

SCHOOL CONTEXT STATEMENT

School number: 1048

Preschool: 1609

School name: Para Vista Preschool-Seven School

1. General information

Part A

School Name: Para Vista Pre School – Seven School

School No. : 1048

Principal: Ms Terena Pope

Postal Address: 351 Montague Road, Para Vista 5093

Location Address: 351 Montague Road, Para Vista 5093

Partnership: Montague

Distance from GPO: 16 kms

Phone No. : 08 82649588

Fax No. : 08 83961987

Preschool attached : YES

Part B

- Assistant Principals

Chris Burdett: Primary/Middle Years Team Leader, SIP focus: Literacy

Anne Rowe: Early Years (Preschool – 2/3) Team Leader, SIP Focus: Numeracy and Intervention

- Student Counsellor: Matt Brumby SIP Focus: Social and Emotional Learning

- Donna Nitschke: Neuroscience Cluster Co-ordinator

- School website address

www.paravistacpc7.sa.edu.au

- Staffing numbers

Preschool: 2 part time teachers and support staff

We have specialised staff who support the following students: EALD (0.6 teacher) Aboriginal Education Teacher (0.2 teacher position, ACEO and APAS tutor)

Our Counsellor allocation is 0.8. The role is increased to full time by the use of Better Schools Funding.

Special Education/Intervention (combination of teacher time and SSO)

Ancillary including grounds: 187 hours per week plus 30 permanent hours in the Preschool.

- OSHC

Hours are from 6:45 am until 8.30am and from 3.00pm until 6:00 pm. OSHC caters for preschool aged children.

Vacation Care: commences at 7.00 am finishes at 6.00 pm.

- Enrolment trends

Whilst the school attracts students from the local community, there is increasing transience due to families shifting house. We have a number of families that travel to attend our school. As predicted, the same day start initiative initially impacted on student numbers. We are currently operating at capacity in the Preschool. This will have a flow on effect on numbers of children starting as Receptions.

- **Special arrangements**

In 2001, Para Vista formally amalgamated under the name 'Para Vista Pre-School to Seven' and identified itself as a lead school in Science and Technology and a UNESCO Affiliated School. Para Vista is arranged in 3 level of schooling teams, within the whole school structure. The Pre-School caters for three - five-year olds; the Early Years for Reception to year two; the Primary Years for years three to five; the Middle Years for years six and seven. The Middle Years Suite operates in a flexible learning space designed to meet the demands of Middle Years Pedagogies. Two reception classes operate in "The Hive" which is a learning space designed to support a play based curriculum and a team approach to learning. The newly redesigned space meets the needs of children coming into the school from the Pre-school and local kindergartens. A range of intervention program support students in Year 1 - 7 who are not on target to reach benchmark.

The school introduced Indonesian as our specialist language program in 2016. There is a strong focus on ICT with each classroom having easy access to Laptops and Ipads. Para Vista continues to be involved in a range of science and technology initiatives. Our site works as a collaborative member of the Montague Partnership.

- **Year of opening**

2001. Prior to amalgamation, the Primary School opened in 1968, the Junior Primary in 1969 and the Pre-School in 1975. The processes for amalgamation of the schools began in 1995. The school has been physically restructured with a number of refurbished areas. Significant refurbishment was completed as a result of the Building Revolution Funding (BER).

- **Public transport access**

Bus stops are directly outside the school campus. The 506 bus on Nelson Road goes to the city and back. The 560 on Montague Road goes from Elizabeth to Tea Tree Plaza via the Modbury Interchange.

2. Students (and their welfare)

- **General characteristics**

- **Para Vista serves a diverse population**

- 37% of students on School Card
- 40% of students come from non-English speaking backgrounds. 36 nationalities are represented and 30 language groups.
- 39% EALD students
- 7.25% of students are of Aboriginal descent
- 11% of students have Negotiated Education Plans
- 52 students are identified through the Nationally Consistent Collection of Data process as requiring adjusted programs.

We continue to experience an increase in the number of students verified with ASD and with additional learning, emotional and behavioural needs.

There is an increasing itinerant population which often brings in children who have a range of complex learning and behavioural needs. A number of families have enrolled in our school from private schools due to our success when working with students with Autism.

- **(Pastoral) care programs**

The class teacher is the main source of care. This is supported by the staff as a whole in collaboration with the school counsellor.

The use of "Play is the Way" as part of our Behaviour Education program is a whole school priority.

The school values of Respect, Honesty and Courage form part of our approach to restorative practices that support the development of Social and Emotional learning.

- Support offered

Individual and small group support exists for our Aboriginal children, our EALD students, our students with disabilities or learning difficulties and other identified groups. Diagnostic and summative testing in literacy is used to identify students who access support programs. The Code of Practice defines expectations and needs of staff, students and parents.

- Student management

Staff continue to develop our consistent and effective student behaviour education program and are very supportive of one another. We use a restorative approach which is supported by Play is the Way and our Neuroscience initiative.

Yard consequences include a lunch reflection time where students have time out to think about their behaviour. We use the language of Play is the Way, Neuroscience and Way to A to assist students in learning to make strong decisions. The Principal, Assistant Principals and Counsellor support classroom teachers. The school structure is based on the normal education department procedures as well as using the strategies described above. Anti-harassment procedures are in place. Counselling is an important part of behaviour education and occurs during reflection times and in meetings with the Counsellor, Principal and Assistant Principals. Whilst some positive consequences are currently still in place, we are working towards intrinsic rewards and students "doing the right thing because it is the right thing to do".

The school is welcoming to new families and visitors. One of our mantra's is Manner Matter. This is making a noticeable difference with students demonstrating manners on a daily basis. Parent, student and staff grievance procedures are in place. It is timely to review our Behaviour Code to ensure it reflects our current approaches to behaviour Education.

- Student government

The Para Vista Student Wellbeing Action Team (SWAT) is an active group. A formal selection process is used to determine our Student leaders. SWAT meets weekly and links with class meetings. Students are able to nominate to be on student led working groups. We have a continuing commitment to the development of Student Voice within the school.

- Special programmes

The school choir has successfully performed at the Festival Theatre since 2001.

The use of Critical and Creative Thinking and Neuroscience approaches are supported across the school. Play is the Way (described above) is a whole school program.

Harmony Day is celebrated as are a range of other special focus weeks i.e.: Maths/Science Week, Book Week; Reconciliation Week, International Day of Peace and other timely events fitting with our school priorities.

There is a high investment in digital technology to support student learning and engagement. Smart Boards provide support for students who are visual and kinaesthetic in their learning, as well as a source of motivation for all.

A number of Ipads have been purchased and are available to classrooms and with individual students as part of our Intervention programs. All students have access to laptops and a wireless network.

3. Key School Policies

- Site Learning Plan and other key statements or policies

Vision

“A community of lifelong learners inspiring creativity and excellence”
underpinned by our values of **Respect, Honesty and Courage.**

Our school logo reflects our vision. The following is a description of its imagery:

The primary image is that of children.....children venturing into the world and into the future. They are of all cultural backgrounds. They are mutually supportive and facing their future with confidence. The children are superimposed on two hemispheres. The right hemisphere represents the earth, our world, the children's inheritance. It is also a symbol for our global community and a symbol for the environment

The left hemisphere symbolises knowledge.....people's quests to understand the universe from the nature of particles in an atom to the planets in our solar system and beyond. The hemispheres are encircled by the sun, a positive symbol of life, hope and continuity. The sun also symbolises excellence.

Beneath is the school motto "Excellence, Equity, Community"

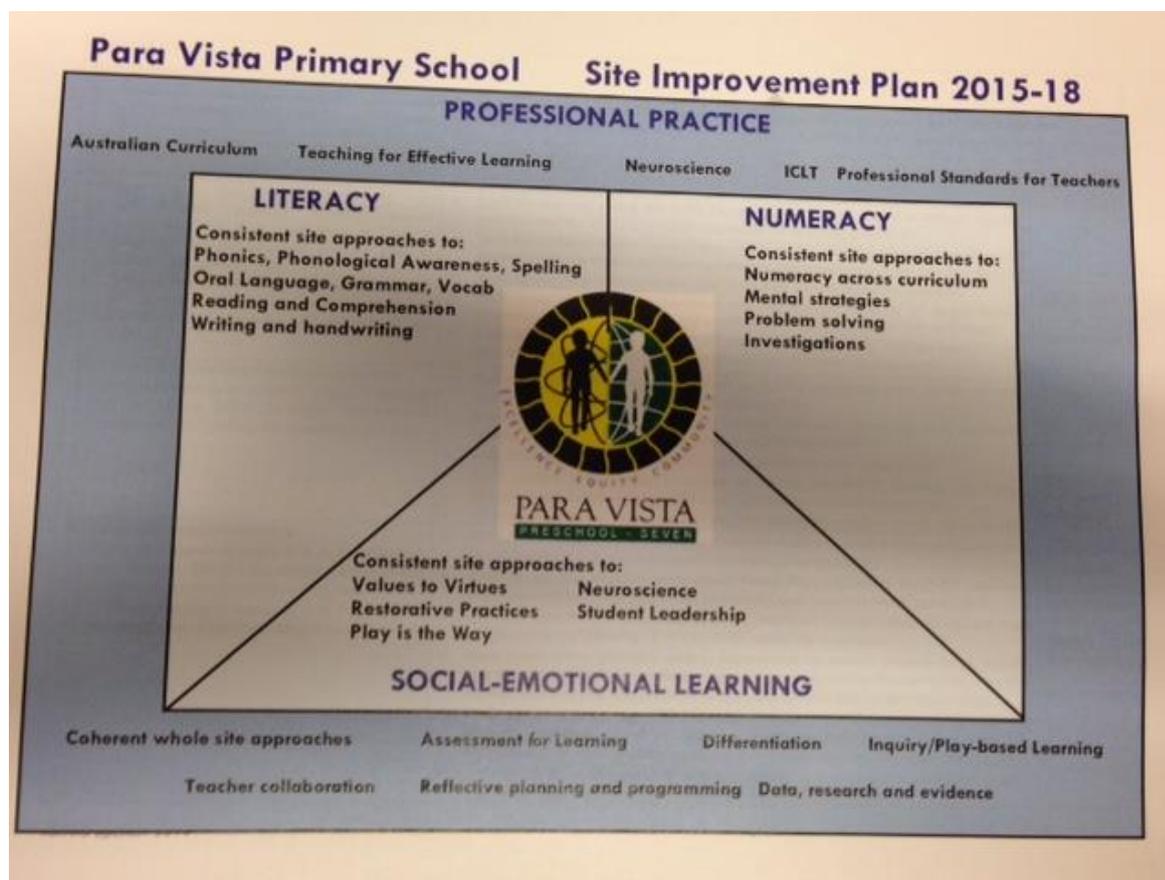
.....Excellence in our endeavour and achievement.....

.....Equity in our behaviour towards all people.....

.....And a concern for our community both local and global.

In Term 4 each year staff engage in an internal review process in preparation for the development of our priority actions for the following year.

The 2015 – 2018 Strategic Plan identifies Literacy, Numeracy and Social and Emotional Learning as priorities.



Each of the three priority areas are driven by Action teams. Each Strategic Direction has an operational plan that will be lead and monitored by these teams.

4. Curriculum

- Subject offerings

We are currently implementing the Australian Curriculum in all areas of the curriculum. Indonesian, PE and Music are offered as specialist subjects.

We continue to upgrade both the infrastructure and hardware to support the use of ICT across the Preschool and school. The school has two large computing suites and a bank of computers in the Resource Centre. Students have access to laptops and Ipads. There are SmartBoards in each classroom which allow for whole class use of visual digital media as well as interactive materials. The school has a functional wireless network

All class teachers have worked with the EALD staff to level our students work. Staff engage in a formal moderation process to allocate literacy levels once per year.

Staff development has focused on pedagogy, implementation of the Australian curriculum to meet the needs of our diverse student population; Play is the Way, information technology, Literacy levelling, Differentiation, Consistent Assessment and pedagogical approaches to Literacy and Numeracy.

- Special needs

We offer a range of Intervention programs to support our SWD and students who are not meeting benchmarks. This includes 1:1 and small group teacher and/or SSO support programs.

- Special curriculum features

There is an emphasis on the use of ICLT in supporting learning in all areas of the curriculum. As Science, ICLT and Technology have been school priorities for many years, they are well resourced.

- Teaching methodology

Effective teaching pedagogies are constantly explored and feature a balance of explicit teaching and experiential learning opportunities. Our learning through the Neuroscience in the classroom program is influencing teacher practices.

- Assessment procedures and reporting

A consistent Data collection process is in place which outlines the timeframe for the collection of specific data sets to inform future programs. Scorelink is used by staff to track and monitor individual student progress.

We provide two formal written reports and two opportunities for parent –teacher interviews each year.

5. Sporting Activities

In 2017 PE is taught as a specialist subject (NIT). Students In Years Reception to 2 learn sporting skills in structured PE lessons and fun and games situations and can participate in 'Have a Go' Sports activities. We encourage students wanting to join competitive sporting teams to join local clubs.

Para Vista is involved with SAPSASA in a range of sports which may include Football, Netball, Rugby, Cross Country, Softball, Basketball, Soccer and Athletics.

- There are also opportunities for level of schooling teams to participate in extracurricular programs such as Footsteps Dance Program and a range of Sports Clinics.

- Swimming instruction at Water World is offered for Early and Primary Years students. Middle Years students are involved in Aquatics.

- Coaching clinics are provided by local clubs and associations.

6. Other Co-Curricular Activities

- General

Para Vista has a Preschool-7 concert each year. The school has an outstanding school choir. A number of students enter the Oliphant Science Awards each year. Many students participate in the English, Spelling, Writing, Science, Computing and Mathematics Competitions with high levels of success.

Swimming/Aquatics lessons occur each year and there are a range of excursions and incursions. Many celebrations occur during the year including: Sports Day, Book Week, Maths/Science Week, Reconciliation Week and Harmony Day.

7. Staff (and their welfare)

- Staff profile

See part B for specifics. There is a mix of male and female teachers across the Level of Schooling Teams. Staff are collaborative and supportive of each other with many willingly taking responsibility for a range of programs.

- Leadership structure

The current leadership structure consists of the Principal, two Assistant Principals, a School Counsellor and an Admin officer (SSO 3.)

- Staff support systems

The main support for staff is their Team Leader and fellow Level of Schooling team members. Teachers in each team meet regularly and are physically located together. This provides for support in working on curriculum issues as well as in day to day class management situations. Staff meetings are Pre-School-7. Through the use of release time there are many opportunities for teachers to work together to plan units of work and develop programs for their Level of Schooling Teams.

A Staff Grievance Procedure is in place. Staff are expected to enact and model our school values and the DECD expectations and policies including the Code of Ethics.

- Performance Development

Performance Development is built around the site learning plan, Level of Schooling Teams, and individual staff Performance Plans. Staff participate in regular meetings with line managers to reflect on student growth against individual learning targets.

Each staff member has a Personal Performance Plan and receives timely feedback from their line Manager.

- Staff utilisation policies

We have a highly skilled SSO team with two level 3 SSO's and a level 2 SSO positions. The SSO Team are highly regarded and provide quality support for staff, student and families.

- Access to special staff

The school has a good relationship with its Support staff (ie speech, psychologist, disability coordinator, Behaviour Coach). The Leadership Team share the responsibility with our Intervention Teacher for management and support for students with disabilities and additional needs.

We have an AET 0.2 and an ACEO for 11 hours per week to support our Aboriginal students. A range of teacher and SSO's support our Intervention Programs.

8. Incentives, support and award conditions for Staff

- Complexity placement points

Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

- Cooling for school buildings

All classrooms are fully air conditioned and heated.

9. School Facilities

- Buildings and grounds

Para Vista is a physically large school with two double storey buildings a single storey Preschool Centre. Two large ovals stand to either side of the school. There are two asphalt areas and playgrounds suited to R-2 and Year 3- 7. The Para Vista School has an Out of School Hours Care centre and a Playgroup. A large canteen adjoins the gymnasium/hall.

- Specialist facilities

A large hall/gymnasium is used for whole school assemblies, sport, and concerts. The Resource Centre is a modern space and is well stocked with current resources. A designated Performing Arts space is also available to support dance and drama programs. A student kitchen and a Technology/Art area allow for practical activities. We have a dedicated learning area for our LOTE program. To meet the learning needs of both reception and Middle Years students, learning areas have been redesigned to allow for play and exploration for our EY students and collaborative, self-managed learning for our MY students.

The OHSC facility is also available for use during the day by small groups or classes.

- Student facilities

Students have large play areas including a large oval, two playgrounds, a netball court, a basketball court, taps courts and a gymnasium. Nature Play areas are being continually developed. Most classroom environments have been upgraded. Our Middle Years Suite supports the use of MY pedagogies to cater for the learning needs of our senior students. Our Reception students also work in a specialised space to support play based learning.

- Staff facilities

Staff have access to a modern staff lounge and kitchen with up to date appliances. They also have access to preparation spaces and photocopiers.

- Access for students and staff with disabilities

The school and preschool have ramps including one, which winds from our Preschool up to our second storey. There is a toilet for students with disabilities on both floors, with one of them having change facilities and a shower.

- Access to bus transport

There is a bus stop outside of the school gates on both Nelson and Montague Roads.

- Other

On-site Preschool, OSHC, Playgroup, Canteen

10. School Operations

- Decision making structures

A *Code of Practice* has been developed and implemented since 2007. Governing Council is a functional group who are actively engaged in the development of policy and grounds development. We are currently recruiting members. Fund-raising is a shared responsibility between the Governing Council and Student leaders.

- Regular publications

School newsletters are available each fortnight and are sent out electronically. An electronic daybook in the staff room is always full of timely information; and weekly bulletins are emailed to staff. There is a staff induction folder. We are currently redeveloping and updating our website. The Hive (Reception/One teaching space) is currently trialling a Face book page.

- Other communication

The school has an “app” which can be downloaded to smart phones and is suitable for both iPhone and Androids. School information, notices, Newsletters, reminders and a range of forms can be accessed from the application

- School financial position

We run a balanced budget with attention to capital replacement and provision for itinerancy. Our overall financial position is sound. Processes are in place to ensure maintenance of assets. We have an ongoing commitment to upgrading facilities and ensuring our ICT is kept current.

11. Local Community

- General characteristics

Para Vista services three council areas: Tea Tree Gully; Port Adelaide/Enfield and Salisbury. Housing ranges from emergency trust housing to large double-storey homes overlooking the city. Some children have both parents working; others have parents unemployed, whilst others are living with relatives other than their parents. Of the children from non- English speaking backgrounds, 30 different nationalities are represented. A number of parents have minimal English. The school’s Aboriginal population has both a stable and transient mix. We continue to enrol students from the Intensive English Language program. The school continues to evolve with its community. Our Out of Hours School Care facility caters for students from Preschool to Year 7. The fenced playground allows a safe place for play for younger families in the community. The local members, both state and federal, continue to be supportive of the school and its important role in the community.

- Parent and community involvement

Governing Council is a small, energetic and effective group. Parents often work in the classroom, especially in the younger grades; help out in the canteen and work in programs to support children. Fund-raising is a small but effective group. Governing Council is the main advisory, decision-making and supporting parent body. Good relations with all levels of government characterise our community involvement.

- Commercial/industrial and shopping facilities

Clovercrest Shopping Centre is within walking distance. Ingle Farm Shopping Centre is approximately 2 kms from the school. Tea Tree Plaza, North East Road, Modbury is approximately 5 kms from the school.

- Other local facilities

A Community Hall on school grounds is available for hire (weddings, birthdays, christenings, anniversaries, concerts etc). A number of community based groups hire our facilities.

Clovercrest Swimming Centre is within walking distance on Montague Road, Modbury. Nearby are WaterWorld, Golden Grove Road, Modbury; Golden Grove Recreation and Arts Centre, The Golden Way, Golden Grove; Burrarah Recreation Centre, 140 Kelly Road, Modbury North; Ingle Farm Recreation Centre, Beovich Road, Ingle Farm; Tea Tree Gully Library, 100 Smart Road, Modbury; Tea Tree Gully

TAFE, 100 Smart Road, Modbury, Salisbury Library at Ingle Farm.

- Local Government body

Salisbury Council is located at 12 James Street, Salisbury. Port Adelaide/Enfield Council 263 St Vincent Street, Port Adelaide.

12. Further Comments

Complexity: Para Vista serves a complex and diverse population.. Staff decision-making and professional development/sharing are critical to our success as a school. Our school has a good reputation in the local area. Staff and parents work hard to ensure this reputation continues.

Professionalism: Para Vista is a member of the Montague Partnership..

As we serve a diverse population, service three council areas and are a meeting point for diversity, we are proudly eclectic. We value problem-solving and better ways of doing things. Staff morale is high. We are a great staff to work with! Social events are well attended and we enjoy celebrating birthdays and special events in each others lives. Staff at Para Vista Pre-School-Seven are hard working, professional and support one another. We are proud of our work with students and our positive relationships with our local community.