



Flinders Park Primary School

2020 annual report to the community

Flinders Park Primary School Number: 135

Partnership: West Torrens

Signature

School principal:

Ms Zoe Wecker

Governing council chair:

Derren Halleday

Date of endorsement:

5 March 2021



Government
of South Australia

Department for Education

Context and highlights

Flinders Park Primary is located in the western suburbs. It is a newly reclassified Category 4 school F-7 school with an enrollment of 305 students. Approximately 35% of our families access school card provisions and we have students from over 30 culturally and linguistically diverse backgrounds. The school has a regional special education primary class with placement for 12 students.

In April a new principal was appointed to the school community, Zoe Wecker. Briony Murdoch who joined the school as Deputy Principal in May 2019 was successful in winning a position at Alberton Primary as Director of Curriculum and early learning. John Katavatis was appointed the acting Deputy Principal position for terms 3 and 4.

2020 saw the continuation of negotiations with the Department for the upgrade and replacement of sewer works. This is a project that had had ongoing delays but finally in September the tender process was completed. Works are expected to be completed early in term 1, 2021.

COVID saw the cancellation of many events in 2020 however, as a school we were able to celebrate:

- FPPS awarded the State Hiragana Competition winners for the third year in a row.
- Annual bookweek parade with parents attending
- Annual Sports Day- many schools cancelled for 2020
- Annual swimming lessons at Thebarton Swimming Centre
- Aquatics for year 6/7 classes at West Lakes
- Arts showcase evening celebrating performing and visual art displays from all classes

Governing council report

2020 provided more surprises and challenges than any year in recent history for the Flinders Park Governing Council. The year started with a delayed appointment of a new Principle and the need for Briony Murdoch to stay in the position for another term. This was a blessing in disguise as she was in the role for the beginning of the COVID-19 Pandemic and excelled in the role. Her ability to lead with integrity and rise to the occasion was exceptional. As the situation evolved and rules from the Department changed on an hourly basis, she communicated effectively and embraced the school community. Her work with the Governing council, and myself personally was collegiate, timely and highly effective. The teachers during the year have been outstanding. From the shock at the beginning of the pandemic, to being able to produce 2 weeks of online work content within a few days (hours), the teachers, school leadership at the time, and the SSOs dedication was exceptional. The immediate, ad hoc, yet effective communication strategies from all teachers grounded our children during uncertain times. Having our children at home and working through the provided lessons was....let's say interesting, challenging, yet wonderful at times. I think all parents have an increased level of respect for the amazing work the teachers do daily with our children. The Governing Council this last year has had the most wonderful representation of skilled parents. We have had marketing professionals, a Lawyer, University lecturers, a Doctor, and Administrative Professionals. Most importantly we have had a team of Mums and Dads who have been passionate about their children's schooling and the environment that they are exposed to daily. I would encourage the parents to keep utilising their professional skills within the governing council to motivate best practice and the striving of excellence. The school has thrived on parental activism, strength, and most importantly collaboration over the last decade. Through strong Governance this has allowed us to build financial resilience, to get a new roof, to capitalise on the STEM funding and build and new office and reception area, whilst also retaining the 100-year-old building characteristics. We have been able to increase the classroom stock significantly and undertaken major renovations to many of the other faltering buildings. But this is only looking back. Looking forward the future is as bright as the governing council chooses it to be.

Quality improvement planning

In 2020 our Site Improvement Plan has focused on increasing student achievement in the areas of writing and mathematics. Targets for improvement were set against student NAPLAN results. Professional learning to build consistent pedagogy and teacher capacity within the school has been a priority.

Maureen Hegarty has worked alongside teachers to develop numeracy programs that further develop students' mathematical thinking skills and number sense. Through teacher release and collaborative planning sessions, staff have identified the explicit teaching of math vocabulary and problem-solving skills as areas for ongoing focus.

A Speech Pathologist was employed (0.1 FTE) for the year to work alongside teaching staff in the implementation of phonics based programs with an emphasis on assessment and planning. Release time for junior primary staff was given to allow for professional discussions, planning and capacity building.

Based on the External Review of the school in 2019 which identified the following directions for the school:

Direction 1 - Develop processes for a cycle of focused observations and feedback, building consistency and further improve teaching practice to deliver improvement goals.

Direction 2 - Collaboratively strengthen teacher capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge so that it becomes an integral aspect of everyday learning for all students.

Direction 3 - Strengthen student agency in learning by providing opportunities for all students to co-construct curriculum, set individual learning goals, and establish clear learning intentions and success criteria which enable students to monitor and assess their learning.

These findings, along with our SIP continue to provide the basis for our planning.

The junior primary team had a major focus on building their phonological and phonemic awareness. This was underpinned by the PD provided by the partnership throughout staff meeting times. Aligning resources to department directives proved challenging however heading into 2021 we have clear directions, including:

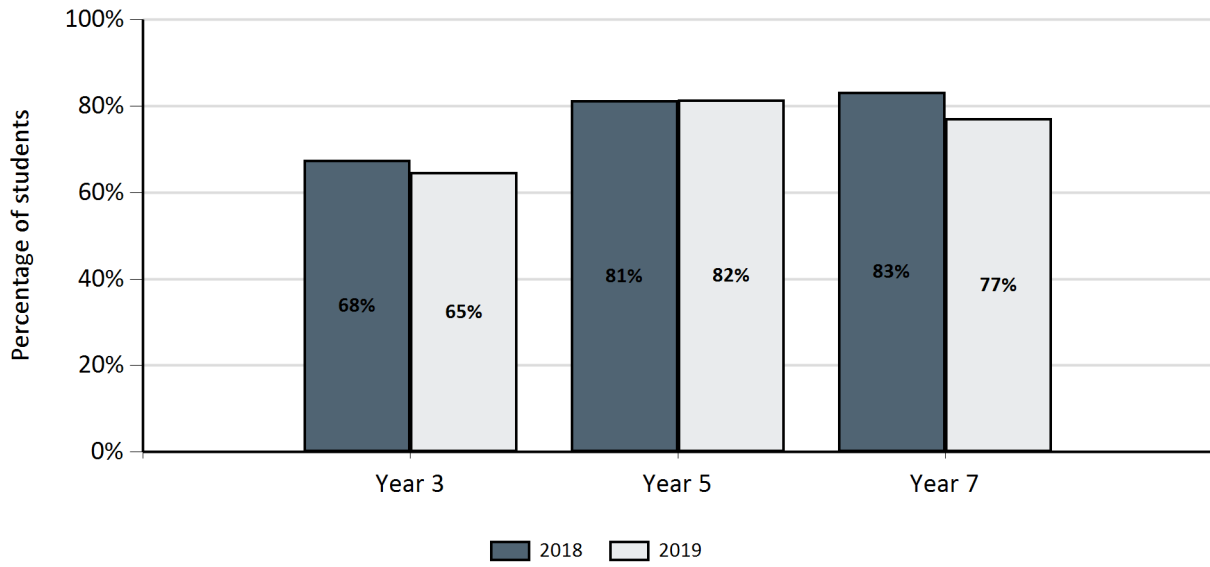
- Synthetic Phonic based program delivered with fidelity, in all F-2 classes, at the same time each day
- co-ordinated NIT times with teams for planning, programming and professional discussions
- Brightpath implementation to moderate writing samples for 3-7 students
- trialing of on line curriculum resources developed by Department
- continued professional development and support in setting, developing and implementing clear learning intentions and success criteria.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

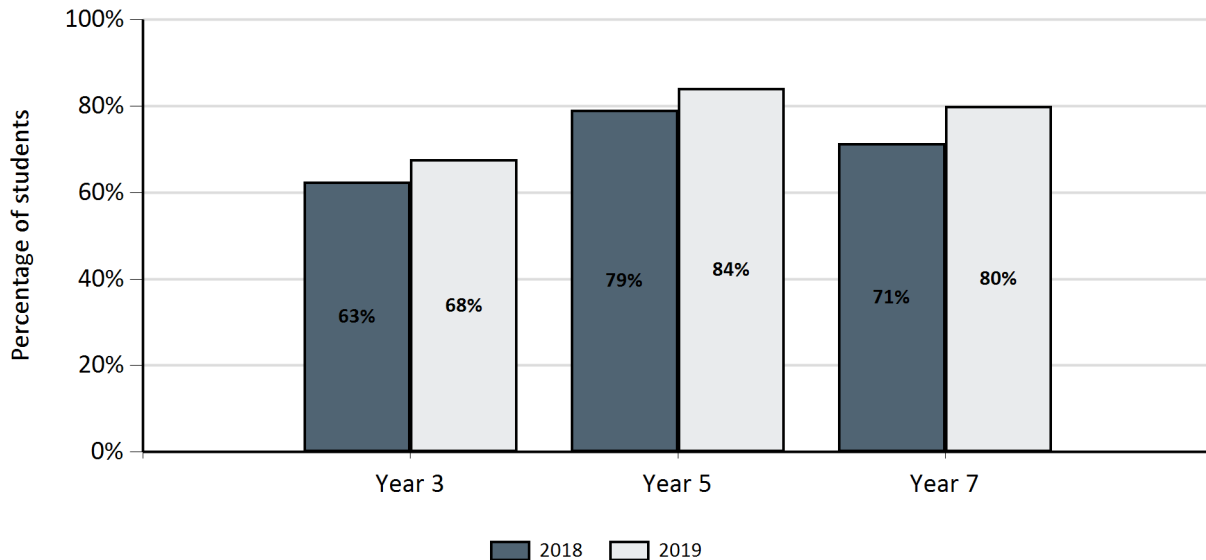


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	31%	33%	25%
Middle progress group	52%	56%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	37%	42%	25%
Middle progress group	48%	38%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	34	34	11	7	32%	21%
Year 3 2017-2019 Average	36.0	35.7	10.3	8.0	29%	22%
Year 5 2019	38	38	10	8	26%	21%
Year 5 2017-2019 Average	40.0	40.0	12.7	8.3	32%	21%
Year 7 2019	35	35	8	8	23%	23%
Year 7 2017-2019 Average	36.3	36.3	11.0	7.0	30%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

Naplan testing did not occur in 2020 due to COVID-19. The information provided is based on previous years data.

Numeracy

In numeracy student NAPLAN results indicate an upward trend. The mean score increased in year 3 (14 points) and year 7 (15 points), but decreased in year 5 (8 points). The Site Improvement Plan target of a 5% growth in students achieving in the higher bands was not reached. The higher band achievement remained consistent in years 3 & 5 and there was a 4% growth in year 7.

Writing

Pleasing gains were made in student achievement in writing, as measured by NAPLAN results. The Site Improvement Plan target of a 10 point increase in the mean score was achieved in year 3 (51 points), year 5 (10 points) and year 7 (25 points). The number of students in the 2 higher bands also increased across years 3, 5 & 7.

Reading

Reading data across the F-4 indicates a decline in the numbers of students achieving SEA compared to historical averages. There has been positive growth in the Year 1 Phonics Screen and running record results. There was a decline in the mean score in reading in years 5 & 7, but an increase in year 3. The number of students achieving in the higher bands remained consistent.

In 2020, a reading goal was introduced to the School Improvement Plan. Significant professional development occurred in the junior primary with a portfolio approach to teaching Systematic Synthetic Phonics (SSP), in line with Department directives. The school also commissioned a Department Speech Pathologist to assist staff with assessing students in their phonic knowledge. The AET worked very closely with all ATSI students with a focus on reading and improving outcomes in this area.

Writing continued to be a focus in the primary area with the introduction of a writing continuum directly linked to the Australian curriculum. Staff received professional development during a pupil free day, building capacity on the implementation and moderation strategies.

Numeracy also continued to be a focus with the final year of Maths coaching with Maureen Heggerty. Staff continued to build capacity in 'stretching' students and task design.

Recommendations for 2021:

- SIP goals to be refined with targeted, explicit, consistent high impact teaching of SSP
- Primary years to undertake PD in Brightpath to assess and report on students writing
- Research, evidence based intervention for 'at risk' students
- Whole staff training in Big Idea in Numbers(BliN) in late 2021

Attendance

Year level	2017	2018	2019	2020
Reception	89.4%	91.4%	92.1%	86.8%
Year 1	93.0%	89.3%	93.0%	90.8%
Year 2	91.7%	87.9%	91.0%	90.4%
Year 3	91.4%	91.0%	89.4%	87.5%
Year 4	94.8%	93.0%	91.4%	86.9%
Year 5	95.0%	91.9%	91.1%	90.6%
Year 6	92.7%	94.6%	93.5%	90.5%
Year 7	93.7%	89.8%	94.1%	92.1%
Primary Other	83.3%	91.7%	87.8%	89.8%
Secondary Other	N/A	N/A	95.8%	N/A
Total	92.3%	91.2%	91.8%	89.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance has decreased from previous years to 89.5% which is below the department goal of 95%. Some of this would be attributed to an increased awareness during Covid, of not sending students to school unwell. A school wide focus on improved communication strategies with families through the use of digital platforms has followed up on lateness and non-attendance. A review of the late arrival and early departure process occurred and new systems put in place.

Chronic and habitual non attendance has been followed up by meetings with the school leadership team and when required, the regional attendance social worker. Home visits occur when necessary along with team meetings with external providers.

Behaviour support comment

A school wide focus on restorative justice is used to support the management of student behaviour across the school. A review of student behaviour data indicates that most behavioural issues arise during yard times (i.e. recess and lunch). Strategies in place to address this include gym activities organised by Student Leaders, designated play spaces for younger students, and having the library and garden open at playtimes. Some individual students have extra support from adults during yard time and specific yard plans are implemented for students if required.

2021 will see the introduction of a school wide Social and Emotional wellbeing program to increase consistency of language along with the explicit teaching of strategies and skills.

Client opinion summary

With the complexities and challenges of 2020 a client opinion survey was not distributed.

Recommendations for 2021:

Termly opinion surveys distributed to track opinion on community involvement, academic progress, support of learning and leadership. Historically, responses have remained in the 15-25% of school population, a figure that requires improvement to gauge a true indication of schools culture.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	6.7%
Other	2	2.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	14.7%
Transfer to SA Govt School	57	76.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff have the appropriate screening and mandatory training required by the Department for Education. These certificates are kept on file by and are accessible if required.

We are fortunate to have ongoing support from volunteers in many aspects of school life including classroom support, excursions, Governing Council and sporting events. All records for volunteers are sighted and kept on file in accordance with Department requirements.

Administration staff have supported family and community members who require clearances to transition to the new Working With Children Check.

Qualifications held by the teaching workforce 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	32
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	18.6	0.7	9.8
Persons	0	24	1	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$5,550
Parent Contributions	\$113,966
Fund Raising	\$521
Other	\$45,447

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Targetted, specific training in trauma and the impact on learners. Wellbeing leader appointed for first time to work specifically to re-engage learners in classrooms.	Consistent support and strategies for students Students engaged and successful.
	Improved outcomes for students with an additional language or dialect	EALD teacher appointed to work with identified students on improving reading. Teacher provided support and built capacity with teaching and support staff. BSSO employed to assist students	Increased teacher capacity. Individual assistance for at risk students Students
	Inclusive Education Support Program	Use of teacher and SSO intervention time to support students individually and in small groups through use of both withdrawal and in class support time. 0.4 Special Ed teacher to support the implementation of One Plans.	All identified students have One Plan. Plans are reviewed as required.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	All Aboriginal students OCOP monitors their progress and identifies their needs. The ACEO and AET establish link with families, community groups and agencies to support families and student wellbeing. We have Hindi and Urdu classes with qualified educators. Pedagogical coaches are employed to support the development and implementation of Literacy and Numeracy programs.	All ATSI student have OCOP. Plan reviewed regularly and shared with families. The cultural backgrounds of students is embedded in curriculum delivery.
Program funding for all students	Australian Curriculum	Pedagogical coaches are employed to support the development and implementation of Literacy and Numeracy programs. Speech Pathologist commissioned to build capacity with phonological awareness.	Improved Literacy and numeracy outcomes for students.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Implementation of maths intervention programs. Release for teacher to work with pedagogical coaches.	Improved literacy and numeracy outcomes for students
	Specialist school reporting (as required)	Nil	N/A
	Improved outcomes for gifted students	Nil	N/A

