



ANNUAL REPORT 2013



COURTESY * COOPERATION * CONSIDERATION



Principal's Review 2013

The Annual Report provides an overview of the achievements and processes involving students over the past year.

The excellent academic results achieved by Floreat Park Students is a reflection of their abilities and of the quality of the learning programs and learning experiences available to students. In both the cultural and sporting domains of the school's curriculum, talented students exhibited their enthusiasm, commitment and motivation to excel in these important areas of the school's operations.

Having the building facilities to locate all Pre-Primary students onto the main campus in 2013 was an important educational achievement. The three units required for this age group, also reflects the significant student growth in the Early Childhood section of the school over the past three years. The School Council has evaluated the need for possible future building facilities, given the likely source of student enrolments from the new Perry Lakes development area.

It is again evident that the highly supportive school community have been integral to the successful school year enjoyed by students and school staff. We acknowledge this valued support from all sections of the school community and particularly from the parent organisations that ensure that Floreat Park Primary School retains its reputation as a school of choice for parents from both within our established intake area and for many seeking entry outside the school's designated area.

I also acknowledge the professional and personal contributions to this school's learning programs by staff over the past year, particularly staff who have, or are retiring from this school after many years of dedicated service.

In 2014, the processes to access Independent Public School (IPS) status for Floreat Park Primary School will be undertaken on behalf of the school community.

Brendan Walker
Principal
Floreat Park Primary School

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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.

TARGETS 2013 - 2015

NAPLAN 2013

LITERACY

Language Conventions

Spelling:
Our school year level means are to be above NAPLAN (National Assessment Program—Literacy and Numeracy) national year level means by;
Year 3 (10%), Year 5 (15%) and Year 7 (20%).

Writing

Spelling:
(In context) Our school year level means are to be above NAPLAN (National Assessment Program—Literacy and Numeracy) national year level means by;
Year 3 (10%), Year 5 (15%) and Year 7 (20%).

Punctuation:
(In context) Our school year level means are to be above NAPLAN (National Assessment Program—Literacy and Numeracy) national year level means by;
Year (10%) Year 5 (10%) and Year 7 (10%).

NUMERACY

Our school year level means are to be above NAPLAN (National Assessment Program—Literacy and Numeracy) national year level means by;
Year 3 (15%), Year 5 (15%) and Year 7 (20%).

SCIENCE

WAMSE (Western Australian Monitoring Standards in Education) Investigation means for Year 5 & Year 7 at Floreat Park PS, to be equal to like schools.

Naplan school mean % above national mean.

	Year 3	Year 5	Year 7
2012	4.91%	14.87%	19.00%
2013	10.59%	15.59%	15.13%

Naplan school level mean % above national mean

	Year 3	Year 5	Year 7
2012	10.4%	15.6%	19.9%
2013	6.5%	12.7%	14.8%

Naplan school level mean % above national mean

	Year 3	Year 5	Year 7
2012	5.9%	4.5%	22.3%
2013	9.4%	5.8%	11.6%

Year 3 Target 15% above national mean
7.96% above national mean (2013)

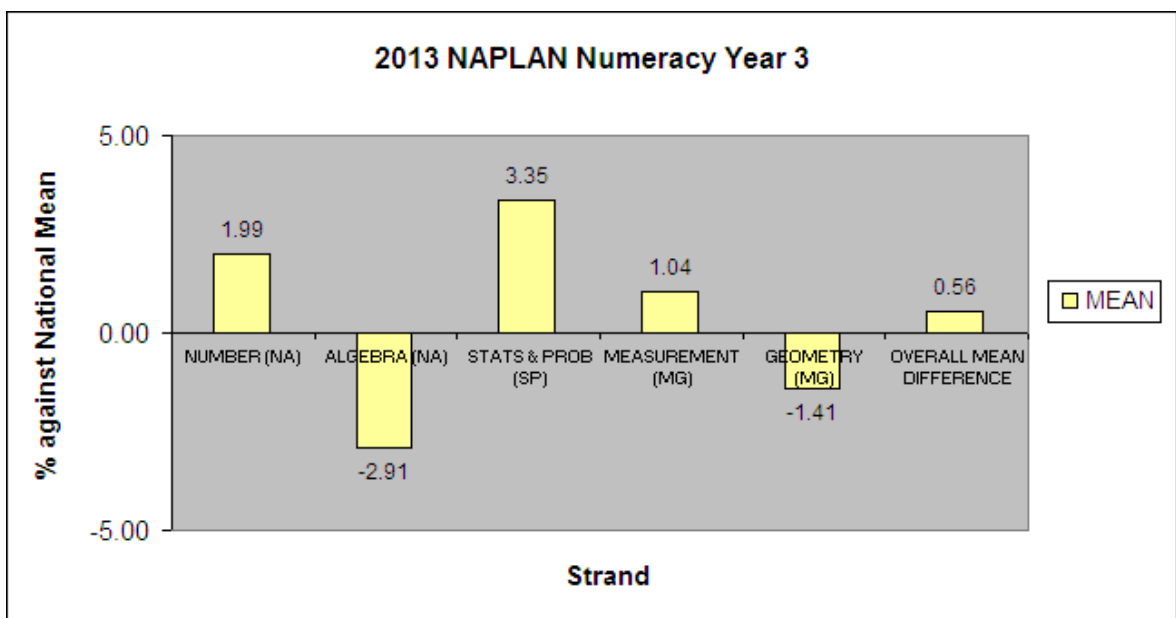
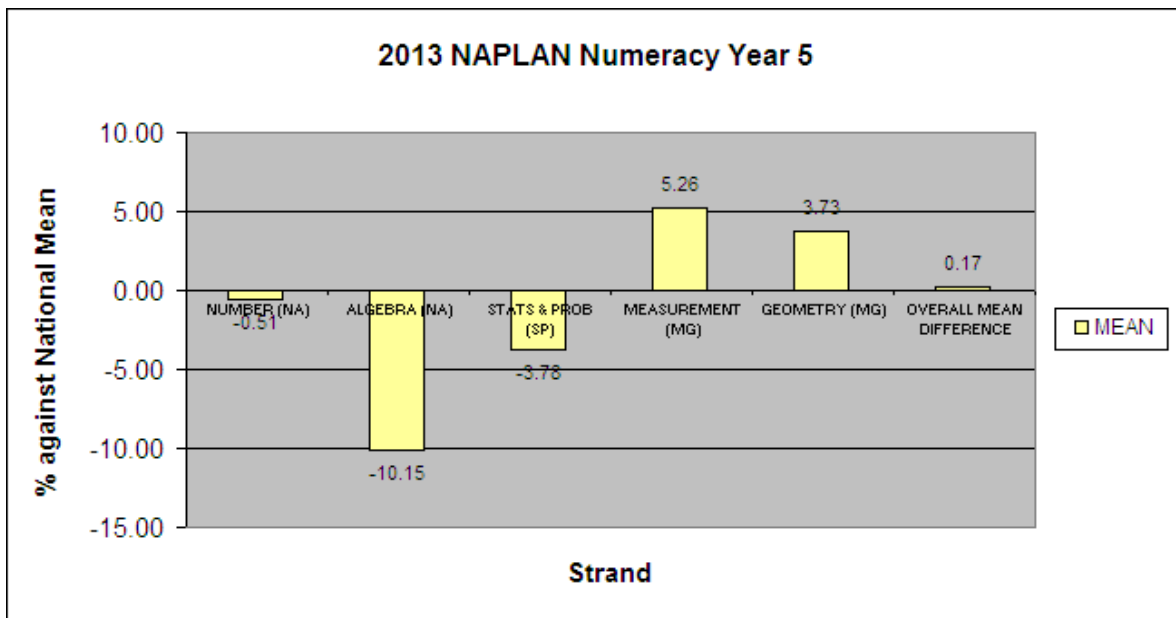
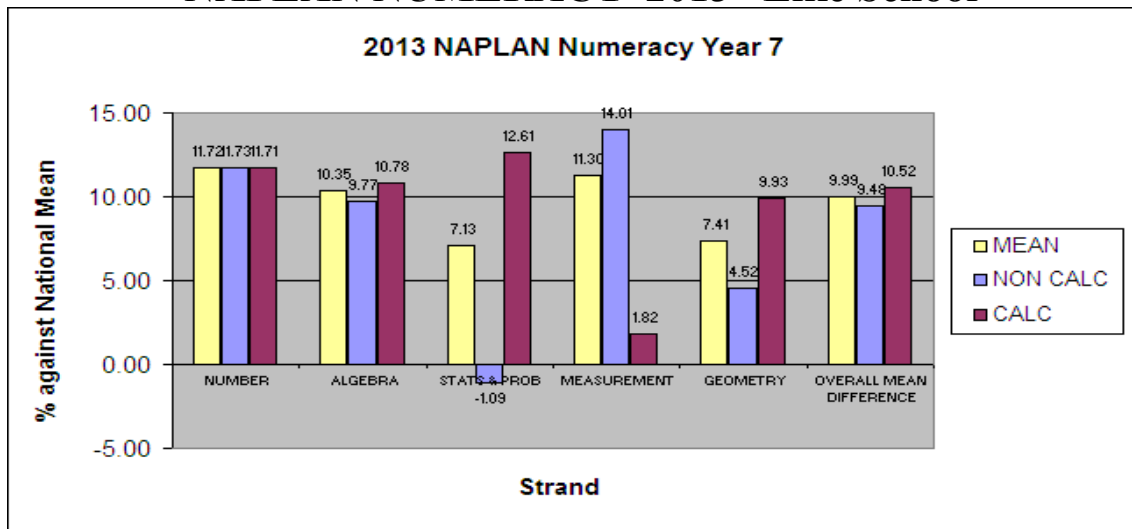
Year 5 Target 15% above national mean
11.52% above national mean (2013)

Year 7 Target 20% above national mean
25.88% above national mean (2013)

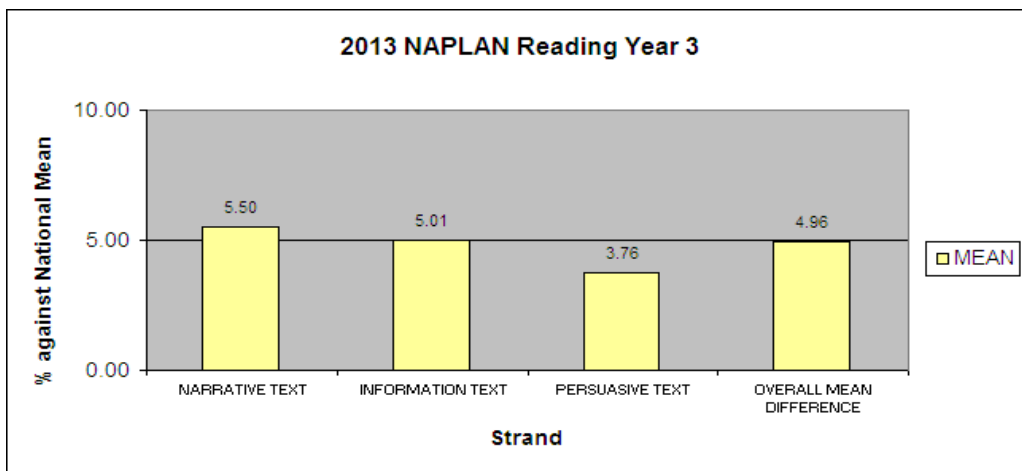
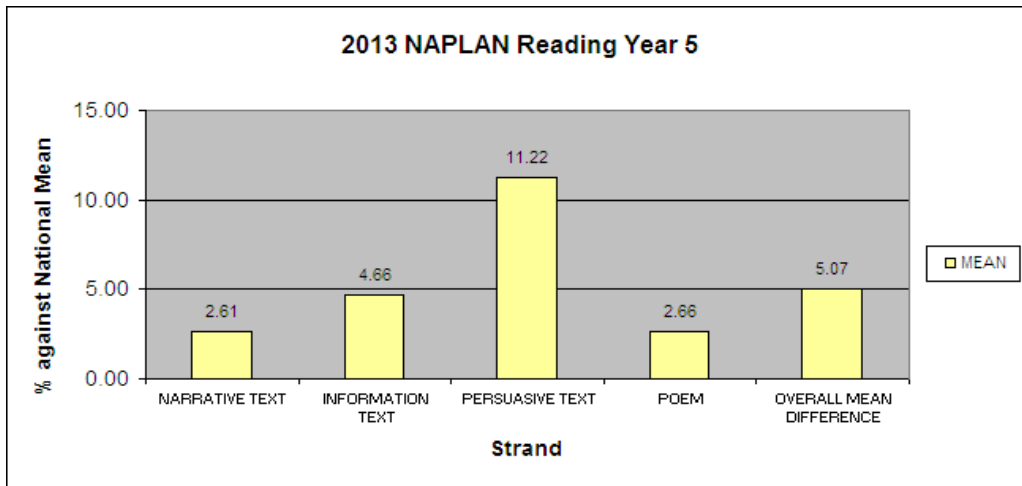
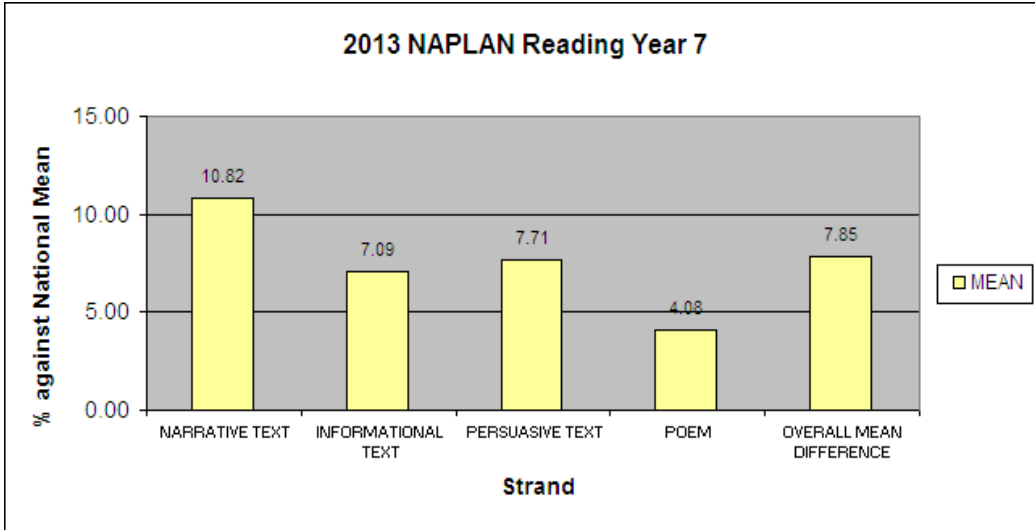
SCHOOL STRATEGIC PLAN 2013-15

STUDENT IMPROVEMENT Strategies		SCHOOL CULTURE Strategies		TEACHING Strategies	
<p>Continue to improve the standards of achievement for all students in literacy, numeracy, science and history in line with the Australian Curriculum</p>	<ul style="list-style-type: none"> ● Data analysis of NAPLAN by external agency ● Standardised testing ● Professional judgements 	<p>Responses from the school community surveys help develop innovative strategies and programs</p>	<ul style="list-style-type: none"> ● Health and well being ● Chaplaincy ● Exit survey ● Bullying survey ● Social and emotional 	<p>Ensure the staff has the capacity and flexibility to deliver quality teaching and learning programs to implement the Australian Curriculum K - 7</p>	<ul style="list-style-type: none"> ● Staff professional development ● TOP's ● TDS training ● WACI
<p>Provide explicit quality teaching and planning in all learning areas</p>	<ul style="list-style-type: none"> ● Use of varied Instructional strategies ● Cater for individual learning styles 	<p>The school website will provide guidelines and procedures for parents on policies, procedures and standards</p>	<ul style="list-style-type: none"> ● Transition K/PP to Year1 ● Enrolment ● Parent communication and information 	<p>Share teacher's expertise within the school and local network to enrich classroom practice</p>	<ul style="list-style-type: none"> ● Collaborative planning ● Network meetings ● Professional Development
<p>Implement case management approaches for Students at risk ensuring National minimum standards continue to be met</p>	<ul style="list-style-type: none"> ● Early intervention strategies ● Learning support teacher ● Individual education plans 	<p>Plan improvements to accommodate a greater population of early childhood students</p>	<ul style="list-style-type: none"> ● Facilities for outdoor play ● Furniture ● Buildings, transit areas, path ways 	<p>Develop teacher expertise in data informed planning</p>	<ul style="list-style-type: none"> ● Annual analysis of school data ● Time provided to collaboratively plan to assess student progress
<p>Continue to provide alternative enhanced educational opportunities for identified students</p>	<ul style="list-style-type: none"> ● PEAC programs ● Science extension ● Instrumental Music/Choir ● Community competitions 	<p>Continue to implement specific local strategies to reduce bullying, particularly cyber bullying and for the safe use of social media</p>	<ul style="list-style-type: none"> ● Incursions ● School Bullying Policy ● DET documents 	<p>Develop ICT skills for staff for innovative use of technologies as part of learning and teaching programs</p>	<ul style="list-style-type: none"> ● Continue to up skill staff ● All classes have access to 2 computer labs
<p>Continue to promote a healthy lifestyle through explicit teaching, modelling and use of community resources and programs</p>	<ul style="list-style-type: none"> ● Edu-Dance ● Vegetable garden ● Specialist phys education ● Walk to School ● Whole school health days 	<p>Monitor and provide additional support to students with challenging behaviour</p>	<ul style="list-style-type: none"> ● Behaviour Management Policy ● School rules ● School Psychologist 	<p>Ensure rigour in early childhood education through collaboration and improved practices</p>	<ul style="list-style-type: none"> ● Further develop scope and sequence planning ● Whole school literacy and numeracy program
		<p>Continue to provide life skills programs to enhance relationships and promote inclusiveness and diversity</p>	<ul style="list-style-type: none"> ● You Can Do It ● Virtues and Values ● Rock and Water ● Outside agencies ● Chaplaincy ● Buddies Program 	<p>Undertake professional learning to maintain a high standard of professional practice</p>	<ul style="list-style-type: none"> ● Professional development ● Networking ● DET resources

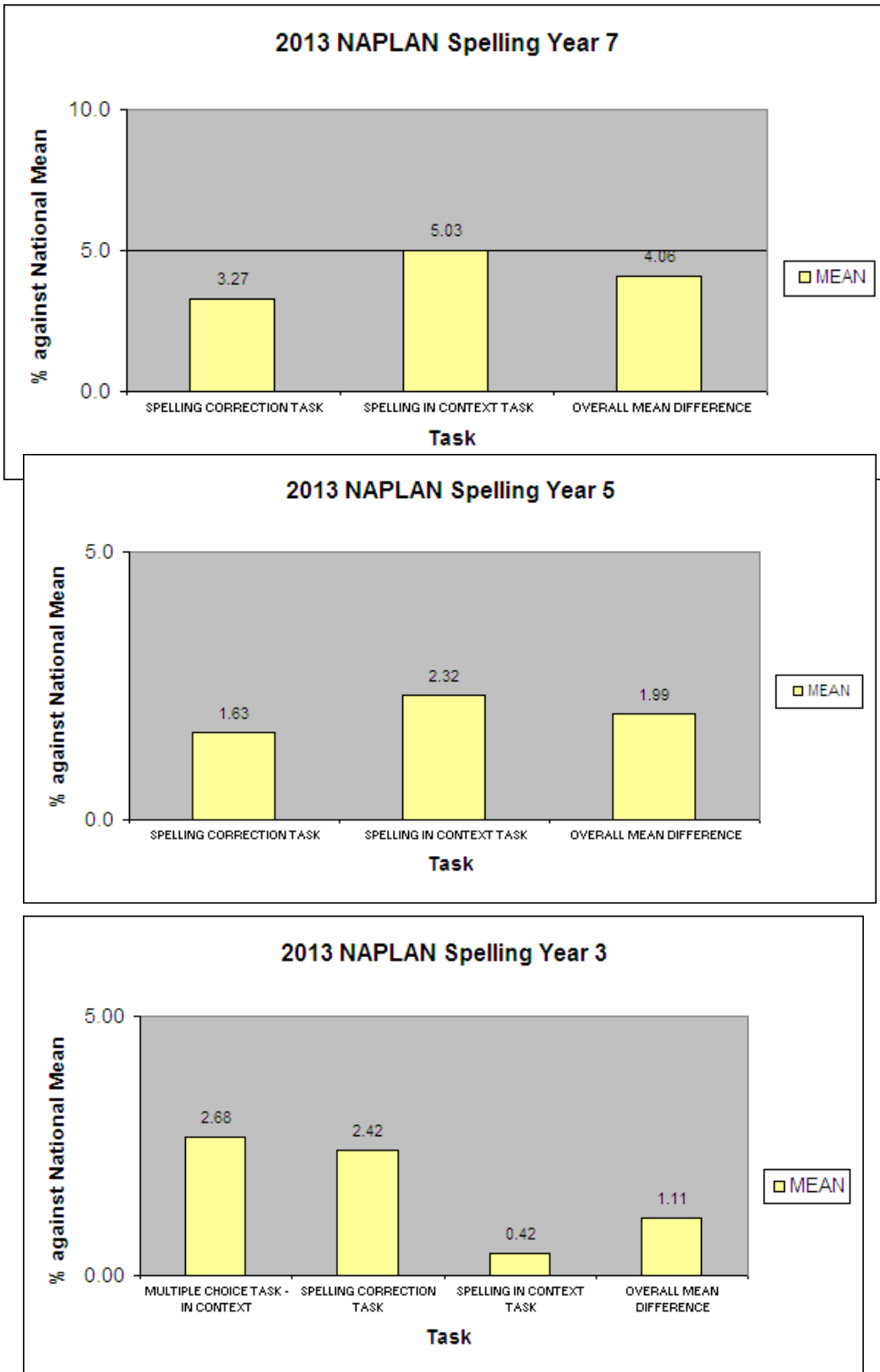
NAPLAN NUMERACY 2013 Like School



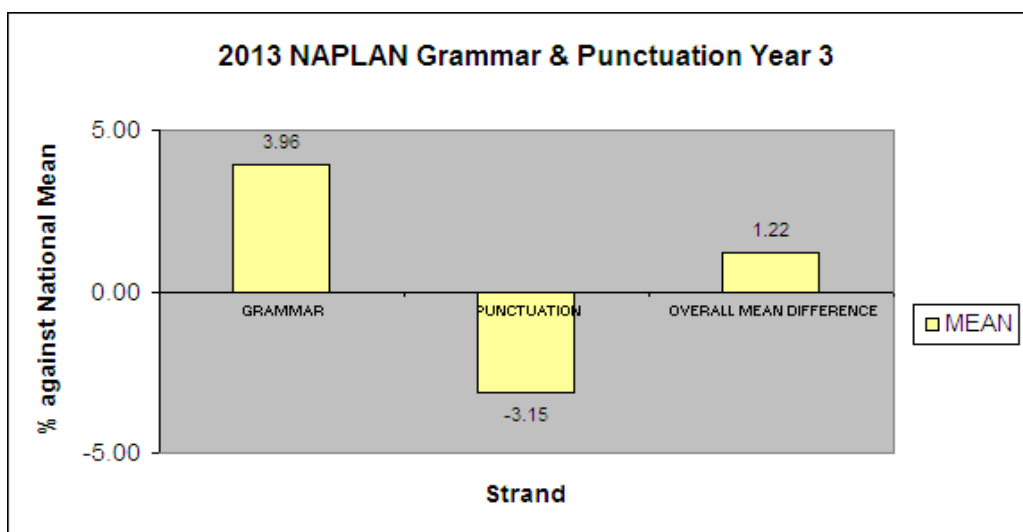
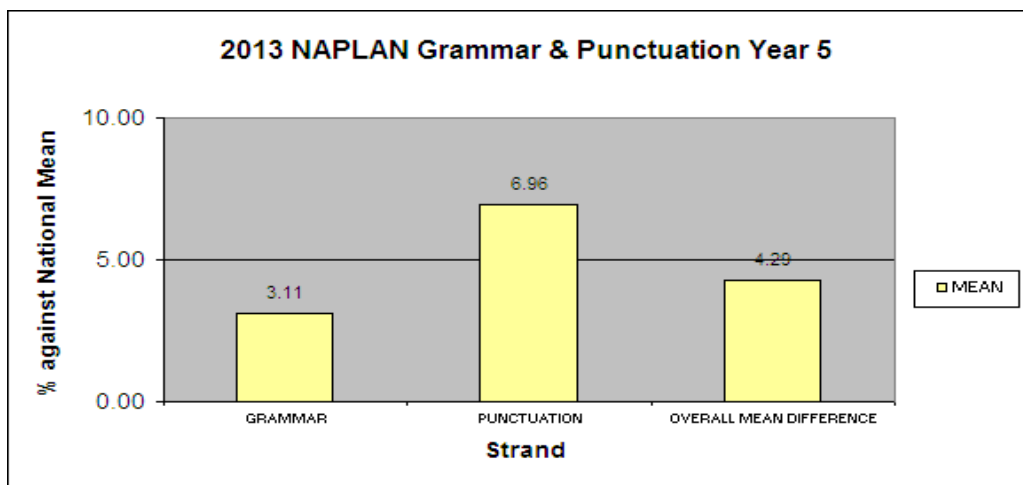
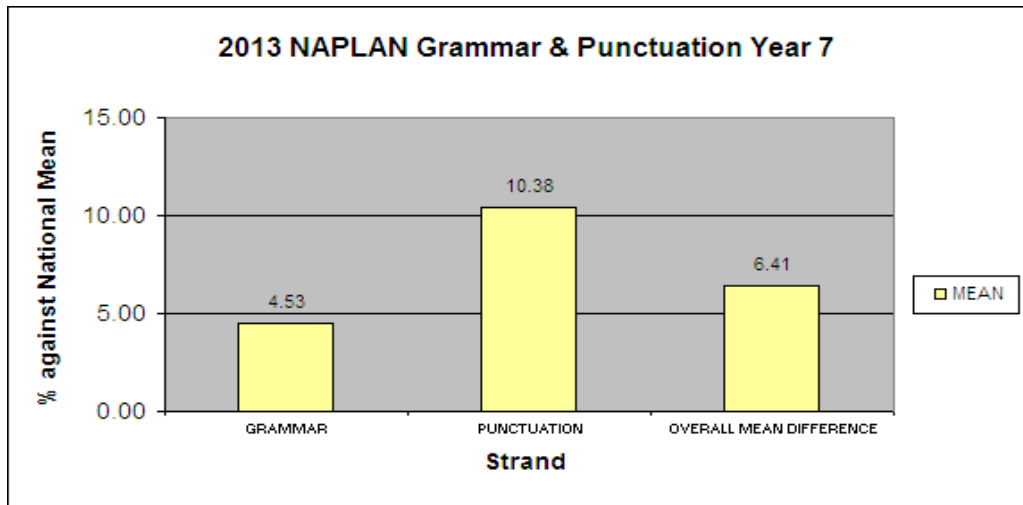
NAPLAN READING 2013 Like Schools Comparison



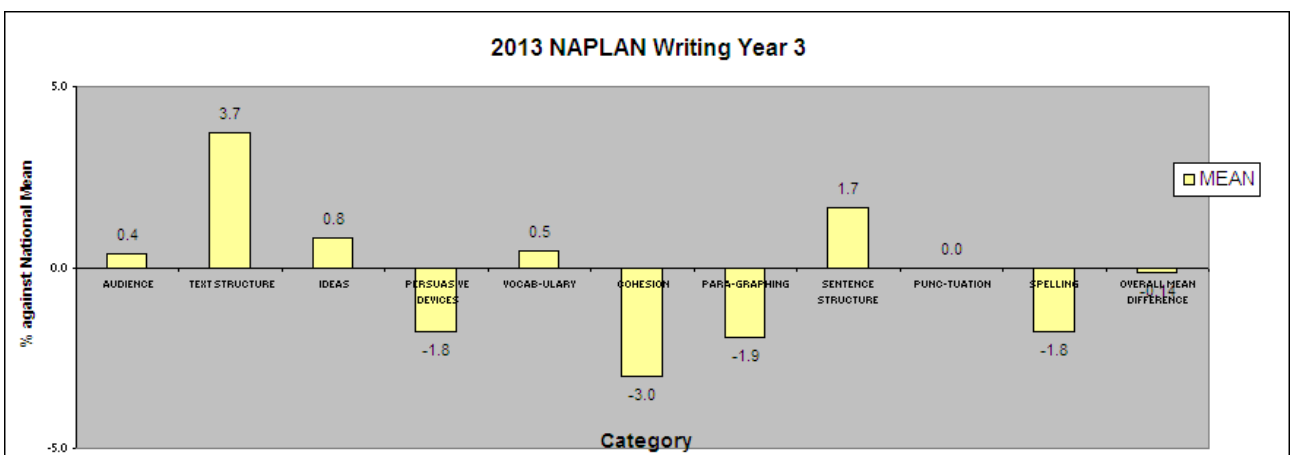
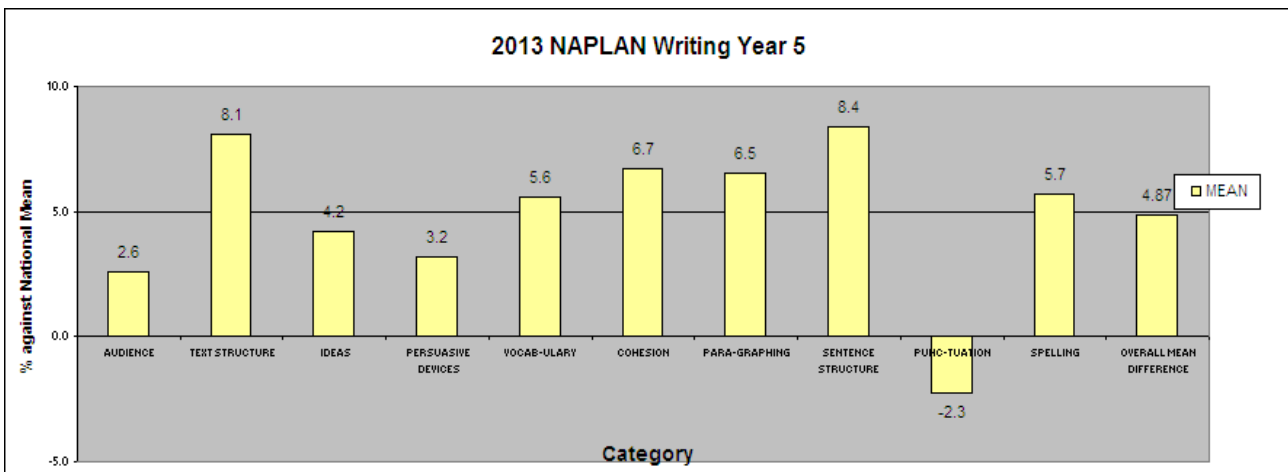
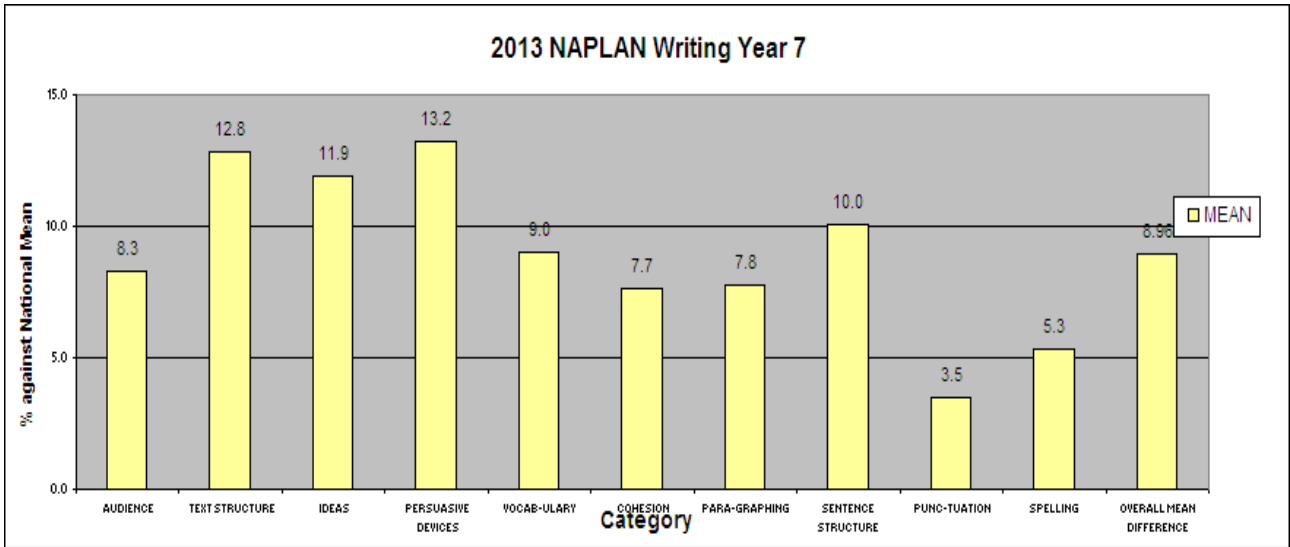
NAPLAN SPELLING 2013 Like School Comparisons



Like School Comparison



NAPLAN WRITING 2013 Like Schools Comparison



RECOMMENDATIONS - Year 3 Cohort

We have identified algebra and geometry (Numeracy), cohesion, paragraphing, spelling in context (Writing) and punctuation (Grammar & Punctuation) as areas needing to be factored in to our planning and target setting.

We are also aware that for the Year 3 cohorts to continue their improvement, a collaborative planning effort is required from K to 3.

We consider a key to this objective are the whole school numeracy planning and our whole school literacy planning, now incorporating Language Development Centre resources.

Western Australian Monitoring Standards in Education

Student Performance - WAMSE - Relative Assessment

	Science			Society & Environment		
	2011	2012	2013	2011	2012	2013
Year 5	2	2	2	2	2	1
Year 7	1	2	1	1	2	1

1	above expected – more than one standard deviation above the predicted school mean
2	expected – within one standard deviation of the predicted school mean
3	below expected – more than one standard deviation below the predicted school mean

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

State	Year 5 Science					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Top 20%	57	62	56	48	51	46
Middle 60%	43	38	41	49	47	46
Bottom 20%	0	0	2	3	2	8

State	Year 5 Society & Environment					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Top 20%	51	45	63	54	47	48
Middle 60%	49	53	34	44	51	45
Bottom 20%	0	2	2	3	2	7

State	Year 7 Science					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Top 20%	94	64	73	55	46	49
Middle 60%	6	36	23	42	49	45
Bottom 20%	0	0	5	3	5	6

BEAUTIFICATION OF THE FRONT BANK 2013

In May 2013, the school applied for and received a \$2000 grant from the Town of Cambridge to beautify the front bank with native, water wise plants.



Next year, when the plants are established, students will design and erect signs displaying information about the native plants, to be used as a teaching resource.



Weeding the bed.
Year 7 students planting with Year 1 students.

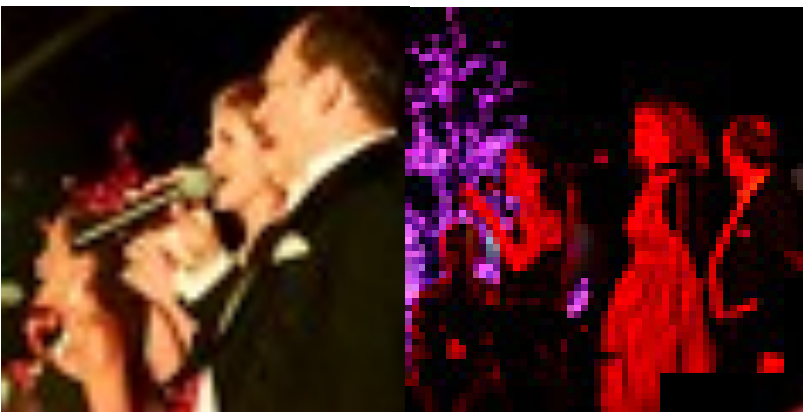
Floreat Under The Stars



On February 24th, 2013 the school community was treated to a magical evening of light opera, musical theatre and cabaret numbers sung by acclaimed artists.

Sara Macliver (soprano), Fiona McAndrew (soprano) and Andrew Foote (baritone) were accompanied by Mark Coughlan (piano) and Thea Rosen (percussion).

Our compere, Dan Minchin, ensured the night proceeded superbly.



A seasoned concert goer was heard to remark that this event surpassed anything she had experience at the Leeuwin concerts.

Organised by the Floreat Park P & C , this memorable evening raised \$20,000 which was directed into the school's Art Specialist program.



WETLANDS MOSAIC

A special Grandparents' Morning Tea on the 19th of June was also the celebration of the opening of the schools "WETLANDS MOSAIC" in the Outdoor Learning area. The theme of the mosaic was chosen to complement the Frog Friendly Environment located in the area. The students suggested the types of animals to be included after research into our local wetlands.

The completed mosaic, designed and coordinated by teacher Mrs Kerry Pym, was the culmination of six months of labour by many students, teachers and parents of our school community who supplied tools, talent and tenacity!

We acknowledge the special contribution of Mr Phil Cousins from Ceramic Tile Supplies for his generous donation of many of the tiles used and his expert advice so freely given.

The Town of Cambridge also assisted with a Local Schools' Grant of \$1760 which enabled the purchase of materials to lay the mosaic and allow Mrs Pym to coordinate the process of turning a concrete slab into an enduring and beautiful work of art!



Technology

iPad Implementation

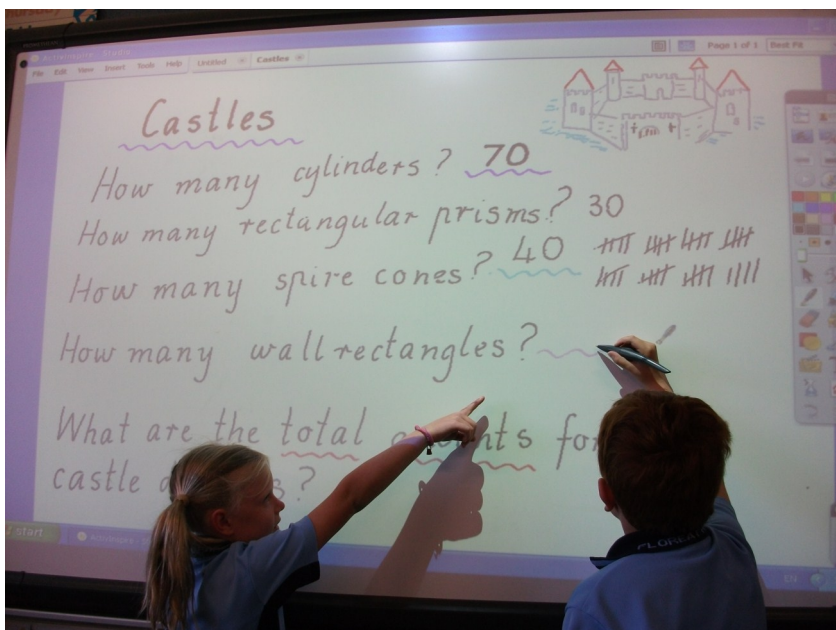
A decision was made late 2012 to investigate the costs and feasibility of introducing iPads for use by the students from Kindergarten to Year Seven. The first step was to make an assessment of the existing network hardware to cope with the demands of WiFi and the network load. An upgrade to fibre optic cabling for the network backbone gave added capacity for now and into the future. Seventeen WiFi access points were installed throughout the school. Staff training for the necessary pedagogical shift has commenced in conjunction with the performance management program conducted in the school. Plans are in place to have mentor teachers trained who will then develop other staff with the necessary skills to implement in their respective classrooms.

Sixty iPads and associated ancillaries were purchased for the implementation program and the students will be introduced to them in 2014.



External trainers are being employed to work with classes half day a week for four sessions and then staff will be encouraged to collaborate with year level colleagues to continue their development.

The focus for 2014 will be to upload apps that support the Australian Curriculum in English and Mathematics



Interactive Whiteboards.

Every classroom from Kindergarten to Year Seven in the school is equipped with an interactive whiteboard. The computers used with the whiteboards have access to the internet and the curriculum network. This gives versatility in how the board may be used in the classroom and hence a useful tool for the teachers and students. Images from the iPads may also be projected onto the whiteboards, enabling students to share information or presentations. The boards have been a worthwhile investment.

LEARNING AREAS 2013

English

The English Curriculum team have continued to place a focus this year on the Spelling and Reading Comprehension areas of our Whole School Literacy policy. PAT-R testing in Spelling and Reading Comprehension has now been continued through out the Year levels as we continue to build a broad picture of the spelling and reading skills of our students. The NAPLAN data is also scrutinised to allow for planning to continuously improve the learning opportunities for our students.



The National testing results have again seen Floreat Park's English results compare very favourably against like schools, with the value added component showing a clear upward trend.

The results of the On entry online testing for the Pre Primary students has been used to help identify and aid children who may require more intensive language programs as they enter the Primary school. A direct language program, which is taken by Mrs Fraser, has been provided to assist children with Literacy skills.

This year all students were given access to the Spellodrome component of the Mathletics online program. This allowed the students to continue their spelling skills at home as well as at school. An online program called Study Ladder was also made available to assist Spelling and phonic skill development.

Pre primary to Year 3 children were enrolled in the Bug Club interactive Reading program which targets reading comprehension. This allowed students to access quality online readers and complete comprehension quizzes at home and school. Sets of the Bug Club books were also purchased for guided reading sessions in classrooms.

An upgrade of Year 1 and Year 2 Take Home Reading books has been undertaken with the purchase of sets of Dandelion, Sails, Sparklers and Bug club titles. With an added stream of Year One in 2013, it was necessary to provide extra resources in this area. The P and C also assisted in providing funds for this area of need.

Jolly Phonics and Jolly Grammar programs have continued to be used in the PP to Year 2 Classrooms.

Diana Riggs PLD Resources for Sound Sequences and Phonic Dictation have been used and trialled in Junior Primary classrooms.

Spectrum Spelling has been purchased and is currently being used in Year 5 and 6 with trialling of the program being undertaken in Year 3.

For Book Week, this year, the theme was "Read Across the Universe." The students greatly enjoyed the opportunity to attend author and illustrator talks at the Cambridge Library.

One of the highlights for the Year 2 classes this year was celebrating Roald Dahl Day on September 13th.

The students took part in a series of activities celebrating a number of Dahl's very popular novels such as making "Fantastic Mr Fox" masks and "James and the Giant Peach" peach crumble cooking. They also wrote dreams for their BFG Dream jars and experimented with Wonka's Gobstoppers in Science. Many students wore yellow clothing, as this was Dahl's favourite colour. Posters, made by the students, were displayed in the Library to encourage other students to read the humorous books by this author.



RECOMMENDATIONS ENGLISH 2014

- Diana Rigg PLD Phonic and Sight Word Sequence to be trialled in PP to Year 2 to allow transition from early childhood to junior primary language skills.
- Implement consistent strategies eg. First Steps, Spectrum Spelling, PLD Resources in the areas of phonics, spelling, dictation, grammar/punctuation, reading and writing for a whole school literacy approach.
- Use of instructional tactics and Bloom's Taxonomy to facilitate higher order thinking skills and cooperative in English lessons.
- Professional learning for teachers in using Ipad technology to implement the IT component of English in the Australian Curriculum.

Mathematics

Mathematics has been a curriculum focus in 2013. Teachers have had access to a full analysis of the 2012 NAPLAN results compiled by Best Performance consulting which provided data for the Operational Plan in 2013. ACARA National Curriculum has been used as a framework for planning and implementation.

Whole school approach to numeracy planning was initiated in 2013. Reporting format followed the mandate by Western Australian Education Department.

Classroom teachers have continued the use of Instructional/First steps strategies within the Mathematics area.

This is the third year that pre-primary has completed the online entry numeracy assessment in weeks 2-6

Imaths program Foundation to Year 3 was implemented. Year 4 students will be using Imaths program in 2014. Teachers had access to professional development in terms 1 and 3 in Imaths. Signpost books were used in Year 6/7.

Three members of the maths committee participated in Whole School Numeracy Planning workshop through WAPA to initiate a policy, reflecting connected maths teaching across the school.

Teachers participated in PD with Dr. Paul Swan in term 2 and term three to build an understanding of strands in ACARA and how to develop reasoning and fluency in Numeracy. Members of Maths committee facilitated a Maths Games session for the staff.

Maths committee, in consultation with school staff, established common beliefs about numeracy teaching and learning.



RECOMMENDATIONS MATHEMATICS 2014

- Continue to implement "Paul Swan" strategies to develop reasoning and fluency.
- Early identification of students at educational risk in numeracy. IEPs to reflect individual needs in mathematics.
- Continue to encourage the use of star lesson structure to the whole staff to encourage and promote common structure and connected practice.
- Analyse Naplan data with the aim of providing a focus on the specific content where results are below the national mean.
- Ensure that all children below the Naplan national mean in numeracy are placed on an IEP.
- Devise common assessment tasks to be undertaken within year levels.

Science

Teachers implemented the Science Australian Curriculum. Chemical and Physical Sciences were covered in Semester One and Biological and Earth and Space sciences in Semester Two. Staff received Professional Development (Semester One) focussing on science inquiry skills.

Students participated in a whole school science competition (Term Two) aimed at promoting science. Children from Years 1-7 designed a rocket balloon car. The competition was successful and a lot of fun. Class and overall winners were acknowledged at a parent assembly and presented with certificates and /or trophies.

The science coordinator ran an Extension Science Programme for Years 3, 4 and 5 students who demonstrate a science aptitude. The science room was used and students were involved in a variety of activities:

investigations, making models, engineering and communicating science information to other students not involved in the programme. Students received a report at the end of the programme.

National Science Week was celebrated with a tabloid science afternoon involving students from Year 1-7.

Students rotated through four practical activities which focussed on four Australian scientists.



Environmental Education

We received a \$2000 grant from the Cambridge Council for natives to be planted in the garden bed at the front of the school. Classes rotated through lessons on sustainability, (Amanda) which focussed/ promoted environmental programmes operating in the school. We continued to have parents supporting environmental programmes: planting vegetables, cooking, managing the garden beds. Amanda visited Beldon Primary School to look at their environmental programme.

RECOMMENDATIONS SCIENCE 2014

- Formalise leadership roles for Sustainability Programmes
- Focus on assessment in Science in 2014



Society and The Environment

In 2013 we focussed on the History aspect of the Australian Curriculum during first semester. We continued to combine the aspects of the Curriculum Framework: Time; Continuity and Change; Culture; Natural and Social systems where applicable.

In Semester Two we focussed on the Geography aspect of the Australian Curriculum. We continued to combine the aspects of the Curriculum Framework: Place and Space; Natural and Social Systems; Culture; Resources; Investigation Communication and Participation; and Active Citizenship embedded in all of learning area.

The Whole school recognized and participated in activities related to the International Year of Water Co-operation 2013, World Water Day on March 22nd, ANZAC Day April 25 and NAIDOC Week 7-14 July.

Relevant public holidays and special occasions in the Australian calendar were recognised within the teaching program in individual classrooms.

Resources pertaining to the History and Geography aspects of the Australian Curriculum were displayed in the library and made available to staff.

Resources were purchased to assist with the teaching of the History and Geography aspects of the Australian Curriculum.

Websites were identified where appropriate to access information and strategies relevant to the History and Geography aspect of the Australian Curriculum.

All classes participated in relevant S&E incursions and excursions at teachers' discretion.

Assessment tasks, class displays, WAMSE testing, formal testing and reporting to parents were undertaken by classroom teachers.

A survey of the History and Geography content covered by teachers within the classroom, was completed at the end of the year. This information will be used by the S&E committee for planning in 2014.

RECOMMENDATIONS Society and The Environment 2014

- Teaching staff to implement the ACARA national curriculum content and achievement standards relevant to year level.
- Special emphasis on teaching and assessment of history in preparation for full implementation in 2015.
- Teaching will reflect the ACARA cross curriculum priorities of Aboriginal and Torres Strait Islanders histories and cultures, Asia and Australia's engagement with Asia and sustainability.
- Whole school recognizes and participates in; International Year, national days, public holidays and special days in the Australian calendar.
- Teachers to create a poster reflecting the history aspect being taught within each year level. Posters will be displayed during the learning journey (term 4).
- Integrate iPads throughout ACARA national curriculum history studies wherever possible.



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 2013 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 and 2 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 children enjoyed being part of a school team and the interaction between the schools.

Term 3

House Athletics Carnival

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 Reabold who won the Ms Boylen trophy.



Interschool Athletics Carnival

The Interschool Athletics team showed great commitment and enthusiasm during the term working towards the Interschool carnival. The team performed to the best of their ability on the day coming in third position. 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 Term 3 all students are involved in a tabloids morning to bring awareness to Healthy Bones Week.

RECOMMENDATIONS

- Focus on running styles in junior grades
- Focus on catching and over arm throwing skills
- Improve whole school fitness levels by classes participating in a twice weekly running fitness program
- Athletics preparation to begin in late term 2.
- Classroom teachers to be involved in the interschool athletics training.

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 and cyber bullying. We have actively taught the children in class the roles of a good bystander and how to be safer when online. We ran a Good Bystander speech bubble 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 2013, 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 semester. (These badges are highly prized by the students.)

In Term 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.

Technology and Enterprise

In 2013 the focus in Technology and Enterprise for each semester was to continue the understanding of the Technology Process and awareness of the new national curriculum initiatives for the Technologies Learning Area implementation in 2014.

Activities using the Technology Process

Students in Year One planned, designed and constructed greeting cards, animal environment dioramas, beds for toys and a model of the school.

Students in Year Two designed and made castles, sea dioramas and marble ramps. They also learnt how to French knit.

Students in Year Three planned, designed and created musical instruments called rainsticks, puppets and endangered species dioramas. Mobiles and posters were also produced.

Students in Year Four designed and made aboriginal shelters and world environment dioramas.

Students in Year Five have planned, designed and created model club houses and puppets.

Students in Year Six have planned, designed and created show bags, recycled fashion outfits and gained skills in excel, webquests, and powerpoint.

Students in Year 7 continue their food business, researched a youth issue and made a model to advertise.



New Initiatives

The school has also been investigating the use and purchase of iPads throughout the school for 2014 with several teachers having professional development and a report tabled with the P&C. The school has also been wirelessed so that all classes have access to the new technologies. The old computer room has been revived for classroom and teacher use with 20 functioning computers.

Visual Arts

The Visual Arts have always been a vital component of the Floreat Park educational program. The school is committed to supporting the development of students' creativity so that they can showcase their talents and skills.

Students have been given many opportunities this year to communicate visually in two dimensional and three dimensional art activities.

The Art Specialist, Linley Walker, has planned a program so that the students have learned about and practised the elements of art including colour, line, shape and form, space, texture, pattern, repetition, contrast, proportion and balance. The students have studied the works of famous artists including Wassily Kandinsky, Pablo Picasso, Andy Warhol and George Rodrigue. They have used their understanding of the techniques of these artists as inspiration for their own art works.

Throughout the school the art displays show the wide range of art activities that have been completed.

Activities include print making, painting, cartooning, clay work, drawing, illuminated lettering and collage.

A diverse range of themes included Wild Imaginary Animals, Ducks, Under the Sea, Night Storms, Blue Dogs, Frogs and Pigs Might Fly. Classes have contributed to an art installation project. Recycled plastic drink bottles are being used to create a 'chandelier' for the upper school building. Classes have also been involved in the making of a ceramic wind chime for the gardens near the Outdoor Learning Area.



The Wetlands themed mosaic in the Outdoor Learning that was began last year under the direction of Year 2 teacher, Kerry Pym, was completed. Students, parents and teachers were involved in all the stages of this art work on a grand scale. The result is quiet breathtaking. Students have designed art works that are printed commercially onto greeting cards and calendars. This is a fund raising initiative of the Parents and Citizens Association.

The artistic talents of Floreat Park students were on display at the Town of Cambridge Local Schools Art Exhibition. The opening night was at the Boulevard Centre and later the exhibits were on display at the local shopping centre. Children from the school received Encouragement Awards and the prestigious Overall Winner's Award was given to a Year 7 student from Floreat Park. This was a fabulous result for the children and recognition of the quality art program provided by the school.

LOTE

Again the objective this year has been to engage all students in purposeful, constructive learning in Italian. Students were engaged in a 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’ for the lower school students. Children 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 personal information such as their names, age, and 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. Similarly, 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 an advert for their unique pizza and created their own role-plays incorporating these language skills.



Year 7 students focused on topics related to ‘Il ristorante’ learning how to ask for various entrees, main dishes and deserts in preparation for their excursion at an Italian restaurant. Students also learnt how to express their likes and dislikes of various foods and drinks and thoroughly describe what they are like.

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

All of the above learning tasks (and others) and the introduction of the On-Line programs such as *Language Perfect* and languages On-Line provided students with an enjoyable, motivating and purposeful way to learn Italian. *Language Perfect* organised two championships specifically for our year 5, 6 and 7 students. Winners won iPods and iTunes vouchers.



Aspects of Italian culture have also been discussed across all year levels. The focus in term 1 was Carnevale and Easter 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 have learnt several Italian songs to enhance learning of specific vocabulary and to perform at the Italian assembly. Italian merit certificates were also awarded to students for academic achievement and consistent effort in Italian.

MUSIC

Incursions/Excursions:

This year’s annual Musica Viva group “Fiddlesticks” performed their “Tangos to Fandangos” concert to students from Year 1 – 7 in the undercover area on Tuesday 20 August. “Fiddlesticks” a string trio consisting of violin, cello and classical guitar thoroughly engaged the students with a very entertaining and informative concert.

In Term 3 students from Year 2 – 7 enjoyed a visit to the Perth Concert Hall to hear the Western Australian Symphony Orchestra (WASO) perform Benjamin Britten’s “Young Person’s Guide to the Orchestra” and Prokofiev’s “Peter and the Wolf”. The inclusion of an animated film to accompany “Peter and the Wolf” brought this classic story to life as the orchestra played the score live on stage.



In Term 4 students from Year 1 saw Roald Dahl’s unique version of “Little Red Riding Hood” brought to life at another WASO concert at the Perth Concert Hall. This concert featured three actors and collection of puppets to engage the young students.

In November, all instrumental students performed in an evening concert in the Undercover Area at the Floreat Park Primary School.

Choir: The Floreat Park Primary School Choir consisting of 40 students from Years 4 - 7 was very busy this year performing at both the WA Primary Schools’ Massed Choir Festival and West Coast Song Fest, at two assemblies and a performance at the Uniting Church’s Ladies Fellowship afternoon tea. The highlight of the year was the opportunity to perform as part of a massed choir of approximately 450 students in Winthrop Hall at the University of Western Australia for the WA Primary Schools’ Massed Choir Festival.




INDEPENDENT PUBLIC SCHOOL PROCESS

In December the Principal and a Deputy Principal attended a seminar outlining the process of becoming an Independent Public School.

We have joined the 241 schools in making a decision to be part of the process in 2014 where we will, through a series of workshops, investigate our readiness to apply to join the 255 schools that are Independent Public Schools.

Should we determine that it is in the best interests of the school, a submission will be presented to a panel in June, 2014.

<h1 style="margin: 0;">Chaplaincy Survey</h1> <h2 style="margin: 0;">National School Chaplaincy and Student Welfare Program</h2>	
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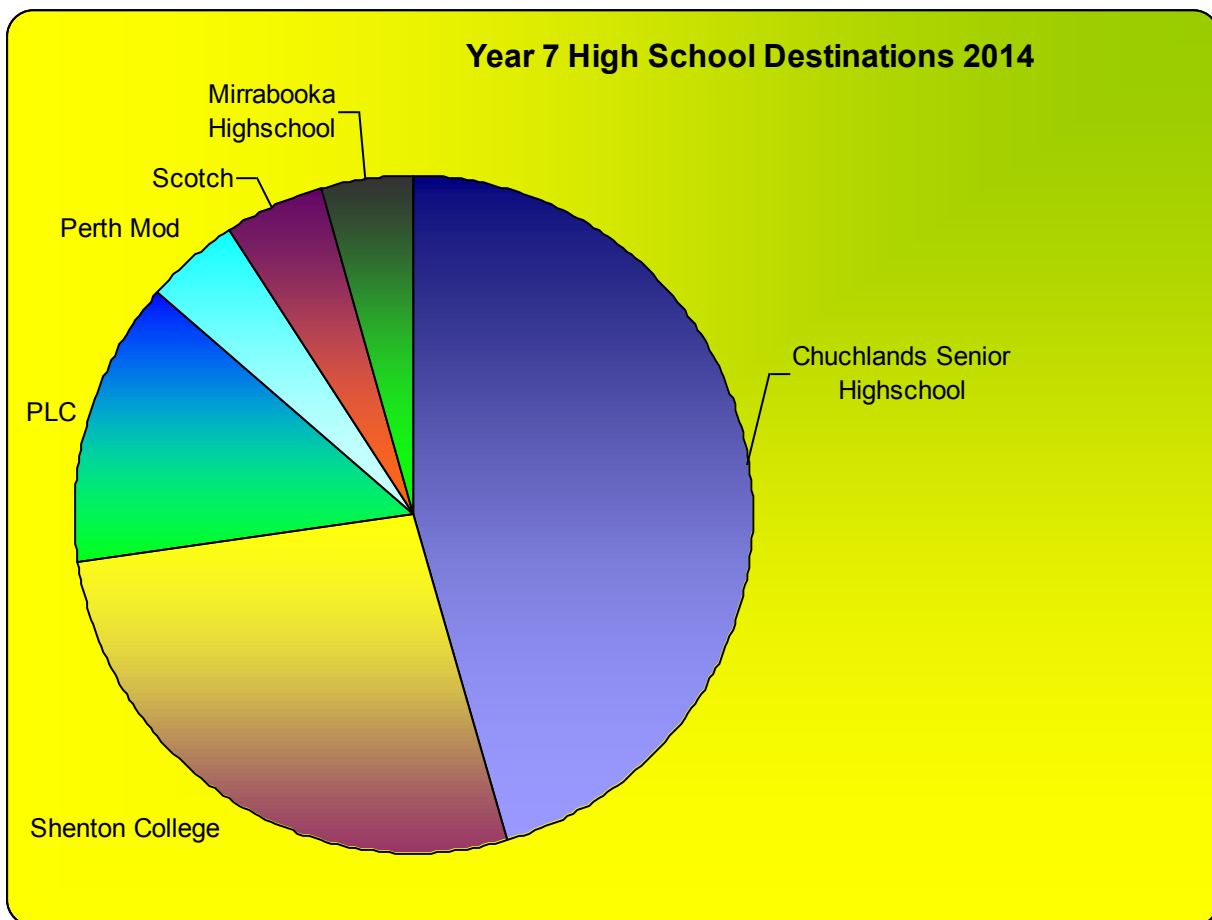
Please give us your feedback on where you think the school chaplain should prioritize his/her energies (please tick box):

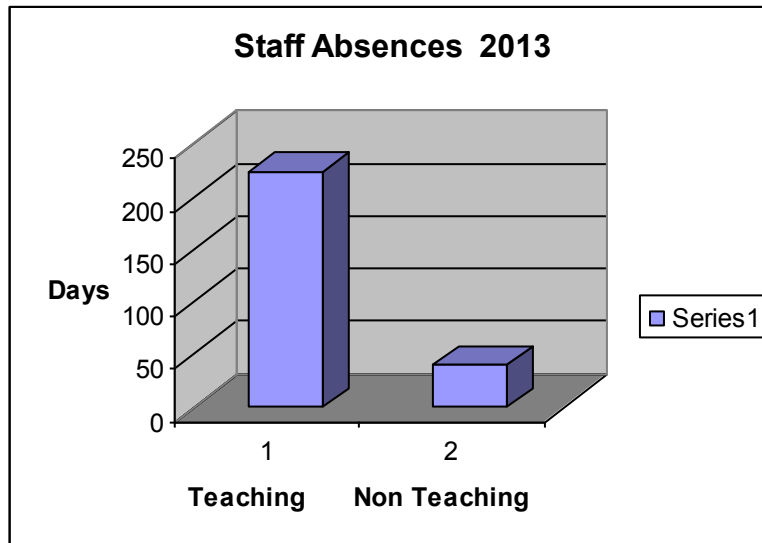
	Very Low Priority	Low Priority	Medium Priority	High Priority	Very High Priority
1. Helping to plan for and deliver student resilience and wellbeing services.			7%	42%	51%
2. Providing students, their families and staff with support and or appropriate referrals, in difficult situations (such as during times of grief or when students are facing personal or emotional challenges).				13%	87%
3. Supporting students who express a desire to explore their spirituality.	6%	5%	56%	19%	12%
4. Providing services with a spiritual content (e.g. facilitating discussion groups and lunch time clubs).	8%	26%	50%	12%	4%
5. Developing relationships with, and referring students/parents/carers to specialist services within the school as appropriate.		2%	75%	10%	13%
6. Organising one-on-one or group sessions with students, parents, staff and other members of the school community as requested and required by the school community.		4%	32%	36%	28%
7. Delivering peer leadership and support programs.	1%	1%	23%	15%	51%
8. Participating in school activities such as sport, camps, gardens etc.	27%	22%	49%	1%	
9. Contributing to school newsletters.			94%	3%	3%
10. Reporting to the School Council on service provision within the school community.	12%	5%	18%	35%	30%
11. Attending P&C meetings to provide details of the Program and the services that are available.		2%	13%	52%	33%
12. Facilitating activities connecting students with other members of the community.		7%	23%	8%	62%
13. Mentoring/coaching.		3%	5%	15%	77%
14. Facilitating community partnership programs between the school and the wider community.	8%	19%	50%	15%	8%
15. Providing support and/or appropriate referral in times of grief and other critical events.		1%	12%	6%	81%

Do you support having a school chaplain at Floreat Park Primary School under the new National School Chaplaincy and Student Welfare Program?

100 % Yes 0 No

High School Destinations 2014





	Absences	% Absences	% Attendance
Teaching Staff Absences	224.6	6.63%	93.37%
Non-Teaching Staff Absences	40.39	1.9%	98.1%

Student Attendance Yrs 1—7 95.84% for 2 013

Our student attendance rate 95.84% is consistent with the average attendance rate 95.01% of the 7 closest public schools

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 2013 school year. For 2014 we will have 28 Year Sevens down from 55 year sixes. We have maintained an increase in enrolment in the early childhood classes in 2013. In 2014 we anticipate 208 enrolments in the K, PP and Year 1 classes. This will make over 42% 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 dramatical training. Other staff have art qualifications, physical education or environmental science majors. This diversity gives a great background for contributing to the curriculum leadership groups operating in the school.

Professional Development

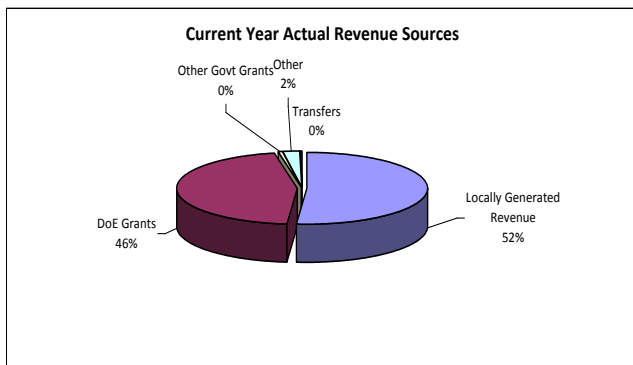
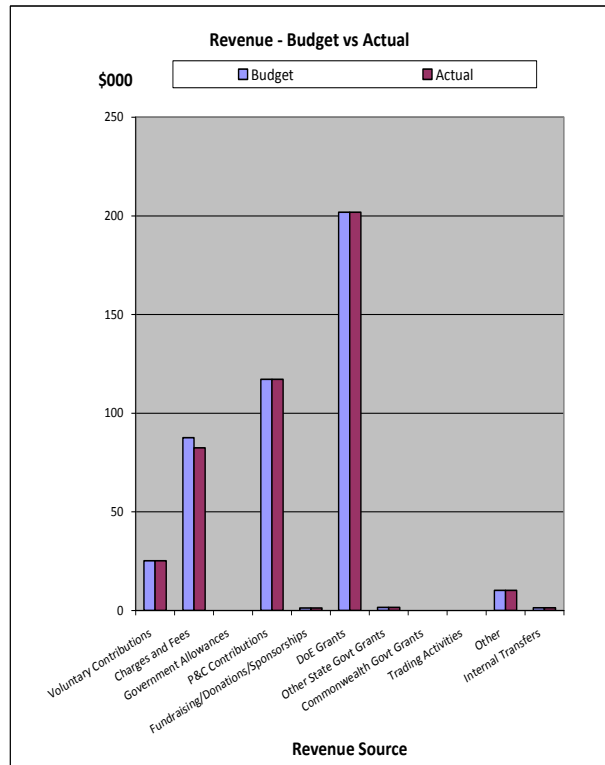
Our focus for this year has been on understanding and implementing elements of the Australian Curriculum, increasing knowledge of new technologies including iPads implementing Whole School Numeracy and Literacy Policies and establishing guidelines for transition and handover of K-3 students..



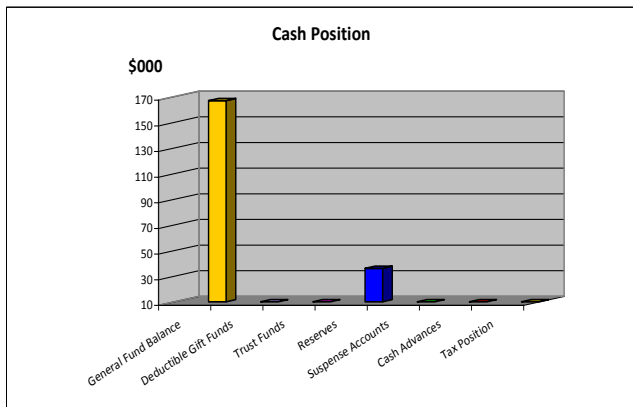
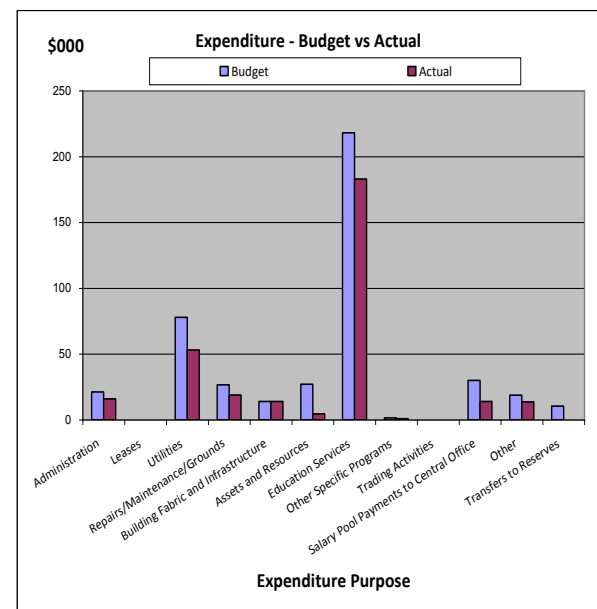
Floreat Park Primary School

Financial Summary as at 4 December 2013

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 25,130.00	\$ 25,130.00
2	Charges and Fees	\$ 87,555.00	\$ 82,414.81
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 117,126.25	\$ 117,125.80
5	Fundraising/Donations/Sponsorships	\$ 1,252.00	\$ 1,251.92
6	DoE Grants	\$ 201,849.84	\$ 201,849.84
7	Other State Govt Grants	\$ 1,588.00	\$ 1,588.00
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 10,130.87	\$ 10,132.93
11	Internal Transfers	\$ 1,320.00	\$ 1,320.00
	Total	\$ 445,951.96	\$ 440,813.30
	Opening Balance	\$ 44,450.92	\$ 44,450.92
	Total Funds Available	\$ 490,402.88	\$ 485,264.22



	Expenditure	Budget	Actual
1	Administration	\$ 21,196.25	\$ 16,032.01
2	Leases	\$ -	\$ -
3	Utilities	\$ 77,961.96	\$ 53,082.83
4	Repairs/Maintenance/Grounds	\$ 26,599.00	\$ 18,925.03
5	Building Fabric and Infrastructure	\$ 13,983.00	\$ 13,982.28
6	Assets and Resources	\$ 27,071.50	\$ 4,546.18
7	Education Services	\$ 218,161.76	\$ 182,991.84
8	Other Specific Programs	\$ 1,500.00	\$ 1,000.00
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 30,000.00	\$ 14,000.00
11	Other	\$ 18,809.56	\$ 13,767.76
12	Transfers to Reserves	\$ 10,500.00	\$ -
	Total	\$ 445,783.03	\$ 318,327.93



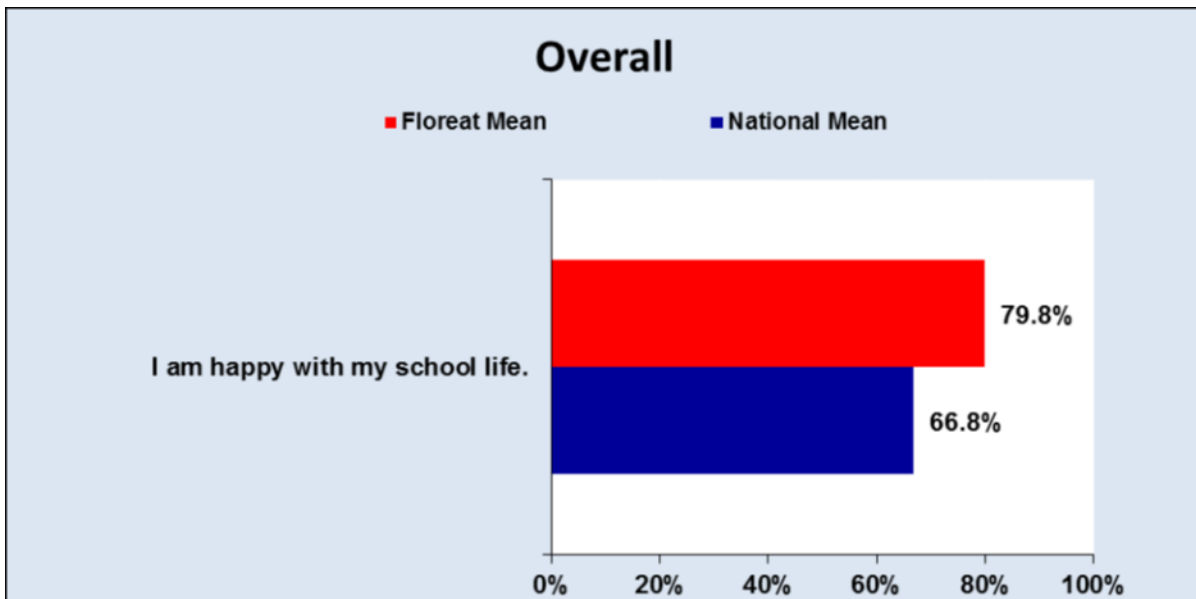
Cash Position as at:	
Bank Balance	\$ 176,110.35
Made up of:	\$ -
1 General Fund Balance	\$ 166,936.29
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 36,189.50
5 Suspense Accounts	\$ 2,571.97
6 Cash Advances	-\$ 600.00
7 Tax Position	-\$ 28,987.41
Total Bank Balance	\$ 176,110.35

Student Well-Being Survey

Floreat Park Primary School's results according to benchmarks are presented on the following pages for each of the key areas. In addition, the results from the 'overall' question are presented below. This question aims to provide an overall snapshot of how students feel about their school life.

The school's results are in red and the national benchmarks are in blue. The table below each chart shows the number of respondents who answered the following:

Strongly disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I am happy with my school life	3	1	6	24	52	50

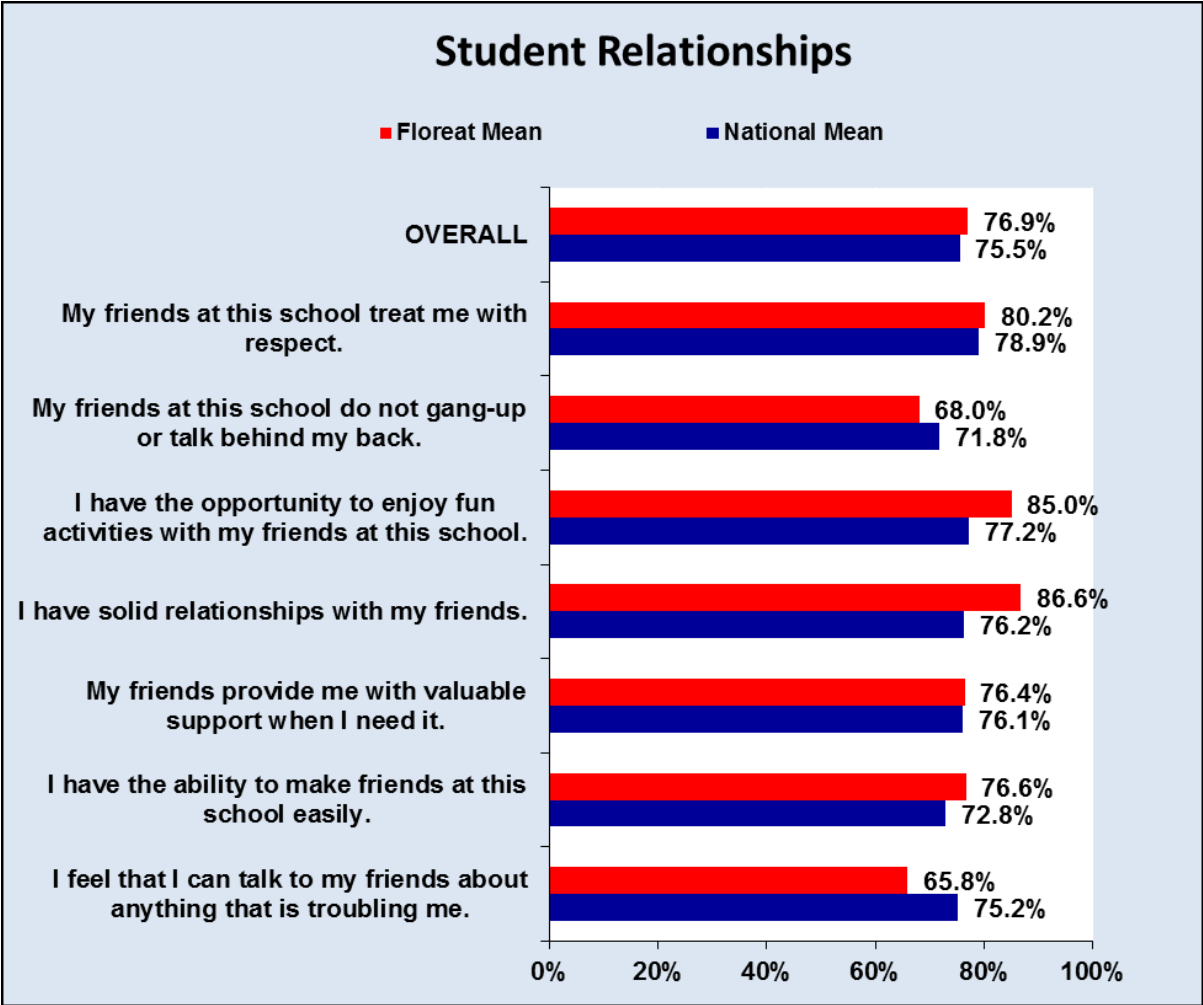
Floreat Park Primary School's Results (N=147) compared with Overall Sample (N=7,136)

The school's results are compared with the overall benchmarks from the National Sample.

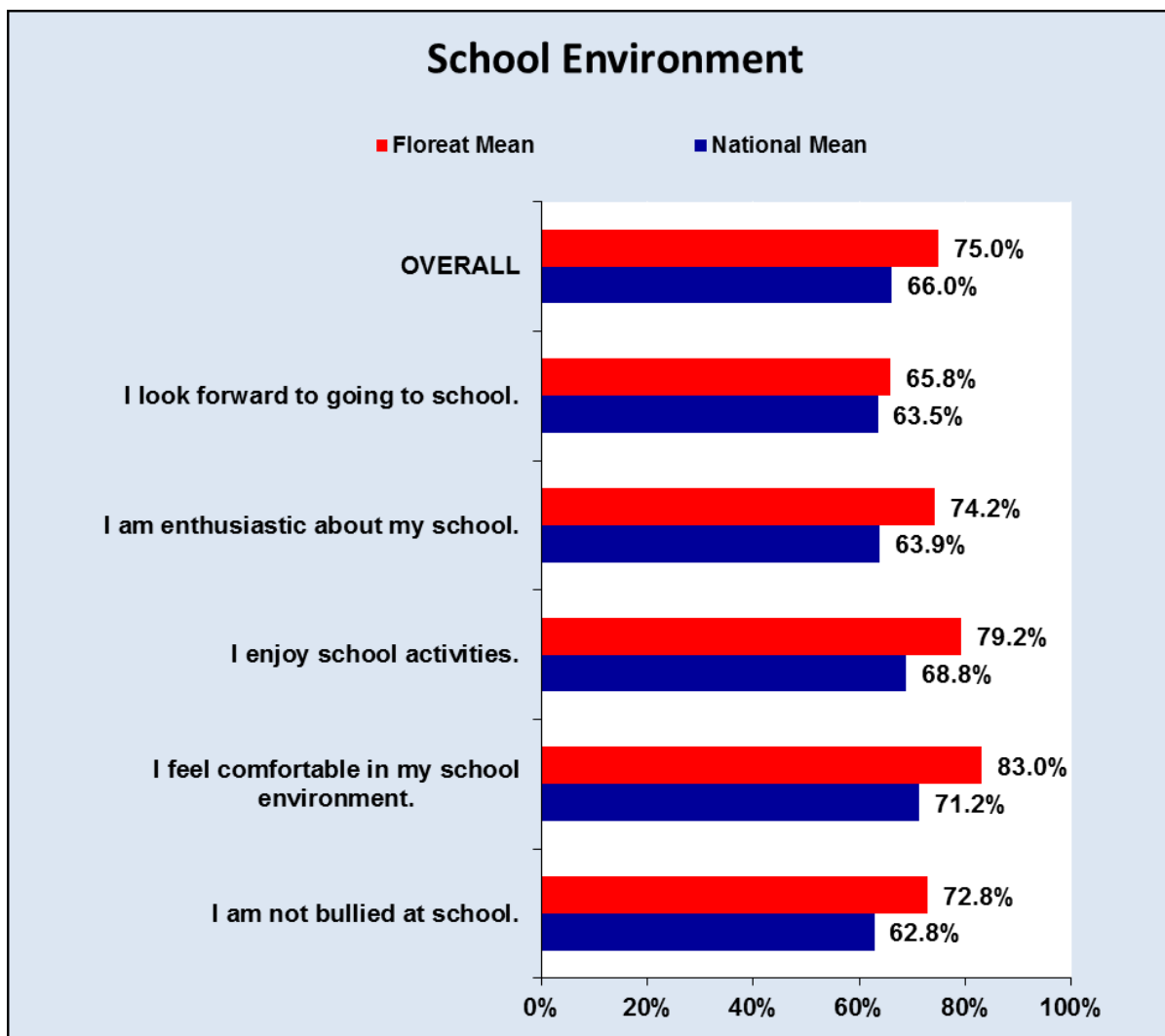
Green percentage scores indicate that our school is higher than the National Sample and red percentage scores indicate that our school is lower.

Key Area	National Benchmark Mean	Floreat Park Primary School Mean	Difference in Mean score
Student Relationships	75.5%	76.9%	+1.4%
School Environment	66.0%	75.0%	+9.0%
Self-confidence	72.1%	80.4%	+8.3%
Optimism	69.8%	75.0%	+5.2%
Motivation	71.7%	80.6%	+8.9%

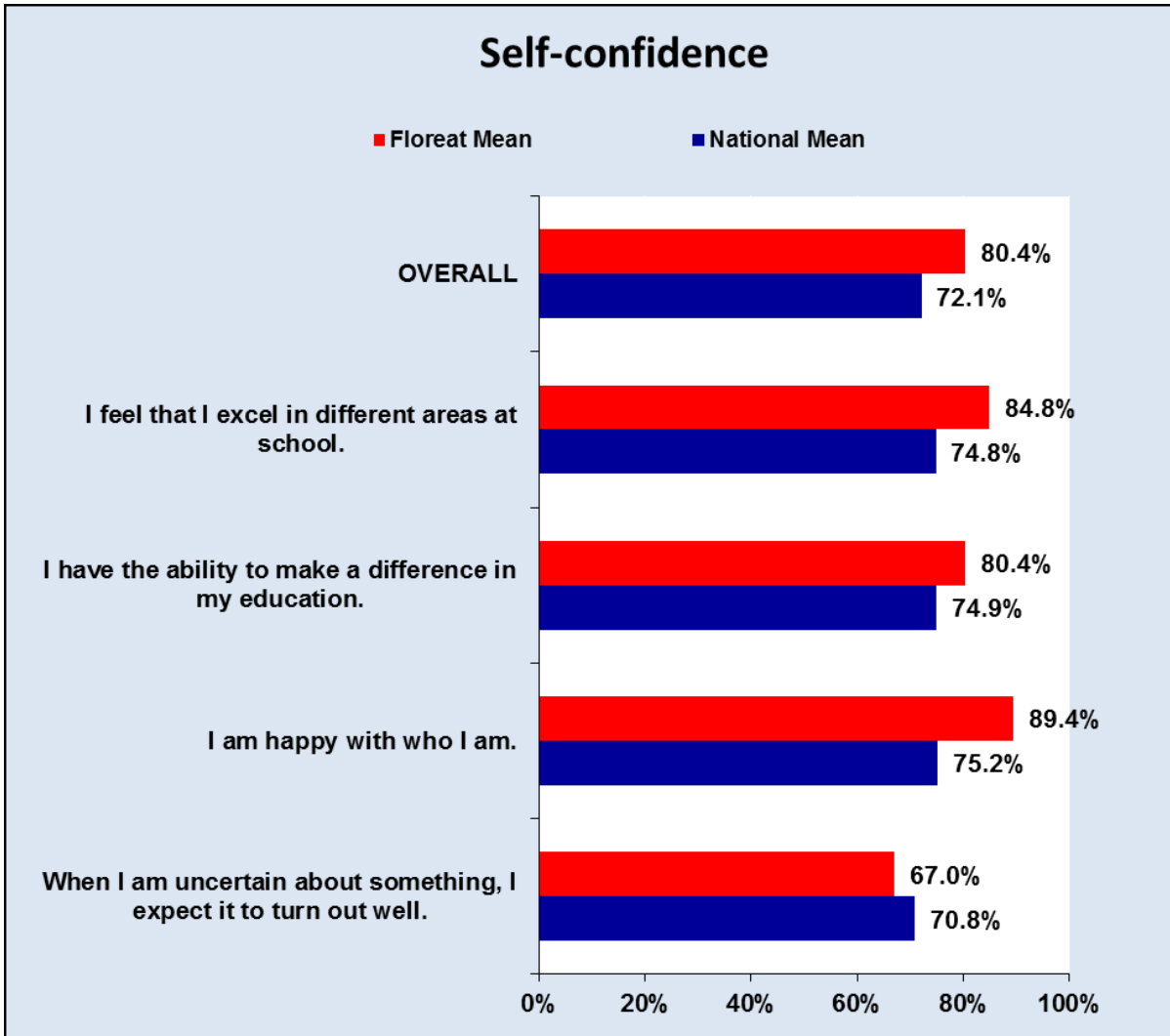
OVERALL	71.0%	77.6%	+6.6%
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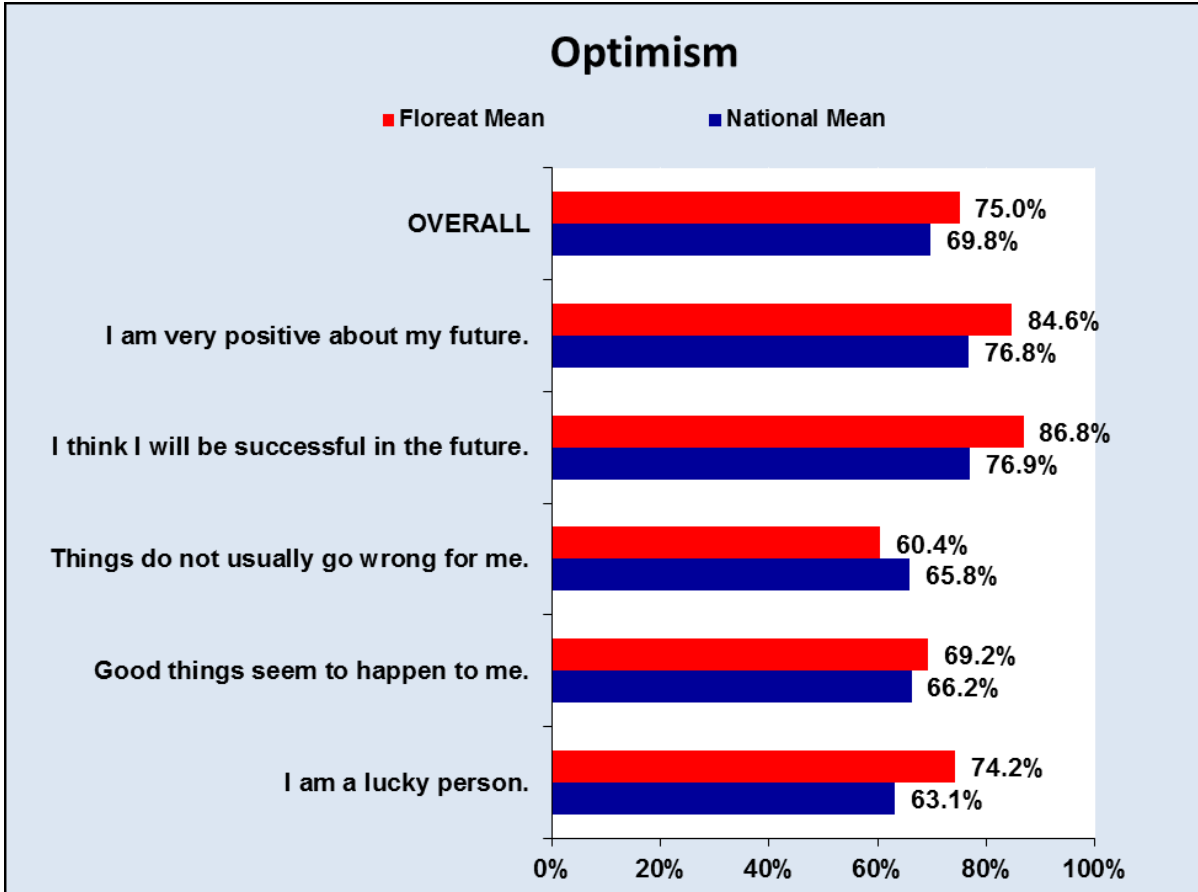
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
My friends at this school treat me with respect.	1	2	4	22	70	41
My friends at this school do not gang-up or talk behind my back.	4	15	10	29	37	33
I have the opportunity to enjoy fun activities with my friends at this school.	2	0	2	19	49	66
I have solid relationships with my friends	1	0	7	12	43	75
My friends provide me with valuable support when I need it.	3	3	6	34	49	42
I have the ability to make friends at this school easily.	2	5	11	22	53	44
I feel that I can talk to my friends about anything that is troubling me.	8	8	17	32	49	24



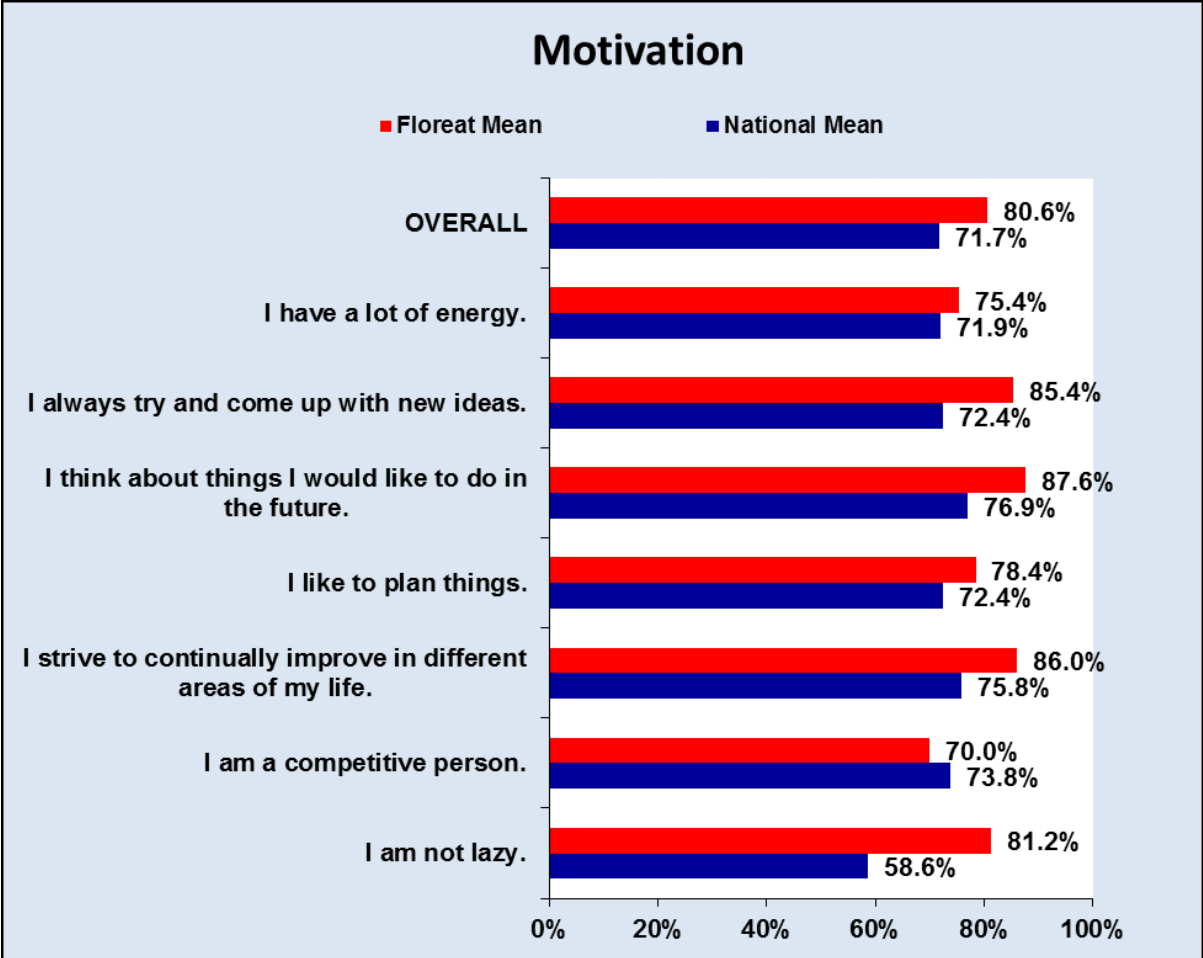
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I look forward to going to school.	7	4	21	43	34	28
I am enthusiastic about my school.	6	4	8	28	49	41
I enjoy school activities.	2	2	5	28	53	47
I feel comfortable in my school environment.	3	1	5	12	60	58
I am not bullied at school.	5	10	11	28	32	51



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I feel that I excel in different areas at school	1	1	2	16	55	60
I have the ability to make a difference in my education.	0	2	5	17	70	36
I am happy with who I am.	0	1	3	12	35	86
When I am uncertain about something, I expect it to turn out well.	3	5	20	42	46	20



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I am very positive about my future.	2	0	4	17	52	65
I think I will be successful in the future.	2	0	1	14	50	70
Things do not usually go wrong for me.	9	14	15	44	39	17
Good things seem to happen to me.	3	6	15	43	43	28
I am a lucky person.	7	1	13	27	49	43



	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I have a lot of energy.	1	1	7	26	35	68
I always try and come up with new ideas.	1	0	1	18	58	61
I think about things I would like to do in the future.	0	3	6	10	34	83
I like to plan things.	2	1	7	27	58	41
I strive to continually improve in different areas of my life.	0	0	3	18	51	65
I am a competitive person.	5	11	7	32	48	32
I am not lazy.	5	5	4	13	45	64