Paradise Primary School values – student leadership, confidence, organisation and in getting along. Happy, engaged learners.

This Report has been prepared by Peter Scragg – Principal & Ruth Williamson – Assistant Principal
2009 has continued on from 2008 as a year of change and growth. This has been built on the core of our longer serving staff, students and parent body that has seen many opportunities to consolidate our mission and vision of Paradise Primary School occur. Once again our organisation has been impacted by the positive and demanding fluctuation of student enrolments and the election of a new very dynamic Governing Council with Silvio Varricchio as chairperson. Other factors included the appointment of 3 new teaching staff, as well as the appointment of a permanent Assistant Principal. All of these contributed to reenergising our signature trademark of the village philosophy and enhanced our school as a learning community.

Whilst our student numbers continue to climb steadily, 190 in January and 200 in December, our teaching staff remained focussed on being caring educators that we have come to expect at PPS. The start of the school year saw Paradise commence with 3 new teachers and for the first time with a permanent Assistant Principal. Whilst Ruth Williamson (Assistant Principal) was no stranger to the school our 3 new teachers Sue Retallick (Year 4/5), Brenton Wilksch (Year 6/7) and Delene Pick (Year1/2) were; but soon settled in, each bringing their own strengths to contribute to our already proficient and competent staff. With the addition of these staff the school cemented an 8 class structure. A reflection that our future is very bright is the announcement that we are able to confirm that there will only be one changes to our teaching staff from 2009 to 2010. Unfortunately as the year drew to a close we did experience significant changes in the front office and administration with changes to the receptionist position, with Joanita DeFortier who commenced sweeping in a change of great organisational and administration that was essential for the organisation to deal with moving forward in a professional manner. We also endured 2 changes to the finance department with our permanent finance office transferring to a promotional position and her replacement leaving after 2 terms to gain permanency in a like position at a private school. Dayna Beames who is now appointed to that position is very much in a learning role but has worked tirelessly to set herself successfully for the job in the ensuing years.

The most significant aspect of change for the future is that the Principal, Mr Peter Scragg leaves us after commencing his 9th year in the job and having seen school rise from well below a hundred students to a solid enrolment of 200 plus students and eight classes. Coincidently the students who commenced with Peter as their principal in reception are completing year 7 and moving on having had only one principal in their entire primary school life.

The student body settled down well especially into the changes in personnel in the middle and upper primary school. It would be fair to say that the senior students have led the school with a positive example of application to their studies and responsible behaviour. As has become the norm the junior primary were engaged in a high quality learning programme that reflected the professional commitment of the junior primary staff.
2009 STRATEGIC DIRECTION

1. **Well Being and Resilience**
The school commenced the year focusing in Restorative Justice as an intense approach to address the positive behaviour management. The success of this initiative was directly reflective of the energy and endeavour of Ruth Williamson’s leadership. The reported incidence of harassment and detention was reduced so dramatically that we as a school were able to concentrate more on the learning needs of our students.

2. **Setting & Maintaining High Standards**
The question we asked ourselves is how successful have we been in supporting high standards of learning for all learners. In the second half of 2009 we commenced much more rigorous account of the learning outcomes for all of our students which were facilitated by our special education and ESL teacher Heather Wills. In this drive the link between learning outcomes and expectations especially for students with a NEP and ILP was emphasised with great success. Whilst our NAPLAN results were disappointing in the year 5 results, the focus on accountable and engaging learning has been shining light of our efforts in the second half of the year. Most significantly our focus heading into 2010 is to improve our pedagogy using classroom driven data.

3. **Learning for the 21st century**
Our goal was to develop and create a streamlined educational journey for students initially from preschool to reception which has become our most outstanding accomplishment this year. The LINKS programme better prepared our preschool students for their first year at school commenced in term 1 after a great deal of planning and organising. It was built on the valuable transition programme between the preschool and Paradise Primary School and has been effectively led by Gay Walsh.

In 2010 the Strategic Direction Statement will be superseded by the Site Learning Improvement Plan. Overall 2009 will be remember as the commencement of a solid year of honest reflection, consolidation of the teaching workforce, the successful implementation of Restorative Justice strategy, the focus on learning outcomes and teaching pedagogy and the construction of the Federal Governments Stimulus package building programme.

Peter Scragg, Principal

HIGHLIGHTS FOR THE YEAR – ATTENDING TO CULTURE
At PPS we have endeavoured to maintain a positive learning culture which supports learners, staff & community experience success by working with enthusiasm, commitment and energy. This is reflected in student participation in the many and varied extra-curricula activities such as Pedal prix, Choir and Band.

**Book Week and Literacy and Numeracy Week**
During these two weeks the school was involved in a whole host of literacy and numeracy-rich activities around the Book Week 2009 theme “Book Safari”.
The school story, “Coco the Crocodile Starts School at Paradise Primary School”, which began with the youngest classes, wound its way through the school, finishing up with the year 6/7s. Each class had to concentrate on and add different parts of speech such as adjectives, adverbs, verbs and nouns. Mr Tumes added some very clever and funny pictures. It has been published and placed in the library for borrowing.
A very large literacy book was constructed and includes contributions by the majority of children at school. We called it “A Safari of Literature”. At the beginning is a poem written especially for
Book Week by well known author Max Fatchen. It is taller than the average adult and was a huge success.
In the Resource Centre Mrs Elliott’s lessons were based on the Book Week books we purchased and, in the second week, all the classes were involved with special ICT literacy activities. She also ran a number of competitions and activities which were well-received by the children.
All classes participated in the data collection (Reach for the Stars) about first names. There were many different activities that the teachers use with their children to collect the data. The national results of this data collection were made available to all the participating schools so that teachers could further investigate the data with their classes.
The culmination of the two weeks’ program was a safari on the Wednesday where prizes were handed out, children and staff dressed up, the Premier’s Reading Challenge song was performed and the children’s work was showcased. The following day a Book Week musical ‘Jungle Bungle’ was performed in the hall. What a high-energy, entertaining show! Its over-riding message – that it’s OK to be different - was an important one for all the children.

Yolande Elliott
Teacher Librarian

REPORT PARENTING EXPO

Paradise Primary School Parenting Expo “Generating Stronger Parents And A Stronger Voice For Our Community” was the theme created by Peter Scragg with the team of Chris Ballantyne and Nada BouChebli as they established an outline for the initial Parent Expo.

The inaugural parenting expo was held on the 23rd June, 2009 in the school hall, library and several classrooms. The vision for the expo was to empower parents through resourcing and information about parenting issues and creating intentional links with both government and non government agencies, and support services within the Campbelltown area.

The mission involved creating a forum for firstly the parents of the school community and also the wider community, which would facilitate the information sharing, between providers and the community is attending the expo. The agencies represented at the expo were identified as being key partners, with the parents in the community, in raising and positively parenting the children and young people of the Campbelltown community. The concept was embraced by the leadership of the Paradise Primary School, the Governing Council, the staff and the parent body.

The areas identified as being of significance to positive parenting were:-

- Emotional and Wellbeing
- Positive Relationships with Government and Non Government organisations
- Information and resource identification and availability

Various service providers encompassing these areas were invited to attend the expo and provide information, resources and the face to face contact with the community. The providers who were contacted were in the most part very keen to connect with the community through the forum of the expo.

There was a good representation of providers from all the identified areas:-
Emotional and wellbeing
Cancer Council, Curves, Fitness First, Healthy Inspirations, Little Athletics, Nutrimetics, Brilliant Health, Tupperware, Relationships Australia, State Swim, Focus on the Family and Health Alliance.

Government and Non Government Organisations
Anglicare, Campbelltown Council, Centrelink, Centacare, Salvation Army, Domestic Violence Helpline and Crisis Service, Eastern CAMHS, My Budget, St Martins Anglican Church, Drug Arm, and Schools Ministry Group.

Information and Resources
Total Learning, Speld, Athelstone Kindy, Charles Campbell High School, Marden Senior College, Kids Matter, Paradise Kindy, Speld and Thorndon Park Kindy.

The expo was also complimented by the Kiwanis group who cooked a great barbecue during the night and the Cappuccino Xpress who supplied the beverages.

Some of the local high schools were invited to contribute with music performances however timeline constraints meant that this was not possible. The Paradise Primary School music sections and soloists provided great entertainment, which also highlighted the music programme run by the school and the value it adds to the students’ all round education and support.

Another highlight of the evening was the Athelstone Dance Troupe who performed and entertained the attendees.

Other contributions by Homestart Finance, Governing council members, graphic designers, teaching staff, and student helpers were greatly appreciated.

During the planning stage of the expo it was envisaged that if 150 people attended then it would be considered a worthwhile venture and would have reached a good percentage of our school and local community. The actual attendance of approximately 350 people was not only overwhelming, but showed very clearly that the voice of the local community and in particular the parent community, is very much interested in being informed and resourced in the area of positively parenting their children.

The attendance figure is also significant in light of the marketing opportunity and limited timeline that the planning team faced. A letter box drop around the school area, the school newsletter and a mail out to parents were the only avenues of marketing available, making the attendance even more significant.
The service providers and agencies were given the opportunity to complete a feedback form to supply the planning group with vital information from their perspective. The feedback was overwhelmingly supportive and positive.

From the 36 surveys completed and analysed, 98% of providers would be willing to attend and present again next year. Only 2 providers felt that they could not provide a service to the community represented.

The concerns that the survey’s identified were:

1. Time of the year – felt that it would be better in daylight saving months.

2. Lighting of areas and the use of multiple areas – this would not be an issue when we have the use of our hall currently under construction, and the proposed booking of a large marquee.

3. More food options

4. Time the expo was held over – felt that 3 hours would be adequate

A great positive that was identified by the providers was in fact, that they also had the opportunity to see what resources and services were available and a great deal of “inter networking” was done on the night.

In conclusion, all indicators are that the Expo was a worthwhile and fruitful venture, actually exceeding the initial expectations, and most certainly accomplishing the initial vision and mission, for which it was intended.

Plans are already in place, pending the approval of the new incoming leadership of the school, to proceed with the 2010 Paradise Primary School Parent Expo. Support grants will be shortly in submission form, and facilities booked in preparation. The proposed date for the 2010 Expo is Week 3 Term 4, a specific day is still being negotiated pending hall bookings and Governing council approval.

It was a great experience, proving once again that the team-man-ship of the Paradise Primary School community is strong and focused on support and positive outcomes at all times for the children, parents and caregivers associated with our community.

The planning group would like to take the opportunity to say thank you for all who attended and engaged with the providers, and encourage you to not only attend the 2010 expo but to bring along your friends, family and other parents who will be able to benefit from the materials, resources and information as you have this year.

Peter Scragg (Principal), Chris B (CPSW), Nada B (SSO & OSHC Director)
At the end of the year we will lose Peter Scragg who has been principal for 9 years and moves on to Flagstaff Hill R-7 School as principal. Roger Tunes who has been at the school for 7 years also leaves us having completed 38 years of service with DECS. Roger and his wife Jill (who has worked at PPS as a relief teacher) have taken up a position as a head of school at Christian School in Papua New Guinea. Roger's farewell assembly was a very touching reflection of his popularity and the appreciation that his colleagues have of him. Maggie Hooi has been a part time teacher that taught both in the junior primary backfilling behind Gay Walsh when she taught in the LINKS programme and Chris Hassiotis who took Science NIT across the school.

**A Focus on Learning**

**LINKS Preschool to School Advantage**

After much planning we commenced our LINKS programme which as it says Links preschool to school. LINKS is specifically a value added programme for preschool students to give them an advantage in preparing to commence the rigors of early childhood education in reception. The programme targets the preschool students in the term before they commence school and operates on a Friday morning from 8.45 to 1pm. This covers a 9 week block on a Friday when all preschools in the area are not operating.

LINKS is not meant to in any way replace the children’s preschool experience but to enhance the transition to school life and provide a strong foundation for learning. Due to the popularity of the programme after 1 year we have had to give priority placement to those students who are enrolled at Paradise Primary School.

Under the efficient guidance of Junior Primary teacher Gay Walsh, ably supported by Laura Eliseo, this programme has flourished. The growth and wide reaching acknowledgment of its accomplishments is evidenced by the numbers on the waiting list for 2011 and beyond. By wise use of funding and staffing our LINKS programme commenced in term 1 with 6 students. The ease with which these students assimilated into school was affirming recognition of the accomplishment of the programme. The programme is in demand with many bookings for this year numbers already -6 students attending in term2, 5 -T3 and finishing with 12 in term 4. We have enrolments booked up T 4 2010.

**Behaviour Management**

Towards the end of 2008 we began to look at alternative forms of behaviour management. With staff training, research and reading we began to move to a better way of dealing with inappropriate behaviour, called
Restorative Justice (or Practices).
Within this process children who have done the wrong thing (hurt or harmed someone) meet with, and conference with a teacher, but also the person with whom they have been in conflict or whom they have harmed.

Whilst this is a great step forward and helps children to see the far reaching affects of their behaviour it does not eliminate, for some circumstances, other consequences. However having to hear how your actions have affected others has been impactive. We have witnessed a significant drop in the number of students receiving detentions. (See attached graphs)

We have seen children become more aware of the damage and hurt that their behaviour or words have caused.

In all areas there was a dramatic decline of poor behaviour. Children who have been repeat offenders have almost halved their detentions times. Only 1 child in the school increased his detentions.

Whilst we appreciate that there may have been other factors contributing to this decline (staff changes) the high proportion and dramatic change leads us to conclude that RJ is a useful means of dealing with behaviour problems.

**Making Data Count**

As a part of his masters degree studies the principal, Peter Scragg, conducted a review of the impact of making data count. The following is a summation of the strengths and weakness of the Paradise Primary School organisation. The data was collected via a review meeting between the leadership team and representatives of the teaching group and SSO’s.

<table>
<thead>
<tr>
<th>BEHAVIOUR MANAGEMENT</th>
<th>TYPE OF BEHAVIOUR</th>
<th>2008 OCCURRENCES</th>
<th>2009 OCCURRENCES</th>
<th>CHANGE</th>
<th>PERCENTAGE CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence - Threatened or Actual</td>
<td>89</td>
<td>81</td>
<td>-8</td>
<td>-8.99%</td>
<td></td>
</tr>
<tr>
<td>Threatened Good Order</td>
<td>95</td>
<td>37</td>
<td>-58</td>
<td>-61.05%</td>
<td></td>
</tr>
<tr>
<td>Threatened Safety or Well Being</td>
<td>37</td>
<td>26</td>
<td>-11</td>
<td>-29.73%</td>
<td></td>
</tr>
<tr>
<td>Acted Illegally</td>
<td>2</td>
<td>10</td>
<td>8</td>
<td>400.00%</td>
<td></td>
</tr>
<tr>
<td>Interfered With Rights Of Others Persistent and Willful Inattention</td>
<td>31</td>
<td>16</td>
<td>-15</td>
<td>-48.39%</td>
<td></td>
</tr>
<tr>
<td>TOTAL INCEDENTS</td>
<td>288</td>
<td>178</td>
<td>-110</td>
<td>-38.19%</td>
<td></td>
</tr>
</tbody>
</table>

The Strengths Of Paradise Primary School Knowledge Management
- Our culture is one of significant organisational memory, which although not from our school, is cumulative of a great deal of experience from a variety of schools, but is being applied by people who want to be at Paradise Primary School.
- As a school we have the very best infrastructure for our future plans.
- We as a group of professionals have a common and passionate drive to make data count.
- We are well on the way to connecting data to learning improvement as an organisation and for our individual students.

The Weakness Of Paradise Primary School Knowledge Management
- NAPLAN results are useful but not connected to student learning, as this data has no clear relevance to the curriculum and must be deciphered to achieve a practical knowledge to move forward with.
- All electronic data retrieval is done by administrative staff for the needs of DECS and has very little connection to classroom practice or students’ work.
- The administration computer systems have different screens and programmes on them and do not speak to each other, making some computers specific to administrative functions. E.g. the deputy principal’s computer is the only one able to connect to the school’s website and print the newsletter.
ATTENDANCE

When considering our attendance data it needs to be remembered that despite our growth in enrolments we still have a small cohort of students and results can be distorted to a greater degree by a single student frequent absence. Most important is the fact that attendance is an issue that is important to us as a school.

Junior Primary - Reception, Year 1 and 2 are all well above the regional, DECS and like schools average. This I believe would parallel the strong academic achievements of the students and the enthusiasm of the teachers in these year levels. Students at this level are naturally enthusiastic but the improvement in attendance is a reflection of their interest of school and the high level of commitment the new parents to school are making. It is also possible to suggest the LINKS programme has student so much better prepared for school that they are less likely to be reluctant to attend.

Primary – The Year 3 attendance is well above the region, DECS and like schools average. It is also well above the previous 2 years and is a positive indicator of the students engagement and enthusiasm for their learning and school.

Primary – The Year 4 and 5 classes have 2 students who are chronic poor attending students. In both cases the pressures that cause them to be absent are outside of their control. The results are still positive in that they show an improvement from the previous year and reflect the effectiveness of the administrative follow up procedures. It’s also interesting to note that there is a pattern between our academic results and poorer attendance in year 5. The positive that we may take is the improvement in attendance of this group of students from their year 4’s 2007 results.

Middle School / Upper Primary – The year 6 and 7 classes have reversed data from 2008 to 2009. This in fact means that the students who were year 5 students in 2007 with reasonable good attendance and dropped in 2008 have further dropped in 2009. This may be explained by considering that the numbers of student
increased in 2008 and several of these students came with poor attendance habits from their previous schools. Unfortunately we have not effectively addressed this and as a result the poor habits of attendance some students have not changed.

**School based actions and Initiative to address Attendance**

We as a leadership team address the poor attendance of several students in our regular review of attendance. We believe this and the consistent follow up reduced the average late attendance and absenteeism. More importantly is the endeavour of classroom teachers.

**Unexplained Absenteeism**

There is marked difference between the unexplained attendance of students in the Reception to year 2 groups and the year 3 to year 7 groups. It would appear the critical year levels of concern are in year 5 and to a much less degree years 4 & 7. This parallels the attendance rates and raises alarms concerning patterns of engagement for our students.

**A critical Focus**

It appears that the current year 5 students are demonstrating a pattern of the greatest number unexplained attendance which will be closely monitored in 2010.

**Summary**

Overall 2009 has shown an improvement across most year levels in the attendance of students in the school. Not only have we improved from 2008 but our results are above that of our previous best year of 2007. It is critical that parents support the teaching staff in having their children attend as the patterns of absenteeism developed in primary school if negative rarely improves in secondary school. It is concerning that we still have a high than acceptable level of unexplained absences. This means that there remains a small but significant group of parents that are not as supportive of their students learning and attendance at school as they should be. It also means that the senior staff will make this a priority in their supervision of this data.

**Commonwealth Requirements**

**Summary of the Staff Turnover for 2007 to 2009**

The graph below outlines the turnover of staff. Despite the fact that these vacancies are reflective of a turnover in staff from the same teaching positions; the impact on the middle and upper primary has been significant, especially compared to the organisational growth in the much more stable junior primary. The stable junior primary team were able to draw upon their collective knowledge and experience at PPS and make long term, well balanced decisions. The number of staff changes is also due to the expansion of the school and a need for more ancillary (SSO’s), teaching and leadership members.

**Staff Length of Service and Experience**

A definition of an SSO – An SSO is a School Support Officer who is a paraprofessional teacher without recognised qualification. An SSO’s is an employee who works under the direction of a teacher and/ or school coordinator with a focus on student learning/ special education or English as a second language. They may also be the finance or front office receptionist

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2008</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>New staff Teachers in</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>SSO’s in</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Leaving staff Teachers out</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SSO’s out</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

16 years, which would suggest a high level of general teaching, classroom management, curriculum understanding and the ability to communicate with parents, colleagues and students. Whilst this cannot be measured, it is implied by the acknowledgement of the leadership team as an asset to the school. I would consider the age, experience, professional and practical skills of this group of teachers as one of the greatest assets we have as an organisation.

One of the strengths of Paradise Primary School is the balanced spread of time that staff members have been involved at the school. This appears to be supportive of bringing in new life with fresh sets of eyes and approaches to the problem solving at the school.
Teacher Attendance Data
Generally we have had a small decrease in staff absenteeism due to three main factors. Whilst two staff took large periods of time off with long service leave overall the only disruption to teaching was from general illness and fatigue. We fortunately avoided any major problems with the Swine flu and only personal reasons and general ill health took days off throughout the year.

Teacher Qualification
Our staff are very experienced in the number of years and diversity of schools and learning environments worked in, with the average age of teachers and SSO’s being 50. 30% of the teaching staff has a Bachelor of Education and all staff has a minimum qualification of Diploma of Teaching. 30% have both Bachelors of Education and Diplomas of Teaching. 33% have degrees or diplomas in other areas including Human Resource Management and Business Administration. 50% of our SSO staff has a tertiary qualification in Child Care, Finance or Special Education to support their role and function in the school.

Expenditure and Teacher participation in professional learning
An allocation of $100 per FTE teacher was established with $750 for the Principal. Staff and $500 for the Assistant Principal. Each teacher has also been allocated 2 days for T&D etc to support their personal development. Many staff have once again spent a large amount of their own money to which reduces the accuracy of the $4200 allocation and usage committed for T&D.

Progression Ratio
Comparatively it appears that we have less time than the state and region in progressing our student body from year 1 to 3 and then to year3. We are in fact much more successful from year 3 onwards. I believe that with the stability of our teaching group that this loss will be rectified in the 1020 report.

<table>
<thead>
<tr>
<th>Time Type</th>
<th>0-1 Year</th>
<th>1-3 Years</th>
<th>4-6 Years</th>
<th>7-10 Years</th>
<th>11-15 Years</th>
<th>16-30 Years</th>
<th>More than 30 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>SSO Classroom</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>SSO Administration</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RE-1</th>
<th>1-2</th>
<th>2-3</th>
<th>3-4</th>
<th>4-5</th>
<th>5-6</th>
<th>6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>79.3</td>
<td>103.0</td>
<td>101.1</td>
<td>101.4</td>
<td>98.8</td>
<td>96.8</td>
</tr>
<tr>
<td>State</td>
<td>79.8</td>
<td>100.0</td>
<td>99.6</td>
<td>99.8</td>
<td>100.2</td>
<td>98.9</td>
</tr>
<tr>
<td>Paradise Primary School</td>
<td>76.3</td>
<td>80.0</td>
<td>95.8</td>
<td>109.1</td>
<td>109.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Students at work and play as they think, problem solve and learn in 2009.
LISTEN AND RESPOND

Opinion Survey 2009 - For the first time these surveys were completed online for students, staff and parents. It was surprising and pleasing to see the high number of parents who completed the survey.

In the following highlights of the survey subjects that had high support printed in black with areas that were concerning printed in red, other areas that reflect the village mentality and culture of the school are printed in black.

Parent Opinion - Relationships and Communication
I feel welcome at this school. 79% agreed or agreed strongly.
This school assists the development of my child's personal and social skills. 81% agreed or agreed strongly compared to 7% who disagreed.
I am comfortable about approaching my child's teachers to talk about his/her progress. 93% agreed.
I am given opportunities to have a say in matters about this school. 71% agreed or agreed strongly compared to 7% that disagreed.
There is a broad variety of communications that inform parents about this school. 78% agreed or agreed strongly.
I believe that if I have concerns or suggestions, the school would respond appropriately. 55% Agreed or strongly agreed compared to 15% that disagreed.

Parent Opinion - Leadership and Decision Making
The school seeks parent's opinions about educational programs. 52% agreed or agreed strongly compared to 32% who disagreed or disagreed strongly.
Parents have the opportunity to participate in decisions about their children's education. 46 % agreed or agreed strongly compared to 24% who disagreed.
Parents are involved in the development of school plans. 63% agreed or agreed strongly compared to 21% who disagreed.
The school includes parents and community in decision making. 47% who agreed or agreed strongly compared to 24% who disagreed.

**Parent Summary**

Clearly the parent community is polarised by who are actively involved in the school and a larger than expected minority of parents who do not feel involved. This participation is contrary to the strong cultural expectations of the Village concept that is the driving force behind the operations, functions and activities of the school. The remainder of the data shows a much stronger reflection of parents who feel very comfortable in being a part of the school and raising issues of concern.

**Staff Quality Teaching and Learning**

Teachers clearly explain what students are learning.

Teachers are enthusiastic in their teaching.

Assessment processes used in the school provide information on students' strengths and areas for further development

**Staff Support of Learning**

Teachers at this school use strategies which enable students to be life-long learners.

This school provides a safe and secure environment.

Discipline problems at our school are handled fairly.

Our school has effective procedures to address bullying and harassment issues.

There are effective student behaviour management procedures in the school.

**Staff Relationships and communication**

There is good communication between staff in this school.

Teachers feel appreciated for the work that they do in this school.

Staff at this school care about each other.

**Staff Summary**

The staff at PPS clearly feel well supported and cared for in an environment that is focused on leaning and addresses student behaviour to minimise its disruption on engagement and learning. The only challenged identified was in communication between staff, when considering that 2 of the teachers in the 4 teacher unit were new to the school.

**Student - Quality Teaching & Learning**

My class activities are interesting and help me learn.

Teachers clearly explain what students are learning.

My teachers make learning interesting.

I like the kinds of things I am learning at school this year.

**Student - Support of Learning**

The ways my teachers manage the class helps me to learn.

The library/resource centre has lots of resources.

Students know how they are expected to behave at school.

My school is clean.

Everyone takes good care of the school.

Students at this school are encouraged to achieve to the best of their ability.

I use a variety of interesting learning materials.

My school is always well looked after.

There are lots to do at school during recess and lunch time.

**Student - Relationships and Communication**

Students at my school are friendly.

I get excited about the work I do.

I really like to go to school each day.

I know how well I am doing in class.

My teachers regularly discuss my progress with me.

I can easily talk to my teachers or other adults at school when I need to.

I get information about what is going on in the school.

**Student - Leadership and Decision Making**

This school is well organised this year.

I am involved in making decisions about my education.

There are a number of different ways that I can be involved in making decisions about the school.
Student Summary

The students at Paradise PS project a sense of optimism about their school, learning and their teachers. At no point were there any criticisms of the way in which students are involved in the school and the learning opportunities provided for them. The most pleasing and overwhelming emphasis of the students opinion survey is the clear indicated that they have a strong sense of ownership for the school and their learning.

Comparative Summary between staff, students and parents

There is a noted difference between the students engagement and happiness and that perceived by parents. This may be explained by two competing schools of thinking Firstly is that the students are not as unhappy as their parents think they are or what parents think are major issues are insignificant to the students. That is unless the students are in the unpleasant or difficult situation at the time of their reflections. It can be interpreted and does indicate that the children are demonstrating greater resilience and are actively engaged in their learning, and that our parent body may still need to develop that skill to the same degree that the students have.

The children also have strong skills in problem solving that are not yet embedded in a small number of parents. Despite the numbers being overwhelmingly in support of the school, teachers and leadership team this issue needs to be a key part of the development of parents in 2010.

We may also assume from the data that although the staff have a minor concern about colleague communication they feel well supported and encouraged as a staff.

As we look towards 2010 we as a school need to build greater lines of communication between the school and the parents particularly in dealing with issues raised by the parents.

NAPLAN RESULTS

One of the greatest challenges we faced as a staff when considering this information was to firstly attempt to justify the consistent difference in results between the school and the region on the region itself. We have been realigned form the North eastern area to the Eastern area. This has brought about a significant difference in comparative school and clearly to our disadvantage. However we have quickly taken on the approach of what can we learn from this data? Firstly it is likely that we have not prepared our students as well as other school for the NAPLAN tests. Secondly it is also a realistic point to accept is that our curriculum is not as rigorous as we had previously believed. This is due in part to that fact that we have had the greatest changes to our middle and upper primary teaching team. Irrespective of this information we have taken this information as a basis to look at 2 major priorities in the 2010 Site Learning Improvement Plan. Our greatest concerns were particularly for those areas in which our results indicated that we were behind both the region, like schools and the state. In many cases we are only below the region. This it is felt reflected the preparation that we had put into the test and not the learning outcomes of the students.

2010 Priorities for the PPS Site Learning Improvement Plan

Point 1 To measure the improvement against our learning outcomes for the targeted groups (students who are below standard and also the majority of our students who sit in middle of the bell curve and not in the higher standard that is currently under represented by our students).

Point 2 To deeply review our pedagogy in respect to a rigorous curriculum.

When comparing the pattern reflected in the graphs below as well as the in-depth scrutiny we as a staff have taken it is clear that Nonfiction and spelling are two areas that need dramatic attention. Each classroom teacher and those who support learning in the classroom will identify those students who will be targeted and fit into the categories described in point 1 of our Site Improvement Plan for 2010. They have also been asked to identify specific concepts that have not been affectively taught for those students and plan to attach this learning early in term 1 next year.
Year 3 RESULTS
Clearly we have strong numeracy results as and also grammar. Our concerns whilst not below the “like school” is spelling and reading.

The biggest challenge by the Junior Primary team from this data is to ensure that the work done in year 2 is a solid foundation for the testing in NAPLAN.

Year 5
The year 5 results are most concerning and whilst being at the centre of an unstable teaching tenure, it does not provide us with an encouragement of our pedagogy and rigor at that year levels.

Clearly spelling is a significant concern being below both “like Schools” and the region. We as a staff questioned one group of students’ results because the classroom assessments conflicted with the NAPLAN. In this situation it appears that the curriculum for that group of students has not been sufficiently challenging and appropriate to that year level nor directly connected to writing.

In 2010 we will have for the first time in 4 years the same teachers taking the Year 5 level of schooling. Both teachers will be directly involved with the regional i-Lit programme conducted by Stephan Graeme. This focus on reading and spelling especially in Non-fiction writing is specifically targeted to these NAPLAN Results.

Year 7
The year 7 results appear to be less that flattering but considering the learning challenges of many, members of this small cohort of students we are very pleased to highlight the strengths in grammar, reading and numeracy.

This year also has had to manage the challenges of having a different teacher in this year level. It is obvious from the overall pattern of these students that the current year 6 should bridge the gap that is seen in this graph dramatically
reduced between the school and the region. Once again the most alarming areas are that of spelling and reading.

Finance Report
At the conclusion of 2010 we will have a reserve of approximately $100,000. This is a strong result considering that several smaller budget lines exceeded their budgeted allocations. The reason for the strong reserve was the saving made by effectively budgeting for the minimal income and the close supervision of budgeting areas. This meant that until the severely impacting departure of the acting finance officer at a critical and peak financial accountable time of the year we would probably have been in even better shape that we are at this time. The pressure created by the departure of the acting finance office is a reflection of the limitation of schools to prepare for replacing these highly skilled staff members. The industrial protection for those in the system outweighs the need for the schools to offer permanency to potential finance officers. We have been fortunate to appoint Dayna Beames who is rapidly becoming a significant asset in the financial management of the school.

The school will also be in an even better position during 2010 provided we are able to maintain a core of 8 classes and possibly attract an additional salary. This will allow the school to fund the extra support desired for students with learning needs above those on Negotiated Education Plans and Individual Learning Plans without putting pressure on the reserves. A draft budget has been prepared with support from Jude Chesterman the regional sites and services finance officer. Jude was a part of the intensive support programme put into Dayna’s appointment. We also secured a retired highly experienced SSO manager (Julie) to assist in this induction which allowed Dayna to keep up with the demands of the end of year finances.

OSHC REPORT
Summary
Paradise for Kids is the Out of School Hours Care (OSHC) service that operates on site of Paradise Primary School. The service is open from 6:35am to 8:35am before school, 3:15pm to 6:30pm after school, and 7:00am – 6:00pm school holidays and pupil free days. The service offers care to school aged children during the school term, and 4 – 16yr olds in vacation care. With a play based learning focus the service caters for a range of children from a diverse range of social and cultural backgrounds as well as children with additional needs. Paradise For Kids is committed to providing a diverse range of healthy food, is evident in the range of the breakfast and afternoon tea menu. Our dedication to providing a high quality before school, after school, and vacation care is evident in the growth and financial security of our service.

Utilisation
Averages for year
Before School Care 12
After School Care 19
Vacation Care 26
Numbers over the year have been consistent, and shown some growth, particularly in before school care and vacation care.

The service provides care to 123 children from 79 families. Children using the service identify with a range of cultural backgrounds including some indigenous Australians. We have 30 children with permanent OSHC booking and up to 15 casual bookings each week. Our vacation care service has consistent booking with regular bookings from 20 children who attend schools other than Paradise Primary. Our service has become known in the district for its extensive work with children with Autism Spectrum Disorder (ASD). We currently have 3 children with ASD who regularly use the OSHC service, and 8 ASD children who use the vacation care service on a regular basis. Several other children who use the OSHC and Vacation Care service are also diagnosed with behavioural and learning disorders.

Management
Without the support of an effective management committee, OSHC would cease to exist. Governing Council is the operating body of OSHC and is vital to our service in order to maintain minimum licensing and accreditation standards. Our governing council representative has worked closely with the OSHC advisory committee to ensure OSHC is running within licensing standards and guideline. Management committee members assist in policy review and development, licensing, accreditation, financial management, and also help deal with any other issues that arise. The committee meets twice a term.

Staff
At the end of 2008 we lost 3 staff who all received teaching appointments. Current staff either hold a Diploma in Community Services (Children’s Services), or are studying in the areas of childcare and early childhood education. All staff hold certificates in Mandated Notification, First Aid and Food Service.

Training and Development
2009 training included Autism Awareness, Food Safety, Active After School Games delivery, Managing Challenging Behaviours, Reporting Abuse and Neglect, First Aid and fire safety. In 2010 staff will continue to improve their skills with training in food preparation and service, programming for children with special needs and OHS&W.

Program
The program offered at OSHC is based on the SACSA framework and on observations of the children. Each day a range of developmentally appropriate experiences are provided, including indoor and outdoor activities. Staff at the service also initiate spontaneous activities based on the children’s requests.

Accreditation
We are continuing with our Out of School Hours Care Quality Assurance, (OSHCQA) with our next self assessment due in January 2010. We aim to build on our previous results and are again expecting to be graded as High Quality across all eight areas.

Finance
The combined service of OSHC and Vac Care managed to repay $9000 to the school in 2009. It was predicted that the changes to commonwealth regulations and funding would have had a serious impact on our service this year. With rising expenses including a new phone and internet connection, software, auditors’ fees, wage increases and an expectation that the service will fund police checks, first aid and mandated notification training for current staff, our cash flow has been closely monitored in 2009. The combined OSHC/Vacation Care service has made an unprecedented $7000 profit for 2009. The extra income can be attributed to higher than average vacation care
usage in the July and October school holidays, and high utilisation of before school care in terms 1 and 2.

The dedication to providing high quality care at a minimum expense has been made possible by reduced costs of equipment by accepting donations of materials from families who use the service. Fees at the service have remained stable in 2009, with the current fee structure as follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School Care</td>
<td>$9.50</td>
</tr>
<tr>
<td>After School Care</td>
<td>$17.00</td>
</tr>
<tr>
<td>Vacation Care</td>
<td>$39.00</td>
</tr>
</tbody>
</table>

After consultation with the OSHC advisory committee and governing council, in term 4 we introduced a casual booking fee and a holding fee for cancelations made with less than 7 days notice.

The service remains committed to repaying the school the remainder of the debt (approximately $5000) in 2010.

**AASC**

Throughout 2009 Paradise For Kids children were involved in the Australian Governments Active After School Care initiative. This provided us with around $4000 funding so we could have qualified coaches to present sporting activities, and purchase new sporting equipment. We have again won the grant and the sporting activities will continue to take place twice a week in terms one and two 2010.

**Food**

As part of our commitment to a healthy future, we will continue to provide a healthy breakfast and a range of healthy snacks for afternoon tea. In a bid to recognise the diverse range of cultural backgrounds the service also aims to provide multicultural snacks. Children are often involved in assisting staff to prepare snacks and assist with cleaning.

**CCMS**

The introduction of the new Child Care Management System, (CCMS) had a significant impact our service when we transitioned on March 2nd 2009. The new system, which is completely on line, means childcare benefit payments are now made weekly rather than monthly. The CCMS process has been streamlined over the last few months making faster and more accurate payments, however the new system did not take into account a previous over advance payment or around $9000 made under the old system. As a result the service will receive around 6months of reduced payments in 2010 to recover the debt.

**ISSS**

We have continued to receive the Inclusive Subsidy Support Scheme (ISSS) funding in 2009. ISSS funding allows our service to provide extra support for children with additional needs.

**Goals for 2010**

While continuing to maintain quality care, looking towards 2010 the OSHC service hopes to make improvements to the building by updating the office to provide more space for storage and upgrading the kitchen.

Nada BouChebli
OSHС Director
REPORT CHRISTIAN PASTORAL SUPPORT WORKER

It has been an absolute privilege to serve the Paradise Primary School community as the CPSW for Terms 2, 3, and 4.

I originally won the position in 2008 however I could not take it up due to family work related issues and spent a year working at a shelter for homeless, teenage mothers (14-24) as the children’s worker for the babies. Whilst a very valuable experience in gaining the knowledge on behaviours, attachment and bonding and the effects of abuse and homelessness on children, it was clear to me that I should not have taken the position.

As life throws us challenges, and opportunities I found myself once again in a position to apply for the position after Carla announced her resignation. I was thrilled to find out that I had once again been given the opportunity to become part of this wonderful community and began in Term 2. My focus for the first term was to build positive relationships with the teachers and staff as this was identified as an area in which I believe, my skill base and life experience would be able to bring about a sense of stability for the staff to trust and utilize the position of the CPSW at Paradise Primary School.

Being a person of integrity and with a high level of commitment, I believe that the staff found me reliable and supportive to the needs of the children and of support to staff both as a group and as individuals, very quickly and I certainly felt embraced and valued by the leadership and teaching staff, within a short time of commencing.

As the CPSW at Paradise Primary I find that I am working with a large number of children in the area of emotional and social support, in particular those children who, just find life difficult sometimes and social relationships and friendships a challenge. This is a lovely area (although challenging) to work on with the children. If you can help a child to discover the lovely things about them, that make them naturally attractive to their friends and to stop trying so hard to get and keep friends, you get to see the most beautiful transformation in the child, which helps them to grow in both who they are and relationships.

During this year my experience in Domestic and Family Violence has been valuable in helping with the experiences that life deals us as adults and parents. We often times cannot choose the situations we find ourselves in, but to be able to talk with and support the people who do find themselves in those sorts of situations is a very special privilege. People are sometimes in very vulnerable situations needing to seek out support, counsel and care. I see this part of my role as very special and I am very honoured when people trust me enough to share the very hard times and sad times that they find themselves in.

During this year I have been a co-organizer of the Expo held in Term 2. This was a great way to meet some of the parents and helpers around the school, and I Thankyou for being patient with me whilst I learned some names and faces.

I have also had the task of overseeing the Wellbeing STAC group each Wednesday afternoon. This group of student’s brainstorms how the wellbeing of the school community can be addressed and projects that can be undertaken to enhance this area.

This year Brayden L (Year 6) had the idea of having student Peer Mediators in the yard at playtimes. His idea was that minor issues could be heard by the Mediators and either sorted out i.e. my shoelace is undone, I can’t find my friend, I forgot where the tap is, etc and the student helped out by another student. If the problem was not for a student to handle then the Peer Mediator took the student to a teacher or responsible adult for support. The programme was well accepted and training done for the interested students by the school counsellor from Campbelltown Primary. The Peer Mediators are rostered on for a week at a time each term.
During my week (Mon, Tues and Wed) I meet with a number of individual students from all year levels on a regular “appointment” based schedule. The parents of these children are supportive and receive regular updates. The specific areas I work with are behaviour challenges, emotional support, family breakdowns, emotional support, no stress fun time, and friendship/social support, I also meet with small groups of students with particular focus on successful classroom behaviours.

All the students I work with are feeling supported and encouraged to take the challenge they feel that they have or are experiencing, and with guidance and support are learning to meet the challenge and discover ways that they can make the positive changes needed to achieve the goal that they want to meet.

This term I am organizing a BBQ lunch in week 6 for the Year 7’s graduating. I have invited the CPSW’s from Norwood/Morialta and Charles Campbell to attend and meet the students who will be going to their respective High Schools. This is a very intentional huge one in the lives of the students and to have at least one adult face know, have spoken to and had a few laughs best support that I, as their current CPSW, School with.

In conclusion, thank you so much for making me feel like I belong at Paradise Primary School. It is a pleasure and privilege to be here, and I once again ask you to contact your member of parliament and lobby to keep the funding available to keep the positions in the schools. Please feel free to contact me at the school, or pop in and ask for me if you would like a chat, or to just to meet me and see how I could assist you in any way. I look forward to another year with you all next year.

Chris Ballantyne (CPSW)

SET DIRECTION

Paradise Primary School – Site Learning Improvement Plan

Focus

Improve leaning outcomes in literacy across English, Math’s and Science curriculum for all learners. Classroom and student achievement data to inform and improve pedagogy focusing on the literacy curriculum.

|----------------------|----------------------------------------|----------------------------------------|
| Inform instruction with data. | R-7 action - 3x3x3 analysis of classroom and student achievement data in:  
  - Writing (non-fiction)/spelling  
  - Reading task  
  - Spelling age  
  - 4th task unknown at this point | TEFAL pedagogical framework reflective of differential teaching.  
  High standards and achievement, reflective learning communities, quality practice |

Promote a culture of high academic achievement.

4 teaching staff to lead school through:  
  - I-lit &  
  - 25 Up project  
Establish an uninterrupted block of time for literacy commencing term 1.  
Comprehensive R – 7 literacy approach (scope / sequence & assessment)  
TEFAL pedagogical framework reflective of SLIP focus embedded into  
  - P/M practice  
Professional learning communities’ inquire student achievement data; reflect on practice, collaboratively moderate, learning form and with colleagues.
Whole school targeted groups

| Critical at risk groups | Students below NAPLAN benchmarks. Over populated student cohort in the middle standards and not the high end achievers. The high end achievers |

3 x 3 x 3

Smart Targets

- At risk students achieve above benchmark results in the NAPLAN tests.
- School profile shows equal to or above regional means score in NAPLAN results for the high each standards for each year level.
- High achieving students show greatest movement in NAPLAN results.

- Identified use of data sets/diagnostic assessments in use in the following areas:
  - Spelling
  - Non-fiction writing
  - Reading
- P/M evidence of TEFAL rubric assessment to demonstrate change and improved pedagogy.
- Learning communities moderate student work and analysis 3x3x3 achievement for every teacher (in their group) once a term.

Evidence

- NAPLAN school results indicate that there are no students (excluding NEP students) below benchmarks.
- Detection process and policy in place to identify potential at risk students.
- All students have visual tool to track and monitor academic achievement e.g. Learning ladder, writing rubric
- Evidence of improved and high academic achievement.

The following is an outline of the data collection timing and framework for 2010. This is pivotal to the plan to have data impact on learning through classroom pedagogy.

Paradise Primary School Data Management Profile for 2010 – Data Connections to learning!

<table>
<thead>
<tr>
<th>T1</th>
<th>Data Focus</th>
<th>Data Group</th>
<th>Data Set</th>
<th>School Events</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enrolment Day 6</td>
<td>Admin</td>
<td>Enrolments</td>
<td>3 day week Program Achieve</td>
<td>Students Free Day</td>
<td>Aussie Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Parent Participation</td>
<td>Senior Staff</td>
<td>Parents - attendance</td>
<td>Meet &amp; Greet</td>
<td>Am tea new parents Staff Meeting</td>
<td>Meet &amp; Greet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student Audit</td>
<td>Academic L/Team: set targets</td>
<td>Nep/es/llp beh/ra, sa/rr/sight wrds</td>
<td>Swimming</td>
<td>Swimming Principal tour</td>
<td>Swimming</td>
<td>Swimming</td>
<td>Swimming</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Attendance review</td>
<td>Senior Staff</td>
<td>Attendance review - Senior Staff Staff Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Performance Management</td>
<td>Senior Staff</td>
<td>Sports Day &amp; PE Week</td>
<td>Staff Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>OHS&amp;W</td>
<td>OHS&amp;W Committee</td>
<td>OHS&amp;W Meeting Kindy transition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>PAC</td>
<td>Student led interview: PA checklist</td>
<td>Kindy transition</td>
<td>PAC Staff Meeting</td>
<td>Kindy transition</td>
<td>STAR Meeting</td>
<td>Sports day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>--------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>PACE</td>
<td>Student Audit team</td>
<td>PE week</td>
<td>Kindy transition</td>
<td>STAR Meeting</td>
<td>Sports day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>STAR review</td>
<td>Student Audit team</td>
<td>PE week</td>
<td>Kindy transition</td>
<td>STAR Meeting</td>
<td>Sports day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ESL class work</td>
<td>Whole Staff</td>
<td>ESL – recount</td>
<td>ESL Recount - Staff Meeting</td>
<td>Music troupe to Kindy</td>
<td>JP Resthaven</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ESL Staff Function</td>
<td>Whole Staff</td>
<td>ESL scaling</td>
<td>Road safety week</td>
<td>ESL scaling - Staff Meeting</td>
<td>Good Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>