



# Floreat Park Primary School

2016

Annual Report





## From the Principal

I am delighted to present the 2016 Annual Report in the 65<sup>th</sup> year of Floreat Park Primary School. In doing so, I acknowledge the contribution that Acting Principal Michael McInerheney made to Floreat Park between July 2015 and October 2016.

Students at Floreat Park enjoy an educational experience that is broad and varied. Testament to the dedication of teachers and support from parents and the community, students continue to achieve high standards in academic and non-academic areas. This report highlights key areas of achievement and progress and some areas the school will focus on in the future.

Looking forward to 2017, Floreat Park will undergo a building program resulting in four new Early Childhood classes. Our school will continue to expand for the next few years and we are mindful of the impact that this will have on our footprint and operations.

In Term 2 2017 Floreat Park will engage in its first Independent Public School review. Recommendations from this report will be taken forward from this process.

Sincere thanks to staff, parents, the Board and P&C for providing opportunities that enable our students to flourish.

Jane Rowlands  
PRINCIPAL



## School Board

The changing face of our school in 2016 gave rise to varied opportunities for the Board to engage in important discussion and decisions on behalf of our community, including lengthy policy revision and preparation, ownership of self-assessment activities, and initiating advocacy on strategic issues.

- 2015-2017 Business Plan Review – a key achievement in 2016 was the comprehensive self-assessment of our Business Plan, which included sub-committees of staff/administration and parent/community representatives to review the Plan's four priority areas, with findings taken to the greater Board for further investigation and finalisation. This process then led to a greater collaborative review effort in Term 1 2017.
- Grounds and Facilities Improvement Guiding Principles – the Board led a process, involving representatives from the whole school, to develop a set of principles to guide future on-site grounds and facilities improvements. These principles are seen as vital to the school's role in future decisions in light of our growing enrolments and curriculum diversity.
- Policy Review and Development – in 2016, the Board committed extensive time to evaluating, refining and at times, writing new or re-writing existing school policies to reflect our ever-changing school environment.
- Principal Appointment – the school was represented by the Board Chair on the selection process of our new permanent Principal, Jane Rowlands. Direct involvement in this process proved the significant benefits of being an Independent Public School, and the importance of having a say in finding a Principal who is the 'right fit' for our school.
- Other priority areas – while the Board's agenda is varied, other regular and prioritised areas of responsibility in 2016 included: the evaluation and approval of the school's yearly budget, approving the school's contribution and charges schedule, reviewing student performance data and ensuring a strong ongoing and collaborative relationship with the P&C.

Justine Burnett  
BOARD CHAIR





## Parents and Citizens Association

The spirit of Floreat Park Primary School is based on the strong partnership between our dedicated staff and generous parent body, and 2016 has been no exception. Highlights include:

- In Term 1, we saw the collaboration of our amazing art teacher, parent volunteers and events committee to bring our school community the Floreat Park Art Bar. Showcasing art work from each class in the school from kindy to Year 6 along with local artists this was a fabulous community event raising \$1300 for the school.
- Provision of a canteen five days a week and a uniform shop proudly P&C owned and operated provides ongoing community friendly services to our parents and students.
- Though the generosity of our school community, our parents have continued to support the payment of voluntary contributions and fundraising initiatives which has allowed our P&C to endorse over \$85 000 worth of educational resources for all classes and specialist areas.

It has been an absolute privilege to work alongside the community through this period of significant growth and change. My best wishes go to the incoming P&C President Kim Batina and her executive team.

Mel Pexton  
P&C PRESIDENT



## Non-academic performance - Student attendance

Student attendance at Floreat Park Primary School is high, evidenced by the following statistics.

	Floreat Park	Like Schools	WA Public Schools
2014	95.9% ↑	95.2%	92.1%
2015	96.1% ↑	95.7%	92.7%
2016	95.9% ↑	95.5%	92.6%

Based on this information the school concludes that attendance has a positive impact on student performance and current strategies of monitoring and managing student absences will be maintained.

## Destination Schools

2016 Year 6 students have progressed to over 11 high schools that include:

Destination Schools	Male	Female	Total
Churchlands Senior High School	4	9	13
Hale School	8		8
John XXIII College	4	3	7
Shenton College	2	3	5
Methodist Ladies' College		3	3
Christ Church Grammar School	2		2
John Curtin College Of The Arts	1		1
Newman College		1	1
Perth Modern School	1		1
Presbyterian Ladies College		1	1
St Hilda's Anglican School for Girls		1	1





## Student Performance

### Statement of Progress against Targets

#### NAPLAN progress and achievement – Literacy

Target	Outcome	Analysis
<b>Year 5</b> <ul style="list-style-type: none"> <li>Maintain or exceed Year 5 students' literacy results compared to statistically similar schools</li> </ul>	Reading – Achieved 2015 and 2016 Writing – Achieved 2015 and 2016 Spelling – Achieved 2015 and 2016 Grammar & Punctuation – Achieved 2015 and 2016	<ul style="list-style-type: none"> <li>Females achieved a significantly lower overall performance than males.</li> </ul>
<b>Year 3</b> <ul style="list-style-type: none"> <li>Maintain Year 3 students' reading results compared to statistically similar schools.</li> </ul>	Reading – Achieved 2015 and 2016	<ul style="list-style-type: none"> <li>Females achieved a lower overall performance than males</li> </ul>
<ul style="list-style-type: none"> <li>Increase (Exceed) Year 3 students' literacy results (Writing, Spelling, Grammar &amp; Punctuation) compared to statistically similar schools.</li> </ul>	Writing – Achieved 2015 and 2016 Spelling – Achieved 2015 Grammar & Punctuation – Achieved 2015 and 2016	<ul style="list-style-type: none"> <li>Females achieved a lower overall performance than males</li> </ul>

#### NAPLAN progress and achievement – Numeracy

Target	Outcome	Analysis
<ul style="list-style-type: none"> <li>Maintain or exceed Year 5 students' numeracy results compared to statistically similar schools.</li> </ul>	Achieved 2015 and 2016	<ul style="list-style-type: none"> <li>Females achieved a significantly lower overall performance than males</li> </ul>
<ul style="list-style-type: none"> <li>Increase (Exceed) Year 3 students' numeracy results compared to statistically similar schools</li> </ul>	Achieved 2015 and 2016	<ul style="list-style-type: none"> <li>Females achieved a significantly lower overall performance than males</li> </ul>

#### Pre-primary On-entry assessment - Overall Literacy

Target	Outcome	Analysis
<ul style="list-style-type: none"> <li>By the start of Year 1, students will achieve an average cohort score of 1.0 <b>(1.3)</b> VELs</li> </ul>	Reading - Achieved 2016 with a recalibration of the 2017 target to 1.3 VELs Speaking and Listening – Achieved 2016 with a recalibration of the 2017 target to 1.3 VELs Writing - Achieved 2016 with a recalibration of the 2017 target to 1.3 VELs	<ul style="list-style-type: none"> <li>Reading showed a 0.7 VELs value adding from PP 2015 (0.6) to Year 1 2016 (1.3). 7 students showed either a negative value loss or equal score from 2015 to 2016.</li> <li>Speaking and Listening showed a 0.7 VELs value adding from PP 2015 (0.6) to Year 1 2016 (1.3). 13 students showed either a negative value loss or equal score from 2015 to 2016.</li> <li>Writing showed a 1.3 VELs value adding from PP 2015 (0.3) to Year 1 2016 (1.6). 2 students showed either a negative value loss or equal score from 2015 to 2016.</li> </ul>

#### Pre-primary On-entry assessment - Overall Numeracy

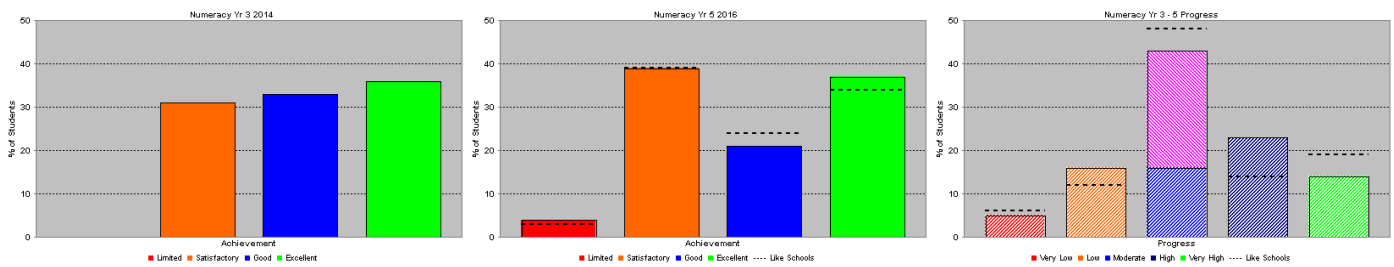
Target	Outcome	Analysis
<ul style="list-style-type: none"> <li>By the start of Year 1, students will achieve an average cohort score of 1.0 <b>(1.3)</b></li> </ul>	Achieved 2016 with a significantly higher mean score with a recalibration of the 2017 target to 1.3	<ul style="list-style-type: none"> <li>Numeracy showed a 0.6 value adding from PP 2015 (1.1) to Year 1 2016 (1.7). All students showed either a positive value add score from 2015 to 2016.</li> </ul>



## Student Achievement and Progress

The overall progress and achievement of the cohort of students between Year 3 2014 and Year 5 2016 is illustrated by the following graphs. The dotted line indicates the average performance of 'like schools.' 'Like schools' are schools within Western Australia that have a similar Index of Community Social Economic Advantage (ICSEA).

### Numeracy



Current Year 5 achievement as Year 3 in 2014

2016 Year 5 achievement

Progress between Year 3 and 5

#### The Numeracy data tells us:

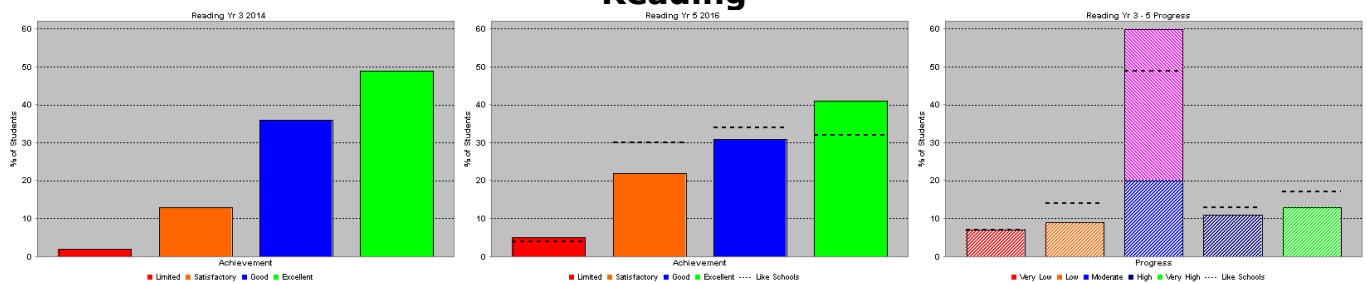
- the achievement of Year 5 Floreat students is above 'like schools'.
- a greater number of students had 'Excellent' achievement in Year 5 than in Year 3
- there were a lower number in 'Good' achievement than 'like schools'
- there were a greater number in 'Satisfactory' achievement than 'like schools'
- a greater number of students made 'Good' progress than 'like schools'
- a significant number of students made 'moderate assumed' progress

(The pink hash shaded column denotes students who performed at very high levels in both Year 3 and Year 5 assessments and therefore progress can only be 'assumed'.)

#### Recommendations from analysis of 'Statement of progress against targets' and 'Student progress' numeracy graphs:

- continue with current base program (iMaths)
- investigate the performance of girls
- provide extension for high achieving students.

### Reading



Current Year 5 achievement as Year 3 in 2014

2016 Year 5 achievement

Progress between Year 3 and 5

#### Reading data tells us:

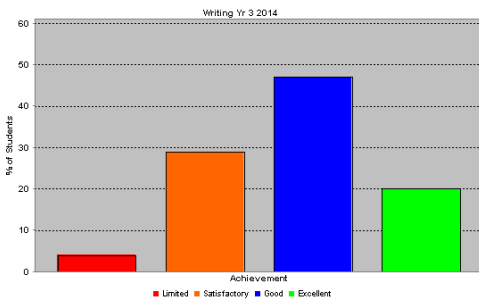
- Floreat students continue to perform above 'like schools'
- There are a large number of students who achieved high scores in both Year 3 and 5 assessments

#### Recommendations from analysis of 'Statement of progress against targets' and 'Student progress' numeracy graphs:

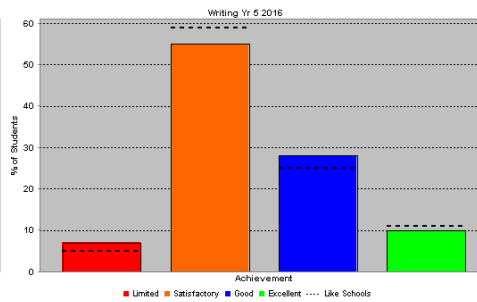
- Continue with current Reading programs
- investigate the performance of girls
- provide extension for high achieving students
- investigate support for students who made low progress



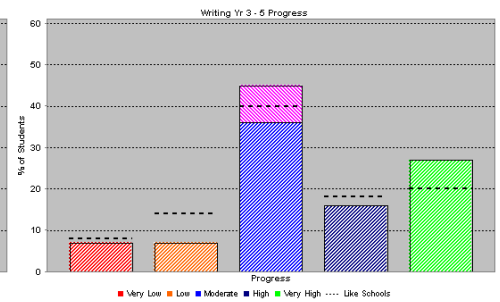
## Writing



Current Year 5 achievement as Year 3 in 2014



2016 Year 5 achievement



Progress between Year 3 and 5

### Writing data tells us:

- although the performance against like schools is favourable, achievement and progress is 'softer' than in Numeracy and Reading
- less students achieved high scores in both Year 3 and 5 assessments than in Numeracy and Reading

### Recommendations from analysis of 'Statement of progress against targets' and 'Student progress' numeracy graphs:

- establish a whole-school focus on writing

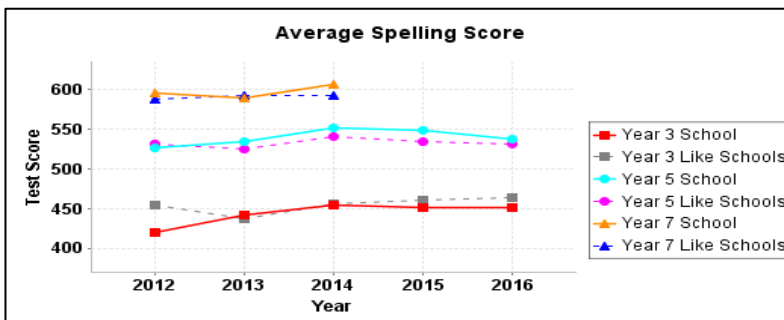
## Spelling

### Spelling data tells us:

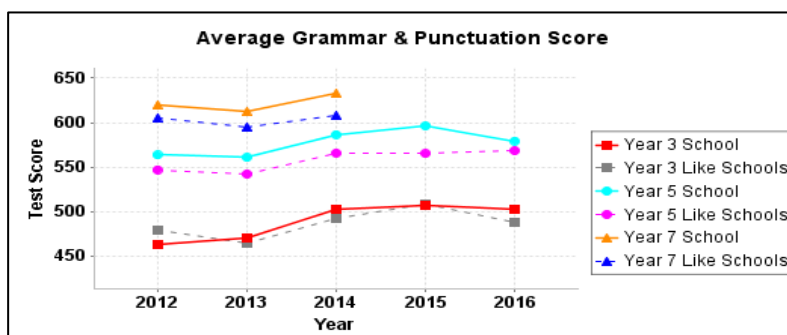
- Year 5 students perform above 'like schools'
- there is a start of a trend for Year 3 performing below 'like schools'
- there is high progress between Year 3 and Year 5 in 2012 -14, 2013 - 15 and 2014 - 16

### Recommendation:

- continue with the whole-school approach to spelling (Sound Waves)
- focus on phonics and phonemic awareness in the early years



## Grammar and Punctuation



### Grammar and Punctuation data tells us:

- this is an area of strength
- year 5 students consistently perform above like schools
- year 3 students have performed at or above 'like schools' since 2013

### Recommendation

- continue with current programs





## Progress Between Pre-primary On-entry Assessment and Year 3

2016 was the first year that data linked student achievement in the Pre –primary On-entry assessment in 2013 and Year 3 NAPLAN 2016 in Reading and Numeracy.

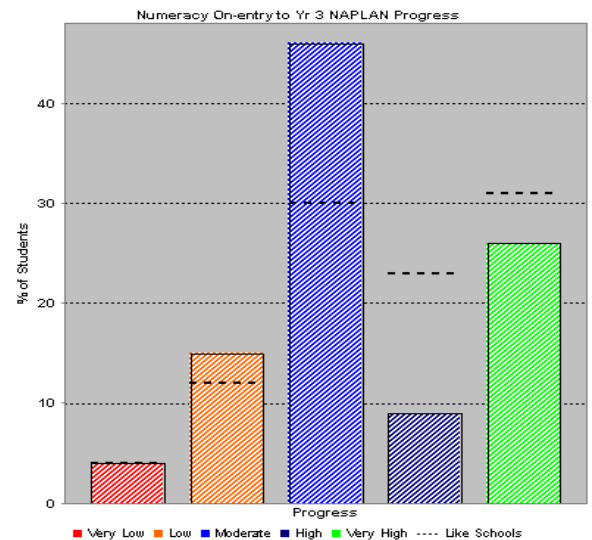
### Numeracy

#### Numeracy data tells us:

- the majority of students made very high, high or moderate progress in Numeracy between Pre-primary and Year 3
- less students than like schools made high or very high progress

#### Recommendation

- Review mathematics programs with particular attention to extending students who performed at high levels in On-entry



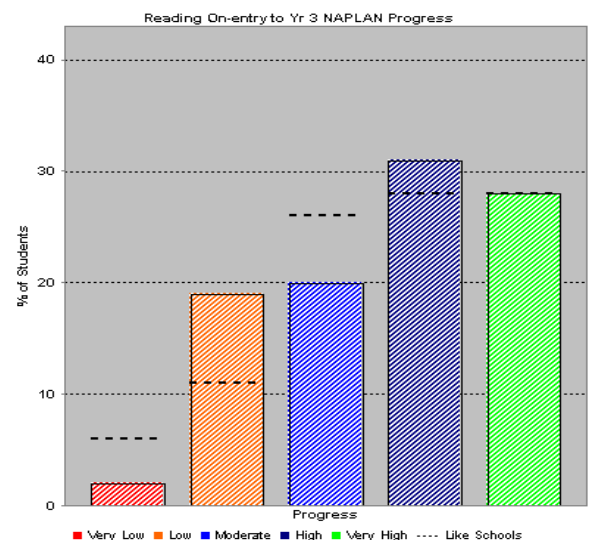
### Reading

#### This Reading progress data tells us:

- the majority of students made very high, high or moderate progress in Reading between Pre-primary and Year 3
- more than 'like school' students made low progress

#### Recommendation

- provide a targeted support program for students in Reading between Pre-primary and Year 2





## Parent Surveys

A parent survey was conducted in 2016.

Key strengths include:	Key focus areas for the future are:	Results were compared against those collated in 2014. Overall there was a positive shift in responses with the most significant being:
<ul style="list-style-type: none"> <li>• the curriculum and learning opportunities provided to students</li> <li>• active reinforcement of moral, ethical and civic values</li> <li>• leadership and direction provided by administrators</li> <li>• helpfulness of front office staff</li> <li>• parental involvement in their child's education</li> <li>• welcoming atmosphere to families</li> </ul>	<ul style="list-style-type: none"> <li>• continue to address bullying</li> <li>• increase opportunities for students to hold leadership positions</li> <li>• more regular communication between teachers and parents</li> <li>• better transition between years</li> </ul>	<ul style="list-style-type: none"> <li>• 13% increase in 'agree/strongly agree' that the school offers opportunities for parents to be involved in the decision making process.</li> <li>• 24% increase in 'agree/strongly agree' that the school offers more opportunities for parents to get involved in their child's education.</li> <li>• 16% increase in 'agree/strongly agree' that the school keeps parents well informed about their child's academic progress.</li> </ul>



Year 5 parents preparing for the Year 6 Graduation Morning Tea





## School Staff

All of our staff are registered and qualified in line with government requirements.

### Demographics 2016

#### FTE and Headcount of Staff for Occupation Groups

Occupation Groups	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	2.8	1	1.0	4	3.8
Heads of Dept/ Coordinators	0	0.0	0	0.0	0	0.0
Teacher	36	28.0	2	1.4	38	29.4
Education Assistant	19	12.5	0	0.0	19	12.5
Admin	3	3.0	0	0.0	3	3.0
Cleaner	3	2.1	0	0.0	3	2.1
Gardener	1	0.8	0	0.0	1	0.8
Other	2	0.7	0	0.0	2	0.7
<b>Total</b>	<b>67</b>	<b>49.9</b>	<b>3</b>	<b>2.4</b>	<b>70</b>	<b>52.3</b>

### Students and Staff Trend

Year	Total Staff Headcount	Teaching Staff Headcount	Non-Teaching Staff Headcount	Students
2012	44	26	18	423
2013	50	31	19	469
2014	58	37	21	495
2015	61	36	25	511
2016	70	42	28	585



Floreat Park Primary School Staff Term 4 2016



## Review of Priority areas in the Business Plan and Delivery and Performance Agreement

After a full review and self-assessment of the Business Plan and Delivery and Performance Agreement the following areas have been identified for the next school planning cycle:

Area	Comments
<b>Student success</b>	Maintain and improve on current academic and non-academic success by providing challenging and personalised learning experiences for all students. Ensure students have access to a wide range of programs within the Arts (dance, drama, media arts, music and visual arts), Physical Education, LOTE and STEM. Provide opportunities for students to develop ethical values and practices within a local, national and global community focusing on sustainability.
<b>Leadership</b>	Develop a strong, shared and distributed leadership profile across the staff. Identify potential future leaders and provide a development pathway. Promote and support teachers to become Level 3 and Senior Teachers. Ensure the sustainability of school plans and processes through a distributed leadership model.
<b>School planning</b>	Realign school planning between strategic, operational and classroom levels. Improve the use of targets as an improvement strategy in monitoring cohorts and individual student progress and achievement.
<b>Quality teaching and curriculum development</b>	Continue to develop and document whole-school approaches to curriculum development, pedagogies and assessment. Recruit staff to match school needs and context.
<b>Performance and Development Culture</b>	Continue to build the capacity of the Professional Learning Communities and Curriculum Teams across the school. Ensure professional learning is relevant to school and teacher needs, collaborative and future focused. Adopt a coaching culture.
<b>Health and Wellbeing</b>	Identify and promote programs and strategies that support and promote healthy and safe lifestyles and choices, and reduce anxiety and stress in staff, students and across the community.
<b>ICT and Technologies</b>	Continue to improve infrastructure and reliable, safe access to technology. Prioritise further development of teacher efficacy using technology as a tool for learning. Implement the Technologies curriculum area.
<b>Community relationships</b>	Continue to explore ways to engage with the wider community. Lift the profile of the school through the improvement of aesthetics and functionality of school grounds and facilities, including student play space. Rebrand the school in line with the community profile, the school's vision and future directions. Enhance partnerships with network schools and other educational institutions. Engage in initiatives that support system reform.







## School Activities 2016

Students at Floreat Park accessed a wide range of enrichment activities including:

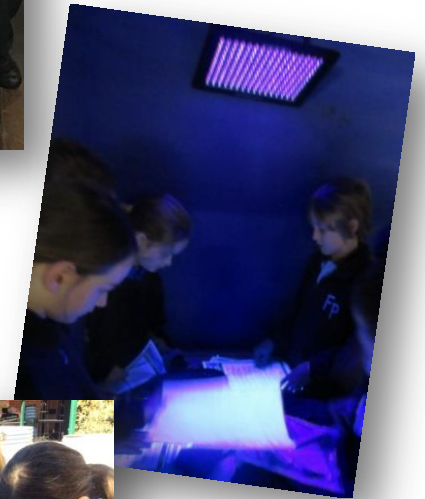
- 65 Roses
- Activity Week
- ANZAC Service
- Arbor Day Lake Monger Visit
- Assemblies (30)
- Banksia
- Bike Riding Lessons
- Book Week Activities
- Buzz Program
- Year 6 Camp
- Chess Club Competition
- Choirs
- Christmas Concert
- Constable Care
- Crazy Hair Day
- Debating Competition
- Edu-Dance
- End of Year Kindy Concert
- Faction Athletics Carnival
- Faction Cross Country
- Faction Jumps
- Faction Swimming Carnival
- Fire Safety - Dalglish Fire Brigade
- First Aid Training
- Food Bank
- Freshwater Bay Museum
- Girls and Robots
- Year 6 Graduation
- Harmony Day Picnic
- Instrumental Music Program
- Interschool Athletics
- Interschool Cricket
- Interschool Cross Country
- Interschool Football
- Interschool Hockey Carnival
- Interschool Jumps
- Interschool Swimming Carnival
- Interschool Winter Carnival
- Lapathon
- Leadership Duties
- Learning Journey







- Maths AMC Competition
- Maths Olympiad
- Morning Fitness x 2 weekly
- Music Concert Choir/Orchestra/SIM
- Musica Viva
- NAIDOC Week Activities
- National Recycling Week Book Swap
- National Simultaneous Story Time
- National Water Week
- PMH Hospital Familiarisation
- P&C Art Bar
- P&C Arts for Cards Fundraiser
- P&C Book Fair
- P&C Charity Cup Cakes For Cancer
- Package Free Day
- Parent Information Evenings
- Parent Interviews
- PEAC Testing
- Remembrance Day
- Robotics
- Running Club
- Safety House Week Activities
- School Photos
- Science Week
- Scitech Incursion
- Shaun Tan Art Awards
- Shoe Box for Christmas
- SIM Testing
- Sustainable School (all year)
- Town of Cambridge Art Competition
- Tranby House: Early Settlement
- Uniting Church Performance - Choir
- Vegetable Garden Planting
- Virtues Program
- WA Week
- Walk/Ride to School
- West Coast Songfest Performance
- Woodworking
- You Can Do It

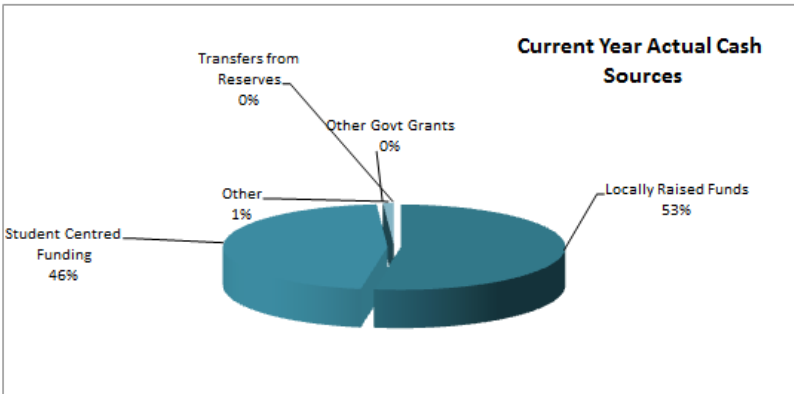
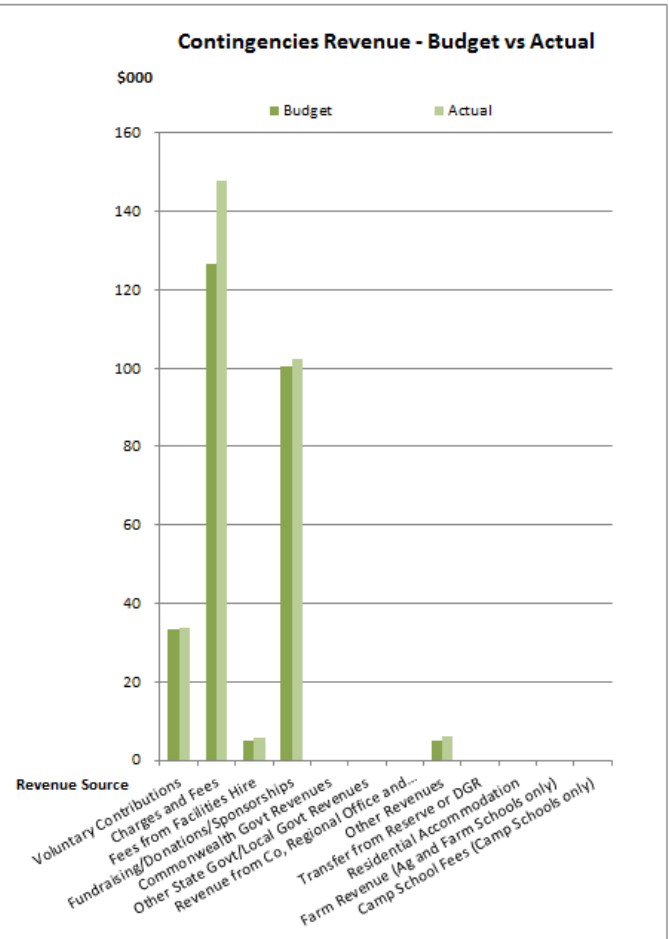




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## Floreat Park Primary School Financial Summary as at 7 April 2017

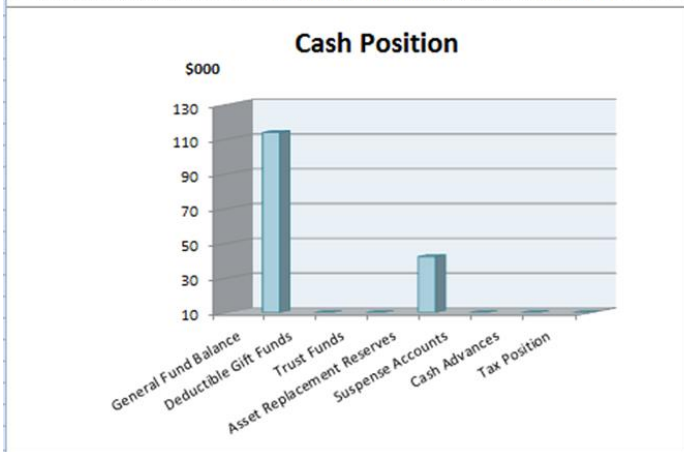
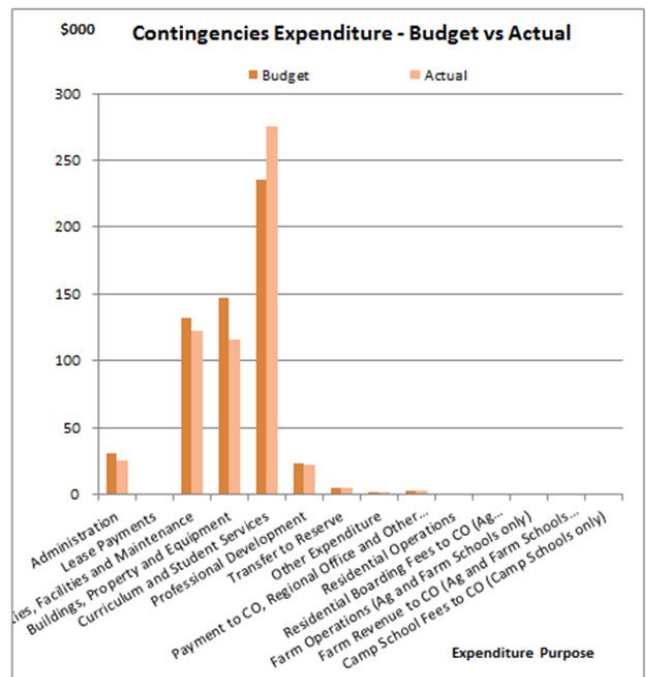
	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 33,380.00	\$ 33,635.00
2	Charges and Fees	\$ 126,606.00	\$ 147,975.71
3	Fees from Facilities Hire	\$ 5,135.00	\$ 5,536.37
4	Fundraising/Donations/Sponsorships	\$ 100,497.75	\$ 102,329.56
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 4,862.00	\$ 5,898.25
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 270,480.75</b>	<b>\$ 295,374.89</b>
	<b>Opening Balance</b>	<b>\$ 134,162.00</b>	<b>\$ 134,162.52</b>
	<b>Student Centred Funding</b>	<b>\$ 254,932.80</b>	<b>\$ 254,932.80</b>
	<b>Total Cash Funds Available</b>	<b>\$ 659,575.55</b>	<b>\$ 684,470.21</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 659,575.55</b>	<b>\$ 684,470.21</b>







	Expenditure	Budget	Actual
1	Administration	\$ 30,918.00	\$ 25,142.02
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 131,747.00	\$ 122,055.12
4	Buildings, Property and Equipment	\$ 147,582.28	\$ 116,230.07
5	Curriculum and Student Services	\$ 235,430.62	\$ 275,155.39
6	Professional Development	\$ 23,700.00	\$ 22,539.00
7	Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
8	Other Expenditure	\$ 1,816.00	\$ 2,076.30
9	Payment to CO, Regional Office and Other Schools	\$ 2,968.00	\$ 2,523.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 579,161.90</b>	<b>\$ 570,720.90</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 579,161.90</b>	<b>\$ 570,720.90</b>
	<b>Cash Budget Variance</b>	<b>\$ 80,413.65</b>	



Cash Position as at:	
Bank Balance	\$ 149,705.12
Made up of:	\$ -
1 General Fund Balance	\$ 113,749.31
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 42,189.50
5 Suspense Accounts	\$ 1,202.31
6 Cash Advances	\$ -
7 Tax Position	-\$ 7,436.00
<b>Total Bank Balance</b>	<b>\$ 149,705.12</b>

