**SCHOOL CONTEXT STATEMENT**  Updated: 08/06

**School number:** 0935  
**School name:** Para Hills Primary School

1. **General information**

**Part A**

<table>
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<td>Courier</td>
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<tr>
<td>Principal</td>
<td>Ms Deborah Brassington</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PO Box 240, Para Hills 5096</td>
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<tr>
<td>Location Address</td>
<td>2 Frances Avenue, Para Hills 5096</td>
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February FTE Enrolment

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**Part B**
Para Hills Primary School is a neighbourhood public school offering a range of programs from Year 3 to year 7 and has been serving the local community for over 40 years. Para Hills is identified as a category 3 school in relation to the Index of Disadvantage.

Historically, most of the students who enrol at Para Hills Primary come from families who are long-term residents of the local area. Currently, many of these families have had a long association with the school – their older children attended Para Hills and now their younger children attend the school. These parents, in particular, are proud of the schools history and its good reputation in the local community.

A noticeable number of parents selectively choose Para Hills Primary as their preferred school. Approximately 38% of students come from diverse cultural and linguistic backgrounds. Each year level has its own breadth of social, cultural and academic diversity.

- **Assistant Principals:**
  - Paula Binder, Student Well Being
  - Eugene Maroulis, Information and Communication Technologies

- **School website address**
  - www.parahillr7.sa.edu.au

- **School e-mail address**
  - info@parahillr7.sa.edu.au

- **Staffing numbers**
  - Teaching staff- 11.17 FTE
  - Resource Centre-.6
  - FIR-.43
  - Special Education-.24
  - ESL-.5
  - AET-.2
  - AEW – 13 hours per week
  - SSO’s- 6 staff including the grounds person who is shared with the Junior Primary School. A total of 113 hpw is allocated and an additional 24 hpw is funded from the budget.

- **OSHC**
  - Supplied on site via Kesters Road child care centre. Vacation Care programs are also offered.

- **Enrolment trends**
  - A period of decline was evident for the mid 90’s. Stability has come in the last 2 years. Current numbers hover around 220 total students. 12 students are in a special class. The remaining 208 children are shared amongst 8 mainstream classes. Transience is becoming a factor in maintaining student numbers.
• Special arrangements
  Taxi’s transport the majority of our Special small class students to and from school.

• Year of opening
  1961

• Public transport access
  Bus services are available from the north, south and northeast areas of Adelaide.

2. Students (and their welfare)

• General characteristics
  A total enrolment in Years 3 to 7 of 211 students grouped in 9 classes. A Special Class with a maximum of 12 students is also located on site. The local community is made up of predominantly English speaking families although there are many families with other cultural backgrounds. The main N.E.S.B. language group is Arabic with other significant groups being Chinese, Vietnamese, Polish, Croatian and Portuguese. NESB students represent 30+% of the student population. 19 Aboriginal students (3-7).

• (Pastoral) care programs
  Our school has three values, respect, commitment and honesty. These are continually refered to and focused on across the curriculum through our Values education program, to support student learning.

• Support offered
  Students experiencing learning difficulties receive additional support through Special Needs programme operated by SSOs and coordinated by the Assistant Principal Student Well Being. Students with High Intellectual Potential are also identified and appropriate teaching and learning programs implemented.

• Student management
  Our Behaviour Codes for classroom and yard are built around our School Values. Building a Learning Community and focusing on effective relationships is an ongoing priority. Classes focus on student-negotiated codes of behaviour through the development of class values, which reflect our school values. All classes have had training in anti-harassment/bullying and in using grievance procedures. We embrace a range of david Langford Quality Tools and Program Achieve tools to promote supportive learning environments.

• Student government
  Students actively participate in creating their learning program in collaboration with their class teachers.
  Each class has regular meetings with matters being relayed to the SRC.
  Two representatives (a boy and a girl) from each class attend the weekly
SRC meetings. Minutes are distributed to each class and the School Council.

- Special programmes
  Peer tutoring between the primary and junior primary operates as “Buddy Class”. Parental support is being developed to foster involvement across the school.
  Additional programs:
  - School choir, flute, key board and guitar tuition
  - SAPSASA participation
  - Sister school and international exchanges with Japan
  - Cooperative ventures with the Junior Primary
  - Pottery
  - Music and sports programs.
  - Information and Communication Technologies class based research programs to assimilate ICT’s across the curriculum (team teaching with Assistant Principal).
  - Preventative and developmental social learning programs to support effective relationships (team teaching with Assistant Principal).

3. Key School Policies

- Site Learning Plan and other key statements or policies
  To develop teaching and learning programs which expands and develops:
  - To develop a whoel school approach to relationships.
  - Students will participate in a variety of multi-literacies and numeracies in order to increase their skill level.
  - To develop an understanding and appreciation of healthy life choices.

4. Curriculum

- Subject offerings
  All 8 areas of curriculum are offered with L.O.T.E. being Japanese
  Additional programmes include:
  - ESL.
  - Support programmes for students with NEPs and SHIP students.
  - A District Special Class.
  - Tailored support for students with additional needs.
  - Whole school fitness coordinated by year 7 children.
  - Acquisition of information skills through Resource Based Learning.
  The school has excellent resources to support curriculum, especially Science, Music, Health & Physical Education. Access to Information Technology for students and staff – each class area has between 2 and 6 stand-alone computers while an area has been established in the Resource Centre with 26 networked computers available for class use. All
curriculum computers are fully networked and linked to the junior primary. Our school web page is currently being updated. A well-equipped and fully automated Resource Centre supports student learning. Currently we are investigating the purchase of Interactive Whiteboards for all classrooms. Other features include:

- JP/PS Buddy system.
- An inclusion program with our special education classes.
- Cooperative planning and teaching with the teacher librarian, principal, and assistant Principals.

**Open Access**
Where appropriate students may access schooling through open access.

**Special needs**
Students who do not qualify for NEP’s receive additional support form SSO's.
An AEW and AET liaise and support our aboriginal students. Participation in cultural celebrations is a focus for our school. For example: ‘Croc Fest’, ‘Reconciliation Week’, ‘NAIDOC Week’ and ‘Cultural week’.

**Teaching methodology**
Staff are employing strategies which reflect SACSA’s theory of learning. Working towards:
- Students and teachers being actively engaged in negotiating their learning.
- Students confidently communicating how they are learning, why they are learning and how they know they have been successful.
- Students using a range of information and communication technologies to learn and demonstrate their learning.

**Assessment procedures and reporting**
Staff are have reviewed and improved the parent report format. A parent information night is held in term 1 with teacher interviews during term 2. Other interviews are held on a need basis across the year. Mid year and end of year written report is produced.
We have a focus on authentic assessment so as students are being assessed for learning. For example co-created rubric and capacity matrices between student and teacher supports purposeful learning and assessment.

**Joint programmes**
Preschool to year 7, cross campus activities are held every term.

5. **Sporting Activities**
- SAPSASA participation including athletics, soccer, football, netball, etc.
- Regular coaching clinics in a variety of sports.
- Extra-curricular netball/basketball.
• PE specialist teacher released to provide a wide range of skill development lessons for teachers and students.

6. Other Co-Curricular Activities

• General

The School Choir has a very high profile.
Instrumental Music tuition for the voice, keyboard, guitar and flute is offered on a weekly basis by DECS staff and private tutors.
Pottery classes are also available on a user-pays arrangement.
Sports Day is held in term 2.
Assemblies are held fortnightly and are student organised and conducted.
Lunchtime activities are provided at various times throughout the year.

7. Staff (and their welfare)

• Staff profile

A supportive collegial teaching approach exists with teaming a fundamental component. Learning teams have been established: 3, 4, 5 and 5, 6, 7. They are released regularly to cooperatively plan and moderate students work to ensure consistency of practice and a seamless curriculum 3-7.
The management team works P-7 with its present structure consisting of the 2 principals and Assistant Principals. The group meets weekly.
A performance Development programme is in place with all staff participating.

• Leadership structure

Principal (1.0).
Assistant Principals (2.0)
AET (2.0)
AEW (13 hrs wk)

• Staff support systems

Financial support for T&D as per our site plan.
Teams of staff released for specific T&D eg: middle schooling, inquiry, drug strategy, numeracy, transition, moderating students work.

• Performance Management

Staff have formal performance management meetings once a term, with written feedback given as a result of these meetings. All staff can access to leadership for regular informal feedback. Staff are encouraged to explore other roles and leadership opportunities.

• Staff utilisation policies

Staff are encouraged to develop cooperative practices with colleagues.
Maximum SSO time is directed into student support where teachers focus on students with special needs.
• Access to special staff
  ESL, AET, AEW, Assistant Principals – Well Being and Informations and Communication Technologies, Special class staff.

8.  School Facilities

• Buildings and grounds
  The campus is on a sloping site of 3 levels. The main Primary School building is a double storey building 15 single classrooms, the Resource Centre, an Activity Room and the Administration area.
  A new hall/gymnasium was built in 1995. Two double wooden transportable buildings are used for pottery classes and OSHC.
  There is limited access for personnel with physical disabilities given the geography of the site.
  The grounds are attractive with large play areas including an adventure playground, oval and 2 hard play areas.
  The Canteen service is outsourced to a local delicatessen for school lunch orders.

• Cooling
  All teaching areas including the Gym are Air-conditioned.

• Specialist facilities
  Pottery room
  Our Resource Centre has recently been upgraded and a classroom dedicated to storing maths resources and for team teaching lessons has been established.

• Student facilities
  Extensive play and work areas.

• Staff facilities
  Staff facilities include a safe parking facility, staffroom and a dedicated work/preparation area.

• Access for students and staff with disabilities
  The site is not suited for any mobility difficulty.

10. School Operations

• Decision making structures
  All members of the school community are given the opportunity to participate in the decision making process. Governing Council committees that are open to all parents include:
  - Facilities
  - Finance
  - Fundraising
  - School Watch
  - Yurrekaityarindi
  Staff are represented on all committees.
Staff meets weekly prior to PD sessions with meetings being chaired on a rotating basis. A consensus decision-making model operates within a clear timeframe. All staff have designated areas of responsibility in curriculum and school administration.

- **Regular publications**
  Regular publications include a joint Primary School/Junior Primary School newsletter – published fortnightly, daily notes and class newsletters. A school pamphlet, a school information booklet for all new parents and school policy leaflets.

- **Other communication**
  Home visits and regular phone communication is a feature of our commitment to keeping open communication lines with our school community.

- **School financial position**
  The school has a regular commitment to the repayment of the gym costs. All computers have been bought via the DECS Tech lease scheme. Many will be due for upgrade shortly. The school has very tight budget constraints with minimal reserves. M&S charges are $155.00 per child. There is a heavy reliance on grants.

- **Special funding**
  Invetsing in Schools Grant.
  E-Learning grant to conduct research into assimilating ICT’s across the curriculum.

**11. Local Community**

Parents of students attending Para Hills Primary choose the school for a variety of reasons. These include:

- The School Behaviour Codes
- Information Technology (computers)
- Academic achievements
- The focus on Literacy & Numeracy
- Encouraging self confidence and leadership among students
- Commitment and dedication of staff
- Japanese Exchange Program
- Music Program
- Active parent involvement
• Out of School Hours Care (OSHC)

• The ‘Buddies’ program; the close relationship with Junior Primary School

• Connections with our community to provide other opportunities for students eg: pottery, disco's.

• General characteristics
  Families come from a variety of cultural and socio-economic backgrounds. The main language group is Arabic along with Chinese, Vietnamese, Polish, Croatian and Portuguese.
  The school borders a reserve, which separates it from the local shopping centre, a supermarket, and a community library, all a short walking distance away.
  We are actively involved with our local Neighbourhood Watch Association who work with our SRC regularly and have participated in our Building a Learning Community focus.
  The local community is well serviced by public transport along two of its three perimeter roads as well as a service along Bridge Road.

• Parent and community involvement
  Parent involvement is on the increase. Governing council operates across P-7. regular feedback is sort from our community through after hours BBQ’s, morning teas and written surveys.

• Feeder schools
  Para Hills Junior Primary provides 95% of incoming year 3 students.
  Year 7 students transition to a number of high schools in the area: Para Hills, Valley View, Parafield Gardens, Ross Smith and Salisbury East High Schools

• Other local care and educational facilities
  Local library and community centre are adjacent to the school.

• Commercial/industrial and shopping facilities
  A local shopping centre in adjacent to the school.

• Other local facilities
  A local shopping centre in adjacent to the school.

• Local Government body
  Para Hills Schools are located in the Salisbury Council area. The local government body is the City of Salisbury. We have a close relationship with the Council through a Para Hills Needs assessment committee, which looked into the redevelopment of the local library facilities. The Mayor and Director of Community Services have been actively involved in our Building a Learning Community focus and have contributed to the development of our norms for how we want to treat each other across the Para Hills Community.