



Government
of South Australia
Department for Education

PARAFIELD GARDENS PRIMARY SCHOOL

United Nations Global Peace School

23 Shepherdson Road, Parafield Gardens SA 5107

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SCHOOL CONTEXT STATEMENT

Updated: 4/2022

School number: 0537

School name: Parafield Gardens Primary School

1. General information

Part A

School name: Parafield Gardens Gardens Primary
 School No: 0537
 Principal: Ms Rachel McLennan
 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	2017	2018	2019	2020	2021	2022
Primary Special, N.A.P. etc.	19	20	20	20	19	20
Reception	77	89	80	83	80	68
Year 1	86	83	88	80	77	77
Year 2	74	84	81	88	79	79
Year 3	79	84	85	78	81	78
Year 4	73	81	88	84	74	72
Year 5	72	880	78	86	80	74
Year 6	66	71	80	91	82	75
Year 7	57	75	74	79	84	N/A
	603	667	674	689	656	543

School Card percentage	35%	40%	54%	55%	51%	
EALD Enrolment	323	364	360	365	383	323
Aboriginal Enrolment	30	35	41	45	39	32

Part B

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

Staffing numbers

- **Leadership:**
 Principal (tenured to Jan 2025)
 Deputy Principal: (tenured to Jan 2027)
 Senior Leader Quality Teaching and Learning - Mathematics (tenured to Jan 2023)
 Senior Leader Wellbeing and School Operations (tenured to Jan 2023)
 Lead Teacher - Innovative Teaching Pedagogies
 Lead Teacher - Innovative Teaching and Learning

Staff

45 teachers, which includes Tier 2 salaries of 2.2 Special Class, 3.0 EALD, 0.6 Aboriginal Education teacher

- **OSHC:** This service is provided both before (6.30am - 8.30am) and after (Monday 2:15pm – 6:00 pm and Tuesday – Friday 3.00 pm - 6.00 pm) school. The centre also organises Vacation Care.
- **Enrolment trends**
Current enrolment is approximately 543 students (Term 1, 2022) including 20 Special Class students. Enrolments have been steady.
- **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 55% 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 Wellbeing Senior Leader provides general counselling for students and parents R - 6.

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

We are a Berry St School. This is a whole-school approach to student behaviour management, with common expectations and procedures. Harassment and Grievance procedures are in place and 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 years 1-6.
- A transition programme for Year 6 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 Primary 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

1. Improve student achievement and retention of SEA and high bands in reading R-6
2. Improve student achievement and retention of SEA and high bands in Mathematics R-6

Recent key outcomes

Literacy

Literacy data is gathered annually in spelling, reading and writing (NAPLAN) and PAT-R. This data 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.

Information Communication Technologies

A School Services Officer has been provided with 16 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. Since 2017 the school has been implementing a whole school approach using Big Ideas in Number supported by a Maths Senior Leader.

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-6 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 Student Led Interviews. Written reports in Term 2 and 4. Further interviews are conducted in term 3.
- 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 students 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 Wakakiri, 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 and 2 Senior Leaders and 2 Lead Teachers make up the leadership team
- Many staff take on leadership roles in staff meetings, on committees and for special events.

Staff support systems

- Staff are expected to work in close collaboration with their Year level Professional Learning Community. They plan together and collaborate to ensure consistency.

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.

Access to special staff

- Special Educators, Speech Pathologists, Behaviour Coaches and Educational Psychologists from Support Services as well as specialists from NDIS agencies where accessed are involved in providing support.

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 (The Hive), which is used as a Resource Centre/ STEM space incorporating two classrooms. 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 Hive (STEM and Resource Centre) is extremely well stocked and is an important learning hub within the school. Banks of laptops are available across the school. 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/ device for every 3 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. Staff resources are available in a compactus by the staffroom.

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 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: Peace committee, Parafield Animal Welfare Society (PAWS) and Youth Environment Council.

Regular publications

- School Newsletters (3 per term) are sent home to all families via email. Hard copies are 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 via email or Class Dojo at the beginning of each term

Other communication

- Communication with staff is via a Staff One Note. The use of email is also encouraged.
- At the beginning of each year, The Staff One Note is updated with 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 the Department for Education and is in a financially sound position.

Special funding

- The school receives funding as a Category 3 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.

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.
- Temporary Relieving Teachers are booked through Relief Ruler.