



# Marbury School

## Progressive Education



Founded 1971

Aldgate, South Australia

Kindergarten to Year 12

### Welcome to Marbury...

On a visit to Marbury, expect to experience a very different kind of school.

Among the things that visitors notice are:

An atmosphere of informality

An abundance of play

Greater individualism and freedom of expression evident in the children's activities

Relaxed, mutually respectful and cooperative interactions between teachers and students

A wealth of open discussion

Individuals and groups of students working at their own projects without obvious adult assistance

What you see is people learning through doing, creating, participating ...

The school is situated within the beautiful and rich environment of the historic Wairoa estate in Aldgate and comprises heritage buildings and gardens, forest, bushland, playing fields and modern school facilities. Marbury is 25 minutes by car and 35 minutes by bus from Adelaide.

Kindergarten to Year 12

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AUSTRALIA

www.marbury.sa.edu.au







## Marbury Philosophy in Practice

At Marbury we believe:

Optimal intellectual, emotional, social and ethical growth of children occurs naturally in an enriched environment free from judgement, coercion, manipulation, punishment and competitiveness

A school provides an extension of family life and a bridge into the wider world

Supportive, caring, personal relationships with teachers are critical for the child's growth at school. From here the child's ability to develop healthy interpersonal relationships can be nourished and a love of learning and discovery encouraged through children and adults exploring life together

A less formal structure and one in which children are supported in finding their own solutions to difficulties provides the greatest opportunity for social learning

An atmosphere of mutual care, respect and responsibility is the most powerful influence for ethical development. Consultation, cooperation, the pursuit of working agreements and an absence of punishment lead to self-discipline, rather than passive compliance or active rebellion



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## At Marbury...

**Play** is recognized as fundamental for the child's development and child-directed activity is given high priority at all levels of the school.

With small classes we maximize **individual progression**. We recognize children have different needs at different times. Students move from one group to another when it is right for them, tuning in to their learning, social and emotional rhythms, rather than automatically at the beginning of each year.

Students and staff **negotiate learning pathways** based on student needs and talents, and staff skills and interests within a broad social context. In this way individual initiative, independence and responsibility are encouraged and enthusiasm for learning is focussed towards personally and socially meaningful outcomes.

Children are supported in finding their own solutions to social difficulties. Relationships between students are fostered by the sensitive handling of conflict and aggression within a framework of simple and appropriate rules, gentle understanding and discussion.



The **General Meeting** is a forum in which students and staff raise questions and discuss issues relevant to their educational and social experiences at Marbury. It is here that our social rules are examined, modified, discarded and created in response to current needs within the school community.

Through this process, students hone **fundamental intellectual skills** of clear thinking, problem-solving and effective communication. They learn cooperation and develop an understanding and sensitivity to their own needs and the needs of others.

**Our unique environment** provides for a range of sports and also enables students to engage in such diverse activities as cubby building, gardening, bushcraft and chicken farming.



**Academic learning** is underpinned by our emphasis on social, emotional and ethical development. Care is taken to ensure that students are developing literacy and numeracy as an integral part of our curriculum.

At secondary level a range of subjects based upon the creative arts, sciences and humanities enables students to prepare for **Year 12 examinations** and entry into any Australian tertiary institution. We find that the emphasis on discussion and self-motivation prepares students well for life beyond Marbury including further study and employment.

Marbury's **holistic approach** to education, with its attention to emotional, social, ethical and intellectual growth, provides a strong and resilient base for fulfilment in life.



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