

SCHOOL CONTEXT STATEMENT

School number: 0668

School name: Paringa Park Primary School (North Brighton)

1. General Information

Part A

School Name : PARINGA PARK PRIMARY SCHOOL
 School No. : 0668 Courier :Southern
 Acting Principal : Leanne Prior
 Postal Address : 21 Bowker Street, North Brighton 5048
 Location Address : 21 Bowker Street, North Brighton 5048
 District : Southern
 Road distance from GPO : 10 kms Phone No. : 08 82968904
 CPC attached : No Fax No. :08 82969401

February FTE Enrolment

	2017	2016	2015	2014
Primary				
Special, N.A.P. Ungraded etc	8	8	8	8
Reception	61	68	52	50
Year 1	66	70	49	54
Year 2	74	55	57	45
Year 3	53	60	48	59
Year 4	67	52	61	41
Year 5	57	59	45	60
Year 6	59	48	58	44
Year 7	50	59	46	61
Secondary				
Special, N.A.P. Ungraded etc				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12 plus				
February Total FTE Enrolment	495	471	424	422
Male FTE	260	240	219	226
Female FTE	235	231	205	196
February School Card(Persons)	41	42	40	40
EALD Total (persons)	33	27	22	22
Born O/S in Aust less than 1 Yr	3	9	8	8
Aboriginal FTE	7	8	5	5

Part B

Deputy Principal

- Paul Taylor

Assistant Principal – Innovative Pedagogies

- Tracey Bennett

Local Management

- Locally managed school

Staffing numbers:

- 24 FTE teaching, including 1 Language and Communication class, SSO support: disability hours and school funded special education hours.

OSHC

- Outsourced to Camp Australia - Before and after school each day, and Vacation Care.

Enrolment trends

- Steady growth over last ten years. Zoning introduced in late 2006 which is strictly adhered to. Enrolments are steady at the moment.

Special arrangements

- None

Year of opening

- 1953. Separate Infant School in 1954. Amalgamated R-7 in 1980.

Public transport access

- Buses along Diagonal Road and Brighton Road. Train to city at Hove Station, 10 minutes walk from the school.

I certify that this is a true and accurate statement.

Leanne Prior

July 2017

Principal

2. Students (and their welfare)

General Characteristics

Predominantly middle class area, with most families of Anglo-Saxon background, situated in the Holdfast Bay Council, mid-way between Brighton and Glenelg centres. Eight percent (8%) of students are school card holders, six percent (6%) qualify for EALD support (English as an Additional Language or Dialect) and one percent (1%) identify as Aboriginal or Torres Strait Islanders. There is strong parental pride in the school and support of school activities.

Student Management

The school is currently reviewing student management processes. There is evidence of Restorative Practices and Play is the Way. Anti bullying strategies are implemented across the school including an annual Bully Audit. The school has a dress code policy which is strongly adhered to. The school sends a text message to the parent of any student absent without notification.

Student Voice

The school currently has a Student Voice Executive (SVE) composed of Year 6/7 students. These students work with class representatives as well as taking on other leadership responsibilities. Student Voice processes are currently under review.

Special Programs

Our specialist teaching programs are French, Performing Arts and PE.

Instrumental music, choir, skipping team, running club, 'Paringa's Got Talent', and a variety of SAPSASA sports teams are also offered.

The Children's University program in conjunction with Adelaide University is offered to Year 3 & 4 students. These students are given the opportunity to earn stamps in their learning passport by taking part in validated learning activities at school and throughout the city in break times, after school and on weekends. Once a year they take part in a 'graduation ceremony' at Adelaide University to celebrate their achievements.

In conjunction with St Phillips Anglican Church, we have established a relationship with Sigatoka District School in Fiji for whom we provide and deliver 'stationary packs' and teaching resources.

3. Key School Policies

Statement of Purpose

School Motto

The Best We Can Be

Our Values

- Bravery
- Care
- Challenge
- Trust

Statement of Purpose

To enable students to become 'Powerful Learners' and achieve at the highest possible level of their learning and wellbeing.

School Vision

Paringa Park Primary School aspires to build a community of 'Powerful Learners' that are highly focused, motivated and active thinkers, able to communicate effectively in a range of ways and work together in teams. They can identify and solve (multi-step, non-routine and complex) problems and use creative thinking to come up with original ideas and information. Powerful learners set goals for their learning, draw on their curiosity to ask deep questions that require skilled investigation and find and use information to achieve their purpose.

The school vision is being reviewed in term 3 2017.

School Improvement Plan Priorities

Literacy: How do we build children's learning dispositions and capabilities in literacy to improve learning outcomes?

Numeracy: How do we build children's learning dispositions and capabilities in numeracy to improve learning outcomes?

A Culture of Thinking: How do we leverage the 8 cultural forces to make thinking valued, visible and actively promoted?

4. Curriculum

Subject Offerings

Teaching and Learning Programs are embedded within the Australian Curriculum, and the TfEL Framework.

Special Needs

Students with special needs are supported through an Early Intervention program coordinated by our special education teacher including both in class and withdrawal support with teacher and/or school support officers. We also have the services of a reading support teacher who works with individuals and small groups. There is a full time Language and Communication class, catering to the needs of 8 students from schools in the southern metropolitan area. Attached to this class is a 0.4 speech pathologist and 25 hours per week SSO support time.

Special Curriculum Features

Current professional development is focusing on 'Powerful Learning' and building a culture of thinking. Staff are working with consultants in Powerful Learning and with Harvard University in 'Visible Thinking'. Our Australian Curriculum Professional Development is focusing in particular on 'Scaffolding Literacy' - writing and learning design, assessment and moderation. We also have a focus on using the digital platform to deepen and enhance learning.

The school participates in the Premier's Reading Challenge and Premier's Be Active program.

Each year we have students enter the *International Competition and Assessment for Schools* (ICAS) in English, science, maths, computer skills, writing and spelling. Students also enter the SA French Teacher Association Poetry competition.

DECD provides string instrumental music teaching at school. Students can also learn and play a variety of instruments with the 'Beach Front Band' based at Brighton Secondary School.

Since 2012 we have employed an 'Artist in Residence' to work with groups of students on art techniques including creating mosaics and murals around the school.

In reception, children have access to the 'Fun & Games' coordination program.

Teaching Methodology

Collaborative practices are a feature of our staff, with 3 Professional Learning Teams: Early Years, Primary Years and Middle Years with teachers planning and teaching together.

Assessment Procedures and Reporting

We currently use a variety of assessment and reporting methods to provide parents with evidence of student learning progress and the context in which it happens. These methods include: acquaintance night, student work samples, written reports twice per year, parent/teacher interviews, performances, exhibitions/showcases, NAPLAN results in years 3, 5 and 7 and less formal interactions. Students in the intervention support program also receive individual progress reports.

Joint Programmes

We are a member of the Holdfast Partnership of Schools which involves us participating in a range of initiatives with nearby schools and kindergartens. The partnership have developed consistent transition practices (preschool to school), a Reducing Bullying policy and a document entitled Stretching Learning which focusses on the joint commitment to developing powerful learners.

5. Sporting Activities

Sport has a significant part in our school life. In addition to daily classroom fitness and specialist PE lessons, there are after-hours sports, co-ordinated by parents, which include netball, basketball, Tee-ball, cricket, soccer, volleyball and football. Out of school sports are co-ordinated by a sports committee, a sub-committee of the governing council.

Other sports, such as tennis may be offered as circumstances allow.

All students take part in swimming lessons at the Marion Swimming Centre (Year R - 5) and Aquatics at the Port Noarlunga Aquatics Centre (Years 6/7).

Other programs (e.g. coaching clinics) are included as they become available.

SAPSASA participation is through athletics, swimming and cross country, teams entered in knockout competitions and individuals' participation in district teams.

6. Other Co-Curricular Activities

General

Children take part in choral activities through our Junior and Senior school choirs, which participates in the Festival of Music each year as well as performing for local senior citizens and at shopping centres. Students may be selected to be in the Primary Schools String Orchestra.

Special

These include: Book Week celebrations, Sports Day, Easter Assembly, Walk Safely to School Day, 'Paringa's Got Talent', Petanque competition, Bike Ed, 'Footsteps' dance are annual events.

Environmental Projects include; Gardening Club, recycling, composting and ongoing commitment to Wipe out Waste.

Camps are held for some Years 3-7 classes as well as some R-2 classes. The Incursion and Excursion Policy and Practices is scheduled for review.

The junior primary students enjoy community involvement with the aged at Easter and Christmas times.

Lunchtime activities such as 'Mat Ball' are offered to students.

7. Staff (and their welfare)

Staff Profile

There is a mixture of permanent, temporary and part-time staff from recent graduates to more experienced staff.

Our Pastoral Support Worker (PSW) Nerida is employed 12 hours a week. The aim of this service is to offer pastoral support to students, staff and the school community.

Leadership Structure

Currently consists of Principal, Deputy Principal, Senior Leader and Counsellor. The staff leadership team meets weekly.

We work closely with partnership personnel and are active members of the Holdfast Partnership including involvement in Instructional Rounds. The Leadership team attends Holdfast Partnership meetings twice a term.

Staff Support Systems

Staff work collaboratively in 'Professional Learning Teams'. In addition there is a Learning Innovation Team which oversees the Learning Innovation Strategic Plan and the Site Improvement Team which is responsible for overseeing whole site improvement including the Site Improvement Plan. These groups meet regularly for discussion and planning. Staff use 'Learnlink' extensively including daily notices and student absences, and there is a plan to move to Sentral and the Google Platform.

Performance Development

Teaching and ancillary staff members develop a Performance Development Plan each year and meet regularly with their line managers. Teachers PDP's are developed in line with the AITSL Professional Standards.

Staff Utilisation Policies

School Support Staff are involved in supporting students with special needs, classroom support for teachers, supporting the Library, eLearning programs, grounds maintenance, school reception, administration and financial work.

Access to Special Staff

A variety of educators visit the school, including a DECD instrumental music teacher for strings tuition. Students of brass and woodwind attend lessons at Brighton Secondary School (Brighton Music Centre).

There are also DECD service providers that offer support to students in areas such as speech and language, behaviour and learning difficulties.

These visits are coordinated by the school special education teacher who works closely with service providers.

8. Incentives, Support and Award Conditions for Staff

Complexity placement points : 1.5

Isolation placement points : 0.0

Cooling for school buildings: Refer to School Facilities section below.

9. School Facilities

Buildings and Grounds

The school underwent a major redevelopment which was completed in June 2008 and officially opened in April 2009.

A new gym was constructed with BER funds and the old hall and library have been refurbished to create a new library facility.

Extensive playground areas with built up garden areas and shaded areas exist. The playgrounds underwent major refurbishment in 2007/08, and continue to be considered for future improvement.

An undercover, outdoor stage was built at the start of 2013 and the staff room was extended.

2014 saw a Covered Outdoor Learning Area (COLA) built between the 2 Early Years classroom blocks.

2016 saw the construction of a beach volleyball court and nature play area.

There is a 'Kiss and Drop' zone for parents to drop off and pick up their children before and after school, on school grounds.

Specialist Facilities

There are currently specialist French and Performing Arts rooms. There are a number of withdrawal teaching areas.

ICT infrastructure has been a priority in 2017 with a focus on the wireless network throughout the school and a planned one on one Chromebooks. Mobile digital devices (ipads and laptops) were introduced to all classes at the start of 2013 replacing the 'Computer Room'.

Student Facilities

There is a canteen, 2 shaded playgrounds, a nature play area, beach volleyball court, basketball and netball courts, and rebound hitting wall, 2 covered outdoor learning areas, one with outdoor stage and an aesthetically pleasing oval.

Staff Facilities

Each teaching area has an Interactive Whiteboard. Chromebooks were purchased for all staff in 2017.

Access for Students and Staff with Disabilities

There is wheelchair access to all facilities and a unisex disabled toilet. Where possible, rooms are acoustically modified for those who have hearing impairment.

Access to Bus Transport

Private companies used for excursions

Other

Camp Australia operates an OSHC centre with before and after school care and Vacation Care.

10. School Operations

Decision Making Structures

The school has an active Governing Council and is supported by a number of subcommittees — Environment, Canteen, Parents and Community, Finance, OSHC, Out of School Sport and Dress Code.

Professional learning teams meet regularly to plan and discuss a variety of issues.

A personnel advisory committee meets according to human resource needs.

The leadership team meets weekly.

The Student Voice Executive (SVE) provides opportunity for student voice and decision making.

Regular Publications

School Newsletters are published fortnightly both electronically and in hard copy, and a Parent Information booklet is available to new and prospective parents. The newsletters, policies and other information are also available on our Website (www.paringpkps.sa.edu.au). Parents are sent an email with a link to the newsletter. Communication with families is currently under review.

Other Communication

Classes may have a diary or communication book for day to day communication between parents and class teachers. In addition class newsletters and emails, term overviews, fortnightly school assemblies, various committee notices and occasional “flyers” all form part of the communication process. An increasing number of classes are utilising Seesaw.

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

General Characteristics

Small business, semi professional and professional work is available in the local district. English is the first language in most households.

Parent and Community Involvement:

Governing Council and sub-committees (refer above).

Parents and Community committee meets regularly.

Parents are encouraged to support their child's learning through camps, excursions and classroom activities (eg reading), school canteen and Fun & Games coordination program.

Feeder Schools/Transition

The main feeder pre schools include Somerton Park and Ballara Park Kindergartens. New reception students take part in an orientation program in term 1 week 1 of the year they start school. The Orientation to School program includes reception educator visits to the kindergartens, a welcome to school family evening, one school visit in term 4 of the year before child commence school. In term 1 week 1 there is a comprehensive Orientation to School program which includes increasing attendance, parent workshops, volunteer induction and RAN-EC training and one on one interviews with parents and reception educators.

The majority of our year 7 students attend Brighton Secondary School in year 8. They are involved in a transition program in term 4.

Other Local Care and Educational Facilities

An Out of School Hours Care program operated by Camp Australia is present in the school.

Apart from Brighton Secondary School a number of private schools are also within a short distance eg Sacred Heart College, St Peters Woodlands.

The school maintains links with local retirement centres – Masonic Village and Ashley Court and the local Anglican Church.

Commercial/Industrial and Shopping Facilities

The school is a short distance from the Westfield Marion Shopping Centre, which incorporates the Event Cinema complex. The school is also close to the Glenelg shopping area and a number of smaller shopping businesses.

Other Local Facilities

Somerton Beach

Access to the city via train

SA Aquatic and Leisure Centre

Local Government body

Holdfast Bay City Council Phone: 8229 9999

12. Further Comments

Key features of the School

The school community has a pleasant, welcoming and friendly family atmosphere.

The staff are friendly, collaborative and cooperative, with a strong focus on quality teaching and learning, and support for all students.

The grounds are attractive and the facilities are away from the main road.

All rooms are on ground level and are fully air-conditioned.

Significant History of School

Although the suburb is actually North Brighton, the name Paringa Park comes from the original large family homestead in the area. The school celebrated its 60th birthday in 2013.