

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 number: 0668 Courier: Southern
 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 number: 08 8296 8904 Fax: 08 82969401
 DL account: dl.0668_info@schools.sa.edu.au

February FTE Enrolment

	2018	2017	2016	2015
Primary				
Special, N.A.P. Ungraded etc	8	8	8	8
Reception	68	61	68	52
Year 1	61	66	70	49
Year 2	70	74	55	57
Year 3	79	53	60	48
Year 4	59	67	52	61
Year 5	72	57	59	45
Year 6	59	59	48	58
Year 7	58	50	59	46
Secondary				
Special, N.A.P. Ungraded etc				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12 plus				
February Total FTE Enrolment	534	495	471	424
Male FTE	280	260	240	219
Female FTE	254	235	231	205
February School Card(Persons)	40	41	42	40
EALD Total (persons)	42	33	27	22
Born O/S in Aust less than 1 Yr	1	3	9	8
Aboriginal FTE	9	7	8	5

Part B

Deputy Principal:	Paul Taylor
Assistant Principal:	Tracey Bennett
Local management:	Locally managed school
Staffing numbers:	25 FTE teaching, including 1 Language & Communication class, SSO support, disability hours and school funded special education hours.
OSHC:	Outsources to Camp Australia – Before and after school each day and vacation care.
Enrolment trends:	Steady growth over last 10 years. Zoning introduced in late 2006 which is strictly adhered to. A Capacity Management Plan has been gazetted and in place since October 31, 2017 to assist in managing In zone enrolments.
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 minute walk from the school.

I certify that this is a true and accurate statement.

Leanne Prior

February 2018

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, midway 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 a strong parental pride in the school and support of school activities.

Student Management

The school developed and implemented a Responsible Behaviour Policy for classroom practice in 2017 and is currently reviewing practices to support yard play. Restorative Practices have recently been adapted as a whole school approach. 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, coding club, garden club, skipping team, running club, 'Paringa's Got Talent', and a variety of SAPSASA sports teams are also offered.

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

3. Key School Policies

Our Purpose

Paringa Park Primary School is a place of learning, where every child can grow and develop.

Vision *(something to be pursued)*

At Paringa Park Primary School we develop resilient, confident, creative learners who embrace challenge within an inclusive and inspiring learning community.

Mission *(something to be accomplished)*

At Paringa Park Primary School we actively strive to provide an education within a culture of thinking, providing opportunities, time, modelling, language, environment, interactions, routines and expectations for children to be powerful learners.

We acknowledge the importance of developing the whole child including each child's intellectual capacity and a positive disposition for learning to maximise their potential and provide high levels of learning and growth for each child.

We are committed to creating and maintaining an environment where learner voice is valued, teaching and learning are exciting and fun and children are empowered to become successful learners, and confident and creative individuals and active and informed citizens. We aim to develop in children a strong sense of identity and wellbeing and provide opportunities for children to connect with and contribute to their world.

We partner with parents and carers in a shared quest for children to be the best they can be and develop expert teachers who have the skills, knowledge and support they need to provide a high quality education for each child.

School Motto

The Best We Can Be

Our Values

Bravery

Care

Challenge

Trust

School Improvement Plan Priorities

Literacy & Numeracy: What are the evidence based high impact teaching strategies in Literacy and numeracy? Developing and implementing whole site approaches.

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

Embracing Innovative Pedagogies: Educators and children access learning anywhere, anytime to explore with and beyond classroom environment to deepen their understanding and connections to learning.

4. Curriculum

Subject Offerings

Teaching and Learning Programs are embedded within the Australian Curriculum, and the TIEL Framework, and within a culture of thinking.

Special Needs

Students with special needs are supported through an Early Intervention program coordinated by our special education teacher including both in class support with teacher and/or school support officers. 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 building a culture of 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’s 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.

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

Teaching Methodology

Collaborative practices are a feature of our staff, with 4 Professional Learning Teams: Reception – Year 2, Year 1-3, Year 3-5 and Year 6-7 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 3,5,7 and less formal interactions. Students in the intervention support program also receive individual learning plans.

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 (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 in 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, Harmony Day, Sports Day, Easter Assembly, 'Paringa's Got Talent', Petanque competition, Bike Ed, 'Footsteps' dance are annual events.

Environmental Projects include, Gardening Club, Student Environment Action Team, 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 are scheduled for review.

The junior primary students enjoy community involvement which includes singing to the elderly at Easter and Christmas times.

Lunchtime activities such as coding club, garden club, Bayblade club, Lego 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 from recent graduates to more experienced staff.

Our Pastoral Care Worker (PCW) Anita is employed 8 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, Assistant Principal and Student Wellbeing Leader. The staff leadership team meets twice weekly, one a focussed learning through our Leadership PLC.

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 are Lead Teams including a Learning Innovation Lead Team which oversees the Learning Innovation Strategic Plan, a Site Improvement Lead Team which is responsible for overseeing whole site improvement including the Site Improvement Plan and a Learner Support Lead Team which is the guiding coalition to unite and coordinate learner support across the school. These groups meet regularly for discussion and planning. Staff use Sentral extensively including daily notices and student absences, and using the Google Platform to share information.

Performance Development

Teaching and ancillary staff members develop a Performance Development Plan each year and meet twice a year with their line manager, who provide written feedback. Reflective reports are completed in Term 3 and peer observations are optional for teaching personnel. 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.

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

There is a 'Kiss and Drop' zone for parents to drop off and pick up their children before and after school, on school 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 area exist. The playgrounds underwent major refurbishment in 2007/08, and continue to be considered for future improvements.

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.

In 2017, extensive consultation and research was undertaken with a landscape architect who is developing a master plan for our outdoor learning environment. Stage 1 of this plan will be implemented in 2018. The school will be receiving two new dual classrooms on site in 2018.

Specialist Facilities

There is currently a specialist Performing Arts room.

ICT infrastructure has been a priority in 2017 with a focus on the wireless network throughout the school and a BYOD 1:1 Chromebook program was rolled out in 2018. Mobile digital devices (ipads and laptops) were introduced to all classes at the start of 2013 replacing the 'Computer Room'.

Students 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 (PLTs) meet regularly to plan and discuss a variety of issues.

A Personnel Advisory Committee (PAC) meets at least 3 times a term.

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, wikis/blogs, 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 subcommittees (refer above).

Parents and Community committee meets regularly.

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

Feeder Schools/Transition

The main feeder preschools 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 and one school visit in term 4 of the year before child commences 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 interview 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

Apart from Brighton Secondary School a number of private schools are also within a short distance including Sacred Heart College and 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 the 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.