



SCHOOL CONTEXT STATEMENT

Updated: 2024

School number: 1099

School name: Paralowie R-12 School

School Profile:

Paralowie R-12 School is a large category 2 level of disadvantage Reception to Year 12 School with an enrolment of approximately 1500 students in the Northern suburbs of Adelaide. The school has a diverse multicultural student cohort.

The school values are: Respect; Honesty; Integrity & Safety. Our motto is “Achievement for All”. We believe every child deserves the education that is right for them and this underpins our focus on meeting the learning needs of a wide range of students. Literacy improvement through a focus on reading and writing across all year levels is our ongoing improvement priority utilising a clear teaching and learning cycle.

We have a specialist sports focus (Volleyball), on site VET programs (Electrotechnology, Plumbing), dedicated primary & secondary STEM centres including a Lumination Lab and Aboriginal students have access to the South Australian Aboriginal Secondary Schools Training Academy (SAASTA), the Clontarf program for Aboriginal Boys and the STARS program for Aboriginal girls.

Paralowie has a focus on student wellbeing through a positive education program and an onsite Wellbeing Hub provides support for all students including offering a range of services from outside agencies. The school also has an onsite parent R-12 Community Centre which supports parents in supporting their children’s learning.

1. General information

- School Principal name: Julie Wilson
- Deputy Principal's name: Michael Mattei
- Year of opening: 1995 as Paralowie R-12 but previously Paralowie High School and Paralowie Primary School; 1969 Salisbury North Technical High School
- Postal Address: PO Box 83, Whites Rd, Salisbury North, 5108
- Location Address: 168-186 Whites Rd, Paralowie, 5108
- Department for Education Partnership: Orion
- Geographical location: 24 kms
- Telephone number: 08 8182 7222
- Fax Number: 08 8258 5859
- School website address: www.paralowie.sa.edu.au
- School e-mail address: dl:1099.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

February FTE	Enrolment	2019	2020	2021	2022	2023
Primary Special, N.A.P Ungraded etc.						
	Reception	50.0	73.0	51.0	61.0	53.0
	Year 1	81.0	61.0	73.0	52.0	58.0
	Year 2	62.0	80.0	68.0	68.0	45.0
	Year 3	64.0	66.0	86.0	65.0	68.0
	Year 4	76.0	65.0	77.0	88.0	66.0
	Year 5	89.0	89.0	72.0	74.0	95.0
	Year 6	85.0	106.0	99.0	73.0	85.0
	Year 7	91.0	98.0			

Secondary Special, N.A.P. *Ungraded etc.*

Year 7			111.0	188.0	143.0
Year 8	184.0	169.0	165.0	197.0	185.0
Year 9	147.0	178.0	159.0	165.0	187.0
Year 10	146.0	132.5	153.25	171.0	146.0
Year 11	150.4	147.0	136.5	153.0	146.0
Year 12	125.8	122.75	123.5	94.3	114.0
Year 12 plus	1.00	1.00	0.0	0.0	0.0
TOTAL	1499.2	1388.25	1374.25	1449.3	1391.00
School Card percentage	45.0	33.0	37.0	48.2	47.5
NESB Total (Persons)	538.0	619.0	665.0	537.0	494.0
Aboriginal FTE Enrolment	143.0	161.0	160.0	131.0	134.0
FLO Total (Persons)	115.0	96.0	102.0	77.0	102.0

Deputy Principal, R-12 (B6)	Michael Mattei
Head of School R-6 (B5)	Karen Post
Senior Leader R-6 (B3)	Nicole Sander
Senior Leader Timetable/LMS/Daily orgs/data (B3)	Jess Cannon
Senior Leader Middle School (B3)	Tiahne Rowe
Senior Leader Senior School (B3)	Josh Farmer
Senior Leader 7-12 Intervention & Support (B2)	Mel Stephenson
Senior Leader R-6 Intervention & Support (B2)	Renata Zandona
Senior Leader Wellbeing Hub Manager (B2)	Lia Soteriou
Senior Leader R-12 Aboriginal Education and SAASTA (B2)	Tina Giglio

- Student enrolment trends:
School card percentage close to 50% ongoing. Decrease in Years 2 and 4 enrolments but increase in Years 5 and 6.
- Staffing numbers (as at February census):

125 FTE including R-6 Wellbeing Leader, 2 Secondary school Wellbeing Leaders, 6 Secondary Positive Behaviour Leaders, 15 Secondary Co-ordinators and 4 Site Leadership staff. The Leadership Team has a balance of female and male members. Public Relations & Community Officer is based in the Paralowie R-12 School Community Centre.

An Aboriginal Education Coordinator (1.0), Aboriginal Education Workers (3) and R-12 Special Education Leaders, R-6 and 7-12 EALD leaders and 67 support staff for student, administrative and site grounds.

- Public transport access: The school is easily accessed by Adelaide Metro bus
- Special site arrangements:

Paralowie R-12 School is a member of the Northern Adelaide State Secondary Schools Alliance (NASSSA).

2. Students (and their welfare)

- General characteristics:

Students come to the school from a wide geographic area. The high proportion of School Card holders across the school indicates the socio-economic complexities of our school community. There is an increasing enrolment of students from a background other than English as well as a significant number of Aboriginal students (134).

- Student well-being programs and support:
Wellbeing Support Offered

Student Wellbeing Leaders in R-6 and 7-12 are available to provide support in:

- Managing relationships with family, teachers and peers
- Support and manage issues of concern
- Course and career guidance
- Support to encourage attendance and engagement at school
- Offering information about referrals to external services through the Paralowie R-12 School Wellbeing Hub and other community services

Our Positive Education programs focus on specific skills designed to support students to strengthen their relationships, build positive emotions, improve personal resilience, practice mindfulness strategies and foster a healthy lifestyle. Senior School Students are also given the opportunity to be part of the Positive Education Mentor Team and help to run these programs. All students are able to access the Breakfast Club every morning in the Wellbeing Hub and Community Centre.

Students are exposed to diverse concepts of Positive Education through the Extended Home Group program, learning areas, school events (Positive Education Day, Wellbeing and Kindness Day) and Alternative Programs. Alternative Programs may include Rock and Water, Mindfulness Photography, Street Art and Jewellery Making.

In addition the school also has a full time Mental health practitioner working with identified students on a short term basis.

The Wellbeing Hub

The Wellbeing Hub provides a supportive environment that promotes wellbeing and health to our students and their families. We aim to:

- Help reduce the risk of students, with mental health/wellbeing related issues, progressing to adulthood without mental health treatment or intervention
- Break down the stigmas associated with mental health
- Provide a safe space to access a broad range of information which supports health and well-being, as well as access to school support staff and to specialist health services.

Student management

Student Positive Behaviour for Learning – Paralowie School is a value driven school that actively supports all learners to achieve their best and operate safely and demonstrate responsibility for their actions. We have clearly defined student behaviour guidelines, procedures and leadership structure that support teachers to teach and students to learn. Students are familiar with Zones of Regulation and the Berry Street Education model. Students and teachers use these as a method of self-regulation.

Students also have access to an Interoception Room in R-6 and a Regulation Room in 7-12.

Student government

Student Participation/Student Voice is a major focus R-12. It takes different forms at different levels of schooling.

Student Participation has been recognised by the school community as a focus in promoting and developing in our students a wide range of skills which will enable them to become active participants in their school and in the wider community, when seeking employment or in continued study.

At Paralowie we have a highly effective R-6 student voice and Middle School and Senior School Student Forums. These incorporate regular meetings, student participation in a range of school committees, Open Night and Transition programs, as well as student run assemblies. There is also student representation on Governing Council.

We believe that the contribution of student input into social and learning issues which are important to them, provides us with a valuable opportunity to shape a curriculum that will better suit the needs of our students.

- Special programmes

Students attending Paralowie School are offered many opportunities to extend their learning and skills and abilities beyond the classroom. We have a Specialist Sport program that is focussed on Volleyball. Students can participate in a number of sports both onsite and across schools. Students are offered opportunities to attend work expos, trade shows, information sessions and immersion activities regarding tertiary education and apprenticeships in the senior years. Staff manage excursions to provide students the opportunity to experience learning outside the classroom and experience various events and locations eg. live performances, museums and cultural events.

- Youth Opportunities Leadership program
- South Australian Aboriginal Secondary Schools Training Academy (SAASTA)
- Clontarf for Aboriginal boys
- STARS for Aboriginal girls

3. Key School Policies

Site Improvement Plan and other key statements or policies:

Vision

At Paralowie we work with our community to provide an education which aims to ensure that students have the skills, knowledge and values to actively participate in, and contribute to, a productive and rewarding life in society.

Our Purpose

At Paralowie student learning is at the heart of everything we do. Our core purpose is quality learning and teaching R-12, in a supportive harassment free environment where success and achievement for all is our focus. Our quality learning and teaching programs are underpinned by collaborative work that:

- values and builds on the student teacher relationship
- ensures equity and social justice in all our actions
- has high expectations for student achievement and participation
- values and is inclusive of the range and diversity of groups and individuals
- maintains a strong commitment to accountability, innovation and improvement.

Our Core Values

- Respect - we recognise the value of all people and treat everyone fairly and with equity
- Honesty - honesty and openness in all our interactions
- Safety - we believe in a safe, clean, healthy environment for all
- Integrity - we believe strongly in the need to be accountable to each other, our school and our community.

Paralowie R-12 School is an innovative and highly regarded R-12 school, acknowledged by its community for the range of diverse learning pathways and successful programs it provides to ensure students are successful in learning, life and citizenship.

In the Primary School (R-6) our main focus is reading and writing improvement, whilst maintaining a focus on numeracy, student engagement and the general capabilities.

We will achieve this by:

- Explicitly teaching a sequenced synthetic phonics program
- Explicitly teaching reading skills and strategies through guided and modelled reading practices
- Implementation of the teaching and learning cycle to support the development of sophisticated writing skills
- Delivering the Australian Curriculum and monitoring the achievement of all students
- Having a focus on attendance and wellbeing
- Assessment practices that allow for differentiated learning experiences

- Differentiation for a range of learners.
- Engaging with a range of extra-curricular activities including Young ICT Explorers: Tournament of the Minds: SAPSASA: Wakakirri and Choir
- Diverse opportunities to develop digital literacy skills

Middle School (Yrs 7-9) will have a strong focus on reading and writing improvement, engagement, attendance and achievement. We will achieve this through:

- Using data informed practice to guide reading and writing improvement and growth in our students through explicit instruction using the teaching and learning cycle to support the development of sophisticated writing skills
- Implementing a 7-9 curriculum underpinned by an explicit Middle School teaching and learning methodologies.
- Further developing our student resiliency and positive education/wellbeing programs
- Developing a middle school culture and ethos underpinned by student participation
- Deeper understanding of individual student's position in the Australian Curriculum (ACARA)
- Building curriculum partnerships and successful transition programs with our primary schools

Senior School: Years 10-12 focus on achievement and successful transition from school to further education, work or training. We will achieve this through:

- Development of an explicit 10-12 Senior School curriculum aligned with successful 21st century teaching and learning pedagogical practices
- A SACE curriculum that is flexible and meets the needs and is accessible to all students that includes:
 - Using data informed practice to determine challenges of practice
 - Implementation of the teaching and learning cycle to support the development of sophisticated writing skills
 - Consolidation of the Learning by Design, Assessment and Moderation strategy
 - Continual partnership with the Northern Adelaide State Secondary School Alliance (NASSSA)
- Successful completion of the PLP and transition from Year 10 Australian Curriculum into SACE at Stage 1 and Stage 2
- Continued partnerships through Vocational Educational Training (VET), Community Based Learning and Academic student pathways toward successful SACE completion
- Ongoing implementation of student mentoring advocacy and case management processes to develop a positive school culture, growth mindset and successful achievement and participation amongst all learners
- Continual support of a Flexible Learning Options (FLO) Program – delivered through external case managers
- Professional Learning identified for all staff aligned with the SIP
- Specifically focus on the development of writing skills and strategies through explicit teaching.

Recent key outcomes:

Phonics results in 2023 were lower than 2022 but there was significant student growth with many achieving close to the benchmark of 28 from 40 sounds.

In 2023 over 30% of students in Years 3, 5 and 7 achieved Strong in NAPLAN Numeracy and Reading. Over 40% of Year 3 students achieved strong in NAPLAN Writing. Between 23% and 29% of Year 9 students achieved Strong in these three components of NAPLAN. These results in the earlier years are beginning to show the impact of elements of the Site Improvement Plan – pedagogy and programs within reading and writing – on student achievement.

Stage 1 English results – 97.5% of students completed compulsory literacy (up from 92.7% in 2022)

61% of students completed Y10 English in the Community achieving 10 of their 20 Literacy credits.

Stage 1 Maths results – 91.6% completed compulsory numeracy.

100% SACE completion with a median grade achievement equivalent to the statewide median grade of B-.

ESR Directions:

1. Develop a system where all staff maximise the impact of the step 4 process and collaborate and reflect their practice against the success criteria to refine and adjust actions for improvement.
2. Develop a consistent classroom observation process, that includes peer observation with a focus on high impact teaching strategies.
3. Develop middle leaders' capacity to review and implement essential layers of the curriculum areas to ensure a collective understanding of a coherent school-wide approach is embedded at each year level.

Site Improvement Goal 1

If we explicitly teach writing by embedding a whole school Teaching and Learning Cycle then we will increase achievement in writing R-12.

Writing is a continuing goal for Primary and Middle School

Primary

41.2% of year 3 students achieving at 'Strong' in NAPLAN Writing

5.4% of year 5 students achieving at 'Strong' in NAPLAN Writing

Secondary

- Disciplinary Specific Literacy agreement developed and introduced to staff in Secondary
 - NAPLAN Writing Year 7 47.69% at SEA, Year 9 28.74% SEA
- All Curriculum areas have identified the genres that need to be explicitly taught

Site Improvement Goal 2

Primary

If we use evidence-based practices (science of reading) and high impact teaching strategies, we will see increased achievement in student's reading in PSC, NAPLAN.

Reading

45% of Year 1 students (31 out of 52) to achieve SEA in Phonics Screening Check.

Year 3 - 66.2% (45 out of 68) of students demonstrated at 'Developing' or greater in NAPLAN Reading

Year 5 - 75% (72 out of 96) of students demonstrated at 'Developing' or greater in NAPLAN Reading

Secondary

If teachers consistently include explicit reading instruction as part of their classroom pedagogy, we will see growth as evidenced by students' reading in NAPLAN, PAT-R and SACE A-E Grades

60% of Year 7 students and 50% of Year 9 students to achieve STRONG in NAPLAN Reading.

4. Curriculum

Subject offerings:

We deliver the Australian Curriculum R-10. We use the curriculum to:

- plan student learning
- monitor and assess student progress
- report student progress to parents
- support student wellbeing

The curriculum learning areas are:

- English
- Mathematics
- Science
- Humanities and Social Sciences – History, Geography, Economics and Business, Civics and Citizenship
- The Arts – Dance, Drama, Music, Media Arts, Visual Arts
- Technologies – Design and Technologies, Digital Technologies
- Health and Physical Education
- Languages – Indonesian

Primary R-6 All areas of the Australian Curriculum are delivered and assessed with a focus on Literacy and Numeracy skills.

- Language offered is Indonesian
- Specialist Physical Education lessons
- Specialist Digital and immersive Technology lessons through the Lumination Lab

Middle School 7-9 All areas of the Australian Curriculum are addressed and assessed through the delivery of a range of core and elective subjects

- Language offered is Indonesian
- All students are provided with learning programs that are differentiated to meet their own reading levels and learning needs.

At Paralowie school we aim to support students with needs and provide stretch for students who require more challenges. This is achieved through individual, teacher and family consultation where necessary.

- reflecting on their previous learning, identifying their unique strengths and abilities
- exploring options beyond school: University, TAFE, apprenticeships and employment
- NASSSA Regional VET programs or training
- Student's engagement in traineeships and apprenticeships are fully supported to complete their SACE
- Planning flexible and achievable pathways to enable them to reach their goals.

When choosing a course of study students are encouraged to select subjects that: recognise their strengths, are challenging, provide a suitable background for the future and subjects that they enjoy studying.

Open Access/Distance Education provision:

We do not provide these options for our students.

Special needs:

We do not have a Special Options Class. However; we have a Special Education intervention program across the school R-12 which offers support to students in and out of class. All students with special needs are provided with a One Child One Plan catering to their individual needs. Acceleration of students occurs where applicable. The school also offers T & D for staff and regularly communicates with parents.

Special curriculum features:

There is a broad curriculum offering to cater for all students. There are strong links with local industry and extensive offering of VET programs, as well as debating, dance, specialist sport classes, STEM Girls Program and programs aimed at extending more capable students. Aboriginal students in year 10 to 12 are able to participate in the South Australian Aboriginal Secondary Schools Training Academy (SAASTA).

Teaching methodology:

A range of teaching methodologies are used to suit student, staff and course needs. These methodologies are aimed at engaging students so that they can achieve at the highest level possible. They include a focus on classroom conditions for learning and the use of high impact teaching strategies.

Student assessment procedures and reporting

Written reports are given to parents four times each year and parent/teacher interview sessions are arranged in Terms 1 and 3 to coincide with the issue of these reports. In addition to continuous assessment and reporting there are also mid-year and end-of-year examinations for year 11 & 12 students. Interim reports can be requested by parents at any time. Informal contacts concerning the progress of students are welcome at any time throughout the year.

Joint programmes:

- Paralowie R-12 School is one of eleven schools in the Northern Adelaide State Secondary Schools Alliance (NASSSA) and we collaborate with other NASSSA sites in the delivery of a regional VET program
- NASSSA staff also collaborate through the:
 - Principals' group
 - Leaders' (DP) group
 - CATs (Curriculum Area team) meetings – each Learning Area leader (or proxy) is expected to attend the respective CAT meeting for their Learning Area
 - Aboriginal Education focus team
- Paralowie is a member of the Department for Education Orion Partnership, which actively supports the development of a consistent approach to improving student reading and writing ability.

5. Sporting Activities

Paralowie students have a high record of sporting success. The School participates in a wide range of local, zone and state competitions. Students with athletic potential have the opportunity to select specialist sports classes in years 8, 9 and 10 which are in addition to a standard health and movement program.

Our Specialist Volleyball team/s participate in the national championships in Queensland every December. This event hosts 500+ teams across Australia and New Zealand, making it the largest school sporting event in the southern hemisphere.

Gold Medallists:

2005 – U16Boys
2012 – U15 Girls
2014 – U16 Girls
2015 – U16 Boys
2022 – Yr9 Boys

Silver Medallists:

2013 – Open Boys
2016 – Open Boys
2017 – Yr10 Boys
2018 – Yr12 Boys

Bronze Medallists:

2007 – U15 Boys
2010 – U16 Boys
2012 – U17 Girls
2013 – U17 Girls
2013 – U16 Girls

2023 – Yr 9 Boys
2023 – Yr9 Girls

2018 – Yr9 Girls
2022 – Yr8 Girls

Strong student involvement in the Volleyball program has resulted in significant success in intra and interstate competitions. Those successes have instilled a strong sense of pride in the school and in the students themselves.

6. Other Co-Curricular Activities

There are many opportunities for students to be involved in co-curricular activities including those mentioned in the following list and table of lunchtime clubs.

Structured Work Placements.

- Students At Risk Programs.
- Mentoring – primary & secondary.
- Tournament of the Minds
- Children’s University
- Wakakirri (bi-annual)
- Choir (bi annual)
- Youth Leadership Seminars.
- Peer Tutoring Program.
- Youth Opportunities
- Smith Family programs
- Tailored Aboriginal education support strategies in addition to SAASTA
- Kurna Language program
- Specialist Volleyball
- Success Trip (Years 7-9).
- 7-12 Sports Day & R-6 Sports Day
- Paralowie Garden

DAY	WHAT	WHERE	WHY - Description	WHO
MONDAY	Book Club	M3	Students can come to chat about books they are reading, sit and read their own books or borrow one to read.	Emily Farley
TUESDAY	Coding Club	EL2	A space to engage in some coding games or to learn more!	Emma Cannon Tiahne Rowe
WEDNESDAY	Lumination Lab Club	Lumination Lab (E Lower)	LIMITED CAPACITY Students can work on <u>Cospaces</u> to develop their own VR world (own laptop required) or work with others to use the VR equipment (10 min max).	Nicole Sander
THURSDAY	Arts Club	DL10 and DL13	Students can work on projects independently, engage in competitions, or work on unfinished artwork from lessons.	Emma Omar Boadicea Pocz-Kitchen
Lunchtime Clubs available for Year 7-9 students				

7. Staff (and their welfare)

Staff profile

Paralowie has a large R-12 staff (125 FTE) and many opportunities to develop professional, personal and collegial relationships. The staff is extremely supportive of each other.

Leadership structure

An extensive, collaborative and distributive leadership structure exists across R-12. Opportunities for leadership development exist for all staff through internal and external programs.

Staff support systems

Paralowie is both a challenging and rewarding appointment. The school has a high reputation for the quality of its curriculum development, its support structures and the opportunities made available for staff training and development. Our staff have a clear commitment to social justice and its implementation in our school. There is a well documented and ongoing induction process. Learning teams support teachers new to the school and share and develop practice. Wellbeing Leader and support staff work with teachers and students. One central staff room provides opportunities for daily networking with a range of colleagues.

Performance Management

All staff participate in performance management through using the departments PDP template and resources. Goal setting and reflection are integral to this including an acknowledgement of each individual's commitment to cultural responsiveness. Line manager/mentor/coach conversations are scheduled at 6 and 12 months after the initial setting of goals.

Staff utilisation policies

A number of part-time staff teach in the school. The primary school has morning Literacy and Numeracy blocks of learning. These are supported by ancillary staff and leadership staff. Specialist learning needs teachers and classroom support staff support students with high needs to access quality learning.

The school liaises extensively with outside agencies in both the short and long term. These include Intervention support staff and instrumental teachers.

The Principal, Deputy Principal and R-6 Head of School work collaboratively with R-6 leadership and secondary Learning Area leaders to deploy teaching staff to classes. Each year, staff have the opportunity to provide information to their Line Manager and Senior Leaders regarding their skills and interests. This is done through both their PDP and through an annual questionnaire that is answered on an individual basis. In the secondary school there is a strong emphasis for staff to teach a range of classes across both SACE and the middle years to ensure Learning Design processes address the continuity of learning.

In the R-6 school SSOs are deployed to assist in classrooms during the literacy block and to support special needs students during classtime.

Access to special staff

The school used instrumental music staff to support the delivery of music in the secondary years.

Other

:

8. Incentives, support and award conditions for Staff

Not relevant for Paralowie R-12 School.

9. School Facilities

Buildings and grounds

New buildings include;

- Specialist junior primary learning centre
- Year 7 learning spaces to account for increased numbers of year 7s with year 7 moving into high school from 2022. (Year 7 at Paralowie R-12 School is already in the secondary component of the school)
- Co-located Wellbeing Hub and Parent Community Centre
- New specialist performing arts theatre
- Clontarf modular building to support Clontarf program
- Purpose fitted room to support the STARS program

Heating and cooling

All classrooms have heating and cooling

Specialist facilities and equipment

- Comprehensive renovation of Science Laboratories was completed in 2000.
- Multipurpose basketball/netball/tennis courts were completed in 2000.
- Upgraded Home Economics kitchens including full commercial kitchen
- 2023 Refurbished Drama & Dance space
- 2018 STEM Works – redevelopment of 2 existing buildings to create a dedicated R-6 STEM learning centre and a specialist 7-12 STEM facility
- 2023 Refurbished Drama & Dance space
- 2023 Virtual Reality / Lumination Lab

Student facilities

Canteen; Senior School Centre; Wellbeing Hub with dental and consulting rooms

Staff facilities

Staff Room and Conference Rooms. Staff offices; staff email addresses

Access for students and staff with disabilities

: As per Australian standards – elevator installed 2000.

Access to bus transport

Available from Waterloo Corner Road, which borders the school

Other

:

10. School Operations

Decision making structures

The school works within Department for Education policies, procedures and guidelines and enacts local policies, procedures and guidelines to ensure compliancy.

Major school policy decisions are made by the decision making team most closely aligned to the aspect of school operation impacted by the decision. Decision-making teams include but are not restricted to;

- School's Governing Council
- R-12 Staff Meeting
- Senior Leadership
- R-12 Curriculum & Leadership Teams
- Other short or long-term working parties.

Finance, Facilities and Curriculum Standing Committees report to Governing Council prior to each Governing Council Meeting. Governing Council meets twice per term in Weeks 3 and 8. A Newsletter is published twice per term. There are senior curriculum handbooks and guides to the sub schools available on the school website. A parent Community Centre is a critical component of parent participation and is managed by a Community Development Officer. The composition of the parent body on Governing Council is reflective of the school population.

Regular publications

Parent newsletter. Daily bulletin for staff and students (DAYMAP). School Policies on Assessment, Reporting, Attendance, Bullying, Uniform etc available from school's website.

Other communication

: EDSmart messaging system to advise parents of student absences and used to notify parent community of other important school operational matters

: EdSmart is also used to facilitate

: School Facebook and Instagram pages

School financial position

: The school operates successfully within its Global Budget

Special funding

None, apart from special submissions

11. Local Community

General characteristics

Paralowie R-12 School is a large Reception to Year 12 school of 1500 students (including both mainstream and FLO), situated in the Salisbury North West (SNW) region of Adelaide. Students who attend the school are predominantly living in Paralowie, Salisbury North, Salisbury Downs, and Burton. Our School is particularly diverse and complex with

a large percentage of our community experiencing economic hardship, compounded by high rates of unemployment and transience. The unemployment rate is higher than the state average, particularly for young people. Family income levels are lower than the state average, which is reflected in the high number of School Card holders (approaching 50%) and is reflected in the socio-economic complexities evident in our school. Main areas of employment are manufacturing and construction (although recently declining due to the downturn in the car industry), retail, health care and public administration. The Industrial Estate precinct at Edinburgh Park is focussing on new employment opportunities in manufacturing/engineering, including DSTO/Defence. Salisbury North West is a diverse multicultural region.

Paralowie R-12 has a wide range of cultural groups, including one of the largest enrolments of Aboriginal students in the metropolitan area (134 R-12). Other main EALD groups include Italian, Vietnamese, Khmer, Chinese and more recently Sudanese, Afghani, Bhutanese and Indian.

Parent and community involvement

Parent and community involvement is through the Paralowie Parent Community Centre. A Community, Public Relations Officer focuses on Parent Participation and Adult Learning for the overall benefit of student learning. The school is also a member of Community Hubs Australia. There are many opportunities for parents to be involved in the school:

- Volunteering in classrooms
- Working individually with children with specific needs
- Volunteering on school excursions
- Parents & Friends Committee meetings and overseeing events
- Fundraising activities
- Planning events held in the Community Centre and school
- Contributing and being involved with Grant projects run through the Community Centre
- School Governing Council Parent Members
- Adult Learning Programmes including English Conversation, Computing and Citizenship
- Diversity groups supporting families from NESB
- Participating in working bees and stationery drives for local charities
- Assisting at Playgroup for pre-school children
- Second-hand Uniform Shop operations
- Toy Library (Supported by Toy Well and Toy Libraries Australia)

Feeder or destination schools

Main feeder schools are Burton, Lake Windemere, Settlers Farm and Salisbury North Primary Schools.

Other local care and educational facilities

Paralowie Kindergarten, 13 Yalumba Drive, Paralowie , SA

Commercial/industrial and shopping facilities

Main local shopping centres are Whites Road, Hollywood Plaza and Parabanks

Other local facilities

Paralowie R-12 has a large oval which can be hired for public use outside of school hours.

Availability of staff housing

Not relevant to Paralowie R-12 School

Accessibility

Paralowie R-12 is easily accessible by car and bus. Salisbury Rail Interchange is a short bus ride away.

Local Government body

Salisbury Council is represented on Governing Council

12. Further Comments

Paralowie R-12 School offers a challenging and rewarding work environment with opportunities for staff development and leadership through a wide range of curricula and co curricula activities.

Staff are committed to their students. The majority of staff want to be at Paralowie R-12 – they openly say they do not want to work anywhere else.