

2017

SCHOOL CONTEXT STATEMENT

School names & numbers: **1777 The Pines School**
1789 The Pines Child Parent Centre/Pre-school
1899 The Pines Intensive English Language Centre

1. General Information

The Pines School includes the CPC, Reception to Year 7 classes as well as classes offering Intensive English instruction for newly arrived families. Before and after school care is provided onsite by OSHC. We are a category 3 school with a rich diverse population of over 40 cultures in our school community.

Part A

School Name: **THE PINES SCHOOL**
Principal: Cherie Collings

Postal Address: PO Box 576 Salisbury South 5106
Location Address: 42 Andrew Smith Drive, Parafield Gardens 5107
Telephone: 8281 2199
Fax: 8281 5858
District: Hollywood, Lakes and Gardens
Distance from GPO 16 kms
Courier: The Pines/Salisbury District
CPC Attached: Yes

Term 1 FTE Enrolment		2014	2015	2016	2017
Junior Primary	Reception	66	46	80	72
	Year 1	66	61	55	83
	Year 2	46	61	65	62
TOTAL		178	168	200	217
Primary	Year 3	53	50	64	68
	Year 4	39	49	49	66
	Year 5	53	40	54	56
	Year 6	44	51	43	56
	Year 7	26	51	50	40
		215	241	260	286
CPC		80	85	97	100
IELC		54	70	96	90
TOTAL		527	564	653	693

Part B

- Assistant Principal Sam Konnis
- School Counsellor Jacqui Bourne
- Senior Leader Toulou Girgolas

School Email: dl.1777.info@schools.sa.edu.au

School Website: www.thepines.sa.edu.au

2016 Staffing (Teachers and Ancillary): 81

Enrolment Trends

The Pines School enrolments have been steadily increasing since 2013. The Pines Child Parent Centre/Pre-school has increased their licensed capacity from 39 to 45 children per session.

Intensive English Language Centre (IELC)

The Pines school offers the Intensive English Language Program for newly arrived students with a language and cultural background other than English. Students in year 2-7 are eligible to be enrolled in the program within 12 months of their arrival in Australia, or 18 months in the case of students entering reception or year 1.

The Intensive English Language Centre (IELC) at The Pines commenced in 2008 with 6 students in 1 class. Over the last few years the centre has significantly grown and currently has 91 students in 7 classes from reception to year 7. These students come from diverse cultural backgrounds speaking 25 different languages. Most of our IELC students are from refugee backgrounds from countries such as Afghanistan, Pakistan, and Syria. These students enter the program with minimal English and educational experience and have often experienced displacement and trauma.

The program aims to prepare students for successful participation in all areas of the school curriculum and develop their confidence to live in the Australian community.

This is achieved through:

- intensive English language support with specialist EALD teachers
- learning English through curriculum areas
- a variety of activities within the school and the community, including excursions and social events
- small classes
- Bilingual School Services Officers who play an important role in supporting students and their families to engage with the education program

Please contact the IELC leader at the school if you want more information about the program on 82812199

2. Students (and their welfare)

General Characteristics

The Pines has a diverse and rich cultural student population with over 40 cultural backgrounds.

Student Wellbeing

The Pines has a Counsellor position with a focus on student wellbeing. Student and community support, staff training and development and a strong curriculum focus form the development of a safe, secure learning environment.

The Pines is fortunate to have the support of a Christian Pastoral Support Worker who has developed strong relationships with students, parents/caregivers and staff. She provides pastoral support to many students and their families. Together with volunteers from our neighbourhood Uniting Church, she facilitates a Breakfast Club twice a week. Our CPSW also supports classroom teachers with a range of school activities and excursions.

The School has developed an Anti-bullying Policy in consultation with all stakeholders. This policy came into effect in 2006. It is part of the Parent Enrolment pack.

Student involvement in decision making and leadership is a feature of The Pines. There is a Student Representative Committee which meets regularly.

Special Programs

- SA Primary Schools Music Society Festival Choir for Years 5, 6 and 7
- SAPSASA for Year 6 & 7 students
- Guitar Tuition by DECD providers

Intervention programs for students at risk are an integral part of the school program. SSOs work intensively in classrooms to support students at risk.

- **The Child Protection Curriculum** is implemented throughout the school
- **Program Achieve** was introduced in 2013 as a whole school skills program
- **Intervention** in Mathematics and Literacy

Special Arrangements

There is a strong commitment to democratic decision making and the use of collaborative structures and processes.

Staff cohesion, critical collaboration and the Professional Development of staff have been features of the campus.

Year of opening 1986

Public Transport Access

SERCO buses run hourly from the Salisbury Interchange. A regular train service operates from the City to Salisbury.

3. Key School Policies / 3 Year Strategic Plan

Values – Respect, Belonging, Fun in Engaged Learning

At the Pines School we acknowledge the importance of the acquisition of literacy and numeracy skills to enable our students to achieve success.

The Pines Vision is:

To provide an environment which is caring, engaging, and enables all learners in the school community to recognise and achieve their full potential.

Mission Statement

At the Pines School:

- **Diversity is recognized and celebrated.**
- **Relationships between all community members are highly valued.**
- **Environmental practices reflect the pride we have in our community.**
- **Teaching and learning for the digital age is important.**
- **We recognize the significance of social, emotional, physical and academic learning all contribute to learner wellbeing.**

4. Curriculum Priorities

Reading, Writing and Numeracy continue to be a focus of our Site Improvement Plan.

Our priorities are:

- Literacy - Comprehension
- Writing
- Numeracy - Number

Comprehension - scope and sequence (curriculum mapping) for reading and making meaning

Implementation of Professional Learning Communities to support staff to collaboratively plan, program, assess, and evaluate for learning and explicit teaching

Assessment for learning, and how this relates to the Australian Curriculum.

Genre writing - part of comprehension knowledge of how texts constructed and work include critical literacy higher order thinking

Numeracy Intervention - Quick Smart for Year 6 & 7 students. The Big Ideas in Number.

5. Core Business

The core business of The Pines Campus is the continual improvement of quality care and education in a supportive success oriented learning environment.

At The Pines this involves:

1. Active involvement by children and students in decision making processes and leadership opportunities in the development of a safe and secure learning environment for all members.
2. Integrating Literacy and Numeracy and ICTs across all areas of the curriculum, where student achievement is monitored and those students identified as at risk receive support in order to improve standards in these areas.
3. Developing strategies to encourage students to choose healthy active lifestyles and participate in activities promoting healthy lifestyles.

6. Curriculum

Collaborative teaching and learning is a strong focus at The Pines. Student voice and student input into the curriculum is essential. Engaging students in relevant methodologies increases student participation and decision making skills, as well as skills in collaboration and negotiation.

The Australian Curriculum is followed for teaching and learning progress.

7. Assessment and Reporting Procedures

Formal Reporting procedures are as follows:

TERM 1

- ❖ **Letter from Class Teacher (introduction)**
- ❖ **Acquaintance Evening**
- ❖ **Interviews**

TERM 2

- ❖ **Written Reports in Week 10**
The written report summarises the learning undertaken each semester. It is presented in terms of specific outcomes in each curriculum area and the degree to which each outcome has been met.

TERM 3

- ❖ **Optional Interviews in Week 3**

TERM 4

- ❖ **Written Report – last week of Term 4**

Assessment processes involve explicit teaching of the subject/topic and negotiation of the criteria for success, particularly in terms of task outcomes and behavioural expectations.

Assessment of students' work may include: student self-assessment; teacher and peer assessment; formal tests; negotiated contracts and development of rubrics and capacity matrices as assessment tools.

If parents/carers have a concern at any time they can request a meeting with their child's class teacher.

8. Sporting Activities

The Pines School continues to support The Premier's Be-Active Challenge and have participated in the challenge since its inception in 2008.

The Pines students are involved in SAPSASA Carnivals. Various sporting groups access the school grounds on the weekends and after hours.

9. Other Co-Curricular Activities

Book Week, Grandparents' Day, Sports Day, Festival Choir, instrumental music lessons and Annual Concerts are seen as community events.

Grandparents and Special Visitors' Day is an annual feature of the school calendar. The school celebrates many culturally significant events relative to our diverse community.

Aboriginal Culture Week and Cultural festivals are celebrated regularly.

10. Staff (and their welfare)

Staff Profile

There is usually a staff turnover annually.

Performance Development

An expectation of staff is to engage in ongoing critical reflection of their pedagogy and practice. Staff are encouraged and supported to evaluate their performance on an on-going basis through Professional Learning Communities, Performance Development, and accessing opinions of parents/carers and students. Meetings with a member of senior staff, classroom observations, peer evaluations, and presenting training and development are all seen as vital in the process of managing up at The Pines School.

Staff Utilisation Policies

The Pines has access to specialised staff through tier 2 funding. Specialist teachers support EALD (English as an Additional Language or Dialect) students in classrooms in a range of teaching situations.

A Special Education teacher co-ordinates the care of students with disabilities and liaises with support agencies.

AET (Aboriginal Education Teacher) supports Aboriginal students in their literacy and numeracy learning outcomes and an ACEO (Aboriginal Community Education Officer) is employed under the flexibility of staffing to support Aboriginal families.

Access to Specialist Staff

Other services available from DECD include a Hearing Impaired Teacher, Guidance and Speech Pathology services and Behaviour Support team. DECD instrumental music program provide an instrumental Guitar teacher.

11. Incentives, Support and Award Conditions for Staff

The School is a Category 3 Index of Disadvantage.

12. School Facilities

Buildings and Grounds

The Campus has spacious grounds and the buildings are fenced. The school is bounded by Hemming St, Morgan St and Andrew Smith Drive.

There are Electronic Smart Boards in all classes – Preschool, Junior and Primary school.

The core buildings are modern and purpose built for classrooms, Child Care, CPC, Administration areas, Resource Centre, Canteen and School Activity Hall.

Cooling

The site is fully air-conditioned.

Specialist Facilities

- An Out of Hours School Care Program operates before and after school as well as providing Vacation Care Program during every school holidays. This is operated privately by Happy Haven.
- The School Hall and Activity room are used for sports/arts activities and the hall is hired by groups outside the school.
- The Resource Centre incorporates a Computer Suite and Electronic Smartboard. A large Science and Technology area exists. There is also a separate computer room for class use.

Access

Appropriate access for all buildings.

13. School Operations

Decision Making Structures

Decision making structures and processes are inclusive of staff, children, students and the community.

Child Parent Centre (preschool) staff are involved in decisions, training and development and programs.

Whole staff decision making/ administrative staff meetings are held on a weekly basis.

Committees are formed to manage the implementation of each of the key areas. They are responsible for the planning and implementation of training and development processes and for budget and resource management. Focus people manage curriculum areas not on the development plan. Committees and focus people must consult with staff re issues affecting whole staff via staff meetings.

Regular Publications

A community newsletter is produced every fortnight.

14. Local Community

General Characteristics

The Pines is a zoned school.

The Pines has a diverse and multi-cultural student population. This is celebrated through activities and special days which highlight the many cultures represented at The Pines.

The nearby housing consists of South Australian Housing Trust rental, other rental accommodation and privately owned homes.

Other Local Facilities

The school facilities are used by a variety of groups. The Pines Football and Cricket club is located adjacent to the school. The Gardens Recreation Centre and pool are one kilometre away.

Parent and Community Involvement

The Pines School has an active Governing Council and well attended council meetings.

The Canteen is run by an employed manager with the help of parent volunteers.

At The Pines parents run a successful Playgroup at the CPC.

Feeder Schools

Most students enrol from The Pines Pre-School and some from nearby preschools and Child Care Centres.

Parafield Gardens High School is the zoned District High School for The Pines.

Some students attend Salisbury and Paralowie High Schools.

Commercial/Industrial and Shopping Facilities

Hollywood Plaza Shopping Centre is located 2 kilometres from the school.

Local Government Body

The school is located in the Salisbury Council.