CONTEXT
Para Hills Schools are Co-located Category 3 sites offering a range of programs from Pre-school to Year 7 which have been serving the local community for nearly 50 years. The schools host a Child Parent Centre and two Special Option classes, catering for approximately 350 children. A well supported OSHC catering to both Option classes, catering for approximately 350 participants exists within the Campus, with a flourishing Parent Centre on site catering to over 50 regular families. The Preschool is an embedded and valued Early Years service for the community. Effective integrated practices including collaborative work with school classes, participation in school events and teachers working across preschool and school ensure children have excellent transition opportunities.

TRANSITIONS
Birth – Preschool
The Parent Centre has achieved another successful year. A number of weekly programs attract up to fifty families. Lisa Manning, the School Community Liaison officer will hand over this role to Kerry Tomaras in 2011.

Preschool to School
The Preschool is an embedded and valued Early Years service for the community. Effective integrated practices including collaborative work with school classes, participation in school events and teachers working across preschool and school ensure children have excellent transition opportunities.

Year 2 – 3
Collaboration between JP and Primary staff resulted in individual needs of students being catered for to ensure highly engaging and successful relationships and a positive introduction to Year 3. Modified transition visits were organised over Term 4 to familiarise students with their new teachers and surroundings for short periods of time.

Year 7 - 8
The Year 7 students had a series of high school visits to ensure a smooth transition for their senior schooling. The conclusion of Primary School was marked with a dinner and Graduation Ceremony. This celebration of their Primary School achievements was well attended by families and staff from both sites and was a fitting culmination to the 2010 school year.

Major Achievements in 2010
- High levels of success for students with extreme behaviours/learning needs particularly in the area of ‘Engagement and Belonging’
- Formulation of a highly successful Aboriginal Education Team with the AET & ACEO from both sites developing an R-7 Action Plan and meeting weekly to program and plan whole site strategies including, tutoring, culture based lessons, identifying the target areas, supporting students in the classroom, tracking attendance and Aboriginal student leadership
- Whole School P-7 Celebrations and collaborating with parents and families
- Significant improvement in Pre – 7 students’ successful behaviour in the class and yard.
- 3-7 Well Being Review and structures for monitoring and reporting student behaviour
- 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 with a number of staff presenting at the State expo in December
- Successful implementation and presentation of ESL Innovative Schools Plan leading to increase of NESB families and parent participation
- Increased parent participation in the Primary School, through assemblies, acquaintance nights and sports day
- Refurbishment of teaching and learning spaces including new art/technology and cooking areas
- Development of COLA (Covered Outdoor Learning Area) to cater for a wider range of school/community based activities (to be finished early 2011)
- Opinion surveys indicate a increasing levels of staff, student, parent satisfaction
- Significant increase in levels of parent satisfaction in JP site.
- Successful reconfiguration of JP open space unit to create new teaching and learning models incorporating Resource Centre
- 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. Successful transition into National Universal Access agenda.
- Improved Preschool – year 7 transition processes for all students, particularly for students with identified with special needs
- Proactive measures to ensure students with special needs are catered for in mainstream classrooms Pre – 7

Major areas for development in 2011
- Continue high level support of Aboriginal students coordinated by P – 7 Ab Ed team.
- 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 - 3 incorporating developmental focus on inclusively supporting all children
- An expansion of JP Occupational Therapy practices into years 3 to 7.
- Staff to engage with Regional Comprehension focus for all students to improve outcomes for target students
- Implement whole school approach to reading 3-7 utilising Literacy Leader
- Literacy Leader in Comprehension 3–7 to work collaboratively with JP Literacy mentors as an R-7 team to develop teacher capacity.
- Ongoing, Professional Learning R–7 that builds staff capacity in Comprehension, The National Curriculum and Professional Learning Communities
- School Counsellor 3-7 to implement a Social Skills Program in all classes as NIT
- All staff work to adopt SMART (Strategies for Managing Abuse Related Trauma) practices to support student learning P - 7
- 3-7 Resource Centre/IT Suite to be reconfigured to maximise this space as a centre of learning
- Appointment of Senior Leader: Student Support & Wellbeing in the JP School to support teachers with targeted students
Literate/ Numeracy

Student learning is measured by a broad range of strategies including: Teacher judgement using a Writing Rubric and ESL Scales, NAPLAN results in year 3, 5 and 7, School based spelling analysis and reading assessments, Running Records in JP and Lexile Levels (Reading Comprehension in Years 3-7). Our literacy targets for 2011 are stated in our Site Improvement Plan and are designed to extend and develop the learning of every child.

Our Achievements in 2010 were:

Junior Primary Literacy: Reading - Running Record data has shown that 53% of year 2 students are reading at or above the school bench mark for their age (level 20) 78% of students have progressed by 4 or more levels in the past 12 months. 33% of year 2 Aboriginal students reached level 20 by end of 2010, 100% of Aboriginal students progressed by at least 4 levels in their reading levels.

Writing - Data has shown that 71% of year 2 students are operating at or above our stated target (level 6), 9 children have been identified as at risk, operating at level 4 or below. In year 1 71% of students are operating at or above our stated target (level 3/4), 12 children have been identified as at risk, operating at below level 3. 78% of Aboriginal students performed at or above their age appropriate level as assessed using ESL scales by end 2010 Numeracy - Junior Primary: In 2010 R-2 school Entry Assessment data indicates:. 50% of year one achieved the stated target (Utilisation Stage) 61% of year 2’s Achieved the stated target (Application Stage or higher)

Of the 2 year 2 Aboriginal students neither reached target (Application stage) Both achieving one level below. Of the 3 year 1 Aboriginal students none reached target (Utilisation stage)

The data can be partially explained by a significant number of students identified with identified learning disabilities represented within the cohort (25%), none the less this data represents the basis for a significant emphasis on additional strategies for students falling below targets in 2011.

Primary: NAPLAN

Aboriginal students
82% at or above benchmark in numeracy
76% at or above benchmark in literacy

ESL students
90% at or above benchmark in numeracy
78% at or above benchmark in literacy

Year 3 students
82.9 % at or above national minimum standard in numeracy
81.2% at or above national minimum standard in reading
85.1% at or above national minimum standard in writing
66.7% at or above national minimum standard in grammar
83.4 at or above national minimum standard in spelling

Year 5 students
75.5 % at or above national minimum standard in numeracy
69.5% at or above national minimum standard in reading
80% at or above national minimum standard in writing
80% at or above national minimum standard in grammar
77.7 at or above national minimum standard in spelling

Year 7 students
93.4 % at or above national minimum standard in numeracy
91.3% at or above national minimum standard in reading
89.1% at or above national minimum standard in writing
84.7% at or above national minimum standard in grammar

NAPLAN Results Continued...

91.3% at or above national minimum standard in reading
89.1% at or above national minimum standard in writing
84.7% at or above national minimum standard in grammar
91.3 at or above national minimum standard in spelling

Strategies to improve students’ Literacy outcomes in 2011:

• Early identification and intervention support programs established for students ‘at risk’.
• Differentiated curriculum for all students
• High quality teaching with a focus on comprehension
• Intervention programs. Eg: Reading Intervention Program, THRASS, 1 to 1 support by teachers and SSO’s
• Proactive Occupational Therapy/ Sensory/ Meditation sessions
• Literacy Leaders and PLC’s in each site to facilitate whole school change through Professional Development for all staff
• Whole school events such as The Premier’s Reading Challenge and Book Week Activities.
• Maintain explicit practices to address cultural inclusivity for ESL learners. (ESL Innovative Schools Project 3-7)
• Maintain the principles of Maths for Learning Inclusion project
• Implementation of play based curriculum in the early years by modelling of pedagogy by JP Mentor Teachers.
• Effective play based English/ Numeracy methodologies in JP
• Collaborative 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).
• Refine classroom strategies to support the students who did not achieve their learning targets.
• 3-7 whole school approach through guided reading to improve comprehension for all learners.
• Classroom reading programs are reviewed to monitor increased progress for all and to increase support to children who fall below targets
• All staff to engage with the NAR Comprehension focus
• Comprehensive intervention to target year 1 students who fall below standard
• Intervention to target NEP students who fall below standards
• Class teachers to set individual learning targets for children in each room

Preschool to Year 7 Harmony Day celebration

R – 7 Excursion to St Kilda Adventure Playground
Quality Teaching and Learning

Wellbeing

In 2010 staff across both sites engaged in:
- Developing shared understandings about student wellbeing
- 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 Data

Our achievements in 2010 were …

Primary

Our target for 2010 in relation to students attending yard and class time out was to reduce incidents by 20% however since 2009 there has been a significant increase in behaviour from 305 total incidents compared to 169 in 2009, an increase of 136. Suspension has increased by 25 from 10 in 2009 to 35 in 2010. Yard time out has increased from 96 in 2009 to 169 in 2010, an increase of 73 incidents. Office time out has risen from 29 in 2009 to 64, an increase of 35 cases. This can be explained by a more consistent whole school approach from staff and a small cohort of students who were repeat offenders in all categories.

Junior Primary

There was a 36% increase in behaviour problems occurring in class and a 240% reduction of behaviour problems occurring in the yard during 2010. In considering this data it is important to recognise that out of a total of 269 incidents in the yard and class, 177 or 65% involved 16 children, all identified with disabilities. When the figures are adjusted for these children the data reveals 92 incidents compared to 72 in the previous year, the majority occurring within class time.

A crucial contributing factor to both sites was a large amount of disruption to classes due to the building project and the resulting relocation of classes into temporary buildings.

Feelings About School / Student Satisfaction

Our achievements in 2010 were:

Junior Primary

The majority of students 100% stated they felt happy and safe in school, enjoyed learning, felt supported by their teachers. The data revealed that a disproportionate number of students with disabilities and from NESB backgrounds expressed they had experienced bullying and harassment in the yard.

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:

‘I really like the teaching at this school...I feel well supported at this school...I really love how we have class decision making...The support in class that we get form the teachers is really good.’

Our Multicultural Expo saw many parents visiting and joining in class activities

Recommendations for Wellbeing P-7 for 2011 are:

- Refine and develop a P-7 integrated approach to build and maintain positive relationships through utilising programs such Program Achieve and School Values
- Create play time programs to support children who have difficulty with conflict and making friends
- Review Student Well Being Policy P-7 to incorporate understandings of Positive Behaviour Learning, Restorative Justice Practices, SMART training and other relevant resources
- Early Years Review of Student Voice Structures within the school to provide increased opportunities for children to engage in school and participate in whole school decision making processes. Maintain current student voice in 3-7
- Continue to customise school experiences to reflect all cultures and targeted groups

Create a social club P-7 to increase staff wellbeing

Ongoing Extra Curriculum Focus Areas

Footsteps Dance
SAPSASA
Sports Clinics
Gardening Program
Fitness program
Blu Earth
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
Jump Rope For Heart in Primary
Pet Pep
Walkathon

Some achievements in 2010 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 through ‘Eat Well, Be Active’ Project. 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, SRC activities, Mini Chem. Lab on Legs, Footsteps and Grab 5.

Recommendations for ongoing focus’ P-7 2011 are:

- Create opportunities for additional P–7 Extra Curriculum Events
- Continue to seek opportunities for students to experience new and challenging learning opportunities
- Additional opportunities for out of school sports & activities.
Our achievements were...

As a result of...

Our target was to improve our attendance rates for all students by 1%.

Student Attendance

years at around 4 absences for every 100 working days.

paid or unpaid leave has remained consistent compared to previous

Between 2009 and 2010 the number of days staff were absent due to

Staff Attendance

resources.

Across the two sites we have planned a break even budget for 2011

of $150000

The Junior Primary site have finished the year with a positive reserve

and they have maintained financial reserves of $123000.

2010 was a year of continued financial restraint for the Primary site

and they know what her abilities are and work towards ensuring that she

has the correct curriculum to gain the best out of her. I can see

improvement month after month"

Staff Satisfaction

100% of staff feel that teachers are enthusiastic in their teaching and

that our school environment is focussed on Learning. 90% of staff felt

that there was effective student behaviour management and our

school involves the staff in school decisions. 100% of staff feel that

Parents’ input is valued in our school.

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 on participation in professional learning

Across the two sites $55,000 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 professional development opportunities depending on the focus areas they were engaged with. These included Regional Comprehension Sessions, Maths for Learning Inclusion, Blu Earth Training, Early Years Literacy, Interactive White Board sessions and Restorative Justice. Staff received Professional Learning Community release each term to cooperatively plan. 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

2010 was a year of continued financial restraint for the Primary site and they have maintained financial reserves of $123000. The Junior Primary site have finished the year with a positive reserve of $150000 Across the two sites we have planned a break even budget for 2011 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 resources.

Staff Attendance

Between 2009 and 2010 the number of days staff were absent due to paid or unpaid leave has remained consistent compared to previous years at around 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.
- Support of outside agencies.
- A strong school focus on Student Engagement and Wellbeing.

Our achievements were...

Preschool: Attendance has increased by 13% since 2009. This has been attributed extensive efforts by the preschool staff to accommodate the needs of students and families.

Preschool Continued..

The implementation of the Federal Governments Universal Access to Preschool policy had a significant impact on the program delivery within the Preschool. This policy increased the entitlement of every child by several hours per week. Preschool staff, supported by school staff led their team though a series of reviews and explored a wide range of options to find a way to successfully provide every child with 15 hours of preschool per week, in a way that maintained the high quality programs and equitable access for all students. After much exploration we believe we have chosen an effective model. Additional funding attached to this policy enabled the school to release class teachers to work collaboratively with the preschool staff in a team teaching approach, a luxury we were previously not able to afford.

Junior Primary: Attendance has improved by .2% above 2009 figures. Attendance is .4% above the Northern Regional average and .8 % below the state average

Primary: Our attendance exceeds the district average by 3.6% and is 2.4% % above the state average. We have a positive improvement from 2009 – 2010 of 0.4%. We have reduced unexplained absences.

Recommendations for Attendance P-7 for 2011:

Continue close monitoring of attendance across the two sites, actively involving Regional Support Services, Parents and students to promote the importance of attendance through a community awareness strategy and proactive interventions.

Student Destination Data for 2010

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. Several families transferred out of the school due to moving to either a new suburb, a private school or another local school. Junior Primary enrolments have remained stable in 2010. We started with a figure of 102, three less than the previous year. An increase in Preschool enrolments during 2011 may see an increase in school enrolments in 2012. 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. Primary enrolments increased by 7% in 2010. 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 2011.

Staff Retention

Of our 22 teaching staff, 2 staff members 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 was provide parents with more opportunities to give feedback and to participate in more aspects of school life. Across both sites, 95% of parents were satisfied with all aspects of their child’s schooling. 90% of parents surveyed responded that the school has effective procedures to address behaviour management and harassment. 90% of parents responded that the school provides a safe and supportive learning environment. One JP parent commented “My daughter’s teacher’s place a real focus on her as an individual, they know what her abilities are and work towards ensuring that she
Building and Grounds
The Junior Primary School major BER (Federal Government, “Building the Economic Revolution”) project, the refurbishment of the open space unit was completed and we are extremely happy with the results. By the end of the year all classes had moved back from their temporary locations around the school and settled into their beautiful new teaching areas. The addition of larger windows, skylights and glass walls has created a bright breezy and relaxed atmosphere for the students. Staff worked tirelessly to both relocate and set up the resource centre into the new facility. JP Staff led another project to revegetate the embankment that separates the two schools. This embankment was replanted, fitted with an irrigation system and mulched. Many aspects of this work was done with the cooperation of the Para Hills Students, who continue to take great pride in their work in this area.

The Primary School had 3 major BER projects. A COLA (Covered Outdoor Learning Area) has been built behind the Gym between the 2 sites and will provide a fantastic outdoor learning space for a vast range of activities including games, assemblies, and whole school concerts. The second component involved refurbishment of many of the classrooms including painting, carpeting, data points, downstairs toilet upgrades and the establishment of dedicated art and cooking areas. Thirdly, the old wooden buildings that stood where the COLA is now located were demolished. This meant that OSHC was relocated under the main roof behind the Gym. Sadly, under this plan we were unable to relocate the Pottery Program which had been an icon at Para Hills Schools for several decades as this would have come at the expense of classroom upgrades.

The preschool was also the recipient of an upgrade to the hand washing and sanitary facilities with the DECS funded installation of a new hand washing and sluicing sink.

Governing Council 2010
We were fortunate to have a very involved group on Governing council in 2010. All meetings except one had enough representation for a quorum and meetings were productive with a strong focus on student learning outcomes.

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<tr>
<th>NAME</th>
<th>POSITION</th>
<th>SUB-COMMITTEE</th>
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<tr>
<td>Jim Annandale</td>
<td>Chairperson</td>
<td>Facilities</td>
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<td>Rebecca Annandale</td>
<td>Committee Member</td>
<td>Fundraising</td>
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<td>Sue van der Veer</td>
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<tr>
<td>Shirley Hall</td>
<td>Secretary</td>
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<td>Kerry Faggotter</td>
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<td>Jasmin Spackman</td>
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<td>Lisa Manning</td>
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<td>Peter Reid</td>
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<td>Michael Washington</td>
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<td>Kaye Conway</td>
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<td>Jason Saxby</td>
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<td>Eve Allen</td>
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Conclusion
We would like to thank the staff, students, parents and Para Hills Community members for their great support of our schools. In 2011 we look forward to continuing to work together with the community to support our learners.

Kind regards,
Michael Washington and Peter Reid
Principals