



SCHOOL CONTEXT STATEMENT

Updated: March 2017

School number: 0574

School name: Para Hills High School

School Profile:

Para Hills High School is a medium sized school and one of 11 state schools which collaborate to develop and deliver curriculum, VET certificates, and tertiary and employment pathways to meet the needs of students. Our students are diverse in interests, abilities, culturally and intended pathways.

Our Disability Unit provides educational programs for approximately 48 students. There can be up to 60 students in our Flexible Learning Options (FLO) program.

Our school values (Respect, Responsibility and Rigour - doing your best) underpin our work and expectations of staff and students.

Our vision is to develop the unique talents and interests of each young person. We recognise that students learn in different ways so we encourage, motivate and challenge learners to do their best. Our expectation is that every student will complete secondary education successfully and move onto positive futures involving further education, training and employment. We say to students "it's your vision and your future - we will do our best to help you achieve it."

In our 2016-2018 Site Learning Plan, we have 5 goals:

1. Improve students' numeracy and literacy skills
2. Develop innovative teaching strategies to increase student engagement, growth mindset, and extend their learning
3. Improve attendance and enhance student well-being
4. Increase student completion of the SACE and achievement of their preferred post-school pathway
5. Increase our school's profile in the wider community.

Increased student achievement, retention and tertiary placements have been the result of whole school improvement. Current site priorities include improving student achievement, engagement, wellbeing and planned pathways. Strategies include focussing on students' literacy, numeracy and career development; staff having consistently high expectations of students. Positive relationships with neighbouring primary schools and positive promotion of the school are vital to sustain student numbers.

1. General information

- School Principal name: Janette Scott
- Deputy Principal's name: Guy Harrison
- Year of opening: 1973
- Postal Address: 90 Beafield Road Para Hills West SA 5096
- Location Address: as above
- DECD Region: Northern Adelaide
- Geographical location: 16kms from GPO:
- Telephone number: 08 82585466
- Fax Number: 08 82509527
- School website address: www.phhs.sa.edu.au
- School e-mail address: dl.0574info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: NA
- Out of School Hours Care (OSHC) service: NA
- 2017 February FTE student enrolment: 495.5

<i>Year</i>	<i>High School</i>	<i>Disability Unit</i>	<i>Flexible Learning Options</i>	<i>Total</i>
2017	389.5	48	58	495.5
2016	393	48	65	506
2015	420.4	45	72	537.4
2014	438	36	68	542
2013	454.4	36	59	549.4

34% EALD students; 38% School Card students; 10% Aboriginal students

- Student enrolment trends:
 - Our feeder schools are getting smaller and a super school is close by.
 - We have been successful in attracting new arrival students from Africa and the Middle East.
 - We have increased retention
 - We have increased student numbers in the Unit from 40 in 2014 to 48 in 2017
 - We have kept connections with disengaged students from our school and others through an effective FLO program.

- Staffing numbers (as at 2017 February census):

ESL – 1.7fte BSSO – 0.8 hrs/wk

AET – 0.5 fte ACETO – 30 hrs/wk

Special Education – 25 hrs/wk

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- Public transport access: Students access the school from a range of directions using public and private transport. There are public buses from Ingle Farm, Pooraka, Mawson Lakes, Salisbury, Salisbury East. Others use the interchange at Salisbury to come from as far as Craigmore and Gawler.
- Special site arrangements:

Member of Northern Adelaide State Secondary Schools Alliance, (NASSSA) a cluster of 11 schools with secondary students.

Work closely with UniSA, particularly in STEM related activities, such as SMS@UniSA.

2. Students (and their welfare)

- General characteristics

In 2016, approximately 37 % of PHHS students were School Card recipients; 33% were English as Second Language learners; 19% were students with disabilities; and 10% were Aboriginal students.

Students have high aspirations. Each year, a growing number of year 12 students do extremely well, gaining high ATARs and their first preference for university courses; or apprenticeships; or TAFE courses to continue the VET studies they began at school; or employment.

Students are respectful of diversity: it is rare that this is a basis of conflict.

Suspensions and exclusions have decreased significantly since the Withdrawal Room was closed, in negotiation with teachers, at the end of 2012 as it was rarely used. Targeted in-class teacher support has been implemented in 2013.

- **Student well-being programs**
 A Care Group program is in place at each year level, which incorporates a range of team building, goal setting and achievement monitoring, and course counselling activities.
 Year 8 and 9 Camps are very successful. Sports day is a great whole school event highlighting excellence in athletics, fun and participation, and in 2017 included Year 7 students from 2 of our feeder Primary schools. Whole school assemblies are well organised, focussed on building a strong sense of belonging, diversity and community. Many sporting activities are organised in-school and inter-school.
 Use of social media positively, such as Facebook for the PHHS Sports page and PHHS weekly updates, DayMap Parent Portal and the Schoolbag App has increased connection and communication.
 Regular and well-run conflict resolution, anti-bullying and anti-harassment workshops with middle school students.
- **Student support offered**
 Student Counselling service; Christian Pastoral Support Worker; Social Worker on campus; close work with DECD Social Worker and Attendance Officer; close work with health and mental health agencies; a range of targeted development programs; financial assistance where required; breakfast club; peer support program; Teacher mentor; volunteer and paid tutors; after school homework club; online homework tutoring.
- **Student management**
 Clear expectations for learning and behaviour. Year Level managers work closely with Care Group and subject teachers. They are supported by Principal, DP and three Senior Leaders.
- **Student government**
 An active SRC with students from years 8-12 is involved in student consultations about school policies, directions, upgrades and fund-raising activities.
- **Special programmes**
 Strong Visual Performing Arts program with Art, Design, Music, Dance, and Drama classes through to year 12.
 Very successful ESL program, which attracts students after completing intensive English programs.
 Excellent electro-technology facilities as part of the Trade Training Centre funding
 Strong Science program with many students going onto health and engineering related tertiary courses.
 Very effective VET program which supports senior students' pathways and completion of the SACE.

3. Key School Policies

- 2017 Site Improvement Plan: Priorities for improvement
- **Improve students' numeracy and literacy skills**

All teachers teach numeracy and literacy skills, specific to their Learning Area and related to ACARA's level 5&6 numeracy and literacy continua, as outlined in the 2016 PHHS Numeracy & Literacy Improvement Strategy

All teachers extend students' writing skills through explicit teaching and use of exemplars as set out in the PHHS Teaching for Successful Writing Agreement

Maths teachers participate in the Numeracy Coaching Project directly or indirectly

Year 8-12 Care Group and English teachers actively encourage completion of Premier's Reading Challenge
- **Develop innovative teaching strategies to increase student engagement, growth mindset, and extend their learning**

All teachers provide students with engaging and challenging programs, assessment plans, written criteria/rubrics for each major assessment task, and regular, purposeful and monitored homework tasks

All teachers assist students to set aspirational goals in each subject and/or course and to develop the attitudes, skills, work ethic, confidence and resilience to achieve their goals

All teachers give students regular feedback about their progress and how they can improve and formal and informal opportunities to give feedback about what and how they are learning

All teachers implement backwards design, differentiation strategies and new teaching approaches using technology and share them with colleagues
- **Improve attendance and enhance student well-being**

All teachers monitor student attendance and well-being carefully

CG teachers follow up unexplained absences

All teachers communicate with parents when improvement is required and to affirm progress in a timely manner
- **Increase student completion of the SACE and achievement of their preferred post-school pathway**

All teachers plan interventions to provide opportunities for students to achieve a C or better

Year 8-12 CG and subject teachers deliver career development and planning activities

SACE teachers attend SACE Clarifying forums and other relevant PD to ensure accuracy of standards
- **Increase our school's profile in the wider community.**

Initiate school promotion opportunities with primary schools and the community if possible.

- **Recent key outcomes:**

Overall attendance dropped by 0.4% to 86.8%; Year 11 attendance increased by 0.4%; Year 12 by 1.0%

Mean scores for all aspects of NAPLAN were higher than 2015 and all Band 7. This was especially pleasing for the area of Writing.

The proportion of Stage 1 students who achieved A, B or C in English increased was maintained at 97%

Yr 12 students achieved a rate of A&B of 46.2%

Over 150 students completed the Premier's Reading Challenge.

Increase in number of potential completers to 74 and actual completers 66 (89%).

82 students completed VET Certificates – Certificate 2 (35); Certificate 3 (36);

The school's retention rate for years 8-12 in full-time equivalents (FTE) was 108% in 2012

4. Curriculum

- Subject offerings: Please see Curriculum handbook on the school's website.
- Open Access/Distance Education provision is negotiated with students who have special curriculum needs.
- Special needs:
 - ESL classes year 8-12
 - Literacy classes in years 8-10 as required and in-class support for NEP students
 - Tutoring for Aboriginal students and some ESL learners (often for higher level maths and/or science)
- Special curriculum features:
 - Broad range of SACE subjects
 - Wide range of VET courses available through NASSSA offerings as well as individually negotiated pathways
- Teaching methodology:
 - Almost all classrooms and labs have electronic whiteboards and teachers use them daily to integrate a wider range of online resources into lessons to increase engagement and understanding.
 - All teachers are teaching the literacy and numeracy demands of their subjects explicitly.
 - Teachers are working together to moderate student work to gain better consistency of standards,
 - Many excursions are planned as part of a wide range of learning areas to increase engagement, knowledge and skills.
 - A One to One laptop program was introduced for Years 11 and 12 in 2017, with rollout for the junior years to start in 2018
 - New software, applications and digital equipment are being purchased to enhance learning programs and keep them contemporary.
 - Project-based and inquiry learning is increasingly part of science and technology.
 - Multi-arts projects are being collaboratively developed by the Arts team.
- Student assessment procedures and reporting
 - All staff are expected to provide students and parents with assessment plans; and students with assessment rubrics
 - 4 written reports each year: mid-semester reports are detailed and end of semester reports are brief.
 - End of semester 1 reports include recommendations for subjects for the following year.
 - 2 parent-teacher nights: at the end of terms 1 and 3
 - Staff and students have access to TurnItIn, anti-plagiarism software
 - Years 10-12 students have mid or end of year examinations, or both.

- Joint programmes:
Many NASSSA activities including PD in all Learning Areas; regional VET program; Maths Olympics; ANZAC tour to the Western Front; University Pathways Working group
NE VISTA Athletics and Sports programs

5. Sporting Activities

Many sports teams involved in weekly, knockout and one-day competitions. Also very strong tradition of athletics and success in regional and state competitions despite being smaller than many competing schools.

A whole school assembly and the end of the year presentation night recognise student achievement in Sport.

6. Other Co-Curricular Activities

Annual Civics and Citizenship Tour to Canberra

Annual whole school special assemblies for

- ANZAC Day
- Harmony Day
- Reconciliation Week

Fundraising days for charities such as

- Cancer Council,
- Fred Hollows Foundation
- Women's & Children's Hospital
- Hutt Street Centre for the Homeless.

7. Staff (and their welfare)

- Staff profile
Approximately 47 teaching staff and 21 support staff.
- Leadership structure
Principal, Deputy Principal, 3 Senior Leaders (B2), 6 Learning Area Leaders (B1), 1 Unit Leaders (B1), 1 Student Counsellor (B1), 1 Flexible Learning Options Leader, 5 Year Level Managers (mixture of B1 leaders and teacher leaders, Sports Coordinator, Aboriginal Education Teacher (teacher leaders)
- Staff support systems
Many PD opportunities and input to major directions for the school.
Clear expectations of all staff negotiated and documented each year as part of consultation process to develop Site Improvement Plan, Numeracy and Literacy Improvement Plans, and Information Technology Plan.
High level of satisfaction and commitment expressed by staff through annual survey.
Very flexible response to staff needs for leave, special leave, part-time options, use of LSL etc.
Team-based locations where possible.
In-class support teacher process provides support in middle school Maths and Science classes and for targeted students with challenging behaviours.
Effective allocation of SSO, BSSO & ACETO time to support NEP students, EALD learners and Aboriginal students.
6 line timetable which results in teachers having a daily Care Group, 4 classes and 3 lessons of support.
Effective follow-up for student behaviour incidents and issues. Effective conflict resolution practices and access to counselling.
- Performance and Development
DECD requirements are implemented. Many informal discussions held by team leaders with staff as well as classroom observations. Two formal meetings with written feedback occur during the year.
Step 9 teachers' annual review conducted collegiately by principal, Step 9 teacher, and line manager. Emphasis on Step 9 sharing evidence of achievement of goals in plan and outcomes in relation to the Site Improvement Plan.
- Staff utilisation policies
Mainstream and Disability Unit staff work with students in both locations.
FLO funding is used to fund a FLO Manager
AET funding covers extra tutoring for Aboriginal students
General staffing is converted to fund VET fees
Additional school funds cover extra HPI hours for music and dance tuition

- Access to special staff
Instrumental Music teachers
Regional staff including Disability Coordinator, Student Behaviour, Attendance Officer, Social Worker,
- Other

All staff are encouraged and supported to develop networks among the NASSSA schools, with other schools, teacher associations, and to consider working as moderators and assessors for the SACE Board.

All Learning Area Coordinators are supported to be active participants in NASSSA Curriculum Area Teams (CATs)

8. Incentives, support and award conditions for Staff

Not applicable to PHHS

9. School Facilities

- Buildings and grounds

Well maintained buildings and grounds through continuous maintenance including internal external painting, roof and gutter repairs, garden & oval development.

In 2015, the library was renovated; the our IT systems are continually monitored and upgraded with new switches and Wireless access points being upgraded in 2017, new stage doors in the gym were installed in 2016 and Air-conditioning for the Gym will be installed in 2017.

- Heating and cooling

All buildings are air-conditioned and heated, and Air-conditioning has been upgraded in all buildings except the older Science labs which will be undertaken in 2017 as a part of the STEM Works program.

- Specialist facilities and equipment

In 2017 the Maths and Science buildings will undergo significant redevelopment as a part of the STEM Works project.

In 2011, we installed a music technology suite with fast computers, electronic keyboards, custom made desks, and the relevant software to enable students to compose music.

In 2011-2012, we gutted and redesigned a significant part of the Tech Studies area to create a computer suite for CAD/CAM and 3D design work as well as electro-technology and robotics.

The school has trolleys of laptops in the library, English, ESL, SOSE, Japanese, Maths classrooms and Science laboratories, as well as several computer rooms, and pods of laptops in Dance and Drama. In addition, students in years 11 and 12 have access to a one to one laptop program, which will be rolled out to the junior school in 2018.

All classrooms and laboratories have electronic whiteboards; computing and visual art rooms have digital projectors; the Unit has electronic whiteboards, laptops, iPads and new PCs.

All staff have laptops purchased by the school; a small number of staff also have iPads, also purchased by the school.

- **Student facilities**
Canteen run by Governing Council. It makes a small profit or loss each year. Outside shelter with clear plastic sides near canteen. Many outdoor tables and benches as well as an excellent sheltered area on the edge of the oval.
- **Staff facilities**
Staff room has been renovated to provide excellent facilities. Staff kitchens exist throughout the school for quick breaks.
- **Access for students and staff with disabilities**
The school is accessible for students and staff with disabilities, though there is a significant uphill gradient from the lower part of the school (ie English classrooms) up to Science.
There are two toilets and a shower suitable for disabled students or staff in the Disability Unit.
- **Access to bus transport**
Very accessible to buses that travel to the city. Many buses are hired to support a range of excursions, camps, and sporting activities.
- **Other**

10. School Operations

- Decision making structures – a range of effective committees and teams
 - Active Governing Council with parent, student and staff representatives meet 8-9 times per year
 - School Leadership, Improvement & Management Committee consisting of all of the schools senior and middle leaders, chaired by principal
 - Curriculum Committee consisting of all of the senior leaders, learning area coordinators and student counsellor
 - Teaching and SSO staff meetings
 - Learning Area teams and Year level meetings
 - Senior and Middle Student Services Teams
 - Personnel Advisory Committee
- Regular publications
 - Newsletter – 2-3 per term
 - Curriculum handbook
 - Online staff handbook
 - School Website
 - DayMap – daily staff & student bulletins
- Other communication
 - Several social media school sites mentioned above.
 - Daily phone calls to parents of absent students
 - Regular phone calls to parents by range of staff
- School financial position
 - Sound. Auditors' reports are very positive about the financial management of the school. Effective mechanisms are in place to support budget managers develop budgets and monitor their funds.
 - The school has had a strong focus on sustainability and has maximised resources available to support learning programs through:
 - reducing paper through increased use of technology.
 - reducing energy use through replacement of inefficient lighting, installation of solar panels and energy awareness education.
 - reducing water cost through connection to grey water.
- Special funding
 - Disability Unit funding
 - Index of Disadvantage Category 3 funding

11. Local Community

- General characteristics

The suburb was established by English migrants just over 50 years ago. It is part of the Salisbury Council area. The community is very multicultural and a place where recent migrants have found homes. The age profile of the immediate neighbourhood does not include a high number of school- aged children or young people.

- Parent and community involvement

Very supportive parent community. Committed Governing Council.

- Feeder or destination schools

Para Hills R-7 School and Para Hills West Primary School. Both schools are small. Students can come from up to 30 other schools.

- Other local care and educational facilities

Several preschools and kindergartens nearby.

- Commercial/industrial and shopping facilities

Shopping Centre about half a kilometre away on Bridge road. Many light and heavy industries within 5-10 kms of the school.

- Other local facilities

Para Hills community Club and Sporting facilities, including a bowls club, on Bridge Road. Para Hills Library approximately 2kms.

- Availability of staff housing

NA

- Accessibility

Good

- Local Government body

City of Salisbury

12. Further Comments.