## Staffing:

We started 2015 with 17 classes, down seven children from 2014. One teacher works 0.8, with the Physical Education teacher taking the class 0.2.

There are 6 x Reception to Year 2 classes, 2 x Year 2/3 classes and 9 x Primary classes.

The Reception/Year 3 salary, topped up with funding for the reading support teacher grant, is used to employ Cheryl Jackson as a full time mentor/coach in English.

### SSOs

- Bursar 33.5 hours
- Front Office Manager 37.5 hours
- Front Office Support 30 hours
- 2 x SSOs (67 Hours) who provide - Intervention programs, Resource Centre, Early Literacy Support and work with NEP students.
- Trained SSOs to support Early Intervention Programs

### Staff Profile

60% of teachers have over 20 years experience, while 40% of teachers are in their first 5 years of teaching.

Every teacher is seen as a leader and this is evidenced in the number of workshops offered and attended by staff.

### Leadership structure

- PAC
- Portfolio Groups for each Site Improvement Plan Priority area – All teachers are on either the Maths, English or Inquiry Based through the Australian Curriculum groups.
- Mentor Teacher
- Leadership Team
- School Captains
- Student forums – Library Promotions, Student Council, VAPS

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<table>
<thead>
<tr>
<th>Principal:</th>
<th>Bob Greaves</th>
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<tbody>
<tr>
<td>Senior Leader / Special Education:</td>
<td>Deb Gustainis</td>
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<td>Senior Leader / Counsellor:</td>
<td>Rick Noack</td>
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<td>Teacher Librarian:</td>
<td>Cathie Barduca</td>
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<tr>
<td>Mentor Teacher:</td>
<td>Cheryl Jackson</td>
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<tr>
<td>Aboriginal Community Education Officer</td>
<td>Amy Bonney (15 Hours per week)</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:dl.1134.admin@schools.sa.edu.au">dl.1134.admin@schools.sa.edu.au</a></td>
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Decision making structures

- Student Representative Council
- Governing Council with sub committees for Finance, Out of School Hours Care, Grounds, Community Service.
- Affiliated Committees - Netball, Pedal Prix, Football, Playgroup
- Governing Council portfolio groups established on a needs basis – eg. Opening of new facilities.
- Agreed staff decision making policy
- Committees established on a needs basis – eg. Graduation Committee

Professional Learning

In 2015 differentiated learning has 4 focuses

- Australian Curriculum - Content and Knowledge
- Tfel Pedagogy
- DIAF Review
- Australian Professional Standards for Teachers

As well as whole school mandated sessions and selected staff selected professional learning workshops, staff meet with the English mentor/coach during 3 x NIT times each term.

TRT days have also been allocated to enable one to one meetings or extra time where individuals/teams define a need.

Staff x 9 are working with Ann Baker, Mathematician in Residence with DECD. These staff members will also meet in Professional Learning Communities with 5 other Partnership Sites.

Teams will explore the Australian Curriculum through the Teaching for Effective Learning Framework and the National Professional Standards for Teachers, focussing on pedagogy that intellectually engages students and improves learning outcomes.

In Terms 2 to 4, extra time will be allocated for focussed classroom observations and follow up critical conversations.

Access to SSO’s

All SSO time, except an allocation to the library, is targeted at students defined with learning needs. Exceptions to this are the printing of reports in Term 2 and 4 and supporting teachers during the concert series.

- Intervention support with SSOs predominately working in classroom
- Support provided to EASL and Aboriginal Students through Individual Learning Plans.

Philosophy that underpins our Learning

1. Students

We are developing, through challenge with support, learners who are resilient and able to solve problems intelligently. This involves ‘rich learning’ experiences that engage students by exposing them to a range of viewpoints, having them form and justify opinions and then seeking more information that may validate or challenge their current understandings, beliefs and knowledge. Teachers co-construct learning with students in a context that it is meaningful, challenging and rigorous. There is a strong emphasis on the use of ICTs to enrich learning opportunities. Year 6/7 students will have 1:1 access to ipads while classes with students from Reception to Year 5 have a ratio of 1:2.

Students are supported to become analytical consumers, understanding the power of the media and the influence that it has on their lives. To this end our curriculum is inquiry based, relevant to student lives.
and co-constructed with the teacher, where explicit teaching underpins our search for a deeper understanding.

Sharing their opinions and continually metacognitizing on their learning are valued strategies that support students to be better thinkers in a curriculum that is Rich, Real, Rigorous and Relevant. This means immersing them in real life experiences that provide them with the understandings and skills to shape the future.

Robyn Fogharty describes these learners as able to transfer skills and knowledge to new learning and where that is not possible to ‘invent and innovate’ strategies that facilitate the new learning.

Transforming Learning - Knowing what to do when you don’t know what to do.

2. Teachers

At the heart of curriculum renewal at Epps, is dialogue, critical reflection, practitioner inquiry, risk taking and the deprivatising of practice, using informed research to examine our current understandings and knowledge.

Staff at East Para Primary School accept a collegiate responsibility for all students, explore pedagogical change based on research evidence, share experiences and support each other’s learning through critical reflection.

Teacher understanding of the use of data to inform their teaching and learning programs is becoming more evident with a relentless focus on using data to differentiate/personalise curriculum.

Line management meetings have a focus on differentiation where teachers are expected to provide evidence of a differentiated curriculum based on the analysis of data. Clear targets are set for English and maths, and teachers are expected to collect evidence at points throughout each term.

Students

General characteristics

Students come from a range of socio-economic backgrounds – 23.6% are recipients of school card, 11.1% are from Non English Speaking background, 3.9% Aboriginal and Torres Strait Islanders with an average of 4% transience.

Student behaviour management

The school counsellor position focuses on a ‘developmental approach.’ The counsellor works with staff to address student wellbeing within the Student Wellbeing Framework. Students are being skilled to make appropriate choices while accepting responsibility for age appropriate behavioural choices. The counsellor supports staff to implement strategies through workshops, coaching, mentoring and peer teaching.

2015 saw staff engage in a day conference ‘Play is the Way’, and there is strong evidence in classrooms of the impact of this learning – much is made of ‘Being Brave’ and what that means as a learner.

Student Voice

Student Leadership is explicit in the co-construction of learning with teachers. We are continually exploring ways of better involving students in real and relevant decision making.

Students also accept leadership as School Captains, in the Values and Peer Support program (VAPS), SAPSASA, Library Promotions and on relevant parent/teacher/student committees such as the Dress Code Committee.

Our Vision

Working with families to provide a challenging supportive environment that engages learners as a global community of thinkers.

Beliefs

We believe everyone is a learner and that learning is a pathway through life. As a learning community, we are fostering self worth through a passion for learning that promotes autonomy and interdependence.

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Learning
- occurs in a culture of inquiry where there is purpose and relevance for the learner.
- is co-constructed in an environment of intellectual rigour.
- is enabled by critical and skilled self-reflection.
- happens when we give and respond to critical feedback.
- can be unsettling, messy and fun.
- occurs in a futures’ oriented environment that stimulates wonder and awe.
- occurs when there is rigorous and relevant assessment processes.
- occurs in the context of a sustainable global world.
- occurs when questioning challenges current beliefs, knowledge and understanding.

Learners
- are engaged in authentic and meaningful learning experiences.
- can express what they know, understand and do, in diverse contexts.
- are immersed in a challenging supportive environment that engages them as a community of thinkers.

School Values

We value:

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<tr>
<th>R</th>
<th>Respect</th>
<th>Value yourself and others. Respect differences.</th>
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<tbody>
<tr>
<td>I</td>
<td>Integrity</td>
<td>Be the best person you can be.</td>
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<td>T</td>
<td>Trust</td>
<td>Believe positively in others and they will believe in you.</td>
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<tr>
<td>C</td>
<td>Caring</td>
<td>Care for yourself, others and the environment.</td>
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<tr>
<td>H</td>
<td>Honesty</td>
<td>Be open and honest in all that you say and do.</td>
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<tr>
<td>R</td>
<td>Responsibility</td>
<td>Be responsible for your actions.</td>
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Our Values program underpins the learning at East Para Primary School.

Our Values and Peer Support Program (VAPS) is a yard mediation program where students support their peers to address difficult situations.

School Captains support and initiate student programs. These students are elected through a rigorous process that includes a history of being positive role models.

A Values Shield has been aligned to our Sports Day Teams with children scoring points towards an annual shield. House Captains manage this program and progressive scoring is announced at weekly assemblies.

Our Values Program is also recognised within our Year 7 Graduation as each Year 7 student is required to be involved in 2 community programs such as VAPS or Traffic Monitors if they are to ‘Graduate with Excellence’.

School staff have the opportunity to nominate a student, each week, who have demonstrated School Values. These awards are
announced at the weekly assembly and the students featured in the Weekly Newsletter.

The Student Representative Council (SRC) bring ideas/suggestions from their classrooms to a whole school forum for deliberation and appropriate enactment.

Curriculum

Our core business is the joint construction of meaningful learning opportunities. We provide this through cross curricula learning programs incorporating:

<table>
<thead>
<tr>
<th>English</th>
<th>Health and Physical Education</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>Design and Technology</td>
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<tr>
<td>History</td>
<td>The Arts</td>
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<tr>
<td>Science</td>
<td>Japanese</td>
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<tr>
<td>Civics and Citizenship (Year 3 to 7)</td>
<td>Geography</td>
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<tr>
<td>Curriculum by utilising:</td>
<td></td>
</tr>
<tr>
<td>• The Australian Curriculum</td>
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<tr>
<td>• Targeted professional learning</td>
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Specialised Programs

• **Japanese** - is offered as a 1.0 NIT curriculum area.

• **Music** - is offered as a 1.0 NIT curriculum. As well as the implementation of a classroom music program we have implemented:
  • A junior and senior choir
  • Community performances
  • A school band
  • Eighty+ students involved in learning an instrument
  • Annual concerts

• **Physical Education and Health** – a Specialist Teacher (0.7)

• **We also involve students in:**
  • CATS – Cross Age Tutoring
  • The Early Years Literacy Programs
  • Learning Assistance Program (LAP)
  • 1:1 support within the Disabilities program
  • Individual support for Students who do not reach the NAPLAN Benchmarks
  • A range of ‘in’ term and weekend sporting activities
  • A Book Cup with neighbouring schools
  • SAPSASA
  • A celebration of successes through weekly assemblies
  • Book Week
  • Sports Day
Management Policies:
Role Statement for Teachers
Roles and Responsibilities of Teachers
Performance Management
Reporting Policy
Job and Person Specifications for SSOs / teachers / leadership positions
Staff Induction
Work Health and Safety Policy

Co-Curricular Activities
- Local Kindergartens - Music Tour
- Pedal Prix
- Swimming
- Class Camps
- Environment Projects
  - Garden Area
  - Paper, cardboard, can and food scraps recycling

Sporting Activities
Football and Netball on weekends
SAPSASA - swimming, athletics, cross country, soccer, rugby
Other activities such as basketball, cricket, softball, table tennis are offered when coaches are available.

School Facilities
The school has extensive grounds with safe playing areas for R/2 and 3/7.
There is a need to enlarge the school hall.

ICT in Rooms
All teachers have an Administration and a Curriculum Laptop connected to their Smartboards, a data show, digital cameras plus iPads as previously stated.

Grounds
A large oval area.

Canteen
The canteen operates 5 x days per week and caters for special events and curriculum programs.

Staff facilities
Staff room facilities are small and would benefit from a major upgrade.

Access for Students and Staff with Disabilities
Wheelchair ramps are located at each end of the double storey building and a disabled toilet is provided. There is wheelchair access to the Library.

Publications
Weekly school newsletters published Thursdays.
Parent Induction Folder and conducted tours.
TRT Induction folder
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School Finances
Goods and Services Charges, $325 in 2015.
Fundraising is incorporated in Material and Service Charges. Any events run by the school are charged at a rate only to redeem costs.

Local Community
General Characteristics
Many people participate in part-time work.

Parent and Community Involvement
Parents play an active role within a range of school programs. They are supportive and have high expectations of their school.

Feeder Schools
Local Kindergartens include Valley View, Modbury North, Modbury, Ingle Farm and Lieberman. A transition program at the end of the year, including teacher visits, ensures a successful transition.
Year 7s move to a range of High Schools: Government – Modbury, The Heights, Valley View, Banksia Park, Para Hills.

Other Local Care and Education Facilities
Close schools are – Modbury, Modbury West and Para Vista Primary Schools.