

Fraser Park Primary School and Fraser Park Child Parent Centre

2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

Fraser Park Primary School Number: 1382

Fraser Park Child Parent Centre Number: 1579

Partnership: Murraylands

Name of School Principal:

Michelle Kamma

Name of Governing Council Chair:

Julie Hillam

Date of Endorsement:

4/4/17

Site Context and Highlights

Fraser Park Preschool-7 is a category one school with a complex and rewarding school community. There is a high turnover of students with many transient families. In 2016 transience was 89%.

This impacts on the provisions of educational programs for students, making Accelerated Literacy the best support for our students, providing structure and sound pedagogy.

Indigenous students make up approximately 55% of the school population. There are 10% of students identified for support under the Disabilities Policy and with PLP's.

The Fraser Park Preschool-7 community worked in a strong partnership with the school community during 2016 to accomplish the goals of the Site Improvement Plans. Working with our community is a whole school priority.

"Learning Together for the Future" is our motto- 2016 has been a year with a strong focus on learning and working together to achieve this goal.

The highlights are: Markit, Persona Dolls, Family Partnerships, Restorative Justice, Yanun Pulgi (Family Centre), Community Assist-Steff Randall, Mother Tongue Ngarrindjeri, Accelerated Literacy, Best School in Murray Bridge Show, Whole School Fruit Program, Knitting with Mrs Pope, Whole School Fitness, Book Week Celebrations dress up parade, SMART Practice, Fair Day, School Bus, School Review-2021, End of Year Concert, Implemented One Plan, Colebrook visit staff training, Sam Oshodi African Drumming, School Chaplain-Darryl Mark, Premiers Reading Challenge Plus One, Breakfast Club, Community Voice through Family Partnerships (Indigenous Initiative), Personalised Learning Plans, Staff Professional Learning, Accelerated Literacy, Aboriginal Perspectives, Quick Smart Maths supported by Numeracy Consultant Rosslyn Sheppard, Differentiated Curriculum, ACARA, Cultural Competency, Numeracy, Student Voice, Student Forums, Sharing Circles and SLC, 15 a side football Carnival, Basketball sponsorship Program.

Governing Council Report

School:

The Governing Council meeting are well attended and there is a strong family voice in the decision making of the Fraser Park Preschool-7 School. We are proud of the large number of Aboriginal families who form the Governing Council. The staff of the school are tireless workers who have a deep commitment to learning in partnership with families.

The Accelerated Literacy pedagogy is used from Preschool to year 5 and has over time had a positive impact on students learning outcomes.

Rose Hilton (Consultant) visited three times a term, she observed teacher practice, gave feedback and also modelled best practice. Rose also facilitated professional learning groups to further strengthen teacher practice in literacy.

Our Numeracy consultant for 2016 was Rosslyn Sheppard. She supported teachers and students in classrooms as well as taking Training and Development sessions. Rosslyn visited the school each term, this included observations, modelling and professional learning groups. She spent time with teachers to help them plan units of work to support learning.

Our 2016 Pat M data has continued to show improvement for all students. We are committed to improving this site based data further through the development of a whole school numeracy data collection system in 2016, which will be recording on Markit.

Ngarrindjeri is celebrated from Preschool-7. Nana Glenys works with all students to support language learning. The students have fun and develop a strong sense of others culture and acceptance of difference, while becoming Ngarrindjeri speakers and writers.

Learning languages have shown that it improve students literacy in general. Language learning also promotes understanding of other cultures and acceptance of differences.

The Governing Council have been engaged with the data around bullying and the development and monitoring of the schools bullying policy. We note that there has been a general decrease in the number of bullying incidents. One off incidents.

The better Schools funding has provided much needed support for the strengthening of pedagogy at school, we are seeing gradual improvement in the NAPLAN outcomes.

Working in partnership with families is a priority.

Di Grigg (Consultant), Michelle Kamma (Principal), Aunty Trish (ACEO), Nana Glenys, Gloria Ebsworth and Russell Gilbert (Wellbeing Coordinator), worked in partnership with families to develop pedagogy and learning using Persona Dolls.

Persona Dolls were given an identity using our families' knowledge and cultural backgrounds. Each class has a doll.

Students take these dolls home and share the dolls' stories with their families.

The families also developed a set of Learning Packs to support cultural teaching in the classrooms.

Thank you to all staff for their commitment to supporting our children's learning and for the endless care they extend to the school community.

Preschool:

2016 has been a rewarding year, with an inclusive program of fun in learning provided by Mr Hill and the Pulyeri team.

The Preschool staff are always friendly and welcoming to our families.

The Governing Council meetings are well attended with a strong voice. Family Days are highly valued with all families attending, keen to know about their children's learning at Preschool. I thank the Preschool staff for their amazing efforts and dedication to our children. I commend the excellent work the Preschool team are doing inspired by Mr Hill's visit to Reggio Emilia in Italy.

We welcome new families and look forward to more fun learning in 2017.

Warm Regards

Julie Hillam

Quality Improvement Planning (Preschool)

Throughout 2016 the Quality Improvement Plan was revised in consultation with staff. Also this year, staff input to the play program was implemented. The major areas of our Quality Improvement Plan that we concentrated on were a continuation and promotion of sustainable practices, child and family voice, showing evidence of links between child voice and the program and refining the execution of processes.

Staff training in 2016 included:- Cultural Competence

- Code of Ethics

- Sensory Needs and the Five Point Scale

- Reaching Targets

- First Aid

- Accelerated Literacy – Early Years Focus

- Numeracy – Early Years – Roslyn Shepherd

- Art Workshop – Early Years

- Using Technology – Early Years

We are working with the pedagogy of Reggio Emilia embedding the pedagogy into our practice where appropriate.

Improvement Planning and Outcomes (School)

The Family Partnership group and Governing Council are strongly involved with the development of our Site Improvement Plan. There are Four focus areas; Literacy, Numeracy, Restorative Justice and Family Partnership. Literacy has been a big focus with the Accelerated Literacy pedagogy having a focus on oral literacy. The Leveled Literacy Intervention Program has been pivotal in shifting reading levels for students who are struggling to develop the skill of reading. The purchase of new and exciting reading material has been powerful in engaging students with reading. Reading levels are identified and students' progress entered and tracked on MARKIT. The Better Schools funding was powerful in providing staff new resources to support improved learning outcomes.

Restorative Justice supports our school community to build strong relationships to support positive behaviours at school. If there is a problem the focus is always about restoring the relationship, ensuring that those who have been most affected by the wrongdoing have the opportunity to be involved in working out how to move forward. This unleashes an environment which supports learning and improved outcomes.

The Family Partnership initiative and agreement are a powerful tool in supporting improved attendance and learning with tools in supporting improved attendance and learning with the development of learning kits to support Aboriginal perspectives across the curriculum areas.

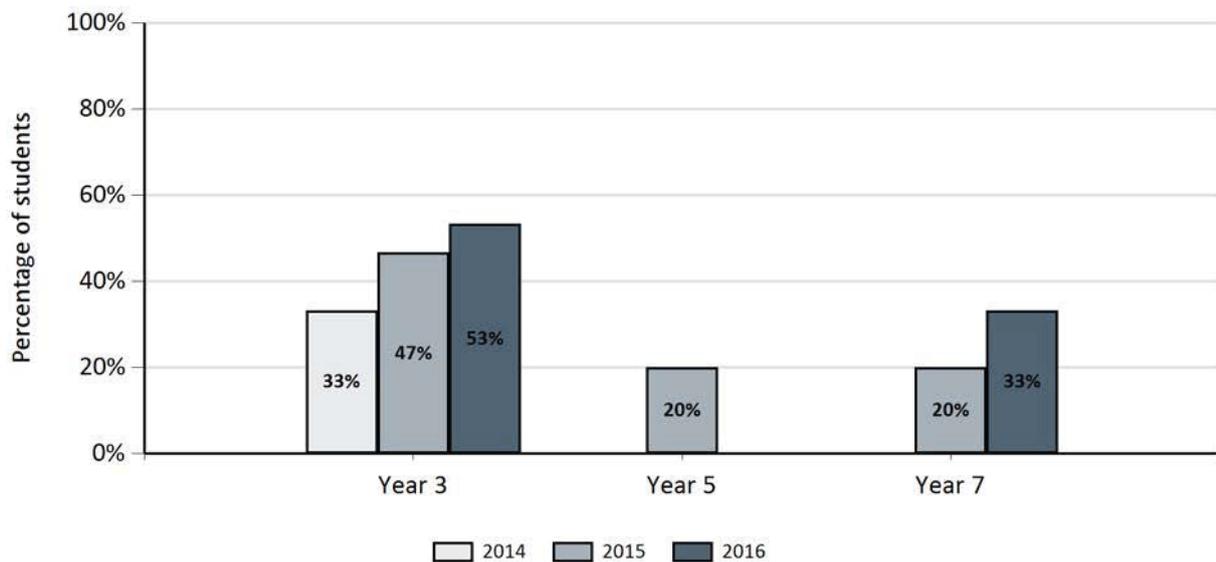
Self Review is an on going and in line with the 2016 DECD review recommendations. All targets have been achieved for all aspects of the 2016 Site Improvement Plan.

Performance Summary

NAPLAN Proficiency

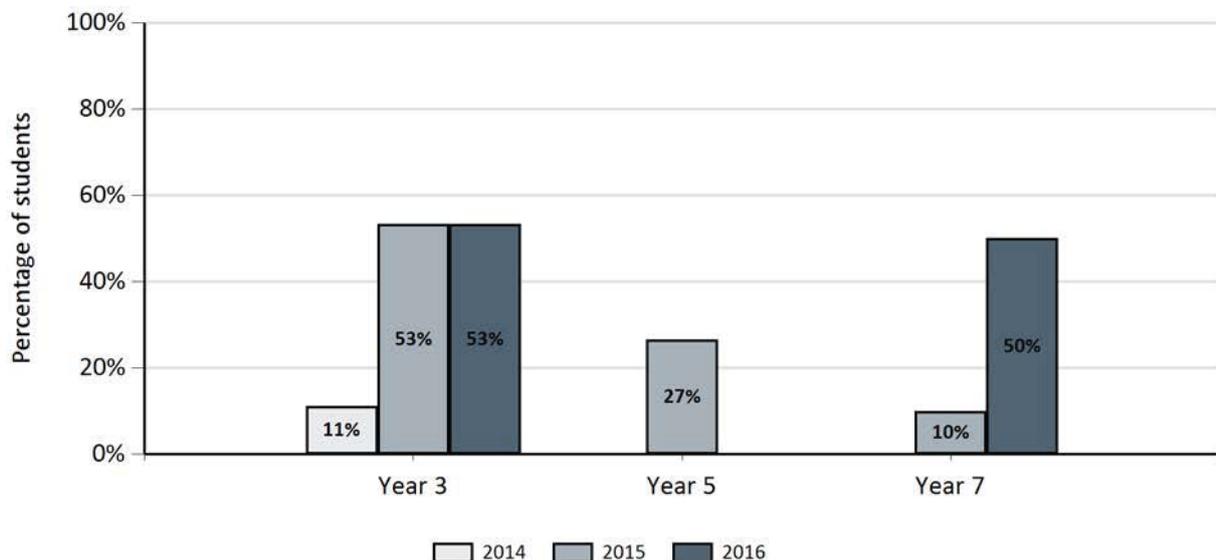
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	*	100%	25%
Middle progress group	*	0%	50%
Upper progress group	*	0%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
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Middle progress group	*	0%	50%
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Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	15	15	5	8	33%	53%
Year 3 2014-16 Average	13.0	13.0	2.7	3.3	21%	26%
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	8.0	8.0	0.3	0.7	4%	8%
Year 7 2016	6	6	0	0	0%	0%
Year 7 2014-16 Average	6.7	6.7	0.0	0.0	0%	0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

At Fraser due to the complexity of the community every student has a Personalised learning Plan. The Accelerated Literacy pedagogy, with a small group focus on teaching phonics and reading provides a strong foundation for teaching improvement in literacy learning.

Numeracy has been in a process of review with significant change in practice with a move away from blackline masters towards a hands-on, self-recording approach. All maths equip is kept in classrooms for easy access and the Quick Smart is incorporated into our practice. While there is strong evidence of improvement in literacy and numeracy, there is a pressing need to shift students into the upper bands of improvement. Another important factor is cohorts are often not large enough to give meaningful data, along with the fact that student's move from school to school. Personalised Learning Plans help to address these issues and target individuals learning needs. This site data is an important tool in shifting students learning outcomes.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	88.9%	80.0%	70.0%	78.3%
2015 Centre	81.8%	86.4%	66.7%	86.4%
2016 Centre	93.8%	92.9%	73.3%	72%
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	85.4%	90.3%	79.9%
Year 1	89.7%	80.5%	82.2%
Year 2	92.6%	87.6%	91.2%
Year 3	92.7%	94.4%	83.4%
Year 4	84.0%	87.9%	83.3%
Year 5	74.7%	80.8%	86.4%
Year 6	88.4%	82.3%	87.2%
Year 7	30.6%	84.2%	83.0%
Secondary Other	0.0%		
Total	86.5%	86.4%	83.9%

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

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

Attendance Comment

There is still much work to be done on improving attendance data. The good thing is that families are now in a habit of reporting absences to school. There is a high level of transience and this impacts on attendance as students' transition from one place to another.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	18	15	20	23
2015	11	22	27	22
2016	16	28	30	25

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

2016 began with 15 eligible children. By the end of Term 4 we had 28 eligible children. 17 children started school in 2017.

The Preschool continues to grow and be the preferred Preschool for the area.

Behaviour Management Comment

Values Education forms the framework for working with the whole community. There is a common language used by all staff when talking with students. Values are explicitly taught and impacted in classroom sharing circles so that students have an understanding of the school values of Caring, Respect, Enthusiasm and Fun and why we use them. These values educate students and reinforce positive behaviours giving students strategies for dealing with conflict as well as to strengthen and develop their moral compasses. By incorporating values education and working with families we have seen a decrease in suspensions from 51 in 2013 to 46 in 2016.

Client Opinion Summary

Fraser Park has friendly teachers that respond to the kids and help them.....Brenton

We like the staff and we like the community around Fraser, I like the interaction between the kindy and school, the kids are doing great learning. I like the structure of the day, early morning sport is great for my kids Frank

My kids have impressed me with their learning. They are picking it up really quickly. The move from the Kindy to the school has been smooth for themCraig

I love the school it's a great school. I wouldn't send my kids anywhere else..... Kylie

The staff are very supportive. The school is flexible and I always have access to the principal and counsellor. I feel that issues are always followed up and dealt with. I am thrilled with the learning that my grandkids do. Everywhere I go they spell things for me! It's a great little community.... Glenys

I like the Family Partnership. The school helps sort out any problems my kids are having. I enjoy being on the Governing Council and having a say in my children's learning....Bok

It's accessible, I like the teachers they are helpful Mavis

The friendliness of the staff. I love working with the children. We won the best school in the show! I'm so proud..... Mrs Pope

The kids are doing good learning, their reading is amazing! My kids are happy to be here and are always dragging me to school, they would rather be here than home Sok

We love Fraser Park. It's the only place I'd send my daughter. I like the 'kids' and the teachers. My daughter is doing great learning..... Linda

I love the family values of the school, the leadership, I love that Fraser Park values Aboriginal culture. Roy

Any issues we have had have been resolved quickly. The staff are friendly and care about student's learning John

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0194 - Jervois Primary School	6.7%	0.0%	0.0%
0299 - Murray Bridge North School	13.3%	0.0%	12.5%
0302 - Mypolonga Primary School	0.0%	0.0%	6.3%
0424 - Taillem Bend Primary School	0.0%	5.3%	0.0%
0950 - Murray Bridge South Primary School	6.7%	5.3%	0.0%
1382 - Fraser Park Primary School	73.3%	89.5%	81.3%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	7.7%
Transfer to SA Govt School	32	82.1%
Unknown	4	10.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

Most children attend Fraser Park Preschool-7 School due to community confidence in the school.

DECD Relevant History Screening

100% of all staff had their DECD Relevant History Screening.

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	20
Post Graduate Qualifications	1

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	5.8	2.0	11.5
Persons	0	7	3	20

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	1703736.22
Grants: Commonwealth	24581
Parent Contributions	15095
Fund Raising	
Other	

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Additional staffing to support literacy and numeracy outcomes supported by staff training in Accelerated Literacy and Numeracy Workshops with Roslyn Shepherd.	Ongoing process of working towards individual goals.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Additional staffing to support children accessing an inclusive curriculum that caters for children with special needs, supported by training for staff.	Ongoing process of working towards individual goals.
Improved outcomes for children with additional language or dialect	Staff to support children with languages other than English.	Ongoing process of working towards individual goals.

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 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	Identified students supported with mentors and focused programs in STEM, gardening, games and cooking.	Students have more success and improved attendance. Better relationships with sc
	Improved Outcomes for Students with an Additional Language or Dialect	Additional Aboriginal staff employed to support students access and participation.	School data and NAPLAN identify increased learning outcomes in Reading and Numer
	Improved Outcomes for Students with Disabilities	Students supported by addition SSO hours to access Leveled Literacy Intervention and additional programs; gardening, cooking, STEM.	100% of students meeting their teaching targets.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	First Language Maintenance; Aboriginal staff and resource purchase. Accelerated Literacy pedagogy and coach Preschool-7. Numeracy hands on self recording, equipment in rooms, coach to support teachers Preschool-7. Teaching Resources. Staff Training to support pedagogy.	Whole school agreement for Numeracy, Literacy supported with teaching and additional SSO's.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Supported by Aboriginal Teacher Preschool-7. Resource purchased Persona Dolls to develop concept of identity.	100% of students access Ngarrindjeri language.
	Better Schools Funding	Additional staff to support Numeracy and Literacy.	Every student with a Personalise Learning Plan and SMARTAR goals.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	We have high expectations for all students supported by Personalised Learning Plans and SMARTAR Goals.	Success for all.
	Primary School Counsellor (if applicable)	Support the Wellbeing of the school community and embed Restorative Justice, support attendance and family partnerships.	Support the whole community to access learning and increase community wellbeing.

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