



# Flinders Park Primary School

## 2022 annual report to the community

Flinders Park Primary School Number: 135

Partnership: West Torrens

Signature

School principal:

Ms Zoe Wecker

Governing council chair:

Pravashni Reuben

Date of endorsement:

27 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Flinders Park Primary School has a proud history and is located in the Western suburbs. It is a category 4 school, F-6 with an enrolment of 235 students. Approximately 30% of our families access school card provisions and we are a very culturally and linguistically diverse community with over 30 different cultural groups represented. Over half of our students are from NESB, with 40 students accessing our FLM program.

In 2022, we added a junior special options class to our site, which joined our 9 mainstream and primary special options class. Enrolments has been declining since the 7 to high school initiative. Our community has also been greatly impacted by the rising rental prices. Some families have had to move to northern or southern suburbs to secure affordable housing. The private sector also continues to attract enrolments with Nazareth, St Michael and Whitefriars expanding their campuses.

In 2022 we began with a stable leadership team for the second year in a row with a strong improvement agenda, focusing on improving literacy outcomes for all. All staff undertook Berry Street trauma informed training and implemented common whole school language in this area.

2022 Highlights included:

- Second year of consistent, sequential synthetic phonics program across all junior primary classes to improve English and literacy outcomes in the lower years and to provide solid foundation
- Carpark and yard area resurfacing in troubled spots
- Further upgrade of fencing
- First year of Junior Primary Special Options class
- Upgrade to room 14 – wall, roof, doors
- Incursions/excursions and whole school events such as the Arts showcase, Harmony Day, Bike Ed, Dream Big excursion, Active after school and in school sports
- Bush tucker/medicine garden planning begun
- State winners of the Hiragana Competition
- We hatched our own chicks, again!

## Governing council report

The year 2022 for Flinders Park PS Governing Council has seen the formation of a new team of volunteers whom have worked collaboratively to achieve a positive and supportive environment.

It has been lovely to see life normalize and get back to the human element of meeting face-to-face.

I feel very privileged to be part of a long chain of parents that have given their time, energy and enthusiasm to the school community.

Our governing council and committee members have been instrumental in forming a positive and supportive environment for the school's direction. Each volunteer has approached those works with thoughtfulness, practicality and tolerance. We are very thankful for the dedication and commitment shown by our volunteers.

Despite the many challenges faced during and post pandemic, the school has managed to celebrate many achievements. One of those highlights was the sports day which brought the community together and was a huge success by encouraging team spirit.

The Governing council has endorsed a really solid Site Improvement Plan which reflects strong learning outcomes for the learners. This is largely due to a cohesive leadership team and the ongoing support of the governing council.

This year's top priority was to draft and finalise terms of reference and standing orders for governing council business to pave the way forward. We are please to report that they are complete and endorsed. This was achieved by our dedicated team players that gave up their time to be part of the committee that made this happen.

Our OSHC services went through a season of change. The services were relocated, restaffed and a new OSHC Director was appointed. Relocation to the library has been beneficial to the growing number of children attending before or after school care.

Post pandemic has also affected the canteen and its trading days however the Canteen committee and school leadership rose to the challenge and have been working really hard in maintaining a productive canteen for our school community. The Governing council had the opportunity to host a raffle from which various items were donated to the school from our local community. The proceeds raised were passed onto the canteen.

I would like to take this opportunity to thank our Governing council for their contributions and demonstrating passion for what they are doing. I would also like to thank the school staff and leadership for ensuring that our children reach their full potentials.

I am hopeful that the year 2023 will see some new parent nominations which will assist driving our governing council to the next level.

# Quality improvement planning

Flinders Park Primary School implemented a robust and intentional improvement agenda over 2022 based upon data and evidence of learning. Staff engaged with and implemented professional development around the SIP goals and newly released Department for Education resources throughout the year. The collection of staff data informed curriculum needs and capacity areas of strength and improvement which guided learning in both whole staff and professional learning team opportunities.

A common thread throughout all professional learning was the link between curriculum, pedagogy and assessment. This along with the introduction of the high impact strategies (targeted differentiated teaching, clear learning intentions, logical and intentional sequencing of the learning, explicit teaching and ongoing feedback) supported dialogue and goal setting amongst staff linked to the school improvement goals, challenge of practice and actions.

In depth inquiry into quality teaching tools and strategies using the Australian Curriculum, Literacy and Numeracy Guidebooks and Australian Professional Standards for teachers supported the review of our whole site agreements, to include the most current research and evidence base. Using the 3 new Whole School Curriculum Profiles developed with staff for English and Literacy, Mathematics and Numeracy and Wellbeing as part of our school improvement actions.

Mapping curriculum through programming and planning aligned to the Australian Curriculum was another key outcome of improvement work.

Goal 1: Improve student achievement in writing in years 3-6.

Staff PD around the Teaching and Learning Cycle and the DfE Units of Work strengthened teacher capacity in effective task design for writing and the use of different text types. The Brightpath assessment tool and LEAP tool and strategies documents were used to analyse student data and inform learning goals and success criteria.

Goal 2: Improve student achievement in mathematics.

In 2022, preparing for a 2023 focus was part of our strategic plan. 5 staff members engaged with the Orbis R-2 program. Staff trialed the Departments units of work. R-2 teachers engaged with the LET in unpacking the departments units during term 4 pupil free day professional development.

Goal 3: Improved student achievement in reading F-2.

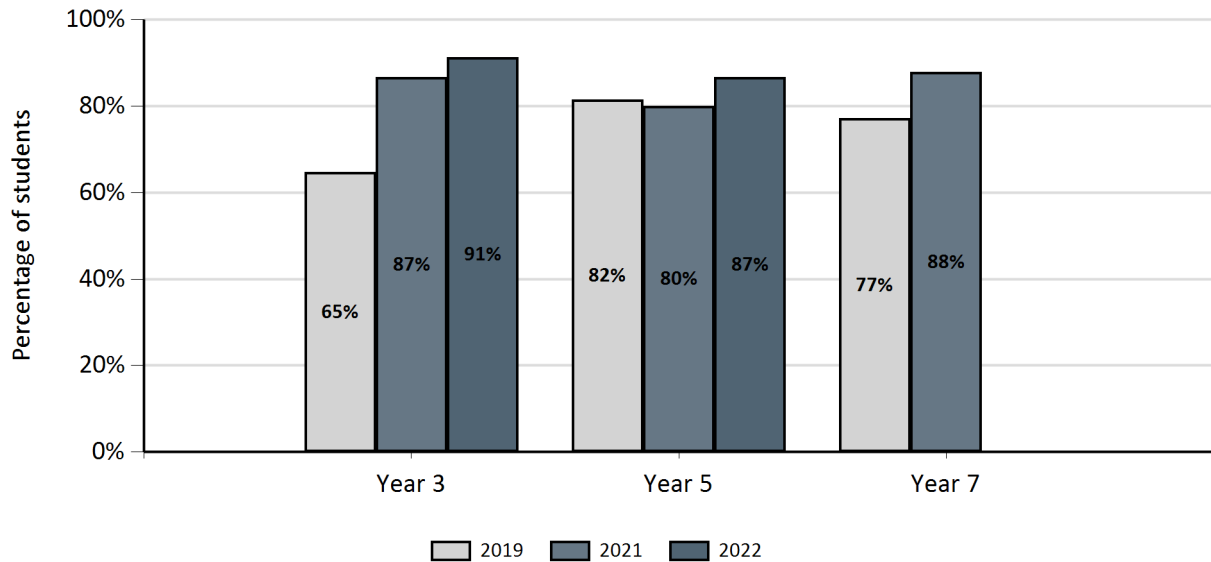
Early Years staff embedded the Initialit sequential synthetic phonics program that was introduced in 2021, with positive academic outcomes for students and increased capacity in delivering explicit teaching in phonics for educators. During professional learning team goal setting, the team focussed on data analysis and evidence collection to differentiate for the range of students and inform learning goals 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

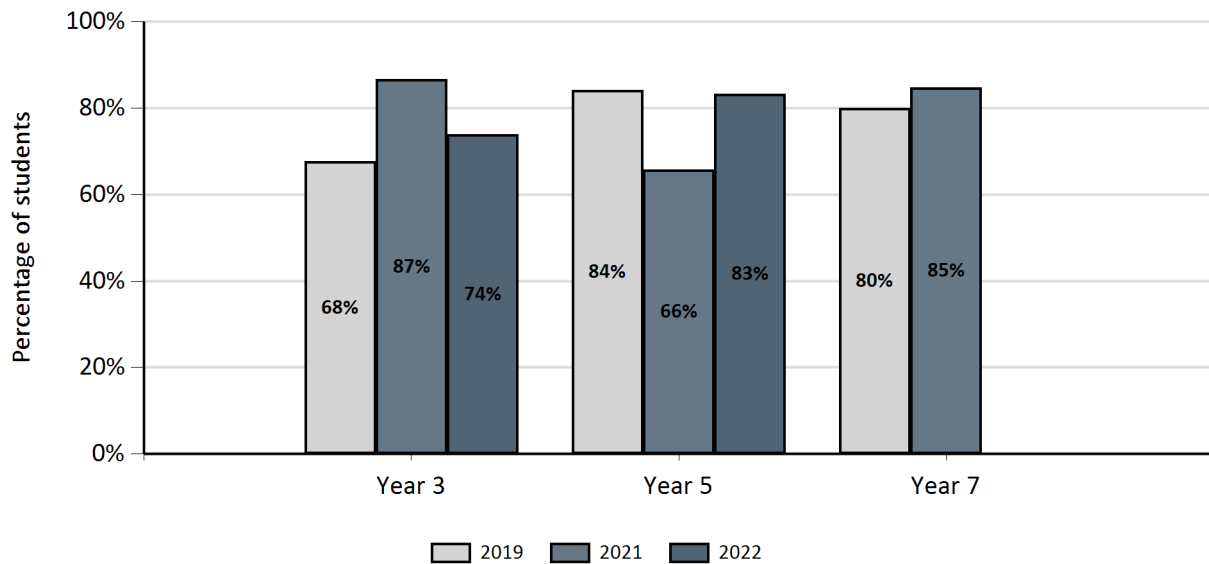


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	23	23	11	6	48%	26%
Year 03 2021-2022 Average	34.0	34.0	18.5	11.0	54%	32%
Year 05 2022	30	30	13	6	43%	20%
Year 05 2021-2022 Average	32.5	32.5	13.0	5.5	40%	17%
Year 07 2021-2022 Average	33.0	33.0	7.0	7.0	21%	21%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

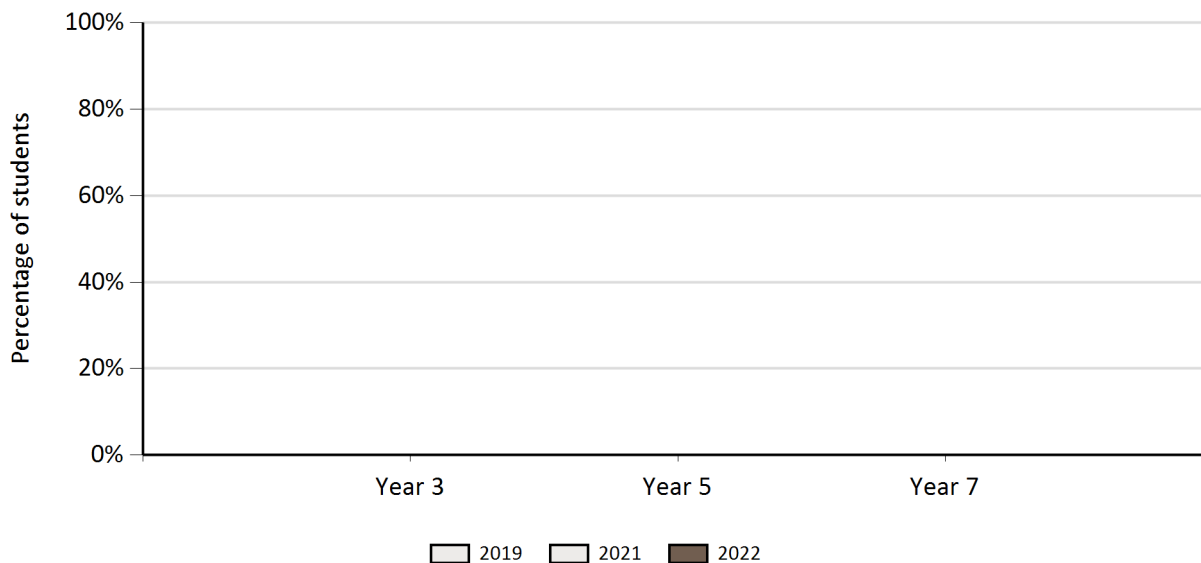
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



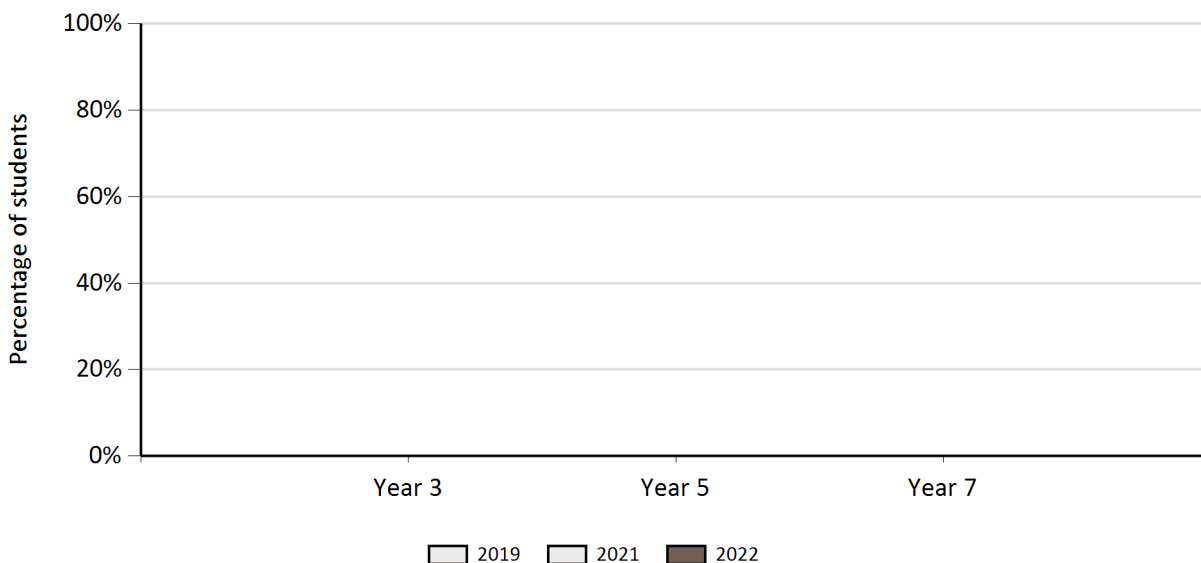
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

We currently have 16 Aboriginal learners enrolled at FPPS. Our focus element for throughout the year was Assuring Consistent High Quality Classroom Practice. Our decision was informed by our commitment to action to raise the achievement of all Aboriginal learners, while also building teacher capacity. We achieved each of the new improvement actions for 2022 by:

- Focusing on high quality Literacy practices during professional development opportunities
- Implementing the Units of Work across all year levels
- Utilising Initialit and Spelling Mastery to improve student understanding of synthetic phonics
- Literacy modelling lead by the Leadership team.

The implementation of best practice and investment in teacher training has ensured our Aboriginal learners have continued to demonstrate positive growth in 2022. Furthermore, they have access to a high-quality evidence based curriculum differentiated according to their One Plan. This combination of clear structures and responsiveness to student need has enabled our Aboriginal Learners to excel.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

At Flinders Park Primary School Aboriginal learner data has maintained positive trends over the past 4 years, including the 2022 period.

Of the 12 Aboriginal Learners eligible to participate in PAT testing, half met SEA in PAT-R and PAT-M in 2022. All but 3 learners demonstrated growth in PAT-R. While all but 2 demonstrated growth in PAT-M. This shows that our focus on meeting the learner in their proximal zone of development using best teaching practice has been effective. The next step is to focus on lifting all students above SEA.

On average our year 5 learners achieved between band 4-5 in all areas of NAPLAN. In 2022 we had no Aboriginal Learners in year 3.

Although the Year 1 and 2 cohort are not measured against SEA, we were able to compare their progress to the statewide mean. Our learners achieved a mean of 83.65 for PAT-R, with the 2022 statewide means being 84.2 (year 1) and 101.1 (year 2). They also achieved a mean scale score of 100.2 for PAT-M with the 2022 statewide means for being 99.5 (year 1) and 108.3 (year 2). This data speaks directly to the success of consistent practices across our site and demonstrates the commitment we have to our Aboriginal Learners

## School performance comment

In 2022, a key focus for FPPS was consistency, differentiation, alignment with AC and rigor in quality teaching and learning. Significant, targeted support for teachers occurred through engagement with Orbis Literacy and Numeracy programs and with curriculum leads. This was a deliberate plan to increase capacity with teachers to improve outcomes for all of our students.

Naplan reading results for 2022 indicate that:

- 91% of year 3 students demonstrated achievement at or above SEA
- 87% of year 5 students demonstrated achievement at or above SEA
- 88% of year 7 students demonstrated achievement at or above SEA ( high school data attributed to primary site)

Tracking cohorts of students over time indicate that:

- 65% of year 3 students in 2019 demonstrated achievement at or above SEA. In 2021, as year 5 students, 80% demonstrated achievement at or above SEA.
- 82% of year 5 students in 2019 demonstrated achievement at or above SEA. In 2021, as year 7 students, 88% demonstrated achievement at or above SEA.

Naplan numeracy results for 2022 indicate that:

- 74% of year 3 students demonstrated achievement at or above SEA
- 83% of year 5 students demonstrated achievement at or above SEA
- 85% of year 7 students demonstrated achievement at or above SEA ( high school data attributed to primary site)

Tracking cohorts of students over time indicate that:

- 68% of year 3 students in 2019 demonstrated achievement at or above SEA. In 2021, as year 5 students, 66% demonstrated achievement at or above SEA.
- 84% of year 5 students in 2019 demonstrated achievement at or above SEA. In 2021, as year 7 students, 85% demonstrated achievement at or above SEA.

Phonics Screening Check ( PSC) is conducted every year in term 3 with all year 1 students.

2022, because of targeted intervention, consistent, explicit synthetic phonic program delivery, FPPS saw a 15% increase in PSC data.

-65% year 1 students demonstrated expected achievement.

While this is below state averages, it is the highest achievement since 2019. Increased targeted intervention and work with LGU is planned for 2023 with site based expectations to increase the number of students meeting minimum standard.



# Attendance

Year level	2019	2020	2021	2022
Reception	92.3%	86.8%	89.4%	81.2%
Year 1	92.6%	90.8%	89.5%	86.6%
Year 2	91.4%	90.4%	90.7%	84.7%
Year 3	89.4%	87.5%	92.1%	90.5%
Year 4	91.2%	86.9%	85.6%	86.8%
Year 5	91.4%	90.6%	85.0%	84.1%
Year 6	93.5%	90.5%	91.1%	87.6%
Year 7	94.1%	92.1%	90.0%	N/A
Primary Other	87.8%	89.8%	82.1%	75.0%
Total	91.8%	89.5%	89.1%	85.3%

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

## Attendance comment

Covid continued to impact on families and their decisions to send students to school. Data from 2022 shows our attendance rates at 85.3%, well below previous years and pre-covid rates. Consistent messaging to families regarding the importance of attendance on learning outcomes, along with improved consistency in teachers following up is a focus for 2023. An attendance process has been formalised and updated aligned with Departmental guidelines. After 3 days of unexplained absences, teachers are required to contact families. If they receive no information, leadership will follow up with either a telephone call or home visit. Chronic and habitual non-attenders are monitored, and support services are engaged when necessary. Students that are identified and vulnerable are contacted after 2 days.

## Behaviour support comment

At FPPS, comprehensive behaviour records are kept. Behaviours of concern, disengagement and supported regulation times are comprehensively recorded so that supports, targeted strategies and proactive whole school practices can be developed. In 2022, there were 4 suspensions relating to violence, 2 internal suspensions relating to violence or threatened violence and 5 take homes relating to similar instances. Over the year, there were 51 incidents of time out with leadership for various reasons. At FPPS, we have been involved in the trauma aware school initiative, undertaking Berry Street training. We have worked closely with support services to explicitly teach students strategies to regulate and understand their emotions.

# Parent opinion survey summary

Our parent survey was well represented with 90 responses from our families. The survey collected responses from many areas including school climate, communication channels, learning at school and home and future plans. Heading into 2023, information collected and shared with staff, will guide our potential future directions and structures within the school.

Key take aways from the survey include:

-75% of families strongly agree/agree that people are respectful and 12% remained neutral

-78% of families strongly agree/agree that teachers/students are respectful and 14% remained neutral

-97% of families believe education is important

- 65% of families strongly agree/agree that they receive enough communication and 19% remained neutral

- 65% of families strongly agree/agree that the school communicates effectively and 18% remained neutral

In 2023, changing the way, how, what and why we communicate will be reflected in newsletters, seesaw and facebook posts

-63% of families indicated that they would like the school to help families address their child's needs or provide further support

-63% of families of families indicated that they receive useful information, 18% remained neutral

-62% of families know the standard of work, 16% remained neutral.

-60% of families receive learning tips and 23% remained neutral

This information has helped to shape the content of family night and planned information nights for 2023. Families are very invested in their child's education but are needing/seeking further support and information to do so.

Preferred ways to communicate were emails, text messages, parent teacher interviews, apps and newsletters. Survey results indicated that families preferred app overwhelmingly to communicate and receive information through is seesaw. At FPPS we will continue to use the methods highlighted in the survey results.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	20.0%
NT - LEFT SA FOR NT	1	4.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	16	64.0%
U - UNKNOWN	1	4.0%
VI - LEFT SA FOR VIC	2	8.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Before engaging as a staff member or volunteer, all applicants must have current and relevant certificates and documents.

All staff must have current WWCC, RRHAN-EC and adequate ratios for First Aid are always maintained. For Department staff, this is documented electronically.

Volunteers are required to undertake the mandatory process as directed by the Department for Education. Adequate screening for suitability including referee checks, WWCC, RRHAN-EC, complete the volunteer application form and be willing to undertake an induction prior to commencement. This information is stored and recorded on a spreadsheet and checked at the beginning of each term.

# 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	36
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	18.8	0.0	10.2
Persons	0	26	0	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$7,491
Grants: Commonwealth	\$8,000
Parent Contributions	\$91,208
Fund Raising	\$0
Other	\$54,238

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

## 2022 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 2022 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	You Can Do It, Berry Street practices and traing and Zones of Regulation is training that whole school staff have engaged in. Training in 'Whats the Buzz' to assist students in building social and emotional capacity.	This has resulted in greater teacher capacity, whole school language and consistency between classes and yard. Students capacity to co-regulate and moving to self regulate has increased, number of low level behaviours of concern has decreased.
	Improved outcomes for students with an additional language or dialect	An EALD teacher was employed to work with teachers to improve literacy practices and delivery of lessons using current pedagogy. Intervention and support in small groups with mini-lit.	Growth for all students in literacy and numeracy outcomes.
	Inclusive Education Support Program	In class SSO support during Early Years literacy block (InitialLit) Mon-Fri for 45mins per day across 5 Early years groups of learners (4 classes split into 5 single year level groups). This support was for small group work providing wave 2 (small group) support. Release for all Early Years Teachers with the Literacy Guarantee Coach and Leadership 2-3 time per term for professional learning and dialogue around implementing quality phonics instructional routines, high impact tasks for our learners and analysing data (including the PSC) to differentiate learning and set challenging goals for students.	The EALD teacher/Literacy Coordinator, AET/Wellbeing Leader and Deputy Principal teaching during the Literacy Block and supporting teachers with implementation and feedback around quality literacy learning outcomes during the literacy block and wave 2 and 3 support for students. 65% of students achieving the benchmark for 2022 PSC (an increase of 15% from last year).
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>In 2022 FPPS received additional APAS and FLM funding.</p> <p>APAS funding is used to fund and support Aboriginal students in years 1-3 and year 4 who are below benchmark in reading and NAPLAN. Funding supported SSO support during literacy.</p> <p>FLM ( first language maintenance and development) funding aims to;:</p> <ul style="list-style-type: none"> <li>-support foundation to year 6 students, their families and school communities to maintain and develop the home languages present in the school community</li> <li>-encourage greater engagement</li> <li>-develop high level language and literacy skills</li> </ul> <p>A .2 Hindi and Punjabi teacher was employed to work with and support identified students once a week.</p>	<p>The student receiving APAS received a C in English and a B in Maths.</p> <p>Our FLM has been very warmly welcomed. In 2023 an additional 9 students will be joining the program, with plans to utilise the FLM teacher during literacy mainstream lessons to support FLM students.</p>

Program funding for all students	Australian Curriculum	<p>Year 3-6 teachers released in teaching teams to work with leadership and the Local Education Team to plan and sequence Australian Curriculum English units of work and develop consistent assessment tasks for students. All teachers participated in professional learning around using high impact strategies such as learning intentions and success criteria, to differentiate for the range of students in a class, provide consistent learning routines and maximise Australian Curriculum outcomes.</p> <p>6 teachers released across the school to attend Department for Education Orbis courses (English Year 3-6 and Mathematics F-2) to enhance pedagogical practice</p>	<p>Teachers used a range of data and assessment tools to determine where students were at with their learning and plan next steps. One of these was the Brightpath writing tool. All staff worked with Brightpath writing consultant to analyse and moderate writing samples and identify next steps in writing for our students F-6.</p> <p>Teachers working in Professional Learning Teams during staff meetings to set, research, monitor and evaluate goals for themselves to improve reading practice F-6.</p>
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Provided funding and release time for professional development in literacy and numeracy with Orbis.	Increase in literacy and numeracy high impact strategies. Improvement in quality of planning and programming with increased differentiation in classrooms.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A