Para Hills School P-7 and Para Hills Child Parent Centre

2018 annual report to the community

Government of South Australia
Department for Education

Para Hills School P-7 Number: 935

Para Hills Child Parent Centre Number: 1608

Partnership: Montague

Name of school principal: Peter Reid

Name of governing council chair: Robert Fuller

Date of endorsement: 3/12/2018

Site context and highlights

Para Hills School P-7 is located in the northern suburbs of Adelaide, approximately 16 kilometres from the Adelaide CBD. The school was originally established in 1961 as co-located junior primary and primary schools and amalgamated as Para Hills School P-7 in 2013. We are most fortunate to have a playgroup and Preschool on our site. Young children can begin their learning in these programs and then continue seamlessly on into Reception.

Enrolment data:
 *R-7 enrolments were 249.   *Preschool enrolments were 52.   *Index of disadvantage: Category 3.   *ICSEA Score: 955

Student Profile: The school has a significant percentage of students from:
• Non-English speaking backgrounds 23%
• Aboriginal & Torres St Islanders 6%
• Students with additional needs 17%
• School Card 41%
• English as an Additional Language/Dialect (EALD) 26%

The school offers a range of academic and social learning programs from Preschool to Year, 7 including two district Special Option classes. We are an inclusive, multicultural school and work to support all children to develop to their potential.

Para Hills School P-7 students had another successful year with 21st Century approaches to learning in all classes and continued improvements in NAPLAN achievement for students in Years 3, 5 and 7.

Classrooms in 2018 provided positive learning environments with a continued whole school focus on, 'Rational Emotional Behaviour Education' (REBE) providing a common language and focus for students to be in control of their behaviour and ready to learn. This is reflected in our very positive behaviour data. Staff continued to provide a broad program across the Australian Curriculum and strengthened areas included a focus on Guided Reading, problematised situations in Maths, strengthening writing skills and ensuring students were clear about Learning Intentions and Success Criteria for all lessons.

Staff were involved in a range of professional learning and have continued to develop links with staff in other Schools and Preschools in the Montague Partnership through the Departments key strategies of Collaborative Moderation - Learning Design, Assessment and Moderation (LDAM) in the school and Planning for Learning - Learning Design, Assessment and Reflective Practice (LDAR) in Preschool.

Our specialist teaching programs in Health & PE and Digital Technologies were greatly appreciated by students and added value to our core Literacy and Numeracy programs. Our Japanese teacher, Amanda Mlynowskyj, returned from a year of teaching in Japan, using the skills and knowledge she developed in Japan to further personalise and connect learning. Our Digital Technologies program had a strong focus on teaching students coding and robotics. This program will continue to grow and be part of a statewide focus on STEM (Science, Technology, Engineering and Maths) when our new STEM facility opens in 2019. The building works associated with this new facility have been underway over the course of 2018 in the middle area of the downstairs corridor, with minimal disruption to the teaching and learning program.

This year 7 graduates enjoyed dinner at the Para Hills Community Club before returning to school for the Graduation Ceremony in the school's gym. The night was well attended by parents, special guests and past Year 7 Award winners. After the presentation of the student's certificates the Year 7's presented dances to the audience that had been taught by the Footsteps Dance Group during Term 4, before finishing the evening with a disco.

Historically, we have acknowledged three Year 7 students who have displayed outstanding achievement in 3 categories: - Academic, Sport and Citizenship.

The 2018 winners were:
• Academic - Ashlee Fitzsimmons-Wahlin
• Sport - Ruby Wickham
• Citizenship - Cheyenne Dunn
Thanks to Michael Brown MP (Member for Playford), in 2018 we added another award for a student who has displayed outstanding leadership over the course of the year. The inaugural winner was Taylor Edwards.

Highlights in 2018 included:
• Strong involvement in the Premier's Reading Challenge with 100% of students completing the challenge.
• Being one of the top 50 schools in the 'Premiers Be Active' Challenge.
• A successful Sports Day, range of coaching clinics and strong representation of students in SAPSASA.
• Year 7 and Reception-Year 4 students participated in the Buddy Reading Program
• Support programs including REBE counselling, QuickSmart & TooSmart Maths, Phonological Awareness and Mini Lit.
• Donna Kartinyeri, our Aboriginal Community Education Officer provided regular Aboriginal perspectives activities P-7.
• Year 5/6/7 Camp to Arbury Park in the Adelaide Hills.
• Termly open mornings in STEM, Literacy, Numeracy & PE followed by morning tea were greatly appreciated by parents
• Book Week celebrations culminating with a dress up parade.
• Vocal & Instrumental Music concert and End of Year whole school concert.

Governing council report

The Governing Council and leadership of the school have worked in partnership to support the learning needs of our students. Although small in number, the Council is a committed, energetic and enthusiastic group who actively support the Principal and Staff in the continued improvement of the School, for the learning, growth and development of our students and community.

This past year has been another busy year for the Governing Council and I wish to extend my thanks and appreciation to all the council members for their hard work and dedication. Decisions and achievements of the Governing Council for 2018 include:

• Helping set the broad direction and vision of the site
• Monitoring and reviewing the Site Improvement Plan
• Approving and overseeing of School budget
• Management and oversight of the OSHC program.

I would like to take this opportunity to thank the OSHC staff for all their hard work and strong commitment to providing a high quality service for our families. OSHC has progressed through a major phase of change and improvement over the last 18 months. All the hard work and dedication has rewarded the staff with enormous improvement and a fantastic OSHC service that children enjoy attending.

On behalf of Governing Council I would like to thank the school leadership team and staff for their ongoing commitment to our children's education, the school and the broader school community throughout 2018. Thank you also to the many parents, carers and teachers who volunteer their time supporting the school for sports, performances, in classrooms, Breakfast Club, as parent reps and other support groups.

Well done to our students who proudly represent the school at SAPSASA, and always demonstrate our school values of Respect, Commitment and Honesty to the broader community.

Our new Science, Technology, Engineering and Mathematics (STEM) facility is now complete and our children will be able to put the state-of-the-art learning facility to full use in 2019. These facilities will ensure our children are well equipped to take advantage of the changes that are predicted in the workforce and workplaces of the future.

The professional development of our staff continued this year to ensure that 21st Century Teaching practices continue to be embedded in the school through an extensive review of The School's Whole School Agreements in Literacy and Numeracy and The Departments focus on, 'Learning Design, Assessment and Moderation' in the Primary School and Learning Design, Assessment and Reflective Practice (LDAR) in the Preschool.

The school budget is forecast to complete the year well within budget.

Our school is defined by the contributions by every member of this wonderful community, from the extracurricular opportunities awarded to our children as a result of volunteer coaches and organisers, to the countless additional hours contributed by the dedicated staff.

On behalf of the Governing Council, I would like to thank all staff for their dedicated service, and especially acknowledge those that are leaving the school this year.

Robert Fuller,

Governing Council Chairperson

Quality improvement planning (preschool)

During 2018 Para Hills Preschool enrolments increased qualifying us for a third teacher in Terms 3 and 4. We planned using the Early Years Learning Framework (EYLF), Department for Education Literacy and Numeracy Indicators and Respect, Reflect, Relate (RRR) documents. We used a broad term plan focus which enabled us to provide a rich emergent curriculum for our culturally diverse children. Staff are skilled at scaffolding and supporting each child's learning dispositions including curiosity, persistence, confidence, resourcefulness.

Preschool children accessed a range of community and school resources and spaces including regularly attending the Public Library, using the community playground and exploring Prettejohn Gully through the seasons. Additionally, children attended school assemblies and participated in a range of school activities including Sports Day, Book Week and Footsteps Dance. Aunty Donna's regular visits to preschool, her connections with our children, and her knowledge and sharing of Aboriginal culture enriched our learning program. Early Years teachers P-2 implemented a successful transition program which included a range of regular learning and play activities throughout Term 4.

Partnership LDAR PLC:
Teachers met regularly with Partnership colleagues during the year to reflect on their literacy and numeracy practices. We presented a Power Point summarising our LDAR inquiry question which focused on building children's oral language and understanding of narrative structures. Our children engaged in targeted learning opportunities incorporating interactive, extended and repeated interactions with texts, including multi- modal texts. All children were supported to work within their Zone of Proximal Development (ZPD) to learn about narrative structures from their skilled peers during rich child interactions.

Community

We worked with our Early Childhood Leader, Julie Brown to develop streamlined, strength - based documentation of our 3 year QIP priorities (Deepening Learning, Collaborative Partnerships and Wellbeing) which complemented the School's SIP. Further, the 2019 QIP embeds Wellbeing within the other two priorities.

We offered families an opportunity to provide feedback via the Preschool Parent Survey. Results showed a high level of satisfaction in all areas and included these comments:
"very strong about supporting the children"; "my kids love the relationship they have with their teachers and they can't stop talking about the teachers from this preschool"; "the staff at the preschool are wonderful";"Very friendly and highly skilled teachers"; "S has blossomed, as he was very shy and anxious at first".

Literacy
We focused on The Big 6 with a strong emphasis on Oral Language, Phonological Awareness and Comprehension. We immersed children in high quality embedded literacy learning opportunities which formed an integral part of the structure of the preschool day. We view our children through a lens of strengths and base their next steps on where they are at, at that particular moment. Teachers attended a full day literacy training presented by Matt Glover through EChO, entitled, 'Reading Like a Writer, Writing Like a Reader', which enhanced our skills to support children to become successful readers and writers.

Numeracy
We promoted numeracy through a range of experiences highlighting the environment as the third teacher. Children accessed a variety of numeracy experiences through explicit teaching and joint construction of understandings and independent explorations. In addition to explicitly teaching skills and concepts we embedded activities and provocations involving quantifying, counting, measuring and comparing, spaces and shapes, and chance and data.

Improvement planning and outcomes (school)

PHSP-7 SIP worked to support students to become successful learners, problem solvers and thinkers by developing the quality of teaching and learning in the three key focus areas of Literacy, Numeracy and Learner Engagement. Staff worked in one of three SIP teams to help plan, drive and implement improvements in these three areas and to enact all agreements in classroom practices.

As a member of the Montague Partnership, we insure that our actions align to the partnership Results Plus focus of, 'Track and Monitor Every Learner's Growth', 'A Numeracy and Literacy Improvement Cycle', 'Enact Changes in Pedagogical Practice' and 'Identify and Enact Clear Intervention Processes'. Our work on literacy and numeracy also connected with the implementation of Preschool literacy and numeracy indicators.

LITERACY
Over the course of 2018 we did a review of our whole school literacy agreements with a specific emphasis on agreed high yield practices in our classrooms and daily Literacy block expectations R-7. Parallel to this we continued our work on oral language and questioning with students and developing consistent approaches to the teaching of text types in writing. Staff worked with peers and our Reading Support Teacher to develop students expertise and to actively teach the skills of effective readers.

The success of this specific approach can be seen below in an analysis of learning data. In 2018 we continued with the 'Soundwaves' spelling program introduced in 2017 and worked to update staff expertise and practices in this area as analysis of our 2017 literacy data showed growth in Spelling.

NUMERACY
 In 2017 we continued daily mental routines to build students' fluency and understanding of the basic building blocks in maths. We use the Natural Maths approach and students and staff are developing common language and approaches, this is helping students to develop their confidence and mental maths skills.
We worked to develop common understandings and trialling approaches to the teaching of problematised situations. Helping students to develop and deepen their reasoning and problem solving capacity has been an ongoing focus P-7. Staff have shared their work and will continue to develop and deepen problem solving approaches and link this to the DfE focus on STEM learning in 2019.

Digital Technologies supported our numeracy program with P-7 students undertaking a range of learning experiences in coding, which involved problem solving and planning skills and robotics. A focus on integrating STEM teaching into all classrooms to engage students into higher levels of thinking to investigate, analyse, plan and evaluate were key features of our 21st Century teaching approaches.

Students have showcased their technology learning throughout the year in the project work they have undertaken.

LEARNER ENGAGEMENT
Our whole school focus on REBE (Rational Emotional Behaviour Education) deepened in 2018. We actively work to teach students self-regulation and control and staff use a common language and processes to ensure that expectations are known and understood. In 2018 students were using the language and concepts of REBE and taking increased control of their learning. Our classrooms are positive learning environments and our student management statistics support that most of our students demonstrate positive learning behaviours most of the time..

Performance summary

NAPLAN proficiency

The Department's 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 one 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 Department's SEA for Reading and Numeracy.
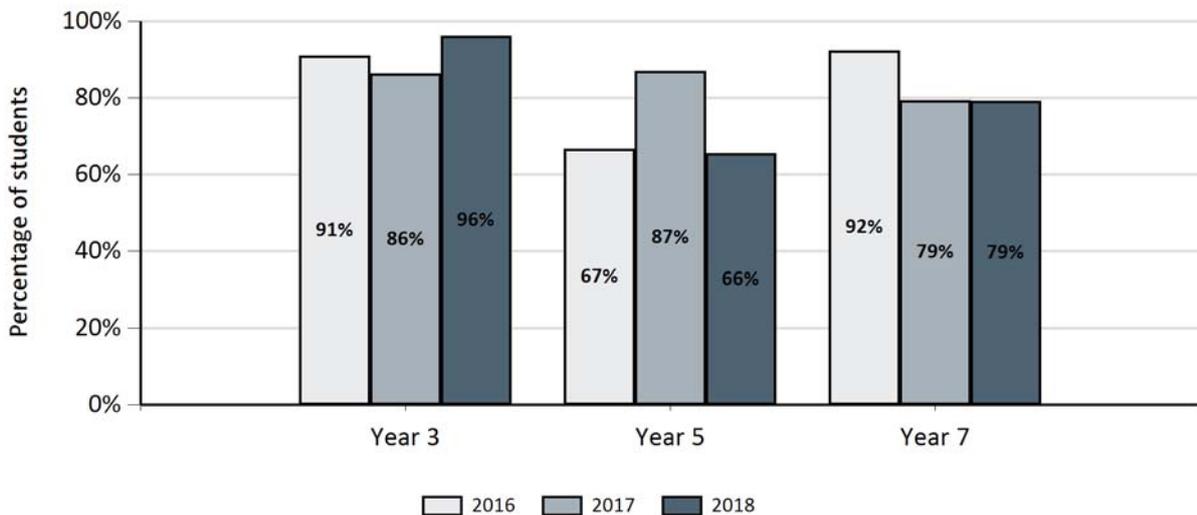
Reading
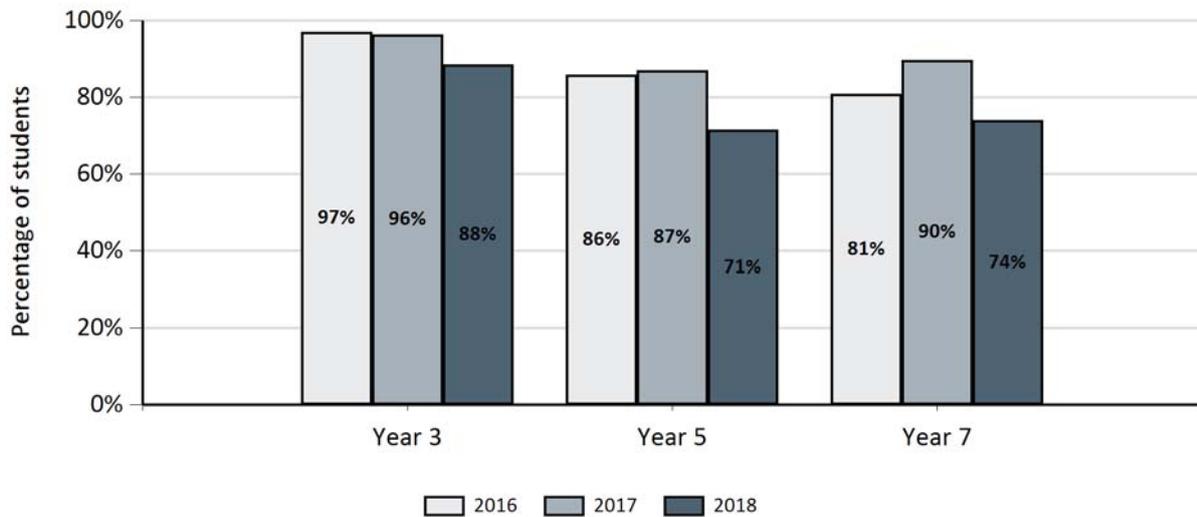
Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.
*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 2016 to 2018 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%	17%	25%
Middle progress group	57%	44%	50%
Lower progress group	30%	39%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	10%	11%	25%
Middle progress group	71%	61%	50%
Lower progress group	19%	28%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2018	26	26	14	12	54%	46%
Year 3 2016-18 average	28.7	29.3	14.7	10.3	51%	35%
Year 5 2018	28	29	6	1	21%	3%
Year 5 2016-18 average	24.0	24.3	6.0	1.7	25%	7%
Year 7 2018	23	24	2	0	9%	0%
Year 7 2016-18 average	26.0	26.3	4.7	3.0	18%	11%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.
^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

NAPLAN Reading:
Once again our students performed positively on the NAPLAN Reading assessment at all year levels with individual growth noted across years 3, 5 and 7 over the past three years.
Year 3: 23/26 who sat the test achieved the DfE Standard Educational Achievement (SEA).
Year 5: 20/25 who sat the test achieved the DfE Standard Educational Achievement (SEA).
Year 7: 18/22 who sat the test achieved the DfE Standard Educational Achievement (SEA).

This highlights the focus we have had over the past years to strengthen our approaches to literacy and embed whole school agreements about practices from P-7 and the emphasis we place on early literacy development.

54% of our year 3 students (14/26 students) achieved in the highest bands for reading. At year 5, 21% (6/28 students) achieved in the highest bands for reading,and in Year 7, 9% (2/23 students) achieved in the highest bands. This affirms our continued work to focus on stretch and extension in our literacy work.
Staff identify targets annually and use these to plan for and extend the learning program.

Growth from Years 3-5 shows 13% of our students made upper level progress and 57% middle level progress whilst from Years 5-7 17% of students made upper level progress a pleasing 44% made middle level progress.

NAPLAN Numeracy
Our students Numeracy development is showing positive progress as a result of our ongoing focus on mental routines and problem solving as a Partnership and whole school focus.
Year 3: 25/26 who sat the test achieved the DfE Standard Educational Achievement (SEA).
Year 5: 19/24 who sat the test achieved the DfE Standard Educational Achievement (SEA).
Year 7: 19/23 who sat the test achieved the DfE Standard Educational Achievement (SEA).

Given our continuing focus on problem solving and integrating STEM into classroom teaching practice we expect to see these trends continue to improve.
46% of our year 3 students (12/26 students) achieved in the highest bands for Numeracy. Only 3% of Year 5 students (1/24 students) achieved in the highest bands, well below previous years and 0% of Year 7 students achieved in the highest bands.
Staff identify targets annually and use these to plan for and extend the learning program.

Growth from Years 3-5 shows 10% of our students made upper level progress and 71% middle level progress.

Supporting more students to achieve in higher skill bands and make upper levels of progress is a focus for our work in Numeracy in the 2019 SIP.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	91.6%	84.7%	85.0%	85.0%
2016 centre	91.1%	84.0%	84.8%	84.6%
2017 centre	87.3%	90.2%	93.8%	93.1%
2018 centre	89.9%	88.7%	89.2%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

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	2015	2016	2017	2018
Reception	92.0%	90.0%	89.8%	92.1%
Year 1	91.8%	93.2%	91.6%	92.6%
Year 2	93.8%	90.4%	93.5%	92.5%
Year 3	93.2%	92.6%	90.9%	93.8%
Year 4	91.2%	89.9%	93.9%	93.7%
Year 5	92.5%	91.1%	90.2%	92.9%
Year 6	91.0%	93.8%	89.3%	89.5%
Year 7	88.0%	91.1%	91.1%	93.0%
Primary Other	89.2%	91.0%	90.9%	89.9%
Total	91.7%	91.5%	91.3%	92.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance is celebrated and non attendance followed up in a timely manner as outlined by our policies and procedures. Our school achieved a positive and stable rate of student attendance at 92.4%, up from 91.3% in 2017. Our attendance rates continue to be higher than most other schools in our Partnership. Phone calls, letters and home visits by teachers and DfE support staff are a regular part of our intervention strategy to support families in getting their children to school.

Every year, we revisit our policies and procedures with staff and continue to raise parent awareness of the importance of attendance through transparent processes and regular communication.

All school staff were made aware of their mandated role in regards to attendance. 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. The Student Attendance Counsellor and ACEO were utilised to support home visits. We commend staff on their exemplary follow up with families to address absences.

In 2019, we will continue to implement individual attendance and lateness plans for the small cohort of students who continue to skew our data.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	38	36	36	38
2016	45	45	45	50
2017	50	50	49	50
2018	50	51	51	51

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool enrolment comment

Our preschool has a positive profile in the community and children are keen to attend and develop their friendships and learning.

During 2018 Para Hills Preschool enrolments increased, qualifying us for a third teacher in Terms 3 and 4.

Our cohort continues to be a highly Multicultural group with many additional complexities.

Our on-site Playgroup has positively influenced new families enrolling their children into our Preschool and school.

All absences are noted in the Early Years System (EYS). All absences with no notification are followed up by a phone call or email to families where possible.

Our newsletters continue to promote attendance at preschool and school with information about how low attendance can impact on learning and children's social and emotional well-being.

School behaviour management comment

There has been minimal incidents of bullying at our school. This is the result of a range of programs and strategies implemented including our focus on, 'Rational Emotional Behaviour Education' (REBE). REBE aims to develop positive mental health and growth mindsets towards learning by identifying and teaching 5 capabilities designed to support students to manage their feelings and to take greater responsibility for their learning. At Para Hills School P-7 'Learning leads behaviour, behaviour does not control the learning'.

Staff work to provide individual responses, catering to the needs of those individuals with specific needs or challenging learning behaviours to build their skills to access and manage their learning success.

Client opinion summary

STUDENT OPINION
Feedback and ideas from our students to improve their learning are always welcomed and we structure a range of ways for students to provide feedback to teachers and at the whole school level. Student responses to the 2018 DfE Opinion Survey were all rated 4.4 or higher out of 5

In 2018 the DfE Student Opinion Survey provided us with the following feedback:
Highest rated items:
* My class activities are interesting and help me to learn
* Teachers clearly explain what students are learning
* My teachers make learning interesting
* The way my teachers manage the class helps me to learn
* The school encourages students to have a sense of pride
* There is someone at school I can talk to if I have problems

PARENT OPINION
We actively welcome parent participation and involvement in their child's learning and appreciate the volunteers and support families provide to learners at home. Parent responses to the 2018 DfE Opinion Survey were all rated 4.4 or higher out of 5

Highest rated items:
* I feel welcome at this school.
* The school has an excellent learning environment.
* Students know how they are expected to behave at school.
* This school provides a safe and secure environment.

The lowest rated items (4.1/5) were:
* My child's teachers clearly inform me about the learning program.
* Parents have the opportunity to participate in decisions about their children's education.
This feedback highlights the need to continue to work on our information and communication processes between classrooms, the school and families and ways we can better share the learning programs and ways we can personalise and support individual learning. In 2019, we will build on our our 2018 targeted approach to open mornings in key SIP areas to further engage parents, caregivers and the local community.

STAFF OPINION
We have a strong and supportive staff culture and staff work cooperatively and professionally with each other. Staff responses to the 2018 DfE Opinion Survey were all rated 4.3 or higher out of 5

Highest rated items:
* Learning programs at this school are responsive to student needs.
* Teachers at this school include the active participation of students in their lessons.
* There is supportive leadership in this school.
* Staff are supported by the school in the management of students' behavior.
* Our school involves the staff in developing the school's vision.

Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0131 - Norwood Primary School	0.0%	0.0%	2.0%
0699 - Burnside Primary School	1.0%	0.0%	0.0%
0935 - Para Hills School P-7	72.0%	73.0%	68.0%
0987 - Mawson Lakes School	0.0%	1.0%	0.0%
1045 - Para Hills West Primary School	0.0%	3.0%	2.0%
1099 - Paralowie School	0.0%	0.0%	2.0%
1134 - East Para Primary School	10.0%	3.0%	10.0%
1183 - North Ingle School	1.0%	0.0%	0.0%
1201 - Gulfview Heights Primary School	0.0%	0.0%	2.0%
1210 - Modbury West School	0.0%	0.0%	2.0%
1777 - The Pines School	0.0%	1.0%	0.0%
1858 - Greenwith Primary School	0.0%	1.0%	0.0%
1879 - Playford Primary School	1.0%	0.0%	0.0%
5463 - Pinnacle College - Eliz East Campus	0.0%	1.0%	0.0%
8003 - Heritage College Inc	0.0%	1.0%	0.0%
8205 - Blackfriars Priory School	0.0%	1.0%	0.0%
8296 - Rostrevor College	0.0%	0.0%	2.0%
8419 - Good Shepherd Luth Sch - Para Vista	5.0%	1.0%	8.0%
8439 - Tyndale Christian School	0.0%	1.0%	2.0%
9031 - St Martin's Catholic Primary School	1.0%	0.0%	0.0%
9072 - St Augustine's Parish School	0.0%	1.0%	0.0%
9115 - Prescott Primary Northern	5.0%	1.0%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.
Source: Preschool Data Collection, Data Management and Information Systems.

Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	3.8%
Other	2	2.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	11.4%
Transfer to SA Govt School	65	82.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Destination comment

Most children attending our preschool successfully transition to the school and a range of programs and visits operate to make this as smooth and seamless as possible for learning.

On the whole we have a stable student population with most students transitioning within the school annually and families positively supporting the work of the staff and school to support learners.

Students leaving the school tend to move to other DfE sites due to a range of family situations and re locations.

Relevant history screening

We ensure the safety of all of our students in working with our community by the following:
All employees, volunteers and other persons designated by legislation or DfE policy have been screened for their suitability to work or volunteer with children at our site.

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

Our volunteer policy is in accordance with DfE guidelines and this is available on our website. A list of volunteers who have undertaken induction at the school is kept via an EDSAS register.

Teacher qualifications 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	35
Post Graduate Qualifications	3

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.0	0.0	10.7
Persons	0	21	0	15

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Financial Statement

Funding Source	Amount
Grants: State	$25,1057.00
Grants: Commonwealth	$8,100.00
Parent Contributions	$85,913.00
Fund Raising	$1500.00
Other	$10,500.00

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	At Para Hills Preschool, we use the Early Years Learning Framework, the DfE Literacy Indicators and RRR to inform our practice. Literacy and Numeracy indicators are embedded into daily curriculum. A significant proportion of our children come with a range of special needs and learning challenges due to disadvantage, cultural background and language. Small group and 1:1 time was utilised to support these students.	Daily records of children's interactions in literacy and numeracy activities show high levels of participation and involvement. Increased vocabulary/ understanding evident.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Individual learning plans were developed for children with Special Rights. Goals for these students were incorporated into daily and weekly programs. SSO support provided to help with engagement of these students. Goals revisited regularly and ongoing testing to monitor and support individual progress. Screening program in place for early identification of individual needs.	Ongoing liaison and information sharing between families, support agencies and preschool. Improved transition for most students noted.
Improved outcomes for non-English speaking children who received bilingual support	BSSO hours for identified children. Ensuring children have input into daily activities. All identified cultural groups celebrated over the course of the year with input from families.	Higher levels of participation evident. Increased confidence and interactions with peers. Acceptance, understanding and appreciation of different cultures.

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

2018 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 2018 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	SSO in class support for students at risk of not achieving the SEA. Additional 0.4 Counsellor for continuing staff development in Rational Emotional Behaviour Education (REBE) and 1:1 support for students at risk.	Greater participation and engagement in activities
	Improved outcomes for students with an additional language or dialect	3 X Weekly support for EALD students through in class reading groups utilising Senior Leader and SSO. PD for all staff in EALD levelling and pedagogy.	Greater consistency in moderation of work samples. More targeted teaching.
	Improved outcomes for students with disabilities	SSO support provided to work under direction of class teachers to achieve NEP goals and to support personalisation of learning for these students.	Greater percentage of students achieving SMARTAR goals
Targeted funding for groups of students	Improved outcomes for ● rural and isolated students ● Aboriginal students ● numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Intervention Programs: • Quick Smart • TooSmart • Phonological Awareness • Mini Lit Aboriginal Programs Assistance Scheme (APAS) - tutoring support provided to identified students in reading and numeracy: 1. Reach goals as outlined in 2017 Individual Aboriginal Education Plan for each student. 2. Increase the decoding and comprehension skills of all students as verified by school based testing 3.Improve each student's writing skills by 1 EALD level/year.	Student improvement across the board in all intervention programs. Improved confidence and engagement in classroom lessons. Individual goals achieved
Program funding for all students	Australian Curriculum	Professional learning, release of teachers to plan,program and develop common assessment tasks and review and moderate students work.	
	Aboriginal languages programs initiatives	Not applicable	
	Better schools funding	Senior Leader appointed to: Run PD to unpack NAPLAN data to track and monitor identified students (SEA & higher bands); PD in improved pedagogy; Support daily Guided Reading R-7. SSO support in Guided Reading.	Improved growth in student learning Improved teacher pedagogy
Other discretionary funding	Specialist school reporting (as required)		
	Improved outcomes for gifted students		⏐
	Primary school counsellor (if applicable)	Increase Senior Leader position (Wellbeing) to 1.2 (2 staff) who worked with staff and students to implement more effective anti-bullying programs, in particular cyber bullying and 1:1 support for identified students.	Decrease in bullying verified by survey. Improved student wellbeing outcomes.