



Through knowledge to Wisdom

Fulham North Primary School

2022 annual report to the community

Fulham North Primary School Number: 1166

Partnership: Western Adelaide Shores

Signature

School principal:

Mr Nicholas Papadopoulos

Governing council chair:

Leith Forrest

Date of endorsement:

9 February 2023



Government
of South Australia
Department for Education

Context and highlights

Fulham North Primary School is a proud public school which is greatly valued by the school community. The school has a strong focus on creating powerful learners who are problem solvers and critical thinkers. Students work in collaboration to develop the skills needed for future success. The school also has strong performing arts and physical education programs.

Fulham North Primary School is located approximately 10km west of the Adelaide CBD. Enrolments have retracted due to the Year 7s to High School project and currently sit at 398 students in R-6. There are 8.8% school card holders, 16.3% NESB enrolments and 0.87% ATSI enrolments.

The leadership team is made up of a principal, deputy principal and assistant principal. Specialist teachers deliver Indonesian language, physical education and performing arts.

Some highlights for 2022 include:

- Record number of students meeting Phonics Screening Check SEA
- Continued growth across all year levels in Brightpath mean scores for Narrative and Persuasive texts
- Significant achievement and improvement in Perspective Survey sub climate scores and individual questions
- School infrastructure improvements including rubber soft fall and new toilet block
- End of year Christmas concert

Governing council report

Like years before it, the year had the occasional challenges of covid - but it was fantastic to be able to return to some sense of normal and again contribute as a Governing Council.

After months of planning, it is so wonderful to be able to see the installation of the school value murals in the quadrangle. They add colour and fun to our school. Thank you to Tara for getting the artist and the values together for the entire community to share. As a council we think it really adds to the school environment. And a reminder to students of the values we strive for.

Last year we were fortunate enough to be an election polling booth which provided not only funds for school projects - but a chance to come together as a local community. Thank you again to the businesses that donated, the council members who volunteered their time, and the parents and teachers who also assisted. Special thanks to Kristian Rawlings for all he did on the day and continues to do for our school.

The highlight of the year, from a fundraising perspective - and school community event - was our inaugural quiz night. This was not only a huge financial success - the monies going towards the restoration of the garden plot - but also as an event for people to come and enjoy themselves. Despite the emcee dribbling nonsense, a terrifically fun evening was had by all, with overwhelming positive feedback from those who attended to arrange another for this year. Some 80-100 people attended the quiz night, and word of mouth would suggest that number should increase significantly this year.

The creation and finalisation of the toilet block for the GLA is another of the long term projects that was completed in 2022. Huge thank you to Nick for driving this project. Things often get talked about, then postponed due to finance or logistics - but Nick was driven to get this project finished, and the boys, girls and disabled toilets will prove to be a godsend for students, teachers and even parents for years to come.

After years of zero school camps - it was nice for the year 6 classes to get away to Illawonga on the Murray River. With covid this was the first, and last, camp for this year level in their school lives. With the very start of the river flooding, FNPS were the first, and then second last school to have an aquatics camp in 2022 at this facility. So the children I'm sure are very thankful for the opportunity. Interesting food selections aside the students had an amazing time, driving boats, learning to knee board, doing gymnastics in an Olympic sized pool foam pit, exploring caves and kayaking. Hopefully more classes get to experience this camp in their school lifetime.

The social media accounts of the school continue to go from strength to strength with an engaged audience on Facebook. This allows parents and grandparents to get an insight into all of the day to day happenings at the school. Tara in particular is a driving force in this field.

As school life and life in general appears to be returning to some form of normal - I'm sure the next governing council this year are excited and ready to get their hands dirty to continue to provide assistance and fundraising opportunities for our school.

On a personal and self-indulgent note last year was my final year on the governing council after a 4 year stint, the last couple as Governing Chair. I'd like to thank Nick, Kristian, Tara and the entire staff for the exceptional job they do with our children at Fulham North. As a governing council we are fortunate and thankful to be included on decisions, information, and the path going forward at FNPS. Nick and the staff have been nothing but inclusive, encouraging and helpful. We are very blessed to have the school community that we do. Long may that live. Go you Mighty Owls.

Quality improvement planning

2022 saw significant traction toward achieving the set actions in the Site Improvement Plan(SIP). Effective tracking and monitoring of the SIP implementation with the School Planning Committee ensured these actions were embedded in classroom practice.

As part of the site's self review processes, the School Planning Committee meet twice per term to track, monitor, review and evaluate the SIP.

The School Planning Committee representatives were released in Term 4 of 2022 to engage in the step 4 and 5 review and evaluate processes.

This process has led to stronger alignment between the curriculum and the 2023 Site Improvement Plan as well as improved alignment between the goals, success criteria, challenge of practice and the SIP actions.

Key achievements in actioning the SIP include:

- Daily delivery of reciprocal reading
- Effective Professional Learning Team structures and processes which provided teachers with the opportunity to analyze data, determine a response, reflect on effectiveness and adjust their practice.
- Science of reading rollout with implementation of decodables and phonological awareness.
- Continuous use of formative assessment and provision of regular and varying improvement focused feedback

Moving into 2023, a number of improvement focused modifications have been made to the SIP including:

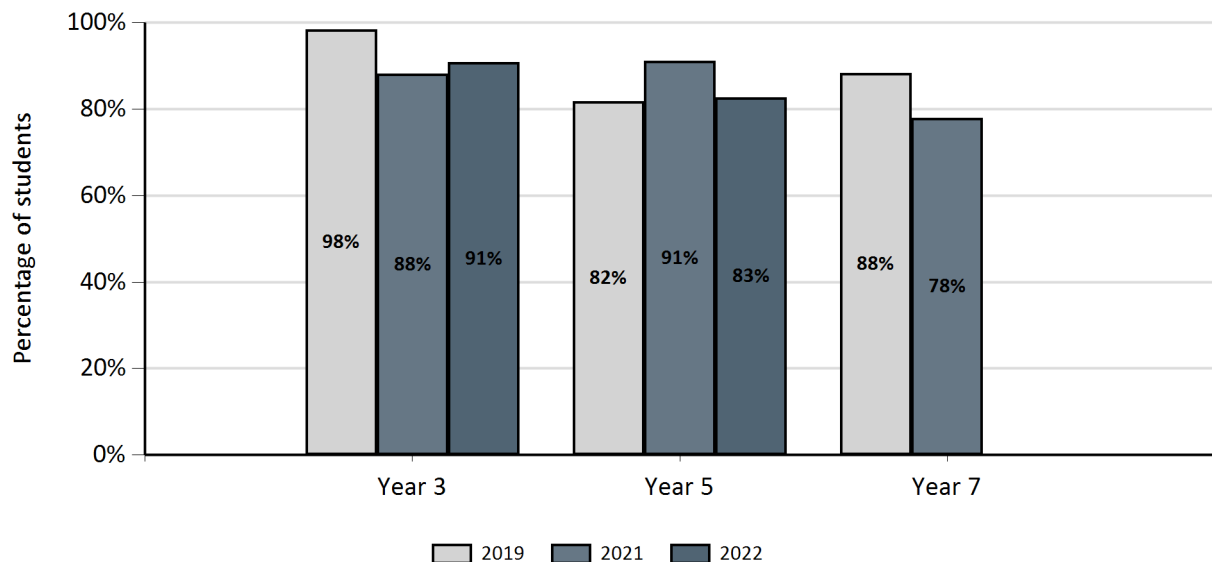
- Goals and Success Criteria directly linked to curriculum
- Targets and Success Criteria for each year level
- Challenge of practice alignment to ESR Handbook, Literacy Guidebooks and SA Scope and Sequence

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

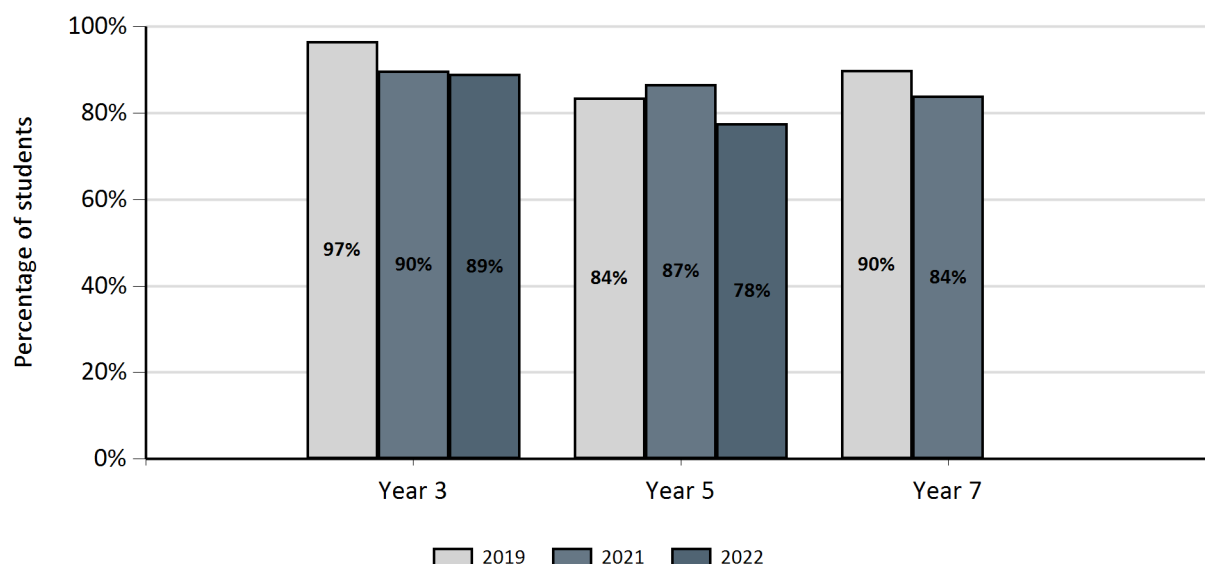


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	55	55	29	25	53%	46%
Year 03 2021-2022 Average	57.0	57.0	33.5	24.0	59%	42%
Year 05 2022	58	58	26	11	45%	19%
Year 05 2021-2022 Average	63.0	63.0	26.5	16.0	42%	25%
Year 07 2021-2022 Average	50.0	50.0	11.0	18.0	22%	36%

*NOTE: No NAPLAN testing was conducted in 2020.

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

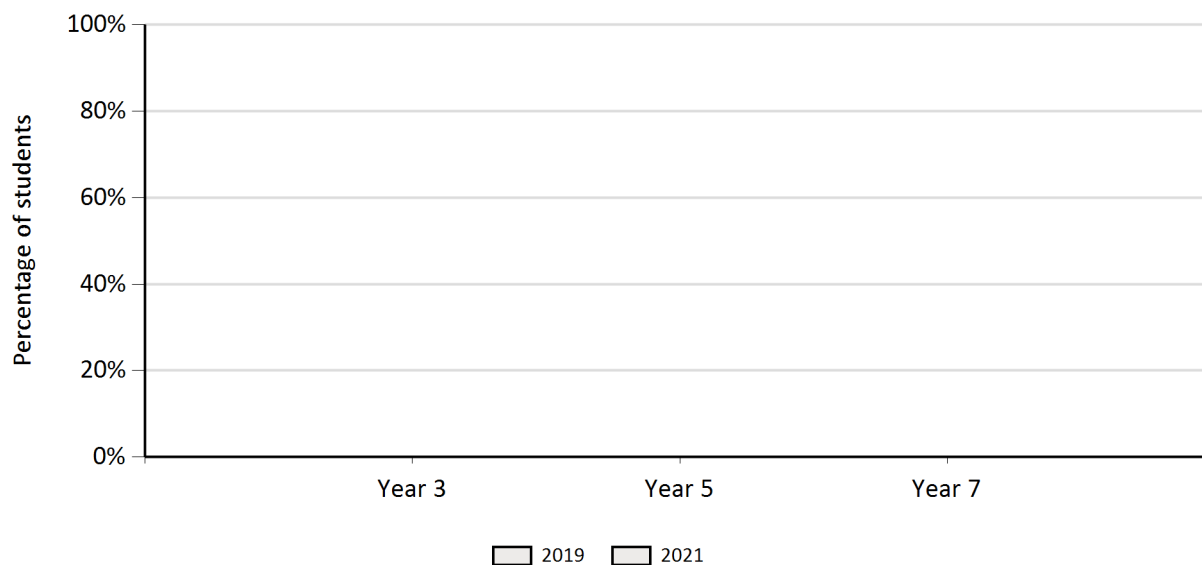
[^]includes absent and withdrawn students.

*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



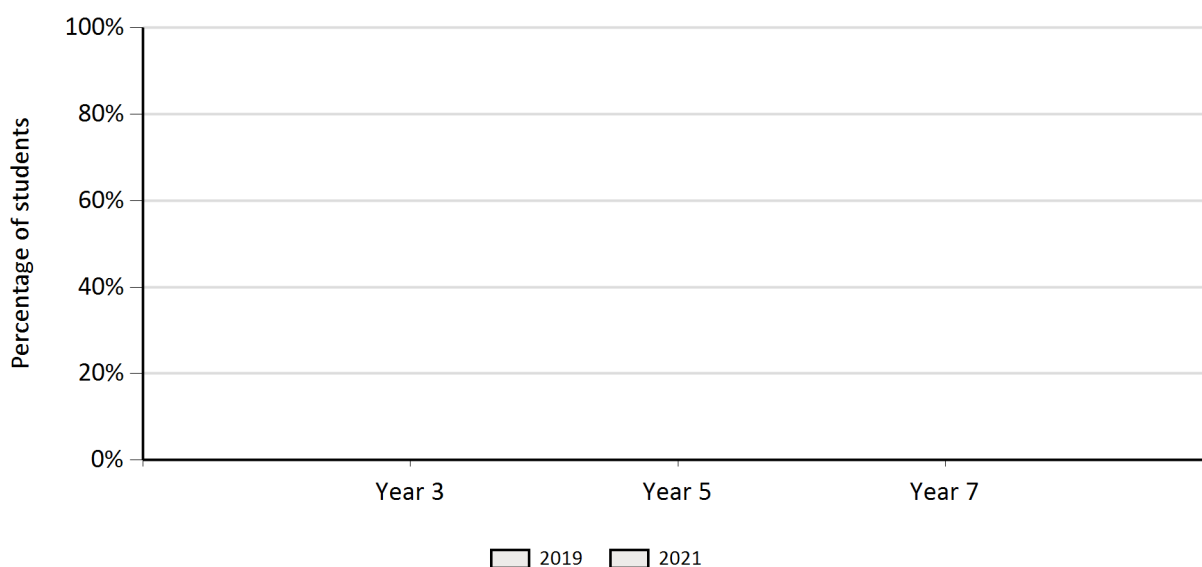
*NOTE: No NAPLAN testing was conducted in 2020.

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^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

^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: Tracking & Monitoring

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

Student Review Team will track and monitor Aboriginal learners twice per term.
 Aboriginal learners will be prioritised for intervention opportunities if required.
 Teachers will ensure all Aboriginal learner One Plans are regularly reviewed and achievable.
 Aboriginal learners are closely tracked to ensure improvement in Literacy and Numeracy.

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

All Aboriginal students meeting Standard of Educational Achievement.

School performance comment

PAT Reading % of students achieving National Normed Median by year level:

Year 2 - 35%

Year 3 - 56%

Year 4 - 66%

Year 5 - 58%

Year 6 - 60%

PAT Maths % of students achieving National Normed Median by year level:

Year 2 - 36%

Year 3 - 76%

Year 4 - 72%

Year 5 - 58%

Year 6 - 76%

NAPLAN Reading

Year 3 - 53% of students achieved higher bands and 91% achieved Standard of Educational Achievement

Year 5 - 45% of students achieved higher bands and 83% achieved Standard of Educational Achievement

NAPLAN Numeracy

Year 3 - 45% of students achieved higher bands and 89% achieved Standard of Educational Achievement

Year 5 - 19% of students achieved higher bands and 78% achieved Standard of Educational Achievement

NAPLAN Writing

Year 3 - 45% of students achieved higher bands and 91% achieved Standard of Educational Achievement

Year 5 - 19% of students achieved higher bands and 78% achieved Standard of Educational Achievement

Attendance

Year level	2019	2020	2021	2022
Reception	94.9%	89.0%	95.6%	89.0%
Year 1	93.9%	89.8%	94.2%	90.1%
Year 2	93.8%	88.7%	95.2%	88.7%
Year 3	94.4%	89.9%	94.5%	86.5%
Year 4	94.1%	88.1%	93.6%	87.7%
Year 5	92.4%	90.3%	92.6%	87.5%
Year 6	94.3%	86.6%	95.0%	88.0%
Year 7	94.1%	88.6%	93.1%	N/A
Total	94.0%	88.8%	94.2%	88.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

At Fulham North Primary School high levels of student attendance are generally achieved. Historically the attendance rates sit between 93% to 95%.

Behaviour support comment

Very low levels of behaviour management are required at Fulham North. Generally, teachers and SSOs are able to effectively manage behaviour within the classroom. Students who are unable to effectively regulate their emotions account for the small amount of office referrals. All teachers deliver social skills programs as part of the teaching and learning to support positive student behaviour. Teachers also have a strong focus on building positive relationships and setting clear classroom expectations through the Setting Up for Success beginning of year program.

Parent opinion survey summary

Fulham North Primary School has a very strong school culture. There are positive connections between staff, students and the community resulting in good community perceptions. This is reflected in the parent opinion survey which saw increases across most areas with an average increase of 4.7% in 2021 and an additional 3% in 2022.

Intended destination

Leave Reason	Number	%
DE - DECEASED	1	7.7%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	23.1%
OV - LEFT SA FOR OVERSEAS	1	7.7%
QL - LEFT SA FOR QLD	1	7.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	53.8%

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

All teachers hold registration with the SA Teachers' Registration Board and as such hold the relevant history screening. All staff all have up to date Working With Children Checks. Regular Volunteers including canteen volunteers and volunteers attending excursions and camps all hold Working With Children Checks.

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	38
Post Graduate Qualifications	8

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	25.4	0.0	7.0
Persons	0	29	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$3,824,926
Grants: Commonwealth	\$6,800
Parent Contributions	\$102,333
Fund Raising	\$8,681
Other	\$0

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	Deputy Principal engaging with students during break times Implemented social skills program - 'What's the Buzz' Established Peer Leaders to provide support to students during break times	Reduced behaviour issues
	Improved outcomes for students with an additional language or dialect	0.4 EALD/Special Ed role utilised to support targeted EALD students for addition support f-6 Intervention support for EALD students	EALD students receiving SSO support and intervention
	Inclusive Education Support Program	Intervention programs delivered by SSOs including Quicksmart, MaqLit, MiniLit	Improved numeracy and literacy outcomes for students accessing programs.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	SSO time to provide additional assistance for targeted students. Targeted intervention in numeracy and literacy. Lowering class sizes in early years, particularly Foundation.	Targeted students receiving additional support and intervention with learning
Program funding for all students	Australian Curriculum	Teachers being released to meet in teams to further develop and moderate application of the Australian Curriculum.	Teachers collaborating on AC Improvement in teachers ability to moderate
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Continued ICT device upgrades including laptops, I-pads and interactive panel.	Increased engagement
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	0.2 teacher role - HIP and Mini HIP program for students identified as having high intellectual protentional. Plus consultative role to support classroom teacher to best support gifted students in a mainstream setting.	Significant improvement in student engagement during HIP

