



# Paradise Primary School

## 2021 annual report to the community

Paradise Primary School Number: 0973

Partnership: Campbell

Signature

School principal:

Mrs Karyn Alford

Governing council chair:

Aaron Stobie

Date of endorsement:

7 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Paradise Primary School (PPS) caters for R-6 students and is located 11 km from the Adelaide CBD. PPS opened in 1978 and quickly grew to capacity of 350 students. The community is extremely proud of the immense picturesque grounds where the school is situated. Unfortunately over the years the numbers have declined as the areas population has got older. Gradually we are seeing these larger old homes being demolished and 2 and three being built on the block. We are hoping this redevelopment will generate new families to the area and in turn boost PPS enrolments. Enrolment numbers for 2021 was 87 students This caused some concerns knowing that 2021 was our last year with year 7 enrolments and therefore 22 students exiting at the end of 2021. The schools population includes 42% EALD, 5% ATSI, 28% school card and 8% verified disabilities.

Due to COVID travel restrictions PPS only hosted 2 International students in 2021. We look forward to continuing our partnership with International Education as COVID restrictions ease.

In 2021 all Primary students were provided with 1:1 Chromebooks. This proved to be extremely efficient for home learning and introducing our students to using Google classroom.

We continued our New Pedagogy Deep Learning Journey in 2021 and included the 6C proficiencies on our end of year reports. In term 3 we managed to have our student Showcase evening entitled A Night At The Museum #Influences. This was an extremely successful evening with 99 adults attending. The atmosphere was a buzz of excitement throughout the evening with families questioning how will we top this in 2022.

Community engagement continued to build with Salvation Army Choir and Just Brass, Campbelltown Rotary volunteering and garden fencing. In 2021 PPS started a new partnership with Thorndon Park retirement Village. Our Junior Primary students visit the residents in their hall fortnightly to share games and reading. There is also a small group of residents who run garden lessons with our classes in our veggie garden. Any produce the children do not use in the kitchen is given to the Salvation Army for their community meals and hampers. A grant from Campbelltown Woolworths supported the garden program throughout the year.

2021 marked the first year of a whole school camp. Students went to Arbury Park and although numbers were less than we had hoped every student who attended thoroughly enjoyed it. We look forward to this continuing as an annual event.

## Governing council report

It has been a delight to take on the Chairperson role at Paradise Primary School! The COVID-19 pandemic has created a number of challenges, but with every challenge, I am proud to say that the Governing Council and School Leadership rose to the challenge and creatively overcame these challenges! One of the highlights has been the adopting of the 'Room to Grow' slogan which has been helpful in inspiring people to focus on the excellent qualities and endless possibilities at Paradise Primary School instead of the challenges due to size.

There have been many wonderful things that have happened in our School Community in the last 12 months and there is every reason to be proud of this community and proud to be part of this community! I would like to highlight the excellent work by our Fundraising Committee over the last 12 months who have been extremely successful in raising funds for the School! Well done on a great year of fundraising!

I commend to you the current Governing Council! I am grateful for their support and for the skills, knowledge and experience that they bring to the team. Thank you for who you are and all you do!

We would love to expand our team – so please consider if this is a way that you can serve the School Community. I am very much looking forward to the year ahead and am excited about the endless possibilities at Paradise Primary School where there is 'room to grow' our enrolments, our community partnerships and our impact in our wonderful community!

# Quality improvement planning

Paradise Primary School continued to drive improvement in learning around the 3 goals on our Site Improvement Plan. Goal 1: Increase student achievement in reading comprehension. In 2021 staff continued to deliver a highly structured phonemic based program to teach reading. Read Write Inc for students year 3 and under and Fresh Start for years 4, 5 and 6 This continued as a whole school approach and those students who had completed the levels participated in highly structured reading comprehension and guided reading lessons. These programs were scheduled daily Monday through to Thursday. Read Write Inc began in 2020 and at the end of 2021 all our year 2 students had completed the program and reached SEA.

Goal 2: Increase students' achievement in multiplicative thinking. After reviewing PATM data staff in 2020 agreed that there were common misconceptions in students understanding in some areas of maths. It was agreed that a whole school approach to teaching Maths using a whole school scope and sequence might narrow some of the gaps in learning. Teachers used a Scope and Sequence for small schools. In discussion with teacher's at the end of the year teachers felt it generated a lot more assessment and planning for teachers and had made little impact to improve student data. In the data review at the end of 2021 staff agreed that a major factor to the errors made in PAT M was due to the low reading ability of some of our primary students. It was therefore agreed that whilst we would continue to use the scope and sequence with some tweaking Maths would not be one of our major focus goals for the 2022-24 SIP.

Goal 3: Increase student achievement in writing. Staff continued to use Brightpath and Bump It Up Walls to inform their planning to teach writing. Although Seven Steps provided teachers with extra skills to teach writing it was exposed that in many cases students had not been exposed to the literature or the language to significantly make improvements to their writing. Students who struggled with reading were going to struggle in writing due to their limited text exposure. Investigation was made into professional development that supported teachers to teach writing using highly scaffolded teaching supported by reading and discussing good quality literature.

In November staff began to collaboratively write data informed new goals for their 2022-2024 SIP. In discussion with the partnership it was agreed that 2 goals would be more manageable for a small site such as Paradise. After reviewing data it was agreed that our two SIP goals should be around driving improvement in Reading and Writing.

Although there had been a marked improvement in upper years and year 2s there is a large cohort of middle primary that still find reading a challenge. The continuation of Read Write Inc and Fresh Start as well as some explicit targeted intervention for those students not meeting SEA should drive greater improvement.

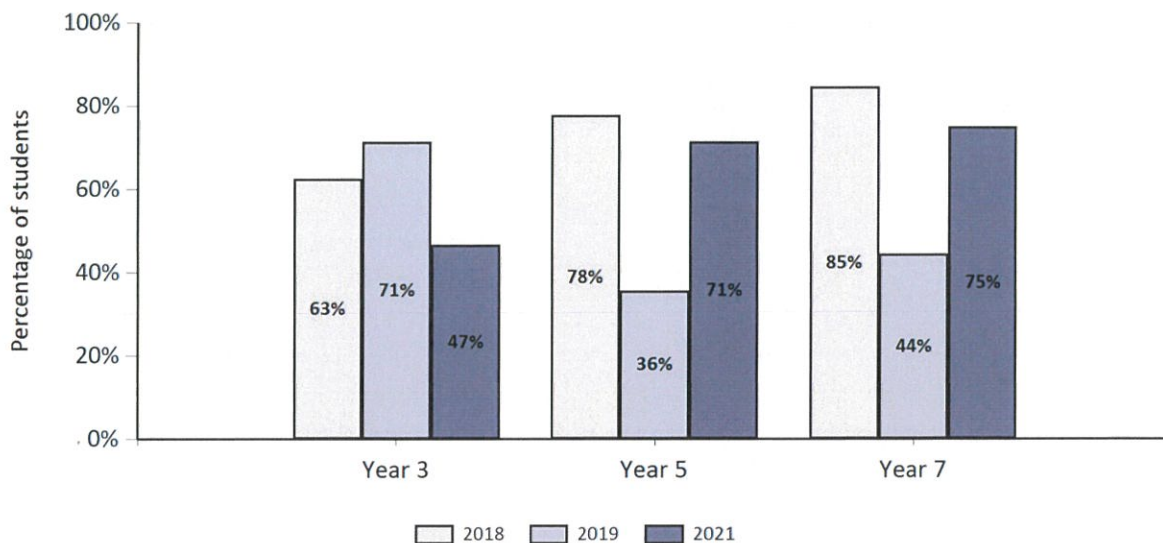
Brightpath will continue to support teachers in planning next steps to improve students writing. Talk for Writing training for all staff in 2022 will support teachers in the how to teach to make those specific improvements. Bump It Up Wall information will continue to inform students what they need to do to improve their writing.

# 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

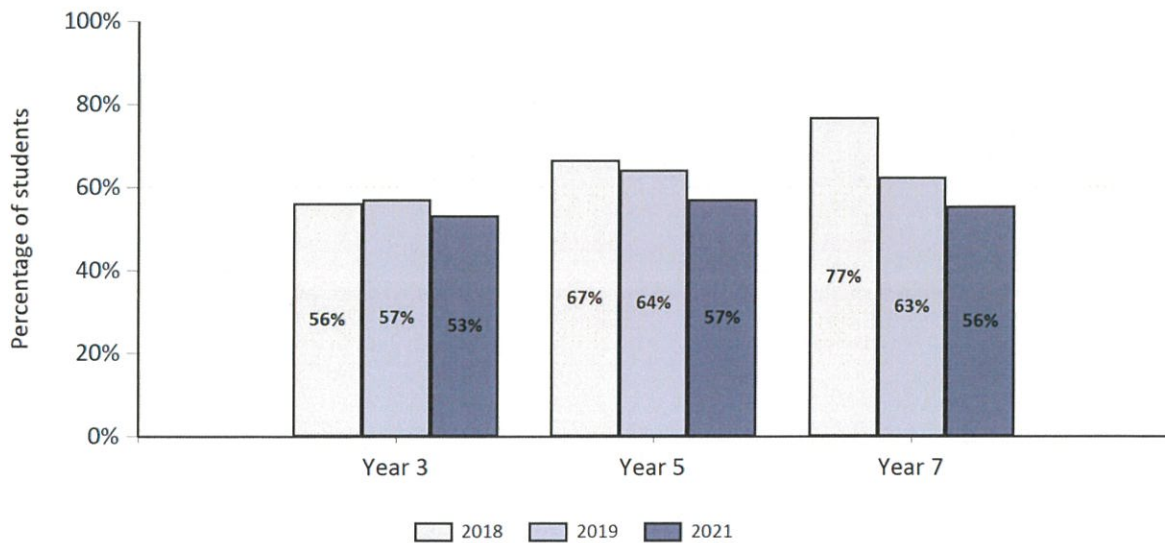


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



\*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 2021.

\*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 2019 to 2021 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	15	15	3	3	20%	20%
Year 3 2019-2021 Average	14.5	14.5	4.0	3.0	28%	21%
Year 5 2021	7	7	1	2	14%	29%
Year 5 2019-2021 Average	10.5	10.5	2.0	1.5	19%	14%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

**Key element focused on for school improvement in 2021: Intervention & Support**

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Paradise PS supported its Aboriginal Learners through its Read Write Inc and Fresh Start program. Our JP Aboriginal Learner is supported 1:1 with an SSO daily during literacy and numeracy lessons. Our Primary Aboriginal Learners attend timetabled literacy intervention sessions 4x weekly with an SSO.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

In 2021 our Aboriginal learners have demonstrated a slight improvement across Literacy and Numeracy SEA has not yet been achieved. However student engagement has drastically improved which is significant when reviewing our behaviour data comparing term 1 to term 4.

## School performance comment

As Paradise PS is a small site it has small cohort of students in each year level eligible to sit NAPLAN . annually. These small numbers have a large influence on the data shown in the previous graphs. One student can represent 20%. This makes it extremely difficult to make reliable conclusions when comparing percentages by graph alone.

Reading: 2021 has been successful year in improving our NAPLAN reading data in both year 5 and 7 achieving the 2 targets set in our SIP. Unfortunately our year 3 cohort did not meet their target of 80% of year 3 students meeting or exceeding SEA. This sat at 47%. Our RWI data showed that at the end of 2021 all of our 2 students had completed the RWI program and 70% of students were at SEA or higher.

Numeracy: NAPLAN Numeracy data showed a slight decline in 2021 when compared to the 2019 data. PAT M data showed a low decline in percentage of students making SEA in years 3 and 4 when compared to their PAT test the previous year. However, 75.0% of year 5 students when in year 4 made SEA and 87.5% of that same cohort made SEA in 2021. In a small school, staff find it beneficial to look at data using growth and effect sizes.

9/14 students in year 3 had shown 0.4 (12 months growth across a 12 month period) or over. 1 student demonstrated 2 -3 years growth in that 12 month period.

9/10 year 4 students had shown 0.4 12 months growth across a 12 month period or over. 4 of these students had demonstrated greater than 2 years growth in that 12 month period.

5/7 year 6 students had shown 0.4 12 months growth across a 12 month period or over. These 5 students had in fact demonstrated 2 -3 years growth over that 12 month period. More frequent exposure to working on laptops since the introduction of 1:1 devices at the beginning of 2021 may have had a small impact on the improvement in results in online testing such as PAT and NAPLAN. Students are now more confident in laptop keyboard skills.

## Attendance

Year level	2018	2019	2020	2021
Reception	95.0%	92.6%	80.3%	89.4%
Year 1	85.6%	93.0%	86.6%	91.9%
Year 2	86.2%	93.2%	92.7%	89.8%
Year 3	86.1%	91.0%	88.3%	96.0%
Year 4	90.1%	93.4%	90.9%	85.0%
Year 5	93.1%	83.4%	91.1%	92.7%
Year 6	77.1%	91.6%	77.8%	90.0%
Year 7	94.3%	72.8%	86.9%	80.6%
Total	88.7%	89.4%	87.5%	89.6%

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

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

## Attendance comment

2021 saw an improvement in the overall student attendance for Paradise PS. A couple of chronic non attenders and regular late arrivals continues to have an impact on attendance data. Daily calls to parents/ caregivers, home visits and contact with support services ensure attendance is closely monitored. Support services such as COACH Mentor program, CAHMS and PCW are used to support families with children experiencing ongoing attendance issues.

## Behaviour support comment

At Paradise PS we strive to educate students both academically and behaviourally. We use individual plans, visuals and timetables to support students in their behaviour learning. We use support services such as Access For Learning, Just Brass and COACH Mentors where available and suitable as alternative behaviour support strategies. In 2021 there was reduced number of high level behaviours with one exclusion and only 3 suspensions. Strong relationships with parents and keeping them informed of low level behaviours promptly has been responsible for this decline. Communication books, Class Dojo and phone calls have been useful platforms for informal communication to parents. In review it has been decided that a whole school diary would be beneficial in the future.

## Parent opinion survey summary

Our online parent survey received 32 responses in 2021. The data showed that overall Paradise PS had improved in all areas in comparison to results in 2020. It was pleasing to see that there had been a dramatic increase in school communication and parent feedback. This being an area for improvement on our External School Review. The percentage of parents strongly agreeing over doubled to both comments. Although not declined but still areas for improvement are tips to support students in learning at home and ways to help their child with their learning. On reviewing with staff it was agreed that school run parent workshops could make improvements in this area. This has been noted in our SIP actions and parent workshops planned for 2022.



## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	13.0%
OV - LEFT SA FOR OVERSEAS	12	26.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	27	58.7%
VI - LEFT SA FOR VIC	1	2.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Teachers are approved by The Department's approved screening of the Teachers Registration Board of South Australia as a part of the teacher registration process. Other staff follow the Department's approved screening process through the Department of Human Services (DHS). Paradise Primary has a strong cohort of highly valued community volunteers. All volunteers have Working with Children Clearances, RRHAN Training and Proof of Vaccination records. Administration staff assist volunteers with these procedures and ensure copies are stored on site. Non DfE service providers complete service agreements and submit all required certificates annually.

# 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	10
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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 Equivalent	0.0	8.0	0.0	5.6
Persons	0	8	0	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,220,999
Grants: Commonwealth	\$0
Parent Contributions	\$24,490
Fund Raising	\$16,631
Other	\$3,000

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

## 2021 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 2021 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	Extra leadership support was funded to work with small groups of students using What's The Buzz and Kimochis. Students year 4-7 participated in WEC. This data was intensely reviewed and findings shared with whole staff.	Improvement across all areas of student WEC data in 2021.
	Improved outcomes for students with an additional language or dialect	Intervention support for EALD students continued to focus on building phonological awareness skills.	At the end of term 3 90% had achieved their phonological awareness skills.
	Inclusive Education Support Program	Funding converted to SSO support in class to ensure differentiation supports to students to achieve One Plan goals.	Individual goals monitored through One Plan and regular assessment data gathered
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Individual and small group SSO support Over the course of 12 months, students displayed significant improvement in their reading skills by small group literacy groups of Read Write Inc and Fresh Start. FLMD funding supported Hindi and Punjabi classes 50 minutes weekly. One Aboriginal learner supported by 1:1 SSO support for literacy and numeracy 50 minutes each x4 weekly.	All students demonstrated improvement with 14 of 18 students year 3 and over exiting the program at the end of term 3.
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Release time for literacy teacher to assess and regroup students to assigned small literacy groups for explicit instruction and to plan with teacher peers.	Over 70% of year 5 and 7 students achieved SEA in NAPLAN Reading.
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	Funding supported staff in release time for team peer planning, assessment and data review.	Teachers well informed to intentionally plan for desired student outcomes.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

