



Paradise Primary School

2020 annual report to the community

Paradise Primary School Number: 973

Partnership: Campbell

Signature

School principal:

Mrs Karyn Alford

Governing council chair:

Damian Leach

Date of endorsement:

10 March 2021



Government
of South Australia

Department for Education

Context and highlights

Paradise Primary School (PPS) caters for students R-7 and is situated 11 km from Adelaide CBD. PPS has been delivering teaching and learning to local and wider community students since its opening in 1978. The school buildings are set on expansive picturesque grounds which attracts beautiful native wildlife including koalas throughout the year. Over the last few years student numbers have declined as the area's population has become older. New trends show that larger aging homes are being demolished and 2 or 3 residences are now being built on the site. Hopefully this will see new families returning to the local area over the next couple of years.

Enrolment for 2020 was 92 students with a capacity for 350 students. In 2020 the school population included 3% Aboriginal students 12% verified disability 35% school card eligible, 37% EALD background.

PPS hosted a number of International Students in 2019 and this included a number of short stay students from China and Korea. This was a venture that PPS were looking forward to continuing in 2020. We started the year with 8 enrolments and 12 pending throughout the year. Unfortunately, due to COVID 6 students immediately returned to their home country and all pending enrolments were suspended. We look forward to continuing our partnership with International Education as soon as we are able.

In 2020 PPS students and staff ventured on a new learning journey, New Pedagogies Deep Learning. Teachers plan and provide learning opportunities that build on learners' strengths and needs. Students engage in real life problem solving during these projects. This supports all learners to identify their interests, purpose and passion. Students are assessed using 6 Global Competencies commonly known as the 6 C's. Communication, Critical Thinking, Citizenship, Character, Creativity and Collaboration. Student Showcase was launched in term 3 2020 which enabled students to share their learning with the community. This event was extremely successful with 64 from 66 families attending. Of course, entering the school buildings posed to be a bit tricky but with signing in and closely monitoring numbers in each building COVID guidelines were adhered to.

PPS also began a whole school choir program. In this program a singing instructor supports teachers to deliver The Arts Music curriculum. Students are grouped in a junior and senior choir group. It is the aim if restrictions permit that PPS choirs go out into the community to share their vocal talents in 2021. The Salvation Army began the Just Brass Program with a number of students joining to play brass instruments lunchtime and after school Tuesdays.

Governing council report

COVID impacted on our environment but finances remain sound due partly to the closing of Paradise for Kids OHSC. The transition to Charles Campbell College Happy Haven for before and after school care has been smooth and caused minimal disruption for our children. 2021 presents a challenge with the transition to high school for our Yr 6's to Yr 7 cohort. The school is prepared for this. There are school improvement projects happening this year and the GC have worked effectively in 2020 and supported the school leadership in their endeavors. Fundraising for 2020 was difficult but GC managed a couple of successful events. Monies raised from these events has provided materials for a new mud kitchen to be built, end of term activities for students and a large subsidy toward whole school camp 2021.

I would like to congratulate Governing Council in managing a year that was extremely different. Many meetings were held via Zoom and much over communication done via email. In true Paradise style we adapted and soldiered on. I would like to thank all members of GC this year for their service and wish the GC of 2021 every success.

Quality improvement planning

Paradise Primary School underwent an External Review week 4 Term 1. This affirmed that the 3 goals on our Site Improvement Plan were on the right track in leading student improvement in those areas.

Goal 1: Increase student achievement in reading comprehension. All staff were trained in the Read Write Inc literacy Program. All teachers in SSO's deliver a 50 minute small group, ability levelled literacy lesson 4x weekly. This lesson is aimed specifically for all students not yet at independent reader level. Students are assessed 5 weekly and regrouped. Current accurate literacy data has enabled all staff to be well informed and enact to seek student support immediately.

Goal 2: Increase students' achievement in multiplicative thinking. This goal was addressed more in depth in term 4 in preparation for planning for 2021. Staff met in their PLC and reviewed PAT data to unpack student's common misconceptions. Teachers developed maths teaching scope and sequence to be implemented 2021. Teachers also agreed to common assessment tools and timeline's across whole school. PLC's will continue in 2021 with this focus.

Goal 3: Increase student achievement in writing. This goal was the focus of PLC for 2020. Two staff were trained in Seven Steps in week 2 term 1. These staff shared their learning and resources with whole school in term 1 pupil free day. Teachers used Bump It Up Walls to enable all students to clearly see what they needed to do to advance their writing skills. Brightpath was used to assess students writing and the teaching points gathered from this assessment used to guide teachers planning and teaching writing. In 2020 narrative was the focus genre and we will move to persuasion in 2021.

As per the External Review recommendations of reviewing, planning, evaluating and implementation will continue.

- increasing student enrolments with a specific focus on strengthening partnership with local preschools.
- embed a whole school approach in feedback for learning from the perspective of the students.
- effective task design ensuring all students have regular planned opportunities to display learning at higher levels.

Improvement: Aboriginal learners

PPS supported its Aboriginal learners through the Read Write Inc and Fresh Start program. Our JP Aboriginal Learner was supported with daily 30 minute 1:1 SSO support in Literacy and Maths. Primary Aboriginal Learners have extra support during Literacy to manage small group learning opportunities. Both students benefitted greatly from using Bump It Up Walls displayed in their classroom using the Brightpath learning progressions.

Aboriginal Learner funds were put together with other schools in the Campbell Partnership to employ an ACEO to work between sites. PPS averaged 1/2 day fortnightly.

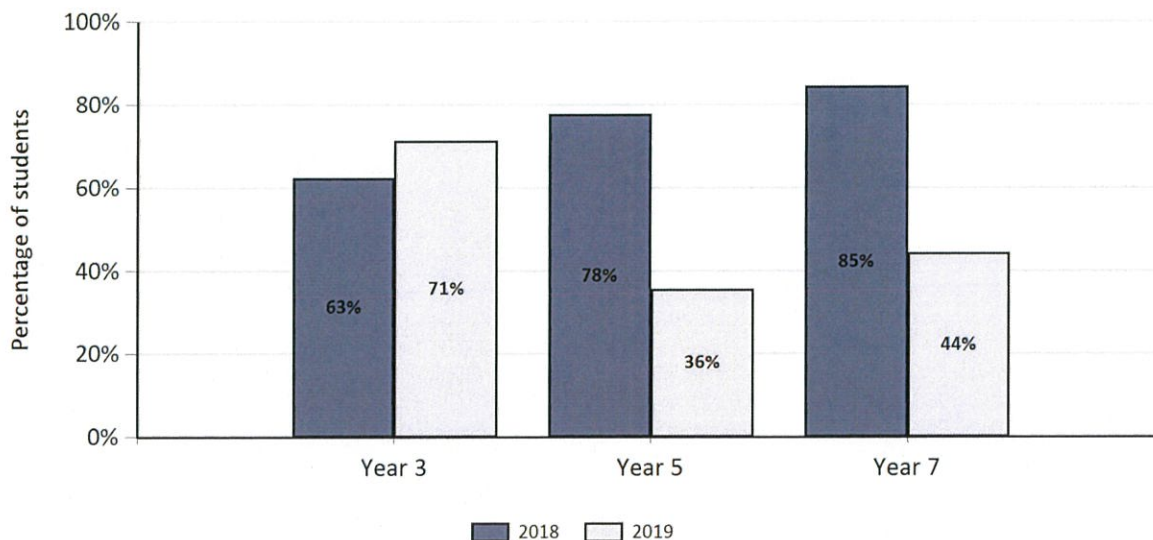
PPS Aboriginal Learners worked together to film a personalised Acknowledgement of Country which was played at assemblies. Reconciliation Week was recognised with cooking Kangaroo Tails cooked in coals for all students and staff to try. Classes shared learning activities. NAIDOC was celebrated with individual classroom learning activities, displays, Aboriginal languages and games. Our Reception, yr 1 and yr 2 students produced some amazing Eddie Marbo portraits they were extremely proud of.

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

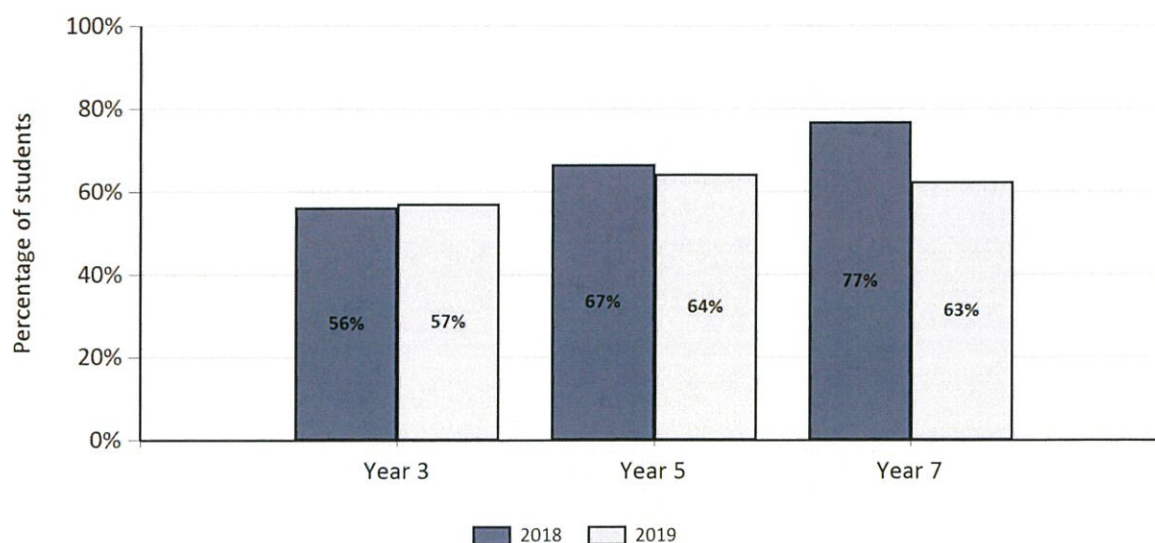


*NOTE: No NAPLAN testing was conducted in 2020.

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 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 2020.

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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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	*	*	25%
Middle progress group	100%	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	14	14	5	3	36%	21%
Year 3 2017-2019 Average	17.0	17.0	4.0	2.3	24%	14%
Year 5 2019	14	14	3	1	21%	7%
Year 5 2017-2019 Average	12.7	12.7	3.0	0.7	24%	5%
Year 7 2019	9	8	1	2	11%	25%
Year 7 2017-2019 Average	10.3	10.0	2.0	1.3	19%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

Due to the cancellation of NAPLAN as a result of COVID, data from this assessment was not available to review in 2020. Data sets reviewed in PLC's included Phonics Screening Check, Running Records, RWI, Brightpath and PAT data. Read Write Inc data showed that over 70% of our Reception, year 1 and year 2 cohort advanced 6 to 13 RWI levels over the year. 60% of our year 2 students finished the program and graduated to the reading comprehension class in term 4. Running Records data demonstrated that over 50% of our reception, year 1 and year 2 cohort reached standard for their year level. When comparing the same cohort of students our year 1 students went from 14% making standard in reception 2019 to 50% making standard in year 1 in 2020. Continued data collection of RWI and Running Records should enable us to see continued evidence of the RWI program delivering favorable results Rec – year 3. PAT R data showed that 69% of year 3 students met SEA for reading. In all other year levels 80% or more reached SEA. When comparing each cohort of students to their previous years results each year level showed growth. This will continue to escalate as whole school reading and writing strategies addressed in the SIP are embedded into standard daily practice. PAT M data showed that in years 3,4,5 and 7 over 70% of students made SEA. PPS year 6 cohort just fell short with 63% of students meeting SEA. PLC's and whole school focus in multiplicative thinking in 2021 should see growth in this area. Teacher observations during PAT testing found that limited computer skills with laptop touchpad and mouse may have resulted in students' wrong answers. Implementation of 1:1 Chrome Books in 2021 will ensure students gain basic computer skills through frequent exposure

Attendance

Year level	2017	2018	2019	2020
Reception	87.0%	95.0%	92.6%	80.3%
Year 1	83.8%	85.6%	93.0%	86.6%
Year 2	83.5%	86.2%	93.2%	92.7%
Year 3	93.5%	86.1%	91.0%	88.3%
Year 4	92.3%	90.1%	93.4%	90.9%
Year 5	85.4%	93.1%	83.4%	91.1%
Year 6	92.6%	77.1%	91.6%	77.8%
Year 7	87.3%	94.3%	72.8%	86.9%
Primary Other	100.0%	N/A	N/A	N/A
Total	88.4%	88.7%	89.4%	87.5%

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

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

Attendance comment

Attendance slightly declined in 2020. Although our chronic non-attenders were considerably less than previous years our late arrivals kept our attendance rate a lot lower than we desire. COVID also affected attendance with some families extending time off from school due to poor health or self-isolation for family member. The school makes daily contact with families via phone to stay well informed on student absences. Home visits follow extended absences and notification of Attendance Officers should the home visit have no impact. These strategies will remain high on our priority in 2021.

Behaviour support comment

At PPS we educate students both academically and behaviorally. We use individual strategies to support students in their behavior through individual plans, visuals, timetables and support. In 2020 there were 19 take homes and 14 suspensions. Although take homes were considerably reduced suspensions rose by 4 from the previous year. Outside programs such as Access for Learning, Just Brass, Baptistcare mentor support and Urban Youth are always trialed where available and suitable as alternate behaviour support strategies.

Client opinion summary

Limited enrolment numbers usually minimises data gathered on surveys such as the new Parent Survey implemented by DfE in 2020. Overwhelmingly 45 parents responded to the 2020 survey compared with 18 parents in 2019. It was pleasing to note that when asked about respect 80% parents agreed or strongly agreed that respect was evident at the school. 80% also believed that their child is important to the school and above 80% agreed or strongly agreed that the school's communication was effective and adequate. It was also positive to read that 90% parents discussed their child's learning at home. Areas for improvement in 2021 is equipping parents to support their children's learning at home. Parent workshops will be explored to offer parents information in different curriculum areas.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	20.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	20.6%
Transfer to SA Govt School	20	58.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Unfortunately, 2020 COVID restrictions saw a reduced level of parent/carers involvement in the school this year. It was ensured that all volunteers that were able to support students and help with school activities had Working with Children Clearances. School administration assist volunteers with this procedure and ensure certificates are kept updated and filed.

Strict guide lines such as COVID site entry forms, visitor badges, orientation and induction procedures are adhered to for all visitors. Signed agreements and certificates reviewed for all non DfE service providers 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	11
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	0.0	7.7	0.0	5.2
Persons	0	8	0	8

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

Financial statement

Funding Source	Amount
Grants: State	\$1,222,690
Grants: Commonwealth	\$0
Parent Contributions	\$27,352
Fund Raising	\$6,493
Other	\$500

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	Prevention and proactive strategies are implemented to support students across whole school. Extra leadership support was funded through IESP grant to work with students	Small groups allow all students to experience learning that is individualised.
	Improved outcomes for students with an additional language or dialect	Small literacy groups delivering targeted explicit teaching. Student data gathered to inform planning and teaching regularly.	EALD students tracked and monitored using RWI levels Brightpath and Lang Levels.
	Inclusive Education Support Program	Funding converted to SSO support to ensure students are differentiated for and achieving goals on the students One Plan is priority.	Goals tracked and reviewed communicating with parent/caregivers regularly.
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	ACEO to support students and connect with families. ACEO supported teachers to embed cultural awareness in everyday planning.	Goals monitored through One Plan and regular Literacy and Numeracy data gathered and reviewed.
	Australian Curriculum	Release days for teachers to work with SLUP to collaboratively plan. A focus on teachers planning learning opportunities that build on learners' strengths and needs. Students engaging in projects to develop real-life pr	Units of work developed aligning Australian Curriculum and assessing against 6 G
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Converted to SSO hours to support whole school literacy program. This includes daily literacy blocks small ability grouped students.	Tracking and monitoring small groups of learners with regular assessment which i
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

