SCHOOL CONTEXT STATEMENT

School number: 0668

School name: Paringa Park Primary School (North Brighton)

1. General information

Part A

<table>
<thead>
<tr>
<th>School Name</th>
<th>PARINGA PARK PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>0668</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Phil Reid</td>
</tr>
<tr>
<td>Postal Address</td>
<td>21 Bowker Street, North Brighton 5048</td>
</tr>
<tr>
<td>Location Address</td>
<td>21 Bowker Street, North Brighton 5048</td>
</tr>
<tr>
<td>District</td>
<td>Southern</td>
</tr>
<tr>
<td>Road distance from GPO</td>
<td>10 km</td>
</tr>
<tr>
<td>CPC attached</td>
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Phone No. : 08 82968904
Fax No. : 08 82969401

February FTE Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
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<td>Primary</td>
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</tr>
<tr>
<td>Special, N.A.P. Ungraded etc</td>
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<td>9</td>
<td>8</td>
<td>8</td>
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<td>Reception</td>
<td>31</td>
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<td>Year 1</td>
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<td>Year 7</td>
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<table>
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<tr>
<th>Secondary</th>
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<tr>
<td>Year 8</td>
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<td>Year 9</td>
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<td>Year 10</td>
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<tr>
<td>Year 12</td>
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<td>Year 12 plus</td>
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February Total FTE Enrolment

<table>
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<tr>
<th></th>
<th>409</th>
<th>388</th>
<th>412</th>
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<tr>
<td>Male FTE</td>
<td>223</td>
<td>219</td>
<td>219</td>
<td>228</td>
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<tr>
<td>Female FTE</td>
<td>186</td>
<td>193</td>
<td>169</td>
<td>159</td>
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<tr>
<td>February School Card(Persons)</td>
<td>32</td>
<td>36</td>
<td>45</td>
<td>42</td>
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<tr>
<td>NESB Total (persons)</td>
<td>21</td>
<td>29</td>
<td>38</td>
<td>43</td>
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<tr>
<td>Born O/S in Aust less than 1 Yr</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Aboriginal FTE</td>
<td>4</td>
<td>7</td>
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Part B

Deputy Principal
: Nancy Saccoia

Senior Leader, Teaching and Learning
: Jane Bassham

Local Management
: Locally managed school

Staffing numbers:
: 23.01 FTE teaching, including 1 Language and Communication class
  SSO support: disability hours and school funded special education hours.

OSHC
: Before and after school each day, and vacation care.

Enrolment trends
: Steady growth over last ten years. Zoning introduced in late 2006. School capacity is 421 students. We currently have 450 students enrolled in term 4.

Special arrangements
: Years 6 & 7 arranged as a Middle School.

Year of opening

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.

<table>
<thead>
<tr>
<th>Phil Reid</th>
<th>13\textsuperscript{th} February 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Principal)</td>
<td>Date</td>
</tr>
</tbody>
</table>
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. Nine percent (9%) of students are School Card holders, five percent (5%) qualify for ESL support (English as a Second Language) 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 has implemented Restorative Justice practices across the school as a part of its student management practices. Staff members have undertaken training in *Restorative Practices* and ‘*Play is the Way*’ and *anti bullying strategies* are implemented across the school. The school has a dress code policy.

*Student Voice*
The school currently has a Student Voice Executive (SVE) composed of eight year six and seven students. These students work with each class Student Action Team (SAT) representatives. Classes are responsible for a variety of school-based, environmental and other ‘actions’.

*Special programmes*
Our specialist NIT programs are French, Music and PE. Instrumental Music, Choir, Skipping Team, Running Club, ‘Paringa’s Got Talent’ and a variety of SAPSASA sports teams are also available. In 2012 we joined the International Student Program in hosting 4 students from Korea as part of an *International Study Tour*. We intend to expand this in coming years with the possibility of offering our students study tours in Korea.

OSH C (Kids Care) operates daily and Vacation Care during school holidays.

3. **Key School Policies**

*Statement of Purpose*
To engage students so that they achieve at the highest possible level of their learning and well being, through quality care and teaching.

*School Vision*

Paringa Park Primary School is a strong and vibrant learning community providing a rich curriculum where the skills of inquiry, collaboration and creativity are valued. Our students will be:
Life long learners with a strong social and environmental conscience able to participate in local and global communities successfully

Effective communicators who can interact positively and responsibly with others, and are able to approach the future with optimism, integrity and resilience.
Our Values

- Doing your best
- Caring and respecting yourself and others
- Taking action to protect the environment
- Learning, growing: working together

Site Learning Plan Priorities

At Paringa Park Primary School we are committed to providing a challenging and dynamic learning environment. We use an inquiry approach and explicit teaching to cater for individual learning needs and empower our students to strive for excellence. We value student voice and community partnerships with a strong focus on school values.

Our Strategic Direction is to develop a community of life long learners with continuous improvement in learning and teaching through

<table>
<thead>
<tr>
<th>Building culture</th>
<th>A range of eLearning tools</th>
<th>Effective resourcing</th>
<th>Professional development</th>
<th>Quality pedagogy</th>
</tr>
</thead>
</table>

Our current priorities are:

Science: To improve student learning outcomes in science through a strong high quality science program that increases student engagement, participation and achievement

Numeracy: To improve learning outcomes in mathematics and maximise student engagement and teacher confidence

Literacy: To continue developing and refining literacy teaching and learning practices that maximise student outcomes

4. Curriculum

Subject offerings

We are currently teaching from both SACSA and the Australian Curriculum. For 2013 we will be teaching and reporting for Maths, Science, English and History from the Australian Curriculum. Society and Environment, Health and Physical Education, Arts and Languages Other than English (French) will come from SACSA.

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 26.45 hours per week SSO support time.
Special Curriculum features

Current Professional Development is focusing on the Australian Curriculum, Teaching for Effective Learning (TfEL) inc Formative Assessment and using digital devices to support 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 Olphant Science Awards and the SA French Teacher Association Poetry competition.

In 2012 students took part in the ‘Holdfast Amazing Math Race’ with other students from our cluster schools.

DECS provides string instrumental music teaching. Private lessons are also available in keyboard and drums.

In 2012 and 2013 we have employed an ‘Artist in Residence’ to work with groups of students on creating mosaics and murals.

All Reception children have access to the ‘Fun & Games’ coordination program.

Teaching methodology

Collaborative practices are a feature of our staff, with 3 levels of schooling teams: Early Years, Primary Years, Middle Years with teachers planning together.

Assessment procedures and reporting

We currently use a variety of reporting methods to give parents a clear picture 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, Three Way Conferences, Performances, Exhibitions/Showcases, NAPLaN results in Years 3, 5 and 7 and incidental chats.

Joint programmes

Beach Front Band - cluster schools

5. Sporting Activities

Sport has a significant part in our school life. In addition to daily classroom fitness and specialist P.E. lessons, there are after-hours sports, co-ordinated by parents — 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.

OSHC also provides sports skills through “Active After Schools Program” grant.
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. Students can receive instrumental tuition from DECS and private music teachers within the school. Students may be selected to be in the Primary Schools String Orchestra.

**Special**
Book Week celebrations, Aquatics Day/Sports Day, Walk Safely to School Day and ‘Paringa’s Got Talent’ are annual events.

Environmental Projects - eg Trees for Life; Annual Clean Up Australia Day; paper recycling; solar power (a pilot school in 2004), ‘Nude Food’ days. Friday ‘Earth Hour’, composting and active vegetable gardens with classes selling the produce.

We also propagate tree saplings for Monato Zoo.

Camps may be held for Years 3-7 classes as well as some R-2 classes.

JP community involvement with the aged at Easter and Christmas

Lunchtime activities such as chess, ‘Mat Ball’ and Lego are offered to students.

7. **Staff (and their welfare)**

**Staff profile**
There is a mixture of permanent, temporary and part-time staff.

Our Christian Pastoral Support Worker Erica is employed 11 hours a week.

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

We work closely with district personnel and are active members of the Holdfast Cluster. The Leadership team attends Holdfast Cluster leadership meetings regularly.

**Staff support systems**
Staff work collaboratively in ‘Learning Teams’. These groups meet regularly for discussion and planning. There are also three working parties (Science, Numeracy and Literacy) responsible for the implementation of the Site Improvement Plan.

Staff use ‘Learnlink’ extensively including daily notices and student absences.

**Performance Development**
Teaching and ancillary staff members meet regularly with members of the Leadership Team. Discussions focus on student support, professional development, career planning and implementation of the Annual Operation Plan.
**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, clerical and financial work.

**Access to special staff**

A variety of teachers visit the school. There is a DECD instrumental teacher for violin, violas and cello. Students of brass and woodwind attend lessons at Brighton Secondary School (Brighton Music Centre). There are also visiting teachers that offer support to students in areas such as speech and language, hearing impairment, behaviour and learning difficulties. These visits are coordinated by the school Special Education teacher who works closely with district personnel.

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

2013 will see a Covered Outdoor Learning Area (COLA) built between the 2 Early Years classroom blocks.

There is a ‘Kiss and Drop’ zone for parents to drop off and pick up their children before and after school.

*Specialist facilities*

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

ICT is well catered for with wireless network through the school, Interactive Whiteboards in every room, laptops and Apple Macs used for movie making/animation. 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 Adventure Playgrounds, a covered outdoor learning area with outdoor stage and an aesthetically pleasing oval.

**Staff facilities**
Each teaching area has an Interactive Whiteboard. Staff have access to a laptop and iPad

**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**
An OSHC centre operates before and after school. Vacation Care is also available.

10. **School Operations**

**Decision making structures**
The school has a Governing Council and is supported by a number of subcommittees — Facilities, Canteen, Strategic Directions and Accountability, Parents and Community, Finance, OSHC, Out of School Sport and Dress Code.
Levels of schooling 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 SVE (Student Voice Executive) and the class-based SAT’s (Student Action Teams) provide opportunities for student voice and student decision making.

**Regular publications**
School Newsletters are published fortnightly, 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).

**Other communication**
All classes have a diary or communication book for day to day communication between parents and class teachers.
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 have established class ‘Blogs’.
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 sub-committees (refer above).
  - Parents and Community group meets termly.
  - Parents are encouraged to support their child’s learning through camps, excursions and classroom activities (eg Reading), School Canteen and Fun & Games coordination program.

There are termly Principal’s Tours

Feeder schools/Transition
The main feeder pre schools include Somerton Park and Ballara Park Kindergartens. New Reception students take part in a Transition program over 4 weeks in the term before starting school.

The majority of our Year 7 students attend Brighton Secondary School in Year 8.

Other local care and educational facilities
An Out of School Hours Care program is present in the school.
Apart from Brighton Secondary 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 Adelaide via train
Marion Aquatics and Leisure Centre.

Local Government body
Holdfast Bay City Council  Phone: 8229 9999
12. **Further Comments**

*Key features of the school*

The school community encourages, and has, a pleasant 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 pleasant and the facilities are away from the main road.

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

A gym and refurbished Library have been constructed as part of the Building Education Revolution.

*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.

(Updated 04/10/2012)