

SCHOOL CONTEXT STATEMENT

Updated: 03/03/2026



Government of South Australia
Department for Education

School number: 1045 / 1046

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

School Profile:

Para Hills West Primary School Vision encourages students to be independent, cooperative, collaborative and caring, to respect and value each other and to strive to achieve their maximum potential through both Montessori and Mainstream pedagogical practice.

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 (both Montessori and Mainstream) through quality planning and programming, inclusive assessment practices, ongoing reporting procedures and structures that support collaborative learning methodologies and inclusive decision-making practices. Our Intensive English Language Program caters for students from Reception to year 6 who are newly arrived in Australia and require intensive English Language support.

1. General information

- School Principal name: [Rick Noack](#)
- Assistant Principal: [Em Huzzell](#)
- IELC Co-ordinator: [Heidi Newmann](#)
- Wellbeing Leader: [Corey Fawkes](#)
- Year of opening: [1965](#)
- Postal Address: [1-31 Balkara Road, Para Hills West](#)
- Location Address: [1-31 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
dl.1046.info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: [YMCA](#)

<i>Feb FTE Enrolment</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>
IELC	N/A	N/A	N/A	14.0	64	71	66
Reception	20.0	27.0	25.0	29.0	35.0	29.0	20.0
Year 1	19.0	21.0	34.0	22.0	35.0	30.0	26.0
Year 2	15.0	18.0	26.0	35.0	24.0	34.0	34.0
Year 3	35.0	14.0	21.0	23.0	39.0	24.0	32.0
Year 4	23.0	29.0	16.0	25.0	23.0	35.0	27.0
Year 5	39.0	23.0	32.0	19.0	21.0	27.0	40.0
Year 6	30.0	38.0	27.0	29.0	25.0	22.0	28.0
Year 7	24.0	31.0					
TOTAL	205	201	181	196	266	272	273

	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>	<i>2024</i>	<i>2025</i>	<i>2026</i>
Total FTE Enrolment	205	201	181	196	266	272	273
School Card Approvals (persons)	133	124	105	99	110	132	120
NESB Total (Persons)	88	110	94	75	221	224	177
Aboriginal FTE Enrolment	4	12	12	10	15	14	13

Student enrolment trends:

- Student numbers are starting to increase in the Mainstream school and the new IELC has increased the total school numbers. The school numbers are expected to continue to increase in the coming years.

Staffing numbers (as at February census):

<i>Teaching staff members</i>	22.8 FTE
<i>Librarian(SSO2)</i>	0.6 FTE
<i>SSO's</i>	404 Hours
<i>BSSO's</i>	27 Hours
<i>GSE</i>	37 Hours
<i>ACEO</i>	12 Hours
<i>Pastoral Care Worker</i>	6 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
- The school has an Intensive English Language Program with currently five classes operating R-6

2. Students (and their welfare)

General characteristics:

- The school has currently 273 enrolments with 65% from Non English speaking Backgrounds. The school has 15 classes, with 3 classes of Montessori, 5 classes of Mainstream Education, 5 classes of IELP and 2 Inclusive class

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 initiatives, and social skill development. These programs underpin and support the school's behaviour expectations. Staff explicitly teach and develop students' understanding of behaviour education, values, and the essential social and work skills required. A culture in which all children are regarded as everyone's responsibility is fostered across the school, helping to build strong relationships and connections within the whole school community. The enrolment of students on the autism spectrum has led to the development of specific programs and targeted training for staff to provide appropriate support. Additionally, the increasing number of students with complex learning and behavioural needs requires collaborative support involving access to support services, outside agencies, counselling services, and integrated in-school approaches. The school is also actively engaged in the Self-Regulated Learning (SRL) approach, further enhancing its commitment to supporting student wellbeing and positive outcomes.
- A Breakfast program operates every day.

Student Support Offered:

- The Principal, Assistant Principal and Wellbeing Leader 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 Plans which are developed, implemented and reviewed annually with the teacher, leadership and family. Similarly, Aboriginal, Children in Care and SHIP students have relevant One Plans
- The site has a Pastoral Care Worker (through Schools Ministry Group) for 6 hours per week.
- The IELC has a dedicated Co-ordinator fulltime and BSSO's in targeted language group needs.
- The IELC teachers are trained and provide a rich English language program for the students.
- The school offers First Language Maintenance programs for targeted EALD groups.

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 beginning of year focus on the School Values. These are used extensively by teachers throughout the year to support student's wellbeing / learning and engagement.

Student Government:

- In 2026, the role of School Captains at Para Hills West Primary School continues to expand, providing students with increased leadership responsibilities. School Captains lead the presentation of the school's Values Award Trophy points and House Point Trophy at each fortnightly assembly and are actively involved in community service, including volunteering in the canteen and visiting local preschools. In addition to the School Captains, student leadership is promoted through the Student Representative Council (SRC), which includes members from Reception to Year 6. The site also supports an Aboriginal student group, known as the 'Korka Club', and has a dedicated Sustainability Leaders Group, both of which provide further opportunities for student voice and leadership within the school community.

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 3 Montessori classes and 5 Mainstream from Reception to Year 6. 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.
- Para Hills West Primary School is a recognised and a participating school in the Children's Univeristy. This provides students an opportunity to engage in further learning in a fun and supportive way.
- Para Hills West Primary has an Aboriginal student support group called the 'Korka Club' where Aboriginal and Torres Strait Islander students come together to

celebrate, learn about and promote indigenous culture across the site and to the community.

- Additional programs include Literacy and Numeracy Intervention (Mini-Lit Macq-Lit), in class and yard SSO support. Sporting clinics, SAPSASA involvement, Festival Theatre Choir, Wakakirri, instrumental music and private lessons are offered.
- There is a strong EALD support program for identified students and staff support including a First Language Maintenance Program for targeted language groups.
- 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.
- Assemblies and an annual concert are opportunities for classes to showcase their work with students and families.

3. Key School Policies

Site Learning Plan and other key statements or policies:

- Our current area of impact in line with the DfE strategy is Wellbeing
 - goal of connected engaged persistent and reflective learners.
 - focus on intentional teaching of Self Regulated Learning (SRL)
 - curriculum focus on SA Curriculum – Dispositions and Capabilities implementation
- We also have a continuing focus on:
 - quality differentiation and intervention
 - culturally responsive teaching
 - goal setting and reflection in Mathematics and English
 - regualtions spaces within classroom s
 - strengthening DIBELS and Reading program development.
 - Student Attendance
 - Embedding ICT across the curriculum
 - Student Wellbeing in Learning

Recent key outcomes:

- The school has class iPads, 2 computer suites (laptops and desktops PCs) to support digital technologies implementation across the curriculum.
- All classrooms have LCD touch screens.

4. Curriculum

Subject offerings:

- All areas of the Australian Curriculum with Japanese as Languages.
- Health/PE, The Arts, Japanese and Sustainability are our Non-Instruction Time subjects

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 Plan.
- The school has established 2 Inclusive Education Classes to support students identified with learning disabilities.

Teaching methodology:

- Teacher understanding and utilisation of data to inform teaching and learning programs is increasingly evident at Para Hills West Primary School, with a strong and ongoing focus on using data to differentiate and personalise the curriculum for all students. Teachers are actively working to build students' confidence in articulating what they are learning, why it is important, and how they can recognise their own success. Core pedagogical practices across both Montessori and mainstream settings are guided by the Teaching for Effective Learning (TfEL) framework. The school also purposefully incorporates the South Australian Curriculum's Dispositions and Capabilities into teaching and learning. Additionally, there is a focus on the intentional teaching of self-regulated learning (SRL) to further support student growth and independence.

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 Schools

5. Sporting Activities

- Physical Education is a specialist subject R-6. 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-6. 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

- The school offers a wide range of extracurricular programs and initiatives designed to enrich student learning and engagement. Students are encouraged to participate in the Premier's Reading Challenge and Premier's Be Active Challenge, both of which promote literacy and physical wellbeing. Instrumental music tuition is available through specialist teachers, while students in Year 6 have the opportunity to join the choir as part of the Festival of Music program. The school actively participates in significant cultural and celebratory events such as Harmony Day, Reconciliation Week, Book Week, and events of local significance, including Montessori celebrations. In addition, students have the chance to be involved in Wakakirri—a performing arts festival—and the school is a committed partner and member of the Children's University program. The STEAM Club provides further opportunities for students to engage with digital technologies and innovative learning through hands-on experiences.

7. Staff (and their welfare)

Staff profile

- As stated above

Leadership structure:

- The current leadership structure consists of the Principal, an Assistant Principal, IELC Co-ordinator (EALD specialist teacher) and a Wellbeing Leader

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 TfEL, 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
- The school also participates in the First Language Maintenance program

8. School Facilities

Buildings and grounds:

- The school features two two-storey buildings connected by an administration block and a large gymnasium. The facilities include a dedicated Nature Play area with a dry, rocky creek bed that allows students to explore and play in a natural environment. All buildings have been freshly painted, both inside and out, providing a vibrant and welcoming atmosphere. The former asphalt court surfaces have been upgraded to colourful, multi-purpose synthetic grass, catering to a wide range of activities and enhancing safety. Garden and playground areas are enhanced by retaining walls that also serve as seating, supporting outdoor learning and recreation for students and teachers. Additional amenities include a large water play and sandpit area, offering further opportunities for exploration and play. Looking ahead, plans are in place for the refurbishment and modernisation of student toilet facilities in 2026, continuing the commitment to providing high-quality amenities for all students.

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, The Arts and the gym for Health & PE.

Student facilities:

- Students have access to canteen facilities. The canteen is open 1 day 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

9. 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 WHS, PAC, and Student Leadership Committees

Regular publications

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

Other communication:

- The general community is regularly engaged through the school's newsletter and ClassDojo stories, which provide updates on a range of topics including school events, initiatives, and achievements. Comprehensive information about the school, including the Behaviour Education Policy and Grievance Policy, is readily accessible to all stakeholders.
- Day-to-day internal communication is efficiently managed via an electronic daybook, staff pigeonholes, and notice boards, ensuring that all staff are kept informed of important updates and operational matters.
- For communication with parents and families, both ClassDojo and EdSmart are employed as whole-site platforms. These tools facilitate timely and effective information sharing, support permission and consent processes, build strong home–school partnerships, and promote ongoing engagement with our broader school community.

School financial position:

- The school operates a consolidated account.

10. Local Community

Parent and community involvement

- Governing Council is an effective, committed, advisory and decision-making parent group. 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

Commercial/industrial and shopping facilities:

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

Other local facilities:

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

Local Government body:

- City of Salisbury.