Dear Parents and Caregivers

2009 has been a year full of interesting challenges and changes. Federal funding has provided for two major building projects. Both sites have refurbished areas in and outside of buildings. Preparation during this year will result in new buildings, refurbished classrooms and new outdoor areas across the site.

A broad range of highly successful camps and excursions throughout the year were very well received by students.

Effective collaboration between staff has resulted in consistent programs to support students with their learning and a renewed sense of staff cooperation.

A comprehensive site approach to supporting students’ individual needs has seen a greater level of success and inclusion in school programs.

A series of community events including Walkathon, open mornings, Assemblies, book week and concerts has led to a high level of family involvement in school.

A change in leadership part way through the year saw the development of a new leadership team incorporating Rozika Pratap and Robina Darling. A new principal, Peter Reid has been appointed from 2010.

Major Achievements in 2009

Significant improvements in Pre - 7 students’ Literacy & Numeracy outcomes.

Significant improvement in Pre – 7 students’ successful behaviour both in the class and yard.

JP school awarded for outstanding participation in both Premiers Be Active Challenge and Reading Challenge.

The Parent Centre has increased usage with high level community participation in all programs offered.

Maths For Learning Inclusion project in years 3 -7 has resulted in successful outcomes for both students and staff.

Preschool maintained high enrolments and offered highly successful programs incorporating interactive Whiteboard Technologies and inclusive curriculum to engage all students including those with special needs.

Improved Preschool – year 7 transition processes for all students, particularly for students with special needs.

Proactive measures to ensure students with special needs are catered to in mainstream classrooms Pre – 7.

Major areas for development in 2010

Create new teaching learning spaces with P 21 BER funding.

Increase opportunities for Pre – 7 students to learn together.

Staff to engage with National Maths/ Science focus for all students Pre – 7

Review and implement more engaging Student Voice opportunities Pre – 7

Review student wellbeing policy Pre - 7 incorporating developmental focus on inclusively supporting all children

An expansion of Occupational Therapy practices years 3 to 7.

Establish Pre - 7 Aboriginal Education team.

Staff to engage with Regional Comprehension focus for all students

All staff work to adopt SMART (Strategies for Managing Abuse Related Trauma) practices to support student learning

Para Hills Schools - Playgroup to Year 7

Transitions

Birth – Preschool

The children who started as babies in ‘Move and Groove’ in the Parent Centre have learned the songs and the routines and they are looking forward to starting preschool. The relationships developed by parents in the parent centre streamline their children’s start to school.

Preschool to School

Preschool children attend library sessions, assemblies, whole school events and buddy class programs. Children spend time learning in the computer room and with older school aged children. A developmental play program based upon the South Australian Curriculum and Accountability Framework has enabled students to demonstrate steady development. High quality teaching combined with seamless use of technology between preschool and school, and extended transition into reception classes has resulted in children adapting to school routines with ease.

Year 2 – 3

Collaboration between JP and Primary staff resulted in students’ individual needs being catered for to ensure highly engaging and successful relationships and a positive introduction to Year 3. Modified transition programs have been implemented successfully for individual children to support a low stress and successful learning experience in Year 3.

Year 7 - 8

The Year 7 students have had a series of high school visits to ensure a smooth transition. The conclusion of primary school was marked with a dinner and Graduation Ceremony. This was well attended by families and celebrated their primary school achievements.
Quality Teaching and Learning

**Literacy**

Student literacy learning is measured by a broad range of strategies including: teacher judgement using a writing rubric and ESL Scales, NAPLAN results in years 3, 5 and 7, spelling analysis and reading assessment, Running Records in JP and lexile levels (reading comprehension in Years 3-7). Our literacy targets for 2009 are stated in our Site Learning Plan and are designed to extend and develop the learning of every child.

**Strategies to improve students' literacy outcomes;**

- Early identification of students at risk by teachers
- High quality teaching of literacy with a focus on comprehension
- Intervention programs. E.g: Rainbow Reading program, THRASS, 1 to 1 support by teachers and SSO’s
- Proactive Occupational Therapy sessions,
- Support of teacher programs
- Targeted additional SSO time to individuals and groups
- The Premier’s Reading Challenge.
- Collaboration to critically reflect on effective teaching.
- Learning teams exploring effective practice.
- Introduction to ESL Innovative Schools Project (3-7)
- Development of a holistic approach to teaching and common purpose to support the well being of individual students (breakfast program, cool down time, negotiating and customising the curriculum).

**Our Achievements in 2009 were...**

- 88% of students are working at or above targets for their age group in the JP School
- Many students demonstrated very significant growth over the past school year
- Increased student engagement in Literacy learning
- Use of IWb’s to enhance learning outcomes
- Use of speech programs incorporating IWb for individual children has seen significant improvements
- Special needs students successfully catered to through individualised programs with improved results
- Intervention for targeted students has been very successful with significant increase in reading levels
- 90% year 3, 84% year 5 and 91% year 7 students were above the national minimum standard in Literacy.
- 100% of our year 7 students were above the national minimum standard in Reading. Our year 7’s also performed well in writing with 93% of students achieving above the national minimum standard. Year 3 students performed well in spelling with 93% of students achieving above the national minimum standard. 92% Aboriginal students and 84% of our ESL students achieved above the National Minimum Standard.

**Numeracy**

Student numeracy learning is measured by a broad range of strategies including: teacher judgement against our curriculum framework, NAPLAN results in years 3, 5 and 7 and School Entry Assessment tool in reception to yr 2.

**Strategies to improve students’ numeracy outcomes;**

- Maths for Learning Inclusion, maintaining the momentum project. Maths Action Learning Project M2
- George Booker Training
- Implementation of play based curriculum in numeracy supported by modelling of pedagogy by JP Mentor Teachers
- Training in current theory and practices in Numeracy.
- Sharing of best practice amongst teachers and individual inquiry projects in using open ended learning tasks
- Effective play based methodologies
- Team teaching and modelling teaching practice.
- Development of a holistic approach to teaching and common purpose to support the well being of individual students (breakfast program, Cool Down time, negotiating and customising the curriculum).

**Our Achievements in 2009 were....**

JP School Entry Assessment data has indicated a steady progression of all students through the stages of development. In the past 12 months the majority of junior primary students have moved up at least one level. This progression works towards the targets set in the Site Learning Plan and are achieving what is expected for their age. JP data identified a small group of children who require higher levels of individualised support and alternative approaches to teaching. 87% year 3, 91% year 5 and 93% year 7 students were above the national minimum standard in Numeracy. 100% Aboriginal students and 89% of our ESL students achieved above the National Minimum Standard.

Extending students in primary all students showed progression. Individual Learning Plans for all students in the primary resulted in more intensive and individualised intervention support.

**Recommendations for 2010:**

- Continue to review classroom practice to ensure all students achieve age appropriate results
- All teachers develop alternative teaching techniques to meet the learning needs of those students who fall below the benchmark described in the site learning plan.
- Target at risk students for intervention support programs
- Support staff to continue implementing play based/hands on numeracy learning
- Support staff to engage with the national maths initiative
- Continued participation in the Maths for Learning Inclusion project
Quality Teaching and Learning

Relationships
As a result of:
Staff developing shared understandings about student behaviour.
A whole school focus on relationships.
Proactive classroom programs that support all children.
Training and programs in Restorative Justice Practices, Mandatory Notification, Specialist Training e.g. Autism SA.
Training in and programs in Occupational Therapy.
Consistent support for staff, students and parents.
Specific intervention programs for targeted students.
Occupational Therapy & Proactive Student Behaviour Support Program.

Student Behaviour
Our achievements in 2009 were …
Primary
Our target for 2008 in relation to students attending yard and class time out was to reduce incidents by 20%

Junior Primary
There was a 75% reduction in behaviour problems occurring in class and a 57% reduction of behaviour problems occurring in class during 2009.
The majority of students (over 97%) attend school without incident. Data revealed a small percentage (3%) are involved with yard and class behaviour management issues. Targeted support & extensive consultation with JP students identified in 2008 as ‘at risk’ in the yard has led to proactive measures being implemented in classroom learning time, play spaces, activities, yard duty areas and processes.

Feelings About School / Student Satisfaction
Our achievements in 2009 were:

Junior Primary
The majority of students 100% stated they felt happy and safe in school, enjoyed learning, felt supported by their teachers. A small number identified areas of specific concern with regard to friendships, acceptance and relationships.

Primary
The majority of students believe: we have quality teaching and learning programs, they are supported in their learning, that good relationships and communication exists in our school and they have leadership and decision making opportunities. Some particular highlights from the students perspectives are: teachers manage classes in ways that help learning, teachers always help if they are having difficulty, everyone takes care of the school and students at this school are well behaved.

Recommendations for Relationships P-7 for 2010 are:
Implementation of a P-7 integrated approach to build relationships and values
Create play time programs to support children who have difficulty with conflict and making friends.
Review Student Well Being Policy to apply understandings of Positive Behaviour Learning, Restorative Justice practices and SMART training.
Review Student Voice Structures within the school to provide increased opportunities for children to engage in school and participate in whole school decision making processes.
Implement and revise Special Measures programs to support students with identified behaviour difficulties.
Review our inclusive practices for students of NESB, with identified disabilities and for all students.
Implement proactive in-class alternative program for targeted students.

Ongoing Extra Curriculum Focus Areas
As a result of…
Footsteps Dance
SAPSASA
Sports Clinics
Fitness program
Walkathon
Sports Days
Mini Chem. and Lab on Legs
Communities for Ch’n Project Premiers Be Active Challenge
Premiers Reading Challenge
Wheelie Day in the JP

Our achievements in 2009 were …
The Junior Primary school won a state award for their Premiers Be Active Challenge. Teaching staff and students showed a greater increase in participation in physical education activities. Data indicated a continued increase in the number of students participating in SAPSASA sporting events. Anecdotal evidence indicates students appreciate the skills attained through programs such as: Sports Clinics, Mini Chem. Lab on Legs, Footsteps and Grab 5.

Recommendations for ongoing focus’ P-7 2010 are:
- Create opportunities for additional P – 7 Extra Curriculum Events
- Continue to seek opportunities for students to experience new and challenging learning opportunities

Parents joining in the fun on Sports Day

Accepting an award for the Premiers reading challenge.
Quality School Processes and Structures

Staff Retention
Of our 22 teaching staff; 2 staff member completed their 10 year tenure and will move to another site, 6 staff have completed contracts of 1 year or less.

Parent Satisfaction
Our goal in 2010 is provide parents with more opportunities to give feedback, and to inform parents with comprehensive information about the programs that the school implements to support students with special needs. Both sites 80% or higher of parents are satisfied with all aspects of their child’s schooling. Prim – 100% of parents responded that the school has effective procedures to address behaviour management and harrassment. More than 80% of parents responded that the school provides a safe and supportive learning environment. More than 80% of parents responded that the school effectively changes the programs to enhance student achievements.

Staff Satisfaction
80% of staff or higher feel they have a strong support in the school of student and staff learning. 100% of staff felt that there was effective student behaviour management and our school involves the staff in school decisions. 100% of staff respond appropriately to student and parent concerns or suggestions.

Staff Qualifications
Percentages of staff and qualifications attained:
74% Diploma in Teaching
8.6 % Bachelor of Arts
55% Bachelor of Education
4.3 % Masters in Education
4.3% Honours
30% Advanced Skilled Teachers
4.3% Montessori Diploma
8.5% Graduate Certificate

Expenditure participation in professional learning
Across the two sites $70,000 was spent on staff professional learning. Within school hours all staff attended a minimum of 2 days professional development. Specific staff attended a larger number of training days depending on the focus areas they were engaged with. Staff received learning team release each term to cooperatively plan. Training was provided in the areas of ICT, literacy and numeracy and restorative justice. In addition all staff completed 37 & 1/2 hours of professional learning outside of working hours.(On average staff exceeded this expectation by 15 hours each.)

Finance Report
2009 was a year of continued financial restraint for the Primary site and they have maintained financial reserves of $90,000.
The Junior Primary site have finished the year with a positive reserve of $93,000
Across the two sites we have planned a break even budget for 2010 as measured using the Global Budget Management Tool. We believe our yearly income should be spent on the children who are in the school each year. It is important to operate a small reserve. This includes provision for asset development and to purchase future.

Staff Attendance
Between 2008 and 2009 the number of days staff were absent due to paid or unpaid leave has remained consistent compared to previous years at round 4 absences for every 100 working days.

Student Attendance
Our target was to improve our attendance rates for all students by 1%.
As a result of...
Individualised intervention programs based on data.
Implementation of Attendance Improvement Plan strategies in both Preschool and School.
Support of outside agencies.
A strong school focus on Student Engagement and Wellbeing.
Our achievements were...
Preschool: Attendance has decreased from 83% in 2008 to 77% in 2009. This has been attributed to periods of extended illness, economic hardship and students with special needs being unable to attend for full sessions every day.
Junior Primary: Attendance has improved by 2% above 2008 figures. Attendance is 1.6% above the district and 3 % above the state average.
Primary: Our attendance exceeds the district average by 2.5% and is 1.1% % above the state. We have reduced unexplained absences.

Recommendations for Attendance P-7 for 2010
Monitor attendance across the two sites, actively involving students.
Continue to promote the importance of attendance through a community awareness strategy and proactive interventions.

Student Destination Data for 2009
The transient nature of our community is reflected in our destination data. A small percentage of families left and returned within the same calendar year. 1 family transferred out of the school due to moving to a new suburb. 2 children transferred to private schools and 2 left to attend local schools. Junior Primary: In R-2 a total of 13 students left the school. 11 students left due to their families moving house, 2 left to accept a place in a private school.
Junior Primary enrolments have remained stable in 2009 We will start with a figure of 111, one less than the previous year. Primary enrolments increased by 5%. Due to a lower number of year 3’s coming up to the Primary and a large number of year 7’s graduating, the Primary will have lower numbers in 2009 i.e. 177 and return to 196 in 2010.

Building and Grounds
Building the Education Revolution
The ‘School Pride’ component of this work has been completed at both sites. The focus of these projects are as follows:
Junior Primary: replacement of linoleum floor coverings in two storey building, interior painting and refurbishment of toilets.
Primary: Upgrade of school office administration area including provision of secure office for finance officer, revamp of garden beds adjacent to oval to improve drainage and provide a more attractive setting. A disabled access ramp was installed to enable access from the car park to the oval area.
The larger projects entitled “Primary Schools for the 21st Century project” are scheduled to be completed during 2010. These projects involve major building and refurbishment works on both sites.

Conclusion
We would like to thank the staff, students, parents and Para Hills Community members for their great support of our schools. In 2010 we look forward to working together with the community to support our learners.
Kind regards Michael Washington and Robina Darling