

Fulham North Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Fulham North Primary School Number: 1166

Partnership: Western Adelaide Shores

Name of School Principal:

Stephen Marshall

Name of Governing Council Chair:

Justin Payne

Date of Endorsement:

19/02/2018

School Context and Highlights

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.

Special curriculum areas are, Performing Arts, Physical Education and Indonesian.

The school is recognised for its strong showing in both Performing Arts and Physical Education. With numerous students involved in the Instrumental Music Program, Choir performing at Festival of Music with many soloists and all students in the school performing at our Spring Fair. The school was successful in winning our local District Day for the 6th year in a row and many students represented the district at a SAPSASA level.

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 2017 Vacation Care was available at each holiday break and well supported.

In 2017 the school was fortunate to be a part of the Science, Technology, Engineering and Maths (STEM) grants. We received \$1000000 to build a new STEM Centre and upgrade learning areas in the main building. Work commenced in term 4 and will be completed during term 1 of 2018.

2017 saw Fulham North Primary School finish the year with a total enrollment of 432 students.

Governing Council Report

On behalf of both our Principal, and Deputy Principal we thank all committee members for their valued and much appreciated contributions during the year. Our team environment and communicating with the leadership and teachers 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 during 2017

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

- Construction finally starting with an internal upgrade of facilities to meet for the STEM program curriculum.
- Completion of energy saving lighting within the school to provide a better feel and look for all.
- Additional computers and iPads for our children which helps progress towards our aspirational goal of 1 piece of electronics for every child.
- Glass infills to Rooms 16 and 17 to help protect students from the cold and rain
- A chilled drink fountain to the GLA area
- New aluminum seating placed though out school grounds for the children and parents
- Upgrading of canteen freezer with a double door stand alone to provide safer access for Mary and our volunteers
- Ongoing ownership and governance of a profitable OHSC..
- 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 upgrade of School policies by Alison Gurr and continuing even though she has officially retired from Governing Council.

I thank Donna Mowling for her secretarial duties and Stuart Webb, for the hard work as the head of the finance committee, and his persistence in getting the Asbestos removed from Room 18 and subsequent upgrade.

Regards

Justin Payne – Governing Council Chairperson.

Improvement Planning and Outcomes

The key focus areas in the Site Improvement plan in 2017 were...

Teaching and Learning

Numeracy

Literacy

Wellbeing

Outcomes include the following..

Teaching and Learning...

Facilitated ongoing Professional Development for all staff in the understanding of and implementation of the Australian Curriculum.

Embedded Teaching For Effective Learning into classroom practice.

Implemented a range of thinking skills including the use of Blooms Taxonomy and Critical and Creative Thinking Skills.

Improved access to and increased utilisation of ICT as a learning tool.

Informed and engaged our Learning Community with regard to current pedagogy

Numeracy...

Worked on improving Mathematics pedagogy through professional learning and Action Research teams.

Improved the understanding of Mathematical concepts by forming real life connections through linking maths to everyday circumstances.

Developed the questioning techniques of teachers and students.

Literacy...

Refined our whole school agreements on Literacy and Teaching and Learning.

Commenced work aimed at improving Comprehension skills for all students.

Embarked on a comprehensive data collection and analysis process to guide teaching and learning.

Well Being...

Established more comprehensive processes for transition from Pre School to School and Primary to Secondary..

Increased student voice in decision making in classes an school wide.

Implemented further anti-bullying strategies.

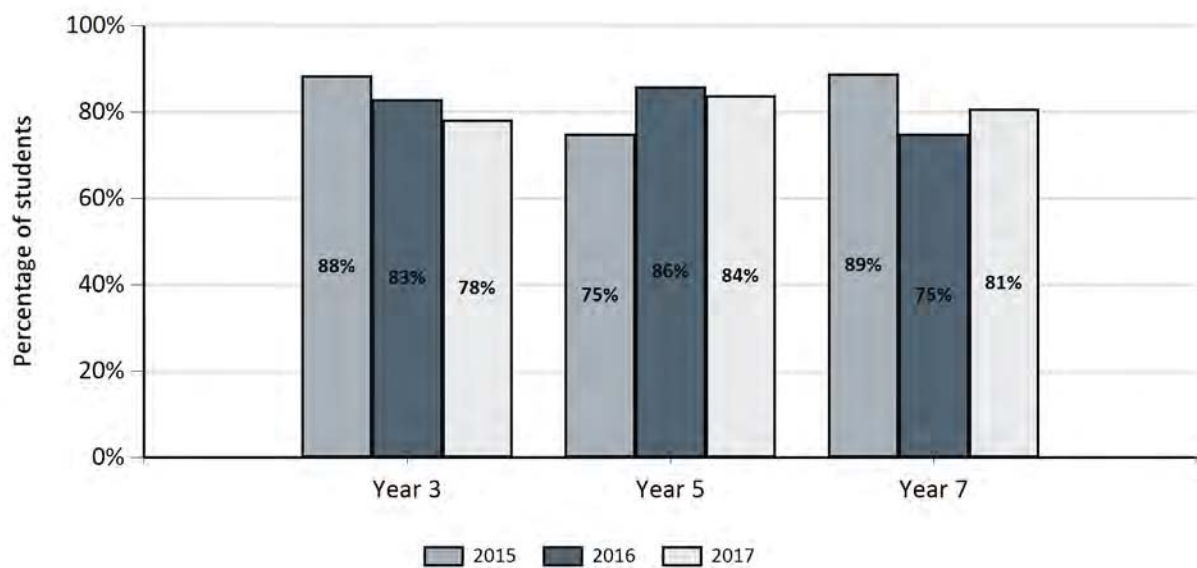
Established Positive Education Principles at FNPS.

Performance Summary

NAPLAN Proficiency

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

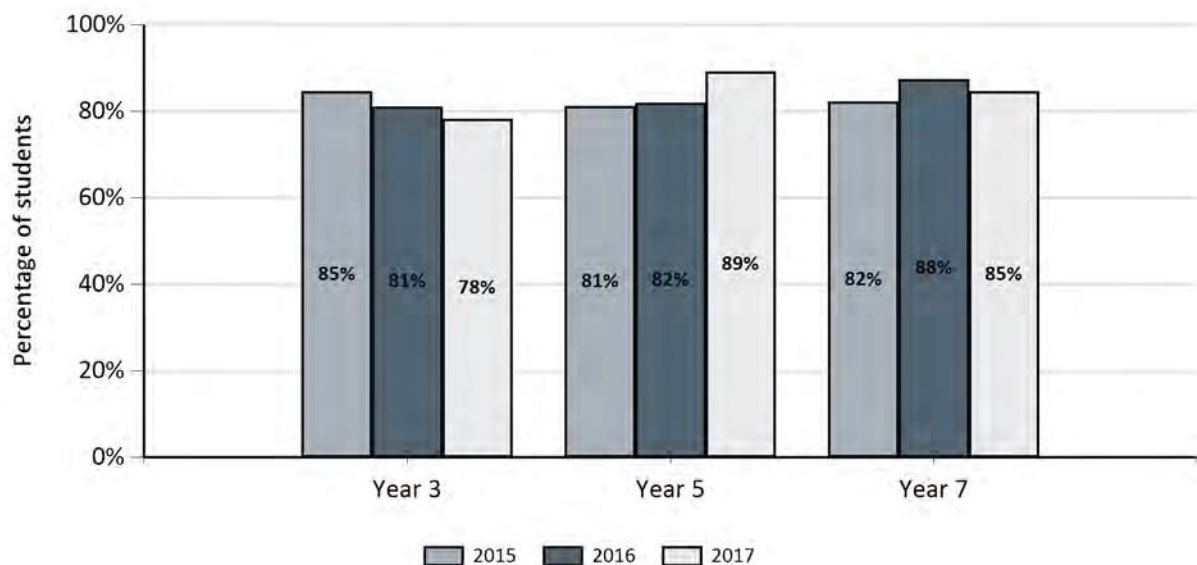
Reading



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

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

Numeracy



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

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

NAPLAN Progress

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

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	21%	29%	25%
Middle progress group	51%	51%	50%
Lower progress group	28%	20%	25%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	22%	26%	25%
Middle progress group	63%	55%	50%
Lower progress group	15%	19%	25%

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

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

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	55	55	20	15	36%	27%
Year 3 2015-17 Average	53.3	53.3	24.7	16.0	46%	30%
Year 5 2017	56	56	20	10	36%	18%
Year 5 2015-17 Average	51.3	51.3	17.0	13.0	33%	25%
Year 7 2017	52	52	14	15	27%	29%
Year 7 2015-17 Average	53.7	53.7	14.0	14.7	26%	27%

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

[^]includes absent and withdrawn students.

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

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

School Performance Comment

2017 NAPLAN were certainly not where we expected them to be. We saw a decrease in the number of students achieving DECD standard in 4 out of 6 areas. Reading saw year 3 and 5 decrease by 5% and 2% respectively whilst year 7 results increased by 6%.

All teachers had been working on Reading and Comprehension as a priority and as such the decreases are disappointing .

With regard to Middle and Higher band progression we are at or above State Average which is pleasing to see. Increasing the number of students in the higher bands is an integral part of our School Improvement agenda. This means more work will need to be done in 2018. In Numeracy we saw years 3 and 7 decrease by 3% and year 5 increase by 7%.

Upper band achievement levels remain at greater than 25% in all areas with exception of year 5 Numeracy which is an area we need to address in 2018.

Identifying individual students who are not achieving and developing specific improvement programs for them is a priority for us as is identifying students who are in the higher bands and ensuring we give them opportunities to expand their learning. The new Literacy and Numeracy First grant for 2018 will go a long way in assisting us to improve in these areas.

In other areas the school did very well with large number of students achieving Distinctions in the University Of New South Wales testing program.

One student, Luka Ferguson won The University Of New South Wales Medal for Spelling making him the top student in South Australia and Northern Territory at year 4 level.

Attendance

Year level	2014	2015	2016	2017
Reception	94.8%	94.3%	93.6%	93.3%
Year 1	95.3%	92.5%	93.7%	93.3%
Year 2	95.1%	94.4%	94.1%	95.2%
Year 3	94.0%	95.3%	93.7%	93.5%
Year 4	96.6%	93.9%	94.9%	93.9%
Year 5	94.8%	94.7%	94.4%	94.2%
Year 6	95.1%	94.8%	94.6%	94.4%
Year 7	94.8%	94.3%	94.3%	94.6%
Total	95.1%	94.3%	94.2%	94.1%

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

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

Attendance Comment

Attendance at Fulham North continues to be in the higher end of the scale with a slight decrease from 94.2 to 94.1. Lateness is an issue that we are working on with families. Our processes for following up absences and families informing the school regarding planned absences is very good. Families that display patterns of poor attendance are contacted and discussions take place around how this can be better managed to ensure regular attendance. The Deputy Principal follows up on all attendance issues as they come to hand.

Behaviour Management Comment

Overall behaviour management at Fulham North Primary School is not a major issue. Incidents of violence and bullying do occur from time to time at our school and are dealt with effectively. The very strong work of all staff in embedding the Fulham North Primary School values and the introduction of Positive Education has been a valuable influence in minimising such occurrences.

Minor incidents are dealt with through our counselling and restorative practice process which requires students to work through, with a teacher what they are going to do to prevent a re occurrence. There were 24 incidents of violent behavior, 8 of the incidents can be attributed to one child who had significant social issues and resulted in 2 suspensions during 2017.

Client Opinion Summary

No Client opinion surveys were conducted in 2017.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	9	9.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	18	19.4%
Transfer to SA Govt School	66	71.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All volunteers and support services that engage within the school undertake a DCSI clearance, RAN training and an induction process at the site. Records are kept in accordance to the DECD requirements.

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	47
Post Graduate Qualifications	8

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

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

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.9	24.7	0.0	6.4
Persons	1	30	0	9

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

Financial Statement

Funding Source	Amount
Grants: State	\$3432859
Grants: Commonwealth	\$33563
Parent Contributions	\$139825
Fund Raising	\$4487
Other	0

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

2017 School Annual Report: Tier 2 Funding Report*

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

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	One student received additional funding to support his Behaviour Plan. An SSO worked with him on communication and social skills.	Some positive changes occurred during term 1.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	We had a number of students on NEP's during the year. Funding was used to provide Special Education teacher to work with the teachers and student. Other funding was used to provide SSO support.	All students on NEP met a number of targets from their NEP's
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Literacy and Numeracy grants were used to provide SSO support to assist teachers and to work directly with individual students Student With Learning Difficulties money was used to provide SSO support and to assist classroom teachers.	Progress in this area was varied with a significant number of students showing improvement in reading levels
Program Funding for all Students	Australian Curriculum	The Primary Australian Curriculum money was used to provide release time for teachers to undertake team based professional learning.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding Specialist School Reporting (as required)	Better Schools funding was utilised to provide extra SSO support in classes for student who had learning difficulties but did not meet disability criteria.	Extra support provided results varied. All students made progress as a result.
Improved Outcomes for Gifted Students	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Positive education continued to develop. Relation time embedded. Individual counselling on a needs basis.	Counselling delivered varying results depending on the individual.