

Fairview Park Primary School and Fairview Park Child Parent Centre

2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

Fairview Park Primary School Number: 1103

Fairview Park Child Parent Centre Number: 1576

Partnership: Tea Tree Gully

Name of School Principal:

Melissa Evans

Name of Governing Council Chair:

Kate Hurst

Date of Endorsement:

8th December

Site Context and Highlights

Fairview Park Primary School is located in the north-eastern suburbs and has a category 7 Index of Education disadvantage. Our school has 260 students with 17.3% school card holders, 22% students with disabilities, 1% Aboriginal students and less than 1% students with English as a second dialect (EALD) within the school. Fairview Park has a preschool on-site and has close ties with Banksia Park International High School. This continues to be the most chosen secondary school for our families.

We had 10 classes 9 of which were 2 year level composites and 1 straight Reception class.

Highlights of the year have been:

Change to student leadership with introduction of School captains and specific school leaders

Re-introduction of SRC

Establishment of an ANZAC Memorial Garden and Remembrance ceremony held at the garden

Introduction of Playpod to build resiliency and creativity

Development of a new set of school values

Whole school Science day

Implementation of Spanish across R-7 with a whole school Spanish celebration

Participation in a range of SAPSASA activities -soccer, football, netball, cross country, T20 cricket

3 students being selected to represent the state in SAPSASA 1 Soccer 2 Athletics

20 students participated in the Festival of Music with 16 performing at the Festival Theatre

Sports Day

House Captains running lunch time activities during PE week.

Book Week - Phil Cummings visit and book week parade

40th Birthday Celebration with opening of the time capsule at a special assembly and students designing a piece of work to go back into the time capsule to be reopened in 2026

School Magazine

Fundraising - Bogan Bingo, Mother's Day, Father's Day and Christmas stall, Easter raffle, 2 school discos and

Entertainment books

New director appointed to OSHC

School Concert

working with Banksia Park International High School in drama and Science

In Preschool we started the year with 23 enrolments and with the new teacher ratios it meant that we were able to offer 6 session times. Preschool has been available Monday through to Wednesday. Children were able to access 5 preschool sessions due to Universal Access funding being provided. Susan Keane was our preschool teacher until week 5 term 3 when she won a Preschool Director role at a standalone preschool. Veronica Gossink replaced Susan for the remainder of the year.

Regular across school activities that the children have been involved in include:

- Fortnightly Library, Computer Hub and Assembly
- Sports Day
- Visit from the Crows Football Club
- Mother's Day and Father's Day Stall
- School Sausage Sizzle
- School Discos
- End of Year School Concert performance

Highlights from their learning have included pancake day, Chinese New Year, Book themes including "The Three Billy Goat's Gruff", "Brown Bear" and "The Enormous Turnip", Reconciliation Week activities, mud play and looking at our family.

The excursion to the Patch Theatre to see a production called 'Emily Loves to Bounce' was a highlight of the year. We were also fortunate enough to have a visit from a Police Officer who answered all of our questions most patiently!

Persona Teddies were introduced establishing a relationship with both the children and families through connecting the children and preschool with the persona teddies. Two teddy bears have visited the children at their homes and spent time with the children meeting family members while learning about what happens at their homes. The children have recorded the time they have spent with the teddies and shared these experiences with their educators and peers daily. The stories in the books will be placed in the Fairview Park time capsule to be opened in 10 years' time at the schools' 50th Birthday celebrations.

'Kindy in the Park' was held at Civic Park Modbury and attended well by both Preschool and Playgroup families.

Veronica and Cheryl set up the display on behalf of the school and there was a great turnout from our local community.

The children have developed a dance for the upcoming End of Year Concert item 'Rubber Duckie'. This song has been chosen to support the schools 40th birthday celebrations. The children have developed the dance actions and shared ideas for costumes during group discussions.

Playgroup has continued on Friday mornings with a good turn out each week linking new families to the school community.

Governing Council Report

The 2016 school year has been a busy and productive year for the school, Governing Council and Sub-Committees. This is an overview of the highlights, achievements and activities that had the support and input from Governing Council:

- Governing Council members were involved in the review and renewal of school policies and the new school values.
- A working bee of Governing Council members and staff put together the ANZAC memorial garden, plaque and picnic table. This was achieved due to the school being successful in obtaining money through an ANZAC grant.
- The school, with the support of Governing Council provided a \$100 payment each, to the three students who were successful in gaining selection for state SAPSASA teams (soccer and athletics).
- The Fundraising Committee has been very productive this year with a number of events being held, an Easter raffle, Mother's Day and Father's Day stall, Bogan Bingo, Entertainment Books and two discos.
- Fundraising money raised over the last couple of years was being put towards a veranda between the Northern and Southern Units. A quote was received for the veranda, however Governing Council believed that this was an amount too large to spend on one item, so it was put back to the school community to seek advice as to whether to proceed with the veranda or put the money already raised towards other ideas for the school and pre-school.
- The decision was that fundraising money would be put towards other ideas/items for the school and pre-school.
- Fundraising purchases for the year include two lockable storage boxes for each sandpit, the play pod and café blinds and an oven for the pre-school.
- Other ideas that are currently being worked on are covers for each sandpit, a sensory wall and a mud kitchen.
- The Canteen Committee organised a few special events during the year, including a pizza day, sausage sizzle and Subway day.
- Governing Council has been regularly advised on all financial matters, including budgets and funding for the school, Canteen and OSHC.
- Each year the Governing Council reviews the budgets for the school, Canteen and OSHC and sets the Materials and Services charges, taking into account the costs to maintain school services and to minimise the financial burden on parents/caregivers.

I would like to thank all the members of Governing Council, Melissa Evans, Tania Dodd and Christiane Stankevicius for their contribution this year.

Quality Improvement Planning (Preschool)

Our focus has been on introducing and consolidating the principals of 'Nature Play'. Within this philosophy, our Preschool underwent significant environmental changes. Equipment that promotes open-ended tasks/ inquiry-based learning became a focus. Equipment put out for the preschool encouraged the need for children to negotiate with each other. Spaces within the Preschool environment now appears lighter and brighter. Space is cleared to allow exploratory play, cooperative sharing and negotiation of resources.

Another new QIP focus has been the introduction of Recycling. Children had a visit from a KESAB representative- what happens when we put the rubbish out, how recycling is re-used to make new items. Children have been collecting their scraps from their lunch box for the compost bin in the garden. Children are also sorting the rubbish to ensure that paper does not make it to the rubbish- rather be put in the recycling bins.

New learning strategies introduced included the use of stories getting sent home. Families welcomed the 'Fairview Bear' into their homes. Children took it in turns to take the bear home, have pictures taken of the 'Fairview Bear' spending time in their home and with their family. Other children eagerly anticipated hearing the story of the 'Fairview Bear'.

Within the QIP we also recognise that relationships are paramount for individual and cohort development. Our focus within the QIP is the development of individual learner profiles, tracking and measuring how students made progress throughout 2016. Children have their own Learning Portfolio designed to show what their preschool program consisted of: focuses and highlights, individual progress and interests, achievement. Reporting also consisted of mid year and end of year reports and parent-teacher interviews. Staff also met weekly to discuss the Preschool program, focuses, strengths and interests of children, areas of concern, areas of growth and achievement to celebrate.

So that the teacher could keep-up with the specific preschool teacher learning, our teacher attended preschool Hub Group meetings held twice per term. These are used to keep teachers informed of DECD requirements, current learning and trends, professional development opportunities.

In 2016 there was a focus on children becoming more independent with daily living tasks such as putting on their hats, and their own sunscreen. Children were prompted to use the mirrors to ensure effective coverage. Areas that promote quiet play and rest were created both inside and outside.

Within our physical environment, garden beds and paths have been developed by a group of hard-working families. Storage areas such as the sheds have been cleared out and are clutter-free. Lighting has also been installed in the small shed.

As per DECD guidelines, staff undertook online training focussing on the 'Code of Ethics'. Staff reviewed the Code of Ethics in relation to their own practise.

The best environment for a child to learn in is one where the families work together with educators. A large focus for 2016 was on communication with home. Regular Preschool-specific newsletters went home every fortnight. This was in addition to the school newsletter. Display boards near the sign-in sheet were also used to share images and what the focus is at Preschool. Teachers also uploaded information onto the 'Schoolbag' app for parents to access from their smartphones.

Another key focus for 2016 was integrating the Preschool to become part of the school. Preschool children and their families attended events such as Sports Day and Grandparents Day. Families were also encouraged to share with all of the children any special talents, cultural events or special interests within the Preschool.

Improvement Planning and Outcomes (School)

This year was our final year of a three year plan.

Key actions that have been achieved in 2017 were:

Development of whole school literacy agreements - investigation of spelling strategies ready to implement Val Hunter's Spelling Continuum in 2017 and Jolly phonics across the early years.

Professional learning in how students learn to spell and Jolly Phonics.

Introduction of Read up intervention program to target year 1 and year 2 students who are not meeting Running Records SEA standards and giving them a boost to raise their reading levels.

Introduction of Guy Claxton's Building Learning Power. The design of this program is to build students' resiliency, resourcefulness, reflectiveness and reciprocity. This year we focused on resiliency and resourcefulness. We will continue to implement this program in 2017 to develop learning dispositions. We also incorporated Carol Dweck's growth mind set, teaching students to have an open mind to learning and the power of I can and I can't yet.

In 2017 we will look at collecting baseline data from the students about how they perceive themselves as learners to measure the impact Powerful learning and Growth mindset is having on the students.

Continuation in the Tea Tree Gully Partnership year 6-9 Maths program. This has led to an improvement in students who meet the Standard of Educational Achievement in Numeracy from 72% in 2015 to 81% in 2016.

Whole staff Professional learning in transforming tasks. Staff are now familiar with a range of ways to transform a task so that students are doing the thinking catering for a wide range of abilities and learners.

Early Years professional learning as part of a partnership priority in Mathematics.

Continuation of implementing Ann Baker strategies in Mathematics and problematised situations.

Investigation of PAT M and PAT R resources to develop students reading comprehension and mathematic skills.

Staff have analysed data sets and set key directions for teaching and learning from this data. They focussed on 2x2x2 (low, middle, high) students identified from 2015 data at the beginning of the year and then further developed this work to look at patterns and needs of individual students.

Intervention programs Quicksmart and Multi lit had a positive impact on student outcomes with all students targeted showing improvement.

Key recommendations for 2017 are:

Literacy Development -

Focus on writing - have put in an expression of interest to be part of the Brightpath trial,

Implementation of whole school agreements with Jolly Phonics and Grammar and Val Hunter's Spelling continuum

Early Years to develop a consistent approach to reading

Professional Development in Dyslexia and Jolly Grammar

Numeracy Development-

Thinking mathematically project across years 6-9 as a partnership,

Early Years Numeracy preschool -reception partnership professional learning

Develop whole school agreements in Natural Maths strategies

Continued development of Building Learning Power strategies across R-7

develop improved ways of giving and receiving feedback to students and teachers

increased engagement with the school community in Mathematics learning

Student well Being

further developing Buddy classes and activities

Review Behaviour Management policy and focus room

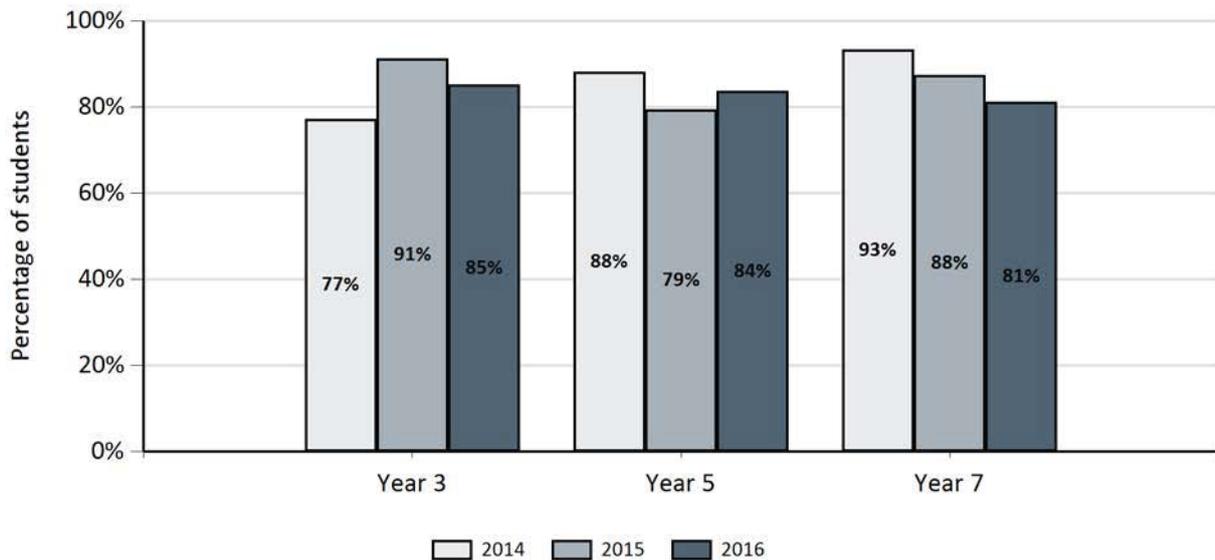
continued focus on new school values and implementation across the school

Performance Summary

NAPLAN Proficiency

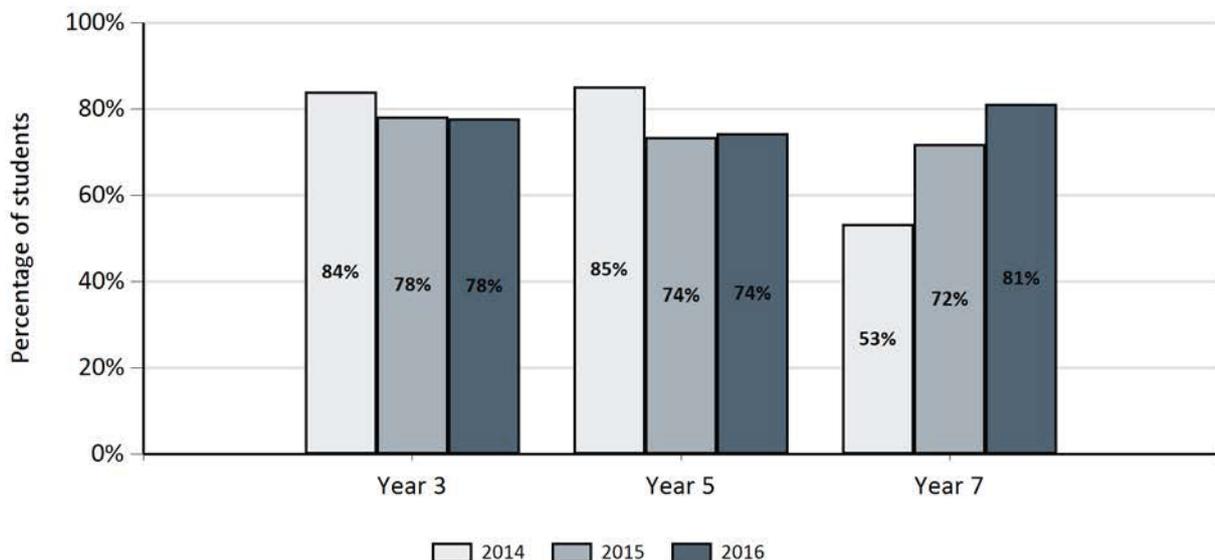
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	21%	19%	25%
Middle progress group	42%	59%	50%
Upper progress group	37%	22%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	24%	37%	25%
Middle progress group	45%	56%	50%
Upper progress group	32%	7%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	27	27	15	8	56%	30%
Year 3 2014-16 Average	31.3	31.3	13.7	7.0	44%	22%
Year 5 2016	43	43	16	4	37%	9%
Year 5 2014-16 Average	37.0	37.0	13.7	4.7	37%	13%
Year 7 2016	32	32	7	4	22%	13%
Year 7 2014-16 Average	26.3	26.3	7.0	4.0	27%	15%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

Targets for Reading Proficiency were met in year 3 with 85% meeting DECD SEA 3 % more than the set target. Year 5 and Year 7 did not meet their targets however we have seen an increase from 2015 results in year 5. Year 7 is on a downward trend.

Targets for Numeracy Proficiency were met for Year 3 with 78% achieving proficiency 3% higher than the set target. Year 7 also achieved their target of 80% with an increase from 2015 of 9%

Year 5s Numeracy stayed at the same level of 74% 5% below target.

75% of year 5 students retained their Reading in the higher band level from 2014.

Targets for students achieving in the Upper two bands have not been met in year 5 or year 7. In Year 3 there has been an increase in the percentage of students achieving in the upper bands in both numeracy and reading.

NAPLAN mean results in year 3 have improved in every area and are above the mean for DECD schools. We are working towards and setting targets to meet category 7 mean scores.

NAPLAN mean results for year 5 in numeracy, spelling and writing is below DECD mean and needs to be a focus.

NAPLAN mean results for year 7 are also above DECD mean and showed an improvement in numeracy.

We need to keep working on retaining the students in the upper bands and providing opportunities for students to increase their learning outcomes and provide engaging activities which will bring about intellectual stretch. This is a focus for our Professional learning to development tasks which will accomplish this. Building powerful learners and growth mind sets is how we plan to do this with our school community focussing on the Guy Claxton's learning capabilities.

Running Records data saw an improvement in Year 1 Reading levels with 84% meeting SEA standard up from 48% the previous year.

Quick smart program - all students made significant progress to 100% accuracy in addition and subtraction up from 19.3% and 24.6%, speed had dropped by over 1.76 secs with the most improvement being in division with a drop by 3.09 seconds. 3 students out of 12 fully completed the program (first time any have completed the program).

All 5 students involved in the MultiLit intervention program have made progress with their reading levels with 2 students completing the program.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	86.7%	100.0%	94.4%	94.7%
2015 Centre	96.3%	92.6%	92.6%	85.2%
2016 Centre	95.5%	90.9%	95.5%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	94.5%	94.6%	93.8%
Year 1	93.8%	94.3%	94.1%
Year 2	95.0%	93.7%	94.5%
Year 3	94.3%	93.7%	92.5%
Year 4	92.7%	93.8%	94.2%
Year 5	96.0%	92.7%	93.3%
Year 6	94.8%	94.0%	91.1%
Year 7	89.5%	96.0%	94.3%
Total	94.1%	94.1%	93.5%

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

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

Attendance Comment

Attendance at Fairview Park Preschool is well-above DECD state average. Our families highly value preschool and make a strong commitment to attend preschool. For working families, children can go to before and after school care.

In the Primary School attendance has dropped with a family of 2 having chronic non-attendance. Follow up has occurred with Social Worker - attendance and engagement including home visits and trying to engage the family in enrolling their children at their local school. Work has also occurred on developing a series of letters to send to parents of students who are habitual non-attenders. Staff follow up any unexplained absence and parents are also expected to complete exemption forms if taking a family holiday during term time.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	15	17	18	19
2015	27	27	27	27
2016	22	22	22	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Enrollments have been steady. There is little movement in or out of our preschool. For 2017 we have been given special permission to accept enrollments up to 33 children due to a high demand in our suburb. Sessions will be across the same pattern (5 X sessions, two full days one half day Monday to Wednesday) with two teachers.

Behaviour Management Comment

This year our Pastoral Care Worker has started "What's the buzz?" program to work with students in small groups who experience social difficulties, getting along with others to find a resolution. We have continued our Focus Room strategy this year, but are in the process of reviewing this so that incidents can be resolved quicker and have a positive logical outcome. We also keep in regular contact with families around any situations that have arisen. We have minimal suspensions throughout the year. We had one Exclusion. We have developed a set of School Values TEACH Respect (Teamwork, excellence, accountability, confidence and honesty) which is being implemented across the school.

Client Opinion Summary

26 parents responded to the online survey, 96 students and 13 staff

Students, staff and parents all feel that teachers expect students to do their best and this is ranked as our greatest strength.

Students really enjoy being at the school, playing with their friends, opportunities for SAPSASA activities and the resources. The playpod was also a highlight for students and students would like to see more male teachers.

Teachers feel supported at the school and enjoy working here. They believe that families really value the school and see it as a great place for students to learn and develop.

Parents responses were predominantly from the early years and the preschool. They have been generally happy with the activities and learning programs within the school and were concerned with changes in staff within the preschool.

An area for development is Student Behaviour Management. This was ranked the lowest by students, staff and parents.

Student safety was not ranked lowly.

The school ranks well as looking at ways to improve and as part of our site review processes.

Behaviour management was an area identified to have a focus in 2017. The implementation of School Values and student leadership are ways we are working towards improving student behaviour.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
1103 - Fairview Park Primary School	94.7%	96.3%	100.0%
8226 - Golden Grove Lutheran Primary School	5.3%	3.7%	0.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	8.0%
Transfer to SA Govt School	45	90.0%
Unknown	1	2.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

86% of our preschool students continued at Fairview Park Primary with another 7 students enrolling from other centres. We will continue to build transitioning programs from preschool to school and promote our site across other centres to build enrollments.

DECD Relevant History Screening

Processes are in place to ensure all volunteers undergo Site based Volunteer training with an emphasis on Responding to Abuse and Neglect volunteer training. We comply with DECD policy with DCSI clearances sighted and recorded for all adults working with students. Any visitors to the school need to be signed in and appropriate clearances sighted. Staff employed are responsible for completing relevant checks and are reminded before expiry. All staff are compliant with checks.

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	33
Post Graduate Qualifications	5

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	13.9	0.0	7.0
Persons	0	17	0	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	2513779.60
Grants: Commonwealth	
Parent Contributions	70978.25
Fund Raising	12831.55
Other	

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Numeracy and Literacy was explored through play, development of social relations with each other, increasing links between their own knowledge and their world around them (experiences).	<ul style="list-style-type: none"> •Recognising patterns, sorting and counting objects around us as early math skills • Beginning to form links with oral language and written text
Improved ECD and Parenting Outcomes (Children's Centres only)	Additional targeted funding was used to ensure additional support for one child to receive 1:1 support for the development of speech goals. These goals were monitored and reviewed by staff and DECD Speech Pathologist in conjunction with the family.	<ul style="list-style-type: none"> •Student made significant gains
Improved outcomes for children with disabilities	NA	NA
Improved outcomes for children with additional language or dialect	NA	NA

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 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	Student Leadership program - school captains, SRC and other student leaders	engaging students in decision making processes across the site Attendance steady
	Improved Outcomes for Students with an Additional Language or Dialect	NA	NA
	Improved Outcomes for Students with Disabilities	Individualised programs in speech and language, SSO working 1:1 or in small groups with students, NEP goals set and support staff working with students in classes	behaviour and engagement increased
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	NA	NA
Program Funding for all Students	Australian Curriculum	Professional learning for staff in Numeracy, analysis of data, analysis of PAT M and PAT R results, Planning in teams and assessment and reporting and moderation	improvement in numeracy results Year 7
	Aboriginal Languages Programs Initiatives	NA	NA
	Better Schools Funding	Quick smart Program for 12 identified students	3 students completed Increase in all students performance
Other Discretionary Funding	Specialist School Reporting (as required)	NA	NA
	Improved Outcomes for Gifted Students	NA	NA
	Primary School Counsellor (if applicable)	0.2 salary Deputy Principal working with behaviour management	reduced student take homes

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