

# Fulham Gardens Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Fulham Gardens Primary School Number: 934

Partnership: Western Adelaide Shores

**Name of School Principal:**

TONY VARBARO

**Name of Governing Council Chair:**

MEGAN GEORGE

**Date of Endorsement:**

14/2/2018

## School Context and Highlights

School Name: Fulham Gardens Primary School School Number: 0934 Principal: Tony Varbaro  
Partnership Western Adelaide Shores Partnership.

Fulham Gardens Primary School serves a community from a variety of socio-economic and cultural backgrounds. The student population has a profile of 40% school card holders and 40% from non-English speaking backgrounds (categories 1-3), representing 20 different ethnic groups. Many groups are represented in small numbers. In 2018 we can expect a significant enrolment increase with 132 students having already enrolled.

Our site attracts students from a variety of kindergartens and we continue to build strong working relationships with our local Kindergartens across the Western Adelaide Shores Partnership of schools.

The school hosts a F-3 Regional Special Option class. From 2018 this class will revert to being an F to Year 2 class. Students in this class participate in all school activities and are mainstreamed for various aspects of the learning program.

Located on site is a thriving playgroup which is a combination of a Community Program and also the DECD sponsored Pins (Playgroup In Schools Program). In 2018 the 4 year old playgroup program will continue to serve our community.

Students at Fulham Gardens have participated in a variety of very exciting and engaging Partnership and school based programs which have offered a broad range of experiences and opportunities for students to co-design their learning through student voice and leadership.

These programs are supported by our school community and include:

The New Normal project.

The Student Commission.

The STEM year 7/8 project.

The Early Years STEM project.

Japanese language and culture, Visual Arts, Dance, Drama and Music specialist learning programs.

Stephanie Alexander Kitchen and Garden Program.

Instrumental Music ( Violin)

Student leadership. Community Service and Civics and Citizenship.

SAPSASA sport.

These will all continue in 2018 and with the addition of new staff, there are a number of additional programs being planned.

## Governing Council Report

Fulham Gardens Primary School has had another successful year in 2017. The School Community nights, such as the Open Night and the End of Year Concert were extremely well supported by our families and the local community. These nights were well organised and executed and a huge credit to all of the staff and students who worked very hard to put them together.

The children have again had many different learning opportunities this year, with Singing, Visual Arts, Japanese, Sporting Visitors/Clinics, Swimming, Surf Life Saving, Excursions, the Stephanie Alexander Kitchen and Garden Program, Inter School Sports and Student Leadership programs just to name a few. To be able to provide ALL of these opportunities in a small school is an absolute credit to the Staff who go above and beyond to ensure our children can have these experiences.

STEM learning has also been a focus this year, even though it was extremely disappointing to not receive STEM works funding like all of the other schools in our partnership. It is a credit to our staff that they were able to provide some STEM opportunities so that our children didn't completely miss out on the opportunities provided to their peers in other schools.

The Governing Council would like to thank the Principal, Mr Varbaro, and all Staff for their continued support and look forward to the next school year.

Amanda Sutton.

Governing Council member.

## Improvement Planning and Outcomes

2017 has been an exciting year with a majority of staff being retained at the school. Continuity and consistency has been an important factor in consolidating teaching and learning programs across the school. The staff is committed to improved teaching and learning pedagogy and subsequent improved outcomes for students. Staff has developed whole year teaching and learning plans so there is clear direction and continuity of learning. Teachers worked in learning teams to support shared planning, assessment and moderation. Smaller cohorts across each of the year levels can provide a misleading interpretation of student outcomes either positively or negatively based on the achievements of just 1 or 2 students and alter the % count. Therefore we track each student's progress and are able to establish specific learning plans and intentions. Staff professional learning combined with pupil free days has enabled staff to analyse various data sets in preparation for 2018.

**STUDENT ACHIEVEMENT** Across the school we have consolidated our data collection and analysis strategy to ensure we track and monitor every student and their achievements. We work closely with our support services and specialist staff to ensure targets and plans are established to monitor literacy, numeracy, social, emotional, behavioral and attendance requirements. These are documented within NEP's and ILP's and reported to Governing Council, parents / carers through our assessment and reporting procedures. We have site based tracking strategies which include Markit , EDSAS and a data bank which are used to monitor each student.

**NUMERACY AND LITERACY.** In 2017 we have consolidated our numeracy and Literacy agreement so as to ensure there is consistency and continuity of learning across Foundation to year 7. This outlines clear learning requirements and expectations around intervention and enrichment as we strive to maximise student's learning potential. Our work focuses on pedagogy and strategies to engage students in their learning. In 2018 the DECD Literacy and Numeracy First strategy will guide our work .

**STUDENT WELL BEING AND ENGAGEMENT.** Each year we focus on an induction social skills program so that the core principles of the school's values, student management procedures and well being are addressed. Students are exposed to countering harassment and bullying strategies and child protection strategies. Our work is supported by our pastoral support worker who counsels and works with small student groups. In 2017 we participated in the Rock Water program to support student self regulation. In 2018 there will be a significant focus on SAFE ( Schools Are For Everyone) so that students develop a SAFE mindset and dialogue around their classroom and yard actions and behaviours.

**PARENT AND COMMUNITY ENGAGEMENT.** Through our local partnership the role of governing councils and the engagement of parents within our sites through Shore Start has been a major focus. Throughout the year parents have been invited to professional learning opportunities aligned to the partnerships priorities. The challenge in 2018 is to increase parent participation across all levels.

**CAPACITY BUILDING OF LEADERS, STAFF AND TEACHERS.** Through our work within the Western Shores Partnership, staff have had opportunities to network with others teachers, leaders and support staff. In 2017 a significant focus was on Learning Design, Assessment and Moderation of student work to build consistency. This has been powerful learning linked to Maths and STEM learning.

### INDIVIDUAL LEARNING PLANS

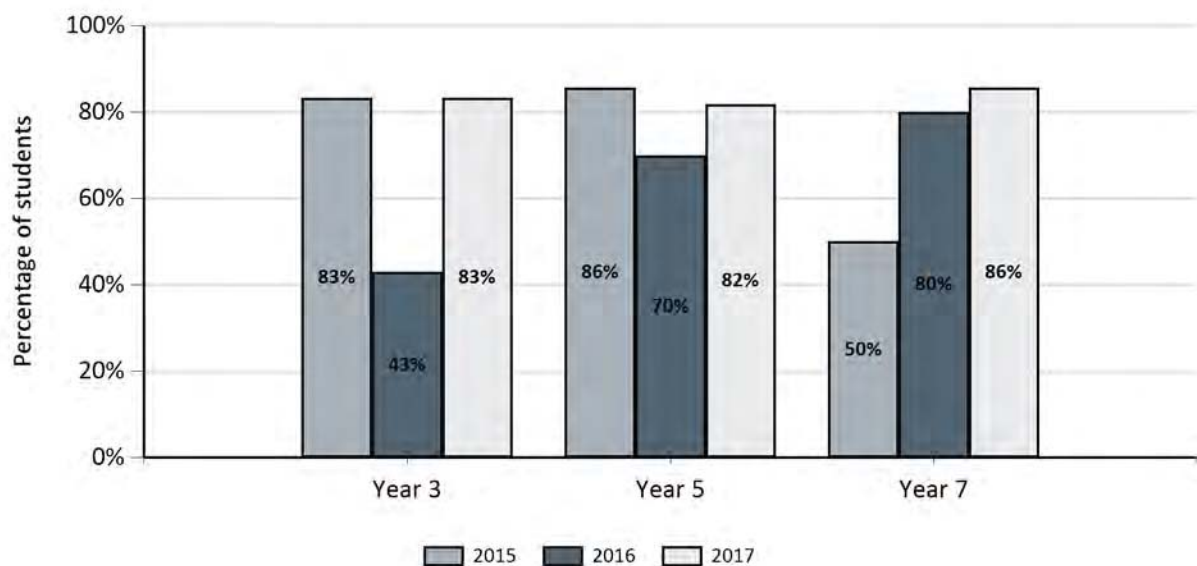
In 2018 we will be further developing individual learning plans which outline literacy, numeracy and behavior goals and strategies. These plans will be shared through 3 way interviews with parents.

## 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.

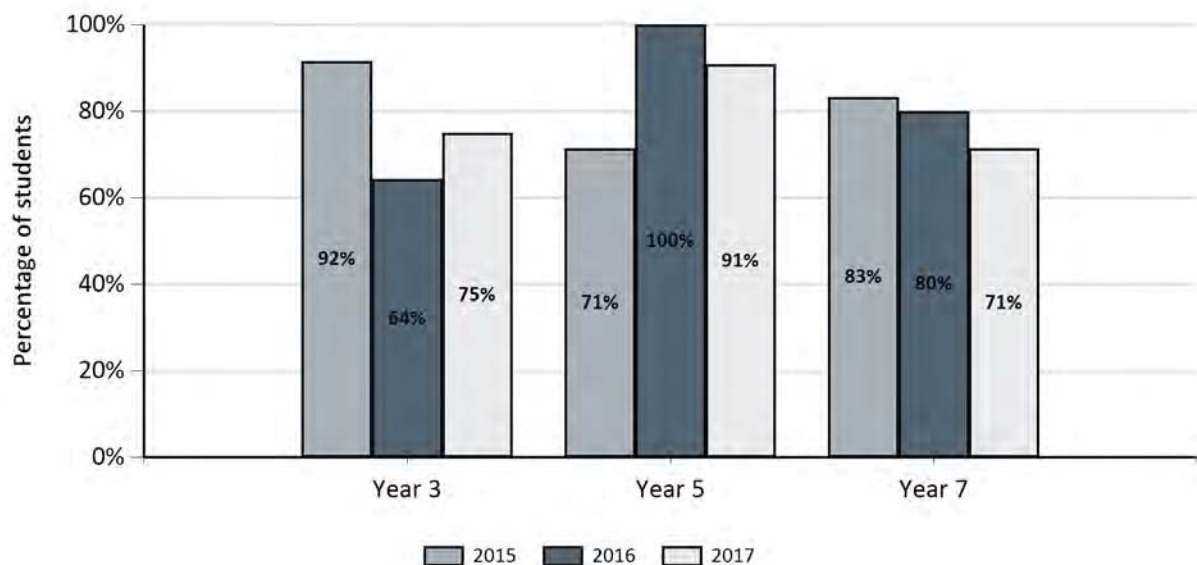
#### Reading



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	33%	14%	25%
Middle progress group	67%	86%	50%
Lower progress group	0%	0%	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 5-7	Year 3-5	State (average)
Upper progress group	0%	29%	25%
Middle progress group	67%	57%	50%
Lower progress group	33%	14%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	12	12	2	2	17%	17%
Year 3 2015-17 Average	12.7	12.7	3.0	1.0	24%	8%
Year 5 2017	11	11	4	2	36%	18%
Year 5 2015-17 Average	9.3	9.3	2.7	1.3	29%	14%
Year 7 2017	7	7	2	1	29%	14%
Year 7 2015-17 Average	7.7	7.7	2.3	1.0	30%	13%

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

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

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

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

## School Performance Comment

### NAPLAN

Our efforts focused on improving the number of students achieving higher levels. With a high level of transient students we focus on tracking individual students and use the information from NAPLAN analysis to add a value to our broad range of data collection strategies so as to ensure students with specific learning needs are targeted to build their knowledge, skills and capabilities. As a school we have established a literacy and numeracy agreement which outlines clear expectations around curriculum content and pedagogy to support improved learning outcomes.

### READING

The % of students who achieved SEA in 2017 saw  
 Year 3 Increased from 43% to 83%  
 Year 5 Increased from 70% to 82%  
 Year 7 Increased from 80% to 86%

### NUMERACY

The % of students who achieved SEA in 2017 saw  
 Year 3 Increased from 64% to 75%  
 Year 5 Decreased 100% to 91%  
 Year 7 Decreased to 80% to 71%

Our commitment to improving outcomes remains our core business.

Our planning for 2018 includes student capacity to continue improvement. (Phonological awareness, phonics, fluency, comprehension, oral language)

Staff has developed individual profiles based on student needs ( social, emotional, academic, behavioral) and achievement to ensure each student's needs are addressed.

Further improvement and consolidation is focused on

- 1..clear screening processes that provide information and data.
- 2..analysing the various data sets to determine areas of strength, trends and areas requiring additional work.
- 3..profiling students in developing a clear picture of their level of development.
- 4..establishing learning plans and programs that target intervention, extension with specific learning goals and explicit teaching.
- 5..Increasing the % of students that show growth and working towards increasing the % of students who achieve in the higher bands.

We have a large cohort of students who have demonstrated middle to high growth. Our challenge is to increase the number of students in the higher growth brackets and ensure higher growth students continue to improve.

## Attendance

Year level	2014	2015	2016	2017
Reception	89.0%	93.3%	90.3%	83.7%
Year 1	91.8%	88.7%	92.8%	82.8%
Year 2	91.3%	89.5%	90.0%	90.9%
Year 3	95.6%	95.0%	89.7%	96.1%
Year 4	89.8%	94.3%	94.5%	88.8%
Year 5	92.6%	90.6%	92.0%	92.3%
Year 6	96.5%	93.2%	94.7%	86.4%
Year 7	94.3%	91.5%	92.0%	94.6%
Primary Other	94.3%	90.6%	83.6%	80.5%
Total	92.9%	92.0%	91.3%	88.6%

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

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

## Attendance Comment

The school is committed to raising attendance levels. We promote the need to develop positive habits and attitudes. Our school policy is aligned to the DECD strategic plan and we implement strategies to ensure attendance is carefully monitored and followed up where necessary.

Again in 2017 we have had a significant number of families that have traveled interstate and overseas to visit friends and relatives. This impacts on overall attendance figures. Illness and exemptions have also impacted on overall figures. It remains a constant focus.

## Behaviour Management Comment

Student well being and engagement is critical in achieving positive learning outcomes for all students. We focus on building a safe and supportive learning environment and implement policies, procedures and programs that provide students with tools to develop as responsible citizens within our school and broader community. Underpinning this focus are our School Values which are reinforced through our social skills induction program and consolidated through countering harassment and bullying programs. At times we have exercised the right to enforce suspension and exclusion processes with the support of behavior coaches in managing highly complex students and their needs. In 2018 we are adopting SAFE ( Schools Are For Everyone)

## Client Opinion Summary

### PARENT SURVEY

The parent / carer survey again had a significant response level. Feedback has been extremely positive across all areas. Our efforts are geared towards establishing positive relationships and keeping the channels of information sharing and communication open and two way.

### STAFF SURVEY

The staff survey reflected very positive feedback within each of the survey domains. ( quality teaching and learning, support of learning, relationships and communication, leadership and decision making) In 2017 we have enjoyed staffing stability and a team committed to their work and each other. The challenge is to continue building a culture of collaboration, powerful teaching and learning and high expectations for all. Our partnership work and the turn over of staff has created a much more positive and collaboratively focused school climate. Our staff profile is a balance of various levels of experience and the positive working relationships amongst staff has significantly strengthened in 2017.

### STUDENT SURVEY

The student survey reflected positive feedback in relation to a majority of areas. Some of the areas where students felt their needed to be further analysis and development were around student leadership, community service, student voice and behavior management. We are very excited about our partnership work where students are engaged in co constructing the learning and responded positively through the student voice audit process.

### PYSCHOLOGICAL WELL BEING

The survey results have provided a clear indication that staff have found the teaching environment to be positive and supportive. Staff induction provides information regarding personal well being and access to the Employee Assistance Scheme for personal counseling as required.

### FUTURE CHALLENGES

Whilst there has been significant positive feedback, we are keen to ensure high expectations are reflected in key areas and that there is further growth and improvement. We are keen to grow our Governing Council so there is greater and broader representation from our community.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	8.8%
Other	1	2.9%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.9%
Transfer to SA Govt School	29	85.3%
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

Child Protection requires all volunteers and employees undergo criminal history checks. This screening process is undertaken by the Department for Communities and Social Inclusion (DCSI) Screening unit that involves checking the person's criminal history and any other relevant information that is lawfully available to the Screening unit. It can include information from the police, courts, prosecuting authorities, child protection and professional registration bodies. Some exemptions to this exist and as a school community, we follow the DECD guidelines to ensure we are compliant.



## 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	15
Post Graduate Qualifications	2

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	0.0	7.8	0.0	6.5
Persons	0	10	0	10

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

## Financial Statement

Funding Source	Amount
Grants: State	\$1,330,705.70
Grants: Commonwealth	\$4,400.00
Parent Contributions	\$37,806.00
Fund Raising	\$13,961.50
Other	

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	SSO staff providing direct playground and classroom support based on behavior plans . Scaffolding problem solving and positive work habits. PSW also working with individual students. Implemented social skills programs.	Students are much more settled and successful within the class and playground
	Improved Outcomes for Students with an Additional Language or Dialect	SSO staff providing direct support based on the SMARTER targets. Purchased additional resources to support literacy and numeracy goals and sensory needs. Individual planning to support specific needs.	Individual students showing improved SEA , social and emotional outcomes.
	Improved Outcomes for Students with Disabilities	SSO staff providing direct support based on the SMARTER targets. Purchased additional resources to support literacy and numeracy goals and sensory needs.	Individual students showing improved SEA , social and emotional outcomes.
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	Students have been supported with Individual learning plans to facilitate improved literacy and numeracy outcomes. Purchasing of literacy and numeracy resources. Staff have participated in Results Plus professional learning. Collaborative Professional learning within our partnership has focused on transforming tasks, assessment and moderation processes with their peers. We have provided staff with release time to facilitate this and also purchased Australian Curriculum resources to support the teaching and learning program. we have established a literacy and numeracy agreement so there is consistency and continuity of learning.	Students demonstrating improved achievement. Staff are more confident in effective planning and programming to support Results Plus.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	The funding for this has been utilised to purchase resources and to provide opportunities for teaching and support staff to access professional learning and professional learning teams.	Strengthened teacher capacity, knowledge and essential resourcing of learning.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		