

Paradise Primary School

2019 annual report to the school community



**Government
of South Australia**
Department for Education

Paradise Primary School Number: 973

Partnership: Campbell

Name of school principal:

Karyn Alford

Name of governing council chairperson:

Elissa Graves

Date of endorsement:

2/3/2020

School 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. Over the last few years student numbers have decreased as the areas population has become older. New trends show that larger aging homes are being demolished and 2 or 3 residences now being built on the site. This may see new families returning to the local area. Current enrolment is 104 students with a capacity of 350 students. In 2019 the school population included 5% Aboriginal students 15% verified disability 45% school card eligible, 30% 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 an exciting opportunity for Paradise students as they got to practice their Chinese language skills. Chinese is the second language taught at PPS, through open access.

The school buildings are set on expansive picturesque grounds which attracts beautiful native wildlife including koalas. The management of our vast garden is largely supported by some fantastic volunteers. This includes supporting teachers to run weekly garden lessons.

In 2019 we implemented a Paradise Arts program every Friday afternoon. This consisted of 4 R-7 groups taking part in Visual Art, Music and Dance, Drama and Culinary Arts. Students participated in these activities on a 2 week rotation. We look forward to this program continuing in 2020 on a Friday afternoon with a wider variety of learning opportunities for the students.

Student Voice played a strong role this year by fundraising for different charities. This included Salvation Army, Foodbank and Cancer Council. We are looking forward to Student Voice playing a larger role in whole school decisions and activities in 2020.

In the final days of 2019 during the heatwave one of our resident PPS Koalas Sammy was quite unwell. Staff contacted Adelaide Koala Rescue who came and took Sammy for a couple of days for some rehydrating. When AKR returned Sammy to site they advised us of their extreme dilemma of having 50 Koalas needing urgent care due to the Cudlee Creek Bushfire. In true Paradise community spirit we offered our gym to AKR for a Koala hospital/sanctuary. During the Christmas New Year Period 2019/ 2020 our Paradise Gym hosted over 200 Koalas and 100's of volunteers working around the clock to provide their care.

Governing council report

One of the key functions of the Governing Council is to ensure that the School and supporting services are financial sustainable. The Governing Council's focus for the first half of 2019 was developing an operational model and supporting fee structure for our Out of School Hours Care (OSHC) service. This was a difficult process and the Governing Council would like to acknowledge the support and valuable feedback received from the OSHC Director, School staff and parents who access the service.

A key highlight of this year was the appointment of our new Principal, Karyn Alford. Having leadership stability will allow the School to implement long-term plans focused on delivering high quality learning outcomes. Karyn held the role of Acting Principal prior to her permanent appointment and over this period delivered exceptional results across a range of areas. The Governing Council, led by our Treasurer, worked closely with School and Department of Education staff to ensure that financial stability was achieved for the School. The results as at December 2019 were extremely positive when compared to the financial position of the School in December 2018.

Our hard working Fundraising Committee delivered a diverse and exciting program of events and activities in 2019. The top three fundraising events, that raised over \$1,000, were the Saturday Soccer BBQ, Colour FunRun and the Family Fair. We would like to acknowledge the efforts of all the parents that generously gave up their time to volunteer at these events. In particular, we would like to recognise the efforts of Valene Murray who has been instrumental in leading the Committee over the last few years. All funds raised will be invested in activities and programs that will benefit our students.

Improvement planning - review and evaluate

In 2019 our focus at Paradise followed the 3 goals of our Site Improvement Plan. Our Site Improvement Plan (SIP) was completed late 2018 by whole school staff and was driven by data gathered from NAPLAN, PAT M and R, Running Records and PASM. The SIP was endorsed by Governing Council early 2019.

Reading

Staff worked in Professional Learning Communities to review data, intentionally plan, teach and assess reading. Classroom observations, Bump It Up Walls and Whole School Guided Reading Agreement supported staff to deliver best practice. Through reviewing data it has been established that high transience makes it difficult to track accurate student growth at PPS. Over 80% of students have not been attending Paradise since Reception. Therefore some of our enrolments are arriving with prior gaps in their literacy learning. We required a literacy program that allowed for multiple entry points for various year levels. Our current intervention program was unable to cater for the amount of students that required extra support. Staff investigated whole school literacy programs and it was agreed that Read Write Inc would best support the needs of all students at PPS and will be implemented in 2020. All school staff will be trained in Week 0 2020.

Writing

A school pupil free day was dedicated to assessing and reviewing students writing. Staff worked with a partnership school to collaborate in similar year level teams. Staff have been teaching specific strategies to improve students writing such as bookmaking, using sizzling starts and peer assessments through Bump It Up Walls. In 2020 staff will continue working on this goal by undertaking training in a writing program Seven Steps and using Brightpath for assessment and intentional planning. Seven Steps has been highly recommended by other schools across South Australia and Brightpath training is supported and implemented by The Department for Education.

Maths

Teachers worked with a resident numeracy coach over the first 2 terms of 2019 to plan and implement engaging maths lessons to encourage confidence and mathematical talk across the classroom. Upper Primary staff worked with numeracy coach and colleagues across the partnership to plan units of work, teach, observe, collect data and review. Further investigation into specific planning to meet this goal will continue in 2020.

Further areas of review, planning and evaluation will continue in areas of

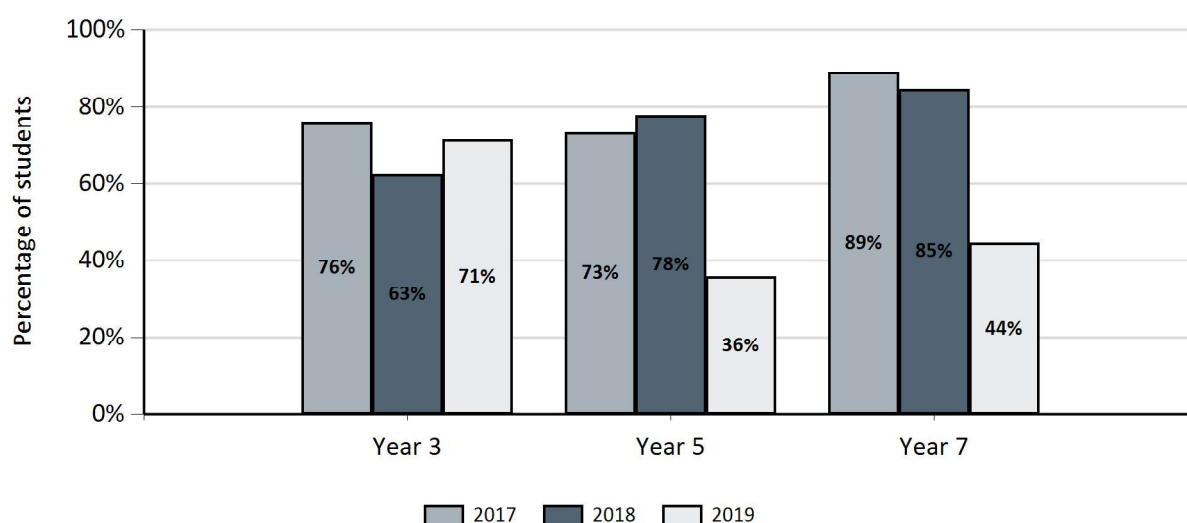
- increasing student enrolments with a specific focus on strengthening partnership with local preschools
- increase student attendance specifically in primary years
- build the participation and direction of Student Voice

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.

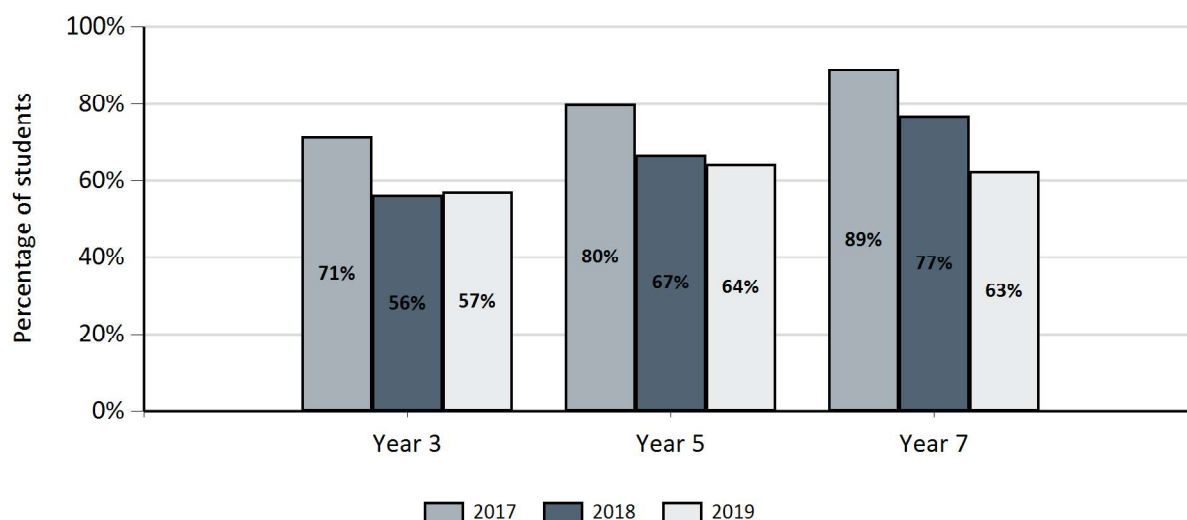
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2019 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	17%	*	25%
Middle progress group	33%	*	50%
Lower progress group	50%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	0%	*	25%
Middle progress group	100%	*	50%
Lower progress group	0%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

As Paradise is a small school it has only a small cohort of students eligible to sit NAPLAN in each year level. Small changes in the number of students can cause large changes to percentages shown in the previous graphs. This makes it extremely difficult to make reliable conclusions by comparing the percentages of performance from year to year by graph alone. Poor attendance and a few parent withdrawals has had a high impact on data in 2019. High transience of students also impacts the schools data with only 6% of students attending Paradise from reception through to year 6. 50% of our current students have attended Paradise Primary School less than 3 years. 2019 has shown less student transfers throughout the year and if it can be sustained should have less impact for future data.

Reading

Our Target was 70% Yr 3 students, 60% Yr 5 students, 82% Yr 7 students will meet or exceed the SEA for NAPLAN reading.

- Year 3 a total of 14 students. 3 students were absent/withdrawn, 1 student did not meet SEA, 10 students demonstrated SEA or above. 5 students reached higher bands. Therefore 71% of our Year 3 students who sat NAPLAN reading demonstrated SEA.

- Year 5 a total of 13 students. 4 students absent/withdrawn, 1 student well below SEA, 4 students were just below SEA. All 5 other students were in higher bands or just out of. Therefore 55% of our Year 5 students who sat NAPLAN reading demonstrated SEA.

- Year 7 a total of 9 students. 5 students absent/withdrawn. 4 students made SEA or higher. Therefore 100% of our Year 7 students who sat NAPLAN reading demonstrated SEA.

Numeracy

Our Target was 70% Yr 3 students, 78% Yr 5 students, 72% Yr 7 students will meet or exceed the SEA for NAPLAN numeracy.

- Year 3 a total of 14 students. 2 students were absent/withdrawn, 4 students were below SEA and 8 students demonstrated at SEA or higher. Therefore 57% of our Year 3 students who sat NAPLAN numeracy demonstrated SEA.

- Year 5 a total of 13 students. 1 student was absent/withdrawn, 2 students were just below SEA. Therefore 75% of our Year 5 students who sat NAPLAN numeracy demonstrated SEA.

- Year 7 a total of 9 students. 3 students were absent/withdrawn, 1 student below SEA. Therefore 83% of our Year 7 students who sat NAPLAN numeracy demonstrated SEA.

A goal for 2020 will be to have less students absent during the NAPLAN test period. This could be achieved by more information going out to parents with information about NAPLAN. Teachers providing information to well prepare them for NAPLAN to avoid possible anxiety prior to NAPLAN week.

Attendance

Year level	2016	2017	2018	2019
Reception	92.4%	87.0%	95.0%	92.6%
Year 1	90.2%	83.8%	85.6%	93.0%
Year 2	90.2%	83.5%	86.2%	93.2%
Year 3	93.4%	93.5%	86.1%	91.0%
Year 4	92.1%	92.3%	90.1%	93.4%
Year 5	94.0%	85.4%	93.1%	83.4%
Year 6	93.6%	92.6%	77.1%	91.6%
Year 7	92.9%	87.3%	94.3%	72.8%
Primary other		100.0%		
Total	92.2%	88.4%	88.7%	89.4%

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

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

Attendance comment

A small group of upper primary students were of extreme attendance concern in 2019. The school made daily contact with families and regular emails to DfE to stay well informed of issues. The school sought services of other agencies to support these students such as Urban Youth and CAHMS. Students transitioning to High School have had extra individualised handover to new site. Close monitoring and working with support agencies will continue for all other students of attendance concern in 2020.

Behaviour support comment

In 2019 we have seen a positive change in behaviour with a definite decrease in behaviour data. Data has been entered on EDSAS more vigilantly.

We have continued to revisit our school values both in and out the classroom. All staff use strategies from SMART, visuals such as the 5 point scale and individual goal setting as standard classroom practice.

Clear, concise, continuity of school/class rules which are jointly agreed upon with students support more positive behaviours.

Strong links with outside providers such as Foodbank, SMG, CAHMS and Urban Youth are available to support the school community when required.

Client opinion summary

Overall our client opinion surveys were positive however due to going out late in term 4 students did not participate in 2019. Again due to Paradise being a small site parent and staff responses are small and therefore data limited.

Staff Survey: 35% of staff replied to our survey. It was pleasing to see that over 60% of staff answered agree or strongly agree to all survey questions. 83% felt the school was always looking for ways to improve. 100% agreed or strongly agreed that their opinions were taken seriously and they felt well supported. Areas for continued work to support staff in 2020 is behaviour management and individual student learning needs.

Parent Survey: 23% of parents replied to our survey. This was link was emailed, in the newsletter and on school Facebook page. 65% of parents answered that their children felt safe as well as 65% answering that the school looked for ways to improve. Areas to work on for 2020 is communication between parents and teachers and ensuring we are catering for all students learning needs.

Next steps for Client Opinion Surveys are to ensure surveys are put out to all parties early in term 4. This will ensure greater opportunities for all parties to participate.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	15.9%
Transfer to SA Govt School	37	84.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

We have a high level of parent/carer involvement in the school and ensure that all volunteers have Working With Children Clearances. School administration assist volunteers with this procedure and ensure certificates are kept updated and filed. Strict guide lines are adhered to for all visitors on site at all times. 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	13
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	7.0	0.0	5.1
Persons	0	9	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

2019 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 2019 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 behaviour management and engagement	Extra SSO support in classes and some cases 1:1 support for individual students.	Behaviour incidents reduced. EDSAS data has been recorded more efficiently.
	Improved outcomes for students with an additional language or dialect	Wave 1 intervention for EALD students working in targeted small groups.	Improved literacy and vocabulary development for EALD students noted.
	Improved outcomes for students with disabilities	Funding was used to increase SSO hours to support all students with disabilities. This included academic, social skills and outdoor education.	Higher levels of engagement and social interaction have been noted.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	These funds were used for an SSO to run Mini Lit Program for small groups and individual students.	Individual student data has shown improvement.
Program funding for all students	Australian Curriculum	Extra release to work with SLIP in intentional planning.	Teachers confidence in planning.
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Funding supported staff to be released to analyse individual student data. New staff to participate in Running Record training.	Teachers informed to intentionally plan for students and learning goals
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	N/A	