SCHOOL CONTEXT STATEMENT

Updated: July 2025

School number: **0668**

School name: **Paringa Park Primary School (North Brighton)**

School Profile:

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

We are a public primary school from Reception to Year 6 with approximately 500 enrolments. In May 1985 a Speech and Language Class commenced at the school.

Children are supported to be highly focussed, motivated, and active thinkers who make their thinking visible. This is embedded within the school values of Bravery, Care, Challenge and Trust. Our motto "The best we can be' epitomises our emphasis on students achieving their personal best within an inspiring learning environment which is both supportive and stimulating. This culture is highly valued by the school community.

We are committed to creating and maintaining an environment where teaching and learning are exciting and fun and children are empowered to become confident, involved and successful learners, 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.

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1. General information

- **School Principal name:** Tracey Bennett
- **Senior Leader:** R-2 sub school and whole school Literacy: Steph Burton
- **Senior Leader:** Year 3/4 sub school and whole school Mathematics: Margy Holland
- **Senior Leader:** Year 5/6 sub school and whole school Wellbeing and Engagement: Jamie Meredith
- **Year of opening:** 1953, separate Infant School in 1954. Amalgamated R-7 in 1980.
- **Postal Address:** 21 Bowker Street, North Brighton 5048
- **Location Address:** 21 Bowker Street, North Brighton 5048
- **DFE Partnership:** Holdfast
- **Geographical location:** 10 (km) south west of CBD:
- **Telephone number:** 08 8296 8904
- **School website address:** www.paringpkps.sa.edu.au
- **School e-mail address:** dl.0668.info@schools.sa.edu.au
- **Child Parent Centre (CPC) attached**: No
- **Out of School Hours Care (OSHC) service:** Our Patch

February FTE Enrolment

	2025	2024	2023	2022	2021	2020	2019	2018
Primary								
Special, N.A.P. Ungraded etc	4	4	5	7	8	7	8	8
Reception	67	84	58	37	51	65	58	68
Year 1	72	60	49	46	68	61	71	61
Year 2	64	53	57	66	62	77	62	70
Year 3	60	61	74	57	81	64	65	79
Year 4	63	80	60	80	63	74	78	59
Year 5	84	51	81	70	78	83	59	72
Year 6	64	87	70	78	80	57	69	59
Year 7					56	65	58	58
Total FTE Enrolment	474	476	454	441	547	553	528	534
Male FTE	240	240	241	244	304	294	284	280
Female FTE	238	236	213	197	243	259	244	254
February School Card(Persons)	39		53	53	30	44	40	40
EALD Total (persons)	80	64	58	47	64	59	54	42
Born O/S in Aust less than 1 Yr	2	2	4	1	1	7	5	1
Aboriginal FTE	11	13	10	12	16	13	14	9

Student enrolment trends: Steady growth over last 10 years. Capacity management plan from 2017-2020. Two dual classrooms were accommodated from term 2, 2019. Numbers dropped in 2022 due to Year 7 transitioned to high school in 2021. There are 19 mainstream classes with a combination of straight and composite year levels. High school destinations of Paringa Park Primary students vary. The greatest percentage attend Brighton Secondary School as it is the zoned high school for the majority of students.

Staffing numbers (as at February census): 35 part and full time teachers (including Leadership, AET & Autism coordinator) and 21 part and full time SSO (providing administration, classroom support, library, student intervention, AEW and groundsperson).

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Public transport access: Buses along Diagonal Road and Brighton Road. Train to city at Hove Station, 10 minute walk from the school.

Special site arrangements: None

2. Students (and their welfare)

General characteristics

The Paringa Park Primary School community has a pleasant, welcoming and friendly family atmosphere where inclusivity and diversity are valued. Parents have high expectations of the school in relation to their children's learning and achievements. The school is Catagory 7 on the index of disadvantaged.

Student well-being programs

The school participates in a tribes values iniative that uses student agency to grow our values, support student wellbeing and drive student ownership and belonging, while valuing our First Nations peoples/culture.

In collaboration with our Student Wellbeing Leader, staff will identify students who are at risk socially and/or emotionally. Classes from years R-6 are trained in Circle Time practices and implement in classes as required. These students may be placed in the social skills program, "What's the Buzz" and work with our Pastoral Care Worker on explicit social skills, or participate in our Wellbeing Arts program led by a SSO. Interoception strategies are applied from years 3-6 with students leading the Mindful Mentors Program at class level.

If a student requires immediate or critical support then they work with the Student Wellbeing Leader who may also access serices and agencies outside of the school.

Staff regularly receive professional development in familiarising themselves with strategies to support student's personal and social capabilities.

Student support offered

Students who have a verified disability and receive support as identified in their One Plans. The One Plan is developed in collaboration with parents and school staff. The One Plan identifies strategies and SMARTAR goals that direct the support the student receives. Wave 2 programs such as MiniLit, MacqLit, QuickSmart Maths and Numicon intervention and other literacy and numeracy programs are offered in a timely, targeted way. Considerable resources (financial and HR) are allocated to support programs and are overseen by the Senior Leaders. There is a referral process, driven by student data analysis and case management that identifies students for support programs. The Autism Inclusion Teacher works one day a week to support teachers and families to create the conditions for learning that enable students to access and engage in the curriculum using a strengths-based approach.

Student management

All students have the right to learn in a safe and supportive environment. 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. Anit-bullying strategies are implemented in accordance with the school's bullying policy, including an online portal to support students and families. 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 on conjunction with the teacher and wellbeing leader.

Student government

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-let clubs are available including coding, garden and student environment action team.

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Participation in whole school decision making is an integral part of our school culture. SVE are invited to attend Governing Council and be involved in relevant sub-committees and provide Student Leadership reports twice a term.

The school has student captain/tribe leaders who are responsible for driving school values and our motto and vision and developing school belonging through their tribes and host whole school Tribes Values Assemblies assemblies twice a term with support from the wellbeing leader.

Special programmes

Our specialist programs are French (1.0), Performing Arts (1.0), PE (1.0) and Science (0.8). Department of Education Instrumental Music (strings) is available for Year 3 and above and Beachfront Hub Music program for Year 5 and 6 students is held a Brighton Secondary School. In addition we offer opportunities in junior and senior choir, and running club and Lego League.

At the commencement of 2021, Greenhill Gardening have been supporting students in the school garden with learning aligned to the Australian Curriculum.

3. Key School Policies

Site Improvement Plan:

The school site improvement plan has a focus on two goals:

Maths: Students make meaning in Mathematics through developing a deeper understanding of place value and problem-solving.

Challenge of Practice: If we explicity teach place value and its applications to problem solving, based upon a developmental curriculum, then we will increase student growth in mathematics.

Literacy: Students will make meaning, and communicate effectively as they progress as spellers.

Challenge of Practice: When we implement research, evidence-based and consistent practices to the teaching and learning of Spelling, then we will see sustained improvement in spelling progress.

Wellbeing for learners: Students will make meaning of their wellbeing in order to develop a stronger understanding of their wellbeing literacy, self-regulation and connection to learning.

Challenge of Practice: If we explicity teach and model wellbeing literacy and wellbeing practices, then we will build wellbeing knowledge and understanding for students which will positively impact connection to learning and belonging at PPPS.

4. Curriculum

Subject offerings:

Teaching and learning programs are embedded within the Australian Curriculum.

Our specialist 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/Special Education), oversees support for students with disabilities and learning difficulties. Students with special needs are supported through intervention programs coordinated by our Senior Leaders and includes 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 students

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from school 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. Children who have been identified needing support in these areas have access to MiniLit, MacqLit and Quicksmart Intervention programs which are implemented by trained staff.

The school has strong links with our two main feeder kindergartens, Ballara Park and Somerton Park. A comprehensive Orientation to School program is planned in alignment to the department's Principals of Effective Transition.

Brighton Secondary School is the main school for students transitioning to high school, with children from year 6 attending transition visits in term 4.

Teaching methodology:

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

Team teaching is actively encouraged and fostered by leadership and staff.

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.

Student 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, coordinated by parents, which include netball, basketball, cricket, soccer, volleyball and football. Out of school sports are coordinated by a sports committee (sub-committee of the governing council) and managed by the Wellbeing Leader and Business Manager.

All students take part in swimming lessons at the Marion Swimming Centre (R-5) and Aquatics at the Port Noarlunga Aquatics Program (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, football, 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

In addition to the Department for Education Strings program, students can attend Beachfront Hub Band to further their music development. Students also have the opportunity to participate in the Festival of Music choir or our junior choir.

The school participates in the Premier's Reading Challenge, Lego League competitions and Oliphant Science awards.

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Special days are held for book week, science week, Harmony day, Sports day, French 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 year 3-6 classes.

Lunchtime activities such as chess club, garden club, Lego, craft, basketball, matball and yoga are offered to students.

Woodwork session with an ex staff member to develop basic design skills.

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.

An Aboriginal Community Education Officer is employed for 15 hours per week, and an Aboriginal Education Teacher one day a week, both of whom support our ATSI children.

Leadership structure

A5 Principal

B2 Assistant Principal - Whole school literacy, Special Education/Inclusion and R-2 sub school leader

B2 Assistant Principal – Whole school numeracy and 3-4 sub school leader

B2 Assistant Principal – Wellbeing and Engagement and 5-6 sub school leader

B1 Inclusion Leader

The staff leadership team meets daily and each term undertakes a whole day review off site.

Staff support systems

Staff work collaboratively in 'Professional Learning Teams'. In addition there are lead teams including a Literacy Imporvement Lead Team and a Mathematics Improvement Lead Team which leads the relevant site improvement piorities. 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, Wellbeing and Engagement. These groups meet regularly for discussion and planning with a representative from each teaching PLT (R-2, 3-4, 5-6) 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 and resources for teaching and learning.

Performance Management

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, intervention programs, supporting the library, eLearning programs, grounds maintenance, school reception, administration and finances.

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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 (Beachfront Hub).

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

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 development 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.

2014 a covered Outdoor Learning Area (COLA) was constructed between the 2 classroom blocks, in Learning Area 1, with stage 2 of the master plan redevelopment of the COLA completed in October 2022.

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.

2023 a new bell system was installed to replace the old sirens with music and an updated system.

Specialist facilities and equipment

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 Year 2-6. Mobile digital devices (ipads and laptops) were introduced to all classes at the start of 2013 replacing the computer room.

Student facilities

Each teaching area has an Interactive TV. All learning areas are air conditioned.

The school operates a canteen 5 days a week offering a variety of food guided by the new Rite Bite policy.

Staff facilities

The staff room was refitted in 2021 with new cupboards, bench tops, oven, microwaves and refridgerators, and finished with new tables and chairs in 2022.

Staff have use of several rooms in the library, where they can work or hold meetings.

Access for students and staff with disabilities

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

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Access to bus transport

Private companies used for excursions.

Other

Our Patch operates an OSHC centre from April 2025 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 subcommittees 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 and dress code. 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, subcommittees meet twice per term prior to governing council meetings. A shared governing council Google 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/fortnightly.

Regular publications

School newsletters are published 3 times a term electronicall, 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.

Daily and weekly staff notices (produced by leadership) are via Sentral for all staff.

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).

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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 or destination schools

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 program which includes parent workshops, volunteer induction and RRHAN-EC training and one on one interviews 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

SA Aquatic and Leisure Centre

Marion Outdoor Swimming Centre

Marion Cultural Centre

Domain Medical Centre

Local Government body

Holdfast Bay City Council

12. Further Comments

Although the suburb is actually North Brighton, the name Paringa Park comes from the original large family homestead in the area.

The school community has a pleasant, welcoming and friendly atmosphere. The staff are friendly, collaborative and cooperative, with a strong focus on quality teaching and learning, and support for all students.

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