student achievement during the year include: learning conversations (term 1 and 3), written reports (term 2 and 4), NAPLAN, Acquaintance evening / reverse interviews (term 1), newsletters, diary notes, performances and informal discussions with the teacher.

5. Sporting Activities

Sport is a significant part of school life at Magill. In addition to regular class fitness activities / PE activities, specialist PE lessons (R-2), lunch time activities and sports clinics there are after-hours sport co-ordinated by parents. The after-hours sport includes netball, soccer, hockey, football and cricket. The Sports sub-committee, the senior leader and an SSO work collaboratively with parents to manage the after-hours sport.

SAPSASA participation includes the following sports – swimming, athletics, cross country, badminton, cricket, netball, soccer and football.

All students participate in a swimming program – R-5 (swimming lessons), 6/7 (aquatics).

Each year we have a Sports Day which focusses on skills and a variety of activities.

6. Other Co-Curricular Activities

Students take part in choral activities through the year 2/3, 4 and 5/6/7 choirs. The senior choir (5/6/7) participates in the Festival of Music each year. The other choirs have the opportunity to perform at school (assemblies and special functions) and other venues.

Book Week celebrations, Harmony Day, IMS concert, Reconciliation/NAIDOC, R-2 Chinese New Year parade and the R-6 end of year concert are annual events. Come-out is celebrated on alternate years.

Debating, chess, Oliphant science awards and Magill Has Talent are other activities during the year.

Environmental project – paper recycling.

Camps occur in years 3-7 at the teachers' discretion.

7. Staff (and their welfare)

Staff profile: Magill School has a large teaching and non-teaching staff with a range of experience. There is limited turn over with most staff choosing to remain at the school. The majority of teachers are on Step 9.

Leadership team structure: Currently consists of principal, deputy principal, senior leader, two co-ordinators (TfEL – Engagement and Achievement), one co-ordinator (student wellbeing) and the office manager. PAC supports whole school decision making which is generally consultative.

Staff support structures: There is a weekly staff meeting (three weekly cycle) either focussing on professional development, administration or teams. A structured agenda enables staff to discuss, share, learn and make decisions. All staff are members of a team (R-2, 3-5, 6-7, specialist). Year level teams meet regularly to collaboratively plan and program.

Performance development: Staff performance development includes meetings and class observations with the line manager. Student feedback, peer feedback and self-reflection are also included in the process. Line management of teaching staff is shared between the principal, deputy and senior leader. Non-teaching staff is shared between the office manager, deputy and principal. Written feedback is provided to all staff members each year.

Staff utilisation policies: School support staff are involved in supporting students with special needs, classroom support for teachers, supporting the resource centre, IT technician, school reception, clerical and finance work.

Access to special staff: There are school agreed processes for referring students for support. This is managed by the Magill Student Review Team. Students are prioritised for assessment and learning support. Learning plans are developed collaboratively with teachers, parents and specialist support staff.

8. Incentives, support and award conditions for Staff

Magill School is situated in the metropolitan area of Adelaide with no special staff provisions.

9. School Facilities

Buildings and grounds: The school has undergone a major re-development which was completed in December 2013. This has included refurbishment of the R-2 classrooms and primary classrooms, a new administration block, resource centre and learning spaces above the resource centre. There are also extensive undercover areas on the grounds

There is a gymnasium, performing arts room, science room and music rooms.

Spaces are also allocated to OSHC / vacation care and the school uniform shop.

Heating and cooling: All buildings have heating and cooling.

Student facilities: A canteen attached to the gymnasium is open daily for lunches and snacks. The canteen operates under a healthy food policy.

Staff facilities: There is a modern well equipped staffroom, office areas for SSOs, ICT access and a variety of meeting rooms throughout the school.

Access for students and staff with disabilities: The majority of areas are wheelchair accessible with a lift to provide access to the double story buildings. There are also toilet facilities for students and staff with disabilities.

Access to bus transport: Buses stop adjacent to the school. Private companies and DECD buses are used for excursions and camps.

Other: On-site facilities include a dental clinic.

10. School Operations

Decision making structures: The school is committed to consultative and collaborative decision making processes. The Governing Council is supported by a number of sub-committees including: Assets, OSHC, Finance, Education, Fundraising and sport.

The Personnel Advisory Committee (PAC) and the School Management Group meet fortnightly. The Leadership team meets weekly.

The Student Council meets fortnightly, either as an R-7 group or stages of learning - R-2, 3-5 and 6/7.

Regular publications: There are weekly bulletins from the principal and senior leader emailed to all staff. Daily information for staff is placed on the weekly calendar. Students receive daily information electronically. The school newsletter is posted online fortnightly on Fridays of even weeks.

Parents are advised by SMS. The school's website also has a term planner highlighting events.

All class teachers provide class newsletters / term overviews at least once a term.

Other communication: Email access is available for all staff and students. Some classes are beginning to establish "blogs". There is an active Facebook page.

School financial position: Finances have been audited and found correct and the school is in a sound financial position.

Special funding: Availability of special funding – nil (Category 7 school)

11. Local Community

The school predominately serves the residential areas of Magill, Rosslyn Park, Kensington Gardens, Auldana, Stonyfell and Tranmere.

Parent and community involvement: Parental involvement is solid and is reflected in the number of subcommittees, commitment to sporting teams and classroom support.

An informed and active Governing Council contributes to school management and oversees OSHC and the uniform shop.

Parents are actively involved in supporting teachers and students with reading, class activities, excursions, sports, camps, the canteen and resource centre.

Parents are encouraged to attend primary, junior primary and end of term whole school assemblies.

Feeder or destination schools:

Reception students come from a number of different kindergartens, in particular Magill and Kensington Gardens. A transition process is implemented for new reception students in term 4. An Information Night is held in Term 4 for parents. New students visit the classroom for approximately one hour. Transition is held Term 1 Week 1 where Reception students attend half days. An Acquaintance Night for parents of reception students is also held during this week.

The majority of the year 7 students' transition to Norwood Morialta High School; however, students are also accepted to Marryatville and Glenunga. Some students also move to the private and Catholic systems.

Students enrolling at Magill School must live within the zone or have siblings attending the school.

The University of South Australia (Magill Campus) is situated half a kilometre from the school. The university facilities (swimming pool, auditorium and gymnasium) are accessed by the school on a regular basis.

Local Government body: The school is situated in the Burnside Council area.

12. Further Comments

The school celebrated 150 years of schooling in 2003 and its long history is recorded in the book *Under the Shadowy Hills*. The school also has an Old Scholars Association.

Magill School works with the University of South Australia (Magill Campus) accepting a significant number of pre-service teachers each year.