

2025 annual report to the Community

Para Vista Primary School and Para Vista Preschool

Para Vista Primary School number: 1048

Para Vista Preschool number: 1609

Partnership: Montague



School principal:

Anita Becker

Signature

Date of endorsement:

25/04/2026



Government
of South Australia
Department for Education

Context Statement

Para Vista Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 206. Para Vista Primary 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 12% Aboriginal students, 16% students with disabilities, 16% 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 Vista Preschool is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

Governing Council Report

I would like to begin by thanking our Principal, staff, Governing Council members, volunteers and families for their ongoing support of our school community throughout the year. A school does not operate successfully on leadership alone — it works because of partnerships, and our school continues to demonstrate a strong culture of collaboration and care.

As Governing Council, our role is to support the strategic direction of the school, ensure good governance and represent the voice of our community. This year we have continued to work closely with leadership to support decision-making, school improvement priorities and community engagement.

Throughout the year students have engaged in a wide range of learning opportunities and have been recognised as respectful, resilient and willing to try new skills. Our Year 6 Graduation celebrated academic and personal success, with awards presented across leadership, values, STEM, arts, English and mathematics. Students also showcased their talents in music and performance through events such as Stars on Stage, highlighting confidence, teamwork and creativity. We also welcomed new Reception students and families who settled positively into school routines and values.

Our school continues to be a place where belonging is a priority. Harmony Day celebrated cultural diversity and inclusiveness, with students learning about different cultures across the school. Students themselves described the school as a place where they feel safe, valued and able to be themselves, and activities such as Father's Day events and creative competitions encouraged participation and pride in our community.

I would also like to recognise the incredible work of our canteen team. Over the past year they have created not only a welcoming space for students, but have also worked hard behind the scenes to improve organisation and bring the canteen into a strong financial position. Their planning, dedication and attention to detail have made a significant difference to the sustainability of this important service. The special food days have been a highlight for students and are always well received, adding fun and excitement to the school week while continuing to support the school community.

One of the biggest highlights this year has been the continued growth of the Community Hub. The Hub expanded programs supporting families and the wider community, including English classes, playgroup and parent support programs. Special events such as Women's Health Week and wellbeing sessions strengthened connections and confidence within our community, and initiatives like the Mum & Bub Essentials program supported families preparing for parenthood. Strong attendance at events, including the Year 6 Graduation, showed the value families place on being involved in school life.

I would like to acknowledge the dedication of our staff, whose commitment continues to provide quality learning and opportunities for students. We also welcomed new staff members into the school community and thank them for the experience and energy they bring. Our volunteers and families remain an essential part of our school, and we appreciate the time and support they contribute.

I would also like to thank the members of Governing Council for their time and commitment this year. As volunteers, they give up personal time to attend meetings, contribute ideas and support school initiatives. Your input helps ensure decisions reflect the needs of our students and community, and your dedication does not go unnoticed.

Overall, this has been a successful year built on strong relationships between staff, students and families. Our school continues to grow as a supportive, inclusive and engaging environment where every child can thrive.

On behalf of the Governing Council, thank you to everyone who contributes to making our school such a positive community to be part of. I look forward to another year of working together to support our students and our school.

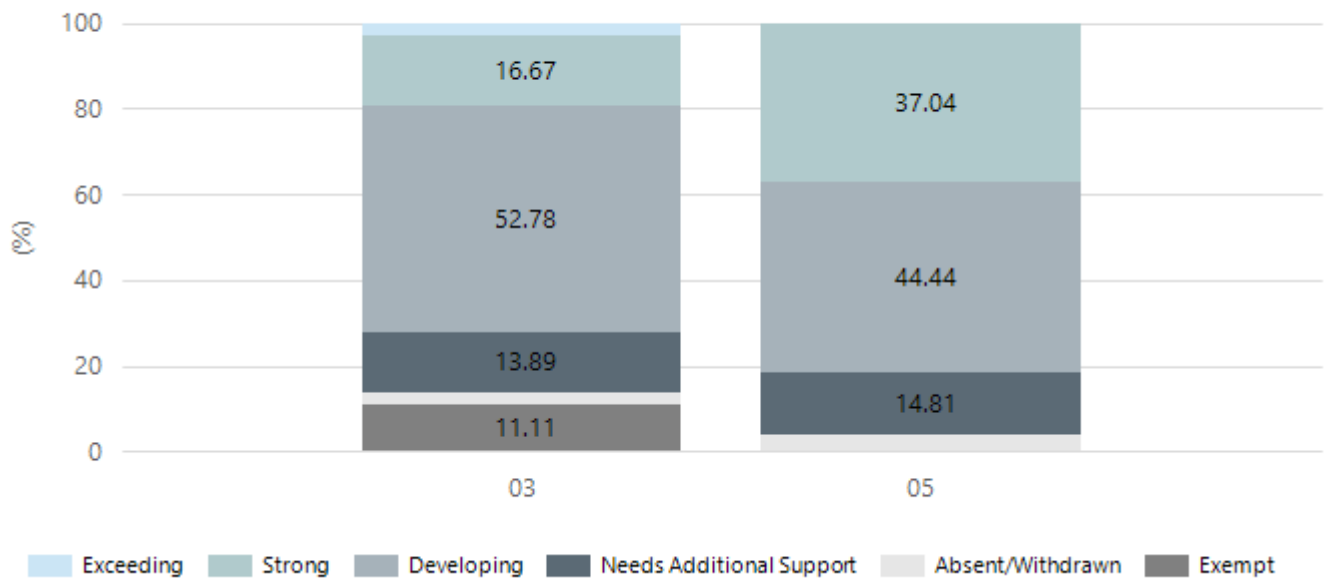
Tara Symonds – Governing Council Chairperson

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. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

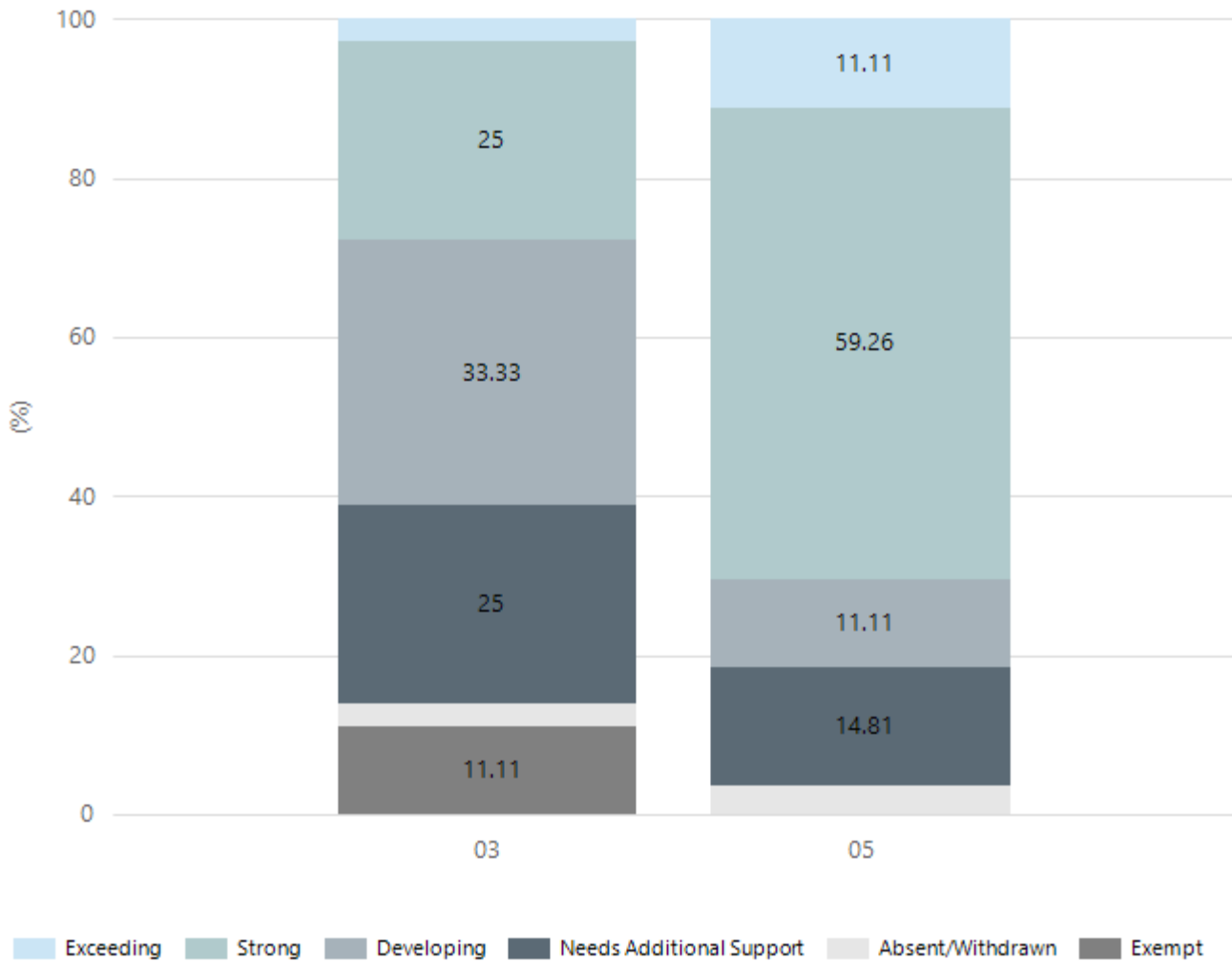
Numeracy



Year Level	03	05
Exceeding	1	
Strong	6	10
Developing	19	12
Needs Additional Support	5	4
Absent/Withdrawn	1	1
Exempt	4	
Total	36	27

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

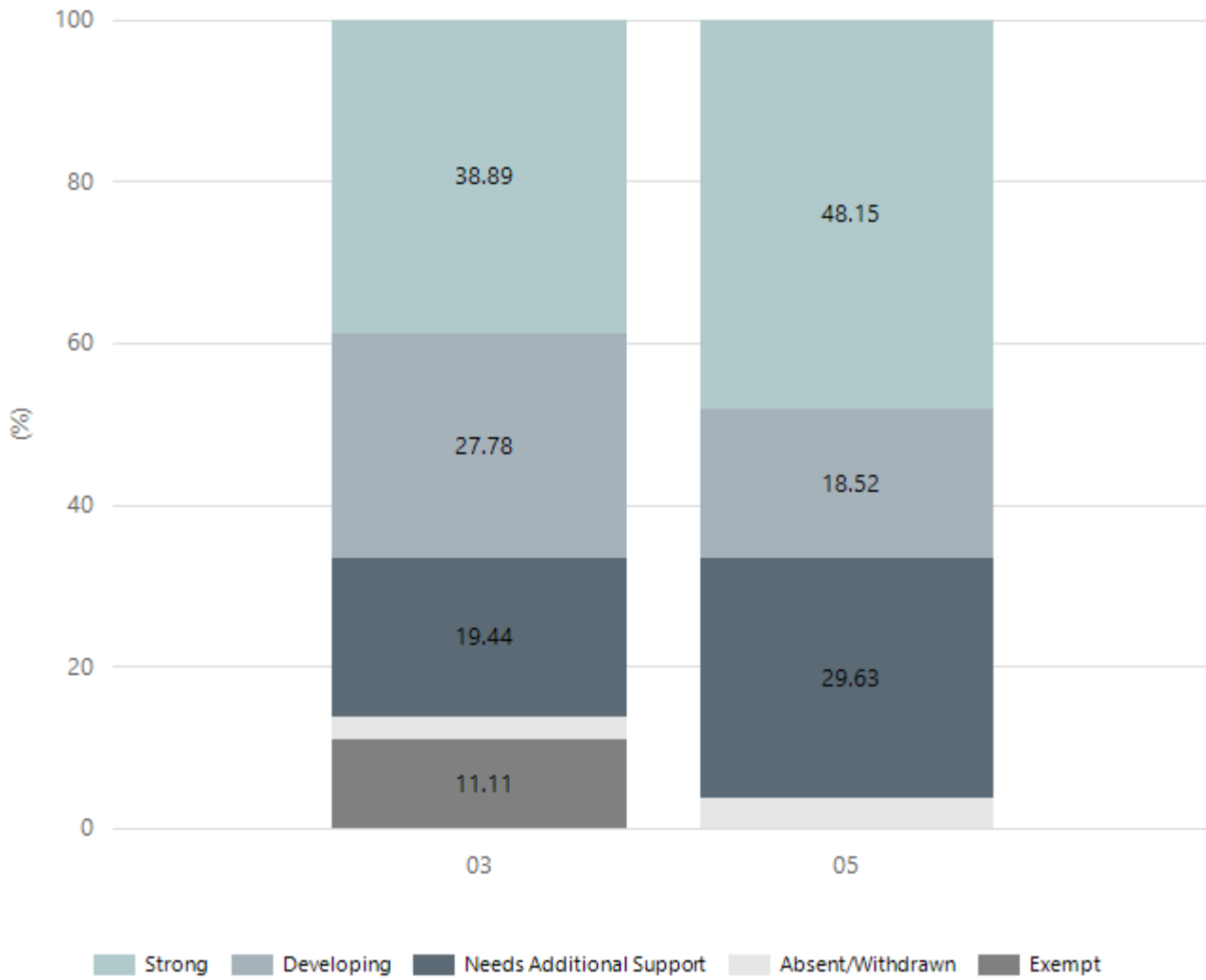
Reading



Year Level	03	05
Exceeding	1	3
Strong	9	16
Developing	12	3
Needs Additional Support	9	4
Absent/Withdrawn	1	1
Exempt	4	
Total	36	27

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

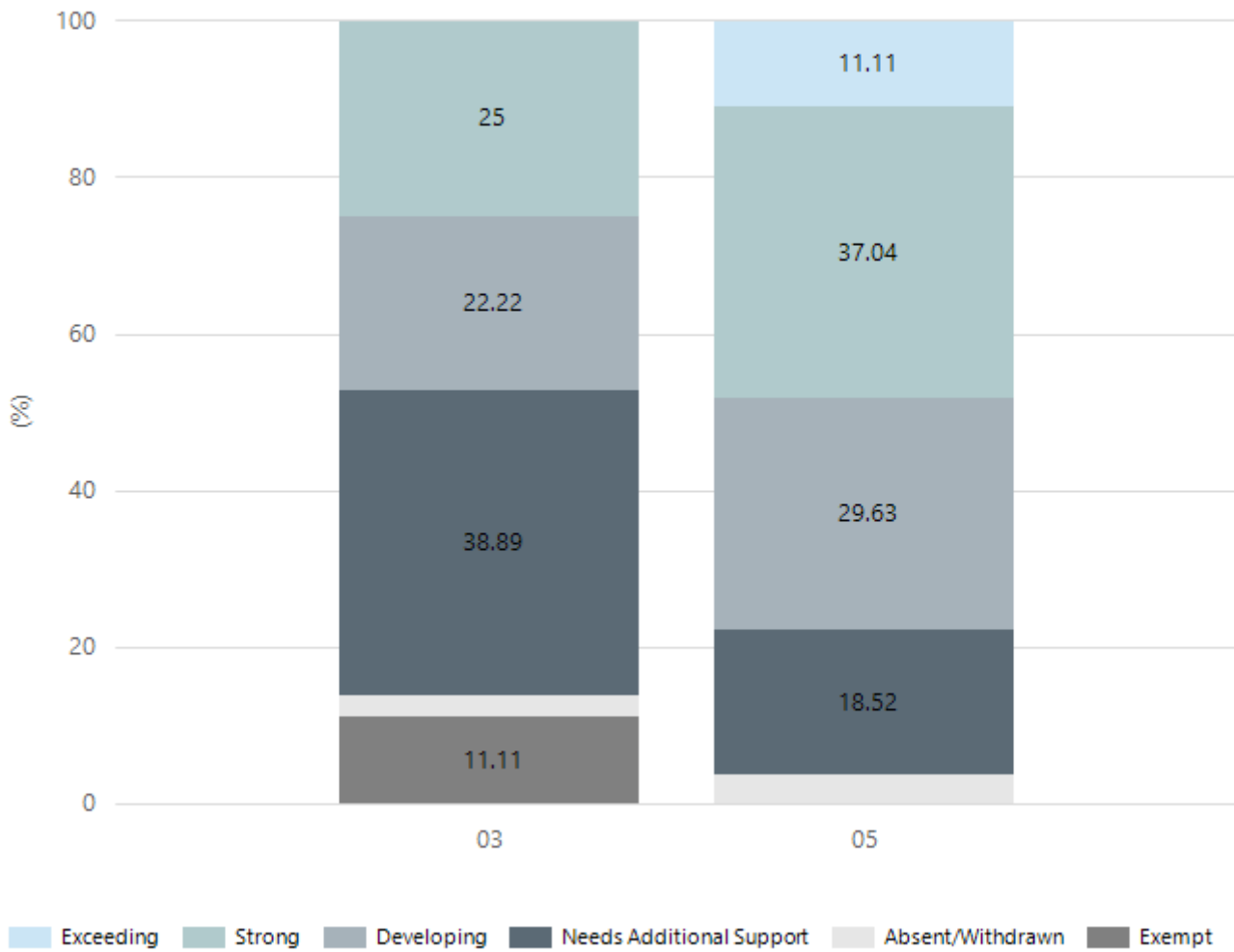
Writing



Year Level	03	05
Strong	14	13
Developing	10	5
Needs Additional Support	7	8
Absent/Withdrawn	1	1
Exempt	4	
Total	36	27

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

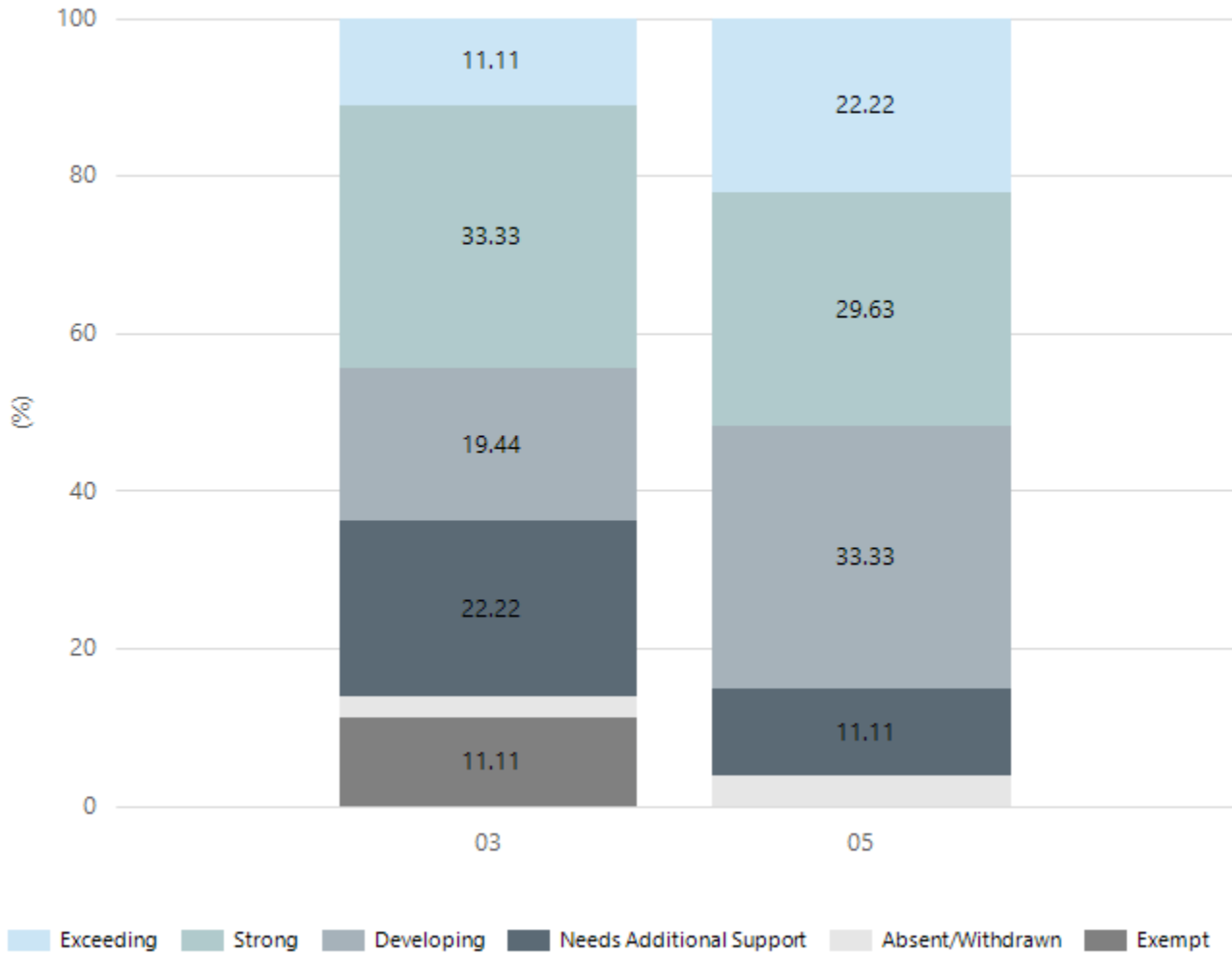
Grammar



Year Level	03	05
Exceeding		3
Strong	9	10
Developing	8	8
Needs Additional Support	14	5
Absent/Withdrawn	1	1
Exempt	4	
Total	36	27

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	4	6
Strong	12	8
Developing	7	9
Needs Additional Support	8	3
Absent/Withdrawn	1	1
Exempt	4	
Total	36	27

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Preschool Attendance

	Term 1	Term 3
2022 centre	73.3%	76.1%
2023 centre	74.2%	76.2%
2024 centre	86.1%	77%
2025 centre	71.2%	72.3%

Based on preschool sessions attended during a two-week reference period in Term 1 and Term 3. The table represents the proportion of hours attended out of total hours enrolled (booked). Data Source: Department for Education attendance data.

School Attendance

Year Level	2023	2024	2025
Reception	87.8%	84.7%	91.1%
Year 01	85.5%	88.7%	81.5%
Year 02	86.8%	87.5%	88.7%
Year 03	89.3%	90.3%	88.6%
Year 04	86.3%	89.7%	90.8%
Year 05	85.1%	85.7%	90.6%
Year 06	85.3%	87.3%	81.7%
Primary Other	85.0%		
Total	86.5%	87.6%	87.5%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were 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.

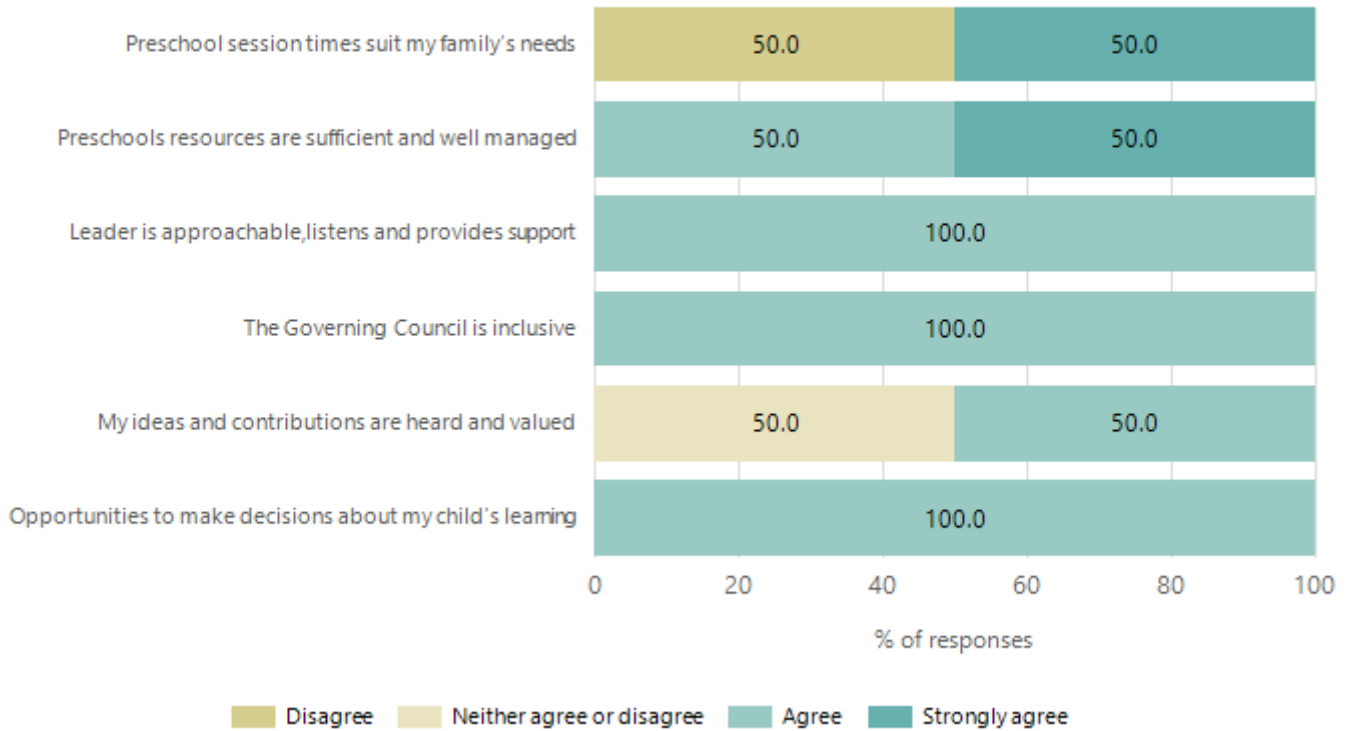
Attendance Comment

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.

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.

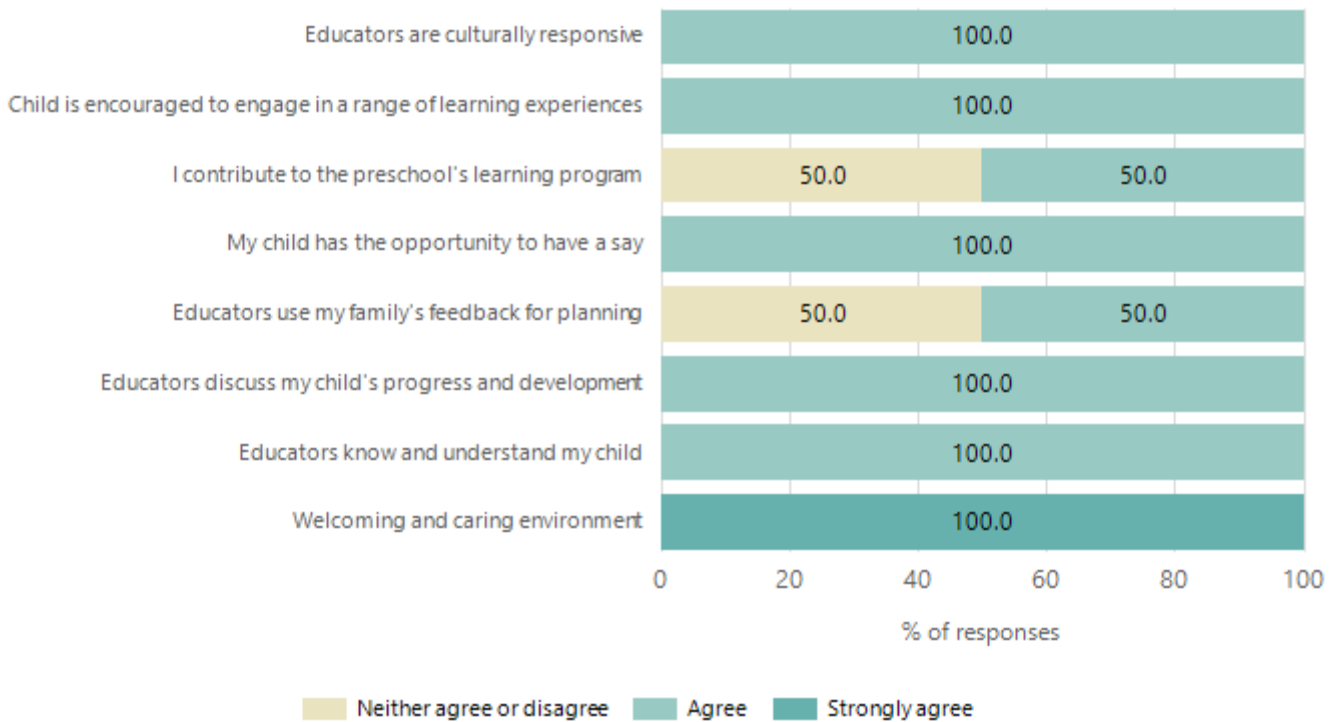
Preschool Family Opinion Survey

Governance, Leadership and Management



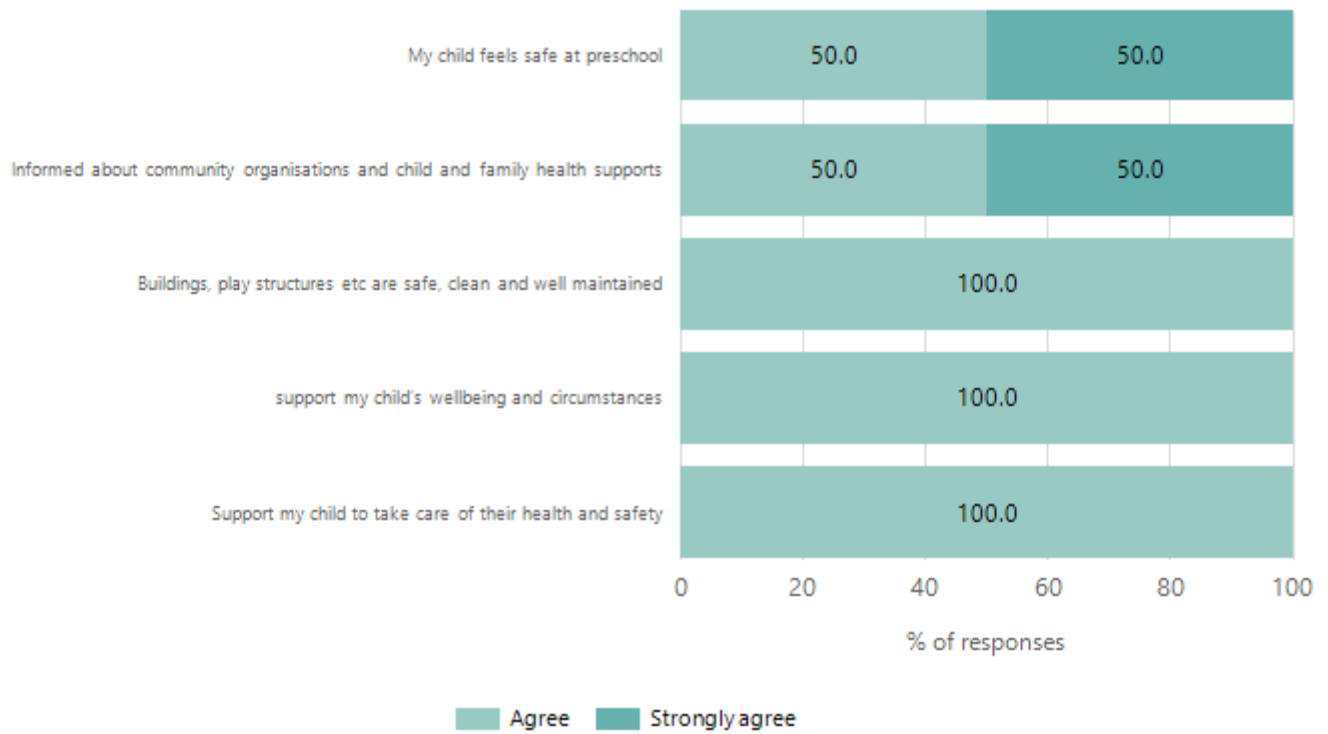
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Quality of Teaching and Learning



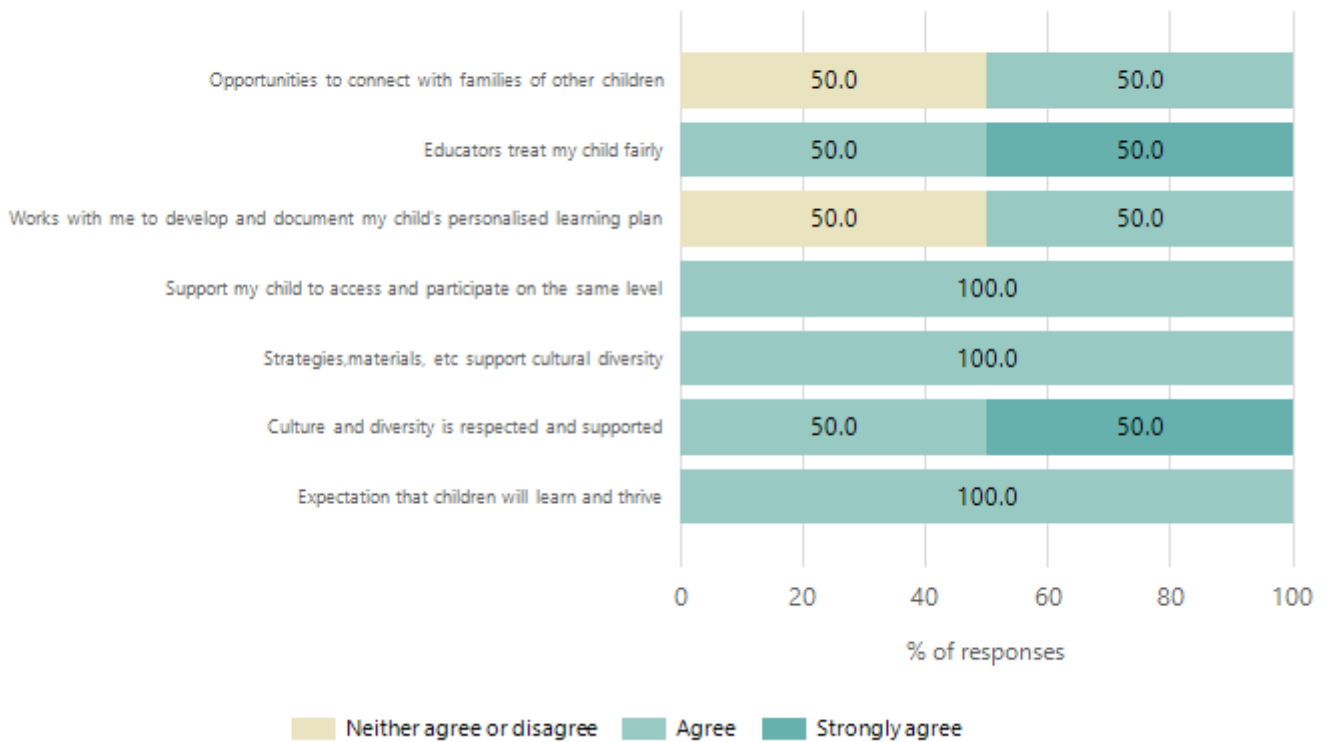
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Safety, Health and Wellbeing



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

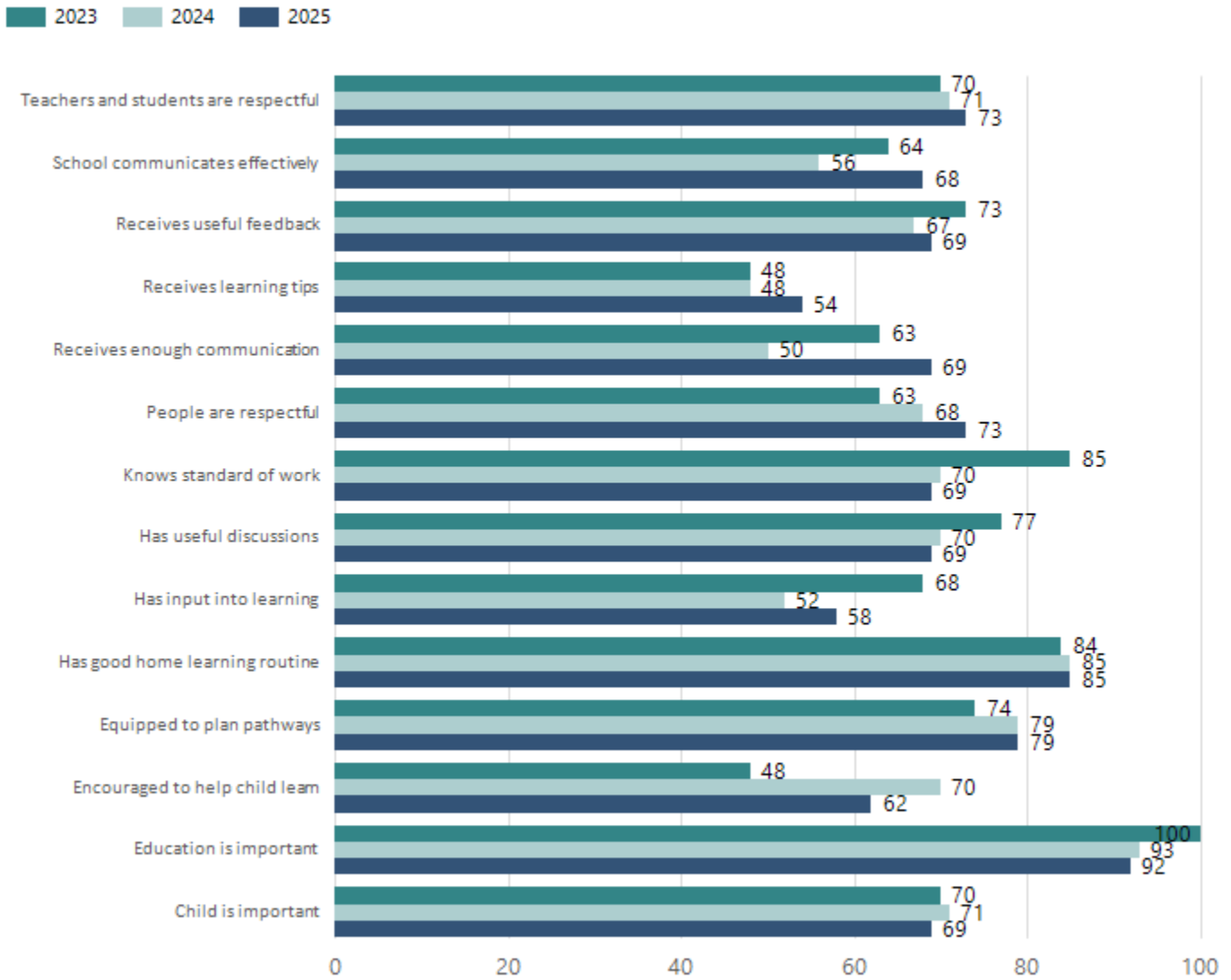
Support and Inclusion



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
1048 - Para Vista Primary School	53.7%	54.9%	72.7%
1210 - Modbury West School	3.7%	9.8%	
9043 - Pinnacle College	3.7%	5.9%	
9115 - Prescott Primary Northern	11.1%	9.8%	
9155 - Garden College	3.7%		
9999 - Unknown	18.5%	5.9%	16.4%

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, 2025.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	5	25.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	45.0%
U - UNKNOWN	2	10.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. 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	15
Postgraduate Qualifications	4

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. 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	16.3	1.0	14.9
Persons	0.0	19.0	1.0	23.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

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	\$3,791,830.57
Grants: Commonwealth	\$44,010 including Community Hub
Parent Contributions	\$44,230
Fund Raising	\$8245.89
Other	Nil

Data Source: School supplied data.