Para Vista Primary School and Para Vista Child Parent Centre

2020 annual report to the community

Para Vista Primary School Number: 1048

Para Vista Child Parent Centre Number: 1609

Partnership: Montague

		Signature
School principal:	Mrs Sue Charleston	
Governing council chair:	Mrs Leanne Rehill	
Date of endorsement:	3 February 2021	

Government of South Australia

Department for Education

Context and highlights for the combined site

Para Vista Primary School is a Category 4 school in the Northern suburbs of Adelaide. In 2020 we had 224 students in 11 classes. The student population included approximately:

109 School Card Holders
70 Students with English as an Additional Dialect
25 Students with Disabilities
26 Aboriginal Students

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.

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 2020 this included the continued 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. Our whole school commitment each morning to Modelled Reading continued and a consistent approach to Guided Reading and individual student conference using Reading Passports evolved R-7. Greater teaching expertise in the intentional planning, teaching and assessing of the different text types was a strong focus.

Consistent planning, teaching and assessing was evident across all classes. Teachers developed Literacy blocks which incorporate the explicit teaching of fluency, phrasing, decoding strategies and comprehension as well as implementing targeted literacy activities around concepts of print, phonological awareness, phonics and comprehension strategies. As well as Literacy improvement we continued to focus 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. Students R-7 set goals for Literacy and were involved in tracking their learning progress. Students developed a strong understanding of the learning process and knowledge of themselves as learners, as evident in regular feedback chats with leadership and their teachers.

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 are supported in their Personal and Social development through a range of programs and practices. Students also participate in Sports Day, swimming and aquatics, Premiers Reading Challenge, Book Week and School Concert.

To align more strongly with our feeder High School and to assist with the transition of Year7s to High School we made some changes to the Specialists subjects that would be offered from 2021 onwards. We introduced STEM with the aim of developing a strong context for Critical and Creative Thinking and Problem Solving and we introduced Italian as our specialist Languages subject.

We farewelled Matt Brumby as School Counsellor and implemented a new Leadership role for Intervention and Inclusion to address the diverse changes of support and differentiated learning for vulnerable students.

Governing council report

Despite how 2020 challenging was the achievements the Council were involved in for 2020 were the lunch shed renovation, securing a spot for the school to be a beneficiary of the Peoples Choice Credit Union Community Lottery, working with the local Council regarding traffic concerns behind the school and the establishment of the Facilities and Development Committee.

Regarding the Governing Council businesses both the OSHC service and the Canteen Service were supported throughout 2020 in regards to staffing, Jobkeeper and general challenges due to Covid and both Council businesses were able to navigate the issues arising and remain viable with the possibility of turning over modest profits each.

School quality improvement planning

In 2020 The Preschool QIP focus was on the children communicating personal experiences through conversation skills, intentionality in modelled reading using a variety of text types and intentionality of the children learning to deconstruct the sounds of language and identify phonemes. 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 vet surgery).

When focusing on 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, using a variety of text types (such as information reports, narratives and procedures). Professional development for preschool staff was based on Phonological Awareness and included the introduction of a phonemic awareness program developed by Michael Heggerty.

In 2020 Preschool teachers participated in a Learning, Design, Assessment and Reflection (LDAR) professional development program. This included preschool teachers using an online Moodle to communicate with other participants and the program leaders. As part of the program participants developed an inquiry question, collected data for analysis and used this data for curriculum decision making. The inquiry at Para Vista Preschool was 'How are the children engaging in conversations?' Data collection included checklists that identified whether children were engaging in meaningful conversations using skills such as turn taking, staying on topic and using eye contact. The inquiry revealed that the children engage in more meaningful conversations when the topic is of interest such as when observing the tadpoles. It was noted that at times educators needed to provide prompting questions to extend the conversation, aiming for 5-7 turns in a conversation. Actions from the program included the review of learning stories in 2021, with the aim of capturing children's theories about the world around them.

During 2020 the transition to school program included regular visits and opportunities to play in the transition room from Term 2. The preschool children helped plan play activities they would like in the room and regularly accessed the room that is 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 2021 as they begin their first year of school.

Additional short term priorities included strengthening connection with families, and reviewing documentation procedures. Connection with families became difficult due to Covid restrictions so the preschool utilised the VERSO online program to support connection with home. Edmodo continued to also be used for communication between home and Preschool.

Preschool improvement planning - review and evaluate

In 2020 the priority was on continuing to develop intentionality and rigour in evidence-based Reading pedagogies and practices R-7. The whole school commitment to Modelled Reading continued each morning, with observations and feedback from the leadership team to monitor practice R-7. Professional Development included developing teaching expertise R-7 in the explicit teaching of the full range of text types and the development of rigorous literacy blocks to include aspects at whole text, sentence and word level. Whole school development extended to the implementation of Guided Reading and individual student conferencing, phonological awareness and oral language R-7 with team professional learning to contextualise practices in the different year levels.

Coherence across the school was fostered by a whole school commitment to tracking and assessing students using Reading Passports, collaborative team learning and a strong whole school focus on the teaching of Phonics. Professional development for staff was based on the Balanced Reader (Decoding, Fluency & Phrasing, Comprehension) and the Big 6 of Reading. Through the commitment to Reading in 2020 we have seen an increase in students levels of engagement, increasing student understanding of and use of a range of effective reading strategies has resulted in significant growth as evidenced by Running Records data and Pat (R) results. With increasing enrolments and the subsequent employment of new teachers to our school we will continue to develop and embed effective practices, documenting agreements and regularly undertaking observations and feedback processes as well as analysing data twice termly.

Processes and team structures around documentation were implemented in 2020 to support staff to engage with improvement and change as well as embed improved practices.

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. Connections with families was maintained during the challenges of Covid 19 through the use of class Edmodo groups.. Together these were

Improvement: Aboriginal learners

In consultation with class room teacher and the Aboriginal focus staff in the school, ensured that Aboriginal student's Individual Learning Plans/One plans were used to determine the type of additional support that individual students required. This is overseen by a member of the leadership team. The leadership team also implemented a specific and tailored literacy support to identified Aboriginal students in reading. Each student had a Reading Mentor who set individual learning goals in consultation with the class teacher and student and reviewed these before setting the next goals. Progress by students in Years 4-7 was significant. In 2021 the students will be more involved in the goal setting as their knowledge increases.

Every Aboriginal student year 1 to 7 had an Aboriginal mentor who worked on their reading each week. Goals were set every 5 weeks and were based around the Balance Reader, particularly focusing on phonics development.
 Feedback from Aboriginal Students and Mentors :
• High levels of engagement from most students – the biggest benefit continued to be the level of enthusiasm for reading. eg students catching mentors in the yard – "When are you coming in next ?"

• Students could tell an adult what aspects they were working on – goal setting more targeted
• Goals were being achieved by most
• Student were proud to have a leader mentoring eg " Sue the principal works with me on my reading"
• Less benefit with Year 1s who did not seem to transfer intervention strategies into their class learning as effectively. This will be reviewed for 2021.

• Clear improvement was evident for students in year 4-7
• Absenteeism overcome with some flexibility from mentors
• SSOs also having a read aloud session per week with each Aboriginal student R-7
• The plan is making a particularly strong difference to disposition and achievement as evidenced in levels of engagement as well as Running Records data.

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
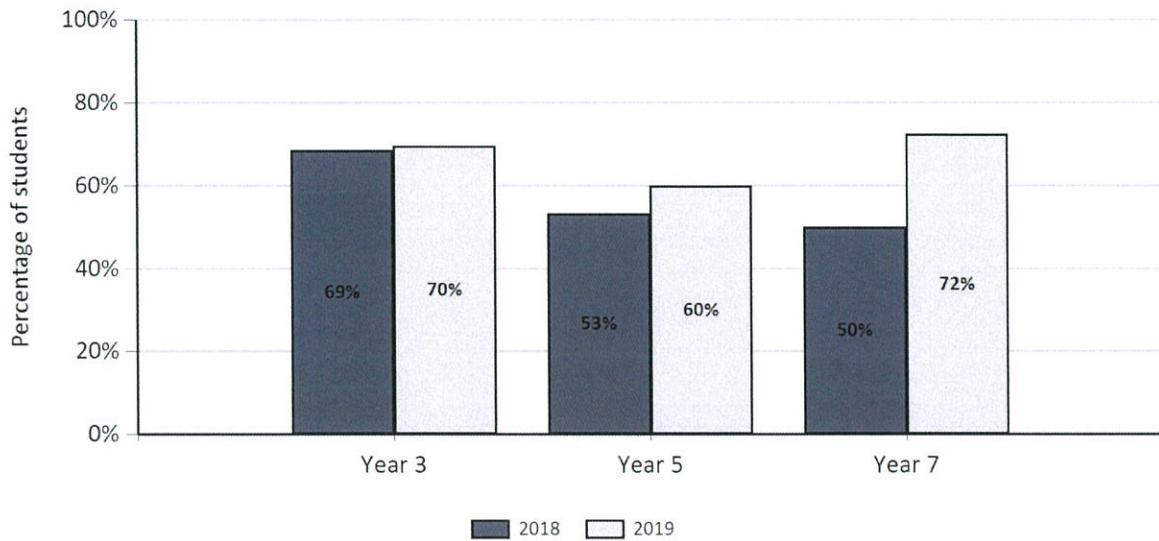
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 acros all cohorts.
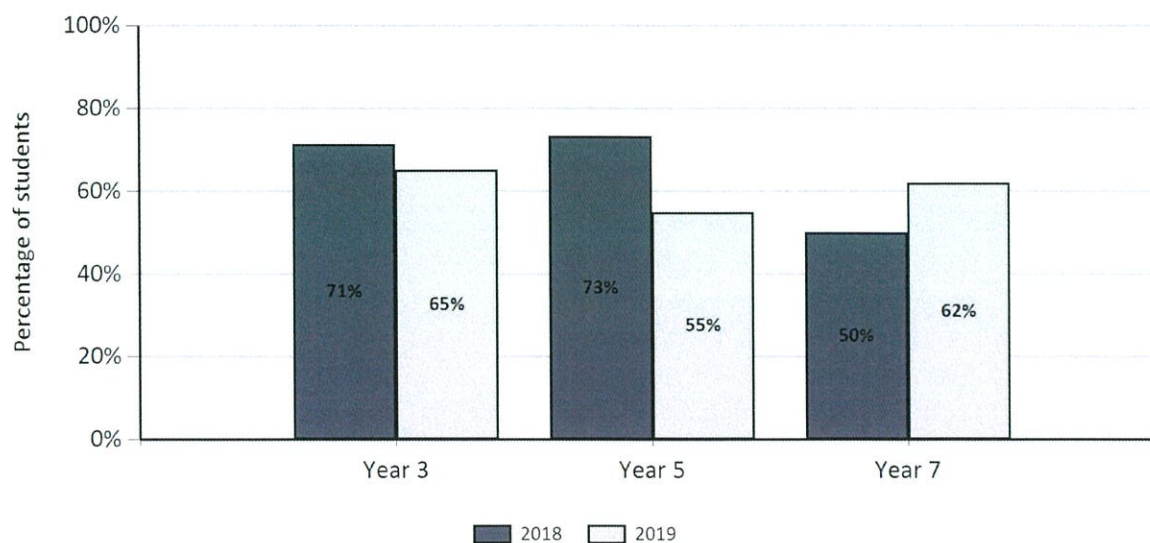
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.
*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 2020 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	*	27%	25%
Middle progress group	47%	59%	50%
Lower progress group	40%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2020.
*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	*	24%	25%
Middle progress group	41%	56%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2020.
*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 2017-2019 Average	30.0	30.0	9.7	4.7	32%	16%
Year 5 2019	20	20	5	2	25%	10%
Year 5 2017-2019 Average	25.3	25.3	5.3	1.7	21%	7%
Year 7 2019	29	29	5	4	17%	14%
Year 7 2017-2019 Average	25.0	25.0	2.7	3.0	11%	12%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^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

Our ongoing improvement processes incorporate reflection against current External Review Directions:
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.

No 2020 NAPLAN data was available due to Covid. PAT R data shows an increase number of students in the higher bands and a 94% retention by students who were already in the higher bands. At the end of 2019, 18 students were identified as students who were 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 at least one level. This has partly resulted from individual analysis by aspect of reading eg interpreting inference and explicit information. Every student R-7 had reading goals that were regularly reviewed. Reading progress in the 44 sounds to the Balanced Reader are recorded in a reading passport that will follow students through school. This new initiative will be embedded in 2021. Students will be engaged in developing their goals and monitoring their progress using increasingly specific metalanguage and vocabulary.

Running Records in Year 1 and 2 highlighted a higher number of students achieving at the lower bands, as predicted from Preschool and Reception assessments. The strong focus on phonological awareness and phonics in 2021 will be monitored in terms of addressing this this trend. NESB students are performing near the level achieved by non-NESB students.

Preschool attendance

	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%	90.8%
2020 centre	85.5%	74.6%	89.0%	85%
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%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

School attendance

Year level	2017	2018	2019	2020
Reception	88.2%	89.9%	91.2%	88.9%
Year 1	91.3%	90.9%	92.4%	89.4%
Year 2	89.9%	94.5%	90.9%	88.9%
Year 3	90.3%	89.5%	93.3%	88.6%
Year 4	88.0%	92.8%	91.3%	86.0%
Year 5	89.0%	93.3%	91.9%	88.2%
Year 6	83.6%	89.6%	94.6%	86.6%
Year 7	88.4%	87.3%	90.9%	87.5%
Primary Other	81.9%	67.9%	N/A	N/A
Total	88.8%	90.8%	91.9%	88.2%

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

Attendance comment

95% Attendance continues to be our goal at Para Vista Primary School. Our average Attendance percentage fell to 89% this year during the Covid 19 pandemic. We continued to support and monitor our vulnerable families to help ensure improvements in their attendance and engagement. Our proactive and reactive measures continued to address absences and lateness through phone calls, letters and home visits to staff, development of attendance plans and referrals to the Attendance and Engagement Officer and Social Work Support line. We regularly share our Attendance percentages with the community in newsletters, videos to the community and during Assembly.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	54	57	59	60
2018	43	45	43	43
2019	39	40	42	42
2020	46	45	47	47

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

Preschool enrolment comment

In 2020 the Preschool started with a cap of 50 children. 47 Children accepted positions and these enrolments were consistent across the year. Amongst these enrolments was 3 three year old Aboriginal children and 3 four year old Aboriginal learner accessing the preschool program. Attendance was interrupted due to Covid with quite a few families opting to self-isolate at home. For children learning from home, Verso was implemented which allowed videos learning activities being accessed at home. Many families chose to take up this home learning program and feedback was positive.

Behaviour support comment

Behaviour Education continues to be embedded throughout our classroom programs, to support our students proactively in their engagement. For our small percentage of vulnerable students presenting with more concerning behaviours, formalised Behaviour Plans were developed and talked through with all stakeholders to ensure a 'team around the child' approach and to foster student agency and voice. Throughout 2020 we increased our rigour around anti-bullying discussions, audits, strategies and responses. This included the implementation of 'Anti-Bullying Project' supported by all members of the school community. In reference to our Wellbeing and Engagement Collection, our students continue to display a strong connection to the supportive staff at Para Vista.

Client opinion summary

The number of responses received for the Parent Survey were higher than historical averages, with 63 respondants in 2020. 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. 98% of parents agreed or strongly agreed that education at school is important to their child's future.78% agreed or strongly agreed that they felt their child was important to the school, with 14% neutral. The majority of responses were overwhelmingly positive regarding communication and connection to the school but we recognise that Covid impacted the schools ability to connect incidentally and regularly and this negatively impacted face to face parent involvement and communication.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
8419 - Good Shepherd Luth Sch - Para Vista	14.0%	7.0%	7.1%	5.1%
1048 - Para Vista Primary School	57.0%	53.0%	57.1%	79.5%
9115 - Prescott Primary Northern	12.0%	15.0%	14.3%	5.1%

NOTE: The data is collected in Term 3. 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 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	7.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	10.9%
Transfer to SA Govt School	45	81.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

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 2020. Traditionally, many return to our site, often within the same year or in the following year.
In 2020 18 Year 7s graduated: 9 to Valley View SS, 5 to Modbury High School, 2 to Golden Grove HS, 1 to The Avenues and 1 to Salisbury East HS.

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	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	1.0	15.8	0.3	8.1
Persons	1	19	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	$0
Grants: Commonwealth	$5,155
Parent Contributions	$56,828
Fund Raising	$184
Other	$0

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

2020 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 2020 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 wellbeing and engagement	Funding was allocated to support students to construct and engage with Behaviour Plans, facilitate modified curriculum activities and provide supervision during modified learning activities,	Responsive targeted support was provided reducing behaviour incidents.
	Improved outcomes for students with an additional language or dialect	Our EALD support teacher supported new EALD enrolments individually depending on their need. He also trained SSOs and supported to moderate accurately using the Language and Literacy Scales.	A focus on phonological awareness improved reading skills of EALD students.
	Inclusive Education Support Program	This was used to support teachers to plan for Quality Differentiated Teaching Practice for Wave 2 and 3 students with additional needs. SSOs were also trained in literacy practices to support students more effectively.	Students were effectively supported and assessed to close gaps in learning.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Our Aboriginal Mentoring Project provided one to one literacy coaching support for each Aboriginal learner by a member of leadership or other non-classroom teacher in order to supplement the classroom teaching that was frequently missed due to extensive absences.	Year 4-7 students made significant gains in Reading as evidenced by Running Records and demonstrated higher engagement and attendance as confidence increased.
Program funding for all students	Australian Curriculum	Improvements were made to the processes to track and monitor each student in a wide range of literacy aspects (numeracy to follow) in order to facilitate responsive and targeted teaching and learning in all classes.	Growth resulted from targeted explicit teaching at the right level.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was used to support class configurations that maximised teaching capacity by providing for 11 classes of students including Reception only classes rather than composite Reception/Year 1.	Student needs were better met particularly those with identified needs who did n

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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 teacher's intentional teaching of literacy strategies.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	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. Increased funding was applied for due to an increase in children with additional needs. This app	Teacher capacity around QDTP and supplementary support 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 the environment to assist this involvement. Three BSSO's were employed to support children across six different languages. An application for a bilingual playgroup was also successful and two BSSO's were employed.	Increasing participation in the preschool program for EALD learners.

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