

# SCHOOL CONTEXT STATEMENT

**School Number:** 0328

**School Name:** Parkside Primary School

**School Profile:** Category 7

## Our Vision

Parkside Primary School's vision is to provide an inspirational, diverse and creative environment where students are challenged to become confident, capable and productive contributors to society. The community has high expectations in all areas of education and students learn to achieve their personal best. Our school learning community has strong values of respect, enthusiasm, achievement, cooperation and honesty. These are reflected throughout the learning programs and across the school. We have a strong culture of parent and community support for school programs and celebrations. As such, we strive to engage and develop the potential in every child so that they can achieve at the highest possible level through quality teaching and learning.

## Our Commitment and Pride

We pride ourselves on quality teaching and support staff along with students who are engaged and happy in their learning. Rapid growth in student numbers in recent years has meant a wider range of interesting and challenging programmes can be offered to students. While our students do well in a range of literacy and numeracy assessments, we endeavour to offer activities and programmes, which develop the whole child. Physical, Educational and Health programmes support student wellbeing. Sporting teams, strongly supported by our parent community, offer students a choice of activities, which occur both in school time and out of school hours. Senior and Junior Choir, Jump Rope and Visual Arts programmes also support students in developing their artistic and creative skills.

We pride ourselves on the personalised care we provide, our high academic standards and our balanced approach to developing each student's individual potential. We foster in our students a love of learning, interest in experimentation and innovation, responsibility for one's own behaviour, cooperation and self-discipline as well as a strong focus on the tools needed for participation in life.

At Parkside, we are committed to providing a challenging learning environment, which prepares all students to develop the necessary skills, knowledge and behaviours essential to become productive members of society. Our core values, Respect, Enthusiasm, Achievement, Cooperation and Honesty, form the Acronym REACH and underpin our work. Parkside has an interesting heritage and an exciting future. We will continue to provide the highest standards of education as well as a variety of innovative and exceptional programmes.

# 1. General Information

- **School Principal:** Adrianna Kyriacou
- **Deputy Principal:** James Green
- **Assistant Principal:** Kylie Newbold
- **Year of Opening:** 1885
- **Postal Address:** 12 Robsart Street, Parkside
- **Location Address:** 12 Robsart Street, Parkside
- **Department for Education Region:** Greenhill South
- **Telephone Number:** 8271 2437
- **Fax Number:** 8373 3075
- **School Website Address:** [www.parksideps.sa.edu.au](http://www.parksideps.sa.edu.au)
- **School Email Address:** [dl.0328.admin@schools.sa.edu.au](mailto:dl.0328.admin@schools.sa.edu.au)
- **Out of School Hours Care (OSHC) Service:** 8373 4788
- **February FTE Student Enrolment:** 328

## Enrolment Information

Year level	2021	2022	2023	2024	2025	2026
R	42	41	31	46	36	40
1	40	46	50	31	45	36
2	49	40	41	50	32	40
3	61	46	47	41	48	37
4	47	55	48	47	42	50
5	64	52	52	48	47	44
6	52	59	59	60	60	47
7	53					
<b>Total students</b>	408	339	328			292

**Student enrolment trends:** Enrolments have fluctuated over the last two years. We have seen in 2 years 120 year 6 students move to high school and not as many students enrol in Reception. This has meant that in 2026 we start with 12 classes and will then have a mid year class start in Term 3. Mid year enrolments continue to gain momentum and we are expecting our highest enrolment since it started.

We currently have 12 School cards (2025). Our EALD % sits at around 37%

## **Staffing Information**

**Staffing numbers:** 40

<b>Classroom Teachers</b>	16
<b>NIT Teachers</b>	5
<b>Principal</b>	1
<b>Deputy Principal</b>	1
<b>Assistant Principal</b>	1
<b>SSOs – Student Support</b>	11
<b>Grounds</b>	1
<b>Finance</b>	1
<b>Admin</b>	2

## **2. Students**

### **General Characteristics**

The majority of the current student population comes from the local community as the school is zoned. The school has a number of students from other countries and cultures. This number has grown in recent years.

A small number of international, fee-paying and part fee-paying students are attending the school.

Most Year 6 students progress onto Glenunga International High School or Unley High School. Smaller percentages attend Mitcham Girls, Adelaide High School, Urrbrae Agricultural High School and Marryatville High School.

### **Student Wellbeing Programs**

The school year begins with a 'setting the scene' program where staff and students work together to build positive relationships in the first two weeks of the school year and set strong foundations for the year ahead.

The Assistant Principal has the role of Student Wellbeing Leader. Part of her role is working with the community to develop a sense of belonging in all students, staff and families. She works with the Student Wellbeing Leaders to run a number of things across the year, this includes any lunch time initiatives. The Wellbeing team in

collaboration with the Assistant Principal have developed a Wellbeing Action Plan, that will drive our priorities for the next three years.

Our wellbeing priorities are:

<b>Emotional Regulation</b> <i>Having the ability to manage the experience of positive and negative feelings</i>
<b>Resilience and Persistence</b> <i>Having the capacity to cope with day-to-day challenges and persevere when faced with a new or complex situation</i>
<b>Belonging and Safety</b> <i>Students feel connected and valued at school</i>
<b>Wellbeing Literacy</b> <i>Students being able to communicate about their wellbeing</i>

There are a number of resources that support the learning around these priority areas. These include:

- Zones of Regulation
- Friendology
- Positive Behaviour Learning
- Restorative Practices

There are organised ‘buddy classes’ where students work together on a number of learning activities.

The Parkside Primary School Community believes that everyone who attends our school has the right to work and play in a safe, supportive and caring environment.

### Student Management

Parkside Primary’s Behaviour Support Policy is a strength-based approach when dealing with conflict and resolution. The policy guides:

- the behaviour we expect of children and young people
- how staff, parents and carers will support positive behaviour
- the safe inclusion of children and young people.

We will promote, model and support productive and positive behaviour through the following actions:

- Promote a school wide positive behaviour approach. We will work on this with our community that includes parents/carers, staff and students.
- Display behavioural expectations. Share these with students, parents and carers in the newsletter and on the website.

We will intervene to prevent, reduce or redirect behaviours of concern. Staff use proactive strategies to co-regulate students to prevent concerning behaviour. Safe spaces are provided for students to use as an opportunity to self-regulate. We will work with children, their families and stakeholders to understand environmental factors.



Parkside Primary Behaviour Responsibilities include:

- Be kind
- Be respectful
- Be inclusive

### Student Support

Intervention programs for literacy, numeracy is coordinated across the school.

Students who have been identified to be in need of Tier 3 intervention will work with an SSO in a small group setting. In Literacy, the focus is on Reading Intervention for Years 3 to 6 and for years 1s and 2s it's on developing phonological awareness.

Math Intervention is offered through TooSmart for Reception to Year 2 students and Quicksmart Years 3 to 6. These programmes support children in the fluency of the four processes. The Deputy Principal and classroom teacher progress check in liaison with the SSO during this time.

### Student Leadership

The Student Voice group consists of two Presidents, two Vice Presidents and 8 other members. These students are selected by a panel of staff and students by making a short presentation outlining their skills and abilities.

The Student Voice Leaders manage priority groups. These include wellbeing, fundraising, fun days, sustainability and canteen. Students from Years 3 to 6 can apply to be members of these groups. Student Voice Leaders meet with the Principal fortnightly.

The school's culture and REACH values underpin the students' commitment to take responsibility for themselves and their learning. Staff and students work together to develop a safe learning environment.

House Leaders are also elected at the beginning of the year. Each house team has three leaders that not only support our P.E teacher to organise Sports Day but run various lunch-time activities throughout the year. They are also consulted on physical activity purchases.

## 3. Key School Policies

### Site Learning Plan and Other Key Statements or Policies:

At Parkside Primary School, we are committed to improving teacher quality to bring about greater learning outcomes for students. Our Site Learning Plan includes our priorities for this year and the links it makes to the Department Strategy.

Our two goals for 2026 are:

1. *For students to use a range of strategies to solve problems with fluent and flexible thinking.*
2. *For students to write cohesive texts for authentic purposes across the curriculum*

The plan is a combination of Teacher and Student actions and is tracked regularly to ensure the actions in place are having an impact on students. Actions within the plan link closely to our focus areas in the Department for Education's Areas of Impact. Our two focus areas are: Effective Learners (Metacognition) and Learner Agency.

We are currently working with the Governing Council to look at developing a summary page for families and continuing to strengthen our communication of our site priorities with the community.

## 4. Curriculum

Parkside Primary prides itself on providing a Curriculum that engages all students. Taking into account what we want students to be, know and do. From 2027 all staff will be using the SA curriculum to assess and plan. The SA Curriculum ensures there is an adequate thread of

Dispositions of our learners, Capabilities and the Conceptual Understandings.

Parkside Primary ensures a quality education for its students in each of the learning areas.

Our goals at Parkside are to:

- provide an engaging education for all young people, with skills that can be transferable across their lives;
- enable all students to achieve high standards, optimism, high self-esteem and respect for others;
- promote equality of educational opportunities;
- provide students with skills, which will allow them the maximum flexibility and adaptability in their future employment and other aspects of life; and
- provide a foundation for further education and training, including positive attitudes for life-long education.

Curriculum areas are all taught through the Australian Curriculum. Subject descriptions include:

### *English*

- Students study both Texts (written material) and Language (use and comprehension) in English. This involves the many facets of speaking and listening, reading, viewing and writing in a variety of contexts and environments, using a variety of methods.

### *Science*

- There are five major areas in the study of Science, which involve working scientifically, earth and beyond, energy and change, life and living and natural and processed materials.

### *Mathematics*

- Studies in Mathematics include programme areas such as numbers, algebra, measurement, geometry, statistics and probability. Students explore Mathematics using problem solving, reasoning, fluency and understanding.

### *Technologies*

- This learning area includes both digital and design technologies. It incorporates designing, making and appraising technology, the area of information (what it is, how it's used, what it means) and the study of materials and systems in the technology arena.

## *Arts*

- Studies in this area are aimed at students acquiring knowledge, developing a range of skills and fostering an appreciation of various areas of the arts. The major strands of the arts area include dance, drama, media, music and visual arts.

## *Humanities and Social Sciences*

- History (aims to ensure that students develop an interest in and enjoyment of historical study)
- Geography (to develop knowledge, understanding and appreciation of the past and how our past has shaped ourselves, Australian society and the world)
- Civics and Citizenship (commences in Year 3)
- Economics and Business (commences in Year 5)

## *Health and Physical Education*

- This area takes a holistic approach to community structures and practices, human functioning and physical activity and communication, investigation and application. Students explore these topics through the study of human development, movement and relations, safety, people and food and health of individuals and populations.

## *Language: Chinese*

- Parkside students study Chinese language and culture as a specific study area. A major aspect is centred on communication. Students are involved in oral interaction, reading, responding and writing.

## **Student Support**

At Parkside Primary School, student support is underpinned by a commitment to inclusive education principles, ensuring every student is provided access to an engaging and differentiated curriculum. The Inclusive Education Support Program (IESP) enables schools to identify and address students' individual learning needs through tailored interventions, resource allocation, and support planning. Collaboration among families, educators, support services, and external agencies is prioritised, facilitating holistic and responsive approaches that strengthen participation and success for students with additional needs. This integrated model of support ensures that all students, regardless of their learning profile, are valued, included, and empowered to achieve their full potential. Students who receive allocated support have a One Plan that is reviewed annually, where learning goals, adjustments and indicators are discussed and signed with the students' parents.

Teachers work with SSOs and members of the Support Services Staff to prepare, deliver, monitor and review the effectiveness of the learning programs. We provide release time for teachers to plan with the SSOs providing learning support.

## **EALD (English as an Additional Language or Dialect) Students**

All class teachers are informed of all EALD students with the assessment requirements highlighted. We have a highly skilled EALD teacher that works with identified students and their teachers to identify next steps. Support can be 1:1, small group work or whole class. Student levels are identified through a moderation process that involves intensive work to determine language and literacy levels.

## Special Curriculum Features:

The Parkside Primary School kitchen garden is managed by a teacher. Any class can organise their own plot in the garden and is encouraged to do so. The canteen is able to use produce grown in the garden.

The school provides opportunities for students to follow particular interests, which include Chess, Choir, Debating, ICAS Competitions and SAPSASA.

## Teaching Methodology:

Our school Internet is through the SWIFT ICT services. This allows for faster Internet access across the school. Students have use of tablet devices in all learning spaces. We have class sets of tablets available for borrowing and this allows flexibility in their use. Each class is fitted with an interactive television, which supports and enhances learning opportunities. iPads are used throughout the school and each class has an iPad. We have a hub of iPads available for borrowing in both the library and Junior Primary area.

## Student Assessment Procedures and Reporting

At Parkside Primary School, we follow Department for Education Guidelines for reporting. Through the National Education Agreement with the Australian Government, Department for Education schools, in common with all schools around Australia, are required to:

- provide two written reports per year to learners and parents/caregivers, reporting on all learning areas (once in the first half of the year and again at the end of the year);
- write reports using plain language that is clear and easy to understand; and
- provide reports that are based on five achievement levels (A to E grades or the word equivalents).

At Parkside Primary School, we use the word equivalents, **Excellent to Minimal**.

The mid-year report should reflect student achievement demonstrated against the standard, taking into account what has been taught to that point in the year. The end-of-year report should reflect student achievement across the whole year.

The Australian Curriculum achievement standards describe expected achievement at each year level. Therefore, student achievement should be reported against the achievement standards of the year level in which the student is placed (i.e. the achievement of Year 6 students will be reported against the Year 6 achievement standards).

Teachers use descriptive reporting to provide detailed information about students' engagement and achievements, about what they have learnt, what they need to learn next, and how the teacher, student and parent/caregiver can support each other for these next steps to happen.

Interviews are conducted in Term 1 and optional interviews are offered in Term 3.

Staff may request meetings with parents/caregivers at any time throughout the year. It is important that parents/caregivers are kept informed of their children's areas of need or concern prior to reading about them in a report.

**Term 1** – Acquaintance Night & Parent/Teacher/Student Learning conversations

**Term 2** – Mid-Year Report

**Term 3** – Targeted Parent/Teacher Interviews

**Term 4** – End of Year Report

## 5. Sporting Activities

We encourage students to participate in physical activity and sport during their years at the school. We have excellent recreational areas, which allow students to play informal games and sport during breaks and after school. The grounds boast a tennis court, practice cricket nets, basketball and netball courts, soccer and cricket pitches and large open spaces. Sports and recreational equipment is freely available for students to borrow while at school.

A Summer and Winter sports program is available for Reception to Year 6 students in a range of sports, including basketball, softball, football, futsal, soccer, cricket and netball. This is coordinated and assisted by parent volunteers. Please enquire at the office for more information.

Students in Reception to Year 4 take part in swimming lessons, run by trained professionals, during Term 2. These are conducted at Westminster School. Students and school staff are transported by bus. Year 5/6 students participate in an aquatics programme held at Port Noarlunga in Term 4.

Individual students are encouraged to try out for SAPSASA inter-zone teams, these are coordinated by the school.

A Sports Day is held annually. The students compete in four teams: Robsart, Kenilworth, Castle and Young.

## 6. Other Co-Curricular Activities

Both Junior Choir and Senior Choir are available to students. The Senior Choir participates in the Festival of Music annually. Both choirs perform at various events throughout the year.

We have an exciting array of lunch clubs being offered. All students have access to a variety of clubs over the year. Our lunch clubs are organised and run by teachers during lunch play time. Clubs will run at different times of the year and are advertised at our Monday morning assemblies so that students are reminded about the activities in which they can be involved.

## 7. Staff (and their welfare)

### Staff Profile

- 21 teachers including full and part-time staff in Reception to Year 6 teaching programs.
- 11 SSO staff working in classrooms supporting students, including library and intervention programs.
- 3 Administration SSOs, including finance
- One ICT technician who works two half days a week
- One grounds person.
- Canteen manager and volunteers.- employed by our Governing Council

## Leadership Structure

The leadership structure is made up of the Principal, Deputy Principal and Assistant Principal. Each leader shares line management, school management and Curriculum focus.

Main focus areas for leadership include:

<b>Principal</b>	Overall Leadership of Site Learning Plan and Strategic Direction for school
<b>Deputy Principal</b>	Curriculum Support and Inclusive Education
<b>Assistant Principal</b>	Wellbeing and Pedagogy

## Staff Support Systems

Staff join a Collaborative learning team and are encouraged to plan and work together. These meetings occur in staff meetings and in other release time. Each collaborative learning team takes part in an Action Research cycle that is based on the Site Learning plan and the Areas of Impact. The purpose of these cycles is to collaboratively target an area of your teaching that can improve student learning outcomes.

Teams meet regularly to plan their curriculum to ensure that all students have access to a guaranteed and viable curriculum. Over the last two years time has been provided for teams to plan using the SA Curriculum as a way of exploring this new resource.

## Performance Management

All staff meet with their line manager in Term 1 to develop a performance plan. Staff refer to the following when setting goals:

- Site Learning Plan
- Wellbeing Action Plan
- Department Strategy – Areas of Impact
- Step 9
- relevant Teacher Professional Standards

Staff identify their priorities for the next 12 months and identify specific performance goals and indicators. In Term 2, staff meet with their line manager to share key achievements, how they know they were successful and strengths and areas for further development. They then receive written feedback. In Term 4, staff reflect on their goals for that given year. They identify areas that they may work on for the following year. The line manager will provide staff with final feedback for the year.

SSO staff meet in Terms 1 and 3 to discuss goals and progress. SSOs are asked to reflect on areas of strength, things to work on and areas they feel they need more support in. Feedback is provided at the conclusion of these professional conversations.

### **Staff Utilisation Policies**

The Personnel Advisory Committee monitors equity issues and gives advice to the Principal concerning personnel matters. A WHS representative monitors and improves workplace safety. The Parkside Improvement Team meets once a term to determine staff meeting rosters and monitor and track Site Learning Priorities.

### **Access to Special Staff**

A Department for Education Integrated Support Service exists. A Special Educator, Psychologist, OT and Speech Pathologist visit the school to support students and teachers in liaison with the Deputy Principal.

### **Other**

OSHC provides before and after school care for students from our school and is called the Parkside Community Student Care Centre. It is independently operated by a trained and experienced Director and staff, who have a close association with the families and staff of Parkside Primary School. The Centre provides an environment designed to enhance students' self-esteem, has a commitment to the use of non-sexist resources and non-violent and stimulating activities that reflect the needs of parents and students.

## **8. School Facilities**

### **Buildings and Grounds**

There are eight buildings within the school.

- Bradman – Classrooms
- Dunstan – Library, Admin/Offices and Classroom
- Mitchell – Classrooms
- Monro – Classrooms
- Tanner – Classrooms
- Art Room
- Gym
- Oliphant Building – OSHC and Chinese

Grounds are used equitably by students throughout the day. Play areas are well developed with two playgrounds for Reception to Year 6, a natural playspace area available for all students and the school oval. The basketball court and shadesail area are also available for all students to use.

In 2011, through the BER funding, a school gymnasium was built. This is used for Physical Education lessons, assemblies and classroom activities. Within the gymnasium is our school canteen, which is open four days a week.

## Heating and Cooling

All learning spaces are fitted with air conditioners and adequate ventilation.

## Specialist Facilities and Equipment

Our Performing Arts teacher has a dedicated learning space. Chinese lessons are delivered in the Chinese room. Physical Education is held in the gymnasium or outdoors depending on the activities and Visual Arts in a dedicated art room.

## Student Facilities

The philosophy of the Maitidli canteen follows the healthy food guidelines recommended by the Department for Education and is extended further through linking with the school kitchen garden and utilising fresh organic produce grown on site. This program ensures that the school community is guaranteed the best possible product and there is simply no beating the taste of home-grown vegetables. This area is situated in the Western Playground that has several natural playscapes. In this space, students have access to the mud kitchen, chicken coop, tennis court and amphitheatre.

## Staff Facilities

Staff have access to one carpark located on Robsart Street, as well as street parking. Our staffroom has a refrigerator, upright stove and oven, coffee machine, toaster, microwave, hot water facilities and computer access.

## Access for Students and Staff with Disabilities

Our 'disabled' toilet facilities have ramps where necessary for the current student/staff population.

## Access to Bus Transport

Trans Adelaide bus stops are located within close proximity of the school, otherwise chartered transport is necessary. Public transport is now free for all school groups between the hours of 9:30 to 3:00pm.

# 9. School Operations

## Decision Making Structures

A decision-making policy exists at Parkside Primary and outlines processes regarding decisions.

Another collaborative models exists where the following decision-making processes take place:

- Leadership meetings
- Staff Meetings
- CLTs
- Student Voice
- Governing Council and Sub-Committees
- PAC

Governing Council consists of 12 parent representatives, the Principal and a staff representative. This group meets twice a term to discuss various governance items of the school. The Governing Executive Group consists of the Principal, Chairperson of GC and Secretary. This group sets the agenda for the following meeting.

### **Regular Publications**

The school newsletter is published fortnightly. This is sent out electronically to families and can also be found on the school website. The school website contains information about policies, classes and the community for families to access.

### **Other Communication**

Parkside Primary uses the Audiri app as a source of communication. Alerts and events are sent via this app. This is connected to the school's Google calendar where parents are regularly kept up to date.

All staff can be contacted through email and communication is regularly done through this. All classes have class email lists and many use class websites/blogs.

The school has its own Facebook page. This page has been set up to share special events and learning from the classroom with families.

R-4 Classes all use Seesaw as a communication and learning tool. This is another avenue for learning portfolios and keeping parents up to date.

Year 5 and 6 classes all have access to the Google Suite of Education and use the Google Classroom as the main way of sharing assignments and learning. Parents can sign up to receive regular updates of their child's Google Classroom.

## **10. Local Community**

### **General Characteristics**

The school community includes families from many cultures and backgrounds. Parents are informed, interested and involved in the school and are extremely supportive. Parent and community involvement is encouraged through our sub-committees.

### **Parent and Community Involvement**

Parents are involved in the school in a range of roles. Governing Council contributes to school management through a range of sub-committees: Out of School Sports, Finance, Grounds Sustainability, Wellbeing, Parents of Parkside (POP), Canteen, Out of School Hours Care and Finance.

### **Feeder or Destination Schools**

Most students enrol from The Grove Kindergarten but with an increasing number of students from other neighbouring pre-school settings. Parkside staff meet Grove Kindy staff regularly for sharing of Curriculum and student information.

Most of our Year 6 students go to Glenunga International High School in Year 7, with some entering private schools in the area.

### **Local Government Body**

The school has a close connection with the Unley City Council. There is a range of public facilities including the library, oval and museum to support learning options for students. The Local Council supports the school in many events.