PARADISE PRIMARY SCHOOL

ANNUAL REPORT - 2010

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ANNUAL REPORT 2011 PREPARED BY Ruth Williamson and Michael Dunn Dec 2010
**SCHOOL CONTEXT**
Paradise Primary School has a student population of 215 students. Numbers have increased in recent years after hitting a low of fewer than 100 students about a decade ago. Projections show that numbers are likely to further increase over the next ten years and these are in line with local and state government expectations. The area surrounding Paradise is seen as one for increased residential development. From the information we have, we expect to have a final enrolment of about 236 at the end of 2011, although this could be higher, compared with an opening enrolment of 184 in 2010. Almost one-quarter of our students are of non-English-speaking background, with families of students coming from countries such as Italy, Greece, Germany, Sudan, Burundi, China, Vietnam, South Korea and Nepal. 1.9% of our students are of Aboriginal background. 7.7% of the students are children with disabilities and 21.1% are recipients of School Card.

**OUR YEAR - 2010**
The 2010 school year started at Paradise with 186 students, a significant growth on previous starting numbers. Throughout the year our numbers have grown steadily with the year concluding with a final number of 217 students.
We commenced the year with a change to the structure of our school day. We introduced a two-hour uninterrupted literacy and numeracy focus for the first two hours of the day, including a change to our recess times. A focus on Program Achieve was a whole school activity for our second week. This built strong relationships and allowed for buddy class activities and whole-school learning and sharing.
The unusual start on a Wednesday followed from the holiday for Australia Day. Classes explored the theme of Aussie! Aussie! and green and gold decorated rooms.

The upper primary classes commenced a block of Bike Ed for seven weeks. This was overwhelmingly and positively received, with parents thoroughly in approval and wanting to make it an annual event and for the younger classes to be included. Bike Ed does not allow this but our Junior Primary classes visited the Road Safety School at Tea Tree Gully for instruction in Bike Safety.
We held our Clean Up Paradise Day and before Easter we enjoyed the Easter Christian Options Program. Other first term highlights were a visit from Claude as a part of the Crows in School programme, Harmony Day and a visit by Japanese students on a tour to Charles Campbell High School. The overseas students spent some time with our students teaching them some origami. Staff-focussed training included a meeting at Wooldridges. Four of our staff commenced the iLIT program, and all staff had training with Thrass to incorporate Thrass into the school’s Literacy program across the whole school at 9am on four mornings a week.

Students in Reception to year 5 attended swimming lessons and the year 6/7s travelled to West Lakes to participate in aquatics training.
Term two saw Upper Primary students busy with SAPSASA knock out events, athletics and cross country, while our Jump Rope Demonstration team visited several schools, an SANFL match and the State Hockey Day. As a whole school we ran a Bullying Seminar and the Music is Fun band visited and we enjoyed a wonderful afternoon of music. Staff training included a full day for all at Sferas as part of the Science Connections Professional Learning.
Our Pedal Prix Team took part in the 24-hour pedal marathon at Murray Bridge and they performed most successfully. Our School Choir performed magnificently in the Primary Schools’ Music Festival at the Adelaide Festival Centre in September.

STAFF CHANGES
Mr Peter Scragg, who had been principal for 9 years, left at the end of 2009 and Mrs Ruth Williamson became acting principal for terms 1 and 2. Mr Michael Dunn joined us at the end of term 2 to become principal for the rest of the year. An appointment for 2011 and beyond has now been made and we look forward to Mr Chris Warnest joining us as Principal of Paradise. We welcomed Carol Ferris to the teaching staff as a year 3/4 classroom teacher.
BUILDING CHANGES AND IMPROVEMENTS - GYM

As our part of the Building the Education Revolution funding we saw our gym take shape. Builders Partek had the responsibility for Paradise and the project stayed very much to its time schedule. The gymnasium’s blending in with school colours added to the feel that the gym was indeed part of Paradise. Our first use of the gym occurred on sports day and the whole community was thrilled with the gym and the potential usage it provides.

Our gym will be used for daily class fitness and Physical Education lessons. Lines are on the floor allowing for games of netball, basketball, volleyball and badminton. The skills for these games will be taught. Whole school assemblies can be held in the gym as well as our end-of-year concerts.

LIBRARY

Facilities were upgraded in the library and the teacher-librarian’s office was relocated, allowing for a larger area in the main library area for our students. New shelving and carpeting have completed a wonderful cosmetic overhaul.
ADMINISTRATION AREA
With some creative thought and planning and knocking down of walls we opened up our administration block and provided a more spacious reception area, a room for SSOs and a new staff room.
The old staff room was converted into a meeting room and a large office was developed for the principal.
The meeting room has been a very well used facility. Not only has it allowed us to offer a regular Wednesday coffee club for parents to meet with leadership and other parents, it has offered a place for staff to have meetings with parents and agencies and as a regular venue for Governing Council meetings.

PLAYGROUND
Softfall was laid under our playground area and a basketball court was added above the playground. Both of these have proved very popular with students and will have much usage. The safety provided by the soft fall is a wonderful improvement and colour coding of areas is useful for designation of play spaces for our students.

BOOK WEEK AND LITERACY AND NUMERACY WEEK
Book Week is the longest-running children’s festival in Australia, celebrating its 65th birthday in 2010. This year we again joined with many other schools in Australia to celebrate Book Week from August 21st – 27th. The theme this year was “Across the Story Bridge”. Many classes used ‘bridges’ as the springboard for lessons, activities and units of work across all areas of the curriculum.
In the Resource Centre I planned for activities based on the shortlisted books, most of which we purchased. Each class visited the Resource Centre to work on one of these activities with me. There were also teacher notes on many of the books to be downloaded from the internet which I made available for teachers to use with their classes.
Earlier in the year I incorporated the Premier’s Reading Challenge into the Book Week theme and invited the children to ‘step across the story bridge to finish the Premier’s Reading Challenge’. About 185 children were successful in this.

Leading up to Book Week I ran three competitions; one each for the Junior, Middle and Upper Primary. Book prizes were awarded to the winners at an assembly.

We used our big, huge, enormous book again this year. This time it was filled with glorious shoe designs by all the children in the school. This activity stemmed from one of the short-listed books – “Schumann the Shoeman”. This book was also the basis for our parade of decorated footwear with which we finished the celebrations for the week.

Due to Literacy and Numeracy Week being the week after Book Week, we decided to make Book Week our Literacy focus and use Literacy and Numeracy Week to focus on Maths. We did this by once again taking part in the “Reach for the Stars” activity. In schools all around Australia, students were collecting, sharing and investigating data. The core activity for each class involved four teams of students taking turns to run 20 metres, dropping their shuttle into a container and returning to the team so the next student could take his/her turn. All teams put their shuttles in a single container - only the total number of shuttles the class moved in 2 minutes, then 4 minutes and finally 6 minutes was recorded. Each teacher could then download the project managers’ analysis of the full set of data submitted by schools in the 2010 Reach for the Stars project to discuss with their children. More about this national activity can be found if you Google “Reach for the Stars”.

The children always enjoy these special weeks. This year was no exception, with most children enjoying wearing beautifully decorated shoes for the parade and quite a number entering the competitions.

Yolande Elliott        Teacher Librarian
2010 has been an exciting and incredible journey for the role of Christian Pastoral Care at Paradise Primary School.

To work with a team of such dedicated and passionate staff has certainly been one of the major highlights. The cohesion of methodology and practice from the teachers and staff is so evident in the success of the students, not only in their learning but also in their growth and development into students who are socially aware, excited about learning and also understanding and embracing of all the cultures represented in our community.

My work with the students has been so rewarding, with many of the students demonstrating more successful behaviours with social interactions, and showing a greater level of understanding and tolerance to situations that had previously caused them stress.

Paradise Primary School is very proactive in the areas of bullying prevention and harassment, and this year I have worked alongside the staff to bring about an even greater awareness of prevention strategies and in supporting students who have experienced bullying.

During the Federal election the Prime Minister, Ms Julia Gillard, announced that she was confirming the ongoing CPSW position in schools for a further three years, validating the position at Paradise Primary until the end of 2014 at this stage. I look forward to supporting, caring and serving this community in any way I can and commit to continue being someone who is available, inclusive and totally supportive in my role as the Christian Pastoral Support Worker.

I would like to thank Management, Governing council, staff, students and the parent body for the overwhelming encouragement and support that has been so generously offered to me for the past two years.

CHRIS BALLANTYNE
CHRISTIAN PASTORAL SUPPORT WORKER
SPORTS

During the year we had students involved in Saturday morning soccer and cricket with our senior soccer team winning the competition. Girls’ and boys’ teams competed in SAPSASA knock-out basketball, netball and soccer with the boys’ soccer being most successful by reaching the finals. Our athletics team competed at Santos Stadium. Pictured here is our Jump Rope for Heart team.

Our annual sports day was held in term 3 instead of term 1 when we usually hold it. Our sports day was a fun family day including a barbecue. Children were involved in races, team games, parachute long jump, high jump, discus relays and long-distance runs. The winner this year was a very excited and happy Ind House.

PEWeek was held in week 3 of term 4. Activities included rock climbing, kite making and flying, wheels day with traffic lights, footsteps dance and gym fun. Thanks to many helpers we were able to offer children a variety of healthy foods every day.
BEHAVIOUR
Paradise has pursued its policy of Restorative Justice with regard to most behaviour situations. Children who do not follow school rules are issued with a note to take to the lunchtime bench teacher for discussion. Issues are often resolved through positive discussions between the offender and the offended to reach a suitable outcome. Of course, not all situations can be solved this way, as it depends on the actions of the children concerned. Some situations have required further discussions with leadership and parents. Some students have received a suspension or exclusion.

As a staff we believe the proactive teaching of Program Achieve, teaching the children to be caring and thoughtful and respectful of others and using RJ language helps our students to be better aware of others and their feelings as well as helping individuals to be more resilient.

With the growth of our school there has been a growth in behaviour incidents as the chart below shows. A total of 323 incidents was recorded, resulting in time out, suspensions - internal and external - one exclusion and one take home. There were 305 situations that resulted in a formal discussion with a member of the teaching staff.
This indicates that the majority of the incidents which occur at Paradise are of a lower level of behaviour including non-compliance, e.g. not following instructions, not wearing school hat, being in out of bounds, answering back, rudeness etc. Incidents such as these generally result in a conference and are referred to as “Other” on the graph. Records are being kept to assess students’ repeated unacceptable behaviour and part of the review of our behaviour management policy in 2011 will look at ways to deal with repeated poor behaviour.

STACT
Student Action Teams run across the middle and upper primary. Children are a member of a team which has a focus on a school issue or need and their emphasis is on action, doing something for our school community or the wider community. Issues that are addressed are Peer Mediation, Recycling, Presenting Paradise to the Community, Healthy Eating, World Concern, Media, Grounds, The Arts and Safety. Student leaders run and organise the meetings and activities.

LINKS
This wonderful program has continued this year under the guidance of Gay Walsh and Laura Eliseo. Children spending one morning a week in this program commence school so well equipped, adapted and confident that transition becomes just a step in their educational journey. The program includes formal instruction, use of a smart board and fine motor skills including writing, listening skills and following instructions before recess with music, sport and library/computer time before lunch.

KIWANIS – TERRIFIC KID AWARD
One of our regular end-of-term features is the presentation of the Terrific Kid award. The community organization, Kiwanis, comes to our final assembly and a representative presents our Terrific Kid with their book prize and a copy of the book is also given to the school library. We are grateful to the Kiwanis for their ongoing support of our school.
OSHC REPORT

Summary
Paradise for Kids is the Out of School Hours Care (OSHC) service that operates on site at Paradise Primary School. The service is open from 6:35am to 8:35am before school, 3:15pm to 6:30pm after school, and 7am-6pm during school holidays and pupil-free days. The service offers care to school-aged children during the school term, and 4-16 year-olds in vacation care. With a play-based learning focus the service caters for a range of children from diverse social and cultural backgrounds, as well as children with additional needs. Paradise For Kids is committed to providing a wide range of activities, experiences and healthy foods. We continue to provide breakfast and afternoon tea daily during OSHC and Vac Care. Our dedication to providing a high quality before-school, after-school and vacation care service is evident in our growth by the eight high-quality indicators achieved in our recent accreditation.

Utilisation
Averages for year
Before School Care 13
After School Care 22
Vacation Care 31

Numbers over the year have been consistent, and have shown some growth, particularly in before-school care and vacation care.

The service provides care to 180 children from 100 families. We have 50 children with permanent OSHC bookings and up to 25 casual bookings each week. Children using the service identify with a range of cultural backgrounds, including some indigenous Australians. Our vacation care service has consistent bookings with regular bookings from 23 children who attend schools other than Paradise Primary. We currently have four children with Autism Spectrum Disorder who regularly use the OSHC service, and 11 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
The OSHC Advisory Committee meets once a term and communicates regularly via email. Ideally we would like to meet more frequently but it is very difficult to maintain a consistent parent base. At the end of 2010 we will lose a long-standing parent so we are looking to gain new parents on the committee next year. 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 guidelines. Management committee members assist in policy review and development, licensing, accreditation, financial management, and also help deal with many other issues that arise.

Staff
At the end of 2009 we lost two staff who had been with the service for five years. This caused a great deal of stress amongst the children as many of them had built very strong relationships. Three new staff began service during the end-of-year vacation care period and took some time to adjust. The current staff have been receiving a great deal of training and this has greatly impacted on how positively the service is running. The staff and children are all happier. All but one staff currently 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 Mandatory Notification, First Aid and food service and have a current police clearance.

Training and Development
2010 has been a very busy year for training at our service. Staff have engaged in a training program that covers various aspects of hygiene, food handling, care, and positive interactions. The training provided by the Lady Gowrie training centre is based on our service’s needs. The program will continue to run through to November 2011. Our goal is for every staff member to have current knowledge and to regularly evaluate and improve their own practices. A brilliant achievement from the training so far is the ‘Tuesday Talent Show’. Staff have built on the interests of the children and now the children produce an awesome show every Tuesday at 4:30pm. Next year we hope to put on a late show for families to come and watch. We also aim to create new clubs based on the children’s interests. A technology club has recently started and staff are using the skills they have learnt from their training to scaffold the children’s learning and assist them in developing their own group norms and weekly program.
Program
The program offered at OSHC is based on the children's interests and needs. Staff have been activity engaged in researching the “My Time, Our Place” OSHC framework, and have attended forums on the draft copy of the framework. Although the Framework is not set to be introduced until 2012, we aim to get a head start by programming using the draft framework from next year.

Each day a range of developmentally appropriate experiences is provided, including indoor and outdoor activities. Staff at the service also initiate spontaneous activities based on the children's requests.

Accreditation
We had our validation visit in early March and met every indicator. This was definitely one of the highlights of the year. As a result we reached our goal and received a High Quality rating across all eight areas. Receiving the certificate and seeing our perfect score was one of the proudest moments the OSHC team has ever experienced.

Our current challenge is to maintain a high quality service while we work to meet our next challenge which will be to meet all the standards of the new National Quality Framework, due to be in place in 2012. Naturally, our goal will be to receive an excellent rating.

Finance
An overpayment in December 2008 meant OSHC has had to repay almost $10000 to DEEWR. This amount has been deducted from our weekly payments and has caused a massive strain on our budget. We have had to use money from our SASIF account to assist us. The combined service of OSHC and Vac Care managed to repay the remaining $5554.07 to the school in 2010, and is now completely debt free. As predicted, the changes to Commonwealth regulations and funding had a serious impact on our service this year. With rising expenses, including phone and internet connection, software, auditor's fees, wage increases and an expectation that the service will fund police checks, first aid and mandatory notification training for current staff, our cash flow has been strained this year. The combined OSHC/Vacation Care service has made a loss
for 2010, but was able to draw on past savings so we did not have to borrow money from the school.

The dedication to providing high quality care at minimal expense has been made difficult and we had no option but to raise our fees in November. Some savings have been made by continuing to accept donations of materials from families who use the service. Our current fee structure is as follows:

Before School Care $ 9.80
After School Care $ 17.50
Vacation Care $ 42.00

It is anticipated that a further fee increase will take effect from July 1st 2011 to compensate for a wage rise for staff.

The service remains committed to recouping the loss made in 2010.

**Australian Government's Active After School Care (AASC)**
Throughout 2010, Paradise for Kids children continues to be involved in the AASC initiative. This provided us with around $4000 of 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 2011.

**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. We also try to engage children in cooking throughout the vacation care period with specialty themed 'Fresh Food Fridays', 'International Cooking Days' and 'Restaurant Days'.

**CCMS**
The introduction of the new Child Care Management System, (CCMS) had a significant impact on our service when we transitioned on March 2nd 2009. This year we had to repay over $9000 due to an overpayment in 2008. Payments were made via a deduction in our weekly CCB payments from DEEWR and will continue through 2011 until the full
amount has been recovered. Changes to the new system mean that this is a once off debt and should not affect us again.

**ISSS**
We have continued to receive the Inclusive Subsidy Support Scheme (ISSS) funding. ISSS funding allows our service to provide extra support for children with additional needs. We currently have one child receiving funding during OSHC and a second child in Vacation Care.

**Goals for 2011**
We successfully achieved our goal to upgrade the kitchen, and are hoping that we can improve the office space by the end of 2012. The main goal for 2011 is to make the service viable and save money for future building improvements. However, we shall purchase a new television and colour printer early in 2011. While continuing to maintain quality care, looking towards 2011 the OSHC service hopes to promote OSHC to the community as a safe and enjoyable child-friendly environment. We want the community to recognise the excellence of the staff and the quality of our program and the benefits children experience as a result of their attendance.

Nada BouChebli
OSHC Director
PARADISE PRIMARY SCHOOL IMPROVEMENT PRIORITIES

LITERACY

Objective: To improve the achievement of all students in Science with high quality teaching and learning practices.

Actions and Results

- Teachers have been using a wider range of data to plan for teaching and learning.
- The two-hour uninterrupted Literacy block on four mornings a week has been implemented and has been well-received by staff and students.
- Spelling has been taught explicitly at all year levels, via Thrass, for 20 minutes on three mornings a week. It has had greater success with junior primary students than with senior primary students.
- There have been more effective intervention processes implemented so that students at risk receive the support to match their needs. Greater emphasis has been put on the development of individual goals in Student Learning Plans, then tracking students' learning.
- All staff have developed an increased awareness of tracking student progress through ESL and Naplan Writing rubrics and this is also used to inform their teaching.
- Half the teaching staff participated in iLIT professional learning. The remaining teaching staff will participate in iLIT training in 2011. The iLIT program, a genre-based learning program has been highly-regarded by our staff and has encouraged our staff to very positively share their learning.
- Literacy resources have been purchased to supplement teaching and learning in Literacy.
- Teachers have found that focussing on a couple of text types each term and tying these in with Naplan has been useful in helping to concentrate to a greater degree on the areas of lowest student achievement in Naplan.
- The big majority of students report positively on their Literacy learning experiences.
- 78% like Reading as part of their Literacy, 70% like Writing, 81% like Spelling, 58% like Grammar and Punctuation, 99% borrow books from the school’s Resource Centre (62% often), 98% completed the Premier’s Reading Challenge, 70% regularly read books at home, 80% agreed they received enough help at school to improve their Literacy.
Recommendations

• Appoint a curriculum leader for Literacy in the school. That person could coordinate the Site Improvement Plan in Literacy, including Professional Learning, purchase resources, monitor plans, etc.
• Professional learning in explicit teaching so that understandings and achievements of students further improve.
• Add to the data collection of students learning in Literacy so that there is a comprehensive view and understanding of each child’s achievements and needs.
• Coordinate the use of data so that meaningful comparisons of achievement are obtained.
• Close analysis of Naplan data and the development of programs to address areas of greatest student need.
• Explore ways to extend students with high abilities in Literacy.
• Extension of Literacy budget to purchase resources that will be useful to the extension of Literacy learning.

Naplan Information

Year 3 Literacy

As expressed in the school’s 2009 Annual Report, there were concerns then about the school’s results in Naplan. The results obtained in 2010 were below those of 2009. In all aspects – Reading, Writing, Spelling and Grammar and Punctuation - the results were down, and quite significantly so. The mean score in Reading is 20 points down on 2009, Writing down 21, Spelling down 10.2, and Grammar and Punctuation down 73. 10% of students are below National Minimum Standards in Reading, Writing and Spelling, and 27% are below in Grammar and Punctuation. In all aspects, boys’ results were lower than girls’.

40% of our Year 3 students are in the lower Proficiency Bands (Bands 1 and 2) in Grammar and Punctuation, compared with 8% in the Region, 19.4% in like schools and 24.2% in all schools.

In Reading, 13.4% were in Proficiency Band 1 or 2, compared with 8.4% in the Region, 16.9% in like schools and 21.7% in all schools.

In Spelling, 13.4% were in Proficiency Band 1 or 2, compared with 9.7% in the Region, 17.3% in like schools and 23.1% in all schools.

In Writing, 13.4% were in Proficiency Band 1 or 2, compared with 2.5% in the Region, 6.6% in like schools and 11.1% in all schools.

At the upper end of the scale, 30% of our students were in Proficiency Band 5 or 6 in Grammar and Punctuation, compared with 57.3% in the Region, 39.9% in like schools and 37% in all schools.
In Reading, 33.4% of our students were in Proficiency Band 5 or 6, compared with 53.4% in the Region, 35.8% in like schools and 33.5% in all schools.

In Spelling, 33.3% of our students were in Proficiency Band 5 or 6, compared with 47.3% in the Region, 32.8% in like schools and 29.5% in all schools.

In Writing, 26.6% were in Proficiency Band 5 or 6, compared with 55.5% in the Region, 40.4% in like schools and 36.4% in all schools.

**Year 5 Literacy**

The results in Year 5 Literacy in the Naplan test were much more encouraging. In all aspects - Reading, Writing, Spelling, and Grammar and Punctuation - the results were up on those of 2009 and 2008. In 2010, the Reading mean score was up 17.6 points on 2009 and 53.9 points up on 2008; Spelling was up 59.2 points on 2009 and 43.4 points up on 2008; Grammar and Punctuation was up 19.1 points on 2009 and 35.4 points up on 2008. This year, 4% are below National Minimum Standards in Grammar and Punctuation, 5% are below in Reading and all students reached National Minimum Standards in Writing and Spelling.

In Grammar and Punctuation, 21.7% of our students were in Proficiency Band 3 or 4 (lower bands) compared with 12.9% in the Region, 21.8% in like schools and 27.2% in all schools.

In Reading, 23.8% of our students were in Band 3 or 4, compared with 13.5% in the Region, 26.1% in like schools and 30% in all schools.

In Spelling, 8.7% of our students were in Band 3 or 4, compared with 11.6% in the Region, 19.7% in like schools and 25.4% in all students.

In Writing, 4.3% of our students were in Band 3 or 4, compared with 9% in the Region, 17.5% in like schools and 22.8% in all schools.

At the other end of the scale, 43.5% of our students were in Band 7 or 8 in Grammar and Punctuation compared with 47.9% in the Region, 31.9% in like schools and 29.3% in all schools.
In Spelling, 34.8% of our students were in Band 7 or 8, compared with 35.8% in the Region, 22.8% in like schools and 21.1% in all schools.
In Writing, 30.4% of our students were in Band 7 or 8, compared with 32% in the Region, 21% in like schools and 18.1% in all schools.
For the state, average improvement from Year 3 to Year 5 is in the ratio of 25:50:25. That is 25% make low progress, 50% make medium progress and 25% make a high level of improvement. Paradise’s Year 3-5 improvement was 17:56:28, which is significantly above the state average.

**Year 7 Literacy**

In most respects, there was little change in the Literacy achievements of Year 7 students in 2010 compared with 2009, but 2009’s figures for Paradise were not as good as those of 2008.
In 2010, the Reading was down 3.3 points on 2009 and 7.8 points on 2008, Writing was down 4.3 points on 2009 and 9.9 points down on 2008, Spelling was 1 point down on 2009 and 31.2 points down on 2008, and Grammar and Punctuation was down 29.5 on 2009 and 16.5 points down on 2008.
In 2010, 14% were below National Minimum Standards in Grammar and Punctuation, 10% were below in Reading, 9% were below in Spelling and 5% were below in Writing.
In Grammar and Punctuation, 22.7% were in Band 4 or 5 (the lower bands), compared with 11.8% in the Region, 20.6% in like schools and 24.4% for all schools.
In Reading, 10% of our students were in Band 4 or 5, compared with 8.3% in the Region, 15.4% in like schools and 20.5% in like schools.
In Spelling, 13.6% of our students were in Band 4 or 5, compared with 10.9% in the Region, 17.7% in like schools and 22.5% in like schools.
In Writing, 18.1% of our students were in Band 4 or 5, compared with 8.1% in the Region, 15.7% in like schools and 19.8% in like schools.
At the upper end of the scale, 13.6% of our students were Band 8 or 9, compared with 35.6% in the Region, 21% in like schools and 19.9% in all schools.
In Reading, 20% of our students were in Band 8 or 9 (0% in Band 9), compared with 41.1% in the Region, 28.9% in like schools and 24.9% in all schools.
In Writing, 22.7% of our students were in Band 8 or 9, compared with 42.5% in the Region, 28.2% in like schools and 23.9% in all schools.
For the state, improvement from Year 5 to 7 is in the ratio of 25:50:25. That is, 25% make low progress, 50% make medium progress and 25% make a high level of improvement. Paradise’s Year 5-7 improvement in Literacy is 11:50:39. The high level of improvement is significantly above state levels while the level of low improvement is significantly below state levels.
In all aspects of Literacy, in Years 3, 5 and 7, boys were behind the girls. A strong recommendation is that the school carefully examines the 2010 Naplan results in detail.
The areas of greatness weakness for the Paradise students need to be noted with the intention of devising programs to address those weaknesses. Because there is diversity in the areas needing greatest improvement, a program should not be too wide-ranging as the learning needs to be coordinated and consolidation of the learning by students will take time. It is recommended that a curriculum leader be appointed so that a whole-school focus is developed, that it is documented as part of the Site Improvement Plan, that it is well-known to all teachers and that it is implemented with the aim of significant improvement in Literacy in 2011.

NUMERACY

Objective: To improve student numeracy and mathematical skills.

Actions and Results

- Teachers are making better use of data to plan for teaching and learning.
- Teachers have engaged in Professional Learning programs to increase their knowledge and skills in the teaching and learning of Numeracy.
- Greater use is being made of Naplan data in order to work on the areas which show greatest weakness among our students.
- A system of buddy tutors, used by some teachers, has worked well, with more able students assisting those who experience difficulties in Maths.
- Student feedback showed: 79% thought that Numeracy was an important part of their learning, 82% thought that Numeracy was going to be important to their future after they left school, 79% thought that Numeracy would be important to them when they were thinking of pursuing studies after leaving school, 69% believed that Numeracy would be important in helping them get a job they liked, 82% felt they received enough help at school to improve their Numeracy.
- Students reported that they liked the large range of activities they participated in as part of their class Numeracy program.

Recommendations

- A curriculum leader to be appointed from with the school to coordinate the development of teaching and learning in Numeracy, to monitor it, to coordinate the increased use of data and how and when it is to be used.
- Map Numeracy teaching and learning within the school so that all areas and topics are taught.
• Make greater use of standardised testing and coordinate this across the school so that analysis implementation occurs at specified times, then meaningful comparisons in the reading and understanding of student improvement can be made.
• Analyse Naplan data more intensively so that areas of greatest weakness are highlighted, then focussed upon for teaching, learning and student improvement.
• All teaching staff to be involved in professional learning in Numeracy and implement the time requirements for Numeracy learning in 2011. Provide more shared professional learning time so that there is increased dialogue and sharing of ideas within the school.
• Ensure that there is an allocation in the school budget commensurate with the importance of Numeracy as a major focus area.

**Naplan Information**

**Year 3 Numeracy**
The pattern for Year 3 Literacy is also reflected in Year 3 Numeracy. The results were below those of both 2009 and 2008 - 57.2 points below 2009 and 46.4 points below 2008 levels. In the 35 questions asked, Paradise was below the all-schools' average in 27 questions, above in 6 and the same in 2. When compared with like schools, Paradise was below in 26 questions, above in 8 and the same in 1. 13.3% of students are below the National Minimum Standard in Numeracy, compared with 4.6% in the Region, 5.7% in like schools, 9% in all SA schools and 5.8% nationally.

In Numeracy, 33% were in Proficiency Band 1 or 2 (the lower bands), compared with 13.5% in the Region, 21.2% in like schools, 27.6% in all SA schools and 17.2% nationally. At the other end of the scale, 20% were at the upper end of the scale, in Band 5, Band 6 or above, compared with 42.6% in the Region, 26.4% in like schools, 24.4% in all SA schools and 32.3% nationally.

**Year 5 Numeracy**
The pattern in Numeracy was similar to that in Literacy. The results were up slightly, by 4.7 points, on the results of 2009 and 29.5 points up on 2008. In the 40 questions asked, Paradise was below the all-schools' average in 25 questions, above average in 13 and the same in 2. When compared to like schools, Paradise was below average in 21, above average in 15 and the same in 4.
4.5% of students were below the National Minimum Standard in Numeracy, compared with 4.5% in the Region, 6.3% in like schools and 10.6% in all SA schools and 6.4% nationally.

In Numeracy, 18.1% were in Band 3 or 4 (the lower bands), compared with 14% in the Region, 21.6% in like schools, 28.8% in all SA schools and 19.5% nationally.

At the other end of the scale, 18.2% of our students were in Band 7, Band 8 or above (0% in Band 8 or above), compared with 33.5% in the Region, 16.8% in like schools, 16.6% in all SA schools and 26.4% nationally.

In looking at improvement from Year 3 to Year 5, a state-wide average ratio of 25:50:25 is used. That is, 25% make a low level of progress, 50% make average progress and 25% make a high level of progress. In the case of Paradise, improvement was in the ratio of 50:39:11. The number making low progress was too high, while those making a minimum of average progress was 50% compared with the state-wide average of 75%.

**Year 7 Numeracy**

The mean score for Year 7 Numeracy was 21.1 points below that of 2009 and 43.1 points below 2008’s. In the 64 questions asked, Paradise was below the all-schools’ national average in 50 questions, above average in 10 and the same in 2.

No Paradise students were below the national Minimum Standard, compared with 2.4% in the Region, 3.6% in like schools, 6.5% in all SA schools and 4.9% nationally.

In Numeracy, 19% were in Band 4 or 5 (the lower bands), compared with 9.1% in the Region, 18% in like schools, 23.8% in all SA schools and 17.5% nationally.

At the other end of the scale, 19% of Paradise students were in Band 8 or Band 9 or above (0% in Band 9) compared with 41.7% in the Region, 24.2% in like schools, 20.6% in all schools and 29.5% nationally.

In looking at improvement from Year 5 to Year 7, a ratio of 25:50:25 is used, with 25% making low progress, 50% making average progress and 25% having a high level of progress. Paradise was fairly near the all-schools' average with 21:58:21.

As with Literacy, it is strongly recommended that a curriculum leader, with school-wide responsibility for Numeracy, be appointed to oversee planning, to help staff analyse Naplan results and data, and to lead in the development and implementation of plans to improve student learning outcomes.
**Science**

**Objective**: To improve the achievement of all students in Science with high quality teaching and learning practices.

**Actions and Results**

- All staff have participated in professional learning in Science within and outside the school as part of Science Connections.
- All upper primary students have had their science learning increased to 60 minutes each week while most Junior Primary students have had theirs increased to 90 minutes each week.
- Science boxes for every classroom are being developed.
- Teachers say they are feeling increasingly confident in the teaching of Science to their students and teaching beyond the topics set out in Science Connections.
- The whole school participated in the Science Expo held in September.
- Teachers have been increasingly integrating Science with other learning areas, especially with Literacy.
- Teachers report that they have a clearer knowledge of what children know about Science. They also report that students have a raised awareness of Science, particularly with environmental issues.

75% of students said they thought Science was an important part of their learning. 64% said that Science was going to be important to their future after they left school. 65% said that Science was going to be important to them in further studies after leaving school. 54% said Science would be important in helping them to get a job they liked. 91% said they liked working in groups in Science. 86% said they liked exploring and doing hand-on activities in Science.
Recommendations

- Appoint a curriculum leader for Science throughout the school to coordinate professional learning, teaching of Science, acquisition of resources, collating and coordinating plans and planning.
- Share professional learning through Science Connections and all classes to increase their teaching and learning time in Science as required by Science Connections.
- Increase the Science budget with the school so that it better reflects a learning area with a major focus.
- Develop a well-resourced storage area so that resources are easily accessed by all classes.
- Develop a skills continuum across the year levels so that an assessment can be made on the knowledge and skills acquisition of students.

OPINION SURVEYS

Parents
36 parents responded to the online survey.
They responded to four areas:
- Quality of Teaching and Learning
- Support of Learning
- Relationships and Communication
- Leadership and Decision Making

The aspects that most impressed parents were:
- Students know how they are expected to behave at school
- The school encourages students to have a sense of pride in their achievement.
- I am well informed about school activities.
- My child has access to quality materials and resources that help him/her to learn.
- This school provides a safe and secure environment.
- I think my child receives high quality teaching at this school.
• Teachers at this school really want to help my child learn.
• Students from all backgrounds and cultures are treated fairly at this school.
• Overall, I am satisfied with the management of facilities at the school.
• I feel welcome at this school.
• The staff always listen to what I have to say about my child’s development and needs.
• This school provides opportunities to discuss my child’s progress.

A significant number of parents said they felt that the school did not seek parent opinion about educational programs and the development of school plans and that decision making within the school did not include wide enough participation from parents and the community. Some parents expressed disappointment about the numerous changes in school leadership during the year. However, by year’s end, an appointment had been made with Mr Chris Warnest winning a six-year term as Principal of Paradise Primary School, from January 2011 to January 2017.

Staff
There was a very high level of satisfaction from the staff in all areas of the survey, which again covered quality of teaching and learning, support of learning, relationships and communication, and leadership and decision making.

The aspects on which 100% of all responding staff agreed or strongly agreed were:
• Learning programs at this school are responsive to student needs.
• Assessment processes used in the school provide information on students’ strengths and areas for further development.
• This school uses student assessment information to evaluate, develop and refine teaching programs.
• Teachers at this school use a variety of teaching and learning strategies to help students.
• Staff are supported by the school in the management of students’ behaviour.
• This school has high educational expectations of the students.
• Students at this school are encouraged to achieve to the best of their ability.
• Teachers at this school care about how their students are going.
• Our school environment is focussed on learning.
• Teachers here have high learning expectations for all students.
• This school provides a safe and secure environment.
• This school provides good management of students’ injuries and illnesses.
• Discipline problems at our school are handled fairly.
• Our school has effective procedures to address bullying and harassment issues.
• This school encourages students to have a sense of pride in their achievement.
• There are effective student behaviour management procedures in the school.
• I am happy with the opportunities I have to discuss and receive feedback on my work performance.
• I have opportunities for effective communication with other staff.
• Parents’ input is valued at this school.
• Staff and students at this school care about each other.
• There is good communication between staff at this school.
• I am encouraged to discuss and share teaching methods and strategies with other teachers.
• Teachers feel appreciated for the work they do in this school.
• There is a broad variety of communications that inform parents about the school.
• Staff at the school responds appropriately to students’ and parents’ concerns or suggestions.
• Our school keeps parents informed of what goes on at the school.
• Our school involves the staff in developing the school’s vision.
• There are positive relationships between teachers and students at this school.
• I feel I belong in this school.
• I am happy to be at this school.
• Students from all backgrounds and cultures are treated fairly at this school.
• Staff at this school care about each other.
• Staff are encouraged to pursue professional development.
• I have appropriate opportunities to be involved in decision making.
• Parents have the opportunity to participate in decisions about their children’s education.
• There is supportive leadership in this school.

Students
Eighty students responded to the online survey and, overall, there was a high level of satisfaction with the school. As in the surveys with parents and staff, the areas covered were quality of teaching and learning, support of learning, relationships and communication, and leadership and decision making. The aspects that most impressed students were:
• There is someone at school I can talk to if I have problems.
• My teachers expect me to do as well as I can.
• Staff would take good care of me if I was hurt or sick at school.
• Students are encouraged to participate in school events.
• I like trying new things.
• I like to help others.
• I know how I am doing and how I can improve.
• This school encourages students to have a sense of pride in their achievement.
I am learning a lot at this school.
My class activities are interesting and help me learn.
Students at this school are encouraged to achieve to the best of their ability.
I get on well with others at my school.
The library/resource centre has lots of resources.
I like the kinds of things I am learning at school this year.

If I am having difficulty learning something my teachers always help.
However, it is also clear from the survey that a significant number of children believe there are not many ways in which they can be involved in making decisions about the school.
This needs to be addressed as part of Student Well Being in 2011.

TEACHER QUALIFICATIONS
All our teaching staff have the necessary qualifications to teach in South Australian schools and all are registered with the Teachers’ Registration Board.
The qualifications held by the teaching staff are:
Diploma of Teaching: 6
Advanced Diploma of Teaching: 1
Bachelor of Education: 2
Bachelor of Education and Diploma of Teaching: 2
Bachelor of Arts and Diploma of Teaching: 1
Bachelor of Education, Diploma of Teaching and 2 Graduate Diplomas: 1
Bachelor of Education, Advanced Diploma of Teaching and Diploma of Teaching: 1

WORKFORCE COMPOSITION
There are 24 paid employees in the school - 14 teachers and 10 Schools Services Officers. Of the 14 teachers, 5 are male (35.7%) and 9 are female (64.3%). 2 are of non-English-speaking background (14.3%). Of the 10 Schools Services Officers, 2 are male (20%) and 8 are female (80%). 6 are of non-English-speaking background (60%). There are no employees of Australian indigenous background.
STUDENT ATTENDANCE
Student attendance has been good with all year levels registering attendance at school at more that 90%. At the various year levels, attendance was as follows: Reception 92.1%, Year 1 94.1%, Year 2 92.6%, Year 3 93.5%, Year 4 94.9%, Year 5 93.7%, Year 6 94.7% and Year 7 90.3%. There was a very small minority of students in the senior levels of the school whose attendance was far from satisfactory. In these cases, the Region’s Attendance Officer was engaged and the Principal also counselled the students and made home visits to the families to discuss the issue. In the second half of the year, attendance improved markedly.

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APPARENT PROGRESSION RATIOS
With numbers in the school continuing to increase, progression ratios to the following year level are very healthy with the average for all year levels at 100.8. This extends from 113 from Year 3 to Year 4 to 91.7 from Year 5 to Year 6. The high average is in line with the trend of increasing student enrolments and it is likely that this trend will continue. The average of 100.8 for Paradise compares with an average of 95.9 for the Region, 94.6 for like schools and 96.5 for all schools in DECS.

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