Para Hills School P-7

Annual Report 2013

Context

Para Hills School P-7 was in its first year of operation in 2013 as a result of the amalgamation of the previously co-located, ‘Para Hills Junior Primary School’ and ‘Para Hills Primary School’. All Junior Primary classes were relocated onto the Primary site for the last week of 2012 to facilitate a smooth transition in 2013. The Preschool remains in its present location in the short term, with a new ‘state of the art’ Preschool to be built in 2014. This will be located next to the playground on the lower level, with an extended ramp to provide easy access to the main part of the school. A change in leadership structure in 2013, saw the appointment of the former Primary Principal to the ‘new’ school and two Senior Leaders appointed, one with a specific focus in the ‘Early Years’ and the other in ‘Student Wellbeing’ (Counselling). The Primary Coordinator in Literacy and Numeracy was reappointed to oversee a dedicated Literacy and Numeracy Program P-7 and to align whole school assessments.

Historically, the 2 schools had been serving the local community for 50 years. As a ‘new’ school, we continued to offer a wide range of programs from Pre-school to Year 7. In 2013, we catered for approximately 270 children, including two District Special Option classes. A well supported OSHC is located next to the Gym on the ground floor.

The school celebrates a rich mixture of children from a broad range of different cultural, socio economic and language backgrounds. Each year level has its own breadth of social, cultural and academic diversity. Very strong community ownership and participation exists within the school, with a flourishing Parent Centre on site, catering to a core group of regular families.

A relationships based approach to student support and shared responsibility amongst staff for every child within the school setting is central to all that we do. Student learning is underpinned by a relentless focus on the school’s values of ‘Respect Commitment and Honesty’ and rigorous whole school student management practices. The Junior Primary section of the school has a pervasive ethos and culture of Early Childhood methodology.

Extensive work occurred in term 4, 2012 to upgrade the former primary classrooms to be able to accommodate all classes R-7 in 2013. The administration section of the school commenced a complete renovation this year, with scheduled completion by mid 2014.

Over the course of 2013, the combined staff reviewed whole school agreements in student management, a dedicated whole school reading program and comprehensive testing regime. All staff were trained in, ‘Effective Classroom Management’ and a range of assessments to build a comprehensive picture of all students learning needs. The first year of amalgamation has seen significant growth in Student learning outcomes and the development of a cohesive learning culture in our ‘new’ school.

School Name: Para Hills School P-7  
School Number: 0935

Principal: Peter Reid  
Region: Northern Adelaide

School location: Para Hills School P-7 is located in the Northern suburbs of Adelaide, approximately 16 kilometres from the Adelaide CBD. The School address is 2 Frances Avenue, Para Hills. The school was originally established in 1961 as the previously co-located, ‘Para Hills Junior Primary School’ and ‘Para Hills Primary School’.

Enrolment data:
- R-7 enrolments in 2013 were 280 and stable.
- Preschool enrolments in 2013 were 30 and stable.

Index of disadvantage: Category 3 on the index of disadvantage.
Student Profile: The school has a significant percentage of students from:

- Non-English speaking backgrounds 16.4%
- Aboriginal & Torres St Islanders 10.4%
- School Card 55.7%
- English as a Second Language 18.9%
- Single parent families not calculated
- Students with special needs 15.9%

Highlights

SAPSASA
This year was again, very successful year for our SAPSASA program. We sent students to various carnivals including, Swimming, Cross Country, Athletics, Football, Soccer, Netball and Rugby League. Para Hills won division titles in Athletics for the 1st time in 27 years and our girls won their division title at the State Tag Rugby Championships. We also had multiple 2nd place finishes in girls netball, girls football and boys & girls rugby, a great effort for such a small school in our district with low upper primary numbers. We have had 5 students represent the district at various state carnivals including softball, soccer, football, netball and cricket.

VIPERS SOCCER CARNIVAL
Our Primary Special Class students participated in The 'Vipers' Soccer Carnival, a competitive carnival for Special Classes. Para Hills School P-7 was victorious once again, for the second year in a row, bringing home the Vipers Cup. Our students were undefeated throughout the day. We are extremely proud of Dylan Hodgson as he won the overall ‘Spirit Award’. All of our students conduct was of a very high standard, living our school values of ‘Respect, Honesty and Commitment’. The day was an opportunity to showcase the skills that had been taught in our specialist PE program.

PREMIERS BE ACTIVE CHALLENGE
Para Hills was one of the 50 highest achieving schools in this year's Premiers’ be active Challenge. We were invited to a formal presentation at ETSA Park to receive a certificate from the Premier and a cheque for $1000 to put towards physical activity programs and equipment in the school.

PE WEEK ACTIVITY MORNING (Wednesday 13th November)
All parents/families were invited to stay and be part of our school’s PE Week celebration activities from 9am till 10:30am. All classes rotated through a variety of activities and worked with various teachers. At 10:30 there was a brief assembly to hand out to classes, the Premiers Be Active Challenge medals.

CITY TO BAY
Congratulations to everyone who took part in the fun run this year! It was a great turn out for this inaugural event for the school. Next year we hope to have even more participation. It was also great to see parents and school staff involved as it gave students an incentive to race against the adults.

Our 2013 City to Bay students were - Leah, Tegan, Adam, Josh, Blake, Connor, Aaron, Brooke and Ryan.

WEEKLY HEALTH & PHYSICAL EDUCATION PROGRAM
2013 saw the second year that Para Hills School P-7 has had a specialist Health & Physical Education Teacher. Since its implementation, we have continued to promote and model an effective, active and healthy program. This has once again proven to have been a successful decision as it has yielded many positive outcomes. All staff have acknowledged, supported and commended the continuation of this program.

The Health & Physical Education program introduced several new sports this year and has seen ever increasing skill levels across a number of these sports, not only in game awareness but also the basic fundamental skills of throwing, catching, kicking and running. Para Hills School P-7 has had an ongoing commitment and a strong belief in the importance that SAPSASA sport plays for students. Since the implementation of our specialist skills based program, our students skills have improved significantly, leading to greater
success in the competitive, inter school SAPSASA program. We have excelled against the larger schools and been highly competitive in a number of State Championship carnivals.

We have further fostered increasing activity levels for all our students through a partnership with the Australian Sports Commission and the Active After Schools Community Program that develops active participation in various activities after school. This program has been very successful and will continue in 2014.

The Health & PE Program has been planned to develop, improve and sustain student’s social and psychological boundaries. Teachers and parents have commented on the improvement in individual confidence and participation in the classroom and at home. It has also assisted in improving positive behaviour through teaching students the importance of cooperation, teamwork and fair play.

PREMIERS READING CHALLENGE

Para Hills was again one of the 50 highest achieving schools in this year’s Premiers’ Reading Challenge. Students were presented with a framed certificate and books from the Premier.

BOOK WEEK – ‘READ ACROSS THE UNIVERSE’

Our school celebrated book week over three days through a variety of activities, these included exploring the short listed books with teachers; all students having their photo taken with their heads inside a space suit and a space ship; all classes visited the Para Hills Community Library and many dressed up as their favourite book character for a whole school parade.

YEAR 7 CAMP - ARBURY PARK

Year 7 students attended a camp at Arbury Park Outdoor School at Bridgewater from the 22nd -24th June. Andrew Walker and Lisa Brown took the class of Year 7 students. Activities the students were involved in included Bush Survival where students had to build a fire, cook their own food and build a shelter, Freshwater Life where they were required to search in ponds for marine life and study/identify them under microscopes, Orienteering and building nest boxes for birds. At night students toasted marshmallows around a campfire they built and went on a night hike with spotlights to see native animals in their natural habitat.

The camp was a great success with many students experiencing being away from home for the first time and spending 3 days away from technology eg computers, TV, phones. Due to the success of the camp, a booking has been made to return in Term 2, 2014.

YEAR 7 GRADUATION

The annual Year 7 Graduation Ceremony was held on Monday 9th of December. After enjoying dinner at the Para Hills Community Club, students returned to the school gym for the formal part of the evening. All graduates were presented with a certificate to commemorate their time in primary school in front of a large crowd of family, friends and staff. The most prestigious part of the night was the announcement of the Year 7 awards and the presentation of the perpetual shields. The students to receive the awards for 2013 were:

- Academic Achievement - Maddison Scott Winen
- Sports Award - Leah Rountree
- Citizenship Award - Dylan Hodgson.

The students then performed individual and partner dances for the guests that they had learnt during ‘Footsteps’ dance lessons over the previous 8 weeks. The night culminated with a disco for the students.

EXCELLENCE IN TEACHING AWARDS:

Three staff were nominated for their outstanding contributions to the public education system. This is what their nominators had to say about them. This is a testament to their dedication and commitment to their specialist areas.

Andrew Walker:

‘Andrew is a very experienced Teacher who has an outstanding professional relationship with staff, students and parents in our Community. Andrew works closely with feeder High Schools to make sure his students are as prepared as they can be for entering High School. He plans, organises and carries out a comprehensive Sports Day. Andrew runs the eagerly anticipated SAPSASA events for Primary school students to participate in. Andrew also uses his expertise in programming to support other staff.’

Sue Howson:

‘Sue is a very experienced SSO who builds meaningful relationships with students. She uses the student’s personal interests and creates meaningful activities to support their social, emotional and educational wellbeing. Sue is relentless in her support of students. She uses her vast experiences to support students with their learning by making targeted resources to suit their learning needs. Sue uses her own time and money to buy resources for students at risk.’

Martha Botha:

‘Martha is a Special Class Teacher at the school, she is always going above and beyond to help children in the school, both in her class and out. Martha has always gone the extra mile to meet the needs of the special class students, and will always step up as their advocate. Martha consistently puts in large amounts of her own time, including transferring her vast knowledge to other educators and researchers. Discussions with Martha, about my children’s education is always effortless and productive.’
SPECIALIST MUSIC PROGRAM

On Wednesday 20th November the school’s music students presented a showcase of their outstanding musical abilities to students, staff and families. Students sang and played the keyboard, violin and guitar. The show started with students singing songs by artists such as Pink, Midnight Oil, One Direction and Taylor Swift while accompanied by their instructor Jay on the keyboard. To conclude the vocal section of the concert we were treated to Jay singing a Roy Orbison classic, ‘Only the Lonely’.

The keyboarding and violin students then performed musical pieces with their instructor Ian, from composers such as Mozart. Five students and Ian, then made up the guitar ensemble that ended the showcase with a variety of tunes on their classical guitars. Summer from Room 15 performed in the Primary School Guitar Ensemble, Festival of Music, at Festival Theatre earlier in the year.

Report from Governing Council

2013 saw a very positive year in the amalgamation of the Para Hills Junior Primary and Para Hills Primary School. The Junior Primary and Primary children integrated well, with significant positive feedback welcomed by all.

The Principal, (Peter Reid) endeavored to make sure that this process was a smooth transition and as a parent of a child attending her first year in Reception, I have seen first hand, a very positive result.

The older children have shown the younger children a welcoming and helpful manner and all children are aspiring to a very rewarding future at the ‘new’ school. The former Junior Primary School will now be utilised by DECD Support Services.

Governing Council Meetings have had very positive outcomes and have welcomed parents with an encouraging ‘looking to the future’ attitude for all that attend the school. The meetings have met the requirements of the Council and the School and progressed significant improvements, several of which are noted below:

Following a Governing Council request, Salisbury Council has advised that there will be a pathway constructed from Woolworths shopping centre, passing the Salisbury Library and across the gully to the school for ease of access for all children and parents

The Schools Administration building is now well into a much needed and planned upgrade, due to be completed by mid 2014.

The Preschool is also awaiting a new building to be completed by 2015 on the grounds adjacent to the playground, with a much needed ramp leading up to the school for accessibility, helping parents and children in their daily routine.

Lisa Heward (Chairperson) and Cassandra Schleyer (Vice Secretary) have also been very excited about responding to two grants, one from, ‘Parenting SA Grants 2013’ and the second from, 2014 ‘Parent Initiatives in Education (PIE) Grant’ to help integrate our Afghan Families into the school community, with a goal to meet on a monthly basis for social activities, empowering the parents and children with social confidence in areas such as English and multicultural events. We eagerly await a positive outcome to proceed in 2014.

The Schools Administration building is now well into a much needed and planned upgrade, due to be completed by mid 2014.

Assistant Regional Director, Chris Dolan in a pupil free day planning process to develop the bulk of this document, ensuring all staff had input and therefore would take ownership of its implementation.

In conclusion, the Governing Council would like to thank Mr. Peter Reid and all Staff for their compassion and dedication for the ‘new’, Para Hills School P-7 and the seamless transition which led to a very rewarding 2013 enjoyed by children, staff and parents. We look forward with great anticipation to an even better 2014 when all upgrades have been completed.

Lisa Heward, Chairperson – Para Hills School P-7 Governing Council

Site Improvement Planning

This year, in our first year of amalgamation we felt that it was important to include all staff in developing our 2013 plan. We engaged Assistant Regional Director, Chris Dolan in a pupil free day planning process to develop the bulk of this document, ensuring all staff had input and therefore would take ownership of its implementation.

The 2013 plan was longer than the 2012 version. As well as priorities in, ‘Improving Literacy & Numeracy’ and a greater focus on, ‘Student Wellbeing & Student Voice’, we added two new areas in, ‘Staff Collaboration & Communication’ and, ‘Parent & Community Involvement’. Staff felt that these were particularly important in our first year of operating as an amalgamated site. Key features of these priorities were: a comprehension emphasis, a reading Focus with guided reading strategies, Yr P-2 English – Critical Literacy/ Oral Language emphasis, creating a safe, orderly environment, promoting and valuing diversity, improving participation and communication, exploring ways to make the school more open to the community, exploring options to build culture & ‘bring staff together’, updating key site documentation and improving staff involvement in decision making and communication of outcomes.

Staff were unanimous too, in the belief that to successfully amalgamate the schools, our values of ‘Respect’, ‘Commitment’ and ‘Honesty’ and our vision of, ‘We strive for excellence because we care and are serious about giving every student a foundation to be the best they can be’, needed to become firmly embedded into the culture of the ‘new’ school.
Running Records Analysis

There is a trend across all areas for the percentage of students achieving the targets, or closing the gap, to increase as they approach and reach year 2. The data clearly shows this again. Whilst the year 1 cohort falls well below the stated target of level 20, with only by the time they reach year two have they significantly closed the gap.

Factors influencing this data include:

- Data does not measure significant distance travelled by many students since starting school
- A significant number of students in this cohort are in Tier 1, affecting their performance: the majority of these students made significant gains individually however did not reach standardised performance benchmarks.
- 29% of students in this cohort are from Non English Speaking backgrounds which effects their development

A very large percentage of students make significant gains in domains not easily measured including social and emotional, which research shows is essential prior to students going on to achieve success in measured academic areas.

Continued early intervention strategies targeted towards R/1 students will support an earlier ‘closing of the gap’, as demonstrated by the year 2 data.

Literacy has been a major focus for our newly amalgamated site throughout 2013. Data has shown throughout the year that there has been steady growth for most students. We expect students to further their knowledge across the curriculum in 2014, in our second year as a new school, as their learning from this year is consolidated and extended and modifications to programs are made.

Our Whole School Literacy and Numeracy Agreement was updated to ensure student needs were correctly identified and met. Part of the agreement includes common data sets being collected at key times of the year and clearly identifying the process to follow when a student is not meeting the learning expectations set.

School staff actively took part in Literacy focussed professional development on topics including reading strategies, writing text types, using assessment to inform teaching and using the Australian Curriculum. A reading support teacher was identified to focus on the learning needs of the Reception to Year Two students.

A whole school literacy program was implemented for three fifty minute sessions, three days a week. The focus during this time was decoding fluently and comprehension skills such as predicting, summarising and questioning. Literacy teams worked collaboratively in classes to determine a teaching and learning program to meet the needs of the students including EALD, NEP and Aboriginal learners using the data sets collected. Wherever possible, SSOs were included in the program to provide additional assistance to students.

The literacy assessments used for the data sets for the Junior Primary students included: ‘Concepts About Print, Boehms Self Concepts, Running Records, Language and Literacy Levels (writing) and Oxford Sight words. Students reading at level ten and above were assessed using the Westwood Spelling Assessment.

The Primary students were assessed using the ‘Developmental Reading Assessment Edition 2‘ (DRA2), Westwood Spelling assessment, Language and Literacy Levels and Oxford sight words. The DRA2 provides a reading level and comprehension information for each year three to seven student.

An additional explicit phonological program was implemented for an identified group of ‘at risk’ students.
Our aim for 2014 will be to increase the number of students in Band 7 and 8, in particular. Data analysis of Year 3 students are in Band 2 for Reading. Analysis of the data indicates that in 2014 we need to place more emphasis on the proficiency of students in Reading.

**Proficiency Bands Analysis**

**Year 3**
It is pleasing to note that we now have students who are in band 6 for all five NAPLAN curriculum areas. We are concerned that 34.8% of Year 3 students are in Band 2 for Reading. Analysis of the data indicates that in 2014 we need to place more emphasis on the teaching of information reports and supporting students to make inferences when they’re reading.

**Year 5**
We are very pleased with the Year 5 results. In 2012 no students attained Band 8 and we had many more students in the lower Bands. Our aim for 2014 will be to increase the number of students in Band 7 and 8, for Reading and Writing in particular. Data analysis indicates our focus for 2014 will be on teaching the use of technical language in writing and making inferences and interpreting information when reading.

**Year 7**
In 2014 our focus will be on building student’s knowledge of grammar and spelling, together with using technical language and precise punctuation when writing.
**Year 3 Mean Scores by Test Aspect**

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>372.1</td>
</tr>
<tr>
<td>Reading</td>
<td>387.6</td>
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<tr>
<td>Writing</td>
<td>370.4</td>
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<tr>
<td>Spelling</td>
<td>383.1</td>
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<tr>
<td>Grammar</td>
<td>434.9</td>
</tr>
</tbody>
</table>

**Mean Scores Analysis**

*Year 3*

It is pleasing to note that from 2012 to 2013 we improved our Grammar results. In 2014 we will work on Writing and the use of technical language in particular.

*Year 5*

We are pleased that our results in all aspects of NAPLAN have improved.

*Year 7*

It is reassuring to see improvements in Numeracy and Writing between 2012 and 2013. In 2014 we will concentrate on the use of grammar in particular. Data analysis indicates that we need to concentrate on correctly using adverbs, adjectives, prepositions and connectives.
These figures show how much growth a particular student cohort has made between either Year 3 and Year 5 or Year 5 and Year 7. It is good to see that there has been significant growth in both Numeracy and Reading, particularly in the middle and upper echelons.

In 2013 we continued to track individual student learning across all year levels and use this data to inform student groupings. In addition the data has helped us to make decisions about which students require more intensive support. We have trialed phonological support with identified students. All students on the program improved significantly with two students improving by 100%. The school will continue and extend this support in 2014.

The information we collect from school based data, together with NAPLAN data helps inform the kind of professional development that is offered on a school wide basis. In 2014 there will be an emphasis on making inferences and interpreting information when reading. Data analysis also indicates our students need support with the use of technical language when writing and using correct grammar. These topics will be covered in our weekly professional learning sessions in staff meetings.
During 2013 we continued our focus on attendance. We revisited our policies and procedures early in the year with the combined staff of the ‘new’ Para Hills School P-7.

All school staff were made aware of their mandated role in regards to attendance. All staff attended a session with the Attendance Counselor on departmental policies and procedures. Leadership met weekly to peruse all roll books, discuss individual cases and phone or do a home visit after class teachers had followed up attendance issues with parents. We utilised the Student Attendance Counselor and Aboriginal Inclusion Officer to support home visits.

Overall our attendance in 2013 has stayed relatively similar to 2012. This is pleasing considering that the school amalgamated this year and that there were extreme building works disrupting the school.
### Destination

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<th>Leave Reason</th>
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<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td>2.4%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>4.9%</td>
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<tr>
<td>Seeking Employment</td>
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<tr>
<td>Tertiary/TAFE/Training</td>
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<tr>
<td>Transfer to Non-Govt Schl</td>
<td>6</td>
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<tr>
<td>Transfer to SA Govt Schl</td>
<td>52</td>
</tr>
<tr>
<td>Unknown</td>
<td>16.5%</td>
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</tbody>
</table>

### Student Management

#### Behaviour Summary 2013

- **Type of Behaviour**
  - Violence - Threatened or Actual
  - Threatened Good Order
  - Threatened Safety or Wellbeing
  - Acted Illegally
  - Interfered with Rights of Others
  - Persistent and Wilful Inattention

#### Suspensions by Term - 2013

- **Term**
  - 1
  - 2
  - 3
  - 4

- **Series1**
2013 saw a significant decrease over the year in inappropriate behaviours. The high number in first term are attributed to the amalgamation of the schools, Junior Primary students getting used to their ‘new’ school grounds and having more students in the yard at play times. The number decreased as Junior Primary students in particular, became familiar with the layout of the school and school expectations. Rigorous student management processes encompassing movement in and out of classes, in corridors and stairwells and entering and exiting buildings helped support positive behaviour. This also included the mandatory wearing of lanyards by students when out of the classroom during lesson time.

Other key strategies included:
- Curriculum differentiation to meet student needs and interests and increase engagement
- A range of new equipment, games & activities introduced to increase student engagement in positive yard play

Suspensions decreased from 5 students down to 2 students over the course of the year. These students successfully returned to school after a negotiated behaviour plan has been put in place and over time, we have seen positive behaviour changes. 60% of all incidents can be attributed to a small cohort of 18 students.

**Client Opinion**

There were no DECD surveys offered this year because of the introduction of a draft version of the new National Survey. These are required to be undertaken bi annually. Para Hills School P-7 chose not to participate in the National Survey in its first year because of potential ‘teething issues’ and the numerous constraints imposed by amalgamation. We will undertake a comprehensive client opinion process in our second year of amalgamation in 2014. The following is a summary of client opinion from the previous 2 years.

**2012**

**Parent Satisfaction:** Parent satisfaction was down in all areas in 2012. In a year of much upheaval due to amalgamation, it is probably fair to say that this had impacted on parents’ belief in the school delivering a learning program of the quality they had been accustomed to in previous years. Many parents made reference to amalgamation and expressed apprehension as to what 2013 would look like.

There was a very broad range of comments including:

‘I would feel more confident with the school if I knew what was going to happen in the New Year regarding the amalgamation… I am extremely happy overall with the running of the school… the leadership team is very approachable… pride in achievement, strict behavior guidelines are all working very well here…although I have every confidence in the teachers’ and Principal that they won’t allow this (amalgamation) to impact on education – however time will tell…the quality of the staff at this school is exceptional, from OSHC right through to teachers and Principal, they show great care and interest in each of the students… staff at reception are very supportive and could not do enough for you.’

**Staff Satisfaction:** Staff opinion was up significantly on 2011’s already very high results. This was particularly affirming of a range of programs and strategies that had been addressed in the previous 2 years including:

Data collection, rigorous student management practices, new performance and development processes, Professional Learning Communities, shared and distributed leadership.

Comments included: ‘… all staff are accepting of change and professional development… learning programs are well supported by positive data… it has been wonderful to see the improvement in data collection and the encouragement to use the data in developing our programs… student behaviors are well supported… this school is particularly effective in managing and supporting students with special needs… a united leadership team has been has been beneficial to this school and all students know what is expected of them… PLC’s have supported a high level of collaboration and encouraged teachers to have challenging conversations with each other’.

**Student Satisfaction:** Although Student data was marginally down in 3 areas in 2012 (quality of teaching, support of learning & relationships and equal in leadership, compared to 2011, there was strong affirmation from our student body that there was high levels of satisfaction across all areas. Many comments were about learning, behavior & student voice. These were of particular interest, due to our strong focus on student management and our whole school, uninterrupted daily Reading program.

Comments included: ‘school is fun and I learn a lot in my class… I like not just what I am learning but how I am learning it – it is clear and understandable…everyone at my school is treated fairly and respectfully… the people at this school are kind and caring – I have lots of friends… students know how to behave… we have a class meeting every fortnight and students have a chance to share their thoughts and ideas with others…

**2011**

**Parent Satisfaction:** Parent opinion was up in all aspects. 100% responded that, ‘Teachers are enthusiastic in their teaching’. 95% responded that, ‘My child's teachers make learning interesting and enjoyable’. 96% responded that, ‘My child's teachers know what my child can do and what he/she needs to learn.’ 100% responded that, ‘This school provides opportunities to discuss my child's progress.’
Comments included: ‘The teachers are very understanding of the needs of their students… I think my Childs School really tries hard to support my child and encourages every student to be responsive and caring people.’

**Staff Satisfaction:** Staff opinion was up in all aspects. 100% responded that, ‘Assessment processes used in the school provide information on students’ strengths and areas for further development.’ 93% responded that, ‘Staff are supported by the school in the management of students’ behaviour.’ 91% responded that, ‘Students from all backgrounds and cultures are treated fairly at this school.’ 93% responded that, ‘Staff are encouraged to pursue professional development.’

Comments included: ‘This school has a reputation for persevering with students who have difficulty managing their behaviour/emotions... We have had much success changing students' behaviour so they can remain at school and be successful with their learning... Our school community is made up of a group of enthusiastic teachers/SSO's who get along well and support each other.’

**Student Satisfaction:** Student opinion was up in all aspects. 94% responded that, ‘I get on well with others at the school’. 95% responded that, ‘There are a number of different ways that I can be involved in making decisions about the school.’ 95% responded that, ‘This school encourages students to have a sense of pride in their achievement.’

Comments included: ‘I like the way that most of the teachers tell us what to do in a calm and sensitive manner...I do like how the teachers are making us learn.’

### Staff Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

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<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
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<tr>
<td>Post Graduate Qualifications</td>
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Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition Including Indigenous Staff

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<th>Non-Teaching Staff</th>
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<td></td>
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<td>Non Indigenous</td>
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<tr>
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### Financial Statement

#### Income by Funding Source

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<th>Amount</th>
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<tbody>
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<td>1 Grants: State</td>
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<tr>
<td>2 Grants: Commonwealth</td>
<td>$10,474</td>
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<td>3 Parent Contributions</td>
<td>$56,710</td>
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<tr>
<td>4 Other</td>
<td>$1571 (fund raising)</td>
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(See appendix - *Final 2013 Profit and Loss Statement*)
Preschool

Enrolments

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<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>2012</td>
<td>44</td>
<td>44</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>2013</td>
<td>28</td>
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<td>20</td>
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</tbody>
</table>

2013 Average Attendance per session over 2 weeks

<table>
<thead>
<tr>
<th>Census Weeks</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1 and 2</td>
<td>22</td>
<td>22</td>
<td>23</td>
<td>17</td>
</tr>
</tbody>
</table>

In 2013 our centre continued to offer 5 sessions to all 4 year olds. We operated 4 days a week with 2 sessions daily, Monday to Thursday.

All staff in the Preschool continued working towards the National Quality Standards and attended information sessions to keep them informed. We worked on our National Quality Standard service Audit.

We continued programming using the Early Years Learning Framework. We used this framework to achieve a consistent language when writing summative reports. We identified learning outcomes against the framework. We continued to use unit overviews to enhance children’s learning experiences and explain them to parents. The term overviews are linked to the EYLF framework and parents receive them at the beginning of units of learning. We linked displays of children’s work with the EYLF outcomes and introduced a ‘Learning Plan/Review Page’ for children to complete. These were used as examples of children’s work, to track their skill development in areas such as drawing, ‘mark’ making and responding to learning activities. We put systems in place to gather information about children's interests so this could be used in future planning. This year saw the introduction of regular Preschool staff meetings . They were successful in providing a time for staff to discuss and plan together as a team. All children in their first term at Preschool were observed and screened and those children who were identified as requiring additional support were referred for Preschool support allocations. All children continued to be monitored during their time at Preschool.

Our indoor and outdoor access issues continue to restrict flexibility and we all had to be inside or outside at the same time. To broaden the available outside activities we accessed the Primary School play areas regularly to provide variety in play activities and to enhance engagement.

Staff participated in Effective Classroom Management training and learnt valuable skills that help improve children's learning and engagement.

Developing children's oral language and comprehension skills was a focus this year and will continue to be so in 2014. To assist this we divided the children into small groups. Our focus during small group time was listening to stories, providing children with opportunities to talk about the story, predicting what was going to happen, engage in rhyme, explore the meaning of words and answering questions. Children also participated in games to help develop oral language and phonemic awareness skills using the IWB and programs such as ‘A Sound Way’ and ‘Initial Sounds’.

Levels of questioning to develop comprehension skills were also a focus in the Preschool.

We used our extensive range of Maths manipulative equipment available for the children to freely explore and teaching staff scaffolded maths and numeracy learning with individuals and small groups of children.

The children visited the School library once a week where stories were read to them in small groups and they had the opportunity to look at books. In 2014, Preschool children will borrow books from the school library and we plan to also visit Para Hills Community Library twice a term for story telling sessions with the Community Literacy Officer.

The Electronic White Board has continued to be a great asset to children's learning. We used it as part of our daily routine for the days of the week, recording the weather and making simple graphs. Staff accessed digital texts books for the children to read. The children also enjoyed participating in number and matching games and musical websites. We accessed a range of websites and the children played interactive games to improve concentration, memory and hand eye coordination. We used Air Play to project stories and apps from the iPad onto the IWB screen.

The school transition program operated each term for a week and was programmed to coincide with the pre entry program to Preschool.

Play group continued to operate in the old Canteen building on Tuesday mornings and has been valuable to build relationships and help to set up appropriate resources for many children prior to them entering Preschool.

All Staff received T&D in the use of the Early Years System and now confidently use it for roll marking, tracking referrals and other system requirements.

Peter Reid                                                                                          Lisa Heward

Principal                                                                                             Chairperson, Governing Council