



Parafield Gardens High School

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Quality Learning Quality Futures

SCHOOL CONTEXT STATEMENT

Updated: March 2019

School number: 1137

School name: PARAFIELD GARDENS HIGH SCHOOL

1. General information

Part A

School name : PARAFIELD GARDENS HIGH SCHOOL
School No. : 1137 Courier : SALISBURY
Principal : Mr Martin Lippett
Postal Address : 15 Shepherdson Road, PARAFIELD GARDENS SA 5107
Location Address : 15 Shepherdson Road, PARAFIELD GARDENS SA 5107
District : Salisbury
Distance from GPO : 16 Kms Phone No. : (08) 8258 9855
CPC attached : NO Fax No. : (08) 8281 5853

February FTE Enrolment		2015	2016	2017	2018	2019
Secondary	Special, N.A.P. Ungraded etc.					
Year	8	143	164	196	156	196
Year	9	163	161	170	194	163
Year	10	170	182	170	179	209
Year	11	179	188	191	182	221
Year	12	148	190	176	188	194
Year	13	16	5	3	3	3
TOTAL						
School Card percentage		43%	33%	39%	40%	40%
NESB Enrolment		346	324	300	333	318
Aboriginal Enrolment		42	53	51	42	48



Government of South Australia
Department for Education

Part B

- Deputy Principals
: Nick Zissopoulos & Mike George
- Staffing numbers
72.1 FTE teaching staff

(Special Ed: 3.7, EALD (English as an Additional Language or Dialect) 2.77, Socio-economic 0.71, Aboriginal Education Teachers 0.6)

- SSO hours: 866.5 hours, EALD Bi lingual 22.5 hours, ACEO 35 hours
- OSHC: NA
- H&S

: Elected committee meets regularly. The site produces an Annual Report published to the web site and is audited financially on an annual basis.

Enrolment trends

: Trends are showing that enrolments are increasing slightly, both from local schools and the New Arrivals Program.

Year of opening: 1976

Public transport access

: Good access via bus and train routes.

2. Students (and their welfare)

General characteristics

The student population represents a diverse range of cultural groups from more than 40 Nations. The school community is generally low socio economic and multi-racial. A large number of students are involved in part-time work and some provide care outside of school hours. There is relative gender balance across all year levels.

Home Group

There is a 'Home Group' curriculum whereby teachers and others work with students to establish short and long term learning goals, learn how to learn, how to keep safe, and that supports student's wellbeing. There are 2 periods a week allocated to the Home Group curriculum.

Support offered

The school offers extensive student support services, this includes: a middle school and a senior school Student Counsellor, 2 full time site –based Youth Workers, middle school and senior school on site intervention/enrichment programs 'Partnerships Advancing Careers and Employment Program (PACE), Personalised Learning, Understanding and Support (PLUS) middle school class, EALD teachers, AET, ACEO, 2 student Mentors and BSSO's, Special Needs provision within class and Modified SACE classes, Year Level Co-ordinators, Home Group teachers, FLO case managers, a breakfast program and an after school tutorial centre.

Student Management

There is a clear code of behaviour agreed to by staff, students and parents through the school's Relationship Policy, with clear restorative processes to be followed for inappropriate behaviour. The procedures are documented and form part of the teacher induction programme. Year Level Coordinators, Area of Study Co-ordinators and Administration Team support classroom staff with preventative and post incident student improvement.

Student government

A Student Representative Council (SRC) is highly valued and its membership is drawn from a representation from each year level. The SRC also operates a variety of student interest groups.

Special programmes

SRC, Peer Tutoring Program, Rock Music program, Singing groups, Recycling group, Multimedia program, Debating, Vista Sports, Duke of Edinburgh Award, Guest Speakers, Rock & Water, Middle School PLUS class and Senior School PACE programs, Learning Hub, Performing Arts Night, Creative Arts Night, Knock Out Sport.



Contextual Influences

Our school's MORAL PURPOSE

PGHS functions as a partnership of students, staff, parents and the community. Our vision is that all of our students develop the skills and dispositions that enable them to design, plan and lead for the futures that they want.

We encourage every student to establish goals and live the values of the school, in a supportive, inclusive and caring school community. We have high expectations of our students to take responsibility for their learning to continuously improve and seek high achievement, but also to contribute to the learning of others and the improvement of the school.

Parafield Gardens High School is situated in the northern Adelaide metropolitan region. Students come to this school from a wide geographic area. The student population represents a large diversity of cultural groups with an increasing number of international students.

The school has an enrolment of 928 in 2018 and offers a broad and balanced curriculum with an extensive range of university, TAFE and employment pathways. Students can select from high level Maths, Science, Arts, Humanities and more than 30 different Certificate 1-3 VET programs.

With a steady enrolment of Non English Speaking Background (NESB) students, the school has a well-established and successful EALD program from Years 8 to 12 and offers high level support to 'new arrival' students. In addition, the school employs 2 Youth Workers (on site) and 2 Bilingual School Support Officers (BSSO's) to enhance and develop communication with families and school community. The school has 17 international students, 43 New Arrival Program students and 90 refugees in our learning community.

The school's Inclusive Education Faculty is highly regarded in the community, offering specialist teaching and learning to students with varying levels of disability, or in need of shorter term support. A mixture of teachers, developmental educators, counsellors and youth workers are supported by psychologists, speech pathologists and occupational therapists to deliver individualised learning programs, including a modified SACE curriculum.

PGHS is one of 11 State Secondary Schools in the Northern Adelaide area which have formed an alliance (NASSSA) to enable leadership development, curriculum improvement and access for students to a wider SACE curriculum. Students can access Certificate courses across each of the 11 sites.

PGHS have experienced and skilled staff who are actively involved in continual professional learning. Every staff member undertakes Action Research to improve their effectiveness. Staff are supported with their personal growth and development with a well-resourced professional learning program. The school's newly refurbished learning spaces and Google Classroom based 24/7 learning platform, support innovative and collaborative teaching and learning. Parafield Gardens High School has a strong commitment to Workplace Health & Safety (WH&S) to ensure the safety of students and staff.

As a community PGHS has promoted a respectful environment to support optimal 'Conditions for Learning'

We actively promote a culture of **RESPECT, ACHIEVEMENT & DETERMINATION** and aim that all students feel they are part of the school ethos and character.



High Expectations, Good Progress, High Achievement

At Parafield Gardens High School we emphasise the importance of every child making the greatest possible progress that they can and to strive for high achievement. Student progress and achievement is individually monitored and progress is reported regularly to parents. Our site improvement plans are very clear about how we will develop the dispositions for learning in our students that will enable them to be successful lifelong learners and active citizens.

- The Grade Point Average (GPA), NAPLAN and PAT testing, attendance and wellbeing monitoring, are used to benchmark progress and celebrate achievement. The benchmarks permit the students, their families and the school to monitor improvement and standards. These are reported to parents in school student reports. School data is reported to the Governing Council and contributes to our Annual Report. The school's improvement work and achievement of agreed standards, is reviewed regularly by the Department.
- Enrichment strategies such as the after school Learning Hub, Sports Program, Performing and Creative Arts, Peer Tutoring Program, SRC, PLUS and PACE programs support and encourage students to achieve their best.
- Our 'destination' data shows that a very high percentage of our students gain entry to the University, TAFE, apprenticeship or employment field of their choice and make successful post-secondary transitions.

SITE IMPROVEMENT PRIORITIES (Please refer to the school's 3 year Site Action Plan and 1 year Site Improvement Plan, available on the school website)

Learning Improvement

Parafield Gardens High School strives to develop the potential of every student through high quality teaching and learning. Our Site Action Plan outlines the 4 areas of focus. There is an emphasis learning dispositions, student voice, teacher effectiveness, evidence informed curriculum design and pedagogical approach, collaborative practice and monitoring & tracking every child. PGHS focuses on culturally inclusive curriculum and the integration of technology across the curriculum.

3. Curriculum

The Middle Years: Quality Learning

Subject offerings in the middle school include: Maths, Science, English, EALD, Humanities, Design and Technology, Digital Technology, Health, Home Economics, Physical Education, Languages Other Than English (LOTE), and The Visual and Performing Arts. The LOTE choices are Japanese and German.

The Senior Years: Quality Futures

The senior school includes years 10-13. Students in Years 11, 12 and 13 are offered a comprehensive choice of pathways accredited through the South Australian Certificate of Education (SACE).

Programs within these pathways develop skills, knowledge and capabilities to engage with high level university courses, Vocational Certificates and direct employment.

Open Access

Additional LOTE subjects are available through the School of Languages where many students take up this option to study languages not offered on site.

Inclusive Education

Inclusive Education programs are delivered to support students with various physical or intellectual disabilities. There are classes and SSO staff to support EALD and new arrival students (from the Secondary School of English).

PGHS leads a regional South Australian Aboriginal Sports Training Academy Program (SAASTA), with the coordinator on site and a supportive team consisting of a teacher and Aboriginal Community Education officer who support student wellbeing and learning.

Younger secondary students can enter the plus program focusing on relationships, emotional development and an individual learning program with case management, to provide alternative learning opportunities.

Older students can enter our PACE class focusing on core skills, vocational learning (in association with TAFE SA) and employment.



Assessment procedures and reporting

PGHS meets Departmental requirements for assessing student work and reporting to families. We use a combination of; a web based portal to access weekly assignments, interim reports, end of semester reports and parent interviews. Students in Years 11 and 12 are in Stage 1 and 2 of the South Australian Certificate of Education. Students receive feedback on their work on a daily basis, and formative assessment guides student learning. Evidence of work over the year is used to provide students with an end of year grade in all areas of the Australian Curriculum.

4. Sporting Activities

Students compete in SASSSA athletics, cross-country and some knockout competitions. School teams compete in the Vista Zone weekly competitions and lightning carnivals in a wide variety of sports, for both senior and junior students.

5. Other Co-Curricular Activities

Parafield Gardens High School supports innovative programs and projects, such as:

- Enrichment programs; PACE, PLUS class
- Duke of Edinburgh Award
- Maths Olympics
- World Challenge
- Performing Arts Nights
- Sammy D Foundation – student mentoring program
- Student-Teacher Mentoring
- Learning Hub
- SRC leadership and associated clubs
- After school fitness
- Performing Arts/ Creative Arts evenings
- Visiting Artists in Residence
- Special Multicultural celebrations in conjunction with feeder primary schools and the local Council.
- Camps

6. Staff

The staff demonstrates a high level of commitment to continuous improvement and meeting the needs of students. They meet in PLC and work in Learning Teams for each year level across the school. We have high staff retention and staff survey data for the school's Annual Report indicates very positive morale.

Leadership structure

Principal

2 x Band 5 Deputy Principals – Curriculum 8-12 / Improvement / Staffing/ Literacy

Business Manager – Student Service Officer/Finance/Maintenance

Band B-3 – Daily Org', Timetable

Band B-3 – Middle school and Transition

Band B-3 – Student engagement and wellbeing, EALD

Band B-3 – Pedagogy and student voice



Co-ordinator – English
Co-ordinator - EALD/LOTE
Co-ordinator – Humanities
Co-ordinator – IT & e-Learning
Co-ordinator – Student Counsellor – Middle School
Co-ordinator – Student Counsellor – Senior School
Co-ordinator – Year Level 8/9
Co-ordinator – Year Level 10/11
Co-ordinator - Year Level 12 /SACE

Co-ordinator –Cross Disciplinary Studies
Co-ordinator – ICT
Co-ordinator – Maths
Co-ordinator – Science
Coordinator – Positive Education
Co-ordinator – H&PE
Co-ordinator – Visual and Performing Arts
Co-ordinator – Technology
Co-ordinator – Arts
Co-ordinator – VET and Careers

In addition there are a further 49 teaching staff and 25 SSO's

Staff support systems

Each area of study is supported by a Co-ordinator and Year Level Co-ordinators support Home Group teachers. The two Student Counsellors and the Administration team support staff in relation to professional and personal issues. All staff work as members of strong teams and the level of collegiate support is acknowledged. There is an ongoing, structured induction programme for staff new to the school, including contract and TRT staff. An integral element of this programme is the acknowledgement of the expertise and experience of staff new to the school.

Staff utilisation policies

The Human Resource Management Policy and PAC guideline defines all staffing allocations within the Enterprise Bargaining agreement and through Departmental and local agreements.

Access to special staff

Instrumental teachers are available along with BSSO's, SSO's, and counsellors, psychologists, speech pathologist, occupational therapists & developmental educators who support Inclusive Education and regional Guidance and Behaviour Support services.

7. School Facilities

Buildings and grounds

The school has a beautiful environment. The buildings and grounds are well maintained. Garden areas are planted with low shrubs and mulch contained with railway sleepers. BER funding has allowed us to extensively improve the school environment including additions such as pergolas, shaded areas and seating throughout the school grounds.

New Science labs and Maths classrooms are due for completion in August 2018, providing the latest in design and ICT facilitated learning. English and Humanities facilities will be upgraded by Dec 2018 and a lift installed providing improved access to top floors. An extensive program of painting, paving and bathroom improvements have combined to create an attractive learning environment.

The school has extensive ovals and shady areas.

Cooling

All buildings are centrally cooled and heated.



Specialist facilities

All year students are issued with a personal laptop for school and home use at no cost. In addition the school has dedicated ICT and digital media rooms. Several faculties have a group of computers for their specific subject use. The school has very fast Wi-Fi. There are large areas for the Visual and Performing Arts, including a new dance floor and lighting, a newly refurbished drama suite, Home Economics, a well-equipped Technology suite and a Gymnasium with training room.

Student facilities

Outdoor settings are placed throughout the grounds for student use and sporting activities are held during lunch times in the gymnasium.

Access to buildings and other facilities

A lift has been installed to facilitate access to upper floors. Ramps are provided to most buildings. There are electronic access doors to the library and front reception. There are 2 disabled toilets.

Staff facilities

Staff preparation areas and offices for all staff with access to technology are located in each curriculum area of the school and the Administration area. There is a large central staff room. Staff have e-mail access and all office areas have access to EDSAS via networking. All staff are provided with a school laptop.

Access to bus transport

There is very good access to buses and trains.

8. School Operations

Decision making structures

The school operates with faculty meetings, year level meetings, a committee structure and staff meetings. Leaders meet most Thursdays after school rotating through improvement, management and wellbeing foci. Ad-hoc teams form to progress special topics. All teams research, consult and make recommendations to the appropriate forum for ratification. Staff meeting is the forum for whole school policy decisions. The School Governing Council is consulted on major issues and approves the site plans and budget.

Regular publications

The school publishes a newsletter three times a term. School policies and procedures are available electronically.

Other communication

Memos and whiteboard messages along with the electronic school bulletin, DayMap and emails are used regularly to facilitate communication with staff.

Staff meetings are held regularly throughout each term.

Parents are contacted regularly via teacher phone calls, sms, Facebook, the web site and letters posted home.

School's financial position

The annual budget is prepared by the Finance Committee and approved by the Governing Council. The school is audited each year. There is an alignment between resource allocation and the strategic directions of the school.



9. Local Community

General characteristics

A wide range of cultures and incomes make up this community which has an ICSEA of 936. There are two income families, single parent families, underemployed and unemployed members. Unemployment is high in the Northern Adelaide region and there are higher proportions of families on Disability pensions and students providing care for siblings and older family members. A significant number of families from Asia, the Middle East and Africa live in the community. There is a significant group of students who live independently. Almost all of the student population lives locally.

Parent and community involvement

Governing Council is the major parent/community body. There is parent representation on the Finance committee. The parents and community are regularly surveyed for opinion and feedback and there are regular newsletters each term. There are several informal and formal meeting times with parents throughout the year. Parents interact through our ICT platforms and emails to staff.

Partner primary schools

Parafield Gardens R-7, Mawson Lakes School, Karrendi Primary School, The Pines Primary School, Riverdale Primary School and Settlers Farm R-7 School.

Other local care and educational facilities

University of South Australia (Mawson Lakes), local Technical, Further Education College (TAFE) and Northern Adelaide College.

Commercial/industrial and shopping facilities

Salisbury and Mawson Lakes shopping centres, Parafield Airport, extensive light industrial and manufacturing businesses.

Other local facilities

Nearby Community Club is used for many local events; Helping Hand provides local aged care; numerous sporting clubs, numerous churches, Parafield Community Centre and Salisbury Community Centre

Local Government body

Salisbury District Council. Telephone: 8406-8222 Students and staff work with the Council on projects, celebrations and community projects.

