

2019

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 have a category 1 Pre School and 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		2016	2017	2018	2019
Junior Primary	Reception	80	72	87	83
	Year 1	55	83	83	84
	Year 2	65	62	90	97
TOTAL		200	217	260	264
Primary	Year 3	64	68	70	89
	Year 4	49	66	72	72
	Year 5	54	56	73	77
	Year 6	43	56	63	74
	Year 7	50	40	58	54
		260	286	336	366
CPC		97	100	95	92
IELC		96	90	97	91
TOTAL		653	693	788	813
EALD					58%
ATSI					5%
SWD					6%
School Card					27%

Part B

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|---|-----------------|
| • Deputy Principal | Sam Konnis |
| • Wellbeing Leader | Jacqui Bourne |
| • Senior Leader Literacy | Toula Girgolas |
| • Senior Leader Numeracy & Aboriginal Education | Alicia Phillips |
| • Senior Leader Pre School | Amber Yepa |
| • Assistant Principal IELC | Priyanka Sharma |

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

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

2019 Staffing (Teachers and Ancillary): 86

Enrolment Trends

The Pines School enrolments have been steadily increasing since 2014. All areas of the school has shown substantial growth. 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 one class. Over the last few years the centre has significantly grown with usually 6 or 7 classes of students from Reception to Year 7. These students come from diverse cultural backgrounds speaking many different languages. Most of our IELC students are from refugee backgrounds. These students enter the program with minimal English and educational experience and have often experience displacement and trauma. Many of our IELP students transition to our mainstream classes. 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, Priyanka Sharma 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 50 cultural backgrounds.

Student Wellbeing

The Pines has a Wellbeing Leader 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 support to students and their families as required. 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 and was last updated December 2018 in preparation for 2019. 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 Groups – JP and Primary which meets regularly.

Special Programs

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

Intervention programs for students at risk are an integral part in Literacy and Numeracy of the school program. SSOs work intensively in classrooms and in groups to support students at risk. We are a “Dyslexic friendly school”.

- **The Child Protection Curriculum** is implemented throughout the school
- **Positive Education** was introduced in 2018 as a whole school skills program
- **Intervention** in Mathematics and Literacy includes Big Ideas in Number, Smart Lite, Quicksmart, MiniLit, MacqLit, MultiLit.

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.

We also understand that wellbeing and engagement is the basic of learning.

Our Positive Education Character strengths are taught in all R-7 classes these include:

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 school and 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:

- Developing Powerful Learners
- Literacy – Reading Comprehension
- 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 R-7. Smart Lite for Year 5-7.

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 students in decision making processes and the developing a safe, learning environment where students are supported to develop powerful learning dispositions.
2. Integrating the 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.
3. Developing strategies to encourage students to choose healthy active lifestyles and participate in activities promoting healthy lifestyles.
4. Teachers use Literacy and Numeracy data to assist plan, program and differentiate for students.
5. Literacy data is gathered termly in reading, spelling, phonological awareness, jolly phonics, oxford words reading/spelling and writing. This data, including Language and Literacy levels, PAT-R and Naplan is the basis for determining Intervention. Intervention support is provided either in groups, pairs or individually. The support can range from classroom, reading, MiniLit, MacqLit and MultiLit. Student progression is monitored to ensure students maintain successful learning improvement.
6. Numeracy data is collected termly in Big Ideas in Number, as well as PAT-M and Naplan. The results from this testing determines what students receive intervention support from SSO's in groups, pairs or individually. The support can range from classroom support, Big Ideas in Number group work, Smart Lite and Quicksmart. Student progression is monitored termly to ensure learning progression.

7. A School Services Officer is employed for 23 hours a week to cover general Information Technology aspects for the school. We have employed a company to support the technical work of the IT SSO across the school to continue to improve the ICT performance to maximise efficiency.

6. Curriculum

Collaborative teaching and learning is a strong focus at The Pines. 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 of students' work may include: student self-assessment; Standardised tests, teacher and peer assessment; formal tests; negotiated contracts and development of rubrics and capacity matrices as assessment tools. Students understanding of success criteria and setting their own goals is a feature of our ongoing work.

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. Staff numbers SSO's and Teachers have been increasing substantially each year since 2014 due to the continual growth in the school.

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 and their teachers 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 Leader) 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 complex is a Category 3 Index of Disadvantage. The Pre School is a Category 1 Pre School.

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 a private company, 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. These Whole School staff meetings regularly include training for staff.

Some 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.

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 hall is used nightly for community activities. 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 other 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.