



SCHOOL CONTEXT STATEMENT Updated: February 2015

School number: 0973

School name: Paradise Primary School

School Profile:

Paradise Primary School is committed to continuous improvement in teacher pedagogy, learning outcomes for students and community involvement. This is embodied in our Mission: 'Dedicated to learning – Committed to excellence' where we strive to provide the best possible outcomes for all. In conjunction with a focus on 21st Century learning the school is committed to providing programs which cater for the needs of all individuals and groups.

The school values are:

- A caring community
- Cooperative and constructive behaviour

Purposeful and diligent effort.

Staff, students and Governing Council are currently revisiting the school values to align with Play is the Way – a new program being implemented in the school. Discussions that have taken place as part of the process suggest that the school values will come under the umbrella of 'Respect'. All community members will be expected to embrace these values to create an enjoyable and safe environment for continuous improvement and effective community involvement.

Paradise Primary is a smaller school where the community values the close relationships that are able to be developed. The school prides itself on offering a wide range of opportunities for students to excel in both curricular and extra-curricular activities within a supportive learning environment. Together with a focus on core learning in literacy and numeracy the school places high importance on the physical and emotional wellbeing of all in the educational community. Specialist subjects taught are The Arts, Geography, History, Science and Physical Education.

Paradise Primary School is in the Campbelltown City Council district which has a proud history steeped in the culture of Italy. However, the school population and community is culturally diverse with 25 different cultural backgrounds currently represented adding to the richness of our school. The school is developing its association with the Council through initiatives such as Community Forums and OPAL (community based healthy lifestyle program) Indigenous Australian students made up 1% of the total student population. 43% of students were of Non English Speaking Background (NESB), with 30% identified as English and Additional Language or Dialect (EALD) learners. 6% of students were verified as students with a disability and 25% of students received School Card support. Paradise Primary

School is a Category 6 school as determined by the DECD Index of Educational Disadvantage and has a rating of 1019 on the national Index of Community Socio-Educational Advantage (ICSEA). The average rating nationally is 1000.

High levels of parent participation exist with many volunteering their time, interests and skills in a variety of ways. The Governing Council maintained an active interest in its governance of the school throughout the year with all positions being filled.

1. General information

- School Principal: Mr Chris Warnest
- Deputy Principal: Mrs Sandee Ising
- Year of opening: 1978
- Postal Address: 100 George St Paradise SA 5075
- Location Address: 100 George St Paradise SA 5075
- DECD Region: Eastern Adelaide
- Partnership: Campbell
- Geographical location – ie road distance from GPO: 10km
- Telephone number: 08 83363155
- Fax Number: 08 83369323
- School website address: www.paradiser7.sa.edu.au
- School e-mail address: dl.0973.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment:

Student enrolment trends (February data):

	2010	2011	2012	2013	2014
Reception	32	19	39	21	31
Year 1	27	28	25	30	17
Year 2	28	29	24	31	27
Year 3	30	28	27	25	35
Year 4	26	32	22	29	21

Year 5	23	27	27	18	27
Year 6	22	24	28	26	14
Year 7	21	21	16	25	26
TOTAL	209	187	208	205	198
School Card	46	42	45	49	50
ATSI (no. of students)	4	2	1	2	4

- Staffing numbers (as at February census):

Principal: 1.0

Deputy Principal: 1.0

Teachers: 8.7 FTE

Counsellor: 0.2

SSOs:

Finance Officer 37.5 hrs pw permanent

Administration Officer 30 hrs pw

Classroom support 30.25 hrs pw permanent, 85 hrs per week temporary

GSE (groundsperson): 12.5 hrs pw

Public transport access:

Public transport buses operate along Silkes Road and George Street, both of which are within easy walking distance from the school.

Special site arrangements:

Beafield Education Centre is based on the school grounds. Paradise Primary School and Beafield Education Centre are separate DECD sites and as such operate independently of each other.

Out of School Care ('Paradise for Kids') operates onsite and provides Before & After School Care and Vacation Care. OSHC also operates on Pupil Free and School Closure days.

2. Students (and their welfare)

- General characteristics

Paradise Primary School is a Reception to Year 7 school catering for approximately 200 students within both semi-open space and enclosed classroom facilities. The school is located on extensive and picturesque grounds. Students, staff and parents form partnerships to achieve a supportive, caring, safe, stimulating and aesthetically pleasing learning environment.

Student well-being programs

Student wellbeing is supported by Primary School Counsellor funding of 0.2 FTE and a Pastoral Care Worker (PCW) through the National School Chaplaincy Program for 12 hrs per week.

Student management

The school has high expectations of student behaviour. We follow the principles of Restorative Justice when dealing with inappropriate behaviour. Classes develop their own Codes of Conduct / Behaviour Codes to reflect the school's values. Zero tolerance applies to violations such as harassment, bullying and violence. In 2015 the school is embarking on the program 'Play is the Way' which focuses on behaviour education as opposed to behaviour management where students are taught to take responsibility for their actions through a play based approach. Appropriate behaviour and a positive approach to learning is acknowledged and celebrated regularly via assemblies and the school newsletter. The school's behaviour and anti-bullying policies are regularly revisited during the year.

Student government

All classes hold class meetings. Each class elects two students to be members of the Student Representative Council (SRC). The SRC meets fortnightly. Senior students are encouraged to take on leadership roles such as organisers of lunchtime activities PALs leaders, Sports Day captains and School captains.

- Special programmes

PALs (Partners as Learners): a collaborative reading program where older students listen to younger students read. The older students are trained to check the younger students' understanding of what they read and to develop a 'buddy' relationship for the year

Premier's Reading and Premier's be active Challenges

Stephanie Alexander Kitchen Garden and eat well be active programs

International Competitions and Assessments for Schools (Yrs 2 – 7) in Digital Technologies, Science, Spelling, Writing, English and Mathematics;
Australian Mathematics Competition

Tournamant of the Minds

The Arts: Festival Choir, Instrumental Music lessons (private), School Band

Swimming lessons Reception – Yr 5 (daily lessons for one week)

Yr 6/7 Camp: Aquatics and Outdoor Education (alternate years)

Excursions and incursions are encouraged across all year levels Year 6/7 students Special interest programs

Pedal Prix team: annual participation in two races at Victoria Park and a 24-hour event at Murray Bridge

Buddy class system operates where different age classes pairup for peer support through activities

Be Active Community Time (BACT): fortnightly whole school collaborative indoor/outdoor activity time

Assemblies: conducted fortnightly by classes or SRC

LINKS – transition program for pre-Reception students. Operates on Friday mornings the term before Reception students begin school. Sessions conducted by Reception teachers, SSO and volunteer parent

Sport – Saturday morning soccer teams, SAPSASA sports - netball, soccer, cricket, football and basketball

Out of School Hours Care (Paradise for Kids) is offered before & after school school, during holidays (Vacation Care) and on Pupil Free & School Closure days

3. Key School Policies

- Site Improvement Plan (SIP) and other key statements or policies:

Paradise Primary School's SIP aligns with the Campbell Partnership Plan and the DECD Strategic Plan 2014 - 2017. Our priorities are:

- Higher standards of learner achievement (numeracy and literacy)
- Improve health & wellbeing

- School Policies

The school has a range of policies all with long term objectives. Attendance and Anti-Bullying & Harassment policies are current areas of focus.

Our aim is to provide a comprehensive curriculum that will enable all students to confidently reach their true potential in a secure and supportive environment.

This is supported by:

- A Restorative Justice Programme which is consistent and fair
- Fair and representative decision making procedures
- Governing Council taking increased responsibility for learning programs and improvement
- Purposeful professional development for all staff.

4. Curriculum

- Subject offerings:

The school provides a strong focus on the academic, social and emotional development of each student.

Australian Curriculum subjects: English, Mathematics, Science, History, Geography, The Arts

South Australian Curriculum Standards & Accountability (SACSA) framework: Health & PE, Design & Technologies

The school does not currently offer a Language. Governing Council has supported the teaching of a wide variety of Cultural Studies through the curriculum areas of History, Geography and The Arts.

Specialist teaching to allow for teachers' Non Instruction Time (NIT) occurs in The Arts, Geography, History, Physical Education and Science.

- Open Access/Distance Education provision: N/A

- Special needs:

- Negotiated Education Plans (NEPs) are designed for students verified with a learning disability. All NEP students have SSO support with the amount of time per student dependent on the prescribed level of support. NEP reviews are held twice each year and managed by the Principal. A Student Review Team consisting of Regional Service Providers and the Principal meet each term to monitor progress. A Review team consisting of teachers is being set up to analyse the data sets of individual students.
- Students with learning difficulties as per Wave groups identification also receive SSO support through small group work
- A reading intervention program is in place for students assessed requiring intensive support to improve reading skills.
- The School Inclusion program conducted by Autism SA is requested as necessary for students diagnosed with Autism Spectrum Disorder
- Aboriginal students have an Individual Learning Plan (ILP) and students under the guardianship of the Minister have an Individual Education Plan (IEP). Support for these students in part comes from Better Schools Funding (BSF).

- English as an Additional Language or Dialect (EALD) students are supported by the Deputy Principal working alongside class teachers to bring about improved outcomes to writing different text types
 - Selected students participate in the QuickSmart maths program which aims to improve students' information retrieval times to free working-memory capacity from an excessive focus on routine tasks so that students are able to engage meaningfully with more demanding mathematics and numeracy
 - Bilingual School Services Officer (BSSO) support is requested as necessary for students of Non English Speaking Background (NESB)
- Special curriculum features:
 - Buddy classes/team-teaching
 - Whole-school and Unit activities
 - Restorative Justice
 - Play is the Way
 - Reading Support Teacher
 - Reading at Paradise (R@P) before-school reading intervention program
 - PALs 'buddy' reading program
 - Teaching methodology:

All staff are expected to use the principles of 21st Century learning. This includes but is not limited to:

 - Critical Thinking and Problem Solving
 - Creativity and Innovation
 - Collaboration and Leadership
 - Cross-Cultural Understandings
 - Career and Learning Self-reliance
 - Computing and ICT Literacy
 - Communication

Priority learning areas are the core subjects of English'Literacy and Mathematics/Numeracy.

Teachers build strong relationships with students and their families by keeping them informed about their childrens' learning.

All students encouraged to do their personal best.

Focus on behaviour education rather than behaviour management.

Student assessment procedures and reporting:

- Parent Acquaintance Night Term 1
 - Parent-Teacher-Student interviews Terms 1 and 3
 - Written reports Terms 2 and 4
 - NAPLAN tests for Yrs 3, 5 & 7 Term 2
 - Data collection as per assessment program in the school's Curriculum Resource Folder: Running Records, PAT- Maths, PAT-Reading (comprehension), SA Spelling Test, Oxford Word Lists
 - Evaluation of data sets inform planning
 - Ongoing use and development of EDSAS to support the collection and storage and of data
- Joint programmes:
OPAL (Obesity Prevention and Lifestyle) – Campbelltown City council
Resthaven – junior students entertain local senior citizens home each term

5. Sporting Activities

- The school actively encourages participation in sport at school with a wide range of sporting programs offered
- An annual Sports Day and PE week are held with children competing in their four sports houses (Ind, Mimosa, Silke, Torrens)
- SAPSASA sports: Netball, Soccer, T-Ball, Football and Cricket
- The school fields teams in the Eastern Zone School Soccer Association Saturday morning soccer competition
- All students participate in a swimming program (R-5 at a local pool, 6/7 Aquatics).
- PE is provided as a specialist NIT subject.

6. Other Co-Curricular Activities

Pedal Prix

Pedal Prix, involving human pedal powered vehicles consists of three events with the final being a 24-hour endurance race held annually at Murray Bridge. The team consists of 10 - 15 students. A committee comprising of a teacher and parents manages the training and competitions.

Festival Choir

All students in years 5, 6 and 7 have the opportunity to participate in the school choir. Our choir performs annually in the Festival of Music choir at Festival Theatre.

Instrumental Music

Students R-7 have the opportunity to learn a range of instruments (flute, clarinet, trombone, recorder, piano and guitar) as an optional activity. Students also can participate in the school Band.

Year 6/7 Aquatics Camp

Held bi-annually at the Murraylands, this camp involves various aquatic activities for the Year 6 and 7 students over 3 days. On alternative years the students have a one-day program at West Lakes.

Pop up Play

An outdoor play time activity currently offered to Early Years students as a lunchtime activity. The program is based on the concept of 'Loose parts play' and encourages younger children to collaborate and have fun while playing with used materials. The program is run by parents and staff.

Other whole-school activities include Book Week, Science Week, Literacy and Numeracy Week, Harmony Day, PE Week and Sports Day.

7. Staff (and their welfare)

- Staff profile

General staff stability with majority of teaching staff members being permanent employees

Approx 75% female and 25% male.

- Access to special staff

Regional Service Providers include Speech Pathologist, Psychologist Education Services, Special Educator, Behaviour Coach, Family Services, Social Worker and Attendance and Engagement Officer.

Also access to agencies such as Autism SA, Families SA, SPELD, DECD Community Liaison Officers etc

ICT technician

GSE – grounds

- Leadership structure
 - Principal and Deputy Principal
 - School decision making policy and procedures provide opportunities for shared decisions by all staff
- Staff support systems
- Weekly staff meetings (admin and professional learning), year level/unit meetings
- Staff meeting/Professional Learning Committee
- Site Improvement Plan Priority Groups
- Performance Management
 - Involves all teaching and non-teaching staff and is conducted by the Principal and the Deputy Principal
 - Regular performance review and development, using negotiated formal and informal procedures, which provide opportunities for teachers to seek critical feedback and support of their work. Reference tool is the Australian Professional Standards for Teachers
 - Developing triangulated feedback process for teachers (self, peer, student)
- Staff utilisation policies
- Seven classes R-7
- NIT (specialist) subjects: The Arts (Music, Dance, Drama), Geography, History, PE, science
- Support roles: SSO - office, finance, classroom, library

8. Incentives, support and award conditions for Staff

- Complexity placement points
0
- Isolation placement points
0
- Shorter terms
N/A
- Travelling time
N/A
- Housing assistance
N/A
- Cash in lieu of removal allowance
N/A
- Additional increment allowance
N/A
- Designated schools benefits
N/A
- Aboriginal/Anangu schools
N/A
- Medical and dental treatment expenses
N/A
- Locality allowances
N/A
- Relocation assistance
N/A
- Principal's telephone costs
N/A

9. School Facilities

Buildings and grounds

- Three solid brick buildings containing a combination of open-space and enclosed classrooms and withdrawal rooms
- The building of a new gymnasium was completed at the end of 2010 (BER funding)
- A separate administration building houses the staff room, administration offices, multi-purpose hall, uniform shop and meeting room
- Wheelchair access to all buildings

- All buildings are in good condition
- Situated on extensive attractive grounds with a wide range of facilities and excellent playing fields consisting of two ovals
- Established lawns, hard play areas and playgrounds
- Off street parking is provided for staff and for parents

Heating and cooling

- All areas are fully airconditioned with reverse-cycle heating and cooling.

Specialist Facilities

- Gymnasium, Computer Suite, Resource Centre/Library, Arts Centre, Art Room
- All classrooms have Smart Boards and access to iPads
- OSHC (Out of School Hours Care)

Staff Facilities

- The staffroom is equipped with modern facilities.
- Staff have access to up-to-date ICT, including the internet and e-mail.
- Each classroom is equipped with a Smart Board (electronic Interactive Whiteboard).

Access for students and staff with disabilities

- Wheel-chair access is available to all areas

Student facilities

- The school does not operate a canteen. Special lunch days are held several times a term.

Access to bus transport

- The school is easily accessed using public transport. Buses from the city and Paradise Interchange stop on both Silkes Road and George Street.

10. School Operations

Decision Making Structures

- High levels of collaboration exist with decisions based on consensus
- Staff, parents and students are actively involved in decision making through various structures
- Staff meetings are held weekly, unit meetings held fortnightly

- Staff Meeting Committee proposes staff Professional Learning
- Governing Council meets twice each term; sub-committees (Education, Fundraising, Grounds) meet once per term
- Weekly class meetings are conducted for students; Student Representative Council (SRC) meets fortnightly.

Publications

- An information pack is available to all families, which includes the School Handbook
- School newsletter is published every two weeks and is available as a hard copy, email or online via the school website

Other Communication

- Class diaries, communication books and homework books are all used for communication between the school and parents
- An online tool is used for staff communication incorporating Daybook, Timetables, meeting notes etc
- A Term Calendar is published at the beginning of each term and sent home as hard copy. It is also available via the school's website

School financial position

- The school is in a sound financial position
- Finances are monitored by the Finance Advisory Committee
- Fundraising is conducted through the Fundraising Committee. A major portion of fundraising is generated through conducting a barbecue at Paradise Primary during the local primary schools' soccer season. Money raised contributes to resources and improvements within the school

Special funding

- Extra funding is received for some individual students with special needs

11. Local Community

General Characteristics

- The school is located within the Campbelltown Council area which is identified by its unique heritage and cultural diversity
- Approx 43% are of non-English speaking background
- Approx 23% School Card

Parent and Community Involvement

- The school has strong involvement and support by the parents and local community. This includes participation with classroom support, sports teams, excursions, and Governing Council and sub-committees.
- A Parents & Friends group is being established
- The school's grounds and facilities are regularly hired by various community groups

Feeder Schools and other educational facilities

- Athelstone, Paradise, Dernancourt/Highbury, Thorndon Park, campbelltown Children's Centre and Il Nido Preschool are the main feeder kindergartens
- Most students enrol at Charles Campbell College and Norwood Morialta High School upon completion of their primary education.
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Local facilities

- In the local area there are a number of shopping centres, take away food outlets, churches, community ovals, health care professionals and community libraries.
- Black Hill Conservation Park, Thorndon Park and Linear Park are within easy walking distance, with many walking trails offered.
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12. Further Comments

I certify this to be a true and accurate statement.

Chris Warnest

Principal

February 2015