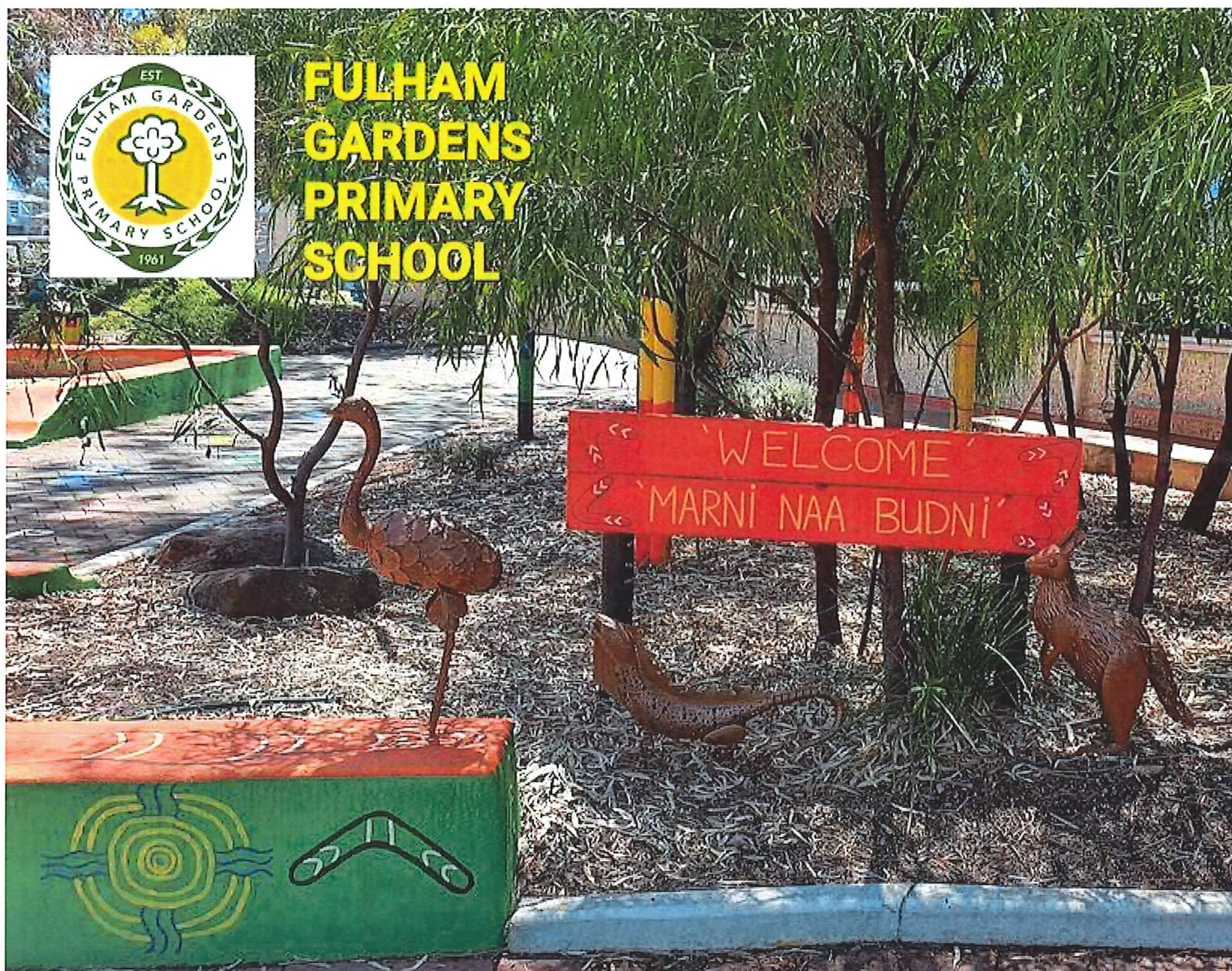




FULHAM GARDENS PRIMARY SCHOOL



Fulham Gardens Primary School

2022 annual report to the community

Fulham Gardens Primary School Number: 934

Partnership: Western Adelaide Shores

Signature

School principal:

Mr Tony Varbaro

Governing council chair:

Ms Georgie McInness

Date of endorsement:

13 December 2022



Government
of South Australia
Department for Education

Context and highlights

Fulham Gardens Primary School is a proud and exciting learning environment catering for students in reception to year 6. Our school is a vibrant learning environment and the staff constantly work towards delivering differentiated, quality teaching and learning experiences to cater for the diverse needs of every child.

The school is located 8kms from the Adelaide CBD in the beach side suburb of Henley Beach.

Enrolment in 2022, as of the February 2022 census, was 125. The school operates within the Western Adelaide Shores partnership of schools.

The school has an ICSEA score of 1023 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school population consists of 1.6% Aboriginal students, 16% students with disabilities, 33.6% 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 2022 we maintained an expanded Leadership structure to include a Literacy Leader (site funded) and a Literacy Coach through the Literacy Guarantee Unit to support our focus of continuous improvement in reading and writing. Across the school, every staff member is viewed as a leader and contributes significantly to our improvement agenda. I must acknowledge Kim Trenowden for her work as Literacy co-ordinator and Mafalda Maieli in overseeing special needs, student well being and leadership.

Fulham Gardens Primary School is a small school with a culturally diverse student population. We have 5 mainstream classes and host 1 special options class for students in Foundation to year 2 who are allocated placement through an external central process. Our focus continues to be student centered, HIGH IMPACT teaching and learning and working towards every student being challenged so as to achieve their potential and excel across all areas of learning. Many families see us as a school of choice because of the individualized attention given to student needs.

In 2022 we maintained momentum in achieving successful outcomes across multiple measures with the intent of providing challenge and intervention as required.

Our new website continues to evolve and highlights quality learning. We have established strong links with community organizations such as Happy Haven OSHC, Bittondi Artists, local churches, sporting clubs through the National Sporting Schools program and the Beograd Soccer Club,

Our students have engaged in a variety of learning experiences that reinforce our school vision and values. "Aiming for excellence. Learning for Life. Powerful and engaged learning" Respect, responsibility, honesty, inclusion, successful learning.

Whole of school experiences include: Specialist sports, music, dance, drama, student leadership, sporting schools club connect, R U OK day, Sports day, end of year Concert, the Garden Kitchen program, master chef cooking, Ukelele music, instrumental music, Cultural celebrations, social skills training, interoception and Berry Street training that supports emotional wellbeing.

Excursions, camps, aquatics, swimming, STEM learning, reptiles, reconciliation week and so many other wonderful experiences that broaden each and every student's experiences. In 2022 The school along with the OSHC program featured in the production of a Sun Smart Educational and training video through the Anti Cancer Foundation for use by other sites and organisations. A Great place to be and a great community.

Governing council report

Another year comes to a close. Thankfully 2022 has seen us get back to some form of normality after such an unprecedented year in 2021.

Throughout 2022 there were numerous events & activities, with some of the highlights including:

- The continuing upgrade of the oval and soccer fields.
- Sports day on the new oval
- Pyjama day, Harmony day, R U OK Day
- Annual Father's Day & Mother's day stalls.
- Naplan returning.
- Book week celebrations and parade.
- Interschool chess.
- Reconciliation week.
- Year 3 - 6 school camp.
- Wide selection of after school sports programs, through the national club connect sporting program.
- Upper years playground completed & officially opened by Matt Cowdrey.
- Cross fit equipment in the old lunch shed.
- Christmas social event for parents, would be great to see this as a regular event on our annual calendar

In Term 1 we welcomed Chris Philbrook into the school as acting principal in Tony's absence.

The introduction of the school crossing monitors to ensure the safety of the children when crossing the road on Mitton Ave was another great initiative rolled out during 2022.

It was great to see regular assemblies returning with attendance allowed once again for parents, families & carers. It was lovely for everyone to get back into the school & see students showcasing their learning and leadership. Was also pleasing to see a number of morning teas held following the assemblies so as to strengthen parent/ carer connections.

The year finished off with a bang and 2 amazing performances for the End of Year concert, 'Songs of the Silver Screen'. The matinee and evening performances were well attended and students proudly displaying their choreographed routines. The children did an amazing job & looked like they thoroughly enjoyed performing. It can't be underestimated how much work goes on behind the scenes to pull off such an amazing performance. Well done to all involved!

The last week of 2022 will be rounded out with the students attending Thebarton Aquatic Centre for their annual swimming lessons. What an awesome way to finish of the year !

We saw two long time staff retire Emillia & Janyce (for the second time around!!) during 2022 & we really appreciate all they did for the school over the years & wish them all the best for their retirement.

A big thanks to those who have volunteered their time at the school & a special mention to Julie Creed for the amazing volunteer work she does running the canteen & around the school.

We look forward to 2023 and as a Governing Council will make representation so that our school attracts some well overdue maintenance work such as .

- * paving areas where the asphalt is cracked and uneven.
- * painting of classrooms.
- * replacing the air conditioning unit in the performing arts centre which has aged and parts no longer available.
- * refurbishing of toilets in the primary/ resource centre building.
- * providing our students with the modern facilities that seem to be the norm in neighboring larger schools.

We welcome new members to council and hope parents will volunteer to part of this elected body

A last but not least, a HUGE thanks goes out to all the teachers & support staff for their hard work, dedication & commitment to the students & school once again this year. You guys are truly amazing!! Keep up the great work & be sure to rest up during your well-earned break.

Wishing everyone a safe & happy Christmas & new year.

Quality improvement planning

This year we focused on a number of goals as part of our continuous improvement cycle. These were identified in response to feedback from our 2021 External School Review, current student achievement data, department priorities as well as feedback from staff, parents and students.

The focus has been to continue improving the quality of teaching and learning in Reading and Writing and leverage higher levels of student achievement. To plan intervention, intellectual stretch and continue building consistency and continuity of learning across the school F-6.

We are supported by our Local Education Team, support services, Literacy leader and the Literacy Guarantee Unit. The staff (teachers and support staff) work tirelessly and must be commended for their persistent, professional and successful efforts.

Our school support officers, Pastoral care worker and volunteers continue to provide dedicated and caring support.

Staff participated in professional learning that shaped and challenged their thinking and practice. Staff work in teams to share practice and build each other's capacity and skills. This work included using the Australian Curriculum, developing units of work, to plan, establish 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 body of work was linked to explicit planning and the shared setting of goals and targets for students. We purchased additional resources to support teaching and learning in these priority areas.

STUDENT ENGAGEMENT AND WELLBEING SURVEY

The student survey reflected significant growth and positivity in all domains. There was a stronger sense of connectedness, emotional engagement, happiness and overall optimism.

PARENT SURVEY

The parent survey again reflected significant growth in key areas and highlighted our school environment as being respectful, child centered with strong communication (website, skool bag app, assemblies, interviews, seasaw app) and teaching and learning with high expectations and standards.

STAFF PERCEPTION SURVEY

Staff reported positive perceptions in a number of key areas linked to whole site culture and continuous improvement. These included, collaboration, school climate support, quality of planning and the designing of differentiated student learning, leadership and engagement.

KEY DATA FIELDS

Key assessments (NAPLAN, Phonics Screening, Intervention programs, Brightpath, PAT R and PAT M) have reflected good levels of achievement. The 2022 results will form the basis for 2023 planning, ensuring we continue to facilitate strong growth for every student.

EXTERNAL SCHOOL REVIEW

The key directions from our previous 2021 External School Review continue to overarch our work.

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.

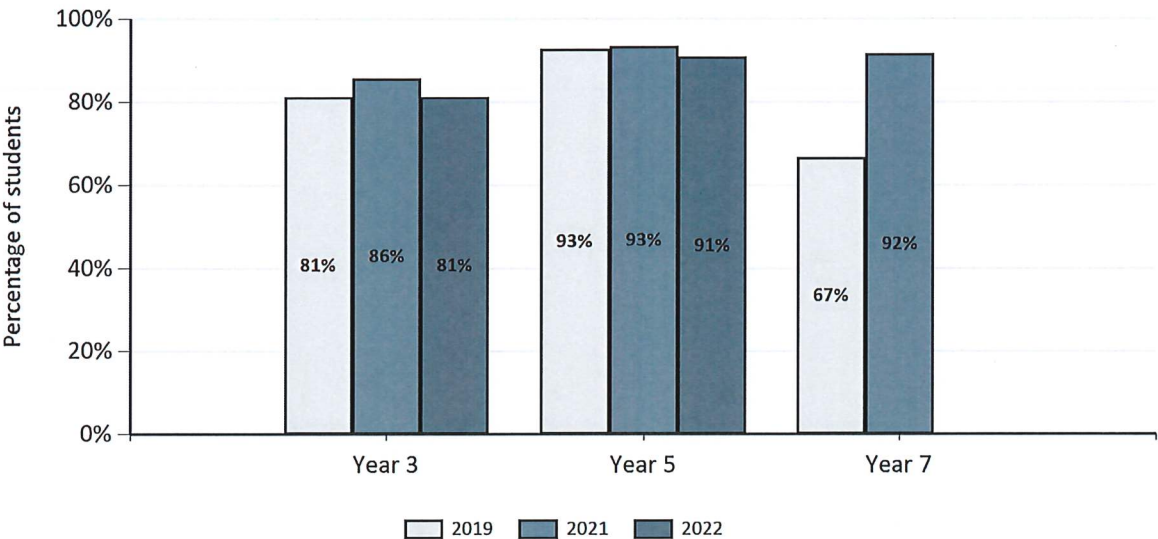
Direction 3. Enable teachers to further develop evidence-based pedagogies that improve student achievement by building the PLC year level networks within the school and partnership

Performance Summary

NAPLAN Proficiency

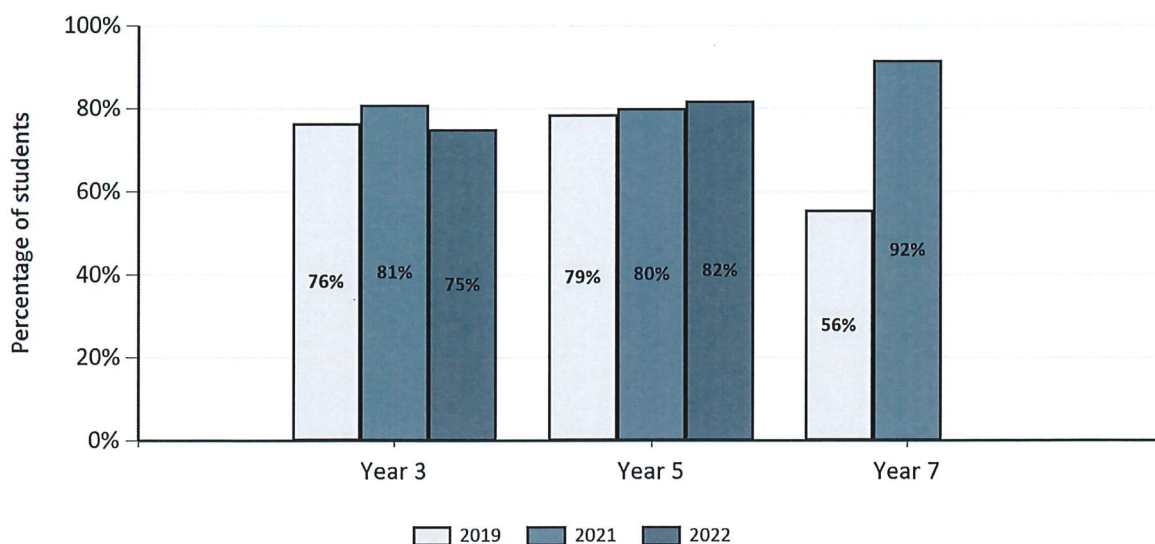
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and 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 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	16	16	8	8	50%	50%
Year 03 2021-2022 Average	18.5	18.5	10.0	7.5	54%	41%
Year 05 2022	22	22	9	3	41%	14%
Year 05 2021-2022 Average	18.5	18.5	8.5	4.0	46%	22%
Year 07 2021-2022 Average	12.0	12.0	3.0	2.0	25%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

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

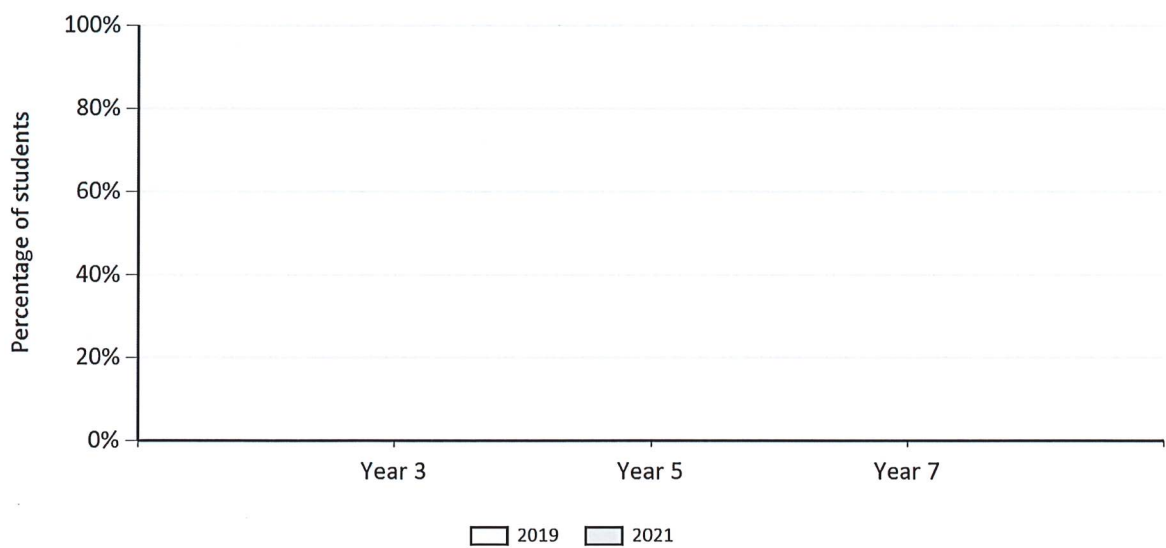
[^]includes absent and withdrawn students.

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

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

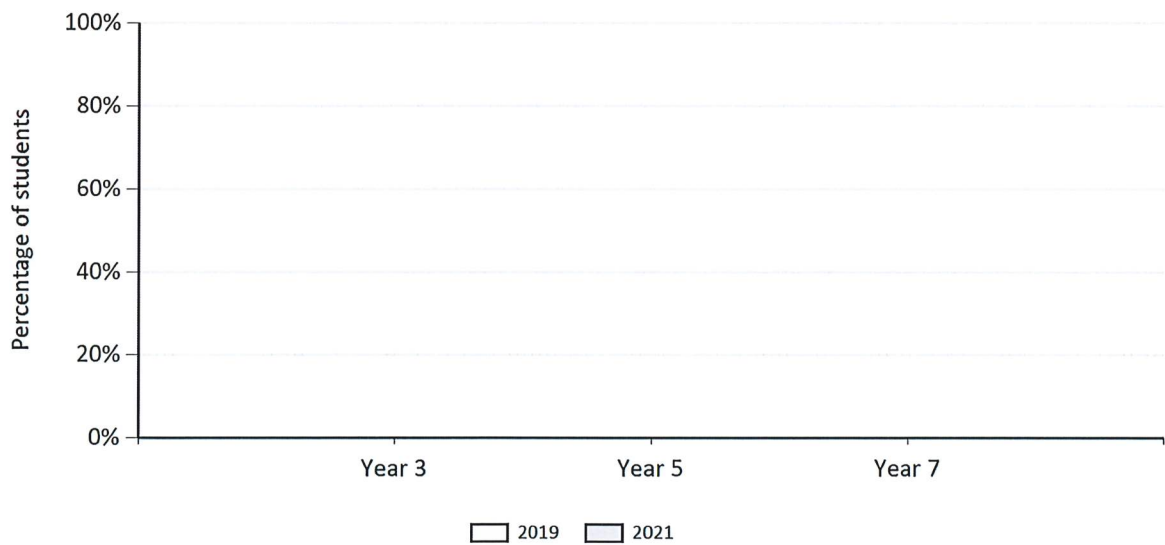
NAPLAN proficiency - Aboriginal learners

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 03 2021-2021 Average	*	*	*	*	*	*
Year 05 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: Intervention & Support

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

The six elements go hand in hand and whilst they can be addressed individually they all come together to create the best environment and conditions for achieving success. Data Informed Planning, Tracking & Monitoring, Quality Teaching, Intervention & Support

Engaging Families and Continuity of Learning when strategically merged maximizes our opportunity to strengthen the capacity of each student, as well as our understanding and connections within our site. Student progress is monitored against ILP's and One Plans to ensure specific goals and targets are being met within Literacy and Numeracy. The program involves direct individualized and or group instruction. Our Aboriginal support staff member has worked closely with families and in particular supporting student transition into mainstream and also secondary enrolment. Support is offered in key literacy learning in particular the key areas of English; reading, writing, spelling, grammar and punctuation.

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

Each student has been tracked to ensure the specific targets and goals are being met and as required, adjusted so as to continue individual achievement. When setting goals and targets, we ensure each student's academic, (literacy, numeracy, attendance and engagement) social, emotional needs are being supported. Our Aboriginal students have also been involved in the production of a, "welcome to country," video to be used at whole of school gatherings. It certainly highlighted our cultural focus as a school community.

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. The challenge is to ensure each student is extended so as to achieve further growth.

NAPLAN 2022 achievements

YEAR 3 Reading 81.25% demonstrated the SEA (50.0% of students in High bands)

Year 3 Numeracy 75.0% demonstrated SEA (50.0 % of students in High bands)

Year 3 Writing 87.25% demonstrated SEA (37% of students in High bands)

Year 5 Reading 93.3% demonstrated SEA (53.3 % of students in High bands)

Year 5 Numeracy 85% demonstrated SEA (14% of students in High bands)

Year 5 Writing 85% demonstrated SEA (28% of students in in High bands)

The Phonics screening

Demonstrated growth with 72% students in year 1 achieving required benchmarks.

Our performance in reading has been far greater in comparison to Numeracy and in time we will be exploring a greater emphasis on Numeracy.

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

PAT M

Yr 3 91% of students achieved SEA

Yr 4 89% of students achieved SEA

Yr 5 86% of students achieved SEA

Yr 6 100% of students achieved SEA

PAT R

Yr 3 84% of students achieved SEA

Yr 4 70% of students achieved SEA

Yr 5 80% of students achieved SEA

Yr6 92% of students achieved SEA

Attendance

Year level	2019	2020	2021	2022
Reception	85.7%	86.3%	94.3%	80.7%
Year 1	88.8%	86.6%	91.3%	89.8%
Year 2	92.3%	84.7%	92.4%	85.6%
Year 3	90.4%	87.1%	90.4%	90.4%
Year 4	89.0%	83.6%	90.4%	90.0%
Year 5	91.9%	90.7%	91.4%	91.4%
Year 6	87.0%	84.8%	94.0%	87.9%
Year 7	91.4%	86.0%	86.8%	N/A
Primary Other	66.7%	81.8%	82.4%	81.8%
Total	88.4%	85.9%	91.0%	88.3%

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 2022 our current attendance level is 88.3%.

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. As we emerge from the restrictions of Covid19 we have found an increased number of families visiting overseas relatives.

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 our data 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 Interception training we have embedded brain breaks and self regulation exercises , cool down spaces, sensory resources and an interception room to support students with self regulation..

We have wellbeing agents, student leaders a wellbeing staff member and pastoral support worker who work with students and where necessary develop behavior and risk plans for students as required. All that we do is based on student wellbeing 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 recognized 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, website, face book page, the skool bag 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 we have a solid foundation on which to strengthen the perceptions and experiences our community holds.

Intended destination

Leave Reason	Number	%
QL - LEFT SA FOR QLD	1	14.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	85.7%

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

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 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	10.3	0.5	7.1
Persons	0	11	1	11

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

Financial statement

Funding Source	Amount
Grants: State	\$1,563,918
Grants: Commonwealth	\$6,589
Parent Contributions	\$35,062
Fund Raising	\$2,052
Other	\$3,209

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	Each student has an ILP or One Plan. In 2022 we implemented whole of site strategies. Berry street, Interoception and What's the buzz that align with our school values and understanding of differentiated teaching and learning. The Interception room overseen by our wellbeing teacher and pastoral care worker to provide targeted support and wellbeing. This may be along the lines of self regulation so as students can engage effectively and successfully within the classroom environment.	Student engagement, attendance and success is translated into individualized growth across multiple measures. A majority of students have demonstrated growth and improved outcomes.
	Improved outcomes for students with an additional language or dialect	All identified students received direct and differentiated support as outlined in their ILP and or One Plan so as to meet targeted goals. This has been achieved through appropriate and effective pedagogy and explicit and targeted teaching in key areas of the Big 6 of reading and through the Brightpath and 7steps writing strategies..	Student engagement, attendance and success in literacy (reading, writing, spelling, punctuation and grammar) is translated into individualized growth across multiple measures
	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, behavioral goals. Positive growth and successful outcomes evident within mainstream and the special options groupings.	Student engagement, attendance and success is translated into individualized growth across multiple measures. For a number of students wellbeing and self regulation provide platforms for successful engagement and outcomes and are embedded within planning
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	All students are screened as part of our planning processes, data analysis, tracking and monitoring of students and individual progress and achievement. This translates into action such as intervention or stretch whether it be literacy, numeracy, speech or language supports. The interventions can vary and be one on one, small group and or explicit teaching to build student capabilities. These programs include minilit, macqit, quicksmat maths or targeted SSO support within the classroom. Again a significant focus is in supporting student engagement, personal organisation and self regulation.	Every student has shown growth based on previous achievements and the learning program is adjusted where required to provide support.
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	All students are accessing the Australian Curriculum. All staff are engaging in documenting the learning program so as to build consistency and continuity across F-6. Where applicable staff is also trialing the English and Science Units of work. Staff has been released to co plan with our literacy/ pedagogy co-ordinator	All students are accessing the Australian Curriculum and have reflected positive learning outcomes aligned to learning intentions. Staff has demonstrated improved capacity in intentional planning and using assessment and High impact teaching strategies, assessment
	Aboriginal languages programs Initiatives	N/A	N/A

Other discretionary funding	Better schools funding	We have been transitioning to strengthening our Literacy focus, in particular reading and writing. We have engaged a Literacy coach through the LGU with a focus on the Big 6 of Reading (synthetic phonics, Initial Lit, Heggarty) The funding has been used to purchase additional resources such as decodable reading materials, software for computer programs and supporting teacher release to work with in teams and with the literacy coach and co-ordinator so as build teacher capacity in delivering quality teaching and learning for each student.	Outcomes reflect improved achievement for every student and also identifying students requiring targeted support (intervention and or challenge)
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	NA	NA