

SCHOOL CONTEXT STATEMENT

Updated: 2015

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 : Ms Angie Michael
 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		2012	2013	2014	2015
Primary	Special, N.A.P. Ungraded etc.				
Reception					
Year	1				
Year	2				
Year	3				
Year	4				
Year	5				
Year	6				
Year	7				
Secondary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
Year	8	160	160.0	165.0	143.0
Year	9	164	169.0	173.0	163.0
Year	10	186	183.0	174.0	170.0
Year	11	198	208.0	177.0	179.0
Year	12	173	173.0	157.0	148.0
Year	13	14	15.0	10.0	16
TOTAL		895	908	856	819
School Card percentage		39%	37%	43%	43%
NESB Enrolment		230	245	243	346
Aboriginal Enrolment		42	43	40	42

Part B

- Deputy Principal

: Nick Zissopoulos

- Staffing numbers

- 63.1 FTE teaching staff

(Special Ed: 3.7, EALD (English as an Additional Language or Dialect) 2.2, Socio-economic 0.69, Aboriginal Education Teachers 0.53)

- SSO hours: 483 hours

- OSHC: NA

- H&S

: Elected committee meets regularly. An annual audit is conducted and actioned.

Enrolment trends

: Steady enrolment from local community. Trends are showing that our enrolments are increasing in the senior years.

Year of opening: 1976

Public transport access

: Easy access via bus and train routes.

2. Students (and their welfare)

General characteristics

The student population represents a diverse range of cultural and socio-economic groups. A large number of students are involved in part-time work and other activities outside of school hours. There is relative gender balance across all year levels.

Pastoral Care programs

Each year level is responsible for a Pastoral Care program. There is a long Home Group on Wednesdays to accommodate this.

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), EALD teachers, AET, ACEO, 2 student Mentors and BSSO's, Special Needs provision within class and for specific remediation, Year Level Co-ordinators and Home Group teachers.

Student Management

There is a clear code of behaviour agreed to by staff, students and parents through the school's Relationship Policy, with sanctions for inappropriate behaviour and incentives for appropriate 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 teachers with behaviour management. There is a focus room, combined with year 11 study, which is supervised by staff.

Student government

A Student Representative Council (SRC) operates and its membership is drawn from a representation from each year level. Students are represented on school committees.

Special programmes

Student Acceleration Program, Peer Tutoring Program, Rock Music program, Singing groups, Recycling group, Multimedia program, Debating, Vista Sports, Duke of Edinburgh Award, Aboriginal Homework Centre, Student Support Programs, Middle School and Senior School PACE programs, Tutorial Centre.

Contextual Influences

Our school's MORAL PURPOSE

PGHS, a partnership of students, staff, parents and the community encourages, every student to be the best they can be now and for the future, providing a caring and supportive environment with a culture of high expectations

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 and income groups.

With an enrolment of 908 in 2013, the school offers a broad and balanced curriculum with both academic and vocational pathways. In 2007 the school was officially Accredited as an International School through the Council of International Schools (CIS) Improvement Framework.

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. In addition, the school employs 2 Youth Workers (on site) and Bilingual School Support Officers (BSSO's) to enhance and develop communication with NESB families and school community. Many students are involved in part-time work, community groups and sporting activities. There are roughly equal numbers of boys and girls across all year levels.

In 2007 Parafield Gardens High School was identified as a 'lead' school as part of the Trade Schools for the Future initiative. PGHS is one of 11 State Secondary Schools in the Northern Adelaide area which have formed an alliance (NASSSA) to maximise the learning opportunities in vocational curriculum and career pathways. Students can access Certificate courses across each of the 11 sites. As part of the TSfTF PGHS skills focus is Engineering and Electro-Technology.

The broad and balance curriculum includes a very wide range of choice that supports many students' pathways including University and TAFE entry. Most students who apply for University and TAFE entry gain this aspiration.

Our school has an experienced and supportive staff who are actively involved in continual Professional Development. Every staff member is committed to helping students to achieve their best learning outcomes by developing innovative teaching and learning programs. There are a range of enrichment programs which support the learning of students with disabilities and learning difficulties, students at risk (STAR), students with a variety of cultural and language backgrounds and students with high intellectual potential (SHIP). Parafield Gardens High School has a commitment to Health & Safety (H&S) and has maintained DECD standards.

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 that they are part of the school ethos and character. We provide an environment based around providing and growing **WELLBEING**, setting a challenging **VISIBLE LEARNING** curriculum and support **PATHWAYS** through school and beyond for all our students.

High Expectations, High Achievement – Grade Point Average (GPA)

- At Parafield Gardens High School we emphasise the importance of **strengthening academic rigor** and **standards**.

- The Grade Point Average (GPA) promotes benchmarked standards expected for all students to achieve in years 8-12. The academic benchmarks have significant impact in raising awareness of expectations and improvements in achievement and work ethic.
- Enrichment strategies such as the after school Tuition Centre, Acceleration Program, Peer Tutoring Program and PACE programs support and encourage our students to achieve their best.
- Our destination information shows that the majority of our students when they leave school gain their preferred pathway.

SITE IMPROVEMENT PRIORITIES (Please refer to the school's Site Improvement Plan, available on the school website)

Visible Learning Focus

Parafield Gardens High School strives to develop the potential of every student through high quality teaching and learning. The emphasis is on improving learning outcomes by programming, delivering and assessing learning activities based on the needs of students. PGHS focuses on culturally inclusive curriculum and the integration of technology across the curriculum. PGHS has a strong focus on Evidence Based Improvement to support continuous improvement in both teacher quality and pedagogical practice. Teacher observations and staff sharing best practice has been embedded into practice for every teacher.

3. Curriculum

The Middle Years: Quality Learning

Subject offerings in the middle school include: Maths, Science, English, EALD, Humanities, Business Enterprise and Technology, Health and 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 attitudes. Included in the SACE curriculum at Stage 2 level are a broad range of academic subjects.

Open Access

Additional LOTE subjects are available through the School of Languages where many students take up this option to study their "Mother tongue" language.

Special needs

Special programs are delivered to support students with NEP's and ESL for NESB students; Aboriginal students support group / Homework Centre.

- Special curriculum features
- Behaviour Management Initiatives
- Mentor Programme
- Media program
- Literacy and Numeracy Strategy
- VET certificate courses within SACE
- Compact Courses

Assessment procedures and reporting

Year 8 students are assessed and reported in the 4 Core subjects, English, Maths, Humanities, Science, based on the Australian Curriculum Achievement standards, Years 8 -10 reports use the South Australian Curriculum, Standards and Accountability frameworks (SACSA) which are based upon clear measurable outcomes. In many areas of VET competencies are also used. From this framework, assessment and learning tasks are constructed and a summative report is given using a fine grade (A+ - E-) four times a year for all 8-10 year levels.

Students in Years 11 and 12 are in Stage 1 and 2 of the South Australian Certificate of Education. For these students summative reports are given using a fine grade four times a year based upon the particular SACE outcome. SACE achievement is also reported upon within its grading system and these results are recorded state wide.

Teacher, student, parent subject based interviews, years 8-12 are conducted twice a year.

4. Sporting Activities

Students compete in SASSSA swimming, 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:

- Acceleration Program
- Enrichment programs; PACE, Senior School, Middle School
- Duke of Edinburgh Award
- Maths Olympics
- World Challenge
- Performing Arts Nights
- Sammy D Foundation – student mentoring program
- Student-Teacher Mentoring
- After school Tuition Centres
- Links with Uni SA – Mawson Lakes
- Aime Program – for indigenous students
- Visiting Artists in Residence
- School Rock Bands
- Special Multicultural celebrations in conjunction with feeder primary schools and the local Council.

6. Staff

The staff demonstrate a high level of commitment 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

Female

Principal

Band B-3 - Teaching & Learning

Business Manager – Student Service Officer/Finance/Maintenance

Co-ordinator – English/ESL/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 9

Co-ordinator – Year Level 11

Co-ordinator - Year Level 12

Co-ordinator – Evidence Based Improvement / Cross Disciplinary Studies

Co-ordinator - Year Level 8

Co-ordinator – VET/Pathways

Male

Deputy Principal – Curriculum / Head of Senior School / Quality Assurance

Band B-5 – Middle School / Timetable

Band B-3 – Daily Administration / Student Support Services

Co-ordinator – Maths

Co-ordinator – Science

Coordinator – Positive Education

Co-ordinator – H&PE

Co-ordinator – Visual and Performing Arts

Co-ordinator – Business Enterprise & Technology

Co-ordinator – Year Level 10

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 EB and through DECD and local agreements.

Access to special staff

Instrumental teachers are available along with BSSO's, SSO's who support Special Education and 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.

Cooling

All buildings are centrally cooled and heated.

Specialist facilities

All year 11 & 12 students are issued with a personal laptop for school and home use at no cost. The school has eight rooms of computers made up of both PC's and iMacs. Several faculties have a group of computers for their specific subject use. There are large standard areas for the Visual and Performing Arts, Home Economics, Technology Studies and a Gymnasium. In 2013 the school installed a VDI system to support the introduction of 1:1 laptop initiative for 2014. All students as of 2014 will bring their own device.

Student facilities

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

Staff facilities

Staff preparation areas and offices for all staff with access to technology are located in each curriculum area of the school and 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.

Only able-bodied students and staff can access classrooms on first level of the two large formal teaching blocks. Ramps have been installed to partially address this issue.

Access to bus transport

There is very good access to buses and trains.

8. School Operations

Decision making structures

Staff meeting is the forum for whole school policy decisions, which are referred to the School Governing Council. The consultation process is via staff meeting, cross curricula groups as well as area of study and School Council meetings. The Leadership/Curriculum Committee is the steering group for development. Standing and negotiated committees (elected and gender balance) meet for particular projects.

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, 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 and letters posted home

School's financial position

The annual budget is prepared by the Finance Committee. 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. It ranges from two income families to unemployed and single parent families. A significant number of Asian families live in the community but work long hours in market gardens to the north of the suburb.

There is a significant group of students who live independently. Many families move into the area as a stepping-stone, moving on after a relatively short period of time. 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.

Feeder schools

Parafield Gardens Primary, Karrendi PS, The Pines PS, Riverdale and Salisbury Downs Primary schools.

Other local care and educational facilities

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

Commercial/industrial and shopping facilities

Salisbury and Mawson Lakes commercial and shopping centres.

Other local facilities

Nearby Community Club is used for many local events; Helping Hand provides local aged care; numerous sporting clubs; local airport is a centre of considerable recreational and commercial traffic.

Local Government body

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