

Annual Report 2012



CONTENTS

PART 1

	Pag
School Ethos	3
School Purpose	3
Student Outcomes	3
Highlights 2011	4–5
Learning Area Reports	5–11

PART 2

Parent Survey	12–13
Naplan Results	14–18
High School Destinations 2013	19

PART 3

Student Attendance	20
Staff Attendance	20
Teacher Qualifications	20
Professional Development	20
Enrolment Trends	20
Financial Statement	21

School Purpose

The purpose of Floreat Park Primary School is to promote the cognitive abilities of each student so that they can maximize their education opportunities, develop social, physical and creative abilities and skills so that they can be prepared for the opportunities, responsibilities and experiences of life.

Ethos Statement

At Floreat Park Primary School we are committed to fostering in children attitudes of respect for the rights of others, a co-operative and responsible attitude and socially acceptable behaviour at all times.

Introduction

Our purpose is always to develop the 'whole child' and this report clearly indicates that we are committed to the cognitive, socio-emotional, physical and spiritual development of the students at Floreat Park Primary School. Further this annual report is to indicate the progress of the School Strategic Plan, implementation of Department of Education (DOE) initiatives, student performance information and significant school achievements.

Learning Area Targets	Evidence	Target
Science	School Strategic Plan indicates that learning area outcomes Energy and Change and Life and Living are to be the topics for 2012. Term 1 Assess concepts using unit outcomes planner. Term 2 Assess investigative skills using unit outcomes planner.	To ensure staff have a good understanding of the Science Learning Strand of the National Curriculum. Students to continue to develop their science literacy using it effectively in focus skills testing.
Mathematics	In 2011 staff identified Number and Working Mathematically as whole school focus. NAPLAN analysis indicated results were well above national means in all years.	By the end of 2012 all teachers to demonstrate knowledge of the National Curriculum and implement in teaching programs. In NAPLAN number strand above national mean : Year 3 15% Year 5 15% Year 7 20%
English	To continue to develop and implement a whole school literacy profile in line with the National Curriculum meeting DET requirements	NAPLAN writing with following percentage in the top 20%: Year 3 20% Year 5 30% Year 7 40%
LOTE	Three main LOTE area outcomes (Listening, Responding and Speaking; Viewing, Reading, Responding & Writing) will be addressed in 2012.	To attain levels as set out below. Year 3 Level 1 Year 4 Level 2, Year 5 Level 2 Year 6 Level 2
Society & Environment	Results of teacher surveys conducted during year. WAMSE collated data	75% of local content covered by students in each year level. Implement History curriculum.
Physical & Health Education	Empowerment, initiative and resilience identified from Values report	Focus on and improve Values 1:3 and 2.5. Target a 3% improvement overall. Improve fundamental and game skills.
Technology & Enterprise	Use an integrated approach incorporating the outcomes of Technology Process and Materials	Teachers to incorporate T & E in classroom lessons focussing on the strand to be assessed in Semester 2
The Arts	Arts Ideas, Arts Skills and Processes, Arts in Society will be reported on in 2012	Continue to develop and display the skills of Music, Visual Arts and Peripatetic Music.

Highlights 2012

The year of the London Olympics was an exciting time here at Floreat as one of our ex students, Fiona Boyce, was selected to participate in the Australian Women's Hockey team. Fiona visited the school before and after the Games sharing her experiences, motivating the students to strive to be the best they can and encouraging them to persist even when faced with difficulties. Fiona is an inspiration and wonderful role model for all of the Floreat community.

Swimming

The swimming carnival this year was great fun with everyone trying their best. The results were Chandler in first place with 432 points, Perry with 398 points, Reabold with 391 points and in fourth place Beecroft with 309 points. Reabold also won the Spirit Trophy for cheering and team spirit. In Term One, Floreat Park Primary School participated in an interschool swimming carnival at Challenge Stadium. Although we were one of the smallest schools there, we still kept our hopes high and were ready to swim fast and do our best.

The scores were very close, with Floreat and Wembley constantly switching for first place. We were very nervous about the results until they showed up on the big screen. Floreat won the Division A Interschool Swimming Carnival! We were all very excited that we'd won as it was our first year in Division A.

Athletics

Much preparation and organisation involving many of the school staff culminated in a terrific sports carnival held this year. Thanks especially go to Miss Tropiano who selected and trained teams during most of her breaks and to her credit they achieved some wonderful results. In fact we were so well trained in our tunnelball we won 6 events in a row which no other school managed in any of the other areas. A big thanks also go to our grounds staff, Samuel and Kawther along with Mr Walker and Mr Cohen, who spent many hours marking the oval in preparation for both our big days. The students participated with a great deal of enthusiasm and sportsmanship and it was obvious to all that our cheering was definitely the loudest. We would also like to thank the West Balcatta School for their organisation in ensuring the carnival was a very successful event on the interschool activity calendar.



House Athletics Carnival

Another strongly contested event took place this year with all factions trying their best to take both the Overall points and Miss Boylen trophy. In the end the winners were Chandler and the Spirit shield went to Perry.

Music

Floreat Park students experience a wide and diverse range of musical experiences during their seven or eight years at the school. This year has been no different with the children having three incursions and two excursions.



Incursions:Excursions

The Musica Viva group "Rhythm Works" played original compositions with a variety of instruments. Interaction between the students and the performers heightened the enjoyment level for the children. Salaka, a group of musicians from Ghana presented a very entertaining performance. The highlight of this concert was that every student and teacher had the opportunity to play an African drum.

In Term 3 all students from Years 1 to 7 enjoyed a visit to the Perth Concert Hall to hear the West Australian Symphony Orchestra perform a program entitled "All Creatures Great and Small".

Then in Term 4 Years 5 to 7 visited His Majesty's Theatre for a performance by the West Australian Opera.

Choir

Forty four of our students are members of the school choir and they have enjoyed performing at two music assemblies. Another highlight for the choir is their performance at the West Coast Song Festival at Joondalup with more than 1 500 other choristers. In November the school, instrumental students perform at an evening concert at the Churchlands High School auditorium.

Naidoc Medals

One of our students, Kaoru Lockwood was chosen to receive a medal for his efforts in the NAIDOC Week competition.

Walk to School

Our local council continues to sponsor the Walk to School program and again this year we saw an increase in the numbers participating. Those who participate receive a reward provided by the Town of Cambridge.



First Aid Training

The St Johns Ambulance organisation has conducted first aid training courses with the younger students experiencing a specially modified course that teaches them how to use the phone in emergencies or how to get help if a parent or carer needs medical assistance.

Learning Area Reports

English

The emphasis for the English Curriculum team this year has been to continue the process of producing a Whole School Literacy Policy for K to Year 7. The priority area of Spelling was chosen and work began trialling some whole school assessments eg PAT-R Spelling and high frequency Sitton words to build a broader picture of the Spelling skills of our students. The results have been pleasing.

The Year 5 students continued the Spectrum Spelling Program and they followed this up in Year 6.

The junior students began the Jolly Grammar program in Yr 1 and 2 and this was continued into Yr 3 in 2012. This program follows Jolly Phonics introduced in PP with Diana Riggs PLD resources for Sound Sequences.

Reading Comprehension Boxes for the Junior, Middle and Upper grades as well as many series of class and home readers were purchased to ensure a wide variety of material is available for the range of abilities in our school.

Work began on the second priority area of Reading Comprehension with the Yr 1 to 7 students being tested in September with the PAT-R Reading Comprehension Test. The results were pleasing, and the information gained very useful. Each year group will be retested in 2013. Some longitudinal data will then be available for analysis.

Students in PP to Year 7 were given the Pat-R Spelling test as well as the South Australian Spelling Test.

Every year the national testing results are rigorously analysed and they continue to amaze. Our English results in the 2012 NAPLAN continue this trend with a significant number of our students collectively achieving an overall combined average that put them in the top 20% nation wide. It is also pleasing to note that the value added component is also an important upward trend in our stable cohort. We compare very favourably against like schools in all of the areas except our Year 3 Spelling. This continues to be an area of focus for 2013.

All the Pre Primary and Year 1 and 2 students have been enrolled in the Reading Eggs and the Bug Club interactive Reading programs. The Bug Club Program was purchased and each child in PP to Year 2 given access to the Reading books and the Comprehension quizzes online.

The online reading, spelling and grammar interactive program "Literacy Planet" for Year 1 to Year 7 was introduced to the whole school and forms an important element of extension and remediation in all year levels.

One of the years highlights was the “Dress as a Book Character,” Book Week Assembly. Children looked amazing in their outfits and awards were given to a child from each class for the Book Week Bookmark Competition and for correctly answering the Book Quiz. All classes attended author talks during Book week at the Cambridge Library and the Year 3 children were lucky enough to work with an author back at school



Mathematics

It was noted after looking at 2011 Naplan results that we have sound performance in all areas of Mathematics. It was decided that Number and Working Mathematically would be the areas of focus due to the majority of those types of questions in the Naplan test. The teachers have access to a full analysis of the 2012 Naplan results compiled by Best Performance Consulting and will use this when planning the Operational Plan for 2013. Classroom teachers are encouraged to continue the use of Instructional / First Steps strategies within the Mathematics area to encourage mental maths recall, number awareness and patterning. This is the second year that the pre-primary has completed the online entry numeracy assessment in weeks 2-6. This year we continued to use the Mathletics workbooks throughout the school to support mathematics teaching within the school and to support the on-line Mathletics program which the students have purchased access to.



The staff has had online updates in the Mathletics program and have been exposed briefly to the content of the National Curriculum due for full implementation in 2013 by accessing the program on line and some staff attending a PD with other schools in Term 3.

The senior students have participated in external competitions this year to further develop their working mathematically skills. 59 students participated in the Australian Mathematics competition with results well above the state mean in year 7 and comparable in year 6. It should be noted that all year 6 and 7 students participated in this competition. Overall there was one Prize winner, 1 high distinction, 6 distinctions and 27 credits.

The year 7 students also participated in the UNSW maths competition and the results were 1 high distinction, 4 distinctions and 7 credits.

A number of year 5/6/and 7students were selected to participate in the MOPS competition. Results indicated two students in the top 10% and one student in the top 25% in Australasia. These students were presented with their prizes and certificates at a school assembly.

The year six students from room 15 entered 9 teams in the AFL quiz and two of those were successful and won tickets to AFL games.

This year we have spent a considerable amount of the budget on updating and increasing the mathematics resources within the school.

A snapshot of what is happening in the classrooms within the Mathematics area was displayed for the Learning Journey evening.

Science

We implemented the Science Australian Curriculum at the beginning of the year. The Chemical Sciences and Physical Sciences sub strands were introduced in first semester and the Biology Sciences and Earth and Space Sciences sub strands in Semester 2. Teachers used the Primary Connections Programme to teach science. In second semester Biology and Earth



and Space units aligned with the Australian curriculum were purchased for staff to use. In Term 4 the students in Year 7 used Science by Doing: Enough Water fit for Drinking, a new curriculum resource developed by the Academy of Science for Year 7 students.



At the end of 2011 Rotary donated 30 microscopes to the school. The science coordinator ran two lessons for each class, one on powders and one on fabrics. Activities focussed on the use of the microscopes, engaging students in the wonders of the microscopic world and up skilling teachers. We asked parents for a donation of laptops to enable us to use the digital microscopes and received four. These have been a real asset in the science room.

A number of classes used members of the school and extended community to enrich their science programmes. Students in Year 5 followed up a topic on light with a visit from PhD students from the Vision Science Schools Outreach Program. Dr Shipton, a parent at the school and cardiologist assisted the Year 7 students in dissecting hearts. The students in Year 6 were engaged in discussions with a gold miner, a geologist and an environmental scientist. Students in Year 4 attended the zoo.

The science coordinator ran extension classes for children who have demonstrated a science aptitude in previous years. The classes were divided into two groups – Year Four and Five and Year Two and Three. Teachers and students report these to be very successful. The specialist science room was used. Students in the Extension Science class were assisted in dissecting hearts with Dr Shipton and engaged in chemistry investigations with a parent Mr Berry who works at the CSIRO. A programme looking at claims and scientific evidence was very successfully trialled with a Year 4/5 group of students.



The Kitchen Garden project has continued this year with classes rotating through the vegetable planting process. Two parents, Mrs Hart and Mrs Cullen have continued to organise home economic classes using the vegetables from the kitchen garden. The children look forward to these sessions and we have feedback to suggest the program has been effective in introducing the children to the delight of discovering new food tastes.

An enthusiastic group of Year 5 students continue to look after the worm farm with excellent results. Five classes were involved in a sustainability trail walk where they learned about composting (by making a small compost bin) worms and the reasons for having package free lunches. Through the tadpole exchange programme we seeded our frog pond and there are regular sightings of a froglet and motorbike frog. A Town of Cambridge grant enabled us to design 8 signs describing local frogs and place them around the wetland. The Year 1 students became tour guides for a morning and used our wetland to share information with their parents. Parents reported a very enjoyable morning.



Staff received Professional Development on the Australian Curriculum: Science and the use of rubrics.

Visual Arts

The visual arts are highly valued in the education of students at Floreat Park. The work of the art teacher in providing a very balanced program has continued through funding by the school and the Parents and Citizens Association. Throughout the year students have used a wide range of materials, media and

technologies to make various art works in various forms including drawings, paintings, printmaking and sculptures. They have explored the elements of art and design - composition, line, pattern, texture, balance and colour—in a spiral approach in increasingly complex ways as they have developed.

The art teacher has collaborated with the class teachers to integrate art into the student's programs. There have been a wide variety of works created from mythical bugs to jewellery, ducks flowers, bowls and more. The new art room is a colourful, exciting and inspiring place in which to work.

The art of other cultures and times can also be the source of ideas and influence the work created by the students. The students have also produced clay work that has been fired in the kiln.

The creative talents of Floreat Park students have been displayed in various exhibitions this year. The West Australian Floral Society held a competition at the Boulevard Centre and the school made the most of this opportunity to exhibit student's work. Another floral display was at the Floreat Uniting Church and our students took part with the assistance of our chaplain, Audrey Crompton. The West Australian Council of State School Organisation (WACSSO) also provided an opportunity for the student's art work to be show cased at their annual conference. Students also received High Commendation Awards at the Town of Cambridge Local Schools Annual Exhibition.



The middle and senior students worked with a number of urban artists to produce six murals that to produce six murals that are now displayed on an outside wall at the school. This initiative was funded by the Town of Cambridge.

Kerry Pym, a Year 2 teacher, has coordinated another art work on a grand scale for the Outdoor Learning Area. Students have worked with Mrs Pym on a mosaic depicting many aspects of a wetlands area.



The talents of our Year 7 students will be on display at their Graduation Ceremony in the final week of Term 4. They have all produced a self portrait on canvas.

Physical and Health Education

Term 1 House Swimming Carnival

All children in years 4-7 participated in the House Swimming Carnival. It was a successful day in which Chandler were the overall winners. Reabold demonstrated excellent sportsmanship to win the House Spirit shield.

Interschool Swimming Carnival

In 2012 the performance of the Interschool Swimming Team was outstanding. The team showed great commitment and dedication, training throughout the term. Floreat competed very confidently, winning the competition easily. Our thanks to the school coach Luke George.

Swimming Lessons

All year 3-7 students participated in swimming lessons at the Claremont Swimming Pool in Term 1. The year 1 classes complete their swimming lessons in Term 4.



Term 2

Edu Dance

In Term 2 all students participated in the Edu Dance Program. The dance skills acquired by the students during the term are demonstrated in an end of term concert. A very worthwhile program enjoyed by all students.

Interschool Sport/ Winter Carnival

An exciting part of the sports program in Term 2 is the Interschool sport competition. The children travel to other schools to compete in Football, Soccer, Modcrosse and Netball. The competition involves one afternoon a week for 8 weeks. The competition is completed in the last week of term with an all day carnival for each sport. It is a very successful day as the children enjoy being part of a school team and the interaction between the schools.



Term 3

Athletics Carnivals

In Term 3 the whole school participates in the House Athletics carnival. It was an exciting and busy day for the children. All factions worked hard and put in their best effort. Congratulations to



Chandler who were victorious on the day. Well done to Perry who won the Ms Boylen trophy.

The Interschool Athletics team showed great commitment and enthusiasm during the term working towards the Interschool carnival. The team performed well in the games. Congratulations and well done to the team.



Term 4

Term 4 Sports

In term 4 year 4-7 students are involved in an eight week sports program one morning a week. The sports include Golf, Squash, Tennis Tae Kwon Do, Archery, Basketball and Water Polo. It is a fun and positive program which receives great feedback from the students.

Tabloids

In the last week of Term 4 all students are involved in a tabloids morning to bring awareness to Healthy Bones Week.

Health

The children are encouraged to be more aware of the benefits of being sun-safe. The broad-brimmed hat health policy successfully continued through the year.

We have continued to focus on Special Health days throughout the year. Raising funds for charities and actively teaching the underlying health benefits of maintaining and looking after your health. For example Healthy Bones Week includes weight bearing exercise and we organised a Whole School Tabloids.

This year with our anti-bullying program the focus has been on the role of the bystander. We have actively taught the children in class the roles of a good bystander. We ran a Good Bystander poster competition and Good bystander Habits of The Mind were read out over the PA before breaks.

The values and virtues were actively taught in all classrooms and a values reports based on the core values chosen as our focus for 2012, was sent home in terms 1 and 3.

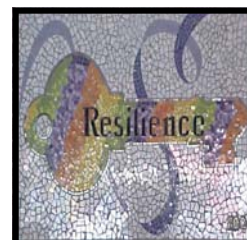
An additional support to the values work was the continued presentation of 'Respect' badges awarded to a respectful child in each class every term.



In Terms 3 and 4 the whole school was involved in creating then reading Habits of the Mind based on the You Can Do It Keys and Virtues, over the PA at the end of the day

You Can Do It (YCDI)

2012 was another successful year with all five keys in YCDI (Resilience, Persistence, Organisation, Getting Along and Confidence) covered in the fortnightly, whole school sessions. The YCDI program has fabulous messages for success in life – Life Skills. The YCDI language is being used effectively by the children and teachers to help motivate and facilitate learning. In 2012 we focused more on positive habits of the mind. It allowed the children to express what they were thinking in challenging situations. They learned to show positive instead of negative thinking which allowed them to persist in tackling these challenges.



Technology and Enterprise

In 2012 the focus in Technology and Enterprise for each semester was as follows:

Semester one- the focus was on *Technology Process* for years 1 to 7.

Semester two the focus was on the *Technology Process* only for years 1 to 3 and *Technology Process and Information* for years 4-7.

Implementation of the Technology Process

Students in Year One planned, designed and constructed bear chairs and created frog dioramas.

Students in Year Two designed and made castles and learnt how to French knit and sew a tapestry. They also worked on the theme of floating making different types of boats.

Students in Year Three planned, designed and created picture frames using a range of materials and lolly boxes. Room 5 worked on learning how to knit.

Students in Year Four designed and made aboriginal shelters and rainforest dioramas. They also used webquests and powerpoint for presentations. 6 Thinking Hats were used for self assessment.

Students in Year Five have planned, designed and created skill testers and puppets. Room 7 also used Powerpoint presentations with hyperlinks.

Students in Year Six have planned, designed and created show bags and gained skills in excel, webquests, and powerpoint. They studied inventions and created their own.

Students in Year Five/Six have planned, designed and created a variety of cards. Using a selection of materials, design ideas, techniques and styles, the children have created cards to compliment the “You Can Do It/ Values” program run within the classroom.

Students in Year 7 continue their Biscuit Business.



Society and Environment

2012 has been a busy and rewarding year for the study of Society and Environment.

Years 5 and 5/6 experienced a most interesting and enlightening visit to the Fremantle Maritime Museum early this year. An enriching compliment to their studies of Early Australian exploration and settlement.

The Town of Cambridge invited the students from rooms 11 and 12 to participate in their annual Arbor Day activities. A most enjoyable day involving a nature appreciation session, followed by the planting of trees at Roscommon Reserve, was had by all.

The students in Rooms 1, 2, 3, 4, 17 and 11 have had their understanding of Federation and our Australian Constitution enhanced with an excellent incursion from the WA Constitution Centre.



Rooms 2, 3, 4 and 11 have gained a greater understanding into Indigenous Culture through the wonderful DVD's produced by 'Elliott School' in the Northern Territory. We aim to continue the contact into 2013 with the children at Elliot school. Our thanks to Mrs H Murray as she continues to liase with Mr A Murray, principal of the Elliot school.

2012 NAIDOC WEEK SCHOOL INITIATIVE competitions saw over 71,916 entries from around Australia. Only 20 winners are selected from each state. Congratulations to Floreat Park Primary, Year 6 Student, Kaoru Lockwood for winning the, "Prime Ministers NAIDOC Medal" he is to be commended for his poem "Reconciliation".

LOTE

The objective this year has been to engage all students in purposeful, constructive learning in Italian. Students were exposed to wide range of listening, speaking, and responding tasks, reading tasks, comprehension and writing tasks designed to enhance language acquisition.

In Semester 1 the thematic focus incorporated 'Self and Others'. Students learnt to express information about themselves, their likes, dislikes, their pets, family etc. Upper Primary students were able to complete detailed profiles of themselves. Similarly, Middle Primary students were able to express likes (and dislikes) on a wide range of topics. Lower Primary students were able to express personal information such as their name, age, address, discuss family, pets, school life etc.

In Semester 2 the thematic focus was on Italian food. Year 3 students learnt to express likes and dislikes of certain fruits and were then required to ask for their favourite fruits for a fruit salad which proved a most enjoyable learning experience.

Year 5 students were required to utilise the relevant language learnt to ask for their favourite ingredients for their own special 'panino' and consequently created an advertisement to promote their 'panino'.

Year 6 students were exposed to the necessary language skills to read, comprehend and follow a pizza recipe and ask for their favourite pizza toppings. The actual making and eating of the pizzas was a highlight to this unit of work. Students also produced their own written version of a pizza recipe in Italian.



Year 7 students studied authentic Italian Menus and then created their own versions. They also learnt to ask for various courses from an authentic restaurant menu and then utilised this language to order a three course meal (at an Italian restaurant).

Year 7 students also wrote their own role plays based on these learning experiences.

All of the above learning tasks and many others provided students with a more realistic and purposeful perspective of the Italian language.

Aspects of Italian culture have also been discussed across all year levels.

The focus in term1 was Carnevale and the year 6 and 7 students all made decorative masks. Year 4 students sampled 'Panettone' at Easter and made 'Baci' chocolates for Christmas.

Students learnt several Italian songs some of which were performed at the Italian Assembly. Year 4 students demonstrated their creative abilities by performing the play 'The Three Little Pigs' in Italian.

Italian merit certificates were also awarded to students for academic achievement and consistent effort in Italian.



NAPLAN PARENT SURVEY

In term 4, 2012, the parents of students who had undertaken the Naplan tests the previous May were invited to complete the survey using the choice of responses as indicated below.

- Strongly agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

Close to 60 % of the parents completed the survey. Strongly agree and agree were counted as positive responses (indicated by +) and disagree and strongly disagree negative responses (indicated by -) The positive and negative responses have been shown as a percentage of the total responses for that question.

1. Please indicate your child's gender

2. In 2012 what year of school was your child or were your children in?

. NAPLAN is a valuable test

+ 75% - 21% (Yr3) +75% - 18% (Yr 5 & 7)

4. It is important from my child to take part in NAPLAN tests.

+73% - 13% (Yr3) + 79% - 14% (Yr 5 & 7)

5. NAPLAN motivated my child to study harder

+29% - 50% (Yr3) +34% - 48% (Yr5 & 7)

6. My child's NAPLAN Report has helped me to identify areas in which my child may need extra help

+ 60% - 17% (Yr3) + 70% - 23% (Yr5 & 7)

7. Because of the NAPLAN Report sent to me I have talked to my child about the things he or she is learning at school more than I would have without the report

+ 51% - 47% (Yr3) + 50% - 48% (Yr5 & 7)

8. The NAPLAN Report has been helpful in understanding my child's achievement in literacy and numeracy

+ 83% - 13% (Yr3) + 86% - 9% (Yr5 & 7)

9. I support the school staff in their efforts to adequately prepare all students to undertake the NAPLAN.

+ 75% - 22% (Yr3) +87% -13% (Yr5) +80% - 20% (Yr7)

10. Thorough preparation prior to the NAPLAN will assist to reduce test anxiety

+ 59% - 24% (Yr3) +73% - 20% (Yr5) +80% - 20% (Yr7)

CONCLUSION

Although parents were divided in their response as to whether NAPLAN motivated their children to study harder or resulted in more discussion at home about school progress, there is a clear majority (75%) who see NAPLAN as valuable. Most consider the reports to be helpful in the identifying of their child's progress in literacy and numeracy as well as pin pointing where extra assistance is required.

Again a significant majority (75% plus) support the school's efforts to prepare their children for NAPLAN, although less (particularly in Year 3) see this as reducing the test anxiety experienced by the children.

Given that 60% of the parents responded to the survey, it can be assumed that those with strong views would have availed themselves to the opportunity to express them in the survey. Therefore in reality it can be assumed that around 10% (more in Year 3) view negatively the school's efforts and the subsequent impact on reducing test anxiety.

The school has responded by;

- withdrawing the Excel Test zone online program for use by Year 3,
- using parent interviews and class meetings to emphasise that external bodies continue to judge schools by their NAPLAN performance,
- explaining how preparation for NAPLAN has a very useful diagnostic and review component,
- showing how our You Can Do It program is used to build up resilience in the lead up to NAPLAN and
- demonstrating how staff monitor and address the students' anxiety during the preparation period.

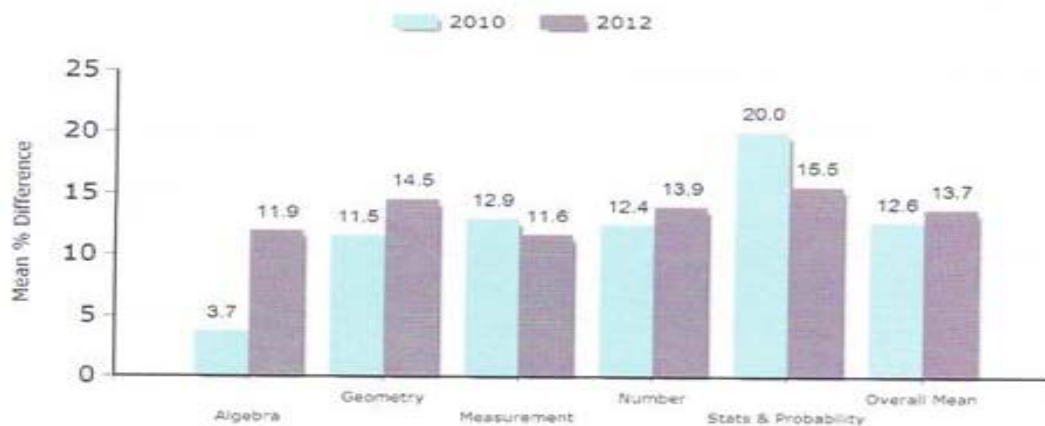
During the five years of the NAPLAN test weeks, the school has never had a student who has had a 'melt down', refused to complete a test or been anything less than fully cooperative

NAPLAN RESULTS 2012

The longitudinal data is able to show the 'value added' between NAPLAN tests for both the Year 5 and Year 7 cohorts, including the stable cohort. The data clearly shows that our students continue to perform by increasing margins, in all learning areas, against the national mean as they progress through the primary grades.

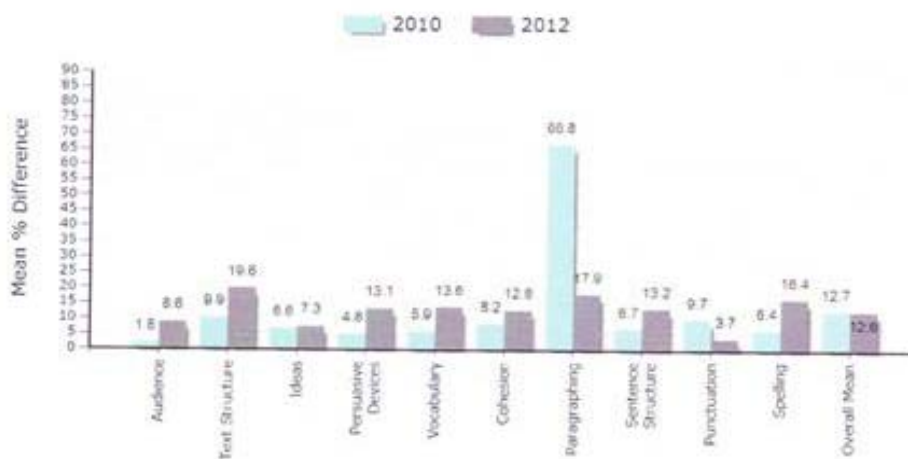
Floreat Park Primary School - Graphical Summary Stable Cohort Longitudinal NAPLAN 2010 Year 3 to NAPLAN 2012 Year 5

Numeracy (Against National Means)



Floreat Park Primary School - Graphical Summary Stable Cohort Longitudinal NAPLAN 2010 Year 3 to NAPLAN 2012 Year 5

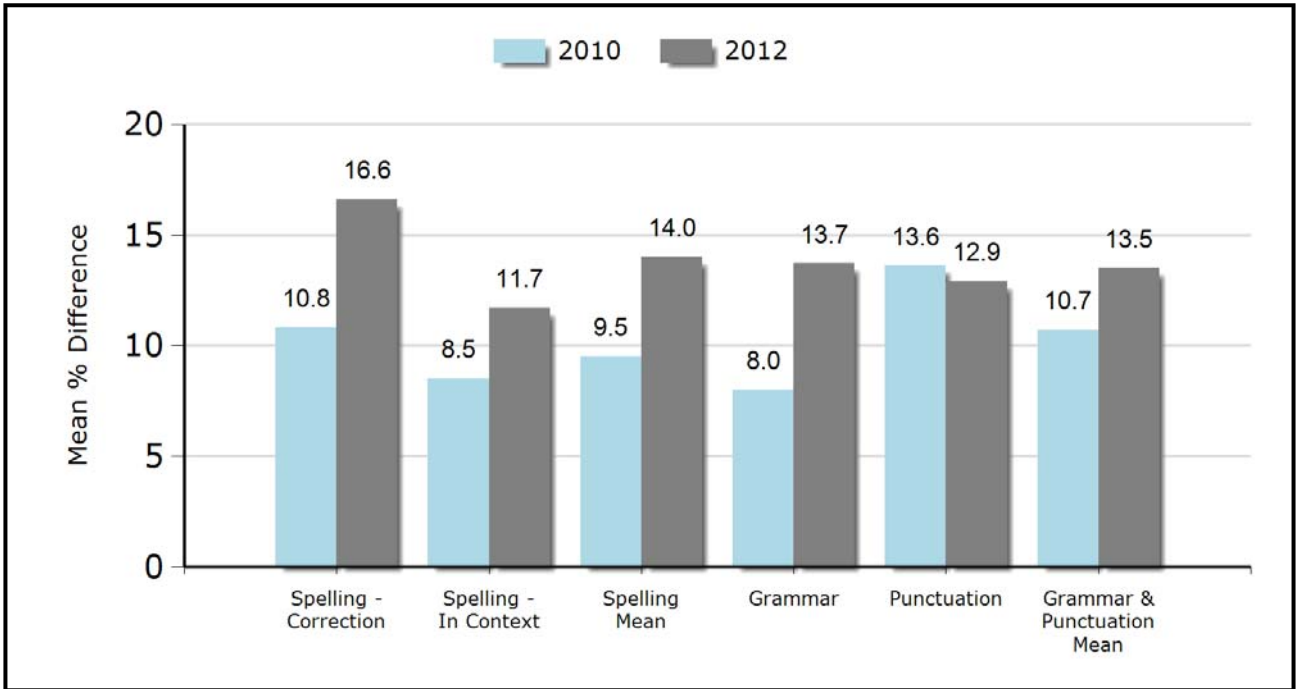
Writing (Against National Means)



Floreat Park Primary School - Graphical Summary Stable Cohort

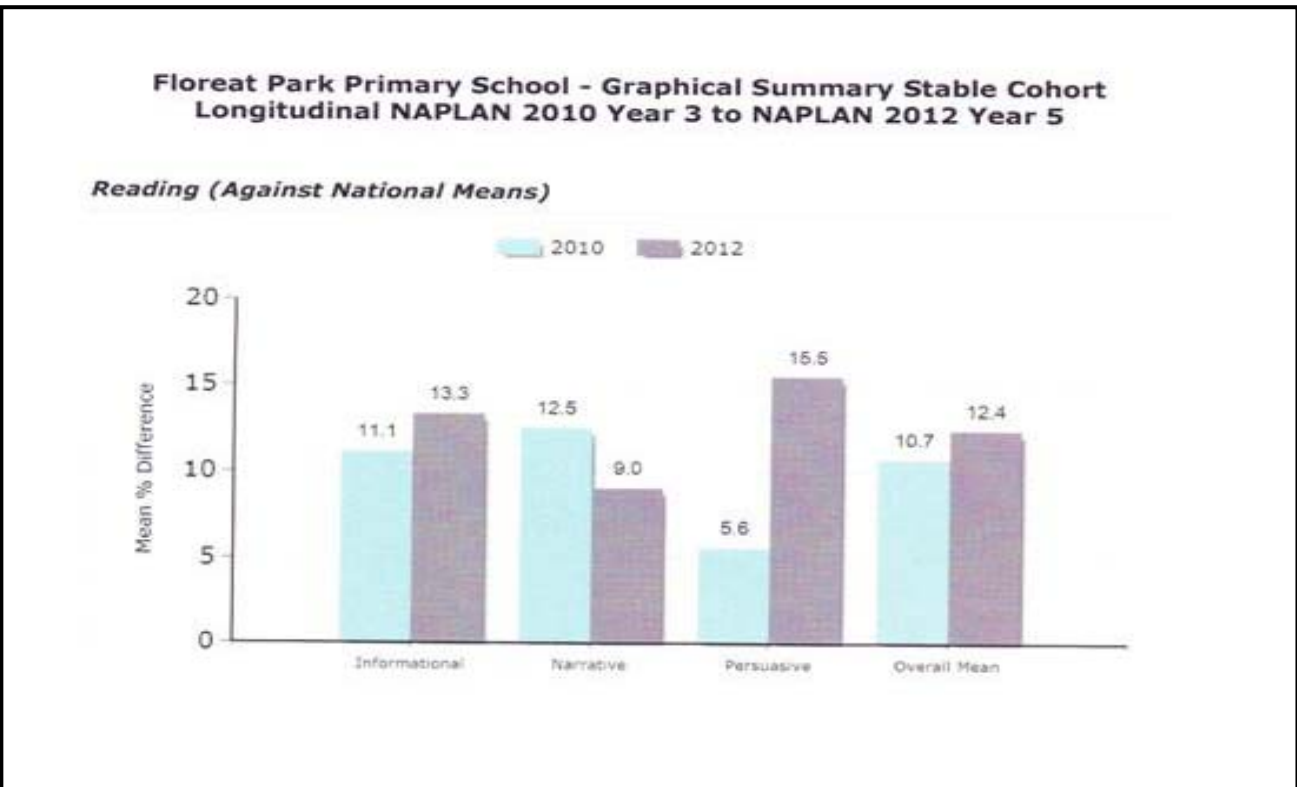
Longitudinal NAPLAN 2010 Year 3 to NAPLAN 2012 Year 5

Language Conventions (Against National Means)



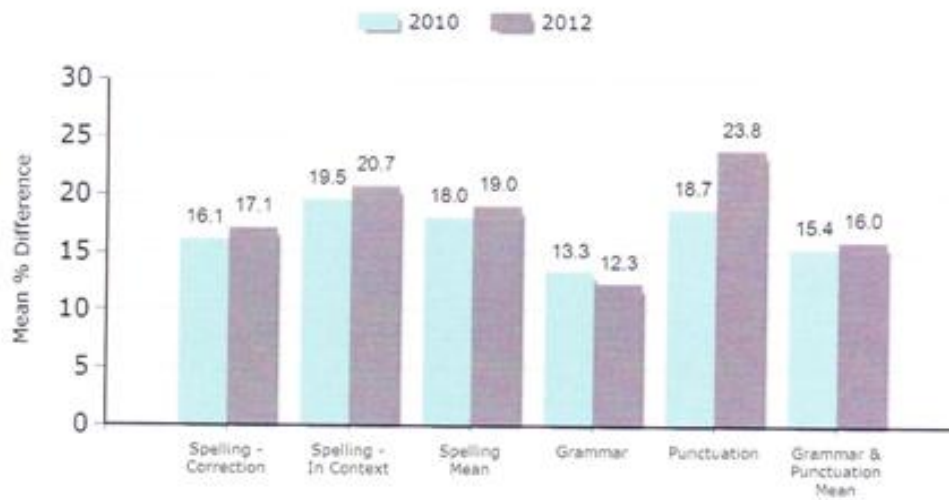
**Floreat Park Primary School - Graphical Summary Stable Cohort
Longitudinal NAPLAN 2010 Year 3 to NAPLAN 2012 Year 5**

Reading (Against National Means)



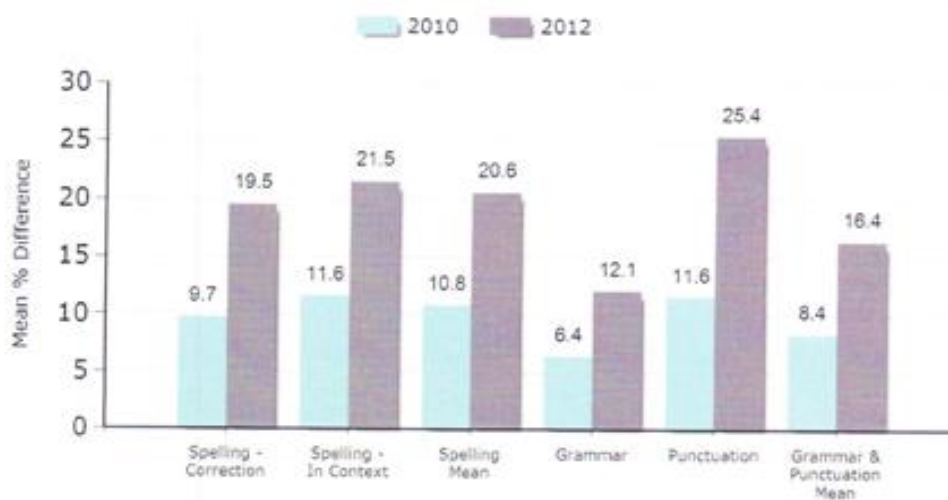
**Floreat Park Primary School - Graphical Summary All Students
Longitudinal NAPLAN 2010 Year 5 to NAPLAN 2012 Year 7**

Language Conventions (Against National Means)



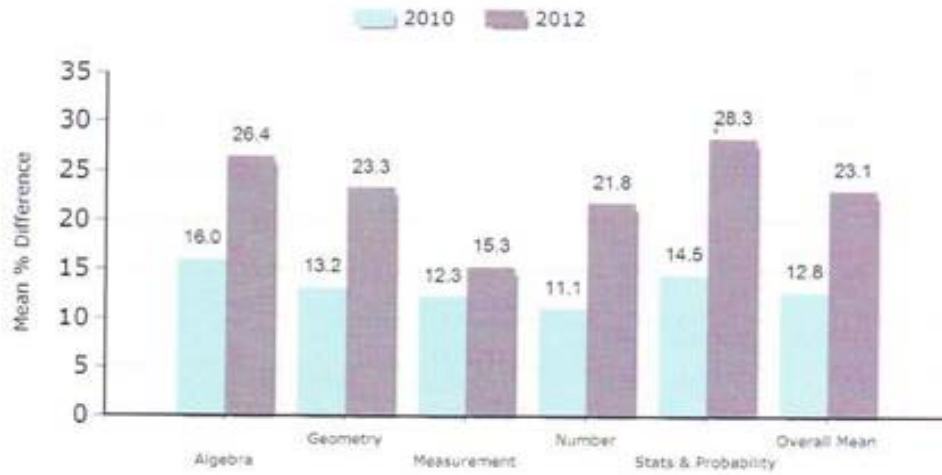
**Floreat Park Primary School - Graphical Summary Stable Cohort
Longitudinal NAPLAN 2010 Year 5 to NAPLAN 2012 Year 7**

Language Conventions (Against National Means)



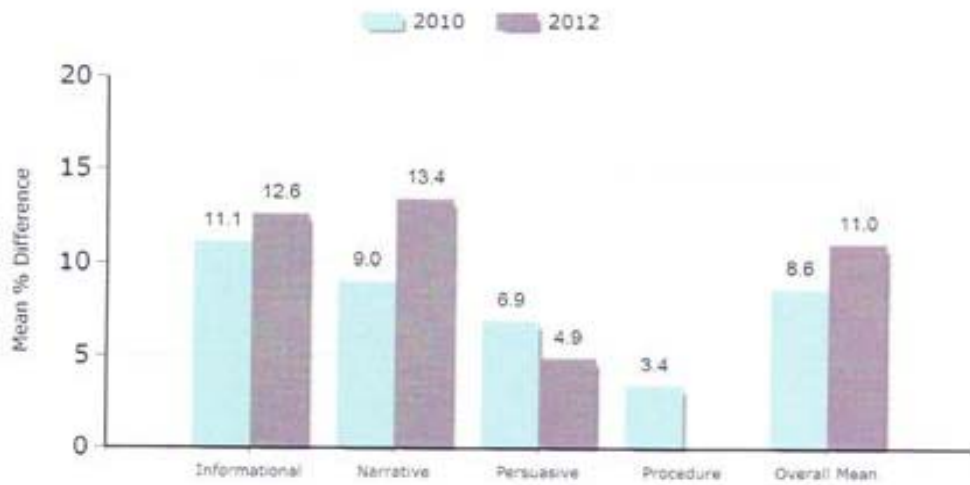
**Floreat Park Primary School - Graphical Summary Stable Cohort
Longitudinal NAPLAN 2010 Year 5 to NAPLAN 2012 Year 7**

Numeracy (Against National Means)



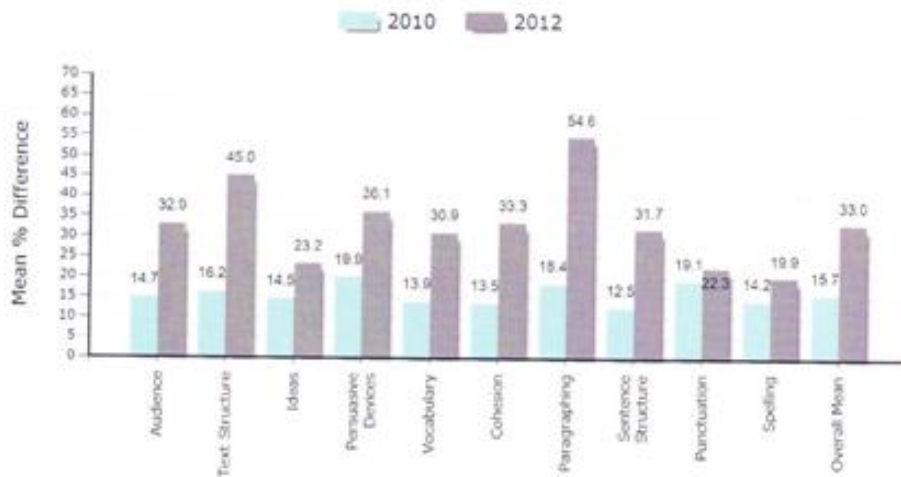
**Floreat Park Primary School - Graphical Summary Stable Cohort
Longitudinal NAPLAN 2010 Year 5 to NAPLAN 2012 Year 7**

Reading (Against National Means)



**Floreat Park Primary School - Graphical Summary All Students
Longitudinal NAPLAN 2010 Year 5 to NAPLAN 2012 Year 7**

Writing (Against National Means)



**Floreat Park Primary School - Graphical Summary Stable Cohort
Longitudinal NAPLAN 2010 Year 5 to NAPLAN 2012 Year 7**

Writing (Against National Means)



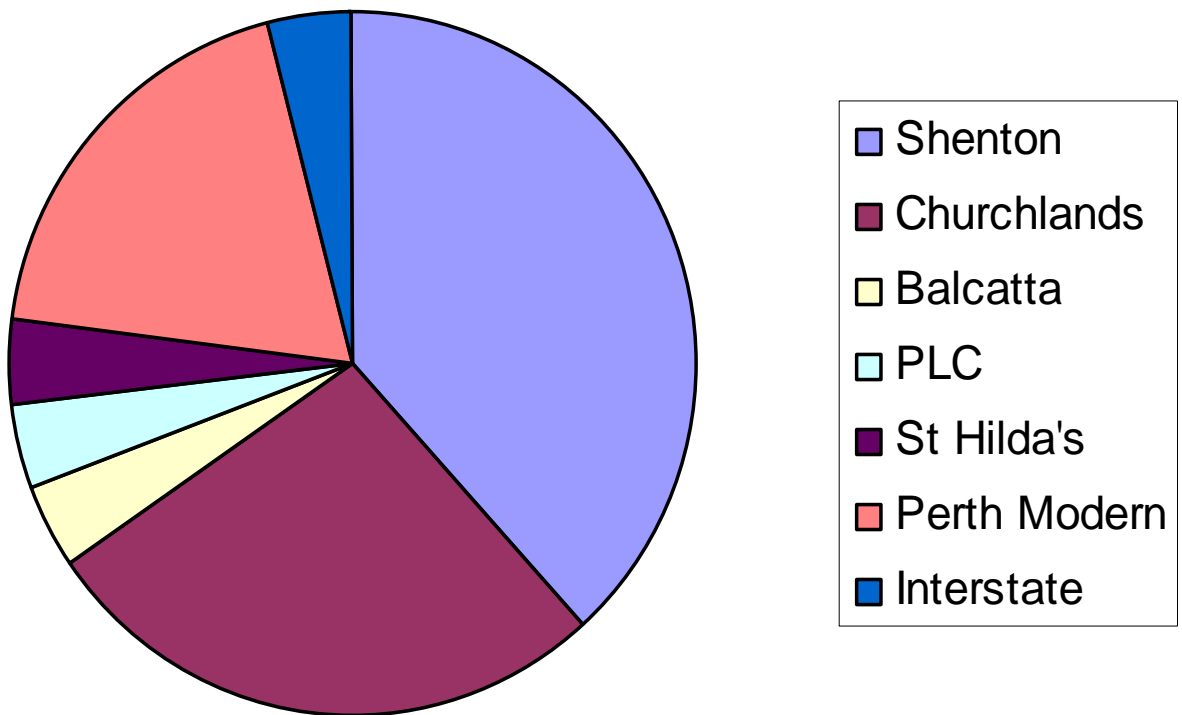
HIGH SCHOOL DESTINATIONS 2013

A number of students leave our school at various stages during their primary years but we do manage to main a significant cohort for their Year 7 education.

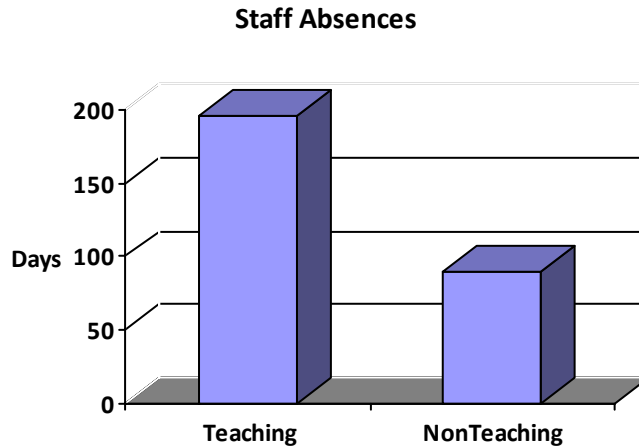
Below is the table of schools and numbers for 2014 High School

Shenton College	10
Churchlands	7
Balcatta	1
PLC	1
St Hilda's	1
Perth Modern	5
Interstate	1

Year 7 School Attendance 2013



STAFF and SCHOOL INFORMATION



	Absences	% Absences	% Attendance
Teaching Staff Absences	196.5	5.2%	94.8%
Non-Teaching Staff Absences	89.5	5.3%	94.7%

Student Attendance Yrs 1—7 95.81% for 2012.

Enrolment Trends

We are losing a percentage of our upper primary aged children into the private school system. This is evident again in the transition for the 2012 school year. For 2013 we will only have 21 Year Sevens down from 37 year sixes. We have had a marked increase in enrolment in the early childhood classes in 2013. We anticipate 200 enrolments in the K, PP and Year 1 classes. This will make over 40% of the total school enrolments.

Teacher Qualifications

All staff are classified as 4 year trained and registered with WACOT. The diversity of qualifications is interesting; for example our music specialist has the Harpsichord as her major instrument of study, another has a background of study in linguistics, a third has a background in agriculture and a fourth has drama training. Other staff have art qualifications, physical education or environmental science majors. This diversity gives a great background for contributing to the curriculum

Professional Development

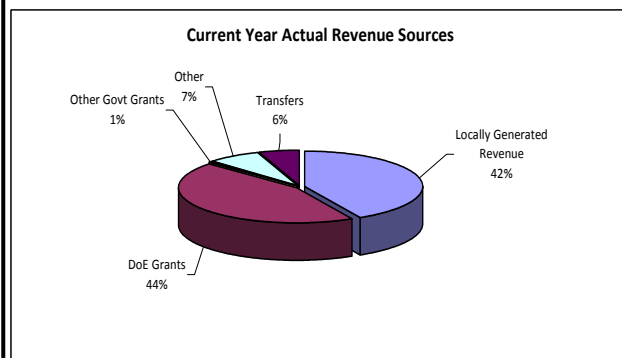
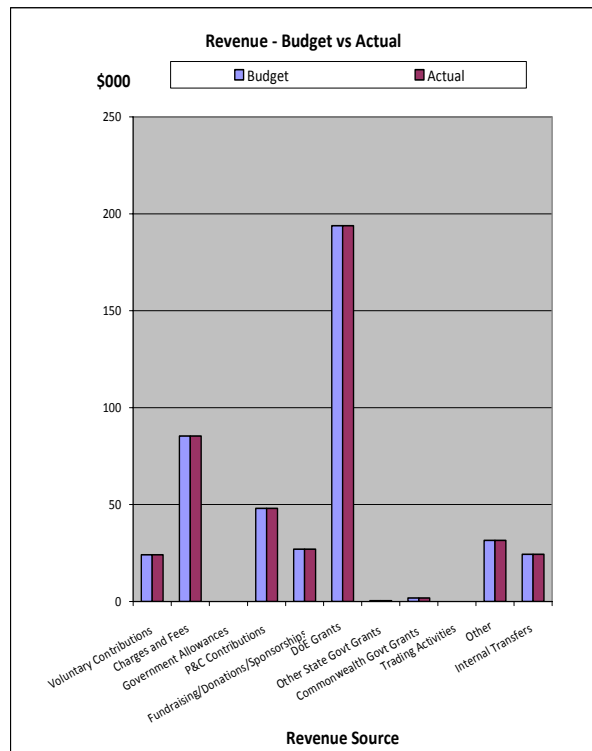
Our focus for this year has been on understanding and implementing elements of the National Curriculum. Greg Mitchell did a major presentation to the staff on one of our P.D. days taking an in-depth look at the structure and elements of the new curriculum followed by pedagogical practice to fit with the curriculum.



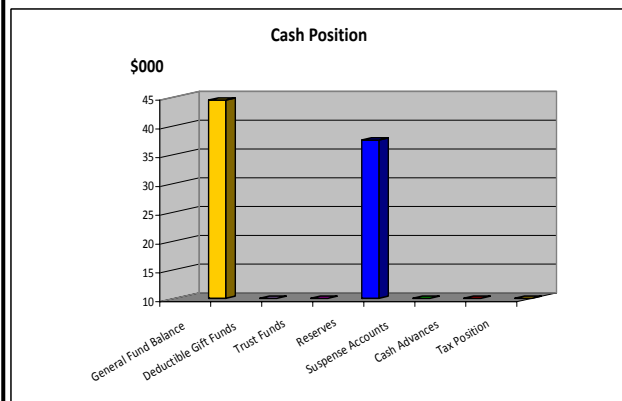
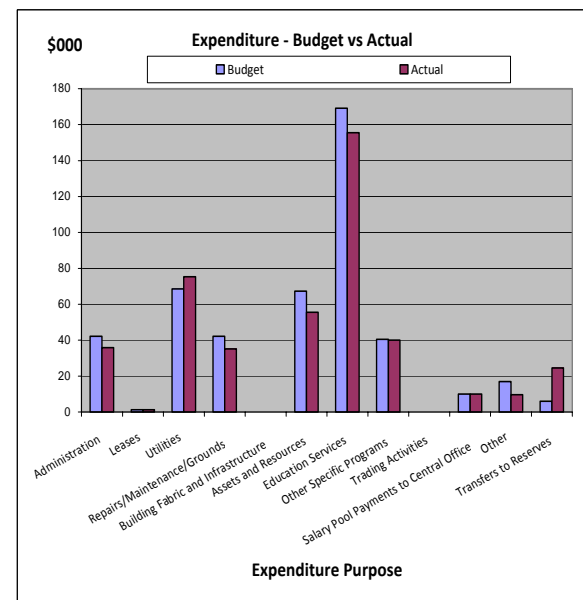
Floreat Park Primary School

Financial Summary as at 20 March 2013

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 24,140.00	\$ 24,140.00
2	Charges and Fees	\$ 85,414.00	\$ 85,413.10
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 48,065.00	\$ 48,065.05
5	Fundraising/Donations/Sponsorships	\$ 27,009.76	\$ 27,009.81
6	DoE Grants	\$ 193,938.22	\$ 193,938.53
7	Other State Govt Grants	\$ 455.00	\$ 454.55
8	Commonwealth Govt Grants	\$ 1,880.00	\$ 1,879.85
9	Trading Activities	\$ -	\$ -
10	Other	\$ 31,586.86	\$ 31,586.29
11	Internal Transfers	\$ 24,370.00	\$ 24,370.00
	Total	\$ 436,858.84	\$ 436,857.18
	Opening Balance	\$ 50,267.74	\$ 50,267.74
	Total Funds Available	\$ 487,126.58	\$ 487,124.92



	Expenditure	Budget	Actual
1	Administration	\$ 42,130.00	\$ 35,792.63
2	Leases	\$ 1,200.00	\$ 1,234.91
3	Utilities	\$ 68,548.22	\$ 75,309.83
4	Repairs/Maintenance/Grounds	\$ 42,104.55	\$ 35,158.68
5	Building Fabric and Infrastructure	\$ -	\$ -
6	Assets and Resources	\$ 67,329.92	\$ 55,596.47
7	Education Services	\$ 169,160.02	\$ 155,486.30
8	Other Specific Programs	\$ 40,450.00	\$ 40,000.00
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 10,000.00	\$ 10,000.00
11	Other	\$ 16,949.00	\$ 9,600.18
12	Transfers to Reserves	\$ 6,000.00	\$ 24,495.00
	Total	\$ 463,871.71	\$ 442,674.00



Cash Position as at:	
Bank Balance	\$ 79,372.89
Made up of:	\$ -
1 General Fund Balance	\$ 44,450.92
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 37,509.50
5 Suspense Accounts	\$ 523.47
6 Cash Advances	\$ 600.00
7 Tax Position	\$ 2,511.00
Total Bank Balance	\$ 79,372.89