Paradise Primary School
Annual Report 2011
Paradise Primary School is committed to improved learning outcomes for students. This is embodied in our school’s motto, ‘Dedicated to learning – committed to teaching’. The school began 2011 with an enrolment of 207 students and concluded the year with 222.

The school population and community is growing in cultural diversity. Fourteen different cultural backgrounds were represented in 2011, adding to the richness of our school. Indigenous Australian students made up approximately 1% of the total student population. 36% of students were of Non English Speaking Background (NESB), with 46% of the NESB students identified as English as Second Language (ESL) learners. 19% of students received School Card. Paradise Primary School is a Category 6 school as determined by the DECD Index of Educational Disadvantage.

Most teaching staff members were permanently appointed to Paradise Primary School providing stability within the workforce. A more even mix of permanent and temporary employment amongst non-teaching staff existed which varied throughout the year depending on student needs.

High levels of parent participation existed in 2011, with many volunteering their time, interests and skills in a variety of ways. All Governing Council vacancies were filled at the AGM. The Council maintained an active interest in a range of matters related to the running of the school throughout 2011.

### 2011 Highlights

Building relationships was the key focus as we began a new year at Paradise with our new principal, Mr Chris Warnest. Through a whole school approach we explored the keys to success using Program Achieve. An informal Acquaintance Night was the first official function of the school year, where many members of the community were able to meet and welcome the new principal and other staff. Other term one highlights included the Annual General Meeting, swimming for Reception to Year 5 students, Clean Up Australia Day and Harmony Day activities. Sports Day, always a favourite, was once again well attended by the wider community with the day being enhanced by the use of our new gym. As well as enjoying the ease of equipment access, the attached outdoor sound system was very useful for organisation. Gymnastic activities in the gym were popular with the Early Years classes. After a day filled with excitement and challenges –throwing, jumping, crawling, running and catching - point scoring went right to the final event with a narrow victory allowing Torrens House to take the shield again.

During second term visits from The Royal Flying Doctor and the Music is Fun Band were enjoyed. Senior students competed in knockout SAPSASA competitions of boys and girls soccer, netball, basketball, cross country and athletics. Years 3, 5 and 7 students participated in the National Assessment Program Literacy & Numeracy (NAPLAN) tests.

The theme for Book Week, One World Many Stories, led us on many journeys and formed a major part of the learning program during term three. A significant event in this term was the official opening of the school Gymnasium on August 19th. The gym was constructed as part of the Federal Government’s Building the Education Revolution (BER) program. Special guests at the opening included the Hon Carmel Zollo MLC, Mr Peter Scragg (immediate past Principal) and the inaugural Principal of Paradise Primary, Mr John Coles. The official opening was performed by Governing Council Chairperson, Mr Silvio Varricchio. BER also included the upgrading of facilities to our library and playground. Also in term three, our Pedal Prix team competed in the 24-hour race at Murray Bridge which saw our students participate with a high standard of skill and enthusiasm. The team was
ably supported by their parents and staff. Our school Choir and Band performed admirably at Festival Theatre as part of the annual SA Public Primary Schools Festival of Music.

The fourth term was filled with PE Week, the Year 6/7 Aquatics Camp at Murraylands, a wonderful End of Year Concert and the Year 7 Graduation Ceremony and dinner.

Our ability to run many of these valuable activities and programs was made possible by the abilities, dedication and flexibility of staff, including the valued support of School Services Officers (SSOs), our Christian Pastoral Support Worker (CPSW) and the Out of School Hours care (OSHC) team. In summary, 2011 was a busy and successful year with a wide range of learning activities offered. We look forward to building on these successes in 2012.

*Ruth Williamson, Assistant Principal*

**Report from Governing Council**

The role of Governing Council is to set broad direction in conjunction with the Principal; set broad directional policy; initiate and approve recommendations and strategies; and monitor and report progress. Governing Council meetings focused on these priorities including an emphasis on updates of learning programs and monitoring of the Site Improvement Plan.

A major achievement for 2011 was the smooth transition into the school of our new Principal, Mr Chris Warnest. Prior to 2011 there had been a period of uncertainty with the school community not knowing exactly who would be filling the position and when that might occur. With 2011 beginning with certainty, it was quite evident from the beginning amongst staff, students and parents that a welcome return to stability had been achieved.

The view was 'it's onwards and upwards from here!' – and so it was. After a couple of years where fundraising had taken a back seat, 2011 was amazing! Gratitude and thanks to Michelle Muller, her team and everyone who volunteered for various fundraisers during the year. Besides being a great opportunity for community members to work together, fundraising is very important to a smaller school such as ours, with our fees being amongst the lowest in the area. I'm sure that all families would be very pleased knowing there is a dedication to raising funds which go towards the betterment of our children's education. Successful fundraising activities included Acquaintance Night, Sports Day, the Saturday morning Soccer season barbecues, the Mother’s and Father’s Day stalls and the End of Year Concert.

It was very encouraging that all Governing Council positions were filled at the 2011 AGM. The council met three times per term and discussion/debate was robust, respectful and always had improvement as its focus. I extend my thanks to all members for their contributions throughout the year.

This report highlights that parents working together and with staff and students - and not always having to focus on the larger projects- can have significant benefits to a school. I am confident that 2012 will be another rewarding year for all involved and we should all remember that we get out of our school will be proportional to what we put in to it.

*Silvio Varricchio, Governing Council Chairperson*

**Site Improvement Planning**

Literacy, Numeracy and Science are the three priorities on Paradise Primary School's Site Improvement Plan (SIP). The plan was monitored and regularly reviewed throughout 2011. The SIP is in the third year of a three-year cycle.

2011 Operational Plans:
LITERACY
Objective: to improve the achievement of all students through high quality teaching and learning practices.

Targets:

1.1 80% of students Yrs 1 – 7 achieve a C or better in English (Writing, Reading, Spelling, Speaking & Listening) by the end of the year (A-E reporting)

1.2 100% of students achieve National Minimum Standards (NMS) or higher in Reading, Writing, Spelling and Grammar & Punctuation for NAPLAN 2011 (except NEP students)

1.3 5% increase in number of students in top two bands – NAPLAN

1.4 Close gap by 5% between ‘like schools’ for Reading and Spelling – NAPLAN

1.5 100% of students Yr 3-5, 5-7 show growth in Reading NAPLAN scores

1.6 5% decrease in the number of ESL students at more than two scales below year level ESL scale

1.7 (working towards) Instructional Reading level (IRL) by September 2012

1.7a 50% Reception students reading at IRL 10 or higher

1.7b 70% Yr 1 students reading at IRL 18 or higher

1.7c 80% Yr 2 students reading at IRL Level 24 or higher

Results:

1.1 Target met (90%)

1.2 Target not met (see Table 1)

Students who achieved at or above NMS NAPLAN 2011

<table>
<thead>
<tr>
<th></th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93%</td>
<td>96%</td>
<td>100%*</td>
</tr>
<tr>
<td>Writing</td>
<td>89%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>96%</td>
<td>100%*</td>
<td>90%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96%</td>
<td>100%*</td>
<td>90%</td>
</tr>
</tbody>
</table>

Table 1

1.3 Target not met (see Table 2)

Increase (+) or decrease (-) in number of students in top two bands NAPLAN 2010 → 2011 (= means no difference)

<table>
<thead>
<tr>
<th></th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>-3%</td>
<td>+2%</td>
<td>=</td>
</tr>
<tr>
<td>Writing</td>
<td>-18%</td>
<td>-5%</td>
<td>+11%*</td>
</tr>
<tr>
<td>Spelling</td>
<td>+4%</td>
<td>-4%</td>
<td>+7%*</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>+7%*</td>
<td>-14%</td>
<td>-4%</td>
</tr>
</tbody>
</table>

Table 2

1.4 Target met for Yr 7 Reading and Spelling

Difference between Mean Scores for site and ‘like schools’ (index)
<= mean score below ‘like schools’, => mean score above ‘like schools’

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>&lt;8.7</td>
<td>&lt;24.9</td>
<td>&gt;21.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>&gt;5.4</td>
<td>&gt;18.1</td>
<td>&gt;40.8</td>
</tr>
</tbody>
</table>

Table 3
1.5 Target not met (Yr 3 → Yr 5: 83%, Yr 5 → Yr 7: 80%)
1.6 Target met (6%)
1.7a 26% Reception students achieved IRL 10 or higher by September 2011
1.7b 48% of Yr 1 students achieved IRL 18 or higher by September 2011
1.7c 28% of Yr 2 students achieved IRL 24 or higher by September 2011

Recommendations:
1. Continue development and implementation of whole-school Literacy Plan R-7
2. Build on intervention programs, particularly in Reading for Reception, Yr 1 and Yr 2 students
3. NAPLAN results used to target support for students identified in lower skill bands
4. NAPLAN items that students found more difficult be targeted for explicit teaching
5. Develop a range of additional valid tests to provide multiple measures of student achievement.

NUMERACY
Objective: To improve student numeracy and mathematical skills R-7
Targets:
2.1 80% of students Yrs 1 – 7 achieve a C or better in Mathematics by the end of the year (A-E reporting)
2.2 100% of students in Yrs 3, 5 & 7 achieve National Minimum Standards or higher (except NEP students) in NAPLAN 2011
2.3 100% of students show growth in NAPLAN Numeracy results from Yr 3-5 and Yr 5-7
2.4 5% increase in number of students in top two bands – NAPLAN 2011
2.5 Increase by 5% from NAPLAN 2010 → 2011:
   2.5a Yr 3 students achieving at band 4 or higher
   2.5b Yr 5 students achieving at band 6 or higher
   2.5c Yr 7 students achieving at band 7 or higher

Results:
2.1 Target met (87%)
2.2 Target not met (Yr 3: 97%, Yr 5: 100%, Yr 7: 100%)
2.3 Target not met (Yr 3 → Yr 5: 79%, Yr 5 → Yr 7: 94%)
2.4 Target not met (Yr 3: increased by 3%, Yr 5: decreased by 3%, Yr 7: increased by 1%)
2.5a Target met (increased by 12%)
2.5b Target met (increased by 6%)
2.5c Target met (increased by 42%)

Recommendations:
6. Improvement for all students monitored using diagnostic testing
7. Emphasis on ‘working mathematically’ within the Australian Curriculum: Mathematics
   Australian Curriculum: Mathematics form a significant part of Professional Learning for staff
8. NAPLAN results be used to target support for students identified in low skill bands, with particular investigation of progress made from Year 3 to Year 5 and from Year 5 to Year 7
9. NAPLAN items that students found more difficult be targeted for explicit teaching

SCIENCE
Objective: to improve the achievement of all students in Science through high quality teaching and learning practices.

Targets:
3.1 100% of staff participate in Professional Learning for Primary Connections in 2011
3.2 100% of teachers will use ‘The five E’s’ for planning and delivery of Science topics
3.3 95% of students Yrs 1 – 7 achieve a C or better in Science by the end of the year (A-E reporting)
3.4 80% of students will enjoy and have a positive attitude towards Science, as evidenced through the Trends in International Mathematics & Science Study (TIMMS) data
3.5 80% of students believe that science is important to most people’s lives, as evidenced through the Trends in International Mathematics & Science Study (TIMMS) data
Results:
3.1 Target met (100%)       3.4 Target met (81%)
3.2 Target met (100%)       3.5 Target met (82%)
3.3 Target met (98%)
NB No baseline data was collected for Paradise Primary students in the 2010 TIMMS survey. As a result, comparisons with 2011 are not able to be made.

Recommendations:
10. Science Priority Group responsible for development of cyclic curriculum R-7
11. Increased focus on Science Week
12. Regular sharing of teacher practice and student observation of each other’s work

Student Achievement
The school has embarked on a focus of consistency in collecting data across the Reception – Year 7 range.

School Entry Assessment (SEA) – assesses Reception students after a term at school. It is expected that most school starters would be at Inquiry stage after one school term.
47% assessed at Inquiry/Utilisation stage
29% assessed at Awareness stage and targeted for 1:1 early intervention
23% assessed at Exploration stage and received in class support

Analysis: The observations by the teachers at Reception level indicate that increasing numbers of students are entering school with decreased skills in fine motor coordination, vocabulary, communication, listening skills, following instructions, talking in sentences and independence.

Recommendation:
13. SEA data will continue to be collected to inform early-decision making and intervention for students, particularly those at Awareness and Exploration levels. The Reception teachers will continue to work with the kindergartens to improve outcomes at site and regional levels.

Running Records (Early Years) – Term 3 data collection of reading levels Yrs 1 & 2 students (see Site Improvement Planning Literacy Target 1.7 p4)
Year 1 Term 3 data

Year 2 Term 3 data
Analysis: The regional targets are that by September 2012, 70% of Yr 1 students will be at reading level 18 and 80% of Yr 2 students will be at reading level 24. The Term 3 data collection showed that at Yr 1, Paradise results were equal to region and above index (disadvantage category) schools for levels 21 – 26. There was over-representation at levels 11 – 15 in both data sets. At Yr 2, Paradise students scored approx 30% below region at levels 21 – 26 and approx 24% below index schools. There was over-representation at levels 16 – 20 in both data sets.

Recommendations:
14. Students below region and index levels targeted for Reading @ Paradise (R@P) intervention group
15. Widen SSO support for intervention
16. Consistency of approach in Early Years towards the ‘Big 6’ of Reading

PAT-Maths/I Can do Maths
These tests were administered to all students R-7 in Term 4. It was the first time that these tests have been run at Paradise Primary School.

Analysis: Errors for all students were used to identify priority areas for explicit teaching. Measurement & Geometry emerged as a priority area.

Recommendation:
17. PAT-Maths/I Can do Maths be administered to all students in 2012 for diagnostic testing and to gain comparative data from 2011. It is recommended that the Maths priority group investigate other possible tests to validate the findings of PAT-Maths/I can do Maths.

Lexiles – computer-based resource that assesses comprehension levels. Lexiles were used for the first time at the school to assess student achievement in Yrs 3 – 6.

Yr 3 40% at or > 500 60% <500 Yr 4 10% at or > 700 90% <700
Yr 5 18% at or > 800 72% <800 Yr 6 14% at or > 900 66% <900

Analysis: Achievement for each level was below what is expected. This may be attributed to some degree with unfamiliarity of the software.

Recommendation:
18. Lexiles be used regularly in 2012 so that students are familiar users of the software. Data to be analysed regularly to inform planning.

NAPLAN
The National Assessment Program Literacy and Numeracy (NAPLAN) test results for Years 3, 5 & 7 students provided an overview of individual and cohort achievement in aspects of Literacy and Numeracy. Selected information for this report (see below) includes Proficiency Bands (achievement levels), Mean Scores (average scores over a three-year period) and Growth (improvement since the last test).

Proficiency Bands
The continuous reporting scale is partitioned into 10 bands, Band 1 to Band 10, which represents increasing difficulty levels in skills and understandings.

Yr 3 Bands 1 – 6 Yr 7 Bands 4 – 9
Yr 5 Bands 3 – 8 Yr 9 Bands 5 – 10

Graphs that trend to the right reflect a greater percentage of students in the higher skill bands, reflecting a stronger mean performance.

(cont’d)
Analysis
Paradise students were generally represented in the middle skill bands. Achievement of Year 3 Reading and Numeracy and Yr 5 numeracy were identified as of greatest concern.

Recommendations:
19. Students identified in the lower proficiency bands of the NAPLAN tests, particularly those below National Minimum Standards, will be targeted for support.
20. Test items of greatest difficulty will be explicitly taught and revised.

Mean Scores
In the following graphs, mean scores are shown for 2009, 2010 and 2011. It is important to note that with the change in the Writing genre in 2011, a new Persuasive Writing scale has been introduced. As this is a separate scale to Narrative Writing, there is a break in the time series. The Persuasive Writing results for 2011 cannot be directly compared to the Narrative Writing results from earlier years.
Year 3 Mean Scores

NB The mean score of Paradise Yr 3 students was equal to or above the mean score for index (like schools) for Spelling and Grammar & Punctuation. The mean score for Numeracy was marginally below ‘index’ and well below for Reading and Writing.

Year 5 Mean Scores

NB The mean score of Paradise Yr 5 students was well above the mean score for index (like schools) for Spelling and above for Reading and Numeracy. The mean scores were just below for Grammar & Punctuation and Writing.

Year 7 Mean Scores

NB The mean score of Paradise Yr 7 students was above the mean score for index (like schools) for Numeracy. The mean scores were just below for Reading, Spelling and Writing and well below for Grammar & Punctuation.

Analysis:
Mean scores over the three year period generally did not change significantly for the Yr 7 cohort. The mean scores for the Yr 3 and Yr 5 cohort indicate inconsistencies of performance over the same period.
Recommendations:
21. Priority areas for improvement are Yr 3 Reading (Reading @ Paradise intervention group – R@P, consistency of approach in Early Years towards the ‘Big 6’ of Reading), Reading Support Teachers input, Yr 3 Writing (continued focus on i-Lit approach to genre writing), Yr 5 Grammar and Yr 7 Grammar (specific instruction using i-Lit methodology) in order to reverse the trend.

Growth
The following graphs show growth since the last test of the lower, middle and upper progress groups:

Year 3 – 5 Growth

![Year 3 Growth Graph](image)

Year 5 – 7 Growth

![Year 5 Growth Graph](image)

Analysis:
Most students achieved satisfactory to good growth in Numeracy and Reading as shown in the ‘middle 50%’ to ‘upper 25%’ columns in both graphs. The highest level of growth was shown from Yr 5 to Yr 7 in Numeracy (39% in the upper progress group).

Recommendation:
22. Continue the focus on increasing the number of students in the middle and upper progress groups through a continued focus on intervention groups, explicit teaching and the setting of SMARTA targets.

Student Data

<table>
<thead>
<tr>
<th>Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
</tr>
<tr>
<td>Reception</td>
</tr>
</tbody>
</table>
Analysis: Attendance rates were equal to or above index schools for all year levels except Yr 4 and equal to or above region rates except for Reception, Yr 4 and Yr 6 (all only slightly below). Attendance rates have improved for all year levels except Yr 4 and Yr 6 since 2010.

Comment: Lateness and absenteeism were monitored on a daily basis. Parents were contacted if the school had not received advice regarding lateness or absenteeism by 9:00am on any given day.

**Destination**

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2010</th>
<th>School</th>
<th>Region</th>
<th>Index</th>
<th>DECS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>2.3%</td>
<td>4.3%</td>
<td>4.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>11.8%</td>
<td>9.4%</td>
<td>8.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2.6%</td>
<td>0.9%</td>
<td>2.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1.7%</td>
<td>2.2%</td>
<td>3.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.1%</td>
<td>7.6%</td>
<td>5.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>3</td>
<td>9.4%</td>
<td>11.9%</td>
<td>12.9%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>29</td>
<td>90.6%</td>
<td>32.3%</td>
<td>43.6%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>32.3%</td>
<td>19.1%</td>
<td>17.1%</td>
<td></td>
</tr>
</tbody>
</table>

**Client Opinion**

Parents, Staff and Students are surveyed annually so that schools can gauge opinion of the quality of service and support structures that they provide. The legend provides an explanation of how the scores have been presented.
Analysis:
Whilst there are slight decreases across each opinion survey in satisfaction levels from 2010, the overall approval levels from parents, staff and students all lie within the acceptable range. Staff expressed surprise and concern about the certainty of the data in the staff survey.

Recommendations:
23. Continue to develop the positive aspects of the satisfaction levels of each group
24. Parents - timely and effective communication with parents (including information about opportunities to be involved with school decision-making), inform parents
25. Students - increase focus on providing opportunities for leadership and student voice through regular class meetings, SRC and STACT groups
26. Staff – continue focus on providing programs to meet needs of all students through WAVE identification

Staff

Teacher Qualifications
All teachers at this school are qualified and registered with the SA Teachers Registration Board. Please note: Staff that have more than one qualification will be counted more than once in the following qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>31</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
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</table>
Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.0</td>
<td>12.9</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
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</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$500.00</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$49928.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$78537.35</td>
</tr>
<tr>
<td>4 Other</td>
<td>$61849.47</td>
</tr>
</tbody>
</table>

Appendix

SELF-REVIEW / VALIDATION

Paradise Primary School undertook a formal self-review process in 2011 with a Validation Panel visiting the school in September to authenticate the findings. The panel comprised of the Acting Regional Director, Regional Leadership Consultant and two Principals. We focused on three of the nine DECS Improvement & Accountability framework (DIAf) principles:

Focus on Learning - evidenced by continuous improvement of learner achievement & wellbeing outcomes, challenging targets for improvement and quality teaching practices

Make Data Count - evidenced by an informed approach to improvement with a clear evidence base for decisions and directions and the identification of critical drivers for improvement

Attend to Culture - evidenced by a positive learning culture with high levels of staff satisfaction and morale and support for individuals and groups to grow and improve their performance

Validation Panel comments:

SELF REVIEW PROCESSES

Self review processes are evolving through well managed, evidence-based and evaluative processes. The 2011 Level 2 Scan of the nine DIAf principles and Level 4 rubrics used to further explore Focus on Learning and Make Data Count have produced baseline data for further review cycles. Surveys, testing and other data presented support for the school's inquiry into its performance. A range of qualitative and quantitative data has been used and some multiple measures data has examined outcomes for some identified groups.

Evidence has been examined at classroom, group and school level and compared where possible to standards and benchmarks. The Principal has worked collaboratively with all stakeholders to examine a range of aspects of site performance and operations, and findings have started to drive strategic directions and actions. The introduction of a living and changing Data Wall in the staffroom has enabled focused disciplined dialogue at both structured self-review meetings and in impromptu discussions amongst staff.
IMPROVEMENT CYCLE
The school has a developing improvement cycle, with priorities more clearly identified and based on analysis of evidence. Targets in the Site Improvement Plan (SIP) have been established which provide clear goals. Actions linked to the SIP are being planned and resourced and structures such as the identification of key literacy, numeracy and science staff have enabled ongoing monitoring and reporting against priorities.

The 2011 SIP is driving school improvement and clearly identifies the targeted priorities to improve student learning. Based on this the 2011 Annual Report should provide clear evidence of progress and opportunities for future improvement. There is evidence of ongoing and developing whole school review processes which support and help document the school’s improvement journey.

EVIDENCE OF OUTCOMES
The school has started to develop and improve its data analysis and management systems and can demonstrate improved outcomes in some aspects of literacy and numeracy through both NAPLAN and school data sets. Baseline data has been established to track improvements in engagement and to focus on quality pedagogy, through the exploration of the TIEL (Teaching for Effective Learning) document. Multiple measures data has been used to provide further information in relation to some outcomes.

Commendations:
- The panel noted a clear focus on learning and data collection, along with a realistic and honest look at the various data sets that inform the school’s planning processes.
- There was clear evidence of the Principal leading from the front as a school leader; the Principal is highly regarded for his curriculum leadership.
- The panel noted that a clear sense of pride in the school was evident in interactions with all stakeholders during the review.
- Students praised the variety and quality of learning activities they were exposed to and the positive relationships they had with their teachers.
- Parents are proud of the Paradise Primary School environment, the size of the school and the way they are supported to develop positive relationships with staff.
- There was clear evidence of the collegiate working relationship between teachers and SSOs. Their feedback highlighted their positive feelings about being at Paradise Primary School.
- The panel was presented with a real sense of togetherness and collegiality amongst staff.
- There was a clear sense of collaboration in the Junior Primary section, evident in the panel’s observations of classroom profiles and in the panel’s discussions with staff.
- Students and parents were very appreciative of the huge range of sports and extra-curricular activities on offer at Paradise Primary School.
- The panel could see clear evidence that teachers were caring and willing to develop strong student-family relationships.
- The panel noted that the Principal was using meaningful strategic planning processes which are based on a strong evidence base, interrogation of data and purposeful site improvement planning processes.
- The panel observed a strong sense of shared leadership across the school with many examples of staff being willing to take on curricula leadership roles, eg in Maths and Special Needs.
- Students who were involved in using SMART targets stated that they helped them focus on goals.
- It was clear that the impact of the Stephen Graham i-lit program and the Principal’s engagement in the Principals as Literacy Leaders (PALL) Program have been major catalysts for improved pedagogical approaches to support literacy learners.
- The transition and especially the Links program is significant and provides a great opportunity for developing a community profile.
- Work being led by Carol Ferris in MATHS is seen as an excellent model for curriculum development, especially linking to the Australian Curriculum.
- The panel commends Heather Wills for her work in coordinating and planning processes which address Special Needs and ESL programs at Paradise Primary School.

cont’d
Recommendations:

- The panel recommends that the school explore how to best support the school’s site improvement priorities through enhancing shared curriculum leadership. A review of leadership roles may well contribute to the school’s improvement agenda.
- Parents mentioned some concerns regarding communication (e.g. when children are away – ensuring information still gets home.) A more streamlined communication system across the school was requested, and the panel recommends that the school consider this in its future planning for improvement.
- Differential approaches regarding behaviour exhibited from special needs children and resultant consequences was raised as a concern by some parents. The panel recommends that there be further exploration of consistency in behaviour management practices.
- Whilst students have heard of Restorative Practices some investigation of consistencies of approach across all classes would be beneficial, as some students weren’t clear about this terminology and had a varying views on the effectiveness of the Restorative Practices approach at Paradise Primary School.
- Whilst the concept of Student Action Teams was seen as very worthwhile, there was a sense that this needed to be planned for earlier in the year.
- The panel noted the importance of strengthening the culture of professional learning communities across the whole school. A deeper exploration of ways to share practice and expertise through a greater focus on ‘deprivatising’ classrooms would enhance teacher development. Examples already occurring in the junior primary could be developed further in creating a whole school approach.
- Whilst the roles of SSOs and teachers are seen as inclusive and equally valued as members of a team, regular, planned co-planning times for teachers, SSOs and the special education teacher would enrich intervention programs.
- A focus on intervention processes would enable a more individualised approach to student learning. The panel recommends that the school consider the use of the WAVE approach as a powerful strategy to build and strengthen processes. This would include a closer examination of in-class differentiation in planning and programming. The panel recommends that the school consider an emphasis on methodologies to extend and challenge SHIP students.
- The panel supports the school’s plans to continue to focus on literacy and numeracy as a priority in 2012-13 and suggests that a whole school policy based on consistent approaches to both be documented.
- Working on more explicit planning and short term learning outcomes for students needs to be explored. Further exploration of the concept of individualised SMART targets linked to learning goals across the school is needed.
- The panel supports a more targeted approach to exploring 21st century pedagogy including the need to update ICT’s and provide relevant training and development in this area.
- A focus on increased and inclusive community involvement is seen as a positive step and an exploration of ways to embrace the increasingly multicultural nature of the Paradise Community is recommended.

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Chris Warnest, 
Principal

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Silvio Varricchio 
Governing Council Chairperson 

22nd February 2012