

2023 annual report to the  
Community

# Para Hills School and Para Hills Preschool

Para Hills School number: 935

Para Hills Preschool number: 1608

Partnership: Montague



School principal:

Erin Wilson

Date of endorsement:

20/02/2024



Government  
of South Australia  
Department for Education

# Context Statement

Para Hills School caters for students from R-6. At the time of this report, the enrolment in 2023 is 238. Para Hills School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 9% Aboriginal students, 16% students with disabilities, 31% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

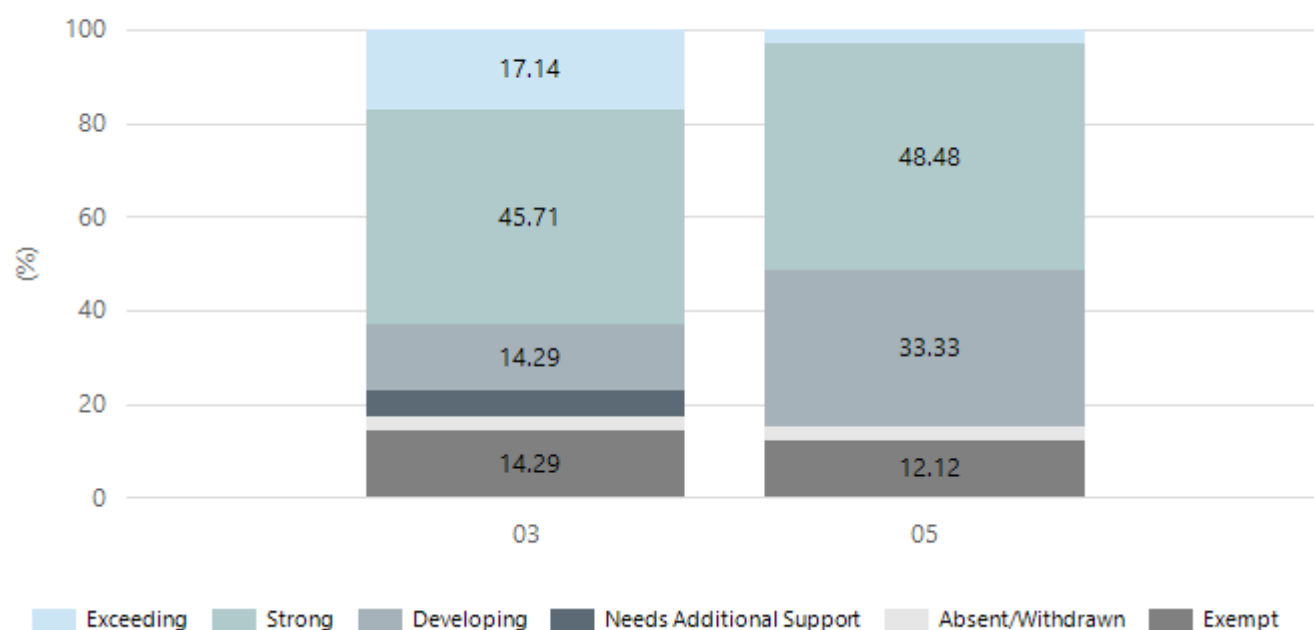
Information about Para Hills Preschool is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

## Performance Summary

### NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

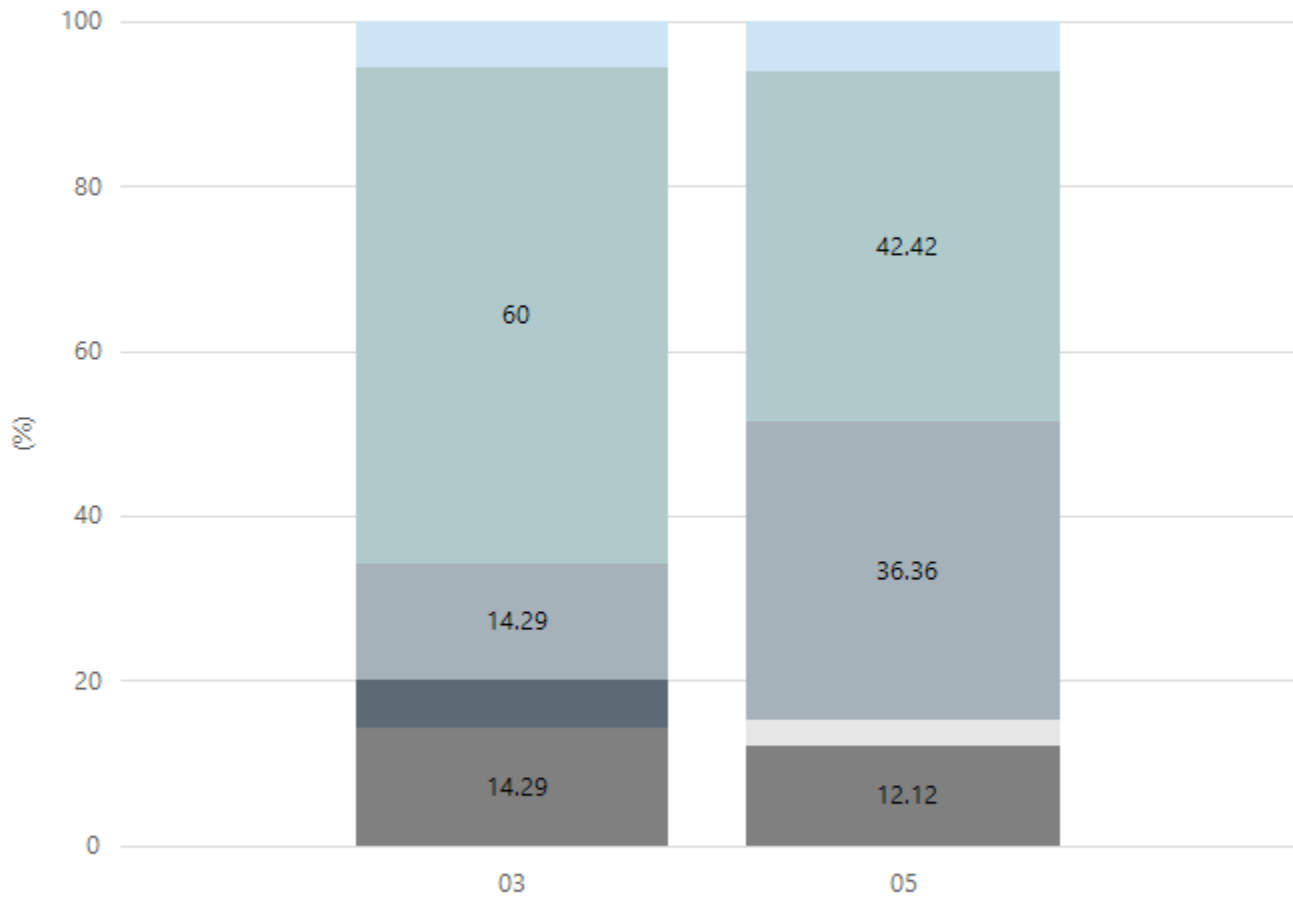
#### Numeracy



Year Level	03	05
Exceeding	6	1
Strong	16	16
Developing	5	11
Needs Additional Support	2	
Absent/Withdrawn	1	1
Exempt	5	4
Total	35	33

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

## Reading

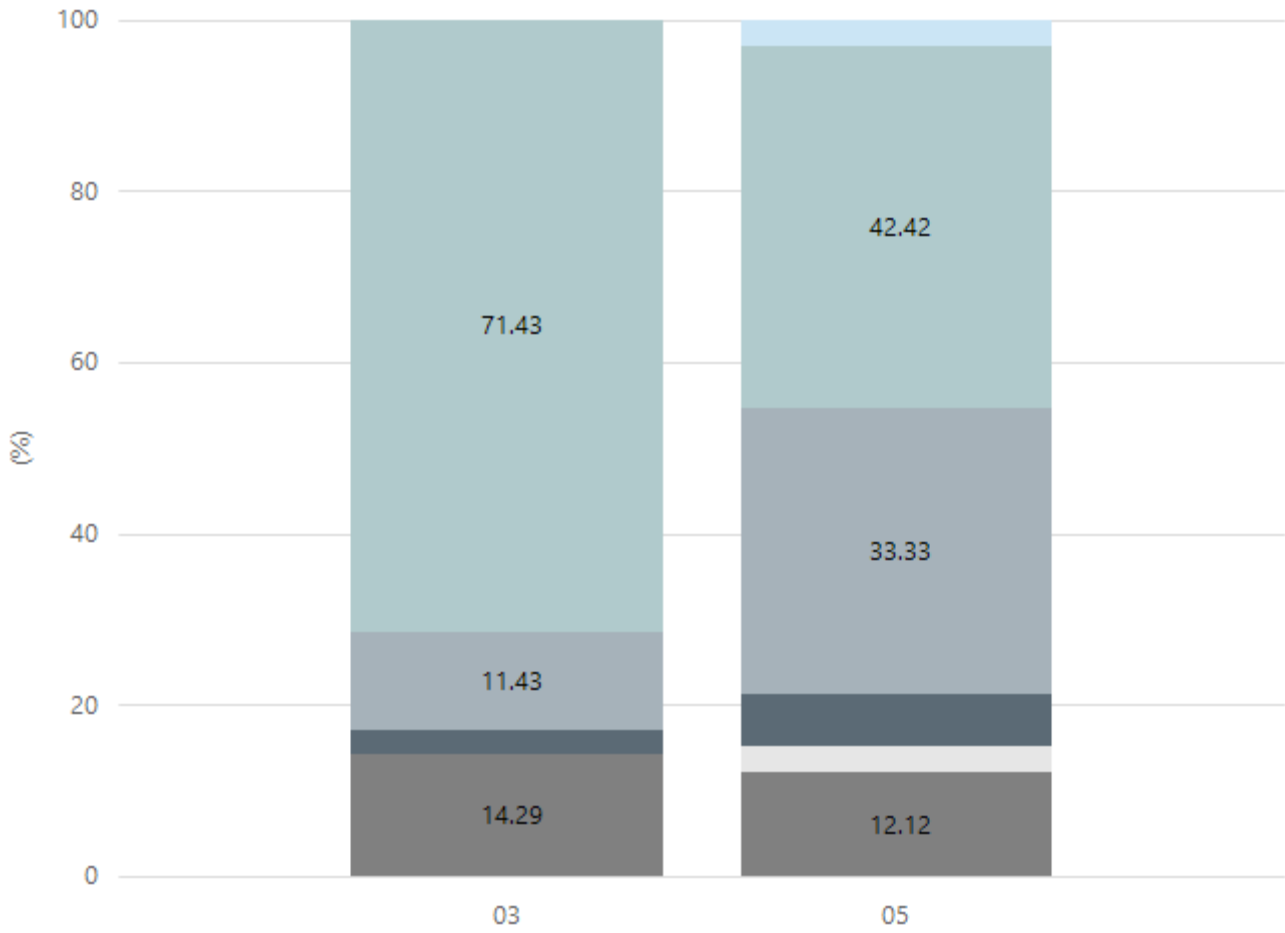


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	03	05
Exceeding	2	2
Strong	21	14
Developing	5	12
Needs Additional Support	2	
Absent/Withdrawn		1
Exempt	5	4
Total	35	33

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

## Writing

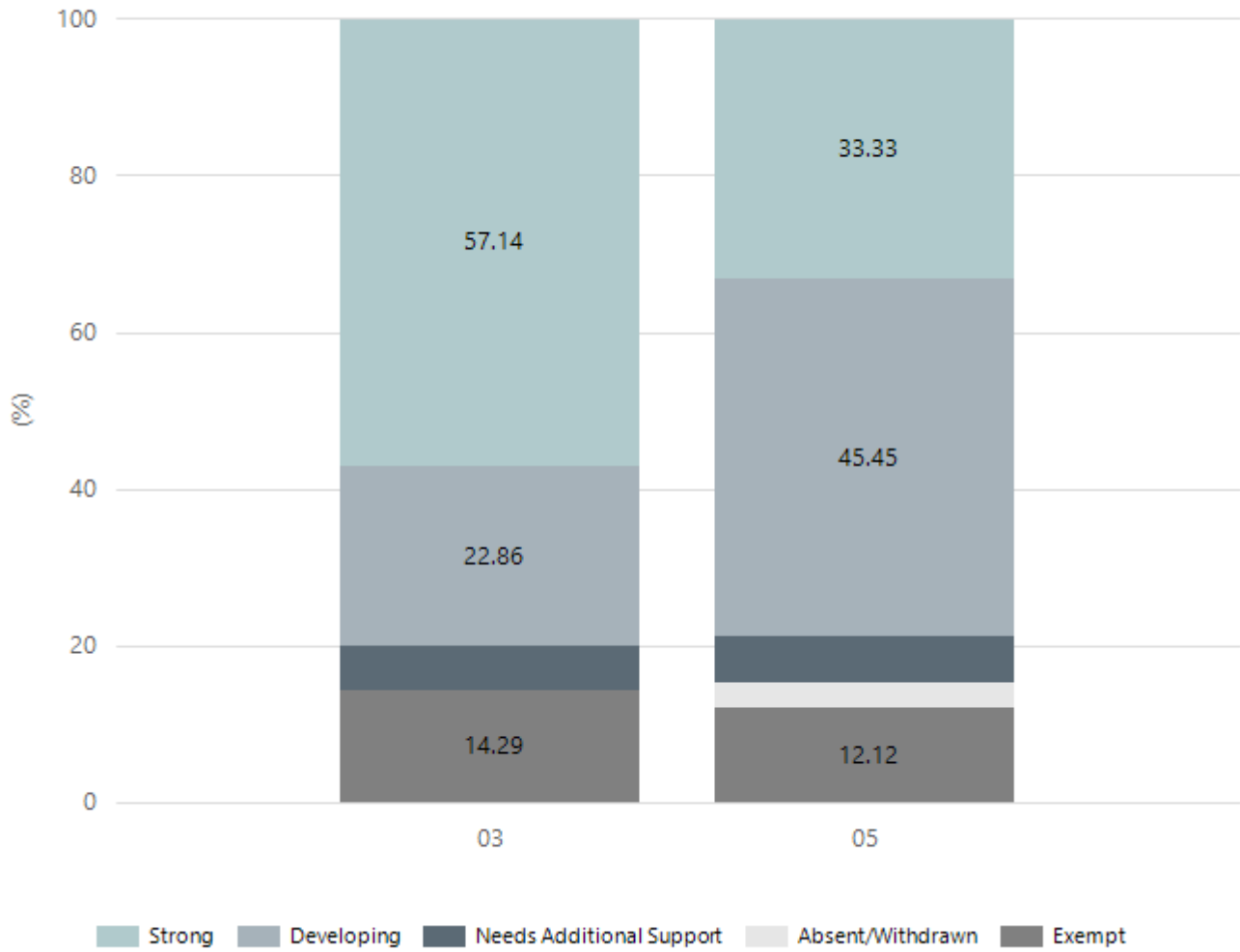


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	03	05
Exceeding		1
Strong	25	14
Developing	4	11
Needs Additional Support	1	2
Absent/Withdrawn		1
Exempt	5	4
Total	35	33

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

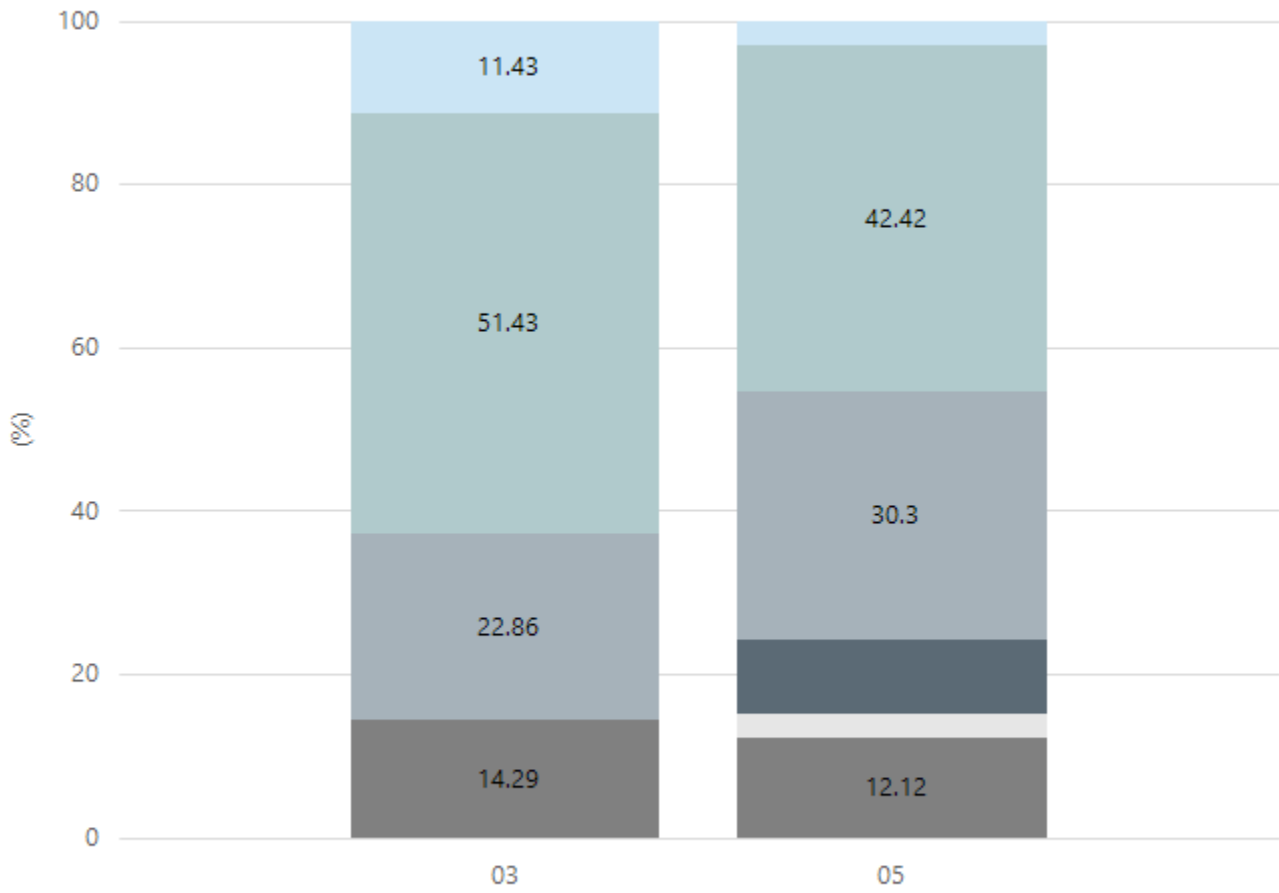
## Grammar



Year Level	03	05
Strong	20	11
Developing	8	15
Needs Additional Support	2	2
Absent/Withdrawn		1
Exempt	5	4
Total	35	33

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

## Spelling



■ Exceeding 
 ■ Strong 
 ■ Developing 
 ■ Needs Additional Support 
 ■ Absent/Withdrawn 
 ■ Exempt

Year Level	03	05
Exceeding	4	1
Strong	18	14
Developing	8	10
Needs Additional Support		3
Absent/Withdrawn		1
Exempt	5	4
<b>Total</b>	<b>35</b>	<b>33</b>

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

## Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2020 centre	85.4%		88.6%	88.5%
2021 centre	90.2%	81.3%	93.1%	79.1%
2022 centre	79.7%	79.5%	77.6%	87.4%
2023 centre	85%	75.1%	87.1%	90.5%
2020 state	89.1%		84.6%	85.8%
2021 state	87.3%	85.3%	87.1%	84.5%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled.

Note: Term 2 2020 data may not be available for all preschools.

## School Attendance

Year Level	2021	2022	2023
Reception	86.0%	85.0%	88.7%
Year 01	88.6%	82.6%	86.1%
Year 02	86.2%	84.2%	84.6%
Year 03	92.8%	87.0%	84.2%
Year 04	90.4%	88.2%	91.4%
Year 05	93.4%	88.3%	88.6%
Year 06	95.2%	88.6%	92.1%
Year 07	93.7%		
Primary Other	76.9%	80.0%	83.8%
Total	89.3%	85.8%	87.3%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

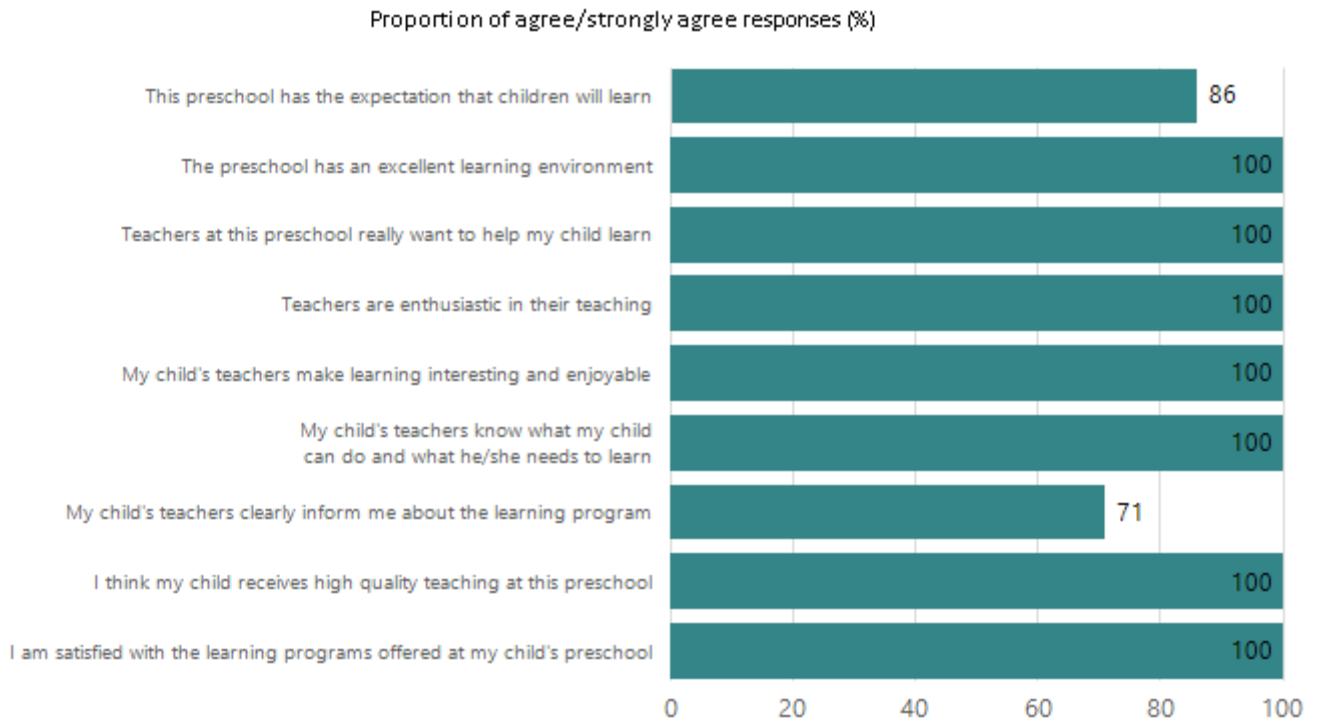
## Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

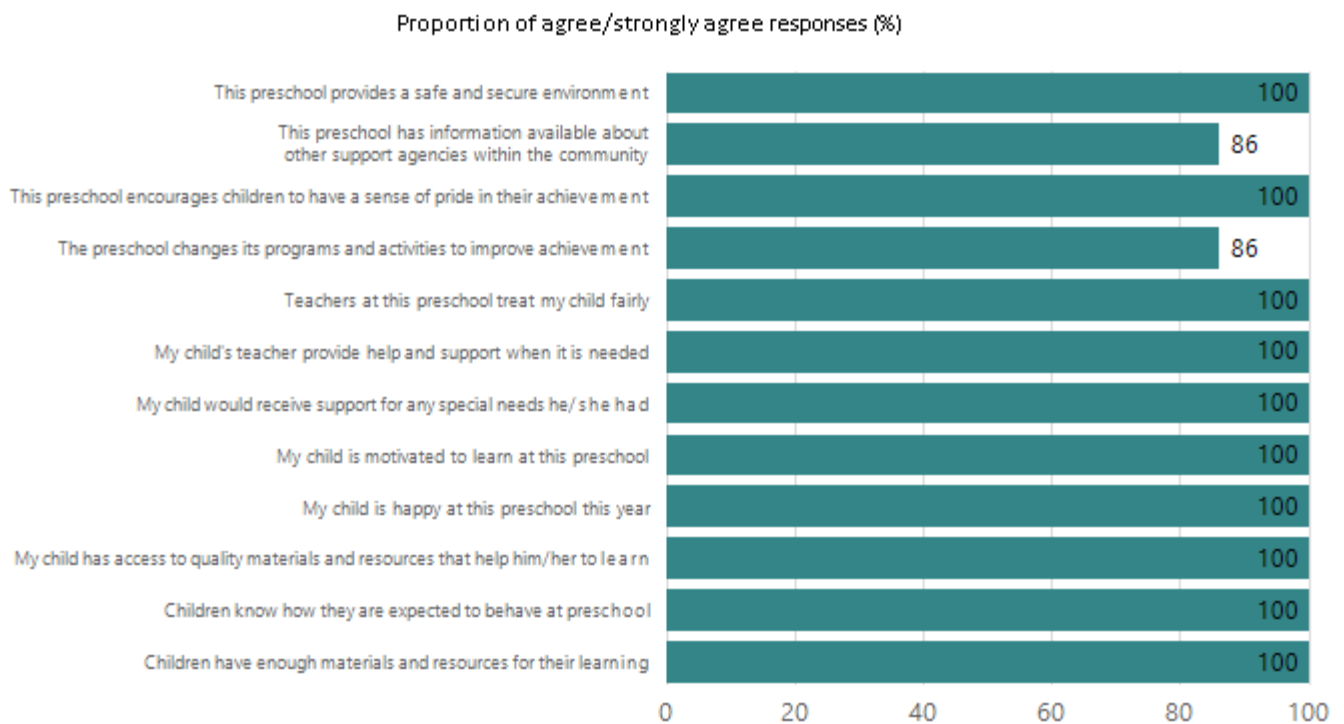
# Preschool Family Opinion Survey

## Quality of Teaching and Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

## Support of Learning

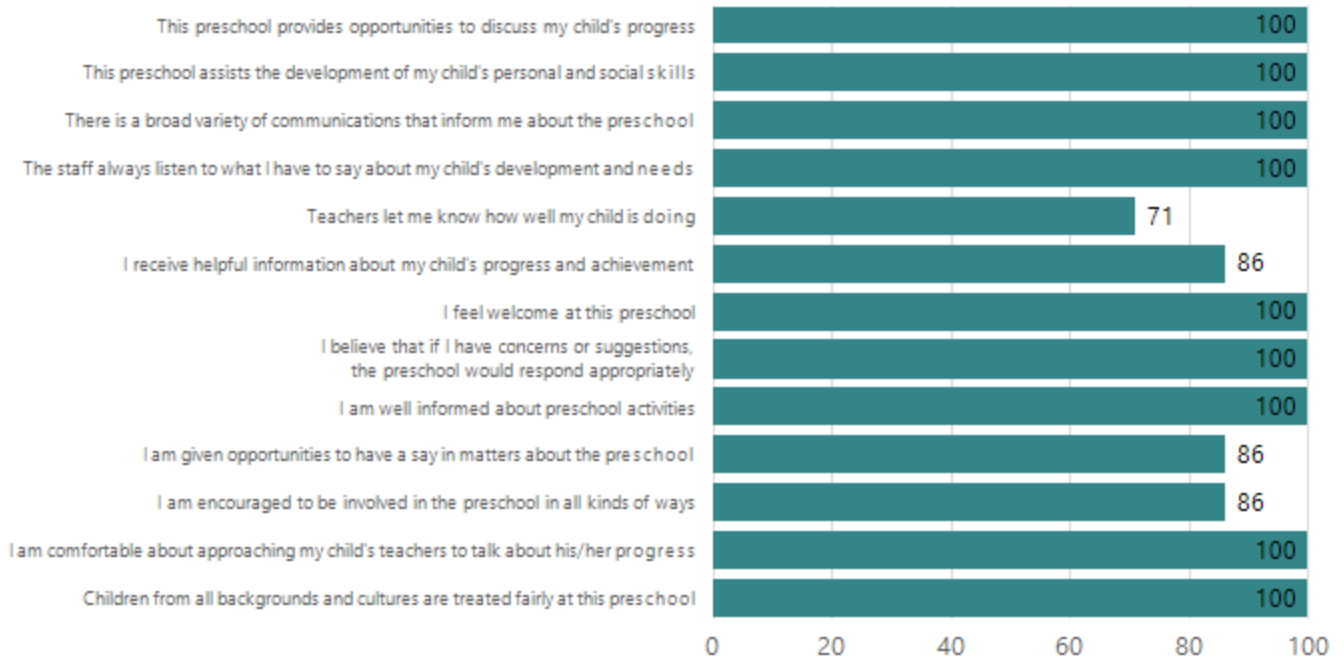


Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.



# Relationships and Communication

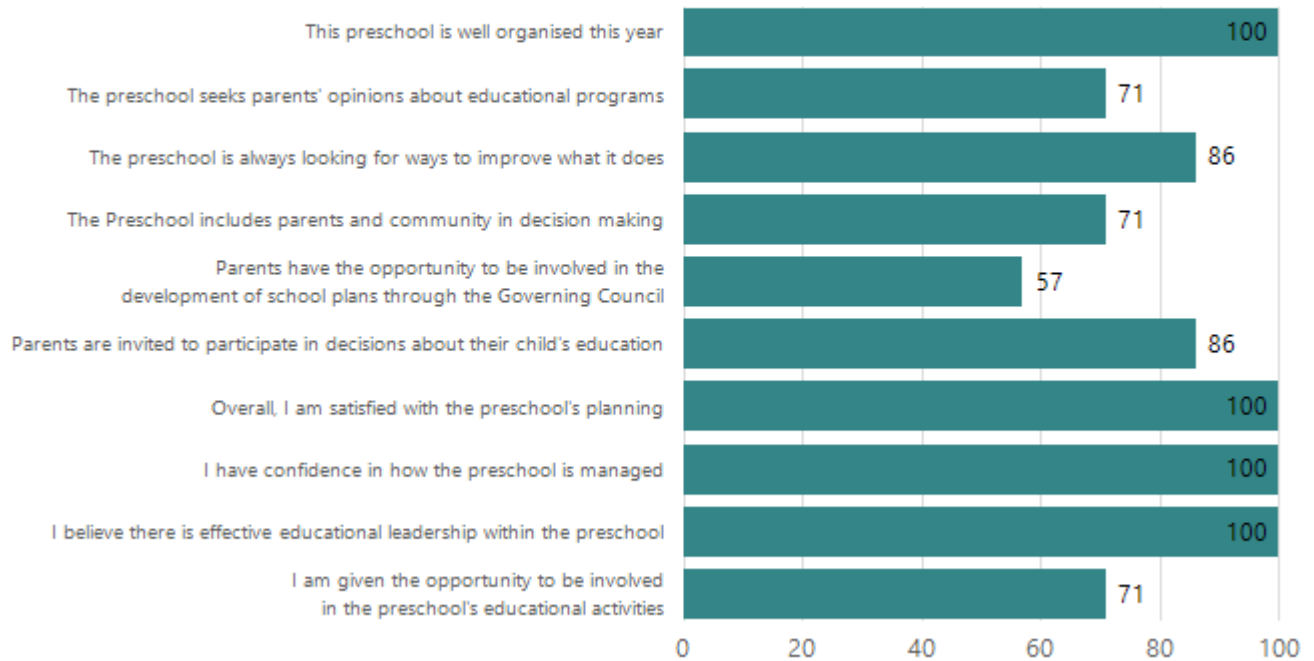
Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

# Leadership and Decision Making

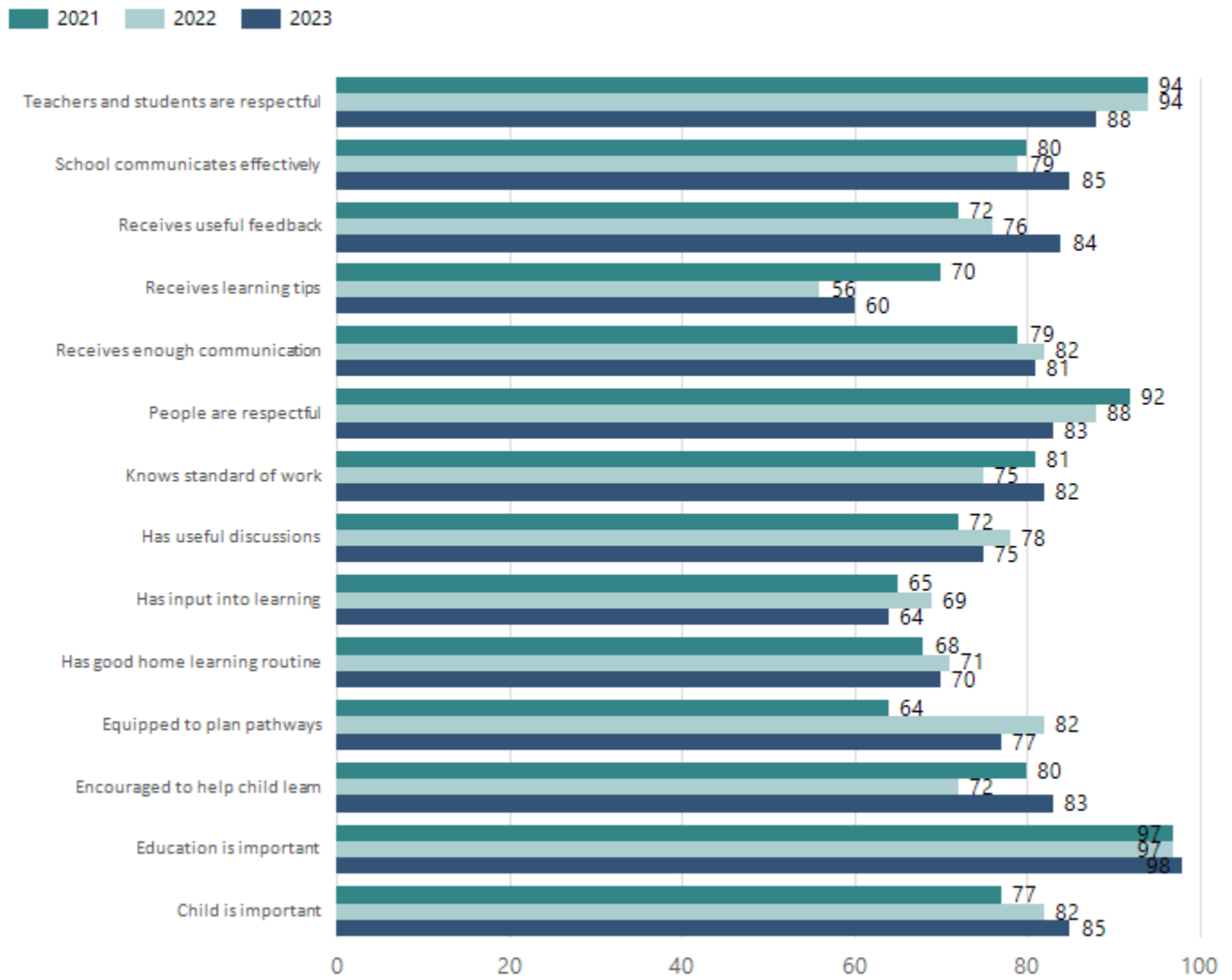
Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

# Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

## Destination Schools

Feeder Schools (Site number - Name)	2021	2022	2023
0935 - Para Hills School	80.0%	71.4%	85.7%
9999 - Unknown		16.7%	3.6%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

## Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	6.0%
NT - LEFT SA FOR NT	2	13.0%
OV - LEFT SA FOR OVERSEAS	5	31.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	31.0%
U - UNKNOWN	1	6.0%
VI - LEFT SA FOR VIC	2	13.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

# Highest 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's degrees or Diplomas	25
Postgraduate Qualifications	4

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

## Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	25.4	0.3	13.2
Persons	0.0	29.0	1.0	20.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	\$3 887 636.48
Grants: Commonwealth	\$23000
Parent Contributions	\$87 253.25
Fund Raising	\$1716
Other	\$1423.41

Data Source: School supplied data.

The Governing Council and leadership of the school have worked in partnership to support the learning needs of our students. The Council is a committed, energetic and enthusiastic group who actively support the Principal and Staff in the continual improvement journey in learning, growth and development of our students and community. 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 2023 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.

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 2023, as well as the volunteers who have given up their time to support the school.

I would also 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. With strong leadership promoting dedication and commitment from staff, OSHC has continued to provide a structured program that children enjoy attending.

Well done to our students who proudly represented the school at SAPSASA, and always demonstrated our school values of Respect, Commitment and Honesty to the broader community. 2023 saw the continuation of the Children's University and Girls with Attitude 100% programs. Year 6 students also participated in the Innovate program held in the CBD, in which they explored using STEM to solve real world problems. Well done to students who took on these opportunities, as well as staff who helped facilitate them.

There were many excursions and incursions throughout the year including trips to the museum, AFL Max, Farm Barn, Movies, Cobbler Creek, Road Safety and a whole school excursion to the Aquatics Centre. There was visits from RSPCA, Tri-Skills, Emergency Services, Police band, Zing Active and coaching clinics, as well as celebrating 100 days of school and a Halloween themed disco. Lovely weather saw a great turn out for Sports Day. Year 5/6 students had a wonderful time attending camp Arbury Park, strengthening their relationships and pushing their own boundaries despite some bleary eyes from students (and teachers) when they returned.

We ended the year with our inaugural Wellbeing Walk. This gave the whole school an opportunity to experience being out in the local area and enjoying nature and free play fun. We look forward to this being an annual event.

2023 saw the continued focus on the teaching of reading using Heggerty (Phonological Awareness), 'Explicit Direct Instruction' (EDI) and the Orton-Gillingham approach (OG) ensuring that changes were occurring in all classrooms with teachers supporting each other in learning teams. Classrooms are configured to support this by removing distractions and enabling better engagement for all learners.

NAPLAN was held in term 1 and results were at an all-time high with many children achieving above their required goals. This was very encouraging and shows that we are progressing on the right path in teaching and learning.

The school finished the year slightly over budget. An investment was made in increasing the class numbers from 9 to 10, requiring extra staffing, which enabled smaller classes numbers and more opportunity for focused learning. Upgrades were made to the school such as artwork around the school, resurfacing of the hallways, finishing carpeting the last of the classrooms and library, blinds in the Preschool and new SAPSASA uniforms. An upgrade to the school jumpers was also well received by children especially as they had been asked for their input before deciding on designs.

Our school is defined by the contributions by every member of this wonderful community.

On behalf of the Governing Council, I would like to thank all staff for their dedicated service.

Claire Buxton,  
Governing Council Chairperson