



Parafield Gardens High School

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Quality Learning Quality Futures

SCHOOL CONTEXT STATEMENT

Updated: September 2024

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 Kirsty Amos
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

	2020	2021	2022	2023	2024
Year 7	NA	NA	193	184	187
Year 8	204	195	212	170	187
Year 9	178	190	196	191	181
Year 10	217	209	190	187	190
Year 11	194	217	189	158	159
Year 12	158	223	153	154	121
Year 13	3	0	0	0	0
FLO	71	72	86	93	0
TLP	0	0	0	0	120
Total	954	1034	1219	1033	1025
School Card Percentage	40%	30%	29%	42%	45%
NESB Enrolment	342	335	419	458	608
Aboriginal Enrolment	50	65	93	68	87



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Part B

- Deputy Principal: Jane Barnett
- Staffing numbers
 - 86.5 FTE teaching staff including Special Ed: 333 hours and 4.0 teacher, Aboriginal Education Teachers 2.0
 - SSO hours: 867 hours, EALD Bi lingual 90 hours, ACEO 60 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

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 a category 3 school meaning that about 40% of the school community is on school card and generally low socio economic background. 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.

Learning Communities

Four Learning Communities are established vertically across 7-11 to provide targeted support for students within each learning community. Each learning community has a learning community manager and a range of support staff that can work individually with students on a range of issues. This is supported by the home group program that is year level based within learning community groups. The home group program allows supports students to establish short and long term learning goals, learn how to learn, learn how to keep safe, and supports student's wellbeing. There are 2 periods a week allocated to the Home Group curriculum. In year 7 and 8 all home group teachers also teach the same class for 2 core subjects (Eng/HASS or Maths/Science). In year 9 all home group classes are kept the same for core subjects.

Support offered

The school offers extensive student support services, this includes:

- Student Counsellors
- Onsite Speech Pathologist, Social Worker and Student Mental Health Practitioner
- 4 site-based Youth Workers aligned to each learning community
- Middle school and Senior School on site intervention/enrichment programs including PACE (Practical and Challenging Experiences), Year 7 and 8 Literacy intervention classes, Sounds Write program and other literacy/numeracy learning interventions and/or social/emotional intervention programs
- Intercultural Hub with BSSO
- EALD teachers
- Aboriginal Education Centre with 2 Aboriginal Education Leaders and 3 Aboriginal Community Education Officers



- Inclusive Education Program with Special Needs provision within mainstream and special class
- Tailored Learning Provision program
- Breakfast program every morning
- Learning Hub - after school Monday-Thursday.

Student Management

There is a Positive Approaches to Learning Agreement that is used throughout the school, with clear restorative processes to be followed for inappropriate behaviour. The procedures are documented and form part of the teacher induction program. Senior Leaders, Learning Community Managers, Area of Learning 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, Vista Sports, Guest Speakers, Rock & Water, Middle School PLUS class, Learning Hub, Performing Arts Night, Creative Arts Night, Knock Out Sport, Carly Ryan foundation, Sammy D Foundation, Encounter Youth, University Enrichment Programs, Berry Street Education Model, Peer Mentoring, Social/Emotional Intervention Programs.

Contextual Influences

Our purpose is for the Parafield Gardens High School community to learn together in a positive and inclusive way, within an environment of equity and safety, where every individual feels heard and included. As a community, we hold high expectations for our students as they actively engage in learning that prepares them for success in their chosen pathways. As effective learners, they demonstrate qualities such as resilience, persistence, a lifelong love for learning, and compassion for others.

By applying our core values of Respect, Achievement, and Determination in all aspects of our school life, our community members will work together as responsible citizens in local, state, national and global contexts.

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 includes students from diverse cultural groups with an increasing number of international students.

The school has an enrolment of approximately 1250 in 2024 and offers a broad and balanced curriculum aligned to Australian Curriculum and SACE 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 EAL/D program from Years 7 to 12 and offers an Intensive Secondary English Course (ISEC) to support International students' acquisition of the English language. In addition, the school has designed an Intercultural Hub, where students are supported by bilingual staff and the Assistant Principal International, to enhance and develop communication with families and school community, in fact we run parent groups with Bilingual Community Liaison Officers to ensure the sharing of information and support. Our focus on growing global citizens, stems from our International Program but involves all students and all aspects of curriculum.

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.

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 ongoing professional learning to improve their practice. Staff are supported with their personal growth and development in line with school priorities through their Professional Development Plan. The school's 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.

Site Improvement Plan: High Expectations, High Achievement

At Parafield Gardens High School we emphasise the importance of every child making one year's growth for one year's learning and to strive for high achievement. Student progress and achievement is individually monitored and progress is reported regularly to parents through DayMap.

The key site strategic directions at PGHS are

- Effective Learning
- High Quality Teaching and Learning
- Wellbeing

Achieving our Purpose by working towards our Strategic Directions is the responsibility of all members of staff. (For more information please refer to the school's Strategic Directins Plan available on the school website)

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.

3. Curriculum

The Middle Years: Quality Learning

Subject offerings in the middle school include: Maths, Science, English, EALD, Humanities, Technologies (Design, Digital and Food), Health and Physical Education, Languages Other Than English (LOTE), and The Arts (Dance, Drama, Visual and Music). The LOTE choices are Japanese and German. All learning in the Middle Years aligns to the Australian Curriculum

The Senior Years: Quality Futures

The senior school includes years 10-12. Students 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, direct employment and other post school options.

Additional LOTE subjects are available through the School of Languages for students who wish to study languages not offered at PGHS. Vietnamese and Nepali are offered on site after school and two Ethnic Language schools operate on site on Saturdays offering Chin Languages (Zomi and Haka)

Assessment procedures and reporting

PGHS meets Departmental requirements for assessing student work and reporting to families. We use a combination of; a web based access to learning program through DayMap, end of semester reports and learning conversations. 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 regularly, 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:

- Maths Olympics
- Performing Arts Nights
- Sammy D Foundation – student mentoring program
- Learning Hub
- SRC leadership and associated clubs
- Performing Arts/ Creative Arts evenings
- Encounter Youth
- Special Multicultural celebrations in conjunction with primary schools and the local Council.
- Camps
- University Enrichment Programs
- Breakfast Club

6. Staff

The staff demonstrates a high level of commitment to continuous improvement and meeting the needs of students. They meet regularly for whole school professional learning, and work in Learning Teams for each year level across the school.

Leadership structure

Principal

Band B-5 Deputy Principal

SSO6 Business Manager

Band B-3 - Wellbeing

Band B-3 - Daily Organisation and Timetable

Band B-3 - Senior School



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Band B-3 - International Education, EALD, Languages
Band B-3 - Inclusive Education
Band B-3 - ICT Systems and Processes/Digital Tech
Band B-3 – Middle School
Band B-2 – HASS/EIF/ AIF
Band B-2 – Tailored Learning Provision
Band B-2 – Aboriginal Education
Band B-1 – English
Band B-1 –Whole school literacy
Band B-1 - Science Coordinator
Band B-1 - Maths Coordinator
Band B-1 - Arts Coordinator
Band B-1 - Technology Coordinator
Band B-1 - HPE Coordinator
Band B-1 - Learning Community Manager x 5
Band B-1 –VET
Band B-1 – SAASTA and Aboriginal Education

Staff support systems

Each area of study is supported by a Co-ordinator and Learning Community Managers support Home Group teachers. The leadership team support staff in relation to professional and personal issues. All staff work as members of teams and the level of collegiate support is acknowledged. There is an ongoing, structured induction program for staff new to the school, including contract and TRT staff.

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. Funding has allowed us to extensively improve the school environment including additions such as pergolas, shaded areas and seating throughout the school grounds.

The school has a brand new Performing Arts Centre and Gymnasium. In addition most classroom areas have been upgraded in the last 3 years. Learning areas provide the latest in design and ICT to support high quality learning. 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 Chromebook 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, learning community meetings, committees and whole staff meetings. Leaders meet every Thursday after school with a focus on school improvement, data informed practice, school management and curriculum/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 regularly throughout the year. School policies and procedures are available electronically through the school website.

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 every Monday afternoon.

Parents are contacted regularly via teacher phone calls, SMS, DayMap, the school website, social media and letters sent 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 937.

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. 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), Further Education College (TAFE) and Northern Adelaide Secondary 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.

