

SCHOOL CONTEXT STATEMENT



Government of South Australia
Department for Education

School name: Para Vista Primary School

School number: 1048 (School)
1609 (Preschool)

School Profile:

Para Vista Primary School is located in the north eastern suburbs of Adelaide and is a school with a diverse range of students, a dedicated staff and a supportive local community. We offer a Preschool program on site, as well as welcoming students from Reception to Year 6. Our school values of Respect, Honesty and Courage provide a focus for learning and connection with each other.

Students are supported in their learning, with teachers working in teams to develop focused and engaging learning opportunities targeted at student needs. With specialist teachers in The Arts, Health & PE and Italian, students experience a broad curriculum, allowing areas of interest to be explored. Daily literacy time where learning focuses on synthetic phonics, targeted reading opportunities and writing is instrumental in supporting our expectations of growth for all learners which is reflected in our Site Improvement Plan focus. Students are also invited to participate in opportunities such as SAPSASA, Instrumental Music lessons, Children's University and Festival of Music.

Para Vista Primary School has a strong commitment to student wellbeing and engagement. We value the social and emotional wellbeing of all students and focus on creating a supportive environment which allows the needs of individual students to be a priority. In 2023, staff are all being trained in the use of Berry Street Education Model which will develop understanding of trauma informed practice and support a whole school language and focus.

At Para Vista, we value the relationship we have with families and know that working together as a team is vital to the success of our students. Our Community Hub provides a number of ways for our community to connect and access support, while providing opportunities for families to learn as well. This is where strong relationships are developed and a sense of belonging is created for students and their families.

With a preschool on site, families have the opportunity to attend playgroup each Monday and once eligible, transition to our preschool program which operates 5 days each week. Within this experience, pre-schoolers participate in school visits and events throughout the year, including school assemblies, Sports Day, borrowing books from the library and enjoying the Performing Arts space. This ensures the transition to school is well supported and seamless.

1. General information

- **School Principal:** Anita Becker
- **Deputy Principal:** Melissa Mills
- **Year of opening:** Para Vista Primary School originally consisted of a Primary School (opened in 1968), the Junior Primary School (opened in 1969) and the Pre-School (opened in 1975). The processes for amalgamation of the schools began in 1995 with Para Vista PS in its current structure being opened in 2001.
- **Postal Address:** 351 Montague Rd, PARA VISTA, SA, 5093
- **Location Address:** 351 Montague Rd, PARA VISTA, SA, 5093
- **DECD Region:** Montague Partnership
- **Geographical location – ie road distance from GPO (km):** 16 kms
- **Telephone number:** 08 8264 9588
- **Fax Number:** 08 8396 1987
- **School website address:** www.paravistaps.sa.edu.au
- **School e-mail address:** dl.1048.info@schools.sa.edu.au
- **Child Parent Centre (CPC) attached:** Yes
- **Out of School Hours Care (OSHC) service:** Yes (Governing Council managed)
- **February FTE student enrolment:**

<i>Feb FTE Enrolment</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
Reception	28	27	30	31	20
Year 1	33	35	27	33	31
Year 2	37	33	38	30	28
Year 3	27	32	31	36	26
Year 4	35	25	20	20	35
Year 5	23	37	25	29	29
Year 6	19	24	35	25	29
Year 7	30	17	24		
Total	232	230	239	213	198

	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
Total FTE Enrolment	232	230	239	213	198
School Card Approvals		47%	48%	44%	TBC
NESB Total		23%	39%	22%	21%
Aboriginal FTE Enrolment	7%	10%	12%	9%	12%

- **Student enrolment trends:**

Enrolments have generally remained stable with the exception of the loss of year 7s in 2022. There was a slight decline in 2023 due to families moving to other areas or interstate. Preschool cap has increased so predicted Reception enrolments for 2024 are higher.

- **Staffing numbers (as at February census):**

Class Teachers	8.0 FTE
Specialist Teachers	2.7 FTE
EALD	0.2 FTE
AET	0.2 FTE
SSO	210hrs
ACEO	13hrs
GSE	20hrs

- **Public transport access:**

Bus stops are located outside the school on both Montague Rd and Nelson Rd with regular services running to Paradise Interchange, the city and Tea Tree Plaza.

- **Special site arrangements:**

The school has a successful OSHC service which operates daily and during school holidays.

A breakfast club supported by Kickstart 4 Kids and operated by community volunteers is available 4 days per week.

The school is an active member of the Para Hills 3 Portfolio and Montague Partnership. There are opportunities for staff and students to be involved in projects with surrounding primary and secondary schools such as an Italian Scholarship and STEM Project.

2. Students (and their welfare)

- **General characteristics**

- In 2023 the school enrolment is 200
- The school has 8 classes across Reception to Year 6 with an additional 45 students in the preschool
- Approximately 21% of our students are from EALD backgrounds including Afghani, Indian, Pakistani and Iraqi nations.
- Before and After School Hours Care (OSHC) operates for school and preschool students daily and Vacation Care runs during all vacation periods and Pupil Free Days.

- **Student well-being programs**

- At Para Vista PS, we aim to develop student's wellbeing and resilience and their capacity to co-regulate and self-regulate. We explicitly teach these skills across the school and model respectful relationships and language in all that we do.

- Through the introduction of Berry Street Education Model, all classes are involved in daily circle time and end of day discussions where being ready to learn and positive engagement is the focus. Students are explicitly taught how to recognize their emotions and body signals through interoception.
- The Keeping Safe: Child Protection Curriculum and General Capabilities are taught in all classes
- For identified groups and individuals, additional intervention and wellbeing programs are put in place to address identified needs. These are facilitated by SSOs under the direction of teachers and Intervention and Inclusion Leader
- The newly appointed role of Autism Inclusion Teacher (AIT) will provide an additional layer of wellbeing and inclusion opportunities for students on the Autism Spectrum.
- The school has a strong commitment to Cyber Safety and teachers explicitly teach students about appropriate use of computers and the internet.
- **Student support offered**
 - The Intervention and Inclusion Leader coordinates individual and group support offered to targeted students and works with DfE Student Support Services using an SRT approach. The Leadership team reviews intervention supports across the site ensuring students requiring academic support and social / emotional regulation and behaviour support are identified and supported.
 - Intervention strategies cater for a range of student needs based on learning assessments and data analysis (PASM, Phonics Assessment, PAT-R, PAT-M, NAPLAN and DIBELS). Students not meeting SEA are targeted with intervention opportunities in Phonics, writing, reading and other identified areas of literacy. APAS support, reading groups, speech and language programs and small group/in class support are all targeted supports.
 - Students with additional needs (including students with a disability, Children in Care and Aboriginal students) are supported in their learning and engagement with a documented One Plan, developed in collaboration with families and support services. Intervention programs and strategies are implemented based on functional needs and rich data analysis.
 - An EALD teacher (0.2) works with identified students in small groups providing support with language, literacy and phonics.
 - Our Aboriginal Community Education Officer (ACEO) provides additional support to teachers and Aboriginal students, particularly with literacy and wellbeing needs.
 - Our Aboriginal Education Teacher (AET) works closely with the ACEO and classroom teachers to develop and implement culturally inclusive teaching and learning practices and data informed intervention programs. The AET also provides some direct support to identified students as part of literacy support times.
 - Para Vista PS staff liaise and collaborate with DfE Student Support Services (Psychologist, Speech Pathologist, Behaviour Coach, Special Educator, Hearing Support Services) to gain additional support and develop strategies for students requiring support or alternative learning environments.
 - External Service Providers visit Para Vista PS to work with individual students through NDIS support and regularly collaborate with teachers and leadership to provide additional strategies and feedback.

- **Student management**
 - The school has behaviour education processes that are responsive to student needs and are focused on repairing relationships, teaching responsible and accountable behaviours, and learning and wellbeing.
 - Department for Education policies and procedures are adhered to.
 - The Behaviour Toolkit and Behaviour Education policy underpins our behaviour and engagement strategies, supports and interventions.
 - Our school values underpin our behavior education with positive acknowledgements being introduced to encourage students' active engagement with these
 - For students with additional behavioural needs, processes including support class, break times, meetings with families and support services and take home strategies are used.

- **Student government**
 - Student Voice is valued at Para Vista Primary School and student opinions are represented through class meetings, buddy class interactions and a newly developed student leadership structure.
 - Year 5 and 6 students are encouraged to apply as student leaders at the beginning of the year and in 2023, we redeveloped our structure in response to the large number of students interested in taking part. As part of this, there are 6 Executive Leaders who are all responsible for leading a team of leaders in these focused groups: AV leaders, Communications leaders, Library leaders, Preschool mentors, Activities leaders and Environmental leaders.
 - An additional group of leaders will be selected as Sports Day leaders closer to this day.

- **Special programmes**
 - Para Vista Primary School offers specialist programs in The Arts, Health & PE and Italian
 - In 2023, Para Vista PS has also partnered with four local schools to develop a STEM transition to high school program to support students with a positive transition from primary to secondary, through the lens of STEM curriculum and learning opportunities.
 - Our students also have the opportunity to participate in a range of SAPSASA and sporting events throughout the year.
 - Whole school events and celebrations are valued learning and wellbeing opportunities for our students and community. Some of these include Harmony Day, NAIDOC Week, Book Week, Sports Day, National Simultaneous Story time, School Concert and Reconciliation Week.
 - High numbers of students participate in the Premier's Reading Challenge
 - Students can also participate in Children's University and Festival of Music choir

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

Vision Statement: At Para Vista Primary School, we strive to develop a community of life-long learners inspiring creativity and excellence which is underpinned by our school values of Respect, Honesty and Courage.

Our Site Improvement Plan focus continues to reflect best practice through innovative, research and data informed teaching and learning. Our site improvement goal in 2023 focuses on improving student achievement in reading.

Goal 1: Increase the number of students meeting SEA and achieving/maintaining Higher Bands in reading

Challenge of Practice: If we explicitly teach skilled reading by using evidence based practices then we will increase the number of students achieving SEA and reaching/maintaining higher bands.

A summary of our 2022 data indicates:

NAPLAN

- Year 3 58%, 23/39, achieved SEA (band 3 or above) in NAPLAN Reading
- 18%, 7/39, achieved higher bands (band 5 or above) in NAPLAN Reading
- Year 5 68%, 21/30, SEA (band 5 or above) in NAPLAN Reading
- 25%, 8/31, achieved HB (band 7 or above) in NAPLAN Reading

PAT-R

- Year 2 SEA 91 - PVPS average Year 2 score 103
- Year 3 SEA 95 -PVPS average Year 3 score 98.4; 25%, 10/30, achieved HB
- Year 4 SEA 106 - PVPS average Year 4 score 110; 45%, 14/31, achieved HB
- Year 5 SEA 112 - PVPS average Year 5 score 117; 17%, 5/29, achieved HB

Phonics Screening Check

- 79% (22/28) of year 1 students achieved SEA

- **Recent key outcomes:**

2022 was the first year in a new 3 year Site Improvement Plan. The documented goals and challenge of practice were related to the Montague Partnership focus in reading and reflected where we sat as a school in this priority.

Goal 1 - Increase the percentage of students achieving SEA in Reading

Challenge of Practice - If we further embed and differentiate our approach to implementing modelled and guided reading we will increase the percentage of students achieving SEA in reading

Goal 2 - Increase the number of students achieving in the higher bands in reading

Challenge of Practice - If we explicitly plan for, teach and assess the use of specific comprehension strategies through modelled and guided reading, then we will increase student reading achievement in higher bands

The directions from the External School Review in 2019 (below), helped guide staff in their purpose and provide direction for pedagogical change and professional learning.

Direction 1: Enhance the school's internal self-review and quality assurance processes for the purpose of monitoring and reviewing student learning to raise student achievement.

Direction 2: Build on the capacity of staff in the design of consistent teaching practices that link student learning from Preschool to Year 7 to include evidence-based data, student influence and intentional learning strategies.

Direction 3: Create the conditions necessary to enable teachers to effectively engage and benefit from professional learning in the use of the Australian Curriculum and tailored teaching practices to maximise student learning growth.

- Staff in Reception – Year 2 worked with a coach from the Literacy Guarantee Unit to review their literacy block and develop a consistent daily routine in teaching phonics. This involved taking part in learning sprints (using the Simon Breakspear model), incorporating Heggerty Phonemic Awareness tool and targeting the teaching to individual students' learning needs. Year 3-7 staff were guided by a site appointed literacy mentor who supported them in refining practices in guided and modelled reading using Literacy Guidebooks and research based practices.
- To support SIP goals, staff participated in High Impact Teaching Strategies professional learning which guided their thinking around and implementation of Learning Intentions and Success Criteria, providing students with support and scaffolding with their learning and clearly outlining opportunities for stretch. Staff regularly monitored and reviewed actions and goals throughout the year, ensuring teaching was targeting student needs, working towards achieving site improvement goals.
- For 2023, feedback and data has resulted in a slight change, only including 1 goal on the Site Improvement Plan, to allow the focus to be narrow and deep.
- In Terms 3 & 4, a focus on the school value of Respect was implemented following the analysis of behavior data and student observation. As a result of this, recorded incidents increased for a percentage of students, with others demonstrating a positive change. To support whole site consistency and student and staff wellbeing, this will continue into 2023 where all staff will undertake professional learning in the Berry Street Education Model, providing a structure and strategies for ongoing significant change in this area.

4. Curriculum

- **Subject offerings:**
 - All areas of the Australian Curriculum, with Italian as the Language other than English.
 - Health & PE and The Arts are our Specialist subjects.
- **Open Access/Distance Education provision:** N/A
- **Special needs:**
 - Students with disabilities or additional / complex needs access support and intervention via IESP funding. The support can be from a teacher or SSO via 1:1, small group or within the whole class, depending upon needs and adjustments required.
 - Children with a disability are supported in their learning by a comprehensive One Plan.
- **Teaching methodology:**
 - Teachers utilise the Australian Curriculum to design and implement high quality teaching and learning programs.
 - Teaching for Effective Learning (TfEL) and High Impact Teaching Strategies (HITS) are pedagogical practices and teaching strategies delivered by our teachers.
 - Teachers use assessment data to inform their teaching and learning programs and to provide a high quality, differentiated learning program.
 - Learning programs and teaching methodologies are based on current research and resources.
 - All teachers attend professional learning to ensure their practice is relevant, evidence based and inclusive of all students.
- **Student assessment procedures and reporting**
 - There are a range of ways, both formal and informal, that teacher's report student learning progress. Teachers communicate and report regularly to families via the SeeSaw app where they share learning, data and celebrate successes. Teachers keep detailed records of student learning, achievement and progress.
 - More formalised reporting to families is as follows:
 - Term 1 – Acquaintance night and 3 way interviews and One Plan meetings.
 - Term 2 - Written report
 - Term 3 – Optional 3 way interviews
 - Term 4 - Written report
 - Regular communication with families is expected to discuss learning needs, behavioural concerns or other matters that require parents to remain informed

- **Joint programmes:**
 - Our preschool visits the school each week to use spaces such as the library, performing arts space and playground
 - Transition – Preschool to School – coordinated transition visits during term 4
 - Transition – Primary School to High School – two state-wide transition days in term 4
 - Transition to High School STEM Project and Italian Scholarship with Valley View Secondary School and other local primary schools

5. Sporting Activities

- All students participate in our specialist Health & PE lessons each week.
- Students also have the opportunity to participate in a range of SAPSASA and sporting events throughout the year including athletics, basketball, netball and soccer.
- The school partners with a range of sporting associations and clubs to provide additional sporting opportunities and has been successful in gaining Sporting Schools grants to assist in the cost of this.
- Students also participate in aquatics and water safety sessions each year.

6. Other Co-Curricular Activities

- Premiers Reading Challenge
- Children’s University
- Instrumental music program
- Festival of Music choir
- Students and families also participate in other cultural and community events of significance

7. Staff (and their welfare)

- **Staff profile**
As previously detailed above
- **Leadership structure**
 - Principal
 - Deputy Principal
 - Intervention and Inclusion Leader

- **Staff support systems**
 - Four teams work collaboratively in a Professional Learning Community (PLC) structure (R/1/2 team, Year 2-3/4 team, Year 4/5-5/6 team and Specialist team)
 - SSO staff work as a team managed and supported by the Intervention and Inclusion Leader and Business Manager
 - Staff support systems are set up to encourage team work, collaboration and professional relationships built on respect, trust and open communication.
 - Staff wellbeing is a priority.

- **Performance Management**
 - Professional Development Plans (PDP) and processes reflect site improvement priorities, goals and actions. They are tailored to individual needs and focus on individual strengths and professional learning opportunities. PDP meetings occur regularly throughout the year.
 - The Leadership team engage in instructional leadership processes including walk throughs and observations.

- **Access to special staff**
 - Close partnerships have been established between Para Vista Primary School and DfE support services.
 - School staff also collaborate with external service providers via NDIS and Autism SA.
 - Instrumental Music Teacher and Choir trainer support our Arts program

8. School Facilities

- **Buildings and grounds**
 - The school comprises of 2 connected double storey buildings which house all classrooms. The Reception/1 classes and Year 1/2 class are in single, bright classroom spaces with all other classes having double learning areas. A gymnasium/hall is connected to the canteen and small kitchen space. OSHC and a large library comprise the ground floor of one of the brick buildings.
 - The Performing Arts space is extensive with a room dedicated for theory and small activities as well as a large, mirrored performance space with a tarquet floor. A dedicated Visual Arts space and Computer Room make up the specialist Arts areas.
 - A large kitchen space is available for class use and utilised for Breakfast Club
 - The lunch shed has seating and artificial turf and is utilised movement breaks and playtimes
 - There are 2 oval areas. A large space which has cricket nets and pitch and is adjacent to the gymnasium. The smaller oval is no longer utilised and is part of a sale process with DfE.
 - There are two playgrounds and a sandpit next to a large asphalt play space with a basketball court and netball court.
 - The preschool is a separate building with its own outdoor space.
- **Heating and cooling**
 - All learning areas, staff areas, offices and the gymnasium have heating and cooling.
- **Specialist facilities and equipment**
 - As detailed above
- **Student facilities**
 - A school canteen (Governing Council managed) is open 4 days per week for lunch orders and over the counter snacks.
- **Staff facilities**
 - An air conditioned staff room with a kitchen space is located adjacent to the admin area and leadership offices. Staff toilets are also in this area.
 - Each PLC has a preparation/planning space separate to their classrooms where professional resources are stored and room to meet and plan are available
- **Access for students and staff with disabilities**
 - A ramp is available to make buildings accessible with a second ramp leading to classroom spaces upstairs. A disabled toilet is located near the hall. There is allocated disability parking in staff carpark which can be accessed by parents.

- **Access to bus transport**
- Students access public and private buses for excursions

9. School Operations

- **Decision making structures**
 - The Governing Council in collaboration with the Principal oversees the operation of school policy and decision making. There are also Canteen and OSHC committees which help guide decision making in these areas.
 - Staff meetings are held weekly where staff share information, make decisions at a local level and undertake professional learning. PLCs are also held 3 times per term.
 - A new committees structure has been implemented this year and they meet twice per term. All teaching staff are part of one of these groups which help guide improvement in the following areas: Literacy, Asset & Facilities, Trauma Aware Practice and Respect (behaviour development)
 - Student voice is valued and sought through a variety of processes including the student leader groups
- **Regular publications**
 - A school newsletter is published 3 times per term. Staff receive a bulletin each week with more regular communication delivered via Sentral.
- **Other communication**
 - As well as the newsletter, families receive regular communication from class teachers via Seesaw and an active Facebook page is used to share more general information.
- **School financial position**
 - The school operates a consolidated account. The Governing Council is kept up to date regarding financial information.

10. Local Community

- **General characteristics**
 - The school is located within the Para Vista community.
 - There are many small parks within a short walk away and they are utilised by the school and family members.
- **Parent and community involvement**
 - Parents and community members are involved in the school community via the Governing Council, OSHC Committee, Canteen Committee, volunteering opportunities and attending class and whole school events.
 - Para Vista Primary School actively encourages families to be involved in the school and their child's education.

- Our school has a Community Hub that is partially funded by Community Hubs Australia and is led by a Community Hub Leader four days per week. Programs for families and community members are delivered including conversational English, sewing and a walking group. The hub also connects with One Box who provide weekly boxes of food and supplies to families if required.
- **Feeder or destination schools**
 - Students come from a range of feeder preschools including our own Preschool. Our main connections are with:
Kindy : Para Vista Preschool, Valley View Kindergarten, Modbury North Kindergarten, various child care and early learning centres
High Schools: Valley View Secondary School, Para Hills High School and Roma Mitchell Secondary.
- **Commercial/industrial and shopping facilities**
 - Ingle Farm Shopping Centre, Clovercrest Shopping Centre, Valley View Shopping Centre and Para Vista Shopping Centre are all in close proximity to the school.
- **Other local facilities**
 - GP and medical centres, chemists, a range of restaurants and cafes, football club, soccer club and golf course are all located nearby.
- **Local Government body**
 - Salisbury Council