

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: Tracey Bennett
 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

| | 2022 | 2021 | 2020 | 2019 |
|---------------------------------|------|------|------|------|
| Primary | | | | |
| Special, N.A.P. Ungraded etc | 7 | 8 | 7 | 8 |
| Reception | 37 | 51 | 65 | 58 |
| Year 1 | 46 | 68 | 61 | 71 |
| Year 2 | 66 | 62 | 77 | 62 |
| Year 3 | 57 | 81 | 64 | 65 |
| Year 4 | 80 | 63 | 74 | 78 |
| Year 5 | 70 | 78 | 83 | 59 |
| Year 6 | 78 | 80 | 57 | 69 |
| Year 7 | N/A | 56 | 65 | 58 |
| Secondary | | | | |
| Special, N.A.P. Ungraded etc | | | | |
| Year 8 | | | | |
| Year 9 | | | | |
| Year 10 | | | | |
| Year 11 | | | | |
| Year 12 | | | | |
| Year 12 plus | | | | |
| February Total FTE Enrolment | 441 | 547 | 553 | 528 |
| Male FTE | 244 | 304 | 294 | 284 |
| Female FTE | 197 | 243 | 259 | 244 |
| February School Card(Persons) | 53 | 30 | 44 | 40 |
| EALD Total (persons) | 47 | 64 | 59 | 54 |
| Born O/S in Aust less than 1 Yr | 1 | 1 | 7 | 5 |
| Aboriginal FTE | 12 | 16 | 13 | 14 |

Part B

| | |
|--------------------------|---|
| Senior Leader | R-2 sub school and whole school Literacy: Debra Tune |
| Senior Leader | Year 3/4 sub school and whole school Mathematics: Margy Holland |
| Senior Leader | Year 5/6 sub school and whole school Learner Engagement and Wellbeing: Jamie Meredith |
| Local management: | Locally managed school |
| Staffing numbers: | 25 FTE teaching, including 1 Language & Communication class, 12 SSO support, disability hours and school funded special education hours. 1 AET 0.2 & 1 ACEO 11 hours. |
| OSHC: | Outsourced 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. Capacity management plan 2017 – 2020. Two dual classrooms were accommodated from term 2, 2019. Numbers dropped in 2022 due to Year 6 and 7 students moving to High School in 2021. There are 17 mainstream classes with a combination of straight and composite year levels. |
| 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.

Tracey Bennett

June 2022

Principal

2. Students (and their welfare)

Student management

The school operates within the Department for Education Behaviour Policy with a restorative practices approach used across the site. Consistent proactive approaches are used across the school, based on the school values of bravery, care, challenge and trust. Anti-bullying strategies are implemented across the school in accordance with the schools bullying policy. The school has a dress code policy which is strictly adhered to. The school sends a text message to the parent of any student absent without notification, absenteeism is followed up in conjunction with the teacher and wellbeing leader.

Student voice

The school currently has a Student Voice Executive (SVE) composed of year 5 & 6 students. These students work with class representatives as well as taking on other leadership responsibilities. Various student-led “clubs” are available including coding, garden and student environment action team.

Participation in whole-school decision making is an integral part of our school culture. Students are invited to attend Governing Council and be involved in relevant sub-committees.

The school has student captain/tribe leaders who are responsible for driving school values and our motto and vision.

We have student leaders of Wellbeing in year 3-6 (Mindful Mentors) who have been trained in interoception techniques and apply them in class after break to assist students with regulation and turning into learning.

Special programs

Our specialist programs are French (0.7), Performing Arts (1.0), PE (0.8) and Science (0.8). Specialist programs include MiniLit, MacLit, Early Intervention and Buddy class tutoring. We run a wood work program and provide 'What's the Buzz' sessions for students along with art therapy sessions for students in years 4-6. In 2021 Quicksmart Intervention was introduced to support Maths fluency. Department for Education Instrumental Music (strings) is available for Year 3 and above. Strong SAPSASA involvement occurs in the primary years.

In addition we offer opportunities in junior and senior choir, skipping team and running club. In 2021 and 2022, Greenhill Gardening support students in the school garden with learning aligned to the Australian Curriculum.

3. Key School Policies

Our purpose

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

Vision

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

Mission

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 and Trust

School improvement plan priorities

Goal 1: Increase student achievement in mathematics with a focus on the number strand.

Challenge of practice – If we explicitly teach number based upon a developmental curriculum, with a greater emphasis on problem solving, then we will increase student growth in mathematics.

Goal 2: Increase student achievement in writing R-6 including the number of students in the high bands.

Challenge of practice – If we use formative assessment and give students feedback on their progress then we will increase student achievement in Writing R-6.

4. Curriculum

Subject offerings

Teaching and learning programs are embedded within the Australian Curriculum and the TfEL Framework.

Our Specialists programs are LOTE (French), Performing Arts, Physical Education and Science.

Special needs

A learner support lead team under the leadership of the Senior Leader, Wellbeing and Engagement oversees support for students with disabilities and learning difficulties. Students with special needs are supported through intervention programs coordinated by our special education teacher and includes both in class support with teacher and/or school support officers. MiniLit, MacqLit and Quicksmart Intervention programs are implemented by trained staff. There is a full time Language and Communication class, catering to the needs of 7 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 evidence based literacy and numeracy practices within a dialogic classroom.

The school has strong links with our two main feeder kindergartens, Ballara Park and Somerton Park and our main high school, Brighton Secondary School.

A comprehensive Orientation to School program is planned in alignment to the department's Principles of Effective Transition and commences in term 3 each year.

The school participates in the Premier's Reading Challenge. Students also have the option of entering the SA French Teacher's Association Poetry competition.

Two teams compete in the Lego League competition annually. Students have the opportunity to participate in the Festival of Music Choir and in the Oliphant Science Awards.

In addition to the Department for Education Strings program, students can also learn and play a variety of instruments with the 'Beachfront Hub Band' based at Brighton Secondary School.

Teaching methodology

Collaborative practices are a feature of our staff, with 4 professional learning teams: R 2, 3-4 and 5-6 and specialist. Year level teams collaboratively plan together, developing year level overviews and term overviews. Teachers are using the Department for Education curriculum materials aligned to the Australian Curriculum for planning and implementing unit of maths work in years 3-6.

Team teaching is actively encouraged.

There is a BYO Chromebook program implemented for students in Years 2-6 with teachers using the Google Platform to deepen and enhance children's learning.

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 less formal interactions. Students in the intervention support program and all Aboriginal children and those identified with learning difficulties also have one 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.

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

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

SAPSASA participation is encouraged for years 5-6 which may include, athletics, swimming, footy, soccer, netball, tennis, Mountain biking and cross country. Teams are entered in knockout competitions and individuals' participate in district teams.

6. Other Co-Curricular Activities

General

Children take part in choral activities through our junior choir which performs annually with the partnership choir for local aged care facilities. The junior primary students enjoy community involvement which includes signing to the elderly at Easter and Christmas times. A senior school choir participates in the Festival of Music each year as well local performances. Students may be selected to be in the Primary Schools String Orchestra.

Special

These include: book week and science celebrations, Harmony day, Sports day, 'Are you okay day' and Year 6 Graduation.

Environmental projects include, gardening club, Student Environment Action Team, class and school recycling, composting and an ongoing commitment to 'Wipe out Waste'.

Camps are held for some Years 3-6 classes as well as some R-2 classes. The Camps and Excursions procedure was developed and implemented in 2018.

Lunchtime activities such as chess club, garden club, Lego, craft 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 early career to more experienced staff.

Our leadership structure consists of a Principal, three Band 2 leaders.

Our Pastoral Care Worker (PCW) is employed 13 hours a week. The aim of this service is to offer pastoral support to students, staff and the school community and assist in running Wellbeing programs.

An Aboriginal Community Education officer is employed for 11 hours per week, and an Aboriginal Education Teacher one day a week, both of whom support our ATSI children.

Leadership structure

Our leadership structure consists of a Principal and three Band 2 leaders aligned to our site improvement plan priorities and sub-school R-2, 3/4 and Year 5/6. The staff leadership team meets daily and each term undertakes a whole day review.

We work closely with partnership personnel and are active members of the Holdfast Partnership. The principal 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 Literacy Improvement Lead Team and a Mathematics Improvement Lead Team which leads the relevant site improvement priorities, and a Technology Improvement Lead Team that supports the implementation of digital technologies across the school. The Site Improvement Lead Team is responsible for overseeing whole site improvement. A Learner Support Lead Team is the guiding coalition to unite and coordinate learner support across the school and is led by the Senior Leader, Well-being and Engagement. These groups meet regularly for discussion and planning with a representative from each teaching PLT (R-2, 3-5 and 6) and an SSO rep. Staff use Sentral extensively including daily notices, student data and student absences, and use the Google Platform to collaborate and 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 provides written feedback. Teacher's PDP's are developed in line with the AITSL Professional Standards for Teachers and for leaders in line with the AITSL Professional Standards for Principals. Performance goals for all staff are aligned to the Site Improvement Plan 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, administration and financial work.

Access to special staff

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

There are also Department for Education service providers that offer support to students in areas such as attendance, speech and language, behaviour, occupational therapy 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

Our school grounds are attractively landscaped with a great amount of pride taken in their care and maintenance.

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 fixed playgrounds underwent major refurbishment in 2007/08.

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

In 2014 a Covered Outdoor Learning Area (COLA) was constructed between the 2 classroom blocks, in Learning Area 1.

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

The school received two new dual classrooms, which were accommodated in term 2, 2019.

In 2017, extensive consultation and research was undertaken with a landscape architect who has developed a master plan for our outdoor learning environment. Stage 1 of this plan was completed with the area outside the library and an eastern retreat adjacent to LA2 opened in January 2020. There is a loose parts area, a mud kitchen, a climbing tree as areas for children to experience play and outdoor learning reflective of our school values. An extension of the loose parts area and a new sandpit were constructed in 2020, Stage 2 of the master plan, redevelopment of the Learning Area 1 COLA is planned for late 2021.

Specialist facilities

ICT infrastructure was a priority in 2017 with a focus on the wireless network throughout the school and a BYOD 1:1 Chromebook program which was implemented in 2018 for students in Years 2-6. 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 TV. Chromebooks were purchased for all staff in 2017. All learning areas are air conditioned.

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 a team approach to organisation and management underpinned by a network of sub-committees and a consensus decision making policy.

Sub school Professional Learning Teams (PLTs) and year level teams meet regularly to collaboratively plan teaching and learning.

The Personnel Advisory Committee (PAC) actively manage and lead all staffing considerations and advise the Principal on these matters. PAC meets at least 3 times a term.

The Site Improvement Lead Team is a key team that organise professional learning and provides direction and advice to staff through staff meetings. In addition the Literacy and Mathematics Lead Teams plan and implement professional learning in line with the site improvement priorities. The leadership team meets daily.

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, dress code and parent innovation. The governing council meets twice per term with an annual general meeting of governing council held early in the school year. In addition to twice per term meetings, sub-committees meet twice a term prior to governing council meetings. A shared governing council team drive houses all meeting documents.

The Student Voice Executive (SVE) provides opportunity for student voice and decision making and meet with the leader of Wellbeing and Engagement weekly.

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 use electronic communication including Seesaw, Google Classroom, EdSmart and email. In addition term overviews, fortnightly school assemblies, various committee notices, occasional “flyers” and Facebook all form part of the communication process.

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

An active and informed governing council participate fully in the life of the school. The school has strong support from the community for events i.e. assemblies, sports days, acquaintance nights, interviews and fundraisers. There is a high level of volunteers across the school, undertaking a wide range of activities.

Parents are encouraged to support their child's learning through camps, excursions and classroom activities (e.g. reading), school canteen and other programs.

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, enrolment interviews with every family, 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 parent workshops, volunteer induction and RAN-EC training and one on one interview with parents and reception educators.

The majority of our year 6 students attend Brighton Secondary School in year 7, where 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.

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.

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 will celebrated its 70th birthday in 2023.