

Paradise Primary School 2018 annual report to the school community



Government
of South Australia
Department for Education

Paradise Primary School Number: 973

Partnership: Campbell

Name of school principal:

Carol Ferris

Name of governing council chair:

Chris Graves

Date of endorsement:

School context and highlights

Paradise Primary school has been delivering quality teaching and learning to students from the local and wider community since its opening in 1978. Staff are focused on achieving the maximum growth for each child through fostering powerful learning and creative problem solving, while developing key dispositions in literacy, numeracy and STEM.

Nestled in expansive picturesque grounds the school provides opportunity for all students to succeed and achieve their best in a safe and supportive environment. The school is well resourced and provides flexible learning spaces for students.

The local community is supportive and involved in the development of the school. Parent/carer participation is invited and supported through opportunities to engage in classroom support, accompanying children on excursions, attending assemblies and special events, supporting our sporting teams and being on Governing Council.

In 2018 Paradise Primary offered many value added features including SAPSASA sports, Choir, Instrumental Music, Reading Club, Kitchen Garden, Out of School Hours and Vacation Care plus Playgroup. Everyone has a place and an opportunity to shine at Paradise Primary.

Our highlights included:

- Extensive fundraising
- Opening of our STEM facilities
- Sports Day
- Swimming
- Book Week
- PE Week
- Graduation
- Children's University
- End of Year concert
- Festival of Music Choir

Governing council report

2018 was a stabilising and strategic year for Paradise Primary School. Our goals were to, increase student numbers and make Paradise Primary the most attractive and cutting edge place to learn.

The Governing Council welcomed 2 new members Margo Michaelson and Adam Wegner who brought new enthusiasm and fresh ideas to the committee group.

In fourth term the STEM facilities were officially opened by the honourable Minister for Education John Gardiner and local MP and speaker of the House Vincent Tarzia. Once opened, the SRC Reps walked the officials around the centre as the school students showed them a thing or two about 3D printing, robotics, and coding.

We were proud with how professional the students engaged with the government officials in particular the SRC Reps.

The OSHC director Jacky Sheldon continued her amazing job at OSCH given the challenges a small school presents. Jacky has updated most of the mandatory policies and received a triple rating for the OSCH environment.

Kim Cooper our Principal has worked tirelessly (without a deputy Principal) to build the school while managing all other school matters. Kim and the teaching staff have worked tirelessly to improve the literacy of the students in particular the area of jolly phonics. Kim worked on the school Marketing Committee Unfortunately .Kim had to take extended at the end of the year. In Kim's absence Carol Ferris stepped in as acting principal and feedback from staff and parents was very positive.

The fundraising committee worked hard with the annual Movie night being a highlight event. Saturday Morning BBQs are another successful fundraiser for the school.

The Governing Council appointed a landscaper to conduct a Master Plan of the school. This included a draft plan of potential sites within the school to improve. This will ensure a future focus for fundraising.

A few working bees were done throughout the year mostly around the Butterfly Garden which continues to provide a refuge and educational area for students to appreciate the wonders of nature. Crepe Myrtle trees were planted along the George St entrance of the school and I'm sure will create an inviting entrance for many years to come.

I would like to thank the 2018 Governing Council members, school community, students and teaching staff for their passion, hard work and commitment to the school You are what makes Paradise Primary such an amazing place.

Improvement planning and outcomes

2018's focus has been to develop a strong reading culture at Paradise Primary School. To this end there has been a Reading Club every morning for R-2 students to improve their literacy and reading comprehension skills using the Sunshine Online Program.

A whole school Drop Everything and Read time has been instigated at Paradise Primary School this year. This happens for 10 minutes after each lunch play and involves teachers, leadership and SSO's reading to and listening to children read.

A literacy agreement formulated by staff made a commitment to a literacy block time which follows the components of the Big 6- oral language, vocabulary, phonemic awareness, fluency, comprehension and phonics - allowed staff to plan intensive literacy sessions with balanced texts focused on better developing these skills with our children.

Staff were able to visit best practice schools and teachers and learn from their work.

Katrina Spencer worked with Junior Primary staff throughout 2018. She observed teachers in action and a range of abilities and behaviours in class. Some of her foci included slowing down reading and double dipping with books, increasing time for each rotation, checking NAPLAN for gaps in learning, working on warm ups before each literacy block, giving movement breaks and using explicit power points. Outcomes seen were more time for literacy blocks, all work done in the same book, conducting reading clubs, quick warm ups and whole class spelling program. Formative assessments showed students could answer questions and retrieve information more quickly, blend and segment words using new strategies and have shown an increase in reading levels.

All staff participated in Running Records training in Term 2. This 6 hour training increased our skills and knowledge of taking and using the information gained from Running records more efficiently. Running records are taken by all staff R-7 on a regular basis. Guided reading practices were formulated and discussed at staff meeting during Term 2 and 3. Groups were made according to need, running records were annotated with reading behaviours, children stayed on a level developing fluency and understanding for fiction and non fiction books, staff used Daily 5 strategies- comprehension, accuracy, fluency and expanded vocabulary were some improvements seen.

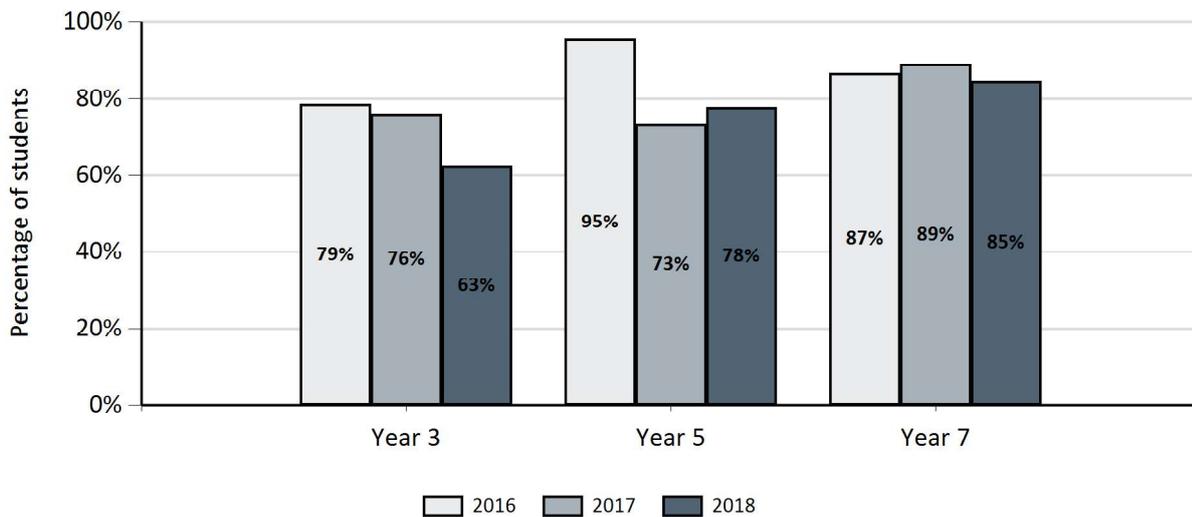
Mathematical thinking and learning and improving the dispositions of staff was a project undertaken this year. Staff were involved in the Campbell Partnership Learning Design and Moderation project facilitated by Andrea Barker and Deb Lasscock. Pupil free days were used to attend partnership meetings and staff worked with other school PLC's to plan, implement and moderate work samples during the year. New learning included a better understanding of the 4 proficiencies, encouraging maths sense talk, developing learning experiences with different entry points, slowing down learning with different examples and activities and developing a community of inquiry in our classrooms where every person has a voice, testing ideas and strategies and transforming tasks to include stretch and rigour.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

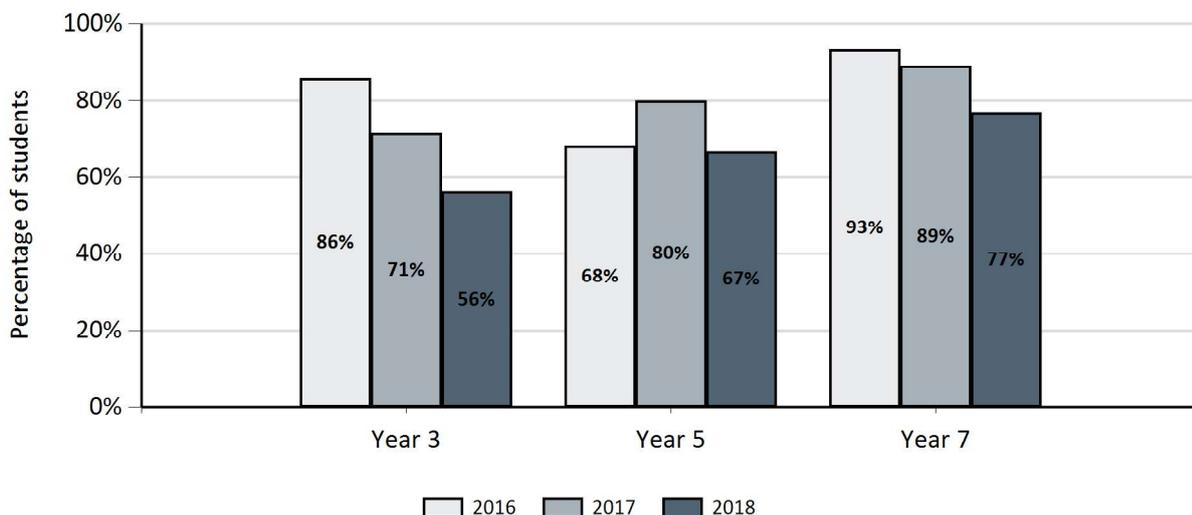
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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%	50%	25%
Middle progress group	50%	33%	50%
Lower progress group	17%	17%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	17%	50%	25%
Middle progress group	33%	42%	50%
Lower progress group	50%	8%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2018	16	16	3	3	19%	19%
Year 3 2016-18 average	17.0	17.0	4.7	2.7	27%	16%
Year 5 2018	9	9	3	0	33%	0%
Year 5 2016-18 average	15.3	15.3	3.3	1.0	22%	7%
Year 7 2018	13	13	2	0	15%	0%
Year 7 2016-18 average	12.3	12.3	2.0	2.0	16%	16%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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

A transient school population of approximately 50% in 2018 term 2 - 2019 term 1 makes it difficult to track accurate data. This means that although student numbers remain the same, over 40 current students were not attending Paradise Primary at the beginning of term 2 2018.

The NAPLAN and Pat R and Maths results showed progress in some areas.

NAPLAN reading data showed a significant increase in the upper group in years 3-5 and 5-7. An increase in the upper group in NAPLAN numeracy was also achieved in 5-7.

These results have prompted our Site Improvement Plan developed at the end of 2018 to focus on Reading Comprehension, Writing and Number Sense to strengthen multiplicative thinking. All these areas will be the whole school focus R-7.

Teachers will continue to gather a wide range of data to inform their programming and planning. This data is gathered by SA Spelling Test, PASM (phonics), Oxford Word List, PATM. PATR and Phonological Awareness checklist.

Attendance

Year level	2015	2016	2017	2018
Reception	87.4%	91.8%	89.3%	95.1%
Year 1	90.2%	90.0%	87.2%	85.8%
Year 2	94.5%	90.4%	85.4%	86.4%
Year 3	93.8%	93.8%	91.6%	86.4%
Year 4	93.1%	92.4%	92.7%	90.3%
Year 5	91.9%	94.1%	85.0%	93.2%
Year 6	91.8%	93.2%	92.7%	77.3%
Year 7	91.5%	93.0%	89.1%	94.4%
Primary other			100.0%	
Total	91.7%	92.2%	89.2%	88.9%

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

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

Attendance comment

The school attendance rate for 2018 was 88.9%
This means the school did not reach its target of 95% set by DfE.
The school will continue to closely monitor student absences by:
Text messages and phone calls
Sending home letters
Making referrals to attendance
The school seeking extra support to support students to attend school

Behaviour management comment

Generally the behaviour of students at PPS is very positive.

Class teachers ensure class rules set by the children and displayed in the classroom.
Staff use positive behaviour language of respect, cooperation and responsibility is demonstrated across the school sector.

There has been a small group of students whose behaviour has been a challenge in 2018. In these circumstances the school and the family work closely together with the support of district Behaviour Coaches. Training and development for staff in positive behaviours and trauma based practices support staff in best classroom practice to deal with behaviours.

Client opinion summary

The Client Opinion survey will be sent out in 2019.

Due to emergency leave being taken by leadership the client opinion survey for 2018 was not undertaken.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	13.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	3.4%
Transfer to SA Govt School	45	76.3%
Unknown	4	6.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

We ensure all staff and SSO's have relevant screening and police checks to work with children. All current certificates are uploaded onto the school database.

Strict guidelines and procedures are followed for all visitors entering the site at all times.

Signed agreements are reviewed annually and filed for all non Department service providers working on site including volunteers.

Teacher qualifications 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	19
Post Graduate Qualifications	7

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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 Equivalent	0.0	8.4	0.0	6.1
Persons	0	10	0	8

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	31610.00
Grants: Commonwealth	3000.00
Parent Contributions	28405.00
Fund Raising	15000.00
Other	13500.00

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

2018 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 2018 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 in some cases giving 1:1 support	Less behaviour incidents recorded on EDSAS
	Improved outcomes for students with an additional language or dialect	Wave 1 intervention for EALD students	
	Improved outcomes for students with disabilities	Targeted intervention to support students inline with the students NEP. SSO in class support working closely with Support Services to focus on recommendations made by Department for Education specialists.	
Targeted funding for groups of students	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 Students with learning difficulties grant	These funds were used to provide an SSO to run the MiniLit program as wave 1 intervention to small student groups 4 times a week. Professional learning, release of teachers to plan, program and develop agreed whole school assessment tasks, Collect, moderate, and review student work.	Teachers better informed to target planning to specific learning needs.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	Used to support in areas of Literacy and Numeracy a large focus on Phonological Awareness. All staff attended Running Record training	
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	N/A	