

Para Vista Primary School and Para Vista Child Parent Centre



Government
of South Australia

Department for Education

2019 annual report to the community

Para Vista Primary School Number: 1048

Para Vista Child Parent Centre Number: 1609

Partnership: Montague

Name of school principal:

Sue Charleston

Name of governing council chairperson:

Leanne Rehill

Date of endorsement:

21/2/2020

Site context and highlights

Para Vista School offers an extensive range of curriculum programs to cater for all learning needs for Pre-School to Year 7 children. Our site is a multicultural site that embraces the diversity of our community and works to include and value each child. In Term 1 of 2019 we had our External Review. The panel supported the directions that the school had planned for improvement for 2019 onwards, based on data analysis of achievement in the previous years, and confirmed that the next review would be in 2022.

Para Vista School is part of the Montague Partnership of schools and preschools and works collaboratively with staff from these sites to understand and develop learner achievement. In 2019 this included a partnership focus on developing rigorous and consistent approaches to improve Reading. Para Vista embraced this opportunity and integrated professional learning from the Partnership focus into draft whole school agreements to provide a consistent and coherent approach to benefit all learners. This was evidenced in 2019 by a whole school commitment each morning to Modelled Reading involving the explicit and intentional teaching of reading strategies appropriate to the range of different text types. Teachers used this lesson time to model fluency, phrasing, decoding strategies and comprehension as well as implement targeted literacy activities around concepts of print, phonological awareness and comprehension strategies.

As well as Literacy improvement we focused on improving the rigour and consistency of pedagogy, the 'how' of teaching, in line with research and evidence based high impact teaching strategies, including clear Learning Intentions and Feedback in every lesson. We also focused on building student understanding of the learning process and knowledge of themselves as learners.

Learners at Para Vista PS are engaged in a broad range of learning programs to build their academic, social, emotional and interpersonal skills. Beyond formal learning experiences across the range of Australian Curriculum subject areas and Early Years Learning Framework, students have regular social development using the Play is the Way program and participate in events such as Harmony Day, Sports Day, swimming and aquatics, Premiers Reading Challenge and Book Week.

Throughout the year we updated classroom spaces, common areas and play areas as well as developing a new website, contemporary school logo and uniform in response to community feedback. We also developed a cloud based electronic Newsletter and introduced class Edmodo groups to connect families with real time learning.

At the end of 2019 we had some staff changes. We farewelled Micah Prior from Year 6/7 who took up a short term leadership position and also Sue Moroney, our Librarian who took up a position closer to her home. We were able to offer some short term leadership experience internally to classroom teachers to build their capacity and develop their career aspirations.

Governing council report

2019 started off with the arrival of our new Principal, who from the start worked with and supported the Governing Council through all the challenges throughout the year. This strong working relationship has resulted in many achievements being reached.

Site improvements include the redesign of the school logo and school uniform as well as the physical changes such as painting of student toilets and classrooms and the Ground splash on the asphalt. These changes made have increased the school pride in the students, improved the first impression our school gives which in turn has led to increased enrolments.

The Fundraising efforts include the school's first Colour Explosion, the Election BBQ & bake sale, two Clean Out your Closet events, the school concert and both the Mother's Day and Father's Day stalls. All of which the Governing Council was heavily involved with. The efforts by the Governing Council and the school community with fundraising helped to bring in over \$7,000 into the school.

The OSHC and Canteen businesses were closely examined and monitored over the year and improvements have been made to ensure they are meeting regulations, align to the school values and vision, as well as being cost effective and heading in the correct direction for 2020 to improve quality of services and profitability.

With all the work done in 2019, 2020 will be a year to further build up and strengthen our school.

Leanne Rehill
Governing Council Chairperson

Quality improvement planning (Preschool)

In 2019 The Preschool QIP focus was on the children developing age appropriate oral language skills, intentionality in shared and modelled reading and developing continuity of learning agreements that support transition to school. Teachers planned for oral language experiences that extended the children's skills based on the oral language screener- TROLL-PA. These experiences included targeted literacy support groups and play areas such as book tables and home corner experiences (ie ice-cream shop).

Another QIP focus area was intentionality in modelled reading. Teachers used story time to model fluency, phrasing and comprehension as well as targeted literacy activities around concepts of print and phonological awareness. Professional development for preschool staff was based on Stephen Grahams model of a balanced literacy program, with the preschool focus being on developing oral language through modelled and shared reading. This professional development will continue in 2020 and will include a variety of text types.

During 2019 the transition to school program was extended to include more regular transition visits and included the development of a transition room. The preschool children helped plan play activities they would like in the room and regularly accessed the room that was based in the school. Primary students were used as school buddies that supported the children when they visited this new setting. The buddies will continue their role in supporting the children during 2020 as they begin their first year of school.

Additional short term priorities included strengthening connection with families, to embed sustainable practices and effective leadership of the service. Connection with families was strengthened through the implementation of a preschool Edmodo group. Information about learning as well as reminders of events were posted to the group for families to see. In 2020 this will be continued to be used and extended to include all notes being posted and more regular information about learning being shared. Families were also encouraged to attend special events such as a grand parents morning tea and preschool/school concert. Individual student conferences were held during 2019 to ensure families received information about their child's learning and provided an opportunity for the family to contribute to their child's learning plan.

Sustainably practices were embedded through the continued use of separate bins for recycling, rubbish and food scraps, and in 2019 the preschool also introduced a system for soft plastic recycling.

During 2019 leadership of the service included a review of documentation systems. Discussions were focused on storing and sharing information and on effective communication between all parties involved with the preschool (children, families, staff, school leadership and the community). The review of documentation systems will continue in 2020.

Improvement planning - review and evaluate (School)

In 2019 a major Site Improvement Plan for the school was on developing intentionality and rigour in shared and modelled reading R-7 and consistency of effective evidenced based pedagogies that supported student understanding of the learning process. Coherence across the school was fostered by a whole school commitment to Modelled Reading each morning, with observations and feedback from the leadership team to track practice R-7. Teachers used this time to model and explicitly teach fluency and phrasing, decoding strategies and comprehension. Professional development for staff was based on Stephen Grahams model of the Balanced Reader. Through the commitment to Modelled Reading in 2019 we have seen an increase in students levels of engagement resulting in their growth as readers. Teaching readers to think, to select an appropriate strategy, and to choose appropriate outlets to share their thinking is making the difference. We need to further refine our practice and ensure the pedagogy is used consistently in all classrooms to embed this into, 'what Para Vista does'. This professional development will continue in 2020 and will build teacher capacity around teaching the full range of text types.

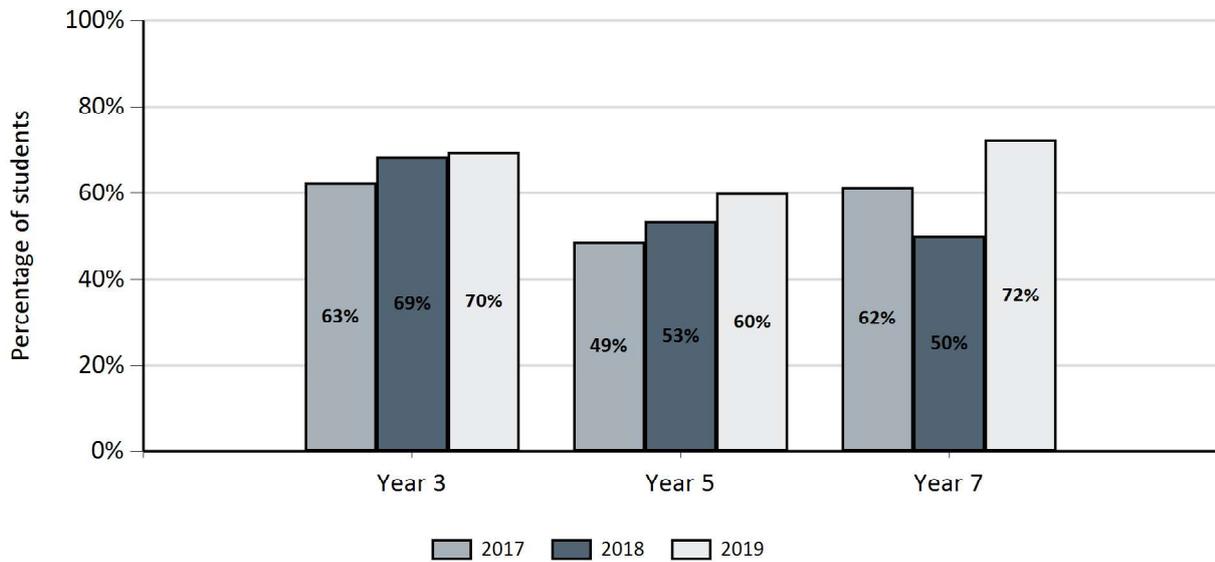
Processes and team structures were put in place in 2019 to support staff to engage with improvement and change. management and operational aspects were reviewed to enable all staff to focus on the core business of teaching and learning. Connections with families was strengthened through the implementation of class Edmodo groups. Snapshots of learning as well as reminders of events were posted to the class group for families to see. In 2020 this platform will be continued to be used, Preschool to Year 7.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

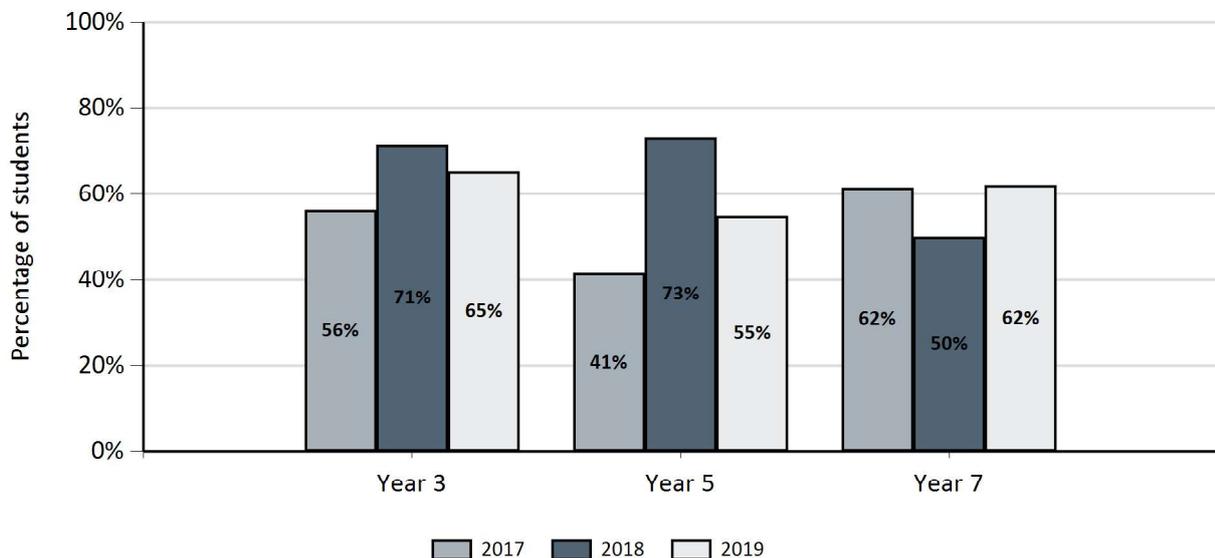
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	13%	27%	25%
Middle progress group	47%	59%	50%
Lower progress group	40%	14%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	24%	25%
Middle progress group	41%	56%	50%
Lower progress group	29%	20%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	23	23	9	1	39%	4%
Year 3 2014-16 Average	30.0	30.0	9.7	4.7	32%	16%
Year 5 2019	20	20	5	2	25%	10%
Year 5 2014-16 Average	25.3	25.3	5.3	1.7	21%	7%
Year 7 2019	29	29	5	4	17%	14%
Year 7 2014-16 Average	25.0	25.0	2.7	3.0	11%	12%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

2019 is the first year of our site improvement plan developed collaboratively with staff to address the key priority of the Balance Reader. Our plan incorporates the Department for Education External School Review directions of:

1. Improve learning outcomes for students by implementing a consistent, evidence based whole school approach to literacy and numeracy
2. Regularly analyse school and classroom data to monitor the effectiveness of teaching strategies
3. Improve student learning across all areas of the Australian Curriculum by developing differentiated teaching in classes
4. Implement consistent performance and development practices aligned to agreed strategies and actions to lift student achievement and growth.

Highlights of our 2019 NAPLAN Reading achievement data include 100% of students in Year 3 achieving the National Minimum Standard or above. This is the group that have engaged in Jolly Phonics over 4 years. These results are reflecting our strengthened approaches in the early years classrooms and are setting students up for future success. This was matched by a strong growth in Year 7 Reading data. The growth in reading for years 7 compared to 2017 is well above the state average. Year 3 and 5 Writing, Spelling and Grammar & Punctuation results dropped. The overall Year 5 results were lower while all areas in Year 7 rose.

PAT R data shows an increase number of students in the higher bands and an 85% retention by students who were already in the higher bands.

At the end of 2018 20 students were identified as students who we set a target of moving up a band in PAT R tests. 4 of these students left Para Vista. 11 students (69%) were successful, moving up a total of 15 levels. This has partly resulted from Individual analysis by aspect of reading eg interpreting inference and explicit information... to influence planning in 2019 and the introduction of a daily modelled reading block in every classroom.

Staff analysed the data from Pat R and NAPLAN for all students down to the actual questions to identify specific issues and needs, especially for students who are not moving in their results and for the high achievers to plan the 'where to next ?' Running Records Data 2019 analysis shows Year One data performing competitively against the state and partnership level. We have higher numbers in the highest bands compare to the State/Partnership results. The Year 2 results were similar. Our year 2 students outperformed the Partnership results and were just under the state levels. The ATSI results show a high number in the lowest bands. In Term 4 we began an Aboriginal Mentor program to improve reading results. NESB students are performing as well as Non-NESB students. It is very encouraging that high results are being maintained.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	92.5%	88.8%	84.0%	88.3%
2018 centre	83.2%	84.8%	83.0%	89.5%
2019 centre	91.1%	85.0%	89.0%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School attendance

Year level	2016	2017	2018	2019
Reception	88.8%	88.2%	89.9%	91.2%
Year 1	88.8%	91.3%	90.9%	92.4%
Year 2	90.8%	89.9%	94.5%	90.9%
Year 3	90.9%	90.3%	89.5%	93.3%
Year 4	89.9%	88.0%	92.8%	91.3%
Year 5	88.9%	89.0%	93.3%	91.9%
Year 6	91.3%	83.6%	89.6%	94.6%
Year 7	93.7%	88.4%	87.3%	90.9%
Primary Other	86.1%	81.9%	67.9%	
Total	90.3%	88.8%	90.8%	91.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

We have seen improvement in Attendance in 2019, reaching 91.9% (up 1.1% from 2018), closer to our Department goal of 95% overall attendance. Proactive and reactive measures to address absences and lateness include phone calls, letters and home visits by staff, attendance plans and referrals to the Attendance and Engagement Officer, where appropriate.

Every year the Leadership team work with the wider school staff to ensure an understanding and awareness of our mandated roles in regards to attendance. 2019 also saw a focus on sharing Attendance percentages with the community in newsletters and at assembly..

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	49	49	48	47
2017	54	57	59	60
2018	43	45	43	43
2019	39	40	42	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Preschool enrolment comment

In 2019 the Preschool started with a cap of 40 children. 39 Children accepted positions. By term 2 the preschool was at capacity and a waitlist was started. In term 3 the cap was increased 50 to allow for the enrolment of some new families. In terms 3 and 4 enrolments were consistent with 42 children attending preschool. During 2019 8 Aboriginal children were enrolled in the service. Early Entry was offered to 6 children which involved them accessing one session a week for term 4. Pre-entry visits were offered to children starting preschool in 2020 and included 3 visits in term 4.

Behaviour support comment

Our Behaviour Education program has had a positive impact on the social skills of students. We have a highly capable staff group who provide consistent and coherent behaviour management practices both inside the classrooms and out in the yard. Students continue to take increasing pride, ownership and accountability of their behaviour, making strong decisions to positive benefit the learning and wellbeing of others. At the end of 2019 there were some concerns over bullying behaviours in the community and as a result the school will increase it's rigour around anti-bullying strategies and responses for 2020 and beyond.

Client opinion summary

The number of responses received for the Parent Survey continue to be low. There was an increase from 7 responses in 2018 to 13 responses in 2019 with parents from all years levels represented except Year 5.

The survey of Para Vista Primary school parents indicated a high level of satisfaction. No areas outlined in the survey received disagree or strongly disagree feedback.

All parents indicated awareness of the School's values of Respect, Honesty and Courage. They supported the values and indicated that their child understood them. The parents had a strong connection with the school values, with one parent stating, 'The school values attracted us to Para Vista. They also indicated awareness of Play is the Way

The parents highlighted that there was good communication with home and that the teachers expected their children to do their best. The parents indicated that students were happy at school and that their child felt safe at school. One parent stated 'This school has been very good at helping children with special needs.'

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1134 - East Para Primary School	4.0%	3.0%	0.0%	4.8%
8419 - Good Shepherd Luth Sch - Para Vista	16.0%	14.0%	7.0%	7.1%
1210 - Modbury West School	10.0%	1.0%	5.0%	4.8%
1048 - Para Vista Primary School	60.0%	57.0%	53.0%	57.1%
9043 - Pinnacle College	0.0%	0.0%	5.0%	4.8%
9115 - Prescott Primary Northern	4.0%	12.0%	15.0%	14.3%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	7.3%
Other	4	7.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	5.5%
Transfer to SA Govt School	43	78.2%
Unknown	1	1.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Destination comment

Our preschool and school attracts families from the surrounding communities. A number of families enrol in our preschool with the intention of attending one of the local private schools. Our data supports this belief. Whilst our percentages of enrolment who flowed into the school is lower than recent previous years, the actual numbers were higher.

Once again, a number of Para Vista students moved during 2018. Traditionally, many return to our site, often within the same year or in the following year.

In 2019 we had a small number of families exit from private schools and enrol with us

Relevant history screening

We continue to ensure the safety of our students when working with our community by having known procedures and practices in place.

All employees, volunteers and persons designated by legislation or Education Department policy have been screened for their suitability to work or volunteer with children.

All required staff screenings and training are current. 'Responding to Abuse and Neglect' ('RAN') certificates are uploaded to HR Management.

Performance and development processes and our volunteer policy are in accordance with Department guidelines. A folder with applications and certificates for volunteers is securely stored on site.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	31
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.5	15.8	0.3	6.8
Persons	2	18	1	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	\$1,900
Parent Contributions	\$54,176.75
Fund Raising	\$7,307.92
Other	

Data Source: Education Department School Administration System (EDSAS).

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Students identified as at risk were supported by a range of programs including 1:1 support, small groups with tailored responses and coaching of classroom teachers..	Eeduction of low level behaviour incidents escalating into problem behaviours.
	Improved outcomes for students with an additional language or dialect	EALD students identified as 3 or more Literacy Levels below year level received individual or small group support by specialist teaching staff.	Growth of an average of 2 to 3 L & L levels for EALD students R-7.
	Improved outcomes for students with disabilities	Small group and individual students were supported by SSO and teacher time. Specific programs included speech, Social skills and Reading. One Plans were reviewed regularly to capture success and reset for improvement.	Effective teacher planning and implementation of modified support.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Aboriginal students meeting the DECD criteria for APAS funded support received individual and small group intensive teacher support focused on their ILP goals. Targeted support programs were delivered to meet the individual needs of students by support staff with Reading as the focus. A mentoring and coaching model was implemented to engage Aboriginal learners and supplement teacher programs to improve literacy outcomes.	Increasing levels of engagement and literacy achievement (aspects of Reading) in Aboriginal student cohort.
Program funding for all students	Australian Curriculum	Curriculum funding supported staff to develop Learning Intentions and Success Criteria across the curriculum areas and supported effective planning, teaching and assessment.	Increased teacher capacity in Learning Design assessment and Moderation.
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	Better Schools Funding was utilised to increase the School Counsellor allocation.	Student Counsellor coached new graduate teachers in positive behaviour education
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
Primary school counsellor (if applicable)		The focus of the role in 2019 was to lead Behaviour Education through the implementation of Play is the Way as a whole site resource.	Student Counsellor coached new graduate teachers in positive behaviour education

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The aims were to plan for and document intentional teaching of foundational literacy skills; specifically oral language and phonological awareness.	Increasing rigour evident in teachers intentional teaching of literacy strategies.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	The aim was to increase engagement and participation by all students including those with disabilities. Funding was to be used to support students needs and to implement targeted strategies to improve educational outcomes. Individual plans were developed for children with additional needs. Goals for each child were se	Teacher capacity built around modified strategies to address individual children's needs.
Improved outcomes for non-English speaking children who received bilingual support	The aim was to support EALD children to engage in the preschool program. Specific resources added to environment to assist this involvement. Three BSSO's were employed for Bilingual support including one that was funded to support the Bilingual playgroup.	Increasing participation in the bilingual playgroup program and increasing ongoing enrollments in Preschool.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.