1. General Information

School Name: PARADISE PRIMARY SCHOOL
School Number: 0973
Principal: Mr Chris Warnest
Year of opening: 1978
Postal Address: 100 George Street, Paradise SA 5075
Location Address: 100 George Street, Paradise SA 5075
Region: Eastern Adelaide
Phone Number: 08 8336 3155
Fax Number: 08 8336 9323
Website: www.paradiser7.sa.edu.au
Email: info@paradiser7.sa.edu.au
CPC attached: No
Out of School Hours Care (OSHC): Yes
Road Distance from GPO: 10 kms

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<th>February FTE Enrolment</th>
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July total FTE Enrolment 193 196 210 216 211
School Card approvals 46 42 45
NESB Total (persons) 84 94 87
Aboriginal FTE Enrolment 2 4 4 2 2

Enrolment Trends
Enrolments have shown a steady growth over the past five years. It is anticipated that this trend will continue. Over recent years there has been an increasing culturally
diverse component to the school’s enrolment, adding a richness to the school community.

**Staffing at February 2012**
Principal: 1.0  
Assistant Principal: 1.0  
Classroom teachers: 8.0 FTE  
Teacher Librarian: 0.6  
English as a Second Language (ESL): 0.5  
Special Education: 0.3  
Language – Italian (NIT): 0.3  
Music (NIT): 0.4  
Drama (NIT): 0.1

SSO/ Support (hours per week)  
Administration Officer: 37.5 hrs  
Finance Officer: 32.5 hrs  
Grounds: 10 hrs  
Library: 12 hrs  
Classroom support: 38 permanent hrs + hrs allocated as required  
ICT technician: 6.25 hrs  
CPSW (Christian Pastoral Support Worker): 19 hrs

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

**Special Site Arrangements**
As from late 2002, part of the site is occupied by the Beafield Education Centre, which operates independently from the school.

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2. Students (and their welfare)

**General Characteristics**
- Paradise Primary School is a Reception to Year 7, currently catering for around 200 students, with open space and enclosed classroom facilities to cater up to an enrolment of approx 300.
- The school is located on extensive and picturesque grounds.
- The school is a friendly, co-operative community where the students, staff and parents form partnerships to achieve a supportive, caring, safe, stimulating and attractive learning environment.
Pastoral Care
In partnership with the local churches, a Christian Pastoral Support Worker (CPSW - formerly known as a Chaplain) was established in 2007. Our current CPSW provides support 3 days a week to students, staff and the wider community. The initiative is funded primarily by the Federal Government under the National School Chaplaincy and Student Welfare program.

Student management
The school has high expectations of student behaviour with students being generally well-behaved. We follow the principles of Restorative Justice when dealing with inappropriate behaviour. Classes develop rules and consequences in line with the school’s Behaviour Code. Zero tolerance applies to violations such as harassment, bullying and violence. Appropriate behaviour and a positive approach to learning is acknowledged and celebrated regularly via assemblies and the school newsletter.

During the first two weeks of the year all students R – 7 are immersed in Program Achieve activities, focusing on Resilience, Getting Along, Organisation, Persistence and Confidence. These traits for successful personal development form an integral part of learning throughout the year. The school’s behaviour and anti-bullying policies are similarly presented and regularly revisited during the year.

Student Government
- All classes hold class meetings.
- Each class elects two students to be members of the Student Representative Council (SRC). The SRC meets fortnightly.
- All students actively participate in STACT (Student Action Teams) where student leadership opportunities exist within the groups – Learning, Grounds, Sports, Healthy Eating, Special Events, Environment, Presenting Paradise, Music, Community Outreach and Peer Mediation.

Special Programs
- ESL students receive extra support from the ESL teacher and SSOs
- Special interest programs - Pedal Prix, Festival Choir, Instrumental Music, Band and Jump Rope for Heart Demonstration Skipping Team
- Participation in the Premier’s Reading Challenge, Premier’s be active Challenge
- The school has been accepted into the eat well be active program (to begin Term 3, 2012)
- Participation in the International Competitions and Assessments for Schools (Yrs 3 – 7) in Computing Skills, Science, Spelling, Writing, English and Mathematics
- Camps and excursions are encouraged across all year levels. Year 6/7 students attend a camp annually (Aquatics Camp alternate years). R-5 students attend a week of swimming lessons at a local pool.
- Buddy class system operates where different age classes pair-up for peer support
- Fortnightly Assemblies conducted by classes or SRC
• LINKS – transition program for pre-Reception students. Operates on Friday mornings the term before Reception students begin school. Sessions conducted by Reception teachers, SSO and volunteer parent.
• Sport – Saturday morning soccer teams, SAPSASA sports - netball, soccer, cricket, football and basketball.
• Out of School Hours Care (Paradise for Kids) is offered before school from 6:35am to 8.30am and after school from 3.15pm to 6:30pm. The OSHC service also operates a Vacation Care program and offers care on Pupil Free Days - 6am to 7pm. OSHC is directed by a qualified child carer.

3. Key School Policies

The school is managed under local Governance.

Mission
The school’s mission is ‘Dedicated to Learning - Committed to Teaching’.

Values
• A caring community
• Cooperative and constructive behaviour
• Purposeful and diligent effort.

Site Improvement Plan
The current three-year SIP began in 2010 and will conclude at the end of 2012.

Priorities:
• To improve achievement levels in Literacy for all students
• To improve achievement levels in Mathematics & Numeracy for all students
• To improve achievement levels in Science for all students.

Operational plans for each priority can be found on the school’s website.

School General Policies
The school has a range of policies all with long term objectives.
Our aim is to provide a high quality comprehensive curriculum that will enable all students to confidently reach their true potential in a secure and supportive environment.
This is supported by;
• A Resorative Justice program which is consistent, fair and educative.
• Fair and representative decision making procedures.
• Governing Council
• Purposeful professional development for all staff.
4. Curriculum

Subject Offerings
The school provides a strong focus on the academic, social and emotional development of each student.
In 2012, Australian Curriculum: Mathematics and Science have been introduced. In 2013, Australian Curriculum: History and Geography will be implemented.
Subjects:
- English
- Mathematics
- Science
- The Arts
- Design and Technology
- Language (Italian)
- Studies of Society & Environment
- Health & PE

Specialist teaching occurs in:
- Italian, Classroom Music, Drama, PE and Computer Skills (NIT subjects)
- Resource Based Learning (team teaching with Teacher Librarian)
- Instrumental Music and Band

Special Needs
- Negotiated Education Plans (NEPs) are designed for students verified with a learning disability. All NEPs have SSO support, as do students with learning difficulties. NEP reviews are held twice each year and managed by the Special Education teacher. A Student Review Team consisting of Regional Service Providers and the Special Education teacher meet each term to monitor progress.
- A reading intervention program is in place for students assessed requiring intensive support to improve reading skills. Aboriginal students have an Individual Learning Plan (ILP). ESL students are supported by the ESL teacher.

Special curriculum features
- Buddy classes/team-teaching
- Whole-school and Unit activities
- Restorative Justice
- Program Achieve
- Literacy Coach and Reading Support Teacher (2012)

Assessment procedures and reporting
- Parent Acquaintance Night Term 1
- Parent – Teacher-Student interviews Terms 1 and 3
- A ‘Program Achieve’ report is provided at the end of Term One describing student achievement in the ‘Keys to Success’ of Getting Along, Organisation, Persistence, Confidence under the umbrella of Resilience.
- Written reports Terms 2 and 4
- NAPLAN tests for Yrs 3, 5 & 7 Term 2
- Data collection through the use of a variety of standardised tests, Running Records, PAT- Maths, PAT-Reading. Evaluation of data sets inform planning.
- Ongoing use and development of EDSAS to support the collection, storage and interpretation of data.
Teaching methodology
- All staff required to plan for individual student improvement taking into account differences in ability, current achievement levels and learning styles (constructivist approach)
- Extensive on-site and off-site training and development opportunities are available to all staff. Literacy, Mathematics and Numeracy and Science have been priorities 2010 - 2012
- All staff developing 21st Century learning methodologies
- Teachers co-plan and team-teach as appropriate
- Support provided by SSOs to individual and groups of students as required
- BSSO support provided as required

Information and Communication Technology
- Each classroom is equipped with a Smart Board (interactive electronic whiteboard).
- The computing suite caters for 30 students.
- All areas have Internet access.
- Pods of computers and mobile digital devices eg iPads support 21st century teaching and learning.
- The school is well equipped with a range of computer peripherals.
- An ICT technician is employed one day per week to maintain the infrastructure.

5. Sporting Activities
- The school actively encourages participation in sport at school, with a wide range of sporting programs offered.
- An annual Sports Day and PE week are held with children competing from their four sports houses.
- SAPSASA sports such as Netball, Soccer, T-Ball, Football and Cricket are available.
- The school fields teams in a Saturday morning soccer competition.
- All students participate in a swimming program (R-5 at a local pool, 6/7 Aquatics).
  The school has a Jump Rope for Heart Demonstration Skipping team.
- PE is provided as a specialist NIT subject.

6. Co-Curricular Activities

Pedal Prix
Pedal Prix, involving human pedal powered vehicles consists of three events with the final being a 24-hour endurance race held annually at Murray Bridge. The team consists of 15 - 20 students. A committee comprising of a teacher and parents manages the training and competitions.

Festival Choir
All students in years 5, 6 and 7 have the opportunity to participate in the school choir. Our choir performs annually in the Festival of Music choir at Festival Theatre.
Instrumental Music
Students R-7 have the opportunity to learn a range of instruments (flute, clarinet, trombone, recorder, piano and guitar) as an optional activity. Students also can participate in the school Band.

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

Jump Rope for Heart Skipping Demonstration Team
Approximately 20-25 Year 5, 6 & 7 students make up the team. They train regularly throughout the year and give demonstration performances to other schools to promote the Heart Foundation. The team is currently trained by the Assistant Principal and a parent volunteer.

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

7. Staff (and their welfare)
Staff Profile
• General staff stability with a high number of permanent teaching staff members
• Approx 75% female and 25% male.

Leadership Structure
• Principal and Assistant Principal
• School decision making policy and procedures provide opportunities for shared decisions by all staff.

Staff Support Systems
• Weekly staff meetings (admin and professional learning), year level/unit meetings
• Staff meeting/Professional Learning committee
• Site Improvement Plan Priority Groups

Performance Management
• Involves all teaching and non-teaching staff and is co-ordinated by the Principal.
• Regular performance review and development, using negotiated formal and informal procedures, which provide opportunities for teachers to seek critical feedback and support of their work
• Developing triangulated feedback process for teachers (self, peer, student)

Access to Special Staff
• Regional Service Providers include Speech Pathologist, Psychologist Education Services, Interagency Behaviour Support Coordinator, Social Worker and Attendance Officer.
• Also access agencies such as Autism SA, Families SA, SPELD, DECD Community Liaison Officers etc.
Staff utilisation
- Eight classes R-7
- Teacher Librarian (team-teaches RBL with classroom teachers and provides some NIT in ICT skills)
- Other NIT subjects: Language – Italian, Music, Drama, PE
- Support roles: SSO - office, finance, classroom, library
  ICT technician
  GSE – grounds

8. Incentives, Support and Award conditions for Staff
- Normal school placement points apply.
- Award conditions are as per the ‘South Australian Education Staff (Government Preschools and Schools) Arbitrated Enterprise Bargaining Award 2010.
- Teachers are supported to engage in the Step 9 process and other leadership positions.

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document ‘Placement Points History’ in the ‘schools/placement’ section of the ‘Legal and Policy Framework Library’ available on the departmental CD-ROM or web-site.

9. School Facilities

Buildings and grounds
- Three solid brick buildings containing a combination of open-space and enclosed classrooms and withdrawal rooms.
- The building of a new gymnasium was completed at the end of 2010 (BER funding).
- A separate administration building houses the staff room, administration offices, multipurpose hall, uniform shop and meeting room.
- All buildings are in good condition
- Situated on extensive attractive grounds with a wide range of facilities and excellent playing fields consisting of two ovals.
- Established lawns, hard play areas and playgrounds
- Off street parking is provided for staff and for parents.

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

Specialist Facilities
- Gymnasium, Computer Suite, Resource Centre/Library, Music Room, Band Room, Art Room
- All classrooms have Smart Boards and access to iPads
- OSHC (Out of School Hours Care)
Staff Facilities
- The staffroom is equipped with modern facilities.
- Staff have access to up-to-date ICT, including the internet and e-mail.
- Each classroom is equipped with a Smart Board (electronic Interactive Whiteboard).

Disabled Access
Wheel-chair access is available to all areas.

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

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

10. School Operations

Decision Making Structures
- High levels of collaboration exist and decisions are based on consensus.
- Staff, parents and students are actively involved in decision making through various structures.
- Staff meetings are held weekly, unit meetings held fortnightly
- Staff Meeting Committee proposes staff Professional Learning
- Governing Council meets three times each term, with one of the meetings devoted to sub-committees.
- Regular class meetings are held for students and the Student Representative Council meets fortnightly.

Publications
- An information pack is available to all families, which includes the School Handbook
- School newsletter is published every three weeks

Other Communication
Class diaries, communication books and homework books are all used for further communication between the school and parents. A bulletin is published weekly for staff detailing activities and events for the coming week.

School financial position
- The school’s finances are monitored by the Finance Advisory Committee. The school’s financial position is sound.
- Fundraising is done through the efforts of the Fundraising Committee. A major portion of funds is generated through running Saturday morning barbecues at
Paradise Primary during the local primary schools’ soccer season. Money raised contributes to resources and improvements within the school.

11. Local Community

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

Parent and Community Involvement
- The school has strong involvement and support by the parents and local community. This includes participation with classroom support, sports teams, excursions, and Governing Council and sub-committees.
- The school’s grounds and facilities are regularly used by various community groups.

Feeder Schools and other educational facilities
- Athelstone, Paradise, Dernancourt/Highbury and Il Nido (Campbelltown) are the main feeder kindergartens.
- Most students enrol at Charles Campbell College and Norwood Morialta High School upon completion of their primary education.

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

12. Further comments

I certify that this is a true and accurate statement.

Chris Warnest
Principal
July 2012