



SCHOOL CONTEXT STATEMENT

Updated: 05/03/2020

School number: **1045**

School name: **PARA HILLS WEST PRIMARY SCHOOL**

School Profile:

VISION

Para Hills West Primary School encourages students to be independent, cooperative, collaborative and caring, to respect and value each other and to strive to achieve their maximum potential.

The school values are:

- Respect
- Integrity
- Belonging
- Achievement

The school motto is: Actively Creating the future.

Students will have:

- The ability to strive academically and socially, to be successful and contributing members at their local and wider community.
- The knowledge of the physical world, society and culture to maximise their understanding and engagement.
- The confidence, skills and willingness to learn to identify, and assess and take up opportunities which become available personally, socially and at work throughout their lives.
- The self-motivational, organisational, interpersonal and team skills to undertake a range of tasks alone or as an effective group member.
- The commitment and skills to contribute to the maintenance and improvement of the community - local, national and global.

The core business at Para Hills West Primary School is to ensure the provision of a success orientated teaching and learning environment through quality planning and programming, inclusive assessment practices, ongoing reporting procedures and structures that support collaborative learning methodologies and inclusive decision making practices.

1. General information

- School Principal name: [Rick Noack](#)
- Assistant Principal: [Em Huzzell](#)
- Year of opening: [1965](#)
- Postal Address: [21 Balkara Road, Para Hills West](#)
- Location Address: [21 Balkara Road, Para Hills West](#)
- DECD Region: [Northern](#)
- Geographical location – ie road distance from GPO (km): [17kms](#)
- Telephone number: [08 8258 2216](#)
- Fax Number: [08 8281 5837](#)
- School website address: www.parahilwps.sa.edu.au
- School e-mail address: dl.1045.info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: [YMCA](#)

Feb FTE Enrolment	2013	2014	2015	2016	2017	2018	2019	2020
Reception	40.0	30.0	27.0	25.0	23.0	18.0	25.0	20.0
Year 1	31.0	23.0	32.0	25.0	20.0	26.0	21.0	19.0
Year 2	34.0	29.0	30.0	26.0	26.0	24.0	30.0	15.0
Year 3	38.0	33.0	23.0	2300	23.0	33.0	20.0	35.0
Year 4	27.5	30.0	32.0	26.0	23.0	29.0	36.0	23.0
Year 5	42.0	30.5	35.0	31.0	27.0	27.0	30.0	39.0
Year 6	39.0	37.0	26.0	31.0	30.0	35.0	25.0	30.0
Year 7	33.0	38.0	36.0	27.0	33.0	36.0	33.0	24.0
TOTAL	284.5	250.5	241	214	205	228	220	205

	2013	2014	2015	2016	2017	2018	2019	2020
Total FTE Enrolment	284.5	250.5	241.0	214.0	205	228	220	205
School Card Approvals (persons)	102.0	116.0	62	101	101	114	110	133
NESB Total (Persons)	80.0	81.0	86	111	106	114	89	88
Aboriginal FTE Enrolment	13	19	15	5	3	5	5	4

Student enrolment trends:

- Student numbers have stabilised with a slight decrease in 2020.

Staffing numbers (as at February census):

<i>Teaching staff members</i>	11.2 FTE
<i>Librarian</i>	0.6 FTE
<i>SSO's</i>	262 Hours
<i>GSE</i>	37 Hours

Public transport access:

- Adelaide Metro via Bridge Road

Special site arrangements:

- The school offers a choice to families of either Montessori or Mainstream Education
- The school is an active member of the Montague Partnership

2. Students (and their welfare)

General characteristics:

- The school has currently 205 enrolments with 42% from Non English speaking Backgrounds. The school has 8 classes, with 4 classes of Montessori and 4 classes of Mainstream Education

Student well-being programs:

- The school has a strong focus on student wellbeing and values. A range of programs are in place including Values Education, PERMA +, Resilience Skills, The Child Protection Curriculum, Anti-bullying/harassment and Social Skill development. These programs support the school's behaviour expectations. Staff explicitly teach and develop Behaviour Education understanding, values, social and work skills with students. A belief that all children are everyone's responsibility is fostered throughout the school. This builds relationships and connections throughout the whole school community. A number of enrolments of students on the Autism Spectrum has led to the development of specific programs and training to support these students. Also increasing levels of students with complex learning and behavioural needs requires collaborative support accessing support services, outside agencies, counselling services and collaborative in-school approaches.
- A Breakfast program operates every day.

Student Support Offered:

- The Principal and Assistant Principal offer support for students and teachers. EALD support is provided for EALD students and the site has a 0.2 EALD teacher release.
- The Assistant Principal in Special Needs coordinates the needs of students with disabilities and specific learning difficulties.
- A number of intervention programs cater for a range of student needs. Those children identified as not meeting either local or national benchmarks are given priority with respect to intervention strategies. Rich data is collected around student testing / learning and improvements made.
- Children with a disability are supported in their learning with One Child One Plans which are developed, implemented and reviewed annually with the teacher, leadership and family. Similarly, Aboriginal, GOM and SHIP students have relevant One Child One Plans
- The site has a Pastoral Care Worker (through Schools Ministry Group) for 15 hours per week.

Student Management:

- The school has behavioural expectations that are in place for class learning time and in the yard. The school's expectations focus on the school values of Respect, Integrity, Belonging and Achievement and are explicitly taught as part of the Behaviour Education strategies. Class programs support students to develop skills to take personal responsibility and ownership of their behaviour and make positive choices. A preventative and developmental

approach to student Behaviour Education is based on values and a logical / natural justice approach to consequences. Restorative Justice is implicit in managing understanding and moving forward. Classes focus on the positive aspects of students' behaviour. The Behaviour Education Policy describes the various aspects of behaviour support including in class expectations, buddy class, office time out, yard time out and intensive behaviour support for identified students.

- The school communicates regularly with families in regard to behaviour related issues. There are a range of programs in the classroom that supports students in countering harassment, bullying, anti-racism, general procedure, conflict resolution skills, PERMA+, Wellbeing Resilience skills and friendships / social skills program. We have a Jump Start Program at the start of each year that focuses strongly on School Values. These are used extensively by teachers throughout the year to support student's wellbeing / learning and engagement.

Student Government:

- 2020 continues to provide increased responsibilities of the 'School Captains', including leading the school's Values Award Trophy points and House Point Trophy at each fortnightly assembly, community services including canteen volunteering and visiting local preschools.
- The site also has a Student Representative Council (SRC) which has membership of R-7 students.

Special Programmes:

- Para Hills West is a unique site offering the community a choice in educational philosophy and pedagogy. Montessori Education and Mainstream have been working side by side for over 20 years. The school currently has 4 Montessori classes and 4 Mainstream from Reception to Year 7. Parents indicate on enrolment or through discussion with the Principal a choice of Montessori or Mainstream education. Montessori teachers are Montessori trained and specialised equipment is provided in Montessori rooms. The Northern Montessori Community (NMC) operates to support Montessori in the North.
- Para Hills West Primary School is a recognised and participating school in the Children's Univeristy. This provides students an opportunity to engage in further learning in a fun and supportive way.
- Additional programs include Literacy and Numeracy Intervention (Mini-Lit mcaq-Lit), in class and yard SSO support. Sporting clinics, SAPSASA involvement, Festival Theatre choir, instrumental music and private lessons are offered.
- There is a strong EALD support program for identified students and staff support.
- There is a priority focus on Environmental programs and practices and the school is recognised as a Sustainable School.
- Celebrations are a valued learning experience and connect our community together. Harmony Day, Book Week, Reconciliation Week, Enterprise Day,

Japanese Garden anniversaries and Tree Planting on World Environmental Day are examples of our Learning Highlights.

- Fortnightly assemblies and an annual concert are opportunities for classes to showcase their work with students and families.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

- Our current focus is Literacy & Numeracy Improvement and Student Wellbeing with strategic priorities of:
 - English – a targeted focus on Reading
 - Mathematics – a targeted focus on Problematised situations
- We also have a continuing focus on:
 - Student Attendance
 - Embedding ICT across the curriculum

Recent key outcomes:

- The school has begun to purchase iPads to support digital technologies implementation across the curriculum.
- The Teacher Librarian works with teachers and their class in the area of Digital Technologies with the focus on computational thinking; to ensure that Para Hills West Primary offers their students current educational and technological thinking skill development.

4. Curriculum

Subject offerings:

- All areas of the Australian Curriculum with Japanese as Languages.

Special needs:

- Support programs have been developed for identified students. Support is offered to students with identified needs in Literacy and Numeracy, EALD

and those identified as eligible under the Students with Disabilities for a One Child One Plan.

Teaching methodology:

- Teacher understanding of the use of data to inform their teaching and learning programs is becoming more evident with a relentless focus on using data to differentiate/personalise curriculum
- Teachers developing Students confidence in communicating how they are learning, why they are learning and how they know they have been successful.

Student assessment procedures and reporting

- Each teacher keeps records on student progress. The reporting of student achievement to parents is ongoing. Procedures include:
 - Acquaintance night.
 - Parent/teacher interviews.
 - Written reports (2 per year).
 - Informal discussions.
 - Communication books/diaries.

Joint programmes:

- Transition – Pre-School to School (from several feeder Pre-Schools).
- Transition program to local High School

5. Sporting Activities

- Physical Education is a specialist subject R-7. All students learn sporting skills in structured PE lessons with direct connections linked to the Health curriculum. The school has a program for visits from specialist sporting representatives for all grades R-7. Opportunities for engagement with Foot Steps Dance Program, Tri Skills, Sport Clinics and Sporting Schools grant activities occur regularly. Swimming instruction at the Salisbury Swimming Centre and Aquatics at West Lakes provide water safety activities.

6. Other Co-Curricular Activities

- Premier's Reading Challenge
- Premier's Be Active
- Keyboard and Guitar tuition is available through specialist teachers.
- The school participates in the Australian Competitions for English, Reading, Writing, Science, Technology and Maths.
- Choir for Festival of Music program for Year 6 & 7 students.
- The school participates in cultural / celebratory events such as Harmony Day, Reconciliation, Book Week and events of local significance e.g. Montessori celebrations.
- Wakakirri
- The school is an active partner and member of the Children's University program.

7. Staff (and their welfare)

Staff profile

- As stated above

Leadership structure:

- The current leadership structure consists of the Principal, an Assistant Principal, an EALD specialist teacher and an Attendance Support Teacher.

Staff support systems

- Professional Learning Communities are a regular component of Professional Development. The leadership team work with staff on Performance & Development. School Services Officers work in specialised fields. There is a strong, established team spirit.

Performance Management

- Performance & Development processes reflect the School Improvement Plan initiatives and the professional and personal needs of staff. Staff are engaged in individual, team and whole staff professional learning activities.
- Staff participate in regular Performance & Development meetings, engage with TEFL, Learning Design and leadership observation process. Regular

collegial professional conversations also guide staff performance & development.

Access to special staff

- Close links have been developed with interagency personnel, with regular Student Review Meetings
- The school accesses specialist support for 'identified issues', interpreters and culturally relevant agencies for EALD children

8. School Facilities

Buildings and grounds:

- The school comprises two 2-storey buildings linked by an administration block and a large gymnasium. The Front Office was upgraded in 2014. 2017 saw the corridor upgrades take place with new carpet and the removal of old lockers. Mid 2017 the Nature play area was opened consisting of a dry rocky creek bed for students to explore and play in a natural environment. In 2018 the buildings have been freshly painted on the exterior, the asphalt court surface was replaced with a colourful multi-purpose synthetic grass surface. The garden and playground areas have had new retaining walls installed and provide the students and teachers with seating to engage in learning outdoors.

Heating and cooling:

- All rooms have reverse-cycle air-conditioning

Specialist facilities and equipment:

- A computer room and Resource Centre are important parts of the school. Currently both of these have been upgraded with new computers. The school has identified rooms specifically for teaching Japanese, Music and Drama and Health & PE.

Student facilities:

- Students have access to canteen facilities. The canteen is open 3 days a week and has a healthy and enticing menu. There are ample grassed areas for sporting activities. A separate recreation room is used for OSHC

Staff facilities:

- Air-conditioned, spacious staff room with kitchen facilities and adjacent male and female toilets

Access for students and staff with disabilities:

- Ramps are provided in the yard however movement to the second level is a problem for the disabled.

Access to bus transport:

- There is easy access to public transport for school excursions

Other:

- The Gym is hired for various community activities

10. School Operations

Decision making structures:

- The Governing Council oversees the operation of school policy making.
- Staff meetings, team meetings, Professional Learning Committees are held regularly where items for sharing and resolution are tabled, discussed and decisions made and professional learning is a key focus.
- Other major school committees are OHSW, PAC, Montessori and Student Leadership Committees

Regular publications

- Communication is via the School Newsletter, Staff and Parent Handbooks, daily notice book and email communications.

Other communication:

- The general community is involved through the regular newsletter. General information about the school and behaviour education policy, grievance policy is available. Day to day communication is achieved through an electronic daybook, pigeonholes and notice board.

School financial position:

- The school operates a consolidated account.

11. Local Community

Parent and community involvement

- Governing Council is an effective, committed, advisory and decision-making parent group. Northern Montessori Committee works to support the Montessori program through the promotion of Montessori in the North,

collection of the Montessori levy and fundraising to support the Montessori Primary program. Parent volunteers assist in many ways across the school. Criminal History checks and Volunteer induction provides the safe protocols for all volunteers.

Other local care and educational facilities:

- Governing Council, Outsourced OSHC through YMCA, Private Keyboard and Guitar Tuition

Commercial/industrial and shopping facilities:

- Bridge Road Shopping Centre, Para Hills Shopping Centre, Building/hardware supplies and restaurants at Parafield Aerodrome

Other local facilities:

- Library, recreational park, Medical centre and sporting bodies.

Local Government body:

- City of Salisbury.