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 nearly 50 years. Para Hills is identified as a Category 3 school in relation to the Index of Disadvantage. The school is located on the same site as Para Hills Junior Primary School. Both schools have their own Leadership Teams and are financed separately. Weekly Leadership meetings and regular collaboration across the two schools in a range of programs are key features.

Historically, most of the student 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 – some families are the second generation attending the school.

These parents, in particular, are proud of the school’s history and its good reputation in the local community. A noticeable number of parents selectively choose Para Hills Primary as their preferred school.

Approximately 68% of students come from diverse cultural and linguistic backgrounds. Each year level has its own breadth of social, cultural and academic diversity.

1. **General information**

   - School Principal: Mr Peter Reid
   - Assistant Principal  Student Well Being/Special Education: Robina Darling
   - School Counsellor: Rozika Pratap
   - Year of opening: 1961
   - Postal Address: PO Box 240 Para Hills SA 5096
   - Location Address: 2 Frances Ave Para Hills SA 5096
   - DECS Region: Northern Adelaide
   - Road distance from GPO (16km):
   - Telephone number: 08 82642033
   - Fax Number: 08 83961934
   - School website address: parahillr7.sa.edu.au
   - School e-mail address: info@parahillr7.sa.edu.au
• Child Parent Centre (CPC) attached: No
• Out of School Hours Care (OSHC) service: Available onsite, located within the main building – operated by Kesters Road Child Care. Vacation Care programs also offered.

• February FTE student enrolment:

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
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<td>31</td>
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<td><strong>196</strong></td>
<td><strong>187</strong></td>
<td><strong>203</strong></td>
</tr>
</tbody>
</table>

School Card Percentage 53%
NESB Enrolment 65
Aboriginal Enrolment 20

• Student enrolment trends: A period of decline was evident in the mid 90’s. Enrolments have hovered between 180 – 203 over the past 3 years. Current enrolments are 203 students. 12 Students are in a special class. The remaining 191 are spread between seven mainstream classes.

• Staffing numbers (as at February census):

  Classroom Teachers FTE 8.0  
  Teacher Librarian .6  
  AET .2  
  ACEO 10hrs  
  SSO GSE 12 hrs  
  SSO Admin Permanent Hours x 2  
  SSO Curriculum Casual x 5
Public transport access: Bus Services are available from the north, south and northeast areas of Adelaide.

Special site arrangements: Taxis transport our Special Class students to and from school.

2. **Students (and their welfare)**

   - **General characteristics**
     
     A total enrolment in Year 3 – 7 of 191 students grouped in 7 classes. A Special Class with a maximum of 12 students is also located on site. The local community is made up 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 groups being Dari, Croatian, Chinese, Vietnamese and Portuguese. NESB students represent 30%+ of the student population. Twenty Aboriginal students currently enrolled.

   - **Student well-being programs**
     
     Our school has three values Respect, Commitment, and Honesty. These are continually referred to and focused on across the curriculum through our Values Education program to support student learning.

   - **Student support offered**
     
     Students experiencing learning difficulties receive additional support through Special Needs programme operated by SSOs and coordinated by the Assistant Principal. 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 a class code of conduct, which reflects our school values. All classes have 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 Governance**
     
     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. We have a student executive committee of 4, elected from Year 7, to oversee student voice.
• 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, Keyboard and Guitar tuition
  • Strong SAPSASA participation
  • Cooperative ventures with the Junior Primary
  • Homework centre for Aboriginal students
  • Music & sports Programs
  • Preventative and developmental social learning programs to support effective relationships (team teaching with Assistant Principal and School Counsellor).

. Key School Policies

Site Improvement Plan developed collaboratively with Junior Primary School. Our current focus is Comprehension with strategic priorities of:

  • Improvement in student achievement data re student skill development and engagement with Literacy
  • Improvement in student achievement data re student skill development and engagement with Numeracy
  • Improvement in students’ skill development and engagement with Science
  • Support Student Wellbeing

We are one of approximately 70 schools across the Northern Region who have opted into the ‘Comprehension Focus’ as a key element that will make a difference to improving student learning. All staff have enthusiastically embraced this focus.

We joined the ESL Innovative Schools Initiative in 2009 and use the strategies from this across the whole school.

As part of the Primary Science and Maths Strategy, all staff have attended workshops in Science and will continue to do so in 2011 in preparation for using the New National Science Curriculum
• **Recent key outcomes**
  
  • Significant improvements in students’ Literacy & Numeracy outcomes.

  • Significant improvement in students’ successful behaviour, both in the class and yard.

  • Maths For Learning Inclusion project has resulted in successful outcomes for students

  • Improved Year 2-3 (across the 2 schools) and Year 7-8 transition processes for all students, particularly for students with special needs.

  • Proactive measures to ensure students with special needs are catered to in mainstream classrooms.

4. **Curriculum**

  • All 8 areas of curriculum are offered with L.O.T.E being Japanese

  • Additional programmes include:

  • ESL

  • Support programmes for students with NEP’s and SHIP students

  • Regional Special Class

  • Tailored support for students with additional needs

  • Acquisition of information skills through Resource Based Learning

The school has excellent resources to support curriculum, especially Science, Music, Health & Physical Education. Each class and the Resource Centre has an Interactive Whiteboard and staff have had extensive T&D in their use. Each class has 4-6 networked computers and the Resource Centre has a computer pod of 30 workstations. A well equipped and fully automated Resource Centre supports student learning.

Other features include:

• Jun Prim/Primary Buddy system

• An inclusion program with our Regional Special Class

• Cooperative planning and teaching with the Teacher Librarian, Principal and Assistant Principal.
• **Special Needs**
Students who do not qualify for NEP’s receive additional support from SSO’s. An AEW and ACEO liaise and cooperatively support our Aboriginal students across both schools. Participation in cultural celebrations is a focus for our school. For example ‘Vibe Alive’, ‘Reconciliation Week Celebrations’ and ‘Cultural Week’.

Teaching methodology
Staff are employing strategies which currently 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 enhance their learning.

• Student assessment procedures and reporting
Staff 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 reports are provided to parents/caregivers.

Joint programmes
Pre-school – Year 7 cross campus activities are held regularly
- Book Week Parade
- Whole School Excursion
- Assemblies
- Concert Performances

5. **Sporting Activities**
SAPSASA participation including athletics, swimming, soccer, football, softball, rugby league, cross country.
Regular coaching clinics in a variety of sports by external organisations.

6. **Other Co-Curricular Activities**
Our school choir has a high profile and performs at Festival Theatre during the annual Festival of Music.

Instrumental Music tuition for keyboard and guitar if offered on a weekly basis by DECS and private tutors.
Annual Sports Day.

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. Teachers 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 2 Principals and Assistant Principals. The group meets weekly.

- Leadership structure
  Principal (1.0)
  Assistant Principal (1.0)
  School Counsellor (.06)

- Staff support systems
  Financial support for T&D as per our site plan.
  Teams of staff released for specific T&D eg: middle schooling, Literacy and Comprehension, Primary Connections, Science.

- Performance Management
  A Performance Development programme is in place with all staff participating
  Staff have formal performance management meeting once a term, with written feedback given as a result of these meetings. All staff can access 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
  AET, ACEO, Assistant Principal – Well Being/Special Education/ESL, 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, Resource Centre, Activity Room, and Administration area. All areas have had significant upgrades using BER funding.
  A Hall/Gymnasium was built in 1995. OSHC and Pottery operate under the main roof since BER upgrades.
  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, hard play areas and a large COLA (Covered Outdoor Learning Area) using BER funding.
  A lunch order service is supplied by a local delicatessen for school lunch orders.
  South Australian Dental Clinic is on site for student and community access.

- **Heating and cooling**
  All teaching areas have split system air-conditioners, the Gym Hall has Evaporative Cooling and Gas Heating.

- **Specialist facilities and equipment**
  **Pottery Room**
  Our Resource Centre has recently been upgraded using BER funding and a classroom dedicated to storing maths resources and team teaching lessons has been established.

Student facilities
  Extensive play and work areas with access to sports equipment for recess and lunchtime use.

- **Staff facilities**
  Safe enclosed parking area, staffroom and a dedicated work/preparation area.

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

9. **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:
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**
  A joint Junior Primary/Primary School newsletter is published fortnightly, daily notes and class newsletters.
  A school pamphlet, school information folder for all new parents

**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 is in a sound financial position with resourcing targeted to the school’s site plan and succession planning of technology equipment.

- **Special funding**
  APAS Funding available for Aboriginal and Torress Strait Islander students on an annual basis.
  Students with Disabilities receive additional funding dependent on needs.

### 10. Local Community

- **General characteristics**
  Families come from a variety of cultural and socio-economic backgrounds.
  The school borders a reserve, which separates it from the local shopping centre, large supermarket and community library, all a short walking distance away.
  We are actively involved with the local Neighbourhood Watch Association who meets with our SRC during the year.
  The local community is well serviced by public transport along two of its three perimeter roads as well as a service along the major arterial, Bridge Road.

- **Parent and community involvement**
  Parent involvement is on the increase. Governing Council operates across R-7. Regular feedback is sought from our community through, morning teas, written surveys, attendance at assemblies and sporting events.
• Feeder or destination schools
Para Hills Junior Primary provides 95% of incoming year 3 students.
Year seven students transition to a number of high schools in the area
Para Hills, Valley View, Ross Smith, Salisbury East High and The Heights.
• Other local care and educational facilities
Local library with community centre are adjacent to the school.
• Local Government body
Para Hills Schools are located in the City of Salisbury Council area.