

# 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 : Mr Paul Taylor  
 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

	2016	2015	2014	2013
Primary				
Special, N.A.P. Ungraded etc	8	8	8	8
Reception	68	52	50	35
Year 1	70	49	54	43
Year 2	55	57	45	57
Year 3	60	48	59	46
Year 4	52	61	41	58
Year 5	59	45	60	50
Year 6	48	58	44	61
Year 7	59	46	61	57
Secondary				
Special, N.A.P. Ungraded etc				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12 plus				
February Total FTE Enrolment	471	424	422	415
Male FTE	240	219	226	221
Female FTE	231	205	196	194
February School Card(Persons)	42	40	40	45
EALD Total (persons)	27	22	22	23
Born O/S in Aust less than 1 Yr	9	8	8	9
Aboriginal FTE	8	5	5	7

## Part B

Deputy Principal

: Kaye Weiland

Senior Leader, Teaching and Learning/ICT

: Judy Beal

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

: 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

:

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.

Paul Taylor

October 2016

( Acting 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. Ten percent (10%) of students are School Card holders, five percent (5%) 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 has implemented Restorative 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 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 four year six and eight year seven students. These students work with class representatives as well as taking on other leadership responsibilities. Classes are responsible for a variety of school-based, environmental and other 'actions'.

### *Special programmes*

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

Instrumental Music, Choir, Skipping Team, Running Club, 'Paringa's Got Talent', Chess Club and a variety of SAPSASA sports teams are also available.

We have joined the **'Children's University'** program in conjunction with Adelaide University in 2015. Currently our Year 3 and 4 students get 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.

We also joined the **MindLab** program in 2014 and are continuing in 2016. MindLab is a series of strategic board games in which students learn problem solving techniques and strategies they can transfer into other learning areas and social interactions. We are currently the only public school involved and hosted the Australian MindLab Olympics in 2015

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.

**OSHC (Kids Care)** operates daily and Vacation Care during school holidays

### **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.

##### **School Improvement Plan Priorities**

**Numeracy:** To improve learning outcomes in mathematics and maximise student engagement and teacher confidence. Focus is on a rich problem solving approach.

**Literacy:** To continue developing and refining literacy teaching and learning practices that maximise student outcomes. Our current focus is on 'scaffolding' student writing.

**Well Being:** To develop a caring and responsible student body and school community

**Quality Teaching and Learning:** To see the implementation of the Australian Curriculum through teaching practices consistent with Powerful Learners, TfEL ideals and the Australian Professional Standards for Teachers.

## 4. Curriculum

### ***Subject offerings***

We are currently teaching from the **Australian Curriculum**. For 2016 we will be teaching and reporting for Maths, Science, English, HASS (Humanities and Social Sciences), The Arts Health and Physical Education, Technologies and Languages Other than English (French).

### ***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 hours per week SSO support time. We have also identified high achieving and students who receive extra support to extend their learning.

### ***Special Curriculum features***

Current Professional Development is focusing on 'Powerful Learning' and building a culture of collaboration. 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 a **Problem Solving approach** in Maths. We also have a focus on 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 **Oliphant Science Awards** and the **SA French Teacher Association Poetry competition**

DECD provides string instrumental music teaching at school. Private lessons are also available in keyboard, guitar and drums. 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 levels of schooling 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 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, 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. This included the Moon Lantern Festival in 2014 which will take part again in 2016. We also have consistent preschool to school transition programs and 'join forces' for Children's University and a range of staff professional Development activities.

## **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 the 'Active After Schools' Program.

## **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***

Book Week celebrations, Aquatics Day/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; 'Carbon Kids', Trees for Life, paper recycling, 'Nude Food' days, composting and vegetable gardens with classes selling the produce and Wipe out Waste

Camps are 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 and 'Mat Ball' are offered to students.

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

### ***Staff profile***

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

Our Christian Pastoral Support (CPS) Worker Nerida is employed 16 hours a week. This position is funded by the Australian Government Dept of Education (formally DEEWR) through the National School Chaplaincy Welfare Program (NSCSWP). 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 district personnel and are active members of the Holdfast Partnership. The Leadership team attends Holdfast Partnership leadership meetings regularly.

### ***Staff support systems***

Staff work collaboratively in 'Learning Teams'. These groups meet regularly for discussion and planning. There are also four working parties (Numeracy, Literacy, Well-being and Quality Teaching & Learning) responsible for the implementation of the School 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 achievement, professional development, career planning and implementation of the school priorities.

### ***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 regional 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.

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 'natural adventure' playground

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 throughout the school, Interactive Whiteboards in every room, laptops and Apple Macs used for movie making/animation. 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 'natural' play space, beach volleyball court, basketball and netball courts, 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. 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 an active Governing Council and is supported by a number of subcommittees — Facilities, Canteen, 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 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](http://www.paringpkps.sa.edu.au)). Parents are sent an Email with a link to the newsletter and we have a school 'app' for mobile phones and other devices.

### ***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 and sub-committees (refer above).

Parents and Community group 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.

There are twice yearly Principal's Tours in terms 2 and 4

## **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 4 in the year before starting school. They then transition to school at the beginning of the year with a staggered start first week, when each family meets with their child's teacher to discuss their educational needs.

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 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 the city 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 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.

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.

The school celebrated its 60<sup>th</sup> birthday in 2013