

SCHOOL CONTEXT STATEMENT Updated: December 2019

School number: 0973

School name: Paradise Primary School

School Profile:

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

The school values are:

- Respect
- Innovation
- Courage
- Excellence
- Responsibility

Staff, Students and Governing Council contribute to the development of our school values which align with 'Play is the Way'. All community members are expected to embrace the values to foster an enjoyable and safe environment for continuous improvement and effective community involvement.

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

Paradise Primary School is in the Campbelltown City Council district which has a proud history steeped in the culture of Italy. However, the school population and community is culturally diverse with 25 different cultural backgrounds currently represented adding to the richness of our school. The school continues to develop its association with the Campbelltown Council through various initiatives

Indigenous Australian students made up 5% of the total student population. 31% of students were of Non English Speaking Background (NESB), with 30% identified as English and Additional Language or Dialect (EALD) learners. 15% of students were verified as

students with a disability and 45% of students receive School Card support. Paradise Primary School is a Category 5 school as determined by the DECD Index of Educational Disadvantage.

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

1. General information

- School Principal: Mrs Karyn Alford
- Deputy Principal: -not allocated
- Year of opening:1978
- Postal Address: 100 George St Paradise SA 5075
- Location Address: 100 George St Paradise SA 5075
- DECD Region: Eastern Adelaide
- Partnership: Campbell
- Geographical location – ie road distance from GPO: 10km
- Telephone number: 08 83363155
- Fax Number: 08 83369323
- School website address: www.paradiser7.sa.edu.au
- School e-mail address: dl.0973.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment:101

Student enrolment trends (February data):

	2015	2016	2017	2018	2019
Reception	22	14	15	11	8
Year 1	29	23	14	12	18
Year 2	20	22	20	12	13
Year 3	26	14	19	14	14
Year 4	34	19	15	17	13
Year 5	20	21	16	9	13
Year 6	24	15	18	9	12
Year 7	15	19	10	13	10
TOTAL	190	147	127	97	101
School Card	65	55	52	46	43
ATSI (no. of students)	2	2	4	6	5

- Staffing numbers (as at February census):

Principal: 1.0

Deputy Principal: 0.0

Teachers: 5.6 FTE

Counsellor: 0.0

SSOs: 5 classroom

Finance Officer 37.5 hrs pw permanent

Administration Officer 30 hrs pw

Classroom support 35 hrs pw permanent.

GSE (groundsperson): 12.5 hrs pw

Public transport access: 148 bus

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

Special site arrangements:

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

Modbury Special has an annexe class on the school grounds. Children from the annexe special class participate in all Paradise Primary whole school events. As well as share all learning across the site.

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

2. Students (and their welfare)

- General characteristics

Paradise Primary School is a Reception to Year 7 school catering for approximately 120 students within both semi-open space and enclosed classroom facilities. Currently disposed of as 5 mainstream composite classes. (Capacity exceeds 300+) The school is located on extensive and picturesque grounds. Students, staff and parents form partnerships to achieve a supportive, caring, safe, stimulating and aesthetically pleasing learning environment.

Student well-being programs

Student wellbeing is supported by a Pastoral Care Worker (PCW) through the National School Chaplaincy Program for 7 hrs per week.

Student management

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

Student government

All classes hold class meetings. Each class elects two students to be members of the Student Voice Council. The SVC meets three times per term. Senior students are encouraged to take on leadership roles such as Sports Day captains and School captains.

- Special programmes

Premier's Reading and Premier's be active Challenges

Paradise Projects Program: Friday afternoons students work in R-7 groups covering programs such as woodwork, cooking, digital technologies, photography and gardening.

Festival Choir,

Instrumental Music lessons (private),

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

Yr 6/7 Aquatics

Excursions and incursions are encouraged across all year levels

Assemblies: conducted weeks 3, 6 & 9 by classes or SVC followed by a parent morning tea

Transition program for pre-Reception students. Operates on Friday mornings in term 4 before Reception students begin school. Sessions conducted by Reception teachers, SSO and volunteer parents.

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

3. Key School Policies

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

Paradise Primary School's SIP aligns with the Campbell Partnership Plan and the DECD Strategic Plan 2019-2021. Our priorities are:

- Reading Comprehension
- Writing
- Numeracy

- School Policies

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

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

This is supported by:

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

4. Curriculum

- Subject offerings:

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

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

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

Specialist teaching to allow for teachers' Non Instruction Time (NIT) occurs in STEM, Health and Physical Education and Art.

- Open Access/Distance Education provision: Open Access Chinese

- Special needs:
 - One Child One Plans are designed for students with verified learning disabilities, ATSI students and GOM students. All OCOP students have individual learning goals. These goals are reviewed annually. Students are supported to meet their goals with teacher support, SSO support and or intervention. A Student Review Team consisting of Regional Service Providers and the Principal meet each term to monitor student progress.
- Special curriculum features:
 - Buddy classes/team-teaching
 - Whole-school and Unit activities
 - Restorative Justice
 - Play is the Way
 - Read, Write Inc literacy program

- Teaching methodology:

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

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

Everyone is encouraged to do their personal best.

Focus on behaviour education rather than behaviour management.

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

Student assessment procedures and reporting:

- Parent Acquaintance Night Term 1
- Parent-Teacher-Student Interviews Terms 1 and 3
- Written reports Terms 2 and 4
- NAPLAN tests for Yrs 3, 5 & 7 Term 2
- Data collection as per assessment program in the school's Curriculum Resource Folder: Running Records, PAT- Maths, PAT-Reading (comprehension), SA

Spelling Test, Oxford Word Lists

- Staff evaluate data sets to inform planning
- Ongoing use and development of EDSAS to support the collection and storage and of data

- Joint programmes:

OPAL (Obesity Prevention and Lifestyle) – Campbelltown City council

5. Sporting Activities

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

6. Other Co-Curricular Activities

Festival Choir

All students in years 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 guitar or drums through private tuition, as an optional activity.

Year 6/7 Aquatics

Students have a one-day aquatics program at West Lakes.

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

7. Staff (and their welfare)

- Staff profile

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

Approx 75% female and 25% male.

- Access to special staff

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

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

ICT technician

GSE – grounds

- Leadership structure

- Principal
- Staff are encouraged to take leadership on specific programs and are awarded release time.
- 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 Communities

Performance Management

- Involves all teaching and non-teaching staff and is conducted 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. Reference tool is the Australian Professional Standards for Teachers
- Developing triangulated feedback process for teachers (self, peer, student)
- Staff utilisation policies
- Five classes R-7

- NIT (specialist) subjects: Health and PE, STEM and Art.
- SSO roles: - office, finance, classroom, library

8. Incentives, support and award conditions for Staff

- Complexity placement points
0
- Isolation placement points
0

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 gymnasium was completed at the end of 2010 (BER funding)
- A separate administration building houses the staff room, administration offices, multi-purpose hall, uniform shop and meeting room
- Wheelchair access to all buildings
- All buildings are in good condition
- Situated on extensive attractive grounds with a wide range of facilities and excellent playing fields consisting of two ovals
- Established lawns, hard play areas and playgrounds
- Off street parking is provided for staff in the George St carpark and for parents in the Harris St carpark.
- 2018 STEM redevelopment upgraded current building for the purpose of STEM.

Heating and cooling

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

Specialist Facilities

- Gymnasium, Resource Centre/Library, STEM unit, Kitchen
- OSHC (Out of School Hours Care)

Staff Facilities

- Staffroom
- Staff have access to up-to-date ICT.
- Each classroom is equipped with Smart Board or Interactive screens.

Access for students and staff with disabilities

- Wheel-chair access is available to all areas

Student facilities

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

Access to bus transport

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

10. School Operations

Decision Making Structures

- High levels of collaboration exist with decisions based on consensus
- Staff, parents and students are actively involved in decision making through various structures
- Staff meetings are held weekly.
- Professional Learning Communities three times per term.
- Governing Council meets 2 times each term; sub-committees as required.
- Weekly class meetings are conducted for students; Student Voice Council (SVC) meet three times per term.

Publications

- An information pack is available to all families, which includes the School Handbook
- School newsletter is published every three weeks and is available as a hard copy (minimal), email, online via the school website or on the app 'Skoolbag'

Other Communication

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

School financial position

- The school is in a sound financial position
- Finances are monitored by the Finance Advisory Committee
- Fundraising is conducted through the Fundraising Committee. Various activities are held throughout the year. Money raised contributes to resources and improvements within the school

Special funding

- Extra funding is received for some individual students with needs

11. Local Community

General Characteristics

- The school is located within the Campbelltown Council area which is identified by its unique heritage and cultural diversity
- Approx 31% are of non-English speaking background
- Approx 45% 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 hired by various community groups.

Feeder Schools and other educational facilities

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

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 this to be a true and accurate statement.

Karyn Alford

Principal

December 2019