



# Floreat Park Primary School

2017  
Annual Report





## From the Principal

2017 was an exciting and productive year at Floreat Park Primary School. It concluded with the successful completion of our first Independent Public School (IPS) Business Plan, the acquisition of four new early childhood classrooms and of course the traditional end of year hat throwing ceremony featured on the front cover of this annual report!

Having completed the first full year at Floreat, I have gained a deeper appreciation and knowledge of the context of this wonderful school. Together with information gleaned from school self-assessment processes that includes community feedback, we have a strong and compelling evidence base to drive future directions through the next Business Plan.

Parent engagement and community partnerships are very much a part of a contemporary educational setting. The IPS review team rightfully acknowledged the strength of the relationship between the school, P&C and Board at Floreat and the significant role this plays in ensuring alignment with priorities and direction.

I extend sincere thanks to outgoing Board Chair, Justine Burnett for her leadership and counsel over the past year and on behalf of the community extend deep appreciation for her commitment to our school over many years. To P&C President Kim Batina, her executive team and all the parents, thank you for the incredible support you provide, in kind, morally and financially.

My strong belief is that although school leaders have a powerful influence in creating a stimulating and positive learning community, teachers are the critical factor in student success. We have an amazing teaching and support team at Floreat evidenced by the non-academic and academic achievement of our students detailed in this report. I encourage you to read this alongside the IPS Review report available by [clicking here](#).



Jane Rowlands  
PRINCIPAL

## School Board

For Floreat Park Primary School, 2017 was the year in which our hard work and achievements as an Independent Public School since 2015 were acknowledged. We began the year without delay, with the Board, leadership team and staff committing a commendable amount of time to preparing a self-evaluation report to present to independent reviewers. With the reviewers verifying our findings after an extensive evaluation process, we set about in the second half of the year building the foundations of our next three-year Business Plan, to guide us from 2018 to 2020. The amount of planning and consultation in terms 3 and 4 of 2017 was unprecedented and will result in a new Business Plan built on a collaborative foundation and inclusive of our entire school community. I'm sure there would be few other schools that could report such a rewarding experience as ours.



Preparing for the IPS review was in addition to the Board's ongoing focus on the school's strategic direction. In 2017, areas of responsibility included extensive policy assessment and new policy development, budgetary and other financial considerations, examination of academic and non-academic performance data, discussion on personal growth programs including student leadership and evaluation of external expertise to assist the school with ongoing achievements.

Worthy of specific note in 2017 was the overwhelming number of staff and parents interested in joining the Board. Nine staff applied for four available positions, while eight parents nominated for three positions, resulting in two school-based election processes. It would be hard to find a better indication of a renewed vote of confidence in our school, its leadership and future direction.

Most importantly, it has been very evident in 2017 that we have consolidated as a school community and are moving forward with a great deal positivity and confidence. At a time when there are many pressures on us as busy families, it is reassuring to know that we can rely on the stability of our school given it is such a great part of our days and weeks. This is an outcome of which we can all be proud. I wish the Board and school community every success for 2018.



Justine Burnett  
BOARD CHAIR

### **Parents and Citizens Association**

Something I've learnt in the last few years is that a school will thrive when you have strong leadership combined with a perfect alignment between the school staff, the parent community and the school board. When they're all working together in harmony, magic happens. And that magic exists here in our school and directly impacts our children. A lot of that magic comes from the P&C Association and our volunteers, the many parents who donate their time to run fantastic services like the Canteen, Uniform Shop, Book Club and School Banking. Others donate their time to run much needed fundraising and fun social events for our community. We are so grateful for everyone's support.

2017 was a year of incredible alignment and collaboration in our school. The school itself looks amazing and the facilities, grounds, classrooms, teaching resources and ICT equipment are improving all the time. We are setting the foundations for years to come and the P&C are proud to be a part of that.



Kim Batina  
P&C PRESIDENT



## Non-academic performance – student enrolments and attendance

Year Level	Number of Students Enrolled (as at the end of 2017)	Year Level	Number of Students Enrolled (as at the end of 2017)
Kindergarten	78	Year 3	83
Pre-primary	77	Year 4	74
Year 1	82	Year 5	82
Year 2	91	Year 6	62

Student attendance at Floreat Park Primary School continues to be higher than like schools (schools with a similar socio-economic profile) and WA Public Schools, evidenced by the following statistics:

	Floreat Park	Like Schools	WA Public Schools
2015	96.1% ↑	95.7%	92.7%
2016	95.9% ↑	95.5%	92.6%
2017	96.0% ↑	95.8%	92.7%

School data indicates that the highest impact on student absence is family holidays taken during term time. Processes are in place to alert parents of the possible impact of students missing extended periods of school.

There were no student suspensions recorded in 2017.

## Destination schools

2017 Year 6 students have progressed to 11 high schools:

Destination Schools	Male	Female	Total
Shenton College	8	8	16
Churchlands Senior High School	2	10	12
Hale School	7	0	7
Perth Modern School	2	2	4
Christ Church Grammar School	3	0	3
Newman College	0	2	2
Presbyterian Ladies College	0	2	2
Scotch College	2	0	2
Iona Presentation College	0	1	1
John Curtin College Of The Arts	1	0	1
Trinity College	1	0	1
John XXIII	6	5	11



## Student Performance - Academic Statement of achievement against Business Plan Targets

### NAPLAN – Literacy

Target	Outcome	Analysis
<p><b>Year 5</b> Maintain or exceed Year 5 students' literacy results compared to statistically similar (like) schools</p>	<p>Reading – Achieved 2015, 2016, and 2017 Writing – Achieved 2015, 2016 and 2017 Spelling – Achieved 2015, 2016 and 2017 Grammar &amp; Punctuation – Achieved 2015, 2016 and 2017</p>	<p>Good progress in reading, writing, spelling and grammar and punctuation between Year 3 and 5 noted for this cohort. Performed well above like schools in reading, writing and grammar and punctuation.</p>
<p><b>Year 3</b> Maintain Year 3 students' reading results compared to statistically similar schools.</p>	<p>Reading – Achieved 2015, 2016 and 2017</p>	<p>The Year 3 cohort performed significantly above like schools</p>
<p>Increase (exceed) Year 3 students' literacy results (Writing, Spelling, Grammar &amp; Punctuation) compared to statistically similar (like) schools.</p>	<p>Writing – Achieved 2015,2016 and 2017 Spelling – Achieved 2017 Grammar &amp; Punctuation – Achieved 2015, 2016 and 2017</p>	<p>Writing results are similar to like schools. Good progress in spelling to perform above like schools. Significant performance above like schools in grammar and punctuation.</p>

### NAPLAN – Numeracy

Target	Outcome	Analysis
<p>Maintain or exceed Year 5 students' numeracy results compared to statistically similar (like) schools.</p>	<p>Achieved 2015, 2016 and 2017</p>	<p>Although our target was achieved, the progress of this cohort between Yr. 3 and 5 was lower than expected.</p>
<p>Increase (Exceed) Year 3 students' numeracy results compared to statistically similar (like) schools</p>	<p>Achieved 2015, 2016 and 2017</p>	<p>Year 3 cohorts have performed above like schools for the last 4 years.</p>

### Pre-primary On-entry Assessment - Reading

Target	Outcome	Analysis
<p>By the start of Year 1, students will achieve an average cohort score of 1.3 progression points*</p> <p>(Please note Business Plan target was recalibrated in 2017 from 1.0 to 1.3 progression points)</p> <p>*Progression points: Literacy progression points used in the On Entry Assessment Program and based on the Victorian Essential Learning Standards</p>	<p>Not achieved.</p> <p>Average cohort score 1.28 VELS</p>	<p>This was the first year we collected accurate data on Reading as students were tested using the Module 2 assessment.</p> <p>Analysis of data provided evidence for grouping students for a support program in Year 1 targeting students with low performances and case-management students who almost made the 'expected' level of 1.0</p>

### Other areas for improvement

(excerpt from IPS Review document, April 2017)

Arrest the emerging downward trend that appears across NAPLAN comparative performance results. **Achieved**

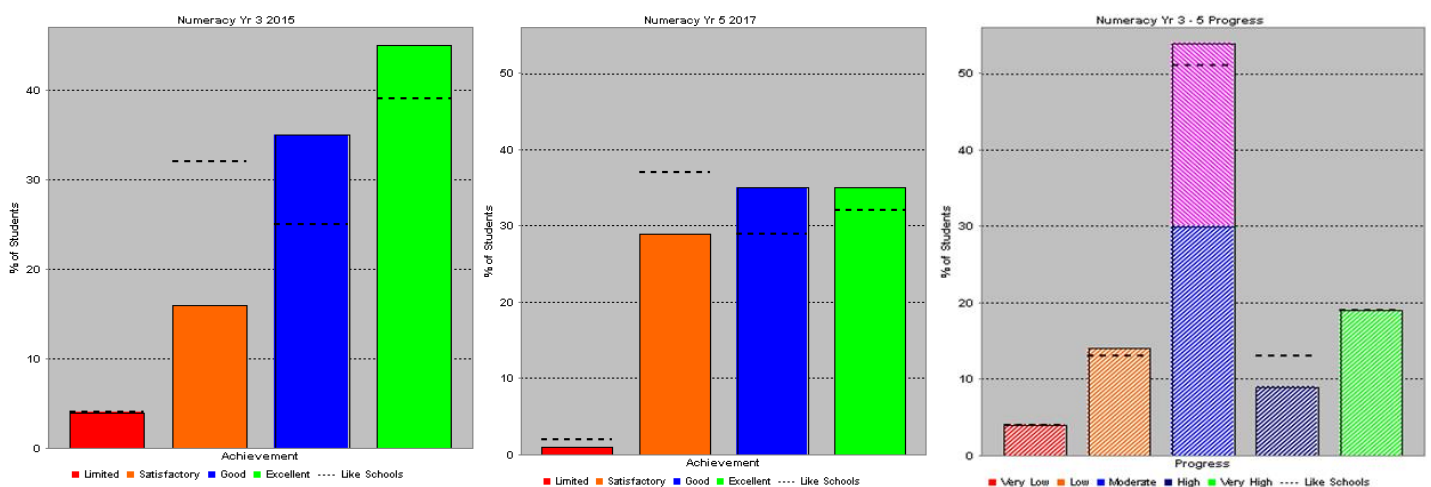
Identify and implement strategies to address the overall lower progress of female students in Year 5 numeracy, reading and writing. **Achieved in all areas other than Mathematics.**



## Student Achievement and Progress

The overall progress and achievement of the cohort of students between Year 3 2014 and Year 5 2017 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). 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'.

### Numeracy



The Numeracy data tells us:

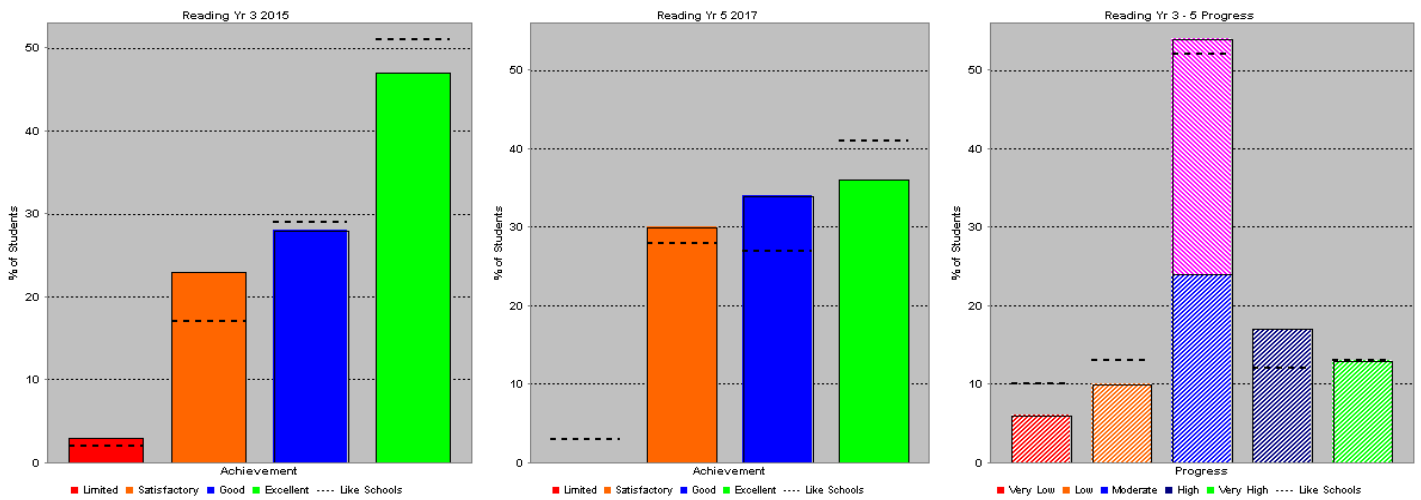
- The achievement of Year 5 Floreat students is similar to like schools
- A significant number of students made 'moderate assumed progress'
- There were less students in high achievement than in Year 3
- Overall progress of the cohort is similar to like schools

Recommendations from analysis of 'Statement of progress' against targets and 'student progress'.

- Continue with base program (iMaths)
- Focus on differentiated learning in mathematics
- Consider Mathematics as a priority for 2018



## Reading



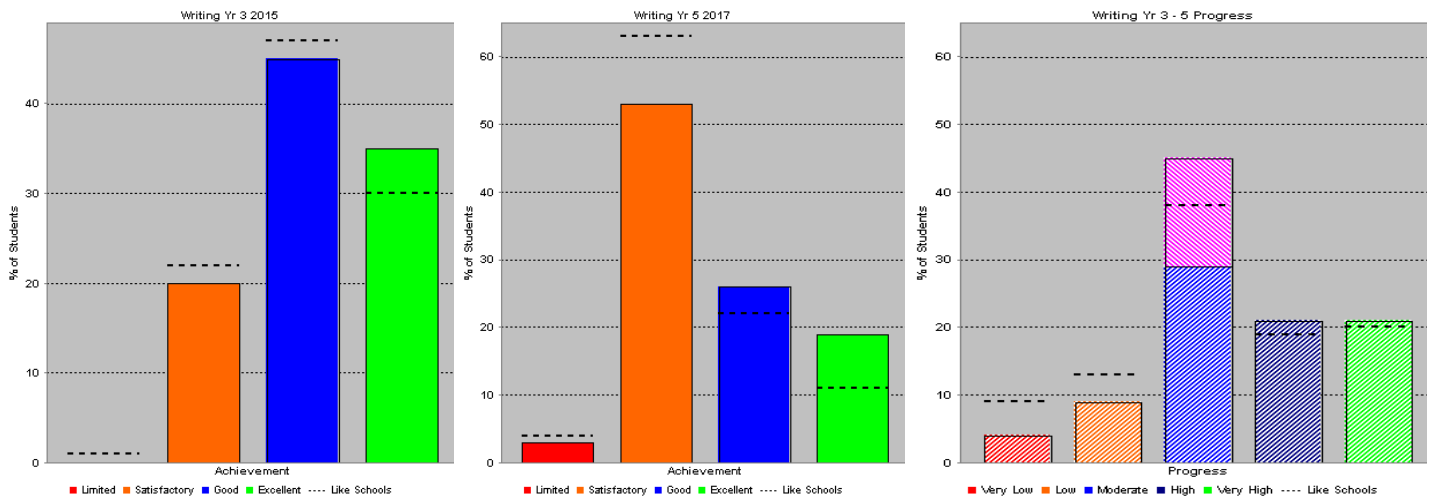
Reading data tells us:

- Floreat students continue to perform above 'like schools'
- As in 2016, a large number of students achieved high scores in Year 3 and Year 5
- This is an area of strength across the school

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

- Continue with current reading programs and emphasis on the importance of reading as a cornerstone to successful learning
- Continue to monitor student progress especially in the early years
- Investigate support for students who make low progress

## Writing



Writing data tells us:

- good progress was made by the Year 5 cohort from their performance in Year 3.
- 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:

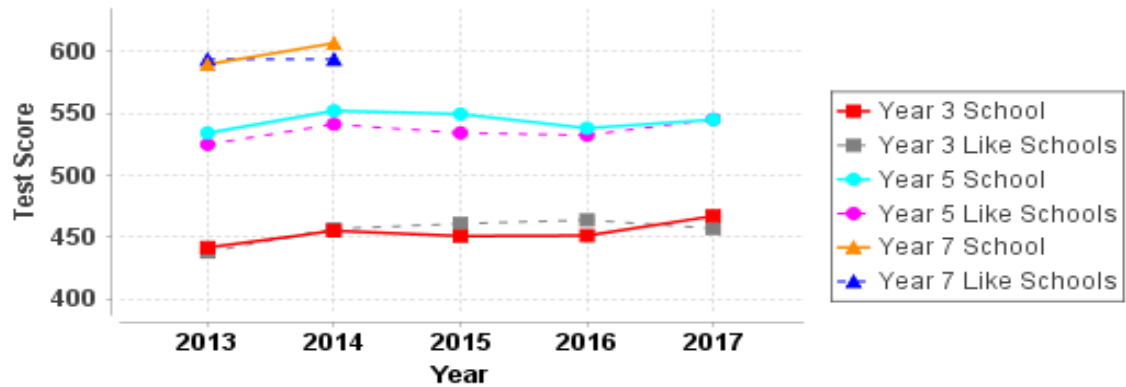
- make stronger links between speaking and listening, reading and writing through providing targeted professional learning for teachers and education assistants.
- Create more specific monitoring systems in writing as students move through the years.





## Spelling

Average Spelling Score

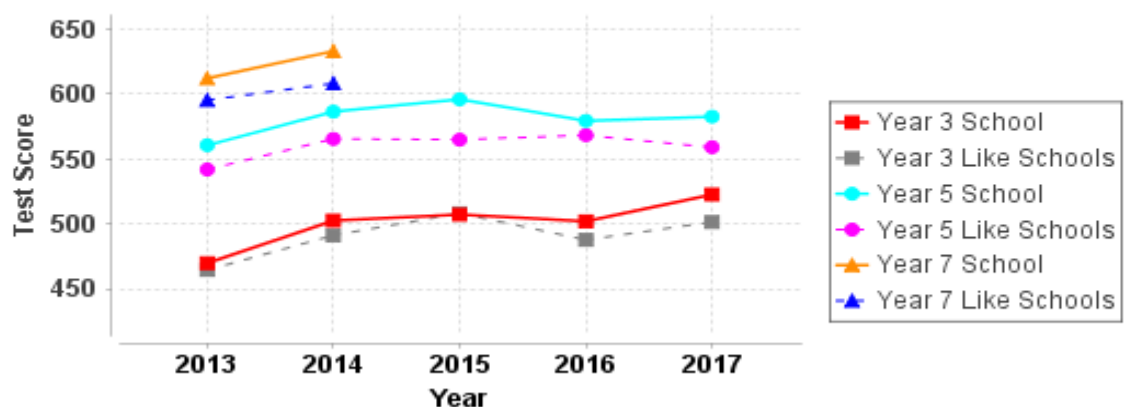


Spelling data tells us:

- Year 5 students performed the same as like schools.
- Good progress was made by the Year 5 cohort compared to their Year 3 performance.
- Year 3 students performed above like schools for the first time since 2014
- Recommendation:
- Continue with the whole-school approach to spelling (Sound Waves)
- Focus on phonics and phonemics awareness in the early years
- Continue to provide intervention in the early years

## Grammar and Punctuation

Average Grammar & Punctuation Score



Grammar and punctuation data tells us:

- This continues to be an area of strength as both Year 3 and Year 5 cohorts have performed above like schools since 2013.

Recommendations:

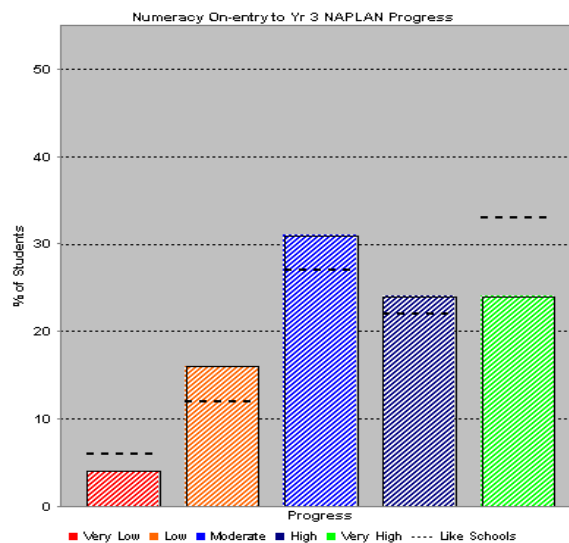
- Continue with current programs



## Progress between Pre-primary On-entry assessment and Year 3

2017 is the second 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:

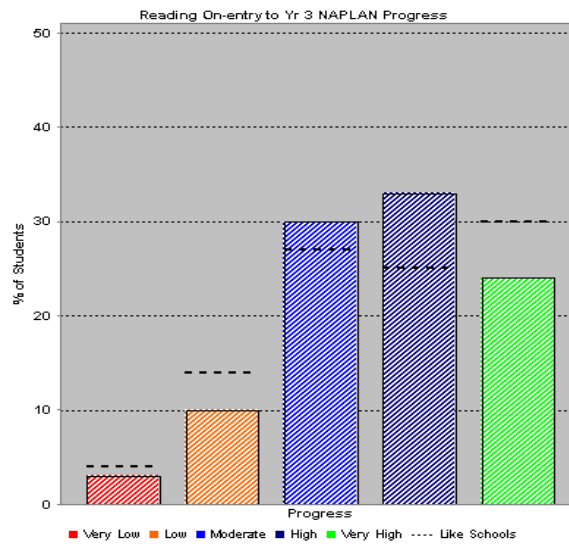
- the majority of students made very high, high or moderate progress in Numeracy between Pre-primary and Year 3
- less students than like schools made very high progress
- (using other data) most students who made low and very low progress performed well in the On-entry assessment

Recommendations:

- Make mathematics a school priority for 2018
- Address the teaching of key concepts through a whole-school approach to teaching mathematics to ensure continuity between years
- Provide support for identified students in mathematics in the early years; Review extension strategies
- Provide professional learning in mathematics for Education Assistants to support this priority.



## 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
- (using other data) less students made low and very low progress than in 2016

Recommendations:

- Continue to provide a targeted support program for students in Reading between Pre-primary and Year 2
- Administer and analyse the On-line Assessment in Reading to Year 1 and Year 2 students to monitor progress and determine students for intervention.



## Parent surveys

Parent surveys are conducted every second year. The last one was in 2016. The Board will oversee the 2018 parent survey.

## School Staff

Our staff are registered and qualified in line with the Teacher Registration Board of Western Australia and requirements of the Department of Education.

### Demographics 2017

Year	Total Staff Headcount	Teaching Staff Headcount	Non-Teaching Staff Headcount
2012	44	26	18
2013	50	31	19
2014	58	37	21
2015	61	36	25
2016	70	42	28
2017	67	40	27





## Overview of future directions

Evidence from the school data review and self-assessment cycle, (that includes feedback from staff, parents and the wider community), informs the 2018-2020 Business Plan which is being developed around the following 'strategic pillars' and 'enablers'.

### Strategic Pillars and Broad Strategies

#### Successful Students

Develop whole-school approaches to;

- Curriculum planning, delivery and assessment
- Differentiation to support all learners
- Using ICT and Digital Technologies to transform learning
- Using data analysis to inform teaching

#### Learning Environment

Social and Emotional Wellbeing

- Implement the 'Bounce Back' program
- Introduce student leadership program
- Continue to expand the Student Services portfolio

Physical Environment

- Create flexible learning spaces
- Enhance outdoor grounds and play spaces

#### Effective Leadership and High-Quality Teaching

Retain and develop high-quality teachers and leaders

- Develop a performance and development culture that includes coaching
- Strengthen middle leadership
- Enhance evidence based, contemporary teaching practices

### Enablers: Key elements to support the implementation of strategies

#### Resources

Align human, fiscal and physical resources to support strategies

- Draw on the expertise of The Board and P&C
- Access funding opportunities through grants
- Utilise the support of local, state and Commonwealth Government and private organisations

#### Technology

Leverage technology to improve learning

- Develop student capability with digital technologies
- Improve access to technology for learning
- Enhance whole school communication strategies
- Begin planning for 'bring your own device' (BYOD) in Years 5 and 6

#### Culture and Community

Strengthen the culture of improvement with all stakeholders

- Work in collaboration with The Board and the P&C
- Deepen confidence in school processes
- Embed staff collaborative processes and practices
- Maintain and improve community involvement
- Refresh the school's image in the community



## School Activities 2017

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

- Activity Week
- Animatronics
- ANZAC Service
- Arbor Day Lake Monger Visit
- Banksia Yearbook
- Bike Education (Let's Ride)
- Book Week
- Brownes Dairy Excursion (Year 2)
- Buzz Program
- Chess Club and Competitions
- Child's Play Music Incursion (Kindergarten)
- Choir
- City to Surf
- Coding Club
- Constable Care
- Cyber Bullying Workshops
- Town of Cambridge Debating Competition
- Drone Presentation (Years 3 and 6)
- Duathlon
- Edu-Dance
- Embroidery Classes
- End of Year Kindy Concert
- Faction Athletics Carnival
- Faction Cross Country
- Faction Swimming Carnival
- Fire Safety - Dalglish Fire Brigade
- Food Allergy Week
- Food Bank
- Free Coffee Friday Sunshine FM Breakfast Show
- Fremantle Prison Excursion (Year 5)
- Girls and Robots
- Gravity Discovery Centre Excursion (Year 4)
- Graduation (Year 6)
- Harmony Day Picnic
- Harry Perkins Medical Research Excursion (Year 6)
- Herdsman Lake Excursion (Year 2)
- Horrible Harriet Excursion (Year 2)
- ICAS Testing
- Instrumental Music Program
- Interschool Athletics Carnival
- Interschool Cross Country
- Interschool Sports - Football / Netball / Soccer
- Interschool Swimming Carnival
- Kings Park Excursion (Pre-primary)
- Lapathon
- Learning Journey



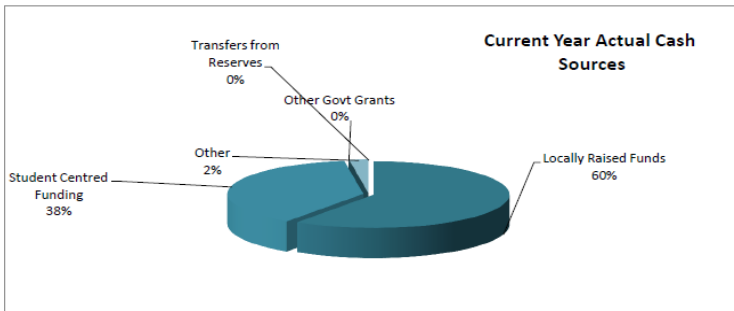
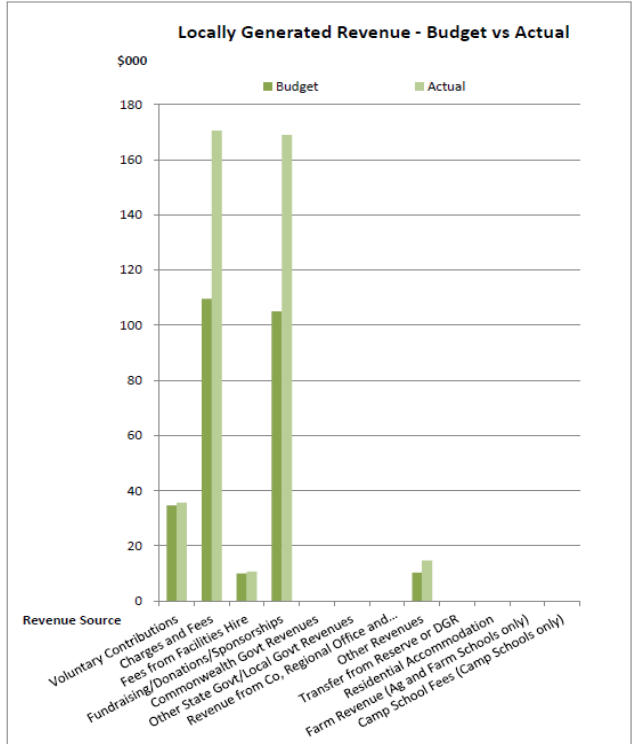


- Leavers Assembly
- Maths Olympiad
- Morning Fitness x 2 weekly
- Mr Stink Excursion (Year 4)
- Music Concert Choir/Orchestra/SIM
- NAIDOC Week Activities
- National Recycling Week Book Swap
- National Simultaneous Story Time
- PMH Hospital Familiarisation
- One Big Voice
- P&C Arts for Cards Fundraiser
- P&C Book Fair
- P&C Charity Cup Cakes For Cancer
- P&C Disco
- P&C Father's Mother's Day Stall
- P&C Movie Night
- P&C Sundowner (welcome to new families)
- Package Free Days (4)
- Parent Information Evenings
- Protective Behaviours
- Remembrance Day
- Rugby Carnival (Year 6)
- Running Club
- Safety House Week
- School Banking
- Science STEM Challenge Competition
- Science Week
- Shaun Tan Art Awards
- Shoe Box for Christmas
- Skill Testing (Years 1-6)
- STEM Billycart Incursion
- Swimming Lessons
- Tennis Lessons (Kindergarten)
- Term 4 Sport (Years 4-6)
- Town of Cambridge Art Competition
- Tranby House Excursion (Year 3)
- Uniting Church Performance - Choir
- Vegetable Garden Planting
- Walk/Ride to School
- WASO Excursions
- Woodworking (Joy of Wood)
- Year 6 Camp
- Year 6 Churchlands Senior High School Visit
- Zoo Excursion (Year 3)



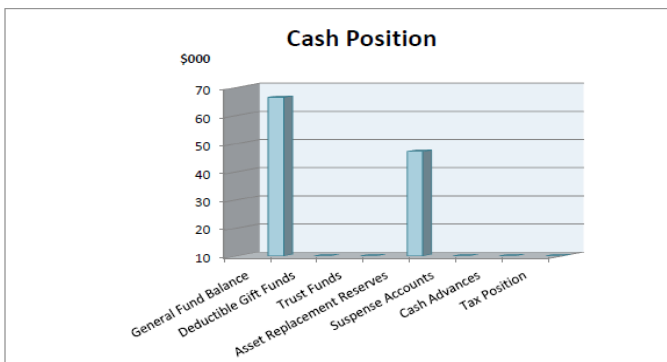
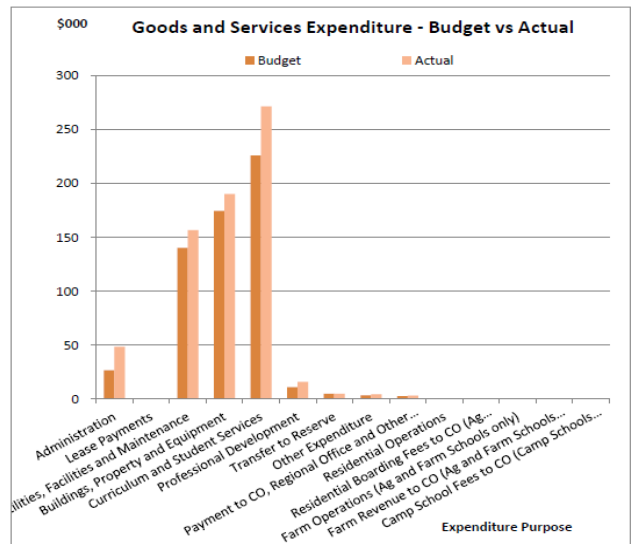
### Floreat Park Primary School Financial Summary as at 31st December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 34,692.00	\$ 35,645.20
2 Charges and Fees	\$ 109,504.00	\$ 170,490.65
3 Fees from Facilities Hire	\$ 10,000.00	\$ 10,646.37
4 Fundraising/Donations/Sponsorships	\$ 105,000.00	\$ 168,948.58
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 10,332.78	\$ 14,651.62
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>\$ 269,528.78</b>	<b>\$ 400,382.42</b>
<b>Opening Balance</b>	<b>\$ 113,749.00</b>	<b>\$ 113,749.31</b>
<b>Student Centred Funding</b>	<b>\$ 220,500.00</b>	<b>\$ 247,644.52</b>
<b>Total Cash Funds Available</b>	<b>\$ 603,777.78</b>	<b>\$ 761,776.25</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 603,777.78</b>	<b>\$ 761,776.25</b>



### Floreat Park Primary School Financial Summary as at 31st December 2017

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 26,750.00	\$ 48,523.08
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 140,288.00	\$ 156,733.60
4 Buildings, Property and Equipment	\$ 174,611.85	\$ 190,072.53
5 Curriculum and Student Services	\$ 226,132.81	\$ 271,498.05
6 Professional Development	\$ 11,100.00	\$ 15,985.00
7 Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
8 Other Expenditure	\$ 3,500.00	\$ 4,379.19
9 Payment to CO, Regional Office and Other Schools	\$ 2,750.00	\$ 3,217.76
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>\$ 590,132.66</b>	<b>\$ 695,409.21</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 590,132.66</b>	<b>\$ 695,409.21</b>
<b>Cash Budget Variance</b>	<b>\$ 13,645.12</b>	



Cash Position as at:	
Bank Balance	\$ 110,089.49
Made up of:	\$ -
1 General Fund Balance	\$ 66,367.04
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 47,189.50
5 Suspense Accounts	\$ 504.95
6 Cash Advances	\$ -
7 Tax Position	\$ 3,972.00
<b>Total Bank Balance</b>	<b>\$ 110,089.49</b>