



SCHOOL CONTEXT STATEMENT

Updated:03/19

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 was built in 2016, located next to the playground on the lower level, with an extended ramp providing easy access to the main part of the school. The school offers a range of programs from Pre-school to Year 7 which have been serving the local community for over 50 years. The school caters for approximately 270 children including two district Special Option classes. A well supported OSHC, provided by YMCA 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.

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.

The school received a STEM grant to upgrade facilities in 2017. This took place on the ground floor of the main building with the creation of indoor/outdoor spaces to accommodate STEM learning. The new facility opened for classroom use at the beginning of the 2019 school year.

Since the amalgamation of the two schools, staff have reviewed policies and procedures in student management and whole school agreements. Teaching and learning practices in all classrooms are based on 21st Century pedagogies. The school is a member of the Montague Partnership and works collaboratively with other sites with a dedicated focus on improving student learning outcomes across the Partnership.

There has been significant ongoing growth in Student learning outcomes and the development of a cohesive learning culture in the 'new' school over the past 5 years.

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:

	2014	2015	2016	2017	2018
Special	20	20	20	20	20
Reception	35	32	38	40	35
Year 1	37	35	30	30	36
Year 2	28	36	36	27	30
Year 3	31	17	35	32	26
Year 4	23	34	22	35	27
Year 5	31	30	26	22	29
Year 6	19	27	27	26	18
Year 7	24	19	29	31	26
TOTALS	248	250	263	262	247

School Card Percentage: 45%
 EALD Enrolment: 26%
 Aboriginal Enrolment: 4%

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

Preschool enrolments are at capacity with 50 students.

- Staffing numbers (as at February census):

Classroom Teachers FTE 16
 Aboriginal Education Teacher (AET) n/a
 Aboriginal Community Education Officer (ACEO) 6 Hrs per week
 GSE 20hrs
 SSO - 12 Permanent (Curriculum and Administration)
 SSO - 3 Contract (Curriculum)

Public transport access: Bus Services are available from the north, south and northeast areas of Adelaide.

2. Students (and their welfare)

General characteristics:

A total enrolment in Years R – 7 of 247 students grouped in 10 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 of 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, Croatia, Chinese, Vietnamese and Portuguese. NESB students represent 16%+ of the student population. Nine 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.

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 a Senior Leader. 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. 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.

We have a Student Executive Committee of 6, elected from Year 7, to oversee student leadership across the school.

Special programmes:

Peer tutoring between the Primary and Junior Primary classes operates as '*Buddy Class*'. Ongoing Parental support is being developed to foster increased involvement across the school.

Additional Programs:

- Brass, Guitar, Keyboard & Vocal Tuition
- Strong SAPSASA participation

3. Key School Policies

At PHSP7 we support students to become successful learners, problem solvers and thinkers through a focus on quality teaching and learning. Our current focii are in Reading, Writing and Maths with strategic priorities of:

- All students R-7 develop their expertise as balanced readers through quality teaching and assessment
- All students R-7 develop their expertise as writers through quality teaching and assessment.
- All students R-7 develop their expertise in number sense and mathematical thinking.

Recent and ongoing 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.

4. Curriculum

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

Additional programmes include:

- Support programmes for students with NEP's and SHIP students
- Regional Special Classes
- Tailored support for students with additional needs
- Rational Emotive Behaviour Education (REBE)
- Read, Write, Inc... explicit phonics program

The school has excellent resources to support all curriculum areas. 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 and 30 iPads. 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 Special Class students to enable them to access mainstream classes
- Cooperative planning and teaching in year level teams and Site Improvement Plan teams.
- Regular Instructional Rounds and classroom observations to align teaching practices.

Special needs:

- Students who do not qualify for NEP's may receive additional support from SSO's.
- Intensive 'Phonological Awareness', 'Mini Lit', 'Quicksmart' and 'Toosmart' Programs for students are verified to be 'at risk' in their core literacy skills.
- An ACEO liaison with staff and cooperatively supports 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 in 'Read, Write, Inc...' for R-2 and Guided Reading for 3-7 with a focus on students accessing the skills they need to become a 'Balanced Reader'. This is supported with a member of Leadership and an SSO in each class. All students are individually tested to inform planning and programming for this.

Teaching methodology:

Staff are employing 21st Century teaching strategies in 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 early interm 1 with teacher interviews late term 1. Other interviews are held on a need basis across the year. Mid year and end of year written reports are provided to parents/caregivers.

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 District 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

- Instrumental Music tuition for keyboard and guitar is offered on a weekly basis by Department for Education 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.
- Book Week Parade
- Whole School Excursion
- Fortnightly assemblies with classes timetabled to host
- End of Year Concert Performances

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 Curriculum (1.0 FTE)

Senior Leader Student Wellbeing (1.0 FTE)

Senior Leader Future Learning (STEM) (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: STEM, 21st Century Pedagogy, Literacy and Numeracy, Understanding ASD

Performance Development:

A comprehensive 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 additional 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, STEM facility and Administration area. All areas have had significant upgrades using BER, amalgamation funding and DfE STEMworks 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 2013/14 with a specific emphasis on staff well-being.

A new Preschool was opened in 2016.

Extensive heating and cooling systems across the school: All areas have split system air-conditioning, the Gym Hall has Evaporative Cooling and Gas Heating.

Our Resource Centre has 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 although there is a lift in the main building.

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 before school for administration issues and after school 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 Torres 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 student executive 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:

City of Salisbury local library with newly opened community centre are adjacent to the school.

Commercial/industrial and shopping facilities

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.

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.