



# Fulham Gardens Primary School

## 2021 annual report to the community

Fulham Gardens Primary School Number: 0934

Partnership: Western Adelaide Shores

Signature

School principal:

Mr Tony Varbaro

Governing council chair:

Georgie McInness

Date of endorsement:

29 November 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Fulham Gardens Primary School caters for students from reception to year 7. It is situated 8kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 145. The local partnership is Western Adelaide Shores. The school has a 2020 ICSEA score of 1023 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage. The school population includes less than 5% Aboriginal students, 18% students with disabilities, 32% students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 45% of students eligible for School Card assistance.

In 2021 we expanded our Leadership structure to include Leaders of literacy to support improvement in this key learning area.

Fulham Gardens Primary School is a small school with an amazing community of staff, parents and students. Our focus is always focused on each and every student achieving reaching their potential and excelling across all areas of learning. This year has again been impacted by Covid 19 and we have maintained a positive and optimistic outlook and look forward to 2022 as a year to build on our excellent achievements and have an even greater impact on quality teaching and Learning. Our theme for 2022 is HIGH IMPACT and make a difference for every student.

In 2021 we have celebrated our schools 60th birthday anniversary. This has seen a number of projects unfold.

1 We have launched a new website.

2 Installed a new playground designed by students.

3 refurbished student facilities in the early years building.

4 upgraded touch screen interactive whiteboards.

5 entered into a \$1.5 million community soccer club agreement to fully irrigate the oval, install light towers and landscape the surround. This will be a wonderful facility for our students and the community.

High quality teaching and learning is our core business and our External school review and state and national assessments delivered outstanding results.

We were visited by the Chief Executive of the Department Mr Rick Persse

Again our student have engaged in a variety of special learning experiences that reinforce our school values. These have included:

Specialist learning in sports, music, dance drama, Japanese and a variety of sporting schools club connect activities. R U OK day, Sports day, Concert, Garden Kitchen program, Ukelele music , Cultural celebrations, Social skills training, interoception and Berry Street training to support emotional wellbeing.

Excursions, STEM learning, reptiles, reconciliation week and so many wonderful experiences.

Our school is a vibrant environment and the staff constantly rise to the occasion to make a dif

# Governing council report

As 2021 draws to a close, it's time to reflect on so many great achievements. This year the school celebrates its 60th year in Public Education. The opportunity to celebrate has been limited due to Covid19. We will certainly end the year in style with the end of year performance, 'A Night on Broadway.'

We really do go from strength to strength each & every year. Following are some of the highlights of 2021:

- Upgrading of the school oval with a new irrigating system, lighting, soccer goals, netting and landscaping is will be a wonderful facility for school and community use through our partnership with the Beograd Woodville Sports and Social Club.
- Refurbished bathroom facilities in the Early Years building.
- A very successful trial of Chrome books and installation of touch screen interactive whiteboards in teaching areas.
- Financial support from Education Department following our CE's visit to install new playground as part of our 60th birthday.
- Sports Day & Colour Run, R U Ok day, book week parade, a variety of cultural experiences. Reconciliation week and Diwali celebrations recognising our diverse cultural profile.
- NAPLAN Results reflected significant high achievement and growth.
- Outstanding feedback from the External School Review, identifying strengths and consistency of validated feedback from staff, parents and students.
- Strong connections with the Australian Sporting Schools program and Club Connect, giving all students exposure to specialised sporting clinics.
- A gold medal Olympian with gold medals and inspiring story of following your dreams.
- Diverse and quality specialist teaching ( Japanese, Music, Dance, Drama, PE, Kitchen Garden Program)
- Numerous exciting & educational excursions across all year levels.
- Surviving another year with COVID!!

As always a huge thanks goes out to Tony, Kim and Emma as leaders, along with all the teachers, support staff, students & volunteers, for their hard work, passion & commitment to making the school a such a great place where everyone feels a sense of pride & belonging. It is such an honour to be part of such an amazing little community. Keep up the great work everyone!

A special mention & huge thanks to Janyce who came out of retirement to make sure the office & administration function continued to run like clockwork.

For such a small school we really do achieve some wonderful things, it never ceases to amaze me! Looking forward to reaching even greater heights in 2022.

Georgie McInness

# Quality improvement planning

In 2021 we implemented a number of priorities as part of our ongoing continuous improvement cycle. These were identified in response to feedback from our previous External School Review, student achievement data, department priorities and data, as well as feedback from staff, parent and student surveys. Our two main priorities were focused on improving the quality of teaching and learning in Reading and Writing to leverage higher student achievement and build staff capacity to deliver high quality instruction. We were supported by our Local Education Team, support services, our Literacy leaders and the Literacy Guarantee Unit. Staff participated in professional learning and shaped and challenged their thinking and practice by participating in site based Professional Learning Communities. This work included site literacy audits, using the Australian Curriculum to plan, establishing agreed site expectations in Literacy, moderating student work and developing a deeper understanding of differentiation to accommodate the diversity of student needs and learning dispositions. This intentional body of work was linked to explicit planning and the shared setting of goals and targets for students.

We purchased additional resources to support the teaching and learning program. Resources were linked to improving reading and writing.

## STUDENT ENGAGEMENT AND WELLBEING SURVEY

The student survey reflected significant growth and positivity in all domains compared to the results during the disruptive Covid year. There was a stronger sense of connectedness, emotional engagement, happiness and overall optimism.

## PARENT SURVEY

The parent survey reflected a positive and supportive environment. The key domains of respect, school climate, communication learning at school or home all resulted in positive perceptions and feedback. Our challenge into the future is to maintain, strengthen and grow the perceptions of our school so staff, parents and students can consolidate this partnership and the confidence reflected by parents in our school.

## STAFF PERCEPTION SURVEY

Staff reported positive perceptions in a number of key areas linked to whole site continuous improvement. These included, school climate support, quality of planning and the designing of differentiated student learning, a deeper understanding of professional roles and responsibilities and a commitment to the school.

## KEY DATA FIELDS

State and National data measures are referred to later in the report. I take this opportunity to focus on our intervention programs, ILP's ( Individual Learning Plans) and One Plans. All students have demonstrated growth and improvement in these key areas against the goals that have been set in Literacy, Numeracy and wellbeing( social, emotional, behaviour) Co-ordinators of our miniLit, MacQlit and Quicksmart maths programs have data that reflects students have responded positively to additional support and progressed well against the expectations for their year levels.

## EXTERNAL SCHOOL REVIEW

The External School Review was conducted in 2021. The outcomes were extremely positive with the review identifying a significant number of strengths and a small number of challenges to work through over the next few years.

Our new directions include;

Direction 1 Embed the processes and structures for effective improvement planning and maintain the momentum of ensuring a clear line of sight from the SIP to the classroom.

Direction 2 Use the Department's curriculum units to build on current practice to ensure all the elements of high impact teaching are incorporated in planning and assessment.

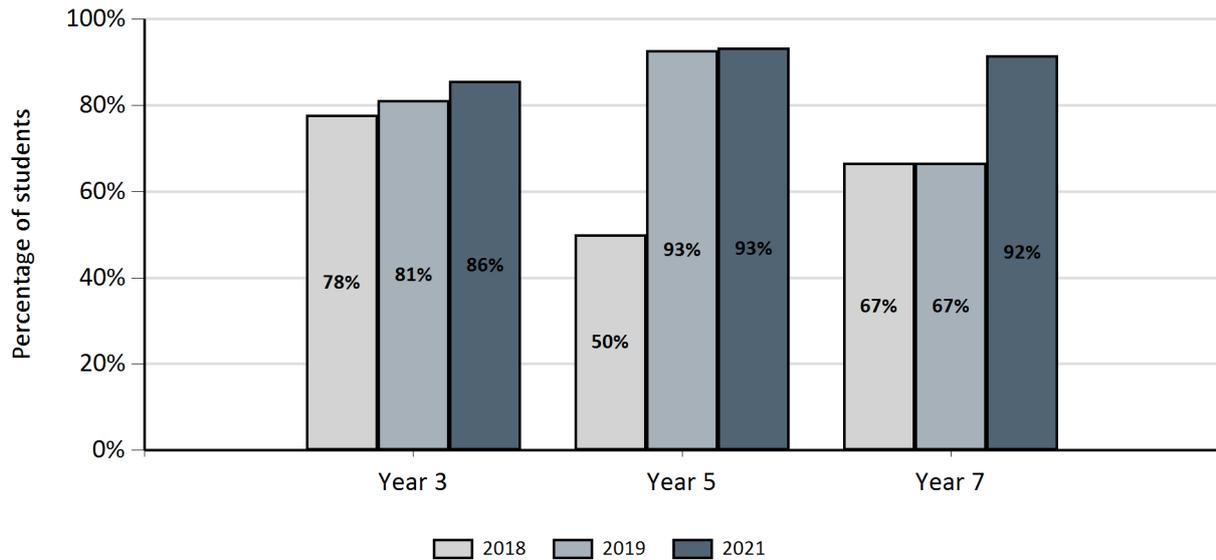
Direction 3. Enable teachers to further develop evidence-based pedagogies that improve student achievement by building the PLC year level networks within the school and partnership

# 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

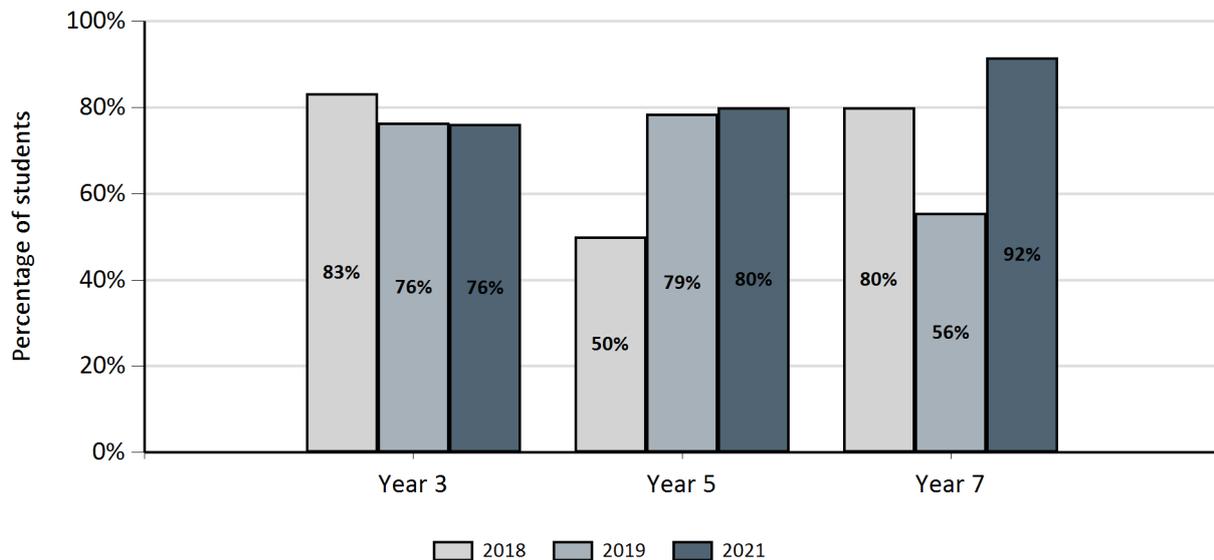


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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)
Upper progress group	55%	*	33%
Middle progress group	*	90%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	*	*	33%
Middle progress group	58%	80%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2021	21	21	12	7	57%	33%
Year 3 2019-2021 Average	18.5	19.0	10.0	6.0	54%	32%
Year 5 2021	15	15	8	5	53%	33%
Year 5 2019-2021 Average	14.5	14.5	5.0	3.0	34%	21%
Year 7 2021	12	12	3	2	25%	17%
Year 7 2019-2021 Average	10.5	10.5	2.0	1.5	19%	14%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

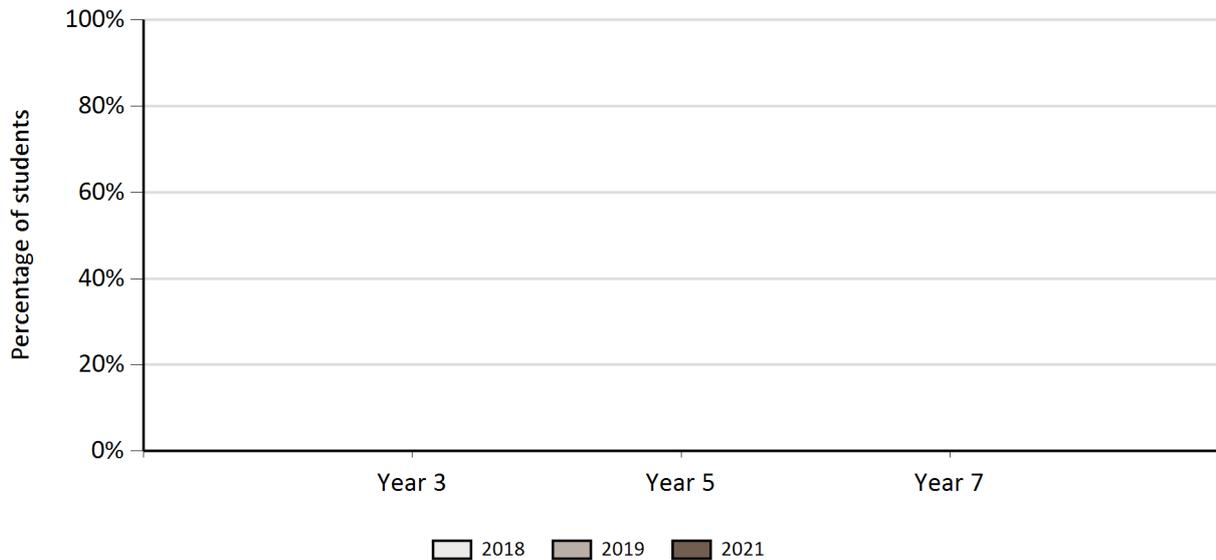
<sup>^</sup>includes absent and withdrawn students.

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

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

## NAPLAN proficiency - Aboriginal learners

### Reading



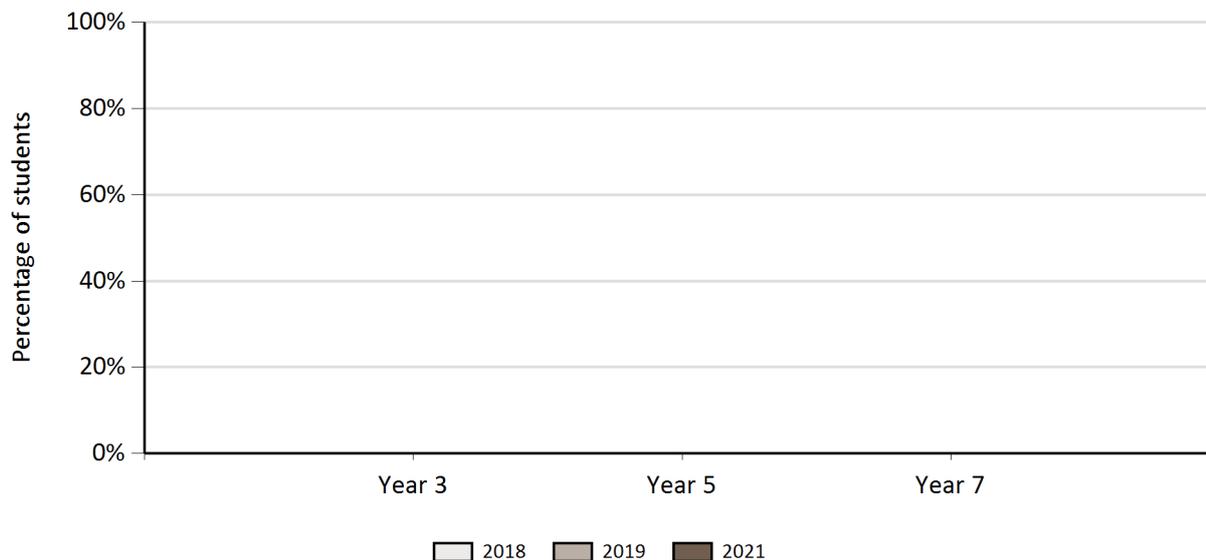
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

# 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 <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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Data Informed Planning

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

Planning is evidence based data to inform the next steps in teaching and learning with accommodations and differentiation to support engagement, learning dispositions and needs.

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

Across all levels of schooling and within the school, the transfer of information so as to maintain continuity of learning is a priority so the next steps in the learning journey build on previous achievements. All students have demonstrated growth and improvement as measured against their ILP and One Plans and or against the SEA in State and National Assessments.

# School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can alter the percentage scores significantly. Most pleasing in our NAPLAN results is the number of students who achieved the SEA (Standard of Educational Achievement) and the number of students who achieved results in higher bands in Reading, Numeracy and Writing.

## NAPLAN

YEAR 3 Reading 85.7% demonstrated the SEA (57.1 % High bands)

Year 3 Numeracy 76.2% demonstrated SEA (33.3 % High bands)

Year 3 Writing 95% above the national minimal standard (52% in High bands)

YEAR 5 Reading 93.3% demonstrated SEA (53.3 % High bands)

Year 5 Numeracy 80% demonstrated SEA (33.3% High bands)

Year 5 Writing 87% above the National Minimal standard (53% in High bands)

Year 7 Reading 91.7 % demonstrated SEA (25% High bands)

Year 7 Numeracy 92.7 % demonstrated SEA (17.7% High bands)

Year 7 Writing 83% above national minimum standard (42% in High bands)

The Phonics screening and Running record scores were lower than expected and historical trends tend to show steady improvement in following years. Where we are concerned, we engage intervention strategies to support student learning

Pat M and PAT R data has reflected high levels of achievement in Numeracy and Reading scores and

## A-E data.

The A-E data in the main has reflected strong alignment to key data achievements in NAPLAN results for those in years 3, 5 and 7.

The first Semester results in the main were maintained for the end of the year results with a number of students improving their results based on the whole of year summary.

## Attendance

Year level	2018	2019	2020	2021
Reception	91.2%	85.7%	86.3%	94.3%
Year 1	87.5%	88.8%	86.6%	91.1%
Year 2	91.4%	92.3%	84.7%	92.4%
Year 3	90.8%	90.4%	87.1%	90.4%
Year 4	92.7%	89.0%	83.6%	90.5%
Year 5	91.1%	91.9%	90.7%	91.3%
Year 6	89.2%	87.0%	84.8%	94.0%
Year 7	87.8%	91.4%	86.0%	86.8%
Primary Other	75.2%	66.7%	81.8%	82.7%
Total	89.6%	88.4%	85.9%	91.0%

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

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

## Attendance comment

As we approach the end of 2021 our current attendance level is 91.8%.

As per our policy and procedures we request families contact the school to advise of absenteeism.

Families are also encouraged to request exemption if necessary for longer periods. This can be via the skoolbag on line system, email or phone call.

All absenteeism is followed up and if required we will make contact with families to determine the reason. Chronic and habitual absenteeism is followed up with letters, contact with the family and where appropriate referral to support services and implement an attendance plan.

We stress the importance of attendance at school and the impact it has on learning outcomes and attitudes.

## Behaviour support comment

It is pleasing to report the number of incidents reflects a reduction in incidents. The school continues to build on a strategy to provide a safe and supportive environment for all. The year starts with a focus on social skills activities. ( countering harassment/ bullying, cyber bullying, child protection, problem solving, 5 point emotional scale, school values, keys to success, growth mindsets ) As part of our Berry Street Trauma and Interoception training we have embedded brain breaks and self regulation exercises , cool down spaces, respect room and an interoception room to support students. We have well being agents, student leaders a well being staff member and pastoral support worker who work with students and where necessary develop behaviour and risk plans for students as required. All that we do is based on student well being and engagement and through differentiated curriculum delivery there are higher levels of engagement.

# Parent opinion survey summary

The parent opinion survey has provided increased positive endorsement and feedback in relation to each of the key survey areas.

The summary indicated:

1 the school environment is respectful and reflective of the positive relationships and interactions between adults and also students.

2 the child is recognised as being important.

3 communication from the school is effective and appropriate.

4 parents have a growing understanding of work standards and indicated they receive ongoing feedback. Parents identified emails, the skoolbag and sea saw apps as being positive communication platforms that provide information related to school matters and student learning. The sea saw app provides both written and visual updates on classroom activities, student learning and in the private mode information relevant to their own child.

5 parents acknowledged receiving useful feedback about their child's learning through various channels (reports, interviews, informal discussions) and were able to engage with the school to have input into their child's learning by being involved in developing individual plans..

6 parents view education as being extremely important and indicated children have good learning routines at home.

7 parents also indicated they are receptive to and value additional learning tips so as to support their children at home.

It is pleasing to receive positive feedback. The challenge is to maintain and improve these standards and expectations further so that our parent community remains valued and informed partners in their child's education. When we consider the impact of Covid19 and the restrictions that have existed for a major part of this year we have a solid foundation on which to strengthen the perceptions and experiences our community holds.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	11.5%
NS - LEFT SA FOR NSW	1	1.9%
OV - LEFT SA FOR OVERSEAS	1	1.9%
QL - LEFT SA FOR QLD	1	1.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	33	63.5%
U - UNKNOWN	2	3.8%
VI - LEFT SA FOR VIC	8	15.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Child Protection requires all volunteers, employees and social services working within our site 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 DfE guidelines to ensure we are compliant.

# 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	12
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	10.3	0.5	7.1
Persons	0	11	1	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,716,183
Grants: Commonwealth	\$10,000
Parent Contributions	\$45,256
Fund Raising	\$6,074
Other	\$11,692

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

## 2021 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 2021 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	Students have specific ILP's and One Plans to support engagement. Goals and targets are set collaboratively and students are also able to access the Interoception area to support self regulation and in turn engagement .	Positive growth and successful outcomes evident
	Improved outcomes for students with an additional language or dialect	All students supported through ILP planning and accessing specific SSO and special Education teacher instructions. Additional programs include, MiniLit, Macqlit and inclusion in the literacy blocks.	Positive growth and successful outcomes evident
	Inclusive Education Support Program	SSOs are deployed to support students with identified learning difficulties and disabilities and specific goals and targets within Individual plans to support literacy, numeracy, social, emotional, behavioural goals.	Positive growth and successful outcomes evident
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Students are supported by specialist staff and included in key programs across the school that support their individual goals, targets within One Plans and Individual Learning Plans. These programs are specifically targeting literacy ( the big 6 of reading) synthetic phonics and the introduction of Hegarty spelling. Programs also include Quicksmart Maths and access Interoception self regulation support. Our Aboriginal students are carefully monitored and also provided individualised support within class groupings and key programs., IESP funded students were provided	Positive growth and successful outcomes evident
Program funding for all students	Australian Curriculum	All students accessing the Australian Curriculum. All staff are engaging in documenting the learning program so as to build consistency and continuity. Where applicable also trialing the Units of work	Positive and on track
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Additional resources to support Literacy and Numeracy, chromebooks, ipads and touch screen interactive whiteboards, program licences, decodable reading materials all purchased.	Positive outcomes to improving teaching and learning.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

