



SCHOOL CONTEXT STATEMENT

Updated: May 2026

School number: 1213

School name: MAGILL SCHOOL R-7

1. General information

- School Principal name: John Iannunzio
- Deputy Principal's name: Mike Shortt
- Year of opening: 1853
- Postal Address: Adelaide Street
- Location Address: Magill, SA 5072
- Partnership: Morialta
- 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:

	2023	2024	2025	2026
Reception	92	99	84	85
Year 1	85	93	105	81

Year 2	115	95	92	109
Year 3	116	111	92	96
Year 4	117	116	110	96
Year 5	124	115	110	110
Year 6	118	121	113	120
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Total	767	750	706	697
Male FTE	390	384	365	354
Female FTE	377	366	341	343
School Card Approvals	81	80	51	22
EALD enrolments:	269	252	277	270
Aboriginal enrolments:	7	4	4	5

Student enrolment trends:

Magill School's Capacity Management Plan was removed at the start of 2026. For the first time in many years the school is able to consider enrolments from outside the school zone, subject to capacity.

There are currently 60 Receptions enrolled to begin at the beginning of Term 3, 2026.

Staffing numbers:

Teaching staff (as of February census) includes the full time equivalent of 52 teachers of which there are 28 classroom teachers. There are also 5 Instrumental Music teachers based at the school.

Specialist staff includes 2.2 Science, 1.2 Performing Arts, 1.2 Physical Education, 2.0 Chinese, 1.0 EALD

Ancillary staff (including ICT technician, resource centre, sports co-ordinator, music co-ordinator and curriculum) comprises 27 part and fulltime staff.

The leadership team consists of the Principal, Deputy Principal and 3 x Assistant Principals

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 50 cultures represented.

The student profile is as follows: 3% of students are receiving School Card assistance, 59% are from a non-English speaking background and 0.07% identify as Aboriginal or Torres Strait Islanders.

Student Management

- At Magill School we use Restorative Justice Practices across our Reception to Year 6 cohort. Staff have participated in professional learning to use Restorative Practices to solve problems and work to solutions with students. The Wellbeing and Engagement Collection survey which is held annually and participated in by our students in Years 4 through to 6 provides valuable data on student wellbeing and engagement, not only at school but in their personal lives too.
- This data, together with that collected at a school level, provides valuable information which the wellbeing committee use to respond to with our wellbeing programs and initiatives that run in the school.

Student Voice

- Magill School has an active and meaningful Student Voice program with representatives across the Reception to Year 6 student cohort. From year 2 to Year 6, class representatives participate in 1 of 3 focus area Student Action Teams, these being; Sustainability Stars, Wellbeing Warriors and Tech Heads. Each Student Action Team is led by a teaching staff member who is passionate about the focus topic, and who supports the students to achieve their goals throughout the year. The Student Action Teams run termly whole school fundraising to raise money for their area of focus, with the exception being the Wellbeing Warriors who run an annual food drive to support Food Bank and provide valuable connections to the broader community.
- Students in their final year at Magill School can take on further student voice opportunities by being selected as a Student Leader. Each year a team of 16 students, representing the 4-sports day teams, are selected by a joint staff and student vote to lead the school. These 16 leaders meet fortnightly with each other, and termly with student leaders from our neighbouring primary and secondary school sites to build their leadership skills and bring new learning to the Magill School community. Our student leaders host our termly School Tours and showcase what it means to be a Magill School student.

Special programmes

The specialist Non-Instruction Programs are all run from Reception- Year 6 and consist of; Chinese (Mandarin), Science, Performing Arts and Physical Education. Other

specialist programs include: Instrumental Music, SAPSASA / after-hours sport, chess, EALD program, What's the Buzz, 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 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 2026 SLP Priorities are:

In 2026, we continue our priorities with a clearer and more deliberate alignment to the South Australian Curriculum. This includes teachers providing increased and more intentional opportunities for students to contextually apply dispositions across all learning areas.

Provide opportunities for students to apply the dispositions and capabilities outlined in the SA Curriculum through authentic learning experiences

Our partnership with Brendan Lee will continue into 2026 to further explore the Instructional Hierarchy, focusing on how we can differentiate instruction at each phase of learning. This will ensure that all teachers have the tools to meet students at their level of need, applying scaffolding for those who are just beginning to master content and ensuring complexity for those who are secure in their learning.

Our 2025 focus on the Acquisition phase of learning effective Checking for Understanding strategies, and explicit modelling of the I Do - We Do - You Do approach - will continue into 2026 as we further strengthen whole-school consistency.

4. Curriculum

Subject offerings

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

Inclusion

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

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

A Student Review Team meets regularly to provide teachers additional support and resources for identified students.

Special curriculum features

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

We participate in the Junior Division Math Olympiad which is an inter-school competition that has been specifically designed to stimulate and challenge high potential and high achieving students in Years 5 and 6. It provides an opportunity for students to compete as part of a team while striving for individual excellence. It is a prestigious and highly regarded competition that has been running in Australia since 1987.

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

The Education Department provides strings, woodwind and brass instrumental music teaching.

Our Junior Concert Band participates in the ABODA music competition each year.

Teaching methodology

Teachers work in year level teams to develop their planning and teaching practice. Teachers meet regularly in Collaborative Planning Teams to work on Site Improvement Plan initiatives.

The majority of classes are single year levels however; there are some composite classes. Teachers work collaboratively to plan, program and assess students' learning.

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 (Terms 1 and 3), written reports (Terms 2 and 4), NAPLAN, Acquaintance evening / (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, lunch time activities and sports clinics there are after-hours

sports co-ordinated by parents. The after-hours sports include: basketball, netball, soccer, football and cricket. The Sports sub-committee, the Assistant Principal 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), Year 6 (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 Year 5/6 choirs. The senior choir (5/6) 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, Chinese New Year and the R-6 end of year concert are annual events. Dream Big is celebrated on alternate years.

Environmental project – paper and organics recycling.

Camps occur in year 5 and Year 6.

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 and 2 Lead Teachers.

Leadership team structure: Currently consists of principal, deputy principal and three assistant principals. PAC supports whole school decision making which is generally consultative.

Staff support structures: There is a weekly staff meeting 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. 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 is also included in the process. Line management of teaching staff is shared between the leadership team. Non-teaching staff is shared between the business 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 had a major re-development in 2024, which included 12 new/refurbished Junior Primary classrooms and a new nature playground. Previous building work was conducted in 2014 to construct 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.

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 and is run by a private company.

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 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 via various processes such as strategic committee teams and staff meeting. The Governing Council is supported by a number of sub-committees including: OSHC, Finance, Parent Engagement and Fundraising.

The Personnel Advisory Committee (PAC) meet fortnightly. The Leadership team meets weekly.

Regular publications: There are weekly bulletins from the leadership team emailed to all staff. Daily information for staff is placed on Sentral. The school newsletter is online and distributed fortnightly on Fridays of even weeks.

The main form of whole school communication with families is via email. The school website contains information about many school policies and processes as well as a calendar.

All class teachers use The Frog Go App to communicate with their families and regularly provide updates. They also provide class newsletters / curriculum overviews at least once a term.

Other communication: Email access is available for all staff and students.

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.

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 Terms 2 and 4. New students visit the classrooms twice as part of the transition program.

The majority of the Year 6 students transition to Norwood International High School and Morialta Secondary College taking most of the remaining cohort. Some students also move to the Independent and Catholic systems.

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. 2028 will mark Magill School's 175th year.

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

