



Flinders Park Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Flinders Park Primary School Number: 135

Partnership: West Torrens

Name of School Principal:

JUDY ANDERSON

Name of Governing Council Chair:

DERREN HALLEDAY

Date of Endorsement:

School Context and Highlights

Flinders Park Primary is a Western Suburbs primary School (R-7) with 334 students (Feb 2017). We are a Category 5 (out of 7) on the Index of Disadvantage scale. We have approximately 30% of families accessing School Card and have students representing different languages and cultural backgrounds of about 30 countries. We have a Primary Special Needs class made up of 12 students from year 3-7. These students where possible integrate in activities across the school. Our specialist subjects are Japanese, Science and P.E.

2017 provided many highlights and was filled with many exciting learning opportunities and community events. We welcomed 1 new classroom teacher, 1 new science/digital learning support teacher and a new Pastoral Care Worker.

Building works were a theme for the year, but have resulted in new storm water drainage around the school, and an exciting new STEM (Science, Technology, Engineering and Maths) space integrated into a renovated library. Students will be able to learn in innovative, collaborative ways.

We celebrated an amazing Japanese Matsuri festival, which was attended by many students with their families and community members. Children enjoyed crafts, cooking, sumo wrestling, wearing kimonos, and Japanese food and drinks. In May, we welcomed 2 calves into our school who were cared for by children in room 8 while they were learning about cows and the dairy industry.

Another huge celebration was for Reconciliation Week, where we held a large school community breakfast. The whole week was very successful, including collecting goods to make into care boxes to go to Ernabella communities.

We were also very lucky to win a grant, that a parent, Lisa Mortimore, had applied for. This grant enabled students to design footpath painting and metal sculptures along Hartley Road. They will be finished during 2018 and already add another dimension to the school.

We also celebrated Grandparents and Special Persons Open Morning and presented a fabulous Annual school concert. Our student leaders organised many events throughout the year. We also had Urdu and Hindi classes occur throughout the year and had a breakfast club three days a week. Our P.E teacher organised many sporting events from Volleyball, Underdale Cup, AFL 9s and Active After School Sports, and a wonderful Sports Day.

Governing Council Report

This last year at Flinders Park Primary School has been pivotal for the role of the Governing Council. We have actively advocated for the removal and replacement of the foundation building and have been successful in getting a full refit and restumping. More importantly we have gained a broad commitment for the building of a new classroom for our increased enrolments. These high level discussions and correspondence have involved advocating, agitating and negotiating across multiple ministerial offices as well as Directors within DECD. The Stem works and the Administration upgrade have also come to fruition with works completed and well underway respectively. I had the privilege to speak at the recent graduation of the year 7 classes. During this speech I reflected with the audience on the changes that these students had seen during their Primary School experience. They had seen play equipment change from perma-pine splinter traps to modern equipment, as well as the new discovery playground for our younger students. The Brown oval was now green and effectively irrigated and the bench seats under the shelters are again not splintering the students. We have sails over our play areas and the canteen has moved out of the staff car park into the purpose built Gym facility that wasn't there when they first started. Their feet are dryer as they run across the playground due to new storm water systems and they have rendered front fences with a bold logo to be proud of. The large pine tree in the middle of the yard has gone and the whole school has been effectively fenced to keep the ball games inside and not spilling out onto our busy adjoining roads. Their Principal and Deputies have changed and their teachers have been selected from some of the best available in the State, including the best new teacher of the year a few years back. This reminiscing continues to focus me on the fantastic work the Governing Council has been instrumental in influencing and in many cases facilitating. We are part of a vibrant, diverse and active community that has our children as its focus. As we move into our next phase of STEM work and administration upgrade completion, I am sure we will reflect back in a few years on the continuous positive change the Governing Council and leadership has been able to achieve together. The future remains bright because we are creating it.

Improvement Planning and Outcomes

Our teachers worked tirelessly during 2017 to achieve the targets in Maths, Literacy, Well-being and Engagement and Play and Environments in our Site Improvement Plan 2016-2017. This was the second and final year of our plan. We had these main outcomes in our plan to:

- Improve the engagement and achievement of all Reception – 7 students in Mathematics
- Improve the engagement and achievement of all reception – 7 students in Literacy with a focus on Writing and Spelling
- Improve our attendance
- * Develop a whole-school approach to social and well-being of students
- * Develop a whole school community philosophy and approach to Play in class and outside play areas

Each outcome had 3 - 4 Targets and a committee to drive improvement. They developed an Action Plan of strategies to support them. The targets were used as measures to check improvement and achievement.

Our Data shows increased engagement in both Mathematics and Writing, and we believe that this engagement has assisted with learning achievement outcomes.

We achieved our reading target to improve our Running Record levels by 2017 in both year 1 and 2 students. However, we still have students not reading at Benchmark. We are well aware of these students and accommodate with assessments, and then support from teachers and SSOs. Another complexity is the number of students with English as a second language.

Our NAPLAN achievements in both reading, writing and numeracy also achieved the targets of improvement that we had set ourselves for 2017.

Every teacher understands the targets for their own class and they are collegiately supporting each other to achieve them.

We will continue to focus our professional development and programs on literacy (writing being the big focus) and mathematics, and direct resources to improve these two important areas.

We have developed a whole-school agreement for the teaching of Personal and Social Skills to support students with their Well-being. We have also investigated Play for Learning in the younger grades, and Play as part of Inquiry in the older grades.

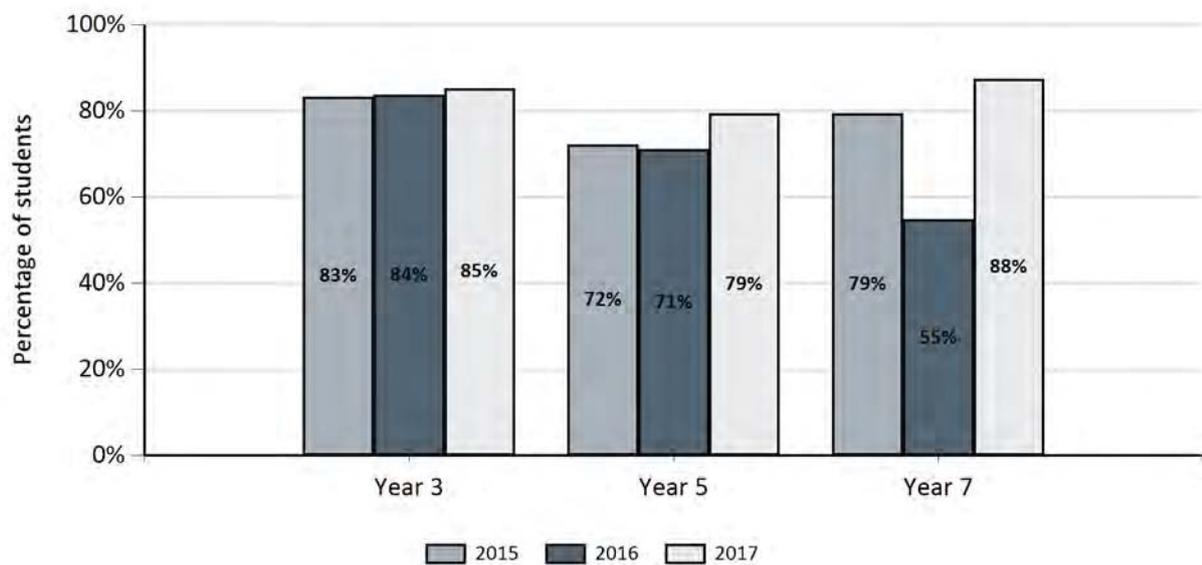
During term 4, 2017, we met as a staff, to consider our achievements in our Improvement Priorities and to plan our Improvement directions for the future. These directions incorporate DECD priorities, and have been selected to be under these headings Thinking, Communicating and STEM with a focus on Engineering.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

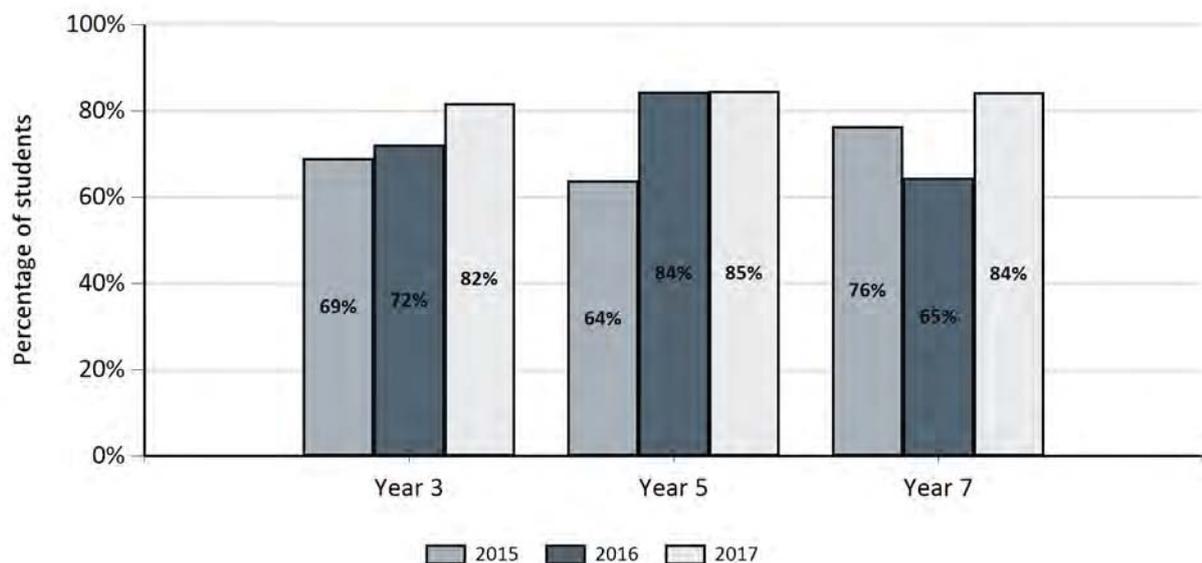
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	48%	21%	25%
Middle progress group	48%	48%	50%
Lower progress group	4%	30%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	24%	17%	25%
Middle progress group	48%	58%	50%
Lower progress group	27%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	34	33	9	9	26%	27%
Year 3 2015-17 Average	39.7	39.3	12.0	10.0	30%	25%
Year 5 2017	39	39	16	6	41%	15%
Year 5 2015-17 Average	40.0	40.0	14.3	7.0	36%	18%
Year 7 2017	32	32	16	5	50%	16%
Year 7 2015-17 Average	32.3	32.3	9.0	6.0	28%	19%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

We are extremely pleased with our 2017 NAPLaN results.

Year 3 Results:

The 2017 result in both Reading and Numeracy shows the third year of consecutive increases which is pleasing.

Year 5 Results:

The results in both Reading and Numeracy have also shown improvement over the past three years which is extremely pleasing.

Year 7 Results:

The 2017 results in both Reading and Numeracy show a dramatic improvement which is outstanding. This cohort of students have always achieved highly.

Our progression rates in Years 5-7 in Reading are outstanding. Our other progression rates could have some improvement and we will continue to work on this.

In regard to the number of students in the top two bands, we are working hard to improve the learning achievement outcomes for all students, and hence aiming to have more students in these bands.

Recommendations:

We will continue to address our student achievement in Literacy and Numeracy through our priorities in our Site Improvement Plan and the strategies that we plan to support this improvement, particularly targeted intervention and providing opportunities to challenge high achieving students. We will continue with our current development in Literacy and Mathematics, and continue our new approaches and development in Writing.

We will continue our whole school reading intervention and maths intervention programs, further develop our whole school spelling program, and continue our professional development in oral language, writing and maths. We have also begun a maths intervention program for year 2 students. We will continue to use strategies to support our high achieving students.

Attendance

Year level	2014	2015	2016	2017
Reception	90.7%	86.8%	89.6%	89.4%
Year 1	92.2%	90.7%	90.6%	93.0%
Year 2	91.2%	92.2%	91.0%	91.7%
Year 3	93.7%	91.0%	94.6%	91.4%
Year 4	90.7%	92.6%	91.1%	94.8%
Year 5	94.6%	91.8%	91.4%	95.0%
Year 6	93.6%	93.8%	91.3%	92.7%
Year 7	92.1%	91.7%	92.8%	93.7%
Primary Other	93.5%	94.3%	89.3%	83.3%
Total	92.4%	91.3%	91.5%	92.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Our attendance only made a very slight improvement in 2017. It still has not achieved the DECD target of 95%. However, it can be just one or two students or families, who do not attend very regularly, that can affect this data. Teachers and leadership have been vigilant in following our school attendance policy and following up with students and their families when there are concerns. We will continue to do this, and to promote a culture where education and attendance at school is valued as an indicator of academic success in the future.

We will continue to strive to improve attendance.

Behaviour Management Comment

We have some students, who have social or diagnosed conditions that can mean that their reactions to situations need regulation, and we do treat these children appropriately case-by-case so that they are continually learning how to regulate themselves and learning to respond appropriately.

We have clarified our processes for responding to different behaviours so that the staff, students and parents are clear as to their roles and responsibilities, and the consequences for not adhering to these.

We are also investigating different play and use of equipment options for lunch and recess times, so that students are far more engaged during these break times.

Client Opinion Summary

We received 33 respondents from our parent community for the Parent survey. The responses showed improved or similar average scores in all statement responses which are very encouraging and heartening to the staff, and the effort we put in as a school to improve in all areas. We have also taken note of the suggestions and comments that have been made for ways to improve

Strengths of the school identified include diversity, friendliness, great sense of community; good, caring, responsive and high quality teachers; and high expectations. Comments were also provided on the passion and involvement of teachers and students in special events, the developing play areas and the pride the children have in their school.

Some concerns outlined include communication methods, concerns about some student behaviours, and the need to upgrade some of the facilities.

Finally, the Staff survey showed that staff members of FPPS are very collaborative and supportive of each other, leadership and the whole school community, and feel valued and supported in their teaching. Comments were extremely positive.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	18	18.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	11.5%
Transfer to SA Govt School	67	69.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

We welcomed the change the DECD policy and procedures that now allow parents to support students without the DCSI criminal history screen. We are lucky to continue to have good support with classroom activities from a number of parents.

We have several community volunteers who participate in class programs, sport, camps with the correct DCSI criminal history screen. We are vigilant in keeping our students safe and have practices in place to ensure this all happens.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	49
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	19.5	0.8	7.1
Persons	0	26	1	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	95 000
Grants: Commonwealth	8 200
Parent Contributions	111 992
Fund Raising	3 545
Other	30 790

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	We have included the part-time salary of the Primary Counsellor position as part of the full-time Deputy Principal role.	Improved consistent dialogue with students in need.
	Improved Outcomes for Students with an Additional Language or Dialect	2 teachers were employed in a full-time program to support EALD students within a Reading Intervention and Support Program. Two BSSOs were employed to support students in their own language and English.	Students are individually tracked and monitored and receive the teaching support
	Improved Outcomes for Students with Disabilities	Our Special Class works really well for 12 students. Our Mainstream students with diagnosed disabilities receive support through our Special Education Coordinator and individual SSOs.	Students are well-supported to achieve learning goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Our Aboriginal students all have ATSI plans to direct their teaching and learning. The ACEO monitors their well-being, and connects with the families. She also works with classes for improved cultural understandings. Our AET (-2) monitors and tracks each student.	We track and monitor our students and groups of students as per need. Some of our ATSI students are 'at risk' students but we address as best we can.
	First Language Maintenance & Development	We have Hindi and Urdu classes with appropriate teachers.	
	Students taking Alternative Pathways Students with Learning Difficulties Grant	We also have a whole school approach to assessment and an electronic recording system to track all individual students' achievement.	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	nil	
	Better Schools Funding	At FPPS, we have used the Better Schools Funding, (Gonski money) of \$19,409, to continue our Maths Intervention (Quicksmart) program for 20 students in our Primary School, years 4-7 and Toosmart for our year 2 students.	The students have improved in their number fact automaticity to help their maths
Other Discretionary Funding	Specialist School Reporting (as required)	nil	
	Improved Outcomes for Gifted Students	nil	
	Primary School Counsellor (if applicable)	This funding has been included in the role and salary of the Deputy Principal, so that they do not have a teaching commitment and are available to counsel students.	Improved consistent language and practices.