

SCHOOL CONTEXT STATEMENT

Updated: 2/2017

School number: 0537**School name:** Parafield Gardens R – 7**1. General information****Part A**

School name: Parafield Gardens R – 7
 School No: 0537
 Principal: Mr Simon Harding
 Postal Address: 23 Shepherdson Rd. Parafield Gardens 5107
 Location Address: as above
 Courier: Salisbury
 District: Salisbury
 Distance from GPO: 19kms
 Phone No: 8258 1816
 Fax No: 8281 5857
 CPC attached: No

February FTE Enrolment		2014	2015	2016	2017
Primary	Special, N.A.P. etc.	20	20	20	19
	Reception	79	80	81	77
	Year 1	63	79	81	86
	Year 2	66	68	78	74
	Year 3	62	74	78	79
	Year 4	56	67	74	73
	Year 5	64	61	68	72
	Year 6	60	64	62	66
	Year 7	62	63	69	57
TOTAL		532	576	611	603
School Card percentage		36%	36%	39%	35%
EALD Enrolment		244	253	302	323
Aboriginal Enrolment		25	22	35	30

Part B

- **School website address:** www.pgardens.sa.edu.au;
- **School E-mail Address:** dl.0537.info@schools.sa.edu.au

Staffing numbers

- **Leadership:**
 Deputy Principal: (tenured to Jan 2022)
 Senior Leader Quality Teaching and Learning (Tenured to Jan 2019)
 Senior Leader Innovation, General Capabilites and STEM (tenured to Jan 2020)
 School Counsellor R to 7 (tenured to Jan 2018)

Staff

40 teachers, which includes Tier 2 salaries of 2.2 Special Class, 2.4 EALD, 0.47 Aboriginal Education teacher, Sepcial Education teacher

- **OSHC:** This service is provided both before (6.00 - 8.30am) and after (3.00 - 6.00pm) school. The centre also organises Vacation Care.
- **Enrolment trends**
 Current enrolment is approximately 603 students (Term 1, 2017) including 19 Special Class students. Enrolments have been steadily rising. The school is currently over capacity.
- **Year of opening:**
 The junior primary and the primary schools were opened in February 1965.

- **Special arrangements**

We officially become one school in January 2009. The Parafield Gardens Childrens Centre officially opened on our site March 2011. A community officer is located on the Childrens Centre site to facilitate community groups and activities for our community

- **Public transport access:** The school may be accessed by using bus route 224 along the Salisbury Highway or by train, setting down at Parafield Gardens station.

2. Students (and their welfare)

General characteristics

The school has a complex population, consisting 35% School Card and approx. 54% from a non English speaking background, mainly Indian, Khmer and Vietnamese. There is a small percentage of Aboriginal students.

(Pastoral) Care programs

Students from a non-English speaking background are supported through the use of EALD salaries. In addition, Tier 2 staffing supports a Bilingual School Services Officer for our Vietnamese speakers. An Aboriginal Education Community Officer and Aboriginal Education resource teacher support our Aboriginal students.

A School Counsellor provides general counselling for students and parents R - 7.

Special needs

Students with specific learning needs are supported by Tier 2 salaries.

The school hosts both a Primary and Junior Primary Special Education Class for students with disabilities. Each of these classes work with mainstream classes to support integration and specific curriculum outcomes.

Special Education salary and school money have been used to purchase SSO hours to further support these students and programmes.

Student Management

There is a whole school approach to student behaviour management, with common expectations and procedures. Harassment and Grievance procedures are in place we experience strong and positive partnerships between home and school.

Student government

There are a number of student voice activities throughout the school including a student council (PEACE committee) and PAWS and eco initiatives groups. Each class teacher is expected to have regular class meetings to support student decision-making.

Special programmes

- A transition program (Flying Start) supports preschool students beginning Reception and provides smooth integration from Pre School. Strong links exist with the local kindergartens and in particular the Parafield Gardens Children's Centre on site.
- The "Jump Start" program supports newly enrolled students.
- A transition programme for Year 7 students to local high schools is continually being developed and refined to meet children's needs.
- All students participate in the school's Health and Wellbeing programs.
- 'PaL Class' (Partners and Learning) i.e. linking classes together. Classes visit each other throughout the year to promote a family atmosphere and enhance learning programs.

3. Key School Policies

Contextual Influences

Parafield Gardens R-7 School is on a campus, adjacent to the Parafield Gardens High School and the Parafield Gardens Childrens Centre. We have a close working partnership with both sites.

There is support for improvement in student learning through -:

- Staff skilled in student behaviour management, relationship building, social justice and conflict resolution, ensuring a whole school supportive environment.
- Respect for parents and caregivers as partners in their children's learning.
- Decision making processes that are inclusive of staff, student and parents.
- A curriculum that is broad and focussed on success.

The school community, parents, staff and students, have worked intensively on providing a supportive school environment. Social inclusion is a continual area of work for the school. Programmes, processes and strategies are in place to support students, particularly in the area of literacy, numeracy, arts and information technology.

Core Business

The focus of Parafield Gardens R – 7 is learning and teaching in a success orientated and supportive environment. We aim to achieve this by developing a learning culture which:

- promotes enthusiasm for learning
- values the achievement of personal excellence
- develops citizens who have a sense of social responsibility
- promotes the establishment of a healthy lifestyle

At Parafield Gardens R – 7 School we value:

“Working together to achieve...

- *Respect, care and compassion*
- *Personal achievement and integrity*
- *Understanding and acceptance of others*
.....by making good choices.”

These values guide and inform our teaching practice, behaviour and actions. They are supported by the following principles:

- *Building quality relationships, between staff, students, parents and the community*
- *A focus on quality teaching and learning and continuous improvement*
- *Maximising learning potential for everyone and the development of self esteem, resilience and optimism*
- *Recognition and celebration of success and the diversity of our population*
- *Working successfully as a member of a team*
- *A fair and equitable education for everyone*

Current Priorities

- Improve the numeracy and literacy achievements of all students at Parafield Gardens R – 7.

Recent key outcomes

Literacy

Literacy data is gathered annually in spelling, reading and writing. This data, including PAT-R, influences decisions regarding the selection of students to receive additional SSO support.

The Early Years Literacy Plan has targeted Reception to Year 2 students with an additional Phonological Awareness support program. Our Reading Support and our Mentor Teachers work collaboratively with classroom teachers and SSO's to support students in small group literacy activities.

Information Communication Technologies

A School Services Officer has been provided with 37.5 hours per week to work in the area of Information technology. We have employed a company to support the technical work of the IT SSO across the school. ICT is used daily by all staff to access the electronic daybook and emails in their work area.

Numeracy

Staff monitor learning outcomes from information from National Literacy and Numeracy (NAPLAN) tests and PAT-M data. In 2017 the school is implementing a whole school approach using Big Ideas in Number.

Supportive School Environment

Monitored by the school through analysing the number of students involved in our structures for attendance and behaviour management.

4. Curriculum

Subject offerings

- Specialist staff teach Physical Education, Drama and Music and Auslan on an R-7 basis.
- Class teachers teach all other areas including a cultural perspective, and Aboriginal studies.

Open Access

Not currently used

Teaching methodology

- Collaborative teaching methodologies are used to encourage interaction between students and to facilitate problem solving.
- Through using the Teaching for Effective Learning Framework (TfEL), staff are encouraged to reflect on their own teaching methodology.
- All staff access interactive whiteboards for their teaching program.

Assessment procedures and reporting

- Assessment and reporting procedures are in line with federal government reporting requirements. A Parent Information Night is held in Term 1 along with Three Way Interviews. Written reports in Term 2 and 4. Further interviews are conducted in term 3.
- Community Studies / Work Experience students from High Schools assist in classes from time to time.
- Pre service teachers from the University of South Australia undertake practicums at the school.

5. Sporting Activities

- The junior and primary special classes swim weekly.
- R-5 students attend swimming lessons at the Elizabeth pool each year.
- Year 6 and 7 attend Aquatics at West Lakes
- A range of sporting organisations throughout the year hold coaching clinics.

6. Other Co-Curricular Activities

General

Special: Involvement in Wakakirri, Festival of Music and Come Out. Parafield On Parade (POP) is held in term 4 each year.

Since late 2007 we have worked in partnership with the Save the Children organisation on a United Nations Global Peace School program

7. Staff (and their welfare)

Staff profile

- The staff is comprised of a stable core of professional educators who enjoy working in a professional environment.

Leadership structure

- Principal, Deputy, 2 Senior Leaders and School Counsellor make up the leadership team.
- Many staff take on leadership roles in staff meetings, on committees and for special events.

Staff support systems

- Staff engage in regular learning conversations with colleagues. They are encouraged to network and work collaboratively.

Staff utilisation policies

- Specialist staff teach Physical Education, Music and Drama and Auslan as part of the NIT programme.

- School Service Officer time is used to meet administrative requirements, maintain the grounds and support students, both in the classroom and in small groups.
- Planning and release time is made available to classroom teachers for EALD, Resource Based Learning and NEP writing and reviews.

Access to special staff

- Guidance Officers, Speech Pathologists, Behaviour Support Team members, Disability Coordinators and other agencies where necessary are involved in supporting students and teachers.

8.School Facilities

Buildings and grounds

The school is comprised of a two-storey building, an admin/classroom block, a multipurpose hall, a 4 teacher unit and a large Open Space building, which is used for a Resource Centre including a computer suite and classes. A separate building is used for OSHC / Vacation care services. The grounds contain asphalt, paved, grassed and tree covered areas, plus an oval

Cooling

- All classrooms are air-conditioned with split - reverse cycle systems.

Specialist facilities

- The resource centre occupies a much of five-teacher open space unit. It is extremely well stocked and is an important learning hub within the school. The school has a network of IBM compatible computers in a computer suite. Banks of laptops are available in the two storey building. There are banks of ipads across the school. Each classroom has a computer and they are all connected to the internet with the use of cable and wifi. Currently we have a computer for every 4 children within the school.

Student facilities

- A canteen services the school. A team of volunteers supports the canteen manager. The menu follows the Right bite guidelines.
- There are extensive play areas, with well-established trees and a range of shaded playground environments

Staff facilities

- Staff have use of a large staff room, there are teacher preparation areas throughout the school. A staff resource area forms part of the resource centre.

Access for students and staff with disabilities

- All main buildings have wheelchair access to ground floors. There is no access to the second storey of the main building. There are facilities for disabled car parking, toilet & shower.

Access to bus transport

- Buses can be caught on the Salisbury Highway, 500 metres from the school.

9. School Operations

Decision making structures

There are several major decision making structures.

- Governing Council - operates several sub committees - Finance, Canteen, Facilities and Out of School Hours Care
- Staff Meetings - Preferred decision-making process for staff is consensus.
- Personnel Advisory Committee provides advice and information on Human Resource issues to the principal.
- A Planning and Review team of staff provides curriculum and professional learning advice. This committee makes decisions on the professional learning program for the staff.
- Resource centre budget committee – a group of staff chaired by the senior leader. They oversee the purchase of all curriculum resources for use through out the school.

- Active student voice includes student council, Peace committee, Parafield Animal Welfare Society (PAWS), Eco – initiatives group.

Regular publications

- Fortnightly School Newsletter is sent home to all families (via email. Hard copies available on request), this is also uploaded onto the school website
- A detailed Parent information package is given to all new families and is available on the school website.
- All classes send home class newsletters at the beginning of each term. Some classes have established class websites.

Other communication

- Communication with staff is via intranet electronic Daily notices. The use of email is also encouraged.
- All staff receive a flashdrive at the beginning of each year, which includes, staff information, policies and procedures, proformas of letters, reports.
- There is an Intranet for students to communicate special events and messages from teachers.

School financial position

- The school operates with financial resources from DECD and is in a financially sound position.

Special funding

- The school receives funding as a Category 2 Disadvantaged School.

10. Local Community

General characteristics

- The local community comprises a rich multicultural diversity from 39 cultures. There are many families who are renting homes and move into the school for a short period of time before moving to other suburbs. Over the last couple of years more families have moved into the school after purchasing homes in the suburb.
- Families with lower income, restricted transportation and transience are important considerations that impact on school programmes.

Parent and community involvement

- Parents are encouraged to be involved in the school as members of Governing Council and its sub committees, in classrooms and on excursions.

Commercial/industrial and shopping facilities

- Hollywood Plaza, Martins Road Shops and Parafield Gardens Shopping centres are nearby.

Other local facilities

- A medical centre operates adjacent to the Parafield Gardens Shopping Centre.

Local Government body

- Salisbury City Council Ph - 82591222. They also support monitoring the environment including traffic management. Excellent support is provided for Come out every 2 years.

11. Further Comments

- The school is comprised of students from a diversity of cultural backgrounds, who add to the richness of the school environment.
- Staff are a professional, supportive team, committed to improving the learning outcomes of students.
- The school participated in a successful External School review in 2015
- Temporary Relieving Teachers are booked through a centralised Salisbury TRT scheme, which is coordinated from Parafield Gardens R-7 School.