



Paradise Primary School

2022 annual report to the community

Paradise Primary School Number: 973

Partnership: Campbell

Signature

School principal:

Mrs Karyn Alford

Governing council chair:

Aaron Stobie

Date of endorsement:

13 February 2023



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 area's population has grown older. Gradually we are seeing these larger old homes being demolished and 2 and three homes 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 2022 was 92 students. The school's population includes 48% EALD, 8% ATSI, 28% school card and 12% verified disabilities.

Due to COVID travel restrictions returning to normal PPS has been able to welcome International Students through our doors again. Beginning in term 3 we had the opportunity to work with International Education and pilot a morning English Language and Culture class. Students attend lessons in mainstream classes in the afternoon, enjoying PE, STEM and art with their mainstream peers. We look forward to growing our partnership with International Education further over 2023.

In term 2 we explored our creative side by holding an Art Expedition. Every student displayed 2 or more pieces of artwork ranging from tie dye to pottery. This event was well attended by the whole community and we hope it will become an inaugural event for term 2.

In 2022 we continued our New Pedagogy Deep Learning Journey, this included students self-assessing themselves against the 6C proficiencies. In term 3 our annual student Showcase evening titled The Travel Expo was a great success with our fundraising committee jumping on board to serve food from all over the world. Students were extremely engaged in their learning during this topic. Researching travel costs, foods, points of interest and landmarks of their chosen countries. Visitors to our Showcase evening were given experiences from all over the world.

Community engagement continued to build with Salvation Army Choir and Just Brass, Campbelltown Rotary, Thorndon Park Retirement Village, Nido Child Care and Campbelltown Council.

2022 marked our first year hosting a School President and Vice President. The President and Vice headed up our Rotary Early Act community projects. Our local project harvested 30 kilos of produce from our school garden to donate to Salvation Army community hampers. Our international project raised money for our sister school in Bali to put towards their new roof.

Students went to El Shaddai in Wellington for their whole school camp. Paradise Fundraising Committee supported us to subsidise costs and every student who attended thoroughly enjoyed it. We look forward to going on our whole school camp again next year. Our unusually wet weather held off PE Week for 2022 where our students experienced many different activities this year. This included inflatable soccer, karate and ending the week with a morning at Wizz Bang. Sports Day saw Kardulta take away the trophy. This year winning by Tribe points they had earned through out the year for students in that tribe following the school values.

Governing council report

There is every reason to celebrate the successes of the past 12 months at Paradise Primary School! In my last report I shared my delight at the adoption of the 'Room to grow' slogan and I am proud to say that we have seen this develop from just a slogan to an everyday reality! It has been wonderful to see our capacity grow, outcomes achieved & excellent results in many areas across our great school community both inside and outside the classroom.

It has been a real privilege to be the Chairperson of the Governing Council. I commend to you each member of the Governing Council who work tirelessly to contribute to the School Community and who have a passion to actively play their part in creating a culture of inclusion, innovation, respect & safety – and they do it all so well! I am grateful for their support and for the skills, knowledge and experience that they bring to the team. Thank you so much!

We would love to expand our team! I am a big believer that 'many hands make light work' and I know that when we work together we achieve more. We would love to have your voice on the Paradise Primary School Governing Council – so please consider if this is a way that you can serve our School Community.

I also want to acknowledge the excellent staff at Paradise Primary School for their exceptional leadership, creativity, compassion & enthusiasm! I am grateful for all you do and for all that you bring to the team. Leadership Guru John Maxwell says 'Everything rises and falls on leadership' and I want to honour our wonderful Principal Ms. Karyn Alford who leads with great distinction, wisdom & professionalism.

As we head into a New Year, I am excited about the year ahead! There has been much to celebrate from the last 12 months and now we look to the future and all the opportunities that will be presented to us. I look forward to partnering with you as we work together to see Paradise Primary School Community continue to thrive in 2023...and beyond!

Quality improvement planning

Paradise Primary School continued to drive improvement in learning around the 2 goals on our Site Improvement Plan.
Goal 1: All Students at Paradise PS will demonstrate an improved achievement in writing.

In week 0 2022 all staff attended Talk for Writing training. The Talk for Writing pedagogy supports students to read and write independently for a variety of audiences and purposes. The Talk for Writing approach allows students to learn language features that are needed to write through 'talking the text', as well as close reading. The explicit scaffolded lessons allow students to learn by transitioning from modelled, shared to independent creative writers. This all underpinned by planning English units of work around good quality literature. Staff continued to use Brightpath to assess and inform their planning to teach writing. Every classroom displayed Bump It Up Walls which allowed students to self assess their own writing and guide them in how they can make improvements. New staff will be trained in Talk for Writing in 2023.

Goal 2: All students at Paradise PS will demonstrate an improved achievement in reading.

A phonemic based program continued to drive reading improvement in 2022. Junior Primary classes began the day with Heggerty moving into Read Write Inc groups for lesson 2. Year 4, 5 and 6 students requiring reading support took part in Fresh Start groups and small intervention groups. Those students who were independent readers participated in highly structured reading comprehension and guided reading lessons. These programs were scheduled daily Monday through to Thursday in lesson 2.

Staff continued to collaborate with students to write data informed individual goals for reading and writing using PAT and Brightpath. In 2023 we will establish a common approach to setting and sharing these goals with parents and carers.

Although data indicates an increased improvement in reading in upper years there is a large cohort of middle primary students that still find reading challenging. The continuation of Read Write Inc and Fresh Start as well as explicit targeted intervention for those students not meeting SEA should drive greater improvement in reading levels.

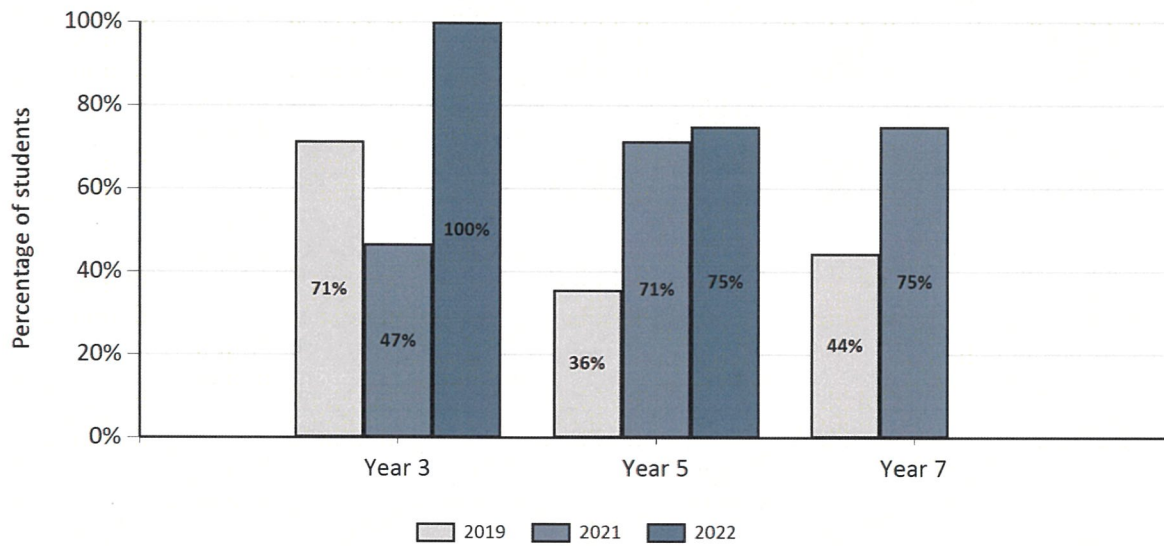
Brightpath will continue to support teachers in planning next steps to improve students writing. Talk for Writing training for all new staff in 2023 will support teachers in the how to explicitly teach targeted areas of writing to make specific improvements to move students writing to the next level. Bump It Up Walls will support students to recognise where they can improve their writing to achieve their individual writing goals.

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

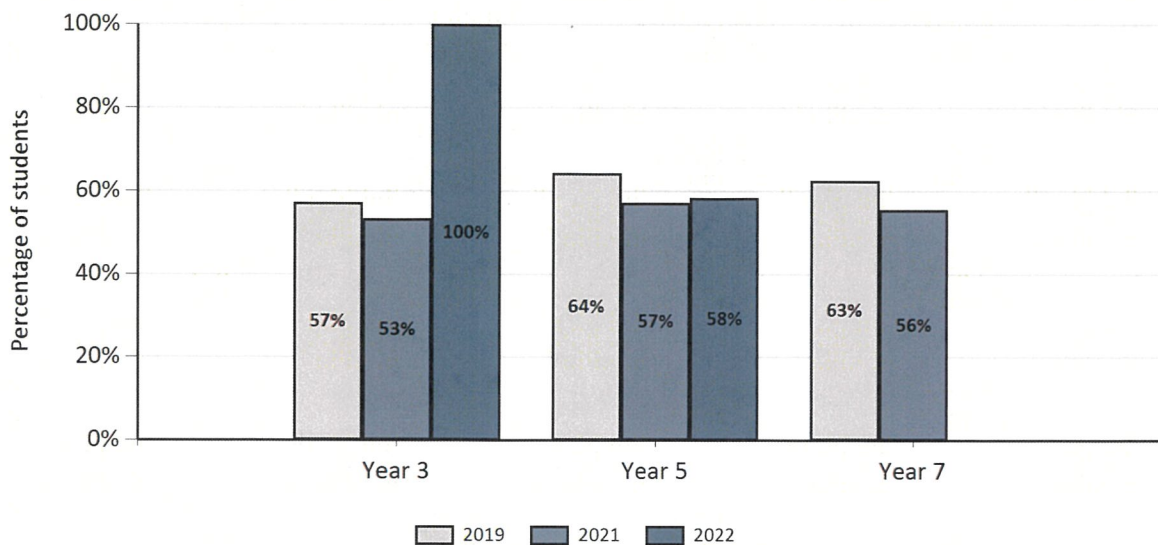


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	9	9	2	2	22%	22%
Year 03 2021-2022 Average	12.0	12.0	2.5	2.5	21%	21%
Year 05 2022	12	12	3	3	25%	25%
Year 05 2021-2022 Average	9.5	9.5	2.0	2.5	21%	26%
Year 07 2021-2022 Average	8.0	9.0	0.0	1.0	0%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

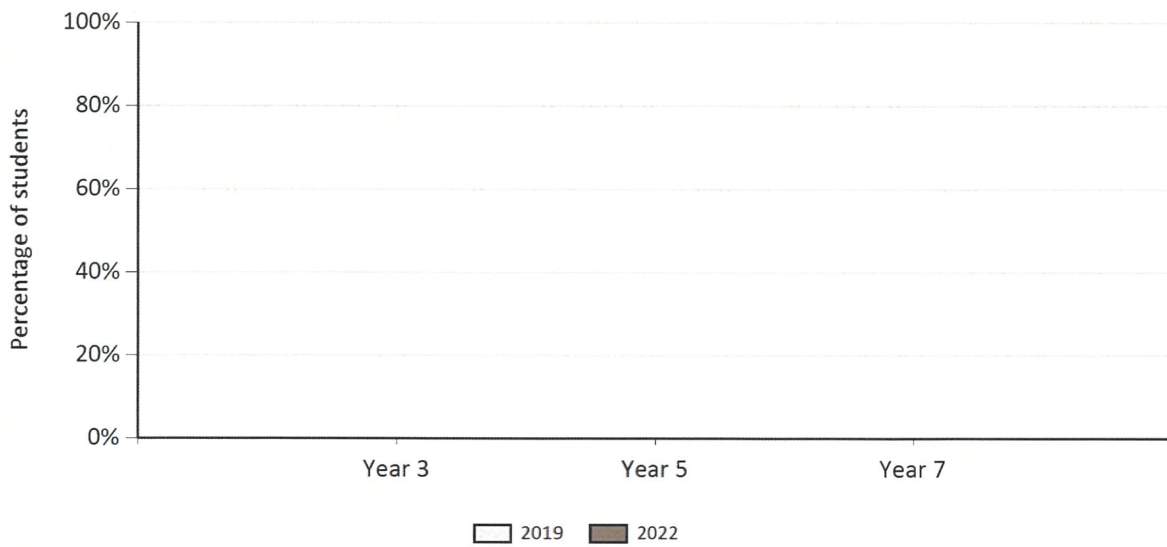
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



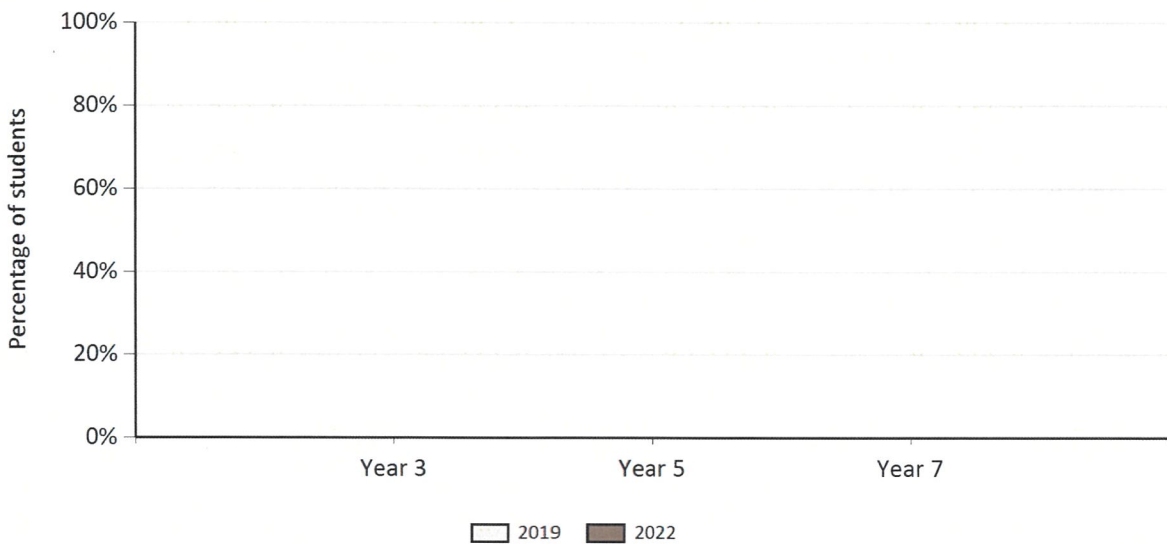
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2022-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2022-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Data Informed Planning

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

Paradise Primary School supported its 8 Aboriginal learners through its Read Write Inc and Freshstart program. These groups met daily for 50 minute sessions Monday to Thursday with a maximum of 6 students in a group. Students also attended intervention lessons 3x weekly. 2 Primary students had 1 session weekly with a mentor from COACH working on life skills which integrated literacy and numeracy learning. Examples of some of these activities were cooking and career journaling. All One Plans for our Aboriginal Learners include input from all staff working with the students, parents/carers and students. This ensures that there is strong relationships between school and families and a "team around the child approach" is fostered.

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

Despite not meeting SEA our 2022 Aboriginal Learners demonstrated a slight incline in both literacy and numeracy data. Close monitoring and 5 weekly assessments in literacy ensured students were continuously on the radar in our professional discussions and planning. Attendance and engagement data shows little improvement from the previous year. However in most cases the absences recorded were due to lateness rather than a full days absent. We will be supporting and encouraging families to arrive earlier in 2023 by running a breakfast club. This will ensure students are at school for morning literacy lessons.

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. In some instances 20% represents one student. This makes it extremely difficult to make reliable conclusions when comparing percentages by graph alone. In 2022 our year 3 NAPLAN reading results were impressive with 100% of year 3 students sitting NAPLAN achieved SEA or above. In fact 22% (2 students) of our year 3 achieved in the upper two bands. Our students in year 3 also demonstrated pleasing results in Numeracy with 100% demonstrating SEA or above. Our year 5 cohort data showed that from the 9 students that sat NAPLAN Reading 75% were at SEA or above SEA. 2 students in year 5 were sitting in the higher band level. Results for year 5 students were similar in NAPLAN numeracy and although only 56% made SEA or above 2 of those students were also in the two upper bands. Both reading and numeracy NAPLAN data were slightly improved from the previous year 2021.

Read Write Inc was delivered daily across years Reception to Year 4. The Read Write Inc synthetic phonics program in our Early Years classrooms ensures all students receive explicit instruction and targeted teaching in phonics daily. The program continues to have a significant impact on reading achievement and growth across the school. Since establishing the RWI program in 2020 those year 1 students who are now our year 3's are all at SEA or above.

.At the end of term 3 all year 2 students without a IESP had completed the RWI program.

In term 3 staff reviewed PATM and PATR data to establish what strands students were deficit in.

PATR data showed common areas for future focus were interpreting by making inferences and retrieving directly stated information. PATM data identified number as areas for focus in years 3-4 and space for year 5 students. This information will be addressed in the school's SIP and drive teacher planning for 2023. The continued exposure to working on laptops with a mouse for all year levels has supported students skills in online testing.

School Achievement data in English and Mathematics demonstrated improvement across the year with higher numbers of students achieving A or B grades in Semester 2 than Semester 1. Individual students who are not achieving are supported through the school's intervention programs and learning assistance.

Attendance

Year level	2019	2020	2021	2022
Reception	92.6%	80.3%	89.4%	78.6%
Year 1	93.0%	86.6%	91.9%	84.4%
Year 2	93.2%	92.7%	89.8%	90.2%
Year 3	91.0%	88.3%	96.0%	90.7%
Year 4	93.4%	90.9%	85.0%	84.5%
Year 5	83.4%	91.1%	92.7%	83.7%
Year 6	91.6%	77.8%	90.0%	86.6%
Year 7	72.8%	86.9%	80.6%	N/A
Total	89.4%	87.5%	89.6%	85.2%

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

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

Attendance comment

2022 saw a slight decline in attendance and this was largely due to COVID restrictions. Unfortunately lateness has a large impact on attendance data. Wellbeing support was put in behind habitual late families by offering breakfast club twice weekly and lunch pack support to avoid the early morning stress in households. Breakfast Club will continue to be offered in 2023 increasing from two to five days a week. The lunch pack project will be implemented supporting students to independently make and pack their own lunch at school. Daily calls by admin staff to parents/carers, home visits and contact with support services ensured that attendance was closely monitored. CAHMS and PCW support were provided to families experiencing ongoing attendance issues.

Behaviour support comment

At Paradise PS we strive to educate students both academically and behaviorally. We use individual learning plans, visuals and timetables to support students in their behavior. We seek support from other services such as Access For Learning, Just Brass and COACH mentoring, when available and suitable as alternative behaviour support. In 2022 a new Behaviour Policy was established to ensure guidelines and processes were clear and equitable for all. The introduction of school diaries kept parents/carers well informed of any day to day low level behaviours. Parents were informed of next steps and wellbeing supports that were established to support the student. Phone calls and Dojo continued to be other platforms for parent/carer communication in these matters.

Parent opinion survey summary

Our online survey in 2022 received 32 responses, similar to those in 2021

General Trends: Pleasing to see that the majority of questions scored more favorably than those in the 2021 survey.

1. SCHOOL CLIMATE: Again, rated very highly in the agree or strongly agree categories and this was a pleasing result for the school reflecting the work of the whole staff and parent body on building positive relationships.

Statements:

- People respect each other at school = 75%
- Teachers and students are respectful = 75%
- I feel like my child is important to the school = 78%
- I receive enough communication from the school = 78%
- School communicates effectively with me = 84%

2. LEARNING AT SCHOOL: All questions scored above 2021 percentages except for “I would like more help with my child’s learning”. It is interesting to see that a higher percentage of parents answered yes to this question. Therefore it is a direction of improvement for the school offering parent workshops in 2023.

- 1) I know what standard of work this school expects of my child = 65%.
- 2) Teachers provide my child with useful feedback = 90%.
- 3) I have useful discussions with the school about my child’s learning = 62%.
- 4) I would like more help with my child’s learning = 50%.

3. LEARNING AT HOME: Overall this section scored highly, however, improvement point for the school is to engage with “providing useful tips on how to help students learn at home” = 44%.

Statements:

- I talk with my child about what happens at school = 56%.
- The school provides an opportunity for me to have input about my child’s learning = 56%.
- Overall, my child has a good routine around reading, studying and learning at home = 59%.
- The school encourages parents to help students to learn = 62%.

4. FUTURE PLANS AND PATHWAYS:
This section received high responses from parents.

- 1) I think that education is important to my child’s future = 84%.
- 2) I feel equipped to help my child plan what they will do after school = 56%.

5. COMMUNICATION CHANNELS FOR PARENTS:
Statement:

- I like to communicate/receive communication through the following mechanisms: Skoolbag and Dojo were the preferred communication mechanisms receiving 30 votes.

Overall the survey was highly informative, and the data will provide valuable data for Governing Council and leadership and staff to act upon for 2023.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

- Paradise PS is compliant with the Department for Education relevant history screening checks (child-related employment screening checks) done by the Department of Human Services (WWCC).
- All documentation for staff, pre-service teachers, contractors, external service providers, student undertaking work experience, volunteers is current, filed and reviewed.
- All TRTs are required to provide copies of their Authority to Teach, pre-service teachers must provide a copy of their RAN and WWCC.
- When WWCC are due to expire, volunteers are contacted via email or a phone call and advised of the steps required to renew.

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 2022 .

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 Equivalents	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 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,323,041
Grants: Commonwealth	\$1,700
Parent Contributions	\$19,408
Fund Raising	\$7,336
Other	\$3,000

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

2022 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 2022 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 Circle of Courage strategies. Students year 4-7 participated in WEC. This data was intensely reviewed and findings shared with whole staff and students were supported using Lions Quest strategies.	Common language and strategies across school site to encourage resilience, positive behaviour. Revamp and restructure of Behaviour Policy.
Targeted funding for individual students	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 improved their level of phonological awareness.
Targeted funding for groups of students	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 First language maintenance & development Students taking alternative pathways IESP 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. Two Aboriginal learners required extra SSO support one fulltime 1x1 support and one for literacy and numeracy 50 minutes daily x4 weekly.	All students demonstrated improvement with 14 of 18 students year 3 and over exiting the program by the end of term 3. 100% of these students made SEA or above in NAPLAN reading.
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.	100% of year 3 students achieved SEA in NAPLAN Reading. 75% of year 5 students achieved SEA in NAPLAN Reading. This is an increase in student performance from 2021 data.
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding Specialist school reporting (as required)	Funding supported staff in release time for team peer planning, assessment and data review. N/A	Teachers are better informed to intentionally plan for improved student outcomes and support students to set individual learning goals. N/A

	Improved outcomes for gifted students	N/A
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