SCHOOL CONTEXT STATEMENT

School number: 0935

School name: Para Hills School P-7

Para Hills School P-7 began its first year of operation in 2013 as a result of the amalgamation of the previously co-located, ‘Para Hills Junior Primary School’ and ‘Para Hills Primary School’. All Junior Primary classes were relocated onto the Primary site at the end of 2012. A new ‘state of the art’ Preschool will be built in 2015 located next to the playground on the lower level, with an extended ramp to provide easy access to the main part of the school. A change in leadership structure in 2013 saw the reappointment of the Primary Principal and two Senior Leaders appointed, one with a specific focus in the ‘Early Years’ and the other in ‘Student Wellbeing’ (Counselling). The Primary Coordinator in Literacy and Numeracy was reappointed to oversee a dedicated Literacy and Numeracy Program P-7 and to align whole school assessments.

The school offers a range of programs from Pre-school to Year 7 which have been serving the local community for nearly 50 years. The school caters for approximately 270 children including two district Special Option classes. A well supported OSHC is located next to the Gym on the ground floor.

The school celebrates a rich mixture of children from a broad range of different cultural, socio economic and language backgrounds. Each year level has its own breadth of social, cultural and academic diversity. Very strong community ownership and participation exists within the school, with a flourishing Parent Centre on site, catering to a core group of regular families.

The school fosters a relationships based approach to student support and shared responsibility amongst staff for every child within the school setting. Student learning is underpinned by a relentless focus on the school’s values of ‘Respect Commitment and Honesty’. The Junior Primary section of the school has a pervasive ethos and culture of Early Childhood methodology.

Extensive work occurred in term 4, 2012 to upgrade the former primary classrooms to be able to accommodate all classes R-7 in 2013. The administration section of the school underwent a complete renovation over the course of 2013/2014.

With the amalgamation of the two schools, staff reviewed policies and procedures in student management and oversaw the implementation of a dedicated whole school reading program. All staff were trained in ‘Effective Classroom Management’ and a range of assessments to build a comprehensive picture of all students learning needs. Since amalgamation in 2013 there has been significant growth in Student learning outcomes and the development of a cohesive learning culture in the ‘new’ school.

1. General information

   - Principal: Peter Reid
   - Year of Opening: 1961
   - Postal Address: PO box 240 Para Hills SA 5096
   - Location Address: 2 Frances Ave Para Hills SA 5096
   - DECD Partnership: Montague, Northern Adelaide
• Geographical location: Road distance from GPO (km): 16
• Telephone number: (08) 8264 2033
• Fax Number: (08) 8396 1934
• School website address: http://www.parahillr7.sa.edu.au
• School e-mail address: dl.0935.info@schools.sa.edu.au
• Child Parent Centre (CPC) attached: YES
• Out of School Hours Care (OSHC) service: Available onsite, located within the main building - operated by YMCA
• February FTE student enrolment:

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*Amalgamated site from 2013

School Card Percentage: 37.2%
EALD Enrolment: 24%
Aboriginal Enrolment: 6%

Student enrolment trends: Enrolment levels have been steady over the past 2 years. There are currently 10 Mainstream classes and 2 Special Small Classes (R-2 & 3-7)

Preschool enrolments are approximately 35 students.

• Staffing numbers (as at February census):
  
  Classroom Teachers FTE 11
  Aboriginal Education Teacher (AET) 1 day per week
  Aboriginal Community Education Officer (ACEO) 12 Hrs per week
  GSE 20hrs
  SSO - 8 Permanent (Curriculum and Administration)
  SSO - 5 Contract (Curriculum)
Public transport access: Bus Services are available from the north, south and northeast areas of Adelaide.

Special site arrangements: Taxis transport our Special Class students to and from school.

2. Students (and their welfare)

General characteristics
A total enrolment in Year R – 7 of 230 students grouped in 9 classes. Two Special Classes, R-2 (8 students) and Yr 3-7 (12 students) is also located on site. The local community is made up predominantly English speaking families although there are many families with other cultural backgrounds. The main N.E.S.B. language group is Arabic with other groups being Dari, Croatian, Chinese, Vietnamese and Portuguese. NESB students represent 16%+ of the student population. Thirteen Aboriginal students are currently enrolled.

Student well-being programs
Our school has three values: Respect, Commitment, and Honesty. These underpin all learning and are continually referred to and focused on across the curriculum through our Values Education program to support student learning.
Rational Emotional Behaviour Education (REBE): This program aims to improve mental health outcomes for students. All teachers have had ongoing training to improve their competency in behaviour education.
Play at Lunchtimes (PALS): This program is being implemented to engage our younger students in positive play at recess and lunch times and skill our year 5/6 students in leadership and mentoring.
The, ‘Keeping Safe: Child Protection Curriculum’ is explicitly taught throughout the year, P-7.

Student support offered
Students experiencing learning difficulties receive additional support through Special Needs programme operated by SSOs and coordinated by the Assistant Principal. Students with High Intellectual Potential are also identified and appropriate teaching and learning programs implemented.

Student management
Our Behaviour Codes for classroom and yard are built around our School Values. Building a Learning Community and focusing on effective relationships is an ongoing priority. Classes focus on student-negotiated codes of behaviour through the development of a class code of conduct, which reflects our school values. All classes have training in anti-harassment/bullying and in using grievance procedures. We embrace a range of David Langford Quality Tools and Program Achieve tools to promote supportive learning environments. All staff have had extensive training in ‘Effective Classroom Management’ which has built shared understandings and a common language across the school.
Student government
Students actively participate in creating their learning program in collaboration with their class teachers.

Each class has regular meetings with matters being relayed to the SRC. Two representatives (a boy and a girl) from each class attend the weekly SRC meetings. Minutes are distributed to each class and the School Council. We have a Student Executive Committee of 4, elected from Year 7, to oversee student voice across the school.

Special programmes
Peer tutoring between the Primary and Junior Primary classes operates as ‘Buddy Class’. Over 2015, Parental support is being developed to foster increases involvement across the school.

Additional Programs
- School Choir participation through the South Australian Primary Schools, Festival of music program
- Guitar, Keyboard & Vocal Tuition
- Strong SAPSASA participation
- Homework Centre for Aboriginal students
- Music & sports Programs

3. Key School Policies

Our current focus is Literacy & Numeracy with strategic priorities of:

- Improvement in student achievement data through targeted student skill development and engagement with Literacy and Numeracy with a comprehension focus
- Support Student Wellbeing through a range of social and emotional programs

Recent key outcomes:

Significant improvements in students' Literacy & Numeracy outcomes.

Significant improvement in students' successful behaviour, both in the class and yard.

Improved Preschool-Reception and Year 7-8 transition processes for all students, particularly for students with special needs.

Proactive measures to ensure students with special needs are catered to in mainstream classrooms.
4. Curriculum

- Subject offerings: All 8 areas of curriculum are offered with L.O.T.E being Japanese

Additional programmes include:
- ESL
- Support programmes for students with NEP’s and SHIP students
- Regional Special Classes
- Tailored support for students with additional needs
- Acquisition of information skills through Resource Based Learning

The school has excellent resources to support curriculum, especially Science, Music, Health & Physical Education. Each class and the Resource Centre has an Interactive Whiteboard and staff have had extensive T&D in their use. Each class has 4-6 networked computers and the Resource Centre has a computer pod of 30 workstations. Each class has 5 iPads and access to additional iPads for group work. A well equipped and fully automated Resource Centre supports student learning.

Other features include:
- An inclusion program for our Regional Special Class students to enable them to access mainstream classes
- Cooperative planning and teaching with the Teacher Librarian, Principal and Assistant Principals.

Special needs:
- Students who do not qualify for NEP’s may receive additional support from SSO’s.
- Intensive phonological Awareness Program for students are verified to be ‘at risk’ in their core literacy skills.
- An AEW and ACEO liaise and cooperatively support our Aboriginal students. Participation in cultural celebrations is a focus for our school. For example ‘Reconciliation Week Celebrations’ and ‘Cultural Week’.

Special curriculum features

An uninterrupted daily literacy block with a comprehension focus. This is supported with a member of Leadership and an SSO in each class. Testing from the DRA 2 comprehension test is used to inform planning and programming for this.

Teaching methodology

Staff are employing strategies which currently reflect all aspects of the Australian curriculum. Working towards:
- Students being actively engaged in negotiating their learning with teachers.
- Students confidently communicating how they are learning, why they are learning and how they know they have been successful.
- Students using a range of information and communication technologies to enhance their learning.
Student assessment procedures and reporting
Staff have reviewed and improved the parent report format to reflect the new Australian curriculum and the A – E grading.
A parent information night is held in term 1 with teacher interviews during term 2. Other interviews are held on a need basis across the year. Mid year and end of year written reports are provided to parents/caregivers.
- Book Week Parade
- Whole School Excursion
- Assemblies
- Concert Performances

5. Sporting Activities
The school has a full time PE and Health teacher who takes all classes R-7 several times a week for a skill based PE program
The school invests heavily in SAPSASA Distict Carnival participation - including athletics, swimming, soccer, football, softball, rugby league and cross country.
Regular coaching clinics are conducted at the school in a variety of sports by external organisations which complements the schools program and SAPSASA participation.

6. Other Co-Curricular Activities
- Our school choir has a high profile and performs at Festival Theatre during the annual Festival of Music.
- Instrumental Music tuition for keyboard and guitar if offered on a weekly basis by DECD and private tutors.
- Annual Sports Day.
- Assemblies are held fortnightly and are student organised and conducted.
- Lunchtime activities are provided at various times throughout the year.

7. Staff (and their welfare)
Staff profile
A supportive collegial teaching approach exists with teaming a fundamental component. Learning teams have been established in levels of schooling and to oversee areas of the Site Improvement Plan. Teachers are released regularly to cooperatively plan and moderate students work to ensure consistency of practice and a seamless curriculum.
Leadership structure
Principal (1.0)
Senior Leader Early Years (1.0 FTE)
Senior Leader Student Wellbeing (1.0 FTE)

Staff support systems
Financial support for T&D as per our Site Improvement Plan.
Teams of staff released for specific T&D eg: Middle Schooling, Literacy and Comprehension, Primary Connections, Understanding ASD

Performance Management
A Performance Development programme is in place with all staff participating
All staff are responsible for developing their own Performance Development Plan aligned to the school Site Improvement Plan and with a focus on areas of specific professional growth.
Regular formal meetings with Leadership and comprehensive written feedback is given as a result of these meetings. All staff can access Leadership for regular informal feedback. Staff are encouraged to explore other roles and Leadership opportunities. Regular observations in classrooms with both written and informal feedback complement other aspects of staff Performance and Development

Staff utilisation policies
Staff are encouraged to develop cooperative practices with colleagues. Maximum SSO time is directed into student support where teachers focus on students with special needs.

8. School Facilities
Buildings and grounds
The school is on a sloping site of 3 levels. The main school building is a double storey building with classrooms, Resource Centre, Activity Room, and Administration area. All areas have had significant upgrades using BER and amalgamation funding.
A Hall/Gymnasium was built in 1995. OSHC operates under the main roof since BER upgrades.
There is limited access for personnel with physical disabilities given the geography of the site.
The grounds are attractive with large play areas including an adventure playground, oval, hard play areas and a large COLA (Covered Outdoor Learning Area) using BER funding.
A lunch order service is supplied by a local delicatessen for school lunch orders.
Major works to the administration and staff facilities were undertaken in 2014/14 with a specific emphasis on staff well-being.

Heating and cooling
All areas have split system air-conditioning, the Gym Hall has Evaporative Cooling and Gas Heating.
Our Resource Centre has recently been upgraded using BER funding and dedicated areas for storing maths resources have been established.
Student facilities
Extensive play and work areas with access to sports equipment for recess and lunchtime use. 2 sandpits. Full size gymnasium and Covered Outdoor Learning Area (COLA) Dedicated cooking and art facilities on the ground floor.

Staff facilities
Safe enclosed parking area, staffroom with access to a covered outdoor vergola. Dedicated work/preparation areas on both levels.

Access for students and staff with disabilities
The site is not suited for any mobility difficulties.

9. School Operations

Decision making structures
All members of the school community are given the opportunity to participate in the decision making process. Governing Council committees that are open to all parents include:

- Parent Voice
- Finance
- Fundraising

Staff are represented on all committees.

Staff meets weekly prior to PD sessions with meetings being chaired on a rotating basis. A consensus decision-making model operates within a clear timeframe.

All staff have designated areas of responsibility in curriculum and school administration.

Regular publications

- A Weekly Bulletin is published weekly for staff and the school newsletter is published fortnightly. Class newsletters are sent to families at the beginning of each term.
- A comprehensive enrolment pack is provided to all new parents on enrolment.

Other communication

Home visits and regular phone communication is a feature of our commitment to keeping open communication lines with our school community.

School financial position

The school is in a sound financial position with resourcing targeted at the school’s Site Improvement Plan priorities and succession planning of technology equipment.

Special funding

APAS Funding available for Aboriginal and Torress Strait Islander students on an annual basis.

Students with Disabilities receive additional funding, dependent on needs and Service Provider verifications.
10. Local Community

General characteristics
Families come from a variety of cultural and socio-economic backgrounds.
The school borders a reserve, which separates it from the local shopping centre, large supermarket and community library, all a short walking distance away.
We are actively involved with the local Neighbourhood Watch Association who meets with our SRC during the year.
The local community is well serviced by public transport along two of its three perimeter roads as well as a service along the major arterial, Bridge Road.

Parent and community involvement
Parent involvement is on the increase. Governing Council operates across P-7. Regular feedback is sought from our community through, morning teas, written surveys, attendance at assemblies and sporting events.

Feeder or destination schools
Our site based Preschool provides 95% of incoming reception students. Other local Preschools provide most other Reception students
Year 7 students transition to a number of high schools in the area - Para Hills, Valley View Secondary, Roma Mitchell Secondary College, Salisbury East High and The Heights School

Other local care and educational facilities
Local library with community centre are adjacent to the school.
Commercial/industrial and shopping facilities
A Supermarket and smaller speciality shops are located nearby the school and are accessed by many of the parents and staff.
Other local facilities
The surrounding area is well serviced with medical facilities, banking and post office services. Within walking distance from the school are large recreational and sporting grounds maintained by Salisbury Council. Sporting clubs include Football, Soccer, Netball, Cricket, Lawn Bowls as well as a community house offering a variety of activities.

Local Government body
Para Hills School P-7 is located within the City of Salisbury Council area.

11. Further Comments

At Para Hills School P-7 … Learning leads behaviour, behaviour does not control the learning.