



# Fulham North Primary School Annual Report 2015



## 1. CONTEXT

<b>School Name:</b>	Fulham North Primary School	<b>School Number:</b>	1166
<b>Principal:</b>	Stephen Marshall	<b>Partnership</b>	Western Adelaide Shores

**Fulham North** is a friendly and caring R - 7 primary school with a strong reputation for delivering high quality education to its local community.

All school practices and policies are based on the six core values of:

- **communication**
- **confidence**
- **getting along**
- **lifelong learning**
- **organisation**
- **persistence**

They are explicitly taught across the school.

The school continues to focus on literacy and numeracy as they are the foundations for a strong future and closely follow the new Australian National Curriculum.

Furthermore, Indonesian culture and language is taught by all classroom teachers.

The school is recognised for its strong Performing Arts and Physical Education programs.

Parents are a welcomed partner in the education of their children and we are strongly supported by our local community and parent bodies.

Our goal is to have our students **'live the school values'** so that we can achieve our motto of **'through knowledge to wisdom'**.

An Out of School Hours Care program services the students before and after school. In 2015, Vacation Care was available at each holiday break and well supported.

## 2. REPORT FROM GOVERNING COUNCIL

Firstly, on behalf of our new principal, Steve Marshall in his first full year at the school and myself, we thank all committee members for their valued and much appreciated contributions during the year. Like all volunteers for the school in many capacities, Governing Council members gave up their valuable private family time to attend various meetings and help our school to grow and prosper.

Working closely and effectively as a team in a committee environment has allowed the outcomes sought by families of our school to occur promptly.

Our Governing Council is also very appreciative of actions and projects taken on by the various sub committees, which has assisted our school continuing to be a highly respected and much sought after school in the Western Suburbs.

Many thanks must also go out to the many hard working parents / volunteers and teachers for their contributions to our school in various capacities throughout the year.

Some of the major achievements that our Governing Council and sub committees achieved this year were as follows:

- Removal of the old "fort" on the Cheadle Street entrance along with numerous pathways to create a better environment for children during school hours and a better ambience for the South Eastern Corner in general.
- Completion of landscaping and grassing of the Golden Eagle Playground area which provides not only a safer environment for children to play but a better look for the area.

- Installation of FNPS high quality signage with logos on both North Street and Cheadle Street entrances along with strategically placed signage around the school.
- Completion of internal painting within the school to provide a better feel and look for staff and students.
- Additional computers and iPads for our children which helps progress towards our aspirational goal of 1 device for every child.
- Wish List updated for future ground and building works when funding becomes available.
- Completion of the roof for our outdoor stage to not only protect during adverse weather conditions but also provide protection during performances.
- Ongoing ownership and governance of a profitable OSHC.
- Finance committee continuing to ensure there are surplus funds at the end of the year for future governing councils to utilise in a sensible and appropriate manner.
- Ongoing funding which has allowed a substantial increase in student participation in many interschool and SAPSASA sporting events, with continued outstanding results being achieved. Thanks to Mr. Rawlings for his passion and desire to engage and encourage students to compete no matter what level of ability.
- Ongoing funding for our various music programs under the excellent tutelage of Mrs. McDonald that enable many students, both individually and as part of a group represent our school with aplomb at various state school music events throughout the year.

I thank Jo-Anne Carcatsis for her secretarial duties in making sure we all attended meetings on the right night at the right time with quality agendas and minutes.

Personal thanks also to Alison Gurr, for the hard work as the head of the finance committee, ensuring that our budgets are met despite numerous and unavoidable increases in many expense lines.

I look forward to being part of the Governing Council for a further term and helping our school community achieve what is important to all of us.

We are always looking for new members for the Governing Council. Please don't be shy, let any committee member know of your interest or talk to our principal, Steve Marshall, so you can contribute and feel proud to help our school and be part of the future direction of FNPS.

Regards

Daryl Marshall  
Governing Council Chairperson.

### 3. 2015 HIGHLIGHTS

We are proud of our achievements in 2015 and present this annual report as a record of our school's activities and outcomes.

These outcomes would not have been possible without Fulham North Primary School's enthusiastic teaching and SSO staff and committed parents working together to ensure our school provides the best possible educational, social and physical environment for our students to be successful in their learning and development.

#### **Major achievements this year included:**

- The garden at the front of the school was landscaped as a natural play area. The Adelaide Football Club was invited to help plant trees in this area.
- The Butterfly Garden continued to be a popular place for students to visit and for outdoor lessons. Planting continued during 2015 and signage was added to identify all of the plants in the Butterfly Garden area.
- Two new signs were erected at our Cheadle Street and North Street entrances. These signs clearly show our school values and school identity for any visitors.
- Winter Vegetables were grown and soup was made for the students to try.

- The play pod was established as a creative outdoor, natural play area. Students enjoy playing in this space during their lunch breaks.
- Our school wireless network continued to be developed as we added a software management system. A wireless port was also added to the gymnasium.
- All of the brickwork inside the main building was painted giving a much brighter look to the corridors and classrooms both upstairs and downstairs.
- Took delivery 60 new student iPads, and 19 new iPads for teacher and classroom use. This brings the total of iPads in the school to 117 iPads. Use of iPads as a learning tool is becoming more imbedded throughout the school.
- 11 new Apple TV units were installed in classrooms to enable teachers and students to utilize the iPads more productively.
- Book Week saw classes involved in a number of activities across buddy classes culminating in a whole school dress up parade.
- Nude food days continued to be a popular event, reducing waste.
- The whole school participated in Clean Up Australia Day, Walk to School Day, and our continued recycling program. The Enviro Kids continue to do a great job with these programs.
- The Bike Ed program continued to provide vital road safety and skill building for our Foundation to Year 3 students.
- Year 6/7 students participated in and aquatics program at Port Noarlunga for the first time, enjoying a variety of beach activities.
- Our school choir performed excellently at the Festival of Music achieving front row status. We had two soloist, two comperes and two orchestral members performing throughout the week. The percussion band performed as Assisting Artists during the festival. Room 21 represented the school with a quality pre-show performance in the foyer.
- The Christmas Concert was a huge success with all classes performing to a large, enthusiastic audience. A collection for victims of the Pinery bushfire raised in excess of \$800. The Governing Council assisted on the night, cooking a very well patronised barbeque.
- The last week of the year was very busy with our annual beach day where parents joined us at Henley Beach for some fun in the sand. We grew our summer vegetables and students were able to try them in a salad roll for Giant Salad Day.
- This year we had 46 year 7 students' graduate with students introducing each other and sharing their hopes for the future and highlights of their primary years. For the first time, the Year 7 graduation evening was held at an outside venue with much success.
- Participation rates in physical activity continued to rise across the school. Our students were well represented in SAPSASA events this year. We won the district Athletics Carnival for the fourth consecutive year. Both boys' basketball teams made the grand final. School soccer was introduced as part of the North-West Junior Soccer Association. Our sporting programs would not have been a success without the support of our enthusiastic parents.

#### 4. SITE IMPROVEMENT PLANNING AND TARGETS

##### Teaching and Learning

##### **Strategy 1: Source and Facilitate ongoing professional development in the Australian Curriculum (AC) to ensure understanding and greater coherence**

Achievements:

- Australian Curriculum implemented in all classes as per Australian Curriculum And Reporting Authority (ACARA) timeline
- Teachers participated in Partnership Pupil free day with a range of workshops

##### **Strategy 2: Embed Teaching for effective Learning (Tfel) principles into classroom practice**

Achievements:

- Tfel action cards, teacher companion being utilised by staff
- Teachers use Tfel in their planning and programming

##### **Strategy 3: Develop a learning through investigation approach in the Early Years**

Achievements:

- All foundation classes used the Walker approach
- Walker Professional learning and working with the Partnership to develop skills and knowledge

**Strategy 4: Improved access and utilising technologies as a learning tool.**

Achievements:

- 2 further class sets of iPad minis purchased, teachers have own iPads for use
- Professional learning on usage of iPads
- Provided training to use specific apps
- Increased use of laptop computers

**Well Being**

**Strategy 1: Increased use of Student Voice in classroom decision making**

Achievements:

- More student input in whole school decisions
- More student led events
- More leadership opportunities

**Strategy 2: Child protection Curriculum implemented**

Achievements:

- All teachers have been trained in the Child Protection Curriculum program
- Child protection curriculum is taught in classes
- Child protection information sessions were offered for volunteers

**Strategy 3: Awareness of DECD Criminal History screening and RAN training policy**

Achievements:

- Correct procedures and processes in place
- Greater awareness in the importance of DCSI clearances

**Literacy**

**Strategy 1: Reviewing and assess whole school agreements in Literacy**

Achievements:

- Whole school agreements in EALD, Guided Reading, Oral Language, Listening, Writing, Spelling, Jolly Phonics/Grammar, Reading

**Strategy 2: To utilise EALD levelling to maximise teaching and learning opportunities**

Achievements:

- Analyse of writing occurs and outcomes are set for explicit teaching

**Strategy 3: To improve reading and comprehension skills for targeted students**

Achievements:

- Staff released to do running records Years 3-5 for at risk students
- Identified students receive necessary support

**Numeracy**

**Strategy 1: Improve Mathematics pedagogy and outcomes for students**

Achievements:

- Identifying different ways of teaching Mathematical concepts
- Professional learning for staff in the teaching of Mathematics
- Improved outcomes in numeracy (NAPLAN Years 5 and 7)

**Strategy 2: To ensure students have an understanding of Mathematics in everyday life**

Achievements:

- Students and parents engaged in Mathematical learning
- Numeracy becomes a more valued component of the curriculum

**Strategy 3: All students have an understanding of a variety of Mathematical questioning techniques**

Achievements:

- Teachers use different questioning and testing techniques
- Students are challenged through use of problem solving and investigation
- Staff analysis of NAPLAN Numeracy questions and Pat M questions

## **External Review**

### **Department for Education and Child Development External Review process**

#### **REVIEW DETAILS**

*A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.*

*The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.*

*The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"*

*This External School Review has evaluated:*

- *the school's self-review processes and findings,*
- *the school's achievement data and progress over time,*
- *the outcomes of the meetings and interviews with representatives from the school, and*
- *parent and student views about the school.*

*The External School Review included an analysis of the school's key policies and procedures.*

*The support and cooperation provided by the staff and school community is acknowledged.*

This External School Review was conducted by Lyn Arnold, Review Officer, Review, Improvement and Accountability and Vonnie Dolling, Review Principal.

#### **LINES OF INQUIRY**

*During the review process, the panel focused on three key areas from the External School Review Framework:*

- *Student Learning: How well are students achieving over time?*
- *Effective Teaching: To what extent does the school cater for the varied needs of learners?*
- *Effective Leadership: To what extent is a positive and focused approach to improvement and change evident?*

#### **OUTCOMES OF EXTERNAL SCHOOL REVIEW 2015**

Fulham North Primary School is tracking well in that teachers are engaging with the Australian Curriculum implementation and students show respect for each other and demonstrate a sense of belonging to a caring, safe school community.

The Principal will work with the Education Director to implement the following Directions:

1. Support quality learning outcomes for all students by engaging in ongoing monitoring and critical evaluation of the equity and effect of differentiated learning approaches utilised to meet the diverse needs of learners.
2. Build teachers' capacity to provide quality formative and summative feedback that helps students to achieve assessment criteria, benchmark their progress, and improve continuously against standards.
3. Improve student achievement by enabling parents to be involved as partners in their child's learning through a coordinated and consistent communication strategy and approach.
4. Promote high expectations for student learning to increase the number of students achieving at the higher levels of proficiency by critically evaluating current practices, and how these support the implementation of improvement priorities; in particular, promoting opportunities for students to be challenged and engaged in rich, purposeful tasks in meaningful contexts.

Based on the school's current performance, Fulham North Primary School will be externally reviewed again in 2019.

### **4.1 Junior Primary and Early Years Scheme Funding**

Class sizes in the Early Years had an average of 22.

SSO hours were purchased to support Reading Intervention, Numeracy Intervention.

The Reading Teacher funding was used to release teachers to undertake SPA testing and Running records. Teachers were able to analyse test results and implement intervention strategies to support students learning.

### **4.2 Better Schools Funding**

SSO hours were purchased for data input, specifically utilising the Mark It program. SSO hours were purchased for targeted support for students who did not reach the DECD achievement standard.

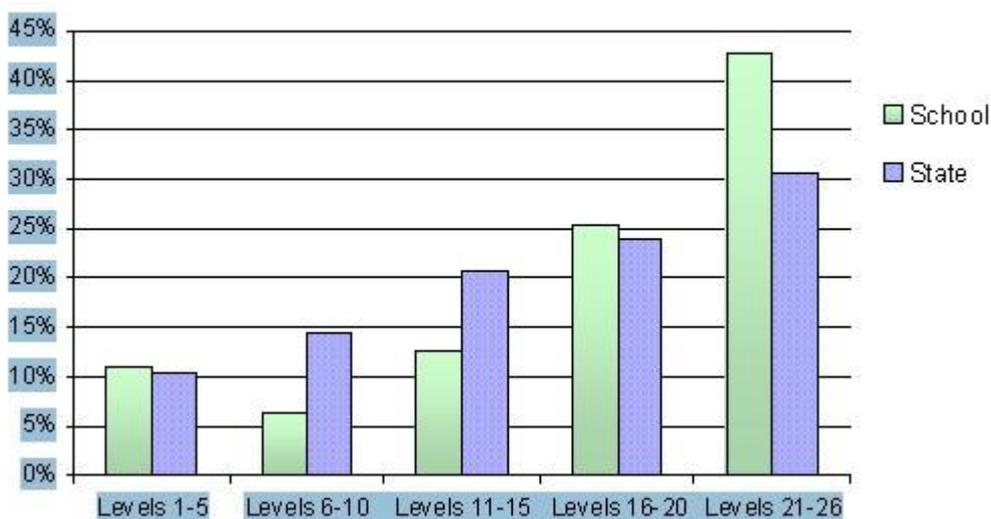
## 5. STUDENT ACHIEVEMENT

### A-E grading across all subjects reported against at end of year

Year Level	A	B	C	D	E
1	9.85%	39.82%	47.96%	2.24%	0.13%
2	10.76%	29.98%	54.46%	4.80%	0.00%
3	4.78%	30.77%	60.77%	3.56%	0.12%
4	7.60%	25.84%	60.36%	5.39%	0.82%
5	8.86%	31.15%	56.33%	2.67%	0.98%
6	12.51%	28.92%	55.21%	3.36%	0.00%
7	17.78%	32.46%	48.34%	1.42%	0.00%

As can be seen in the above table. Our distribution of grades was dominant in the C grade area with an average of just over 54%. The average for B grades was slightly over 31% and A grades were just over 10%. This equates to over 95% of our grade distribution being in the middle to upper bands. Our Site Learning Plan for 2016 will focus on greater differentiation for students and on providing more opportunities for student to achieve at higher levels. This is an area identified in our external review and one which we have been working on. Overall I would say that these are quite pleasing results and one of our next steps for us is to ensure that we have more consistency across year levels and in moderating tasks across our partnership so that an A at Fulham North is the same as an A at any other school in our partnership.

### School Reading Levels compared to State



Above state average in 3 out of 5 with an improvement in the higher levels reflecting the work in literacy in our Early Years programs. There is still work to be done in levels 6 – 165. Our teachers and SSO staff are working on this by focusing on individual student progress. Our Rocket Reading intervention program continues to show positive results for participants.

5.1 NAPLAN

**Student Proficiency Bands**

Figure 1: Year 3 Proficiency Bands by Aspect

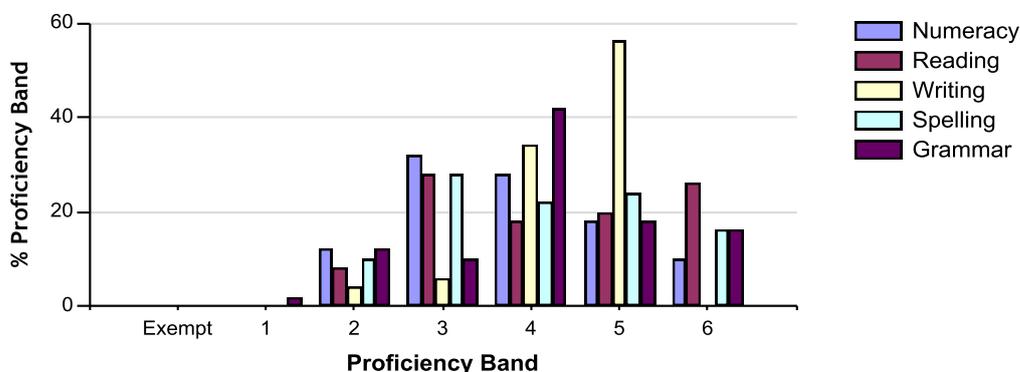
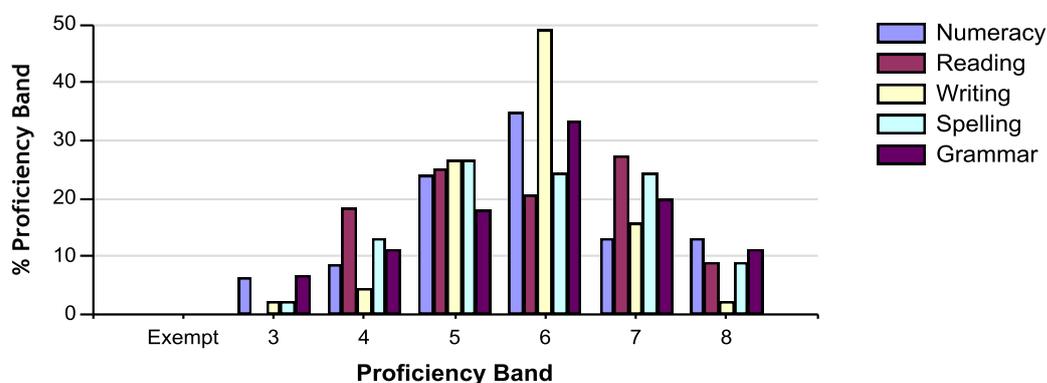


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy			12.0	32.0	28.0	18.0	10.0
Reading			8.0	28.0	18.0	20.0	26.0
Writing			4.0	6.0	34.0	56.0	
Spelling			10.0	28.0	22.0	24.0	16.0
Grammar		2.0	12.0	10.0	42.0	18.0	16.0

Having over 50% of our students in the top two bands in Reading and Writing reflects the work of our teachers and support staff in the Early Years. Areas for improvement for 2016 include Numeracy, Spelling and Grammar. These will form part of our Site Improvement Plan. The students in Band 1 and 2 will be specifically targeted for intervention programs.

Figure 2: Year 5 Proficiency Bands by Aspect



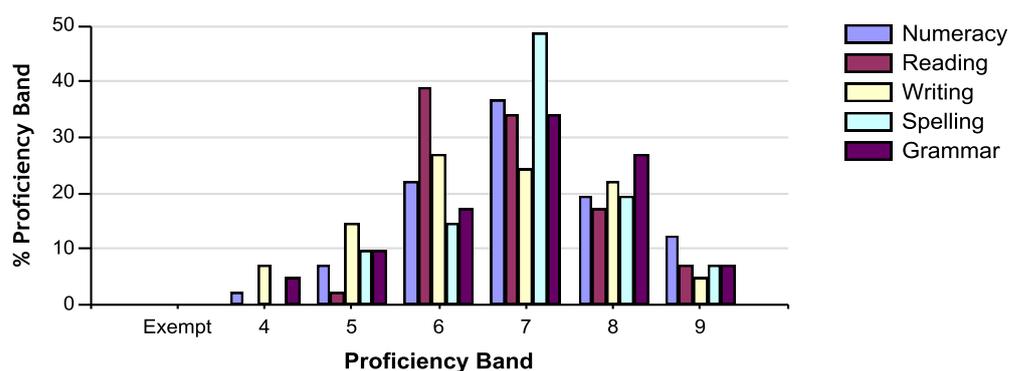
**Table 2: Year 5 Proficiency Bands by Aspect**

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		6.5	8.7	23.9	34.8	13.0	13.0
Reading			18.2	25.0	20.5	27.3	9.1
Writing		2.2	4.4	26.7	48.9	15.6	2.2
Spelling		2.2	13.3	26.7	24.4	24.4	8.9
Grammar		6.7	11.1	17.8	33.3	20.0	11.1

An average of over 30% of students in the top 2 bands has seen an increase of over 5% from the previous year and reflects the focus of teachers in a number of areas. Writing remains an area for improvement in 2016 and beyond. We will continue the work to move students from middle to higher bands. This has been particularly successful in 2015 with a significant shift from Band 5 to Band 6 in Writing.

There will be a focus on higher achievement through extension programs and challenging students to become powerful learners.

Individual targeting of students in the lower bands will lead to further improvements.

**Figure 3: Year 7 Proficiency Bands by Aspect****Table 3: Year 7 Proficiency Bands by Aspect**

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy		2.4	7.3	22.0	36.6	19.5	12.2
Reading			2.4	39.0	34.1	17.1	7.3
Writing		7.3	14.6	26.8	24.4	22.0	4.9
Spelling			9.8	14.6	48.8	19.5	7.3
Grammar		4.9	9.8	17.1	34.1	26.8	7.3

Whilst there are still a significant number of students in the middle bands, we will continue to work towards moving students into the higher bands. There has been a considerable increase in the number of students in Band 8 and 9 in Numeracy, Reading, Writing and Grammar. Students in the lower bands will be flagged for targeted support at Year 8 level.

## 6. STUDENT DATA

## 6.1 Attendance

Figure 9: Attendance by Year Level

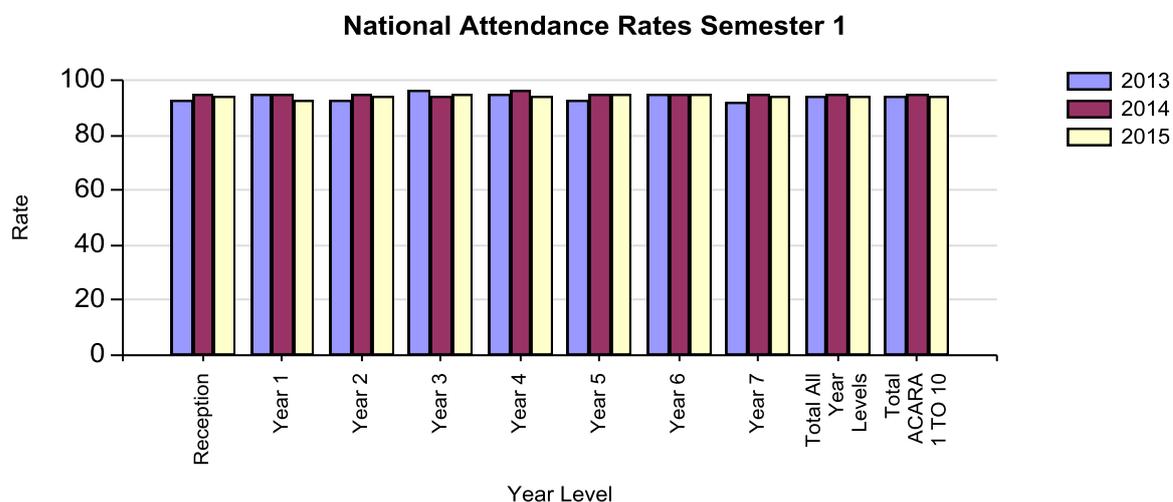


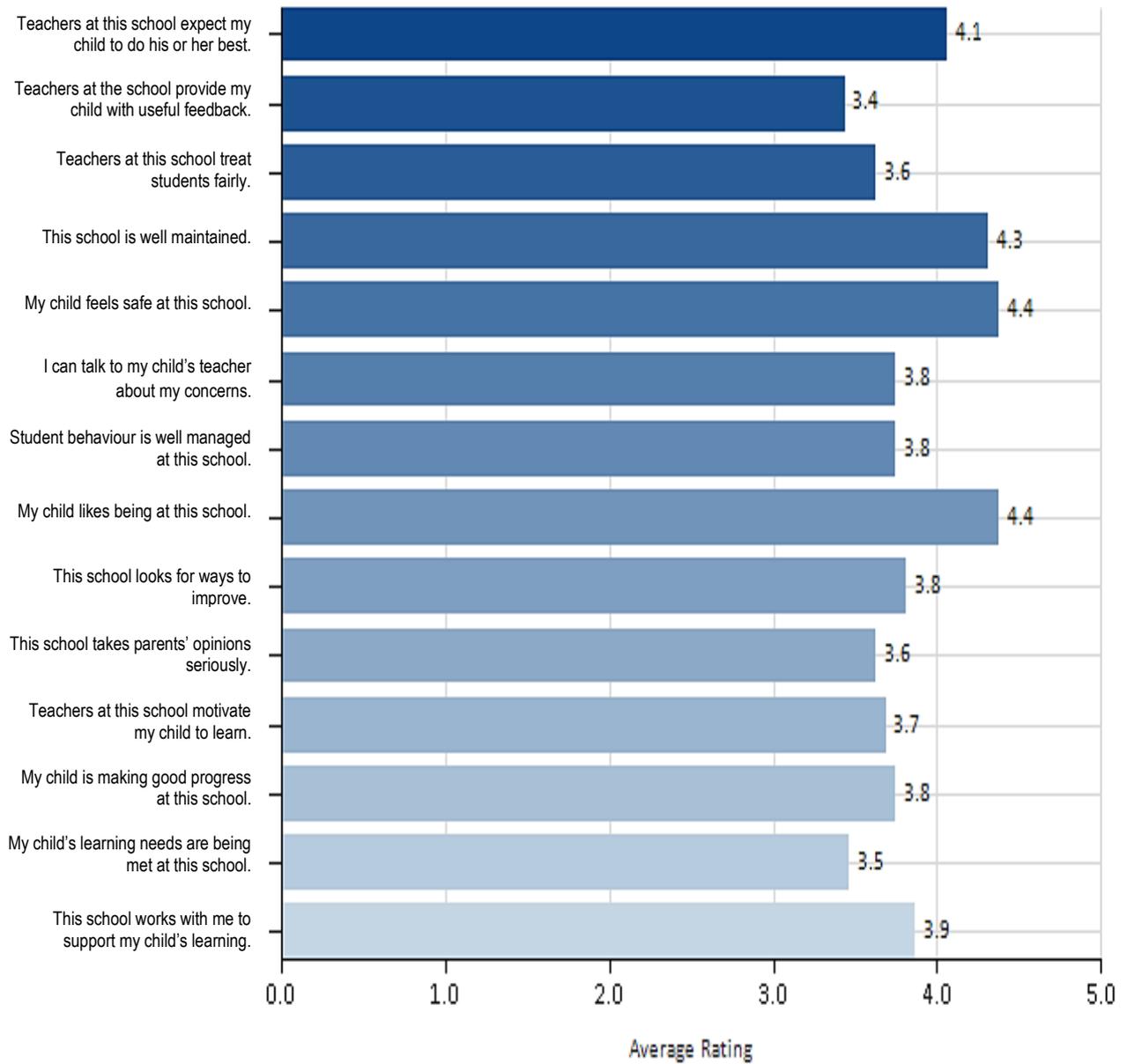
Table 9: Attendance by Year Level

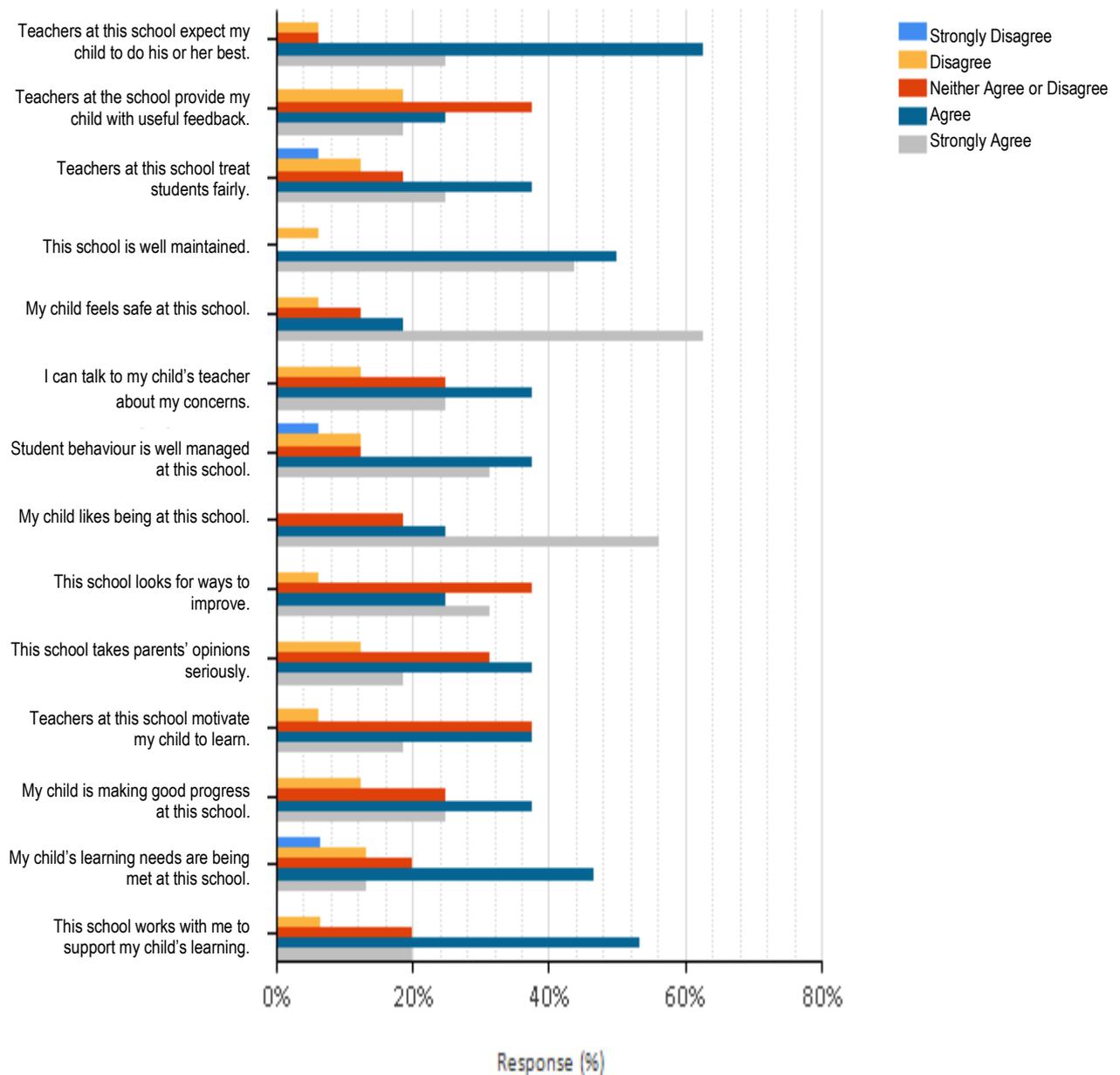
Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	93.0	94.8	94.3
Year 1	95.2	95.3	92.5
Year 2	93.1	95.1	94.4
Year 3	96.7	94.0	95.3
Year 4	95.0	96.6	93.9
Year 5	93.0	94.8	94.7
Year 6	94.7	95.1	94.8
Year 7	91.8	94.8	94.3
Total All Year Levels	94.2	95.1	94.3
Total ACARA 1 TO 10	94.3	95.1	94.3

With an average of 94.3% attendance our rates remain relatively high. We will need to continue to alert parent to the value of attendance if we are to meet the DECD target of 95% by the end of 2016. Teachers continue to work hard to contact parents when absences occur over several days without notification.

## 7. CLIENT OPINION

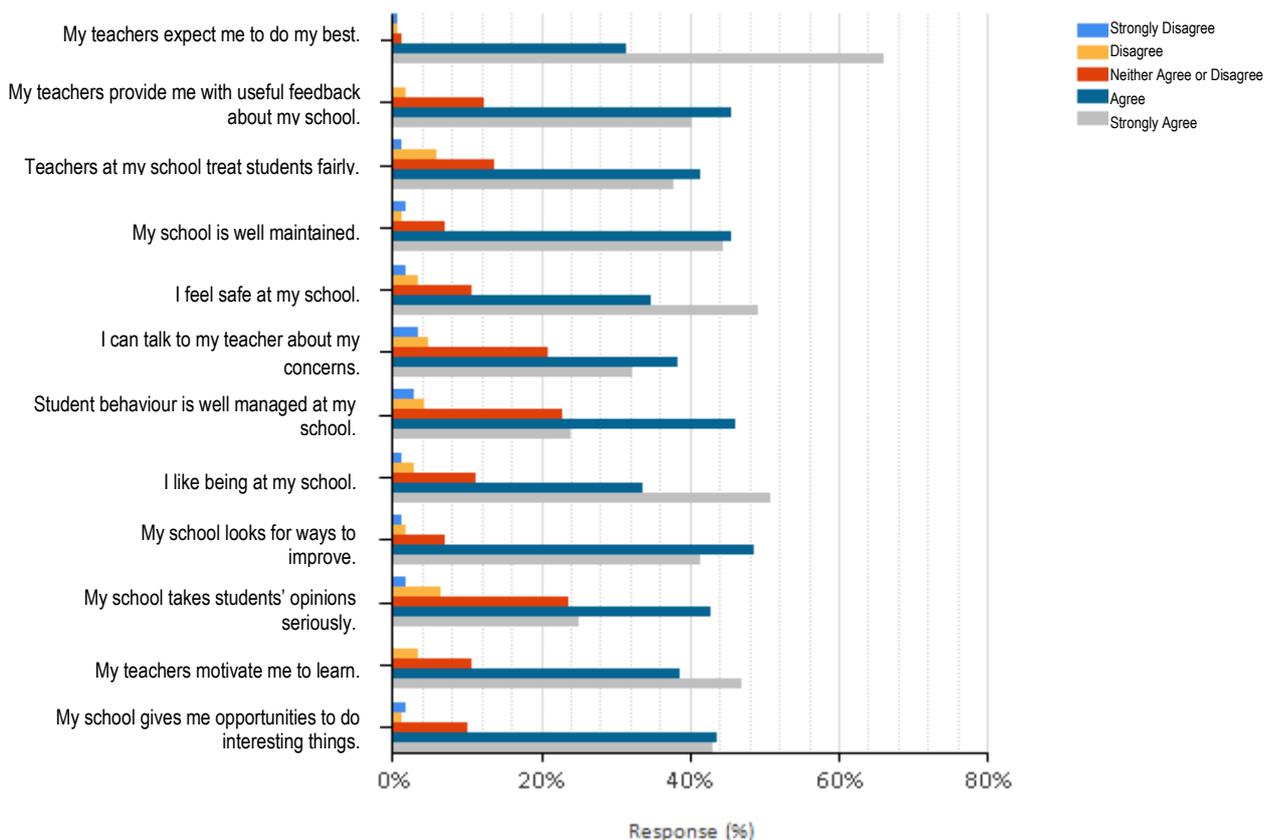
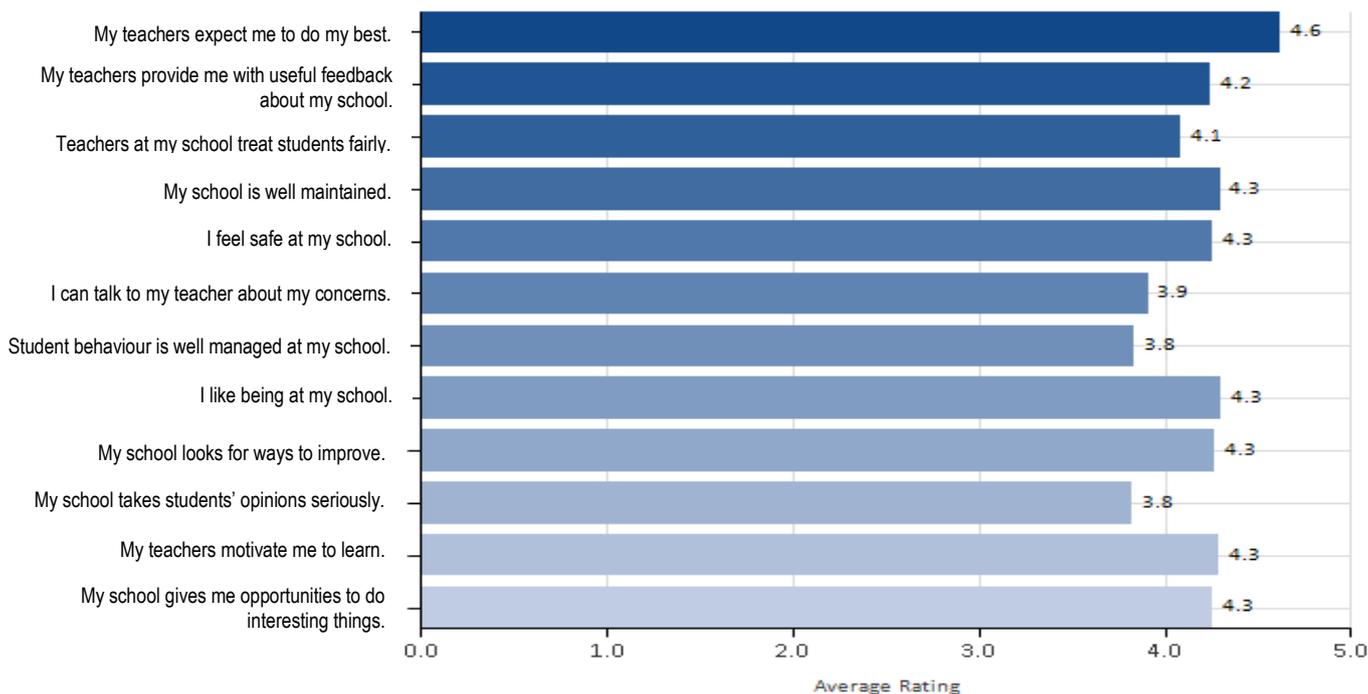
### Parent Opinion Survey





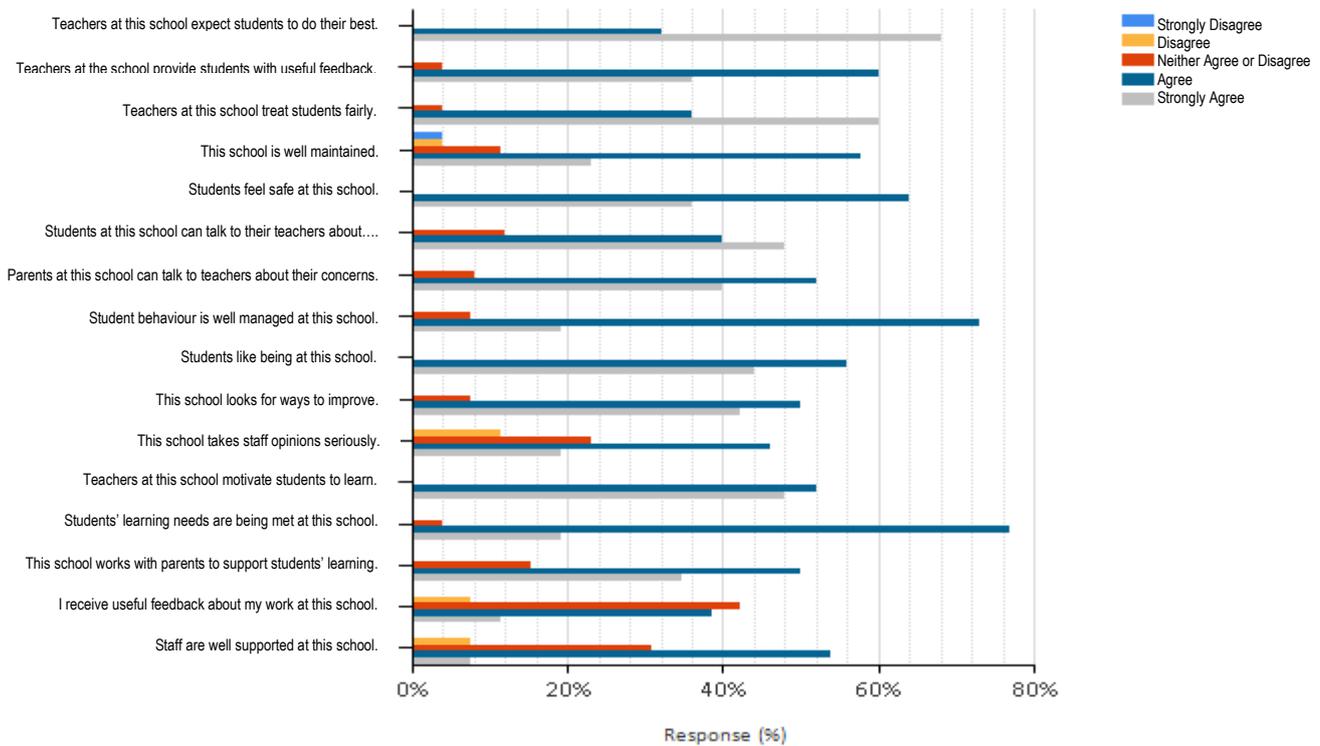
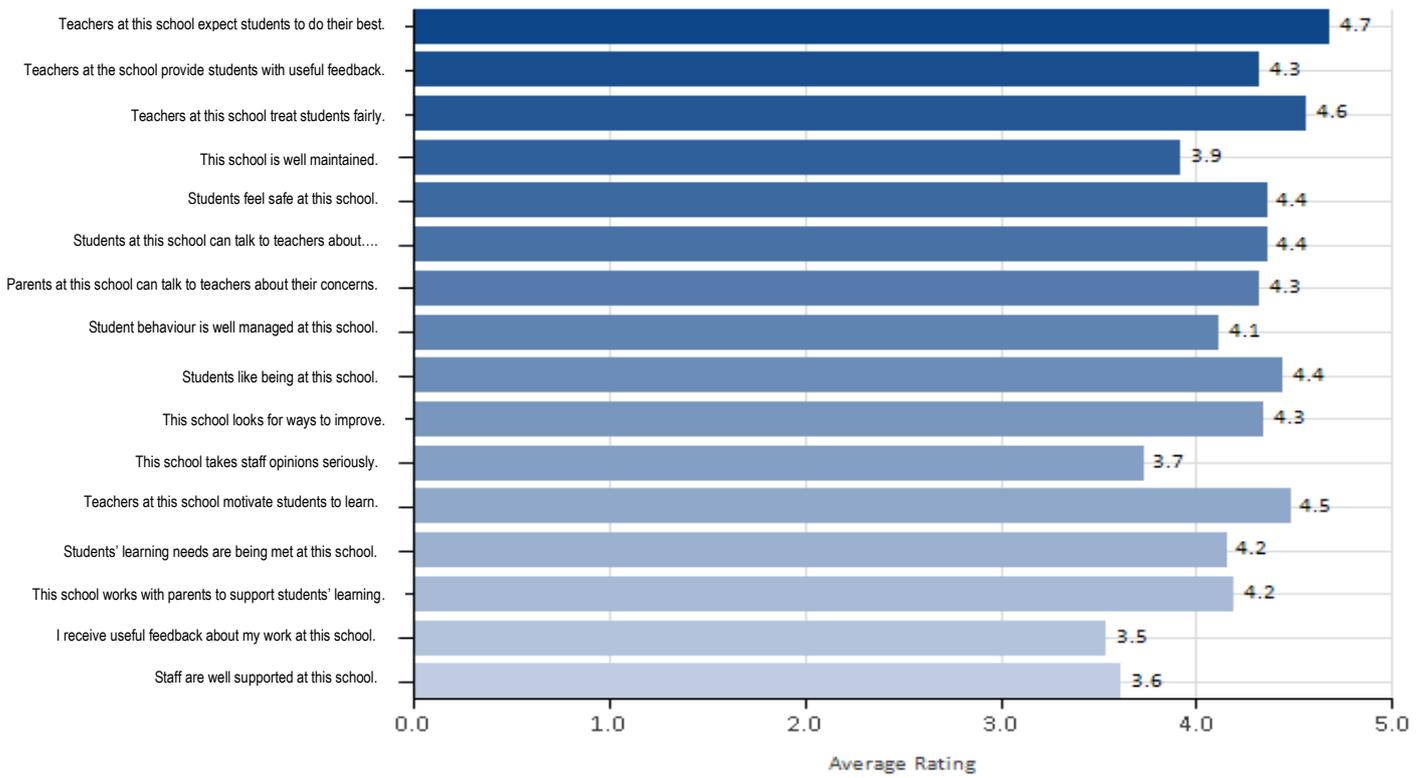
The overall rating for parent satisfaction sits at 3.86, which certainly leaves room for improvement overall. It is pleasing to note that parents feel that their child is safe and enjoys coming to school. Specific areas for improvement in 2016 include teacher feedback and meeting the learning needs of students, both of which will be part of the Site Learning Plan for 2016. Parent communication has been identified as a targeted area throughout our external review.

### Student Opinion Survey



With an average rating of 4.18, most areas indicate that there is still room for improvement overall, specifically the perception that student behavior management is not well managed and the fact that a number of students could not talk to their teachers about their concerns are issues for us to target in 2016. 'My teacher expects me to do my best' is the highest rating at 4.6. This reflects the work that we have done as a staff on raising the bar in 2015. This will continue to be a focus in 2016.

## Staff Opinion Survey



The positive average rating of 4.19 reflects the professionalism and collegiate support that is part of the culture at Fulham North Primary. Feedback to staff is a specific area for improvement, and we will be negotiating ways to improve this in 2016.

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

Incidents of violence and bullying obviously occur from time to time here at Fulham North Primary School. The very strong work of all staff in embedding the Fulham North Primary School values goes a long way to minimising such occurrences. Minor incidents are dealt with through our counselling and restorative practices process which requires students to work through with a teacher what they are going to do to prevent re occurrence. There were 22 incidents of violent behavior and 1 suspension during 2015.

### 8.2 Relevant History Screening

All directions from the 2014 audit of our screening procedures were implemented and our processes and practices for our relevant history screenings remain of the highest order.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	43
Post Graduate Qualifications	11

Please note: Staff that 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.

#### 8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalent	1.00	23.10	0	6.44
Persons	0	26	0	10

## 9. FINANCIAL STATEMENT

### Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$3204080.87
2	Grants: Commonwealth	\$11500
3	Parent Contributions	\$189968.96
4	Other	\$70669.72