

Part B

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 - Assistant Principal
 - Senior Leader: School Improvement
 - Senior Leader: Inclusive Education and Well-Being
 - Senior Leader: Student Well-Being For Learning
 - Senior Leader Pre School
 - Assistant Principal IELC
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2022 Staffing (Teachers and Ancillary): 78

Enrolment Trends

The Pines School enrolments have been steadily increasing since 2014. All areas of the school have shown substantial growth. The Pines Child Parent Centre/Pre-school has increased their licensed capacity from 39 to 45 children per session. In 2023 the enrolment capacity was reduced by DFE to 70 to allow for a midyear intake of 20 Preschool students

The IELP has resumed receiving newly arrived students and is regularly at capacity of 6 to 7 classes.

Overall, the school usually is over 700 in its combined enrolment.

CPC/ Preschool

Our Preschool has filled every year. In 2023/24, our numbers have been capped by DFE to 70 students in January to allow 20 extra children to begin in July. Our CPC also hosts a Playgroup.

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 2-6 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 School commenced in 2008 with six students in one class. Over the last few years, the Centre has significantly grown with usually five or six classes of students from Reception to Year 6. Students come from diverse cultural backgrounds speaking many different languages. Most of our IELC students are from refugee backgrounds. Students enter the program with minimal English and educational experience and have often experienced displacement and trauma. Our IELP students transition to mainstream classes at our school and to other local schools. 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 School has a diverse and rich cultural student population with over 50 cultural backgrounds represented across the school.

Student Wellbeing

The Pines School has two leadership positions with a focus on student wellbeing. Student and community support, staff training and development and a strong focus to ensure the development of a safe, secure learning environment are of utmost importance across the school. The school year begins with all classes implementing well-being programs through the Starting Block. The Berry Street Education model, Positive Education, What's the Buzz, Kimochis and Regulation Strategies are also implemented.

The Pines School is fortunate to have the support of a Pastoral Support Worker (PSW) who has developed strong relationships with students, parents/caregivers and staff. She provides support to students and their families as required. Together with volunteers and donations through Kick Start for Kids she facilitates a Breakfast Club three times a week. The PSW also supports JP classroom teachers with implementing the 'Kimochis' social skills program.

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 2023 in preparation for 2024.

Student Voice is valued and facilitated at The Pines School through student committees, student reporters and class meetings. Student involvement in decision-making and leadership is important at The Pines. The Student Representative Council meets regularly. Student Reporter teams- Pines News Network (PNN) and the videos they create, have become a feature in 2023.

Special Programs

- SA Primary Schools Music Society Festival Choir for Years 5 and 6
- SAPSASA for Year 5 and 6 students
- Instrumental Music program
- Musica Viva 3 year residency
- School based music program including the School Band and Orchestra
- Maths Olympiad
- Tournament of The Minds (TOM)
- Student News Teams (PNN)

Intervention

Intervention programs in literacy and numeracy for students at risk are an integral part of the school program. SSOs work intensively in classrooms and with groups to support students at risk. We are a "Dyslexia friendly school".

- The Child Protection Curriculum is implemented throughout the school
- The school operates a variety of Wellbeing programs including Positive Education and Berry Street strategies as whole school skills programs.
- **Intervention** in Mathematics and Literacy includes Big Ideas in Number, Smart Lite, Quicksmart and 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

Public 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 basis of learning.

Our Positive Education Character strengths are taught in all R-6 classes these include: perseverance, self-regulation, and prudence, love of learning, hope, gratitude, perspective, teamwork, and love.

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.

To continually improve student learning by developing powerful learning dispositions, that enable students to make continual growth and achieve their personal best each year.

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 and achievement.

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 Mileage and Reading Comprehension
- Numeracy - Number

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

Explicit Instruction of early reading skills through the Orton Gillingham methodology and Spelling Mastery. The Premier's Reading Challenge is completed by most students each year. This is promoted and encouraged through classroom reading programs, through the library and through the weekly publication of Student News.

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

Genre writing – explicit instruction of language structure and language features for students to develop writing skills.

Numeracy Intervention - Quick Smart for upper primary students. The Big Ideas in Number R-6. SmartLite for upper primary students.

5. Core Business

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

At The Pines School this involves:

1. Active involvement by students in decision-making processes and the development of a safe, learning environment where students are supported to develop powerful learning dispositions.
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.
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 planning, programming and differentiation for students.
5. Literacy data is gathered regularly in reading, spelling and phonological awareness. This data, including LEAP levels, PAT-R and NAPLAN is the basis for programming and determining intervention. Intervention support is provided either in groups, pairs or individually. The support can range from classroom support in groups to individual Multilit support. Student progression is monitored to ensure students maintain continuous growth.
6. Numeracy data is collected termly in Big Ideas in Number, as well as annually through PAT-M and NAPLAN. The results from testing determines which students receive intervention support from SSOs 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.
Formal assessment and data analysis also assist class teachers in differentiating the learning program.
7. The employment of an IT company supports the technical work of IT across the school. IT service is maintained at maximum efficiency and capacity.

6. Curriculum

Collaborative teaching and learning is a strong focus at The Pines School. Engaging students in relevant methodologies increases student participation and decision-making skills, as well as skills in collaboration and negotiation. Teachers and SSOs collaborating across the school in teams, is a strong focus.

The Australian Curriculum drives programming 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 with Interpreters as required

TERM 2

❖ Written Reports in Week 10

The written report summarizes 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 music concerts, annual class concerts and the school production every 2 years 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 an annual staff turnover of one or two teachers and 3-4 SSOs. Staff numbers SSOs 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 meetings, and accessing feedback from 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.

An Autism Inclusion teacher is employed.

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.

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Access to Specialist Staff

Other services available from DfE include a Hearing Impaired Teacher, Guidance and Speech Pathology services and Behaviour Support team. DfE instrumental music program provide an instrumental teachers and Musica Viva funds a mentor teacher in music instruction as well partial funding for a string teacher.

11. Incentives, Support and Award Conditions for Staff

The School complexity 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. Hemming St, Morgan St and Andrew Smith Drive bound the school.

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

Some buildings are modern and purpose built for use as classrooms, Child Parent Centre, Administration areas, Resource Centre, Canteen and School Activity Hall.

Some classrooms are older buildings, which have been internally refurbished by school funding. The school has gardens and produce from gardens are used in meals by the school canteen. The school has two playgrounds and a very large oval.

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 school holidays. This is operated privately by, The Y (YMCA).
- The School Hall is used for sports/arts activities and community groups hire the hall.
- 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 is provided for all buildings.

13. School Operations

Decision Making Structures

Decision making structures and processes are inclusive of staff, children, students and the community. Mainstream staff, Child Parent Centre (preschool) and IELP staff are involved in decisions and training and development programs.

Whole school staff meetings are held on a weekly basis. These whole school staff meetings regularly include training for staff. The Preschool also has a staff meeting, as well as sending relevant staff to whole staff meetings

Some Committees are formed to manage the implementation of a key area or special activity.

Regular Publications

A community newsletter is produced twice a term and staff keep families well informed through the Class Dojo app, which is used across the whole school.

14. Local Community

General Characteristics

The Pines is a zoned school.

The Pines School 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 School.

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 and at weekends 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. Employed managers with the help of parent volunteers run the Canteen.

At The Pines School, the CPC hosts a successful Playgroup.

Feeder Schools

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

Parafield Gardens High School is the zoned district high school for Year 6 students at The Pines School.

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.