



Floreat Park Primary School

An Independent Public School

Annual Report 2022



Principal's Address



We have much to celebrate in 2022. Probably the most welcome is the gradual relaxation of Covid restrictions over the year. Testament to the flexibility, creativity, 'can do' attitude and support within the staff and community we progressed every school event, although some in modified forms.

Our Annual Report is a snapshot of key information that is generated, shared and analysed in greater depth by the staff, the School Board and P&C throughout the year. It forms part of the evidence that drives our improvement agenda and decision-making processes at all levels.

Social, emotional and academic outcomes for students are best when school governance is strong, the community is involved in the school, and parents and caregivers work in partnership with school staff. We are privileged to enjoy high levels of all these factors, and I sincerely thank all stakeholders for playing their part in 2022.

Jane Rowlands
Principal



School Board Chair



2022 was a great year at Floreat Park Primary School (FPPS), with many key achievements. I'm extremely proud of FPPS and how well the students and staff have continued to handle the challenges presented throughout the year.

During 2022 FPPS had so many wonderful highlights to note, below are a couple I would like to note:

- Continued and successful maturation of the 1:1 Technology Program and related school infrastructure.
- Completed a community wide Diversity and Inclusion Survey.
- Achieved many milestones set in 2021-2023 Business Plan, as well as reviewed and updated numerous school policies.

On behalf of the School Board, I would like to thank the following Board members who completed their term on the School Board during 2022: Su Wu, Andrew Angel and Tracy Daly (parent representatives) and Owen Linehan (teacher representative). I would also like to thank the 2022 P&C President Terry Lu, P&C committee members and all other parent volunteers for all their dedication and hard work at FPPS.

Finally, I would like to thank all the present and past FPPS staff, students and parents/caregivers who continue to ensure the school's success. It is a wonderful community that I am very proud to be a part of.

Emma King
Board Chair





P&C President

Year 2022 has been fabulous to our community. The P&C continued to work closely with the School and the Board to achieve goals outlined in both the Business Plan and as directed by the parent body.

Over \$109,000 was received through P&C levies. The generosity of our community allows the P&C to implement initiatives and support our students learning at FPPS. Funds were allocated to the Kindy additional refurbishment, improvements to the playground, recycling station, library display products. The number of initiatives funded in a calendar year reflects the engaged and active parent community at FPPS.

Fundraising events gained traction throughout 2022. The parent volunteers who organise these events are appreciated, and the parents enjoy socialising with others in a wide range of social settings. Close to \$31,000 was raised– with all money going directly towards a nature play space along Chandler Avenue.

FPPS P&C runs the only full-time canteen in the local area. This is a unique situation for a primary school. Our canteen staff work hard to ensure it is available every day of the year. Thank you to the employees and volunteers who work tirelessly to serve healthy and nutritious food to our school community.

I would also like to acknowledge those who contribute to the many other facets of the P&C at Floreat Park PS including the Uniform Shop, Floreat Dads, Sustainability, Fundraising, Grounds improvement, and the class reps. Thank you all for helping build and sustain a connected and supportive community in which our children and families can thrive.

Lastly, the productive relationship between the P&C, School and Board, ensures strong school governance. I extend my thanks to the P&C Executive for representing and coordinating the voice of parents and caregivers and supporting me in my role.

Terry Lu
P&C President





Enrolments and Characteristics

The number of enrolments confirmed by the Department of Education at the 2022 Semester 1 Census is as follows:

Kindy	60	Year 3	75
PP	76	Year 4	94
Year 1	81	Year 5	67
Year 2	76	Year 6	75

Comments

Enrolments in the 600s were maintained in 2022 with additional students contributing to the census numbers through the year. At the end of the year our enrolments totalled. Once again we note an increase amongst the diversity of our student population, reflected by more students for whom English is a second language or dialect (EAL/D) and a small increase in Aboriginal students.

Total enrolments historically:

2022	2021	2020	2019
604	606	619	614

Aboriginal students: 3 (1)

Disability funded students: 10 (16)

Funded students for whom English is an Additional Language or Dialect (EAL/D): 44 (26)

Fee paying students: 1

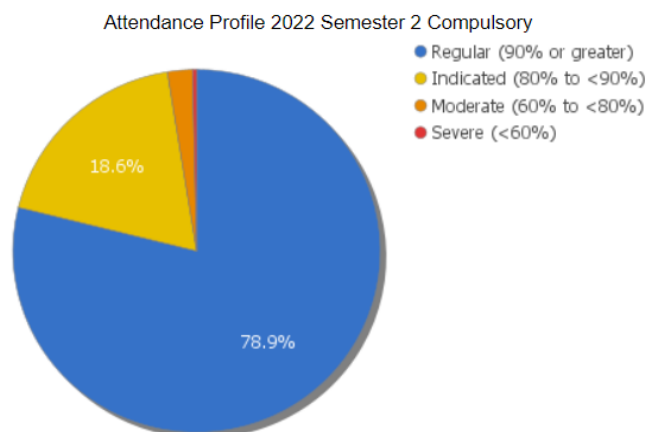
Attendance

Authorised absences ran between 99.3% to 100% during this period. The 'non-COVID' year 2019, had authorised year level absences ranging from 94% to 99%.

Semester 2 attendance from 2021 and 2022 has dropped to 78.9% compulsory attendance PP-Y6. There has been a decrease of 7.3%, which can be explained by increase in student sickness and vacations during school term with the borders opening. Semester 2, 2021 had 678 vacation days while Semester 2, 2022 had 1 084.5.

Semester 1 in 2021 saw an average attendance of 89.8% in the compulsory years. However, Semester 1 last year recorded an average attendance of 85.1% in the compulsory years. As with Semester 2, this drop is also explained by an increase in sickness, but mainly the increase in vacations. Semester 1 2021 had 450 vacation days, while Semester 1 2022 had 756.5.

While understanding that families need to travel after the borders were closed for 2 years, the impact on this travel during school term is resulting in an increasing number of students missing school. The school will be focusing on a communication strategy to the community in 2023 to reduce the number of days students are taken out of the school for vacations.



Year 6 Destination School

School	% of total (rounded)	Number of students
Shenton College	36%	27
John XXII	9%	7
Presbyterian Ladies College	7%	5
Iona Presentation College	7%	5
Christchurch Grammar	7%	5
Methodist Ladies College	5%	4
St Marys Anglican School for Girls	5%	4
Hale School	5%	4
Newman College	4%	3
Balcatta SHS	1.5%	1
Perth College	1.5%	1
Perth Modern	1.5%	1
St Hilda's Anglican School for Girls	1.5%	1
Carine SHS	1.5%	1
Scotch College	1.5%	1
St Stephens	1.5%	1
Applecross SHS	1.5%	1
Our Lady of Mercy Australind	1.5%	1
John Curtin School of the Arts	1.5%	1
Churchlands SHS	1.5%	1

Most of the intake area for Floreat lies within the catchment area for Shenton College. The College attracts a significant number of our students. As a result, we work closely with College staff to ensure our students are well prepared for the transition to Year 7 in a high school setting.



Introduction of 1:1 iPad program

Our school has always been committed to providing the best possible education to our students; integrating technology in the classroom has been a key focus in achieving this goal. We started the 2022 school year with a 94% uptake of 1:1 iPads from Years 3-6.

One of the significant achievements is the increased preparedness of our staff to teach with technology. From March 2021 to July 2022, staff preparedness has increased to 97%. This indicates that our teachers have embraced technology and are equipped with the necessary skills to deliver quality education to our students.

There has also been an increased perception of technology among our teachers. The percentage of teachers who believe that technology helps students grasp difficult concepts increased by 14.8%, and those who believe that students interact more socially while working with technology increased by 4.5%.

Elements of student learning have significantly improved since we introduced iPads in the classroom. Of particular interest is the percentage of students who engage in teamwork while using 1:1 devices has increased by 7.7%, which is a significant improvement in developing collaborative skills among our students.

As we look ahead, there are three main steps for the 2023 year. (1) We will continue to look at using technology to provide deeper, richer learning experiences by focusing on connecting technology and high-impact teaching strategies and Inquiry Learning. (2) We will remain contemporary by connecting with like schools to continue to improve our technology program, and (3) we will focus on communicating with the community about the great learning happening in classroom with 1:1 devices.



School Performance

National Assessment Program Literacy and Numeracy (NAPLAN)

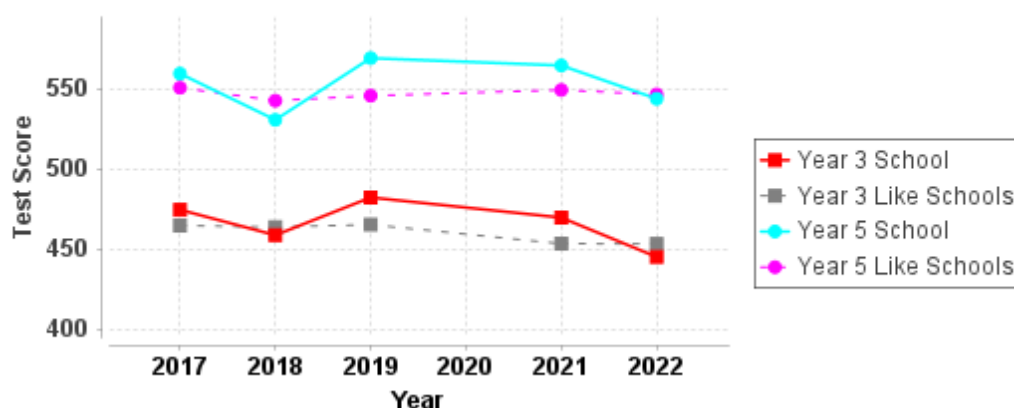
2022 saw a dip in cohort performances in NAPLAN compared to previous years, in particular the Year 3 cohort. Previous data from this cohort over time indicated that the number of high achieving student was lower than in previous cohorts, although progress for each student was on track.

Strong focus continues to be placed on curriculum design and differentiation in each year level through year level teams of teachers (PLCs), to ensure student needs are addressed at the classroom level. All 2023 Year 4 classes will remain straight classes to reflect a focus on closely monitoring the progress of students.

The following graphs illustrate the performance of Year 3 and Year 5 students over time in each area. 'Like schools' are WA government schools with a similar Index of Community Socio-educational Advantage, ICSEA. Floreat Park Primary sits in the top ICSEA band.

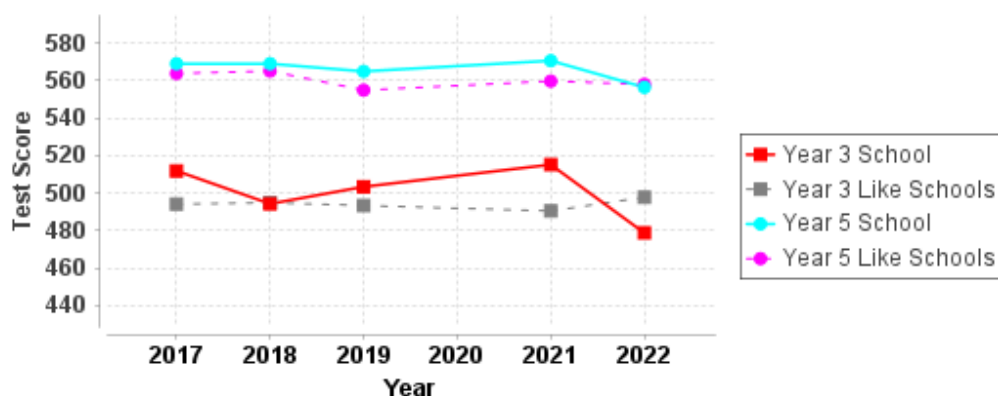
Mathematics

Average Numeracy Score



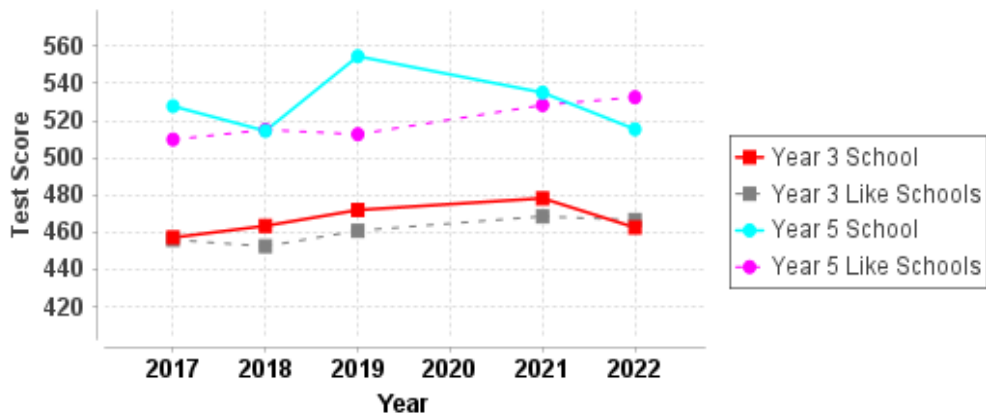
Reading

Average Reading Score



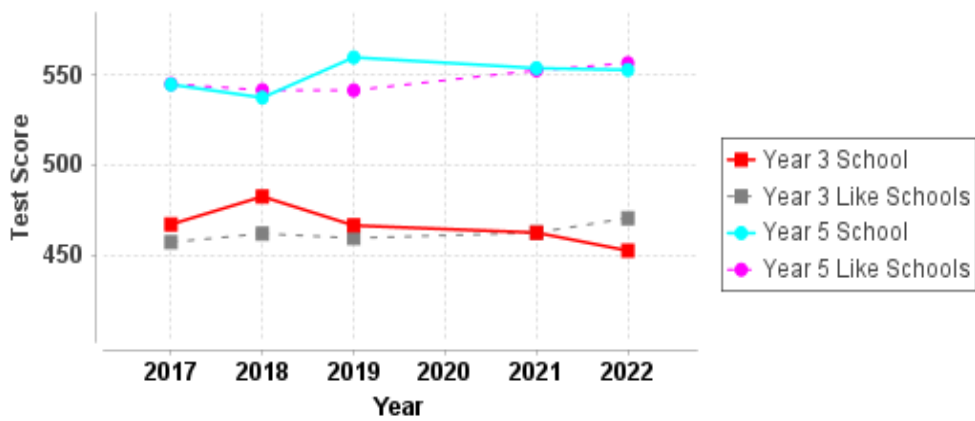
Writing

Average Writing Score



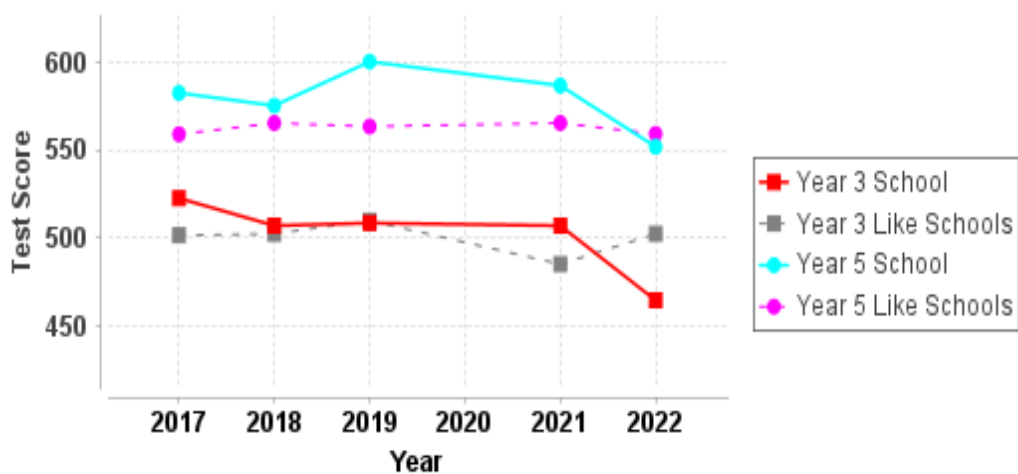
Spelling

Average Spelling Score



Grammar and Punctuation

Average Grammar & Punctuation Score



On-Entry Assessments

On-Entry assessments are administered in Term 1 Pre-primary. This is the first data collection for compulsory schooling and is therefore baseline data.

In Years 1 and 2 Reading progress is measured through the On-Entry program. Only a few schools choose to do this. By interrogating results students who may benefit from additional programs are identified.

Pre-primary

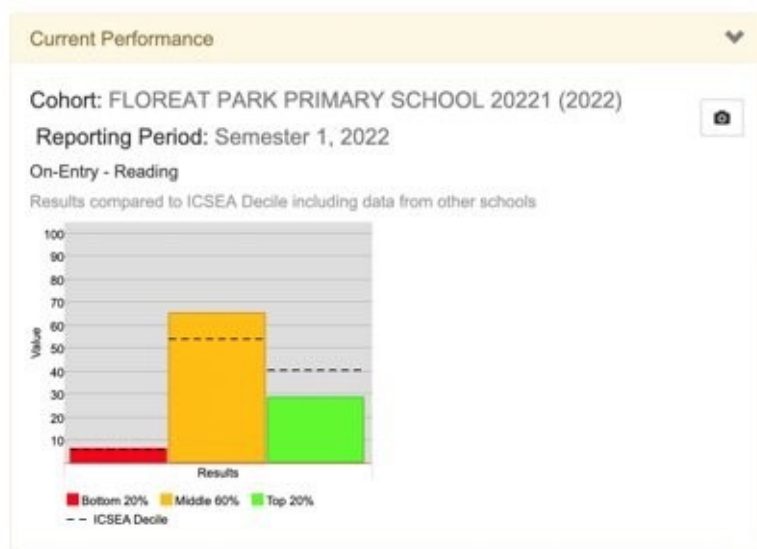
State medians in BLUE	Speaking and Listening	Reading	Writing	Numeracy
Top 20%	Not compared to state medians	20 (27%) ↓ 41%	25 (33%) ↓ 37%	13 (17%) ↓ 37%
Middle 60%		48 (64%) ↑ 51%	46 (61%) ↑ 58%	60 (80%) ↑ 56%
Bottom 20%		7 (9%) = 8%	4 (5%) = 5%	2 (3%) ↓ 7%

↑ **Above state median**

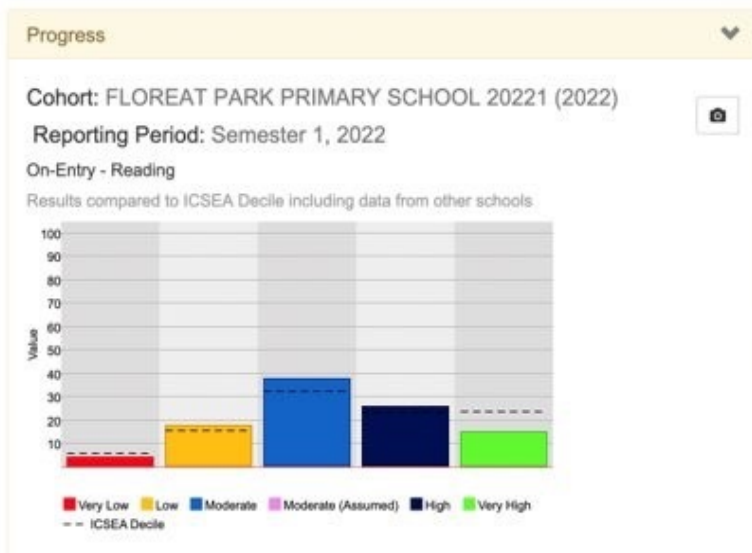
↓ **Below state median**

= **Equal to state median**

Year 1 Performance – Reading



Year 1 Progress – Reading



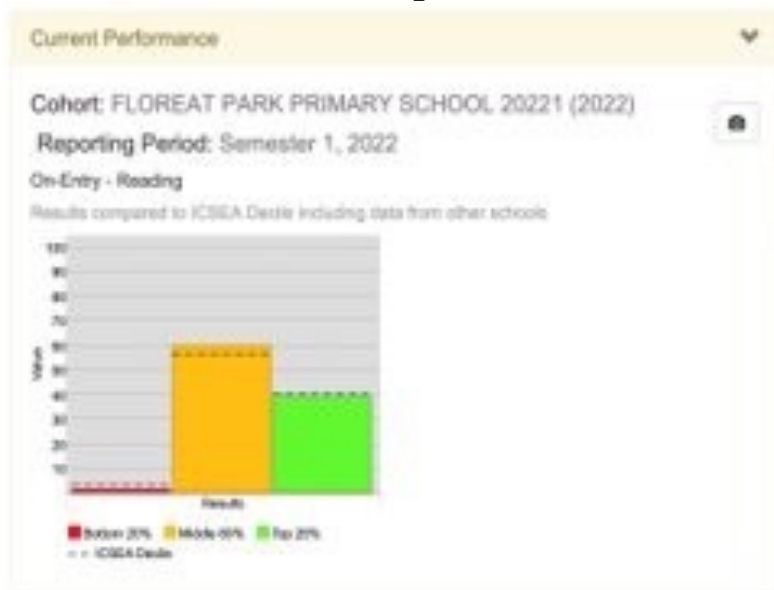
Most students are placed in the middle or high achievement bands.

The median achievement scores are below like school medians in all areas and above the state median in all areas.

Phonics was an area identified for further focus. A K-2 phonemic awareness and structured phonic approach was designed and then implemented in Term 4.

PP-Y1 Progress (74 in cohort)	
Very low	4% (3)
Low	18% (13)
Moderate (expected)	38% (28)
High	26% (19)
Very high	15% (11)

Year 2 Performance – Reading

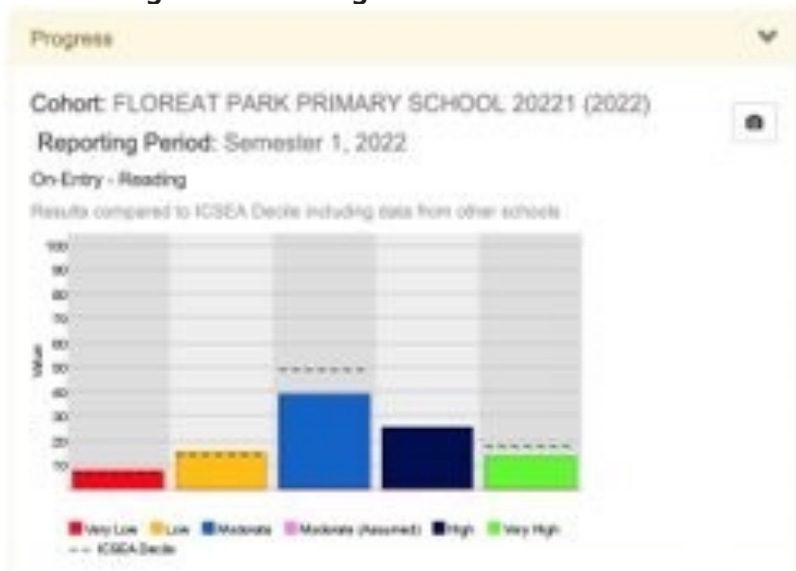


Science.

There is a large number of boys in this cohort (68%) which is significantly more than other years. Progress in line with like schools, although more students at Floreat perform show high progress. Targeted small group 1:1 intervention was implemented for low progress students in Year 2 (phonics and reading).

Y1-Y2 Progress (67 in stable cohort)	
Very low	7% (5)
Low	15% (10)
Moderate (expected)	39% (26)
High	25% (17)
Very high	13% (9)

Year 2 Progress – Reading



ICAS

Students in Years 2 – 6 were nominated by teachers or parents to sit online ICAS assessments in English, Mathematics, Science and Writing. All assessments were held before school.

The tests are aimed at extending high achieving students to achieve either high distinctions (top 1% of participants in Australia) or distinctions (next 10% of participants).

Overall, there were 13 high distinctions and 57 distinctions across all tests. Compared to 2020 and 2021 this represents the following percentage of total students in each assessment.

	2020	2021	2022
Science	23%	25%	28%
English	22%	20%	20%
Mathematics	26%	24%	17%
Writing	N/A	N/A	12%

Four students achieved medals for the top performing students nationally in English, Mathematics and

School Events and Activities

1:1 Technology Program Q&A
 Activity Week
 ANZAC Day Service
 Banksia Year Book
 Barking Gecko Theatre
 Bebras
 Bike Education
 Bold Park Excursion
 Book Week
 Camp (Year 6)
 Chess Club
 Choir
 Christmas Giving Project
 Churchlands SHS Music Night
 Colour Run – P&C Fundraiser
 Djurandi Dreaming IncurSION
 Edudance
 Faction Athletics Carnival
 Faction Cross Country
 Faction Swimming Carnival
 Fair Game Dress Up
 Filmbites Drama Workshops
 Harmony Week
 Hospital IncurSION Kindy
 ICAS testing
 In Term Swimming Lessons

Inquiry Learning
 Instrumental Music Program
 Interschool Athletics and
 Debating
 Interschool Cross Country
 Interschool Swimming Carnival
 Joy of Wood
 Kindy Orientation Day
 Learning Journey
 Leavers Assembly
 Maths Olympiad
 Morning Fitness
 One Big Voice
 NAIDOC Week
 NAPLAN Assessments
 National Simultaneous Story-
 time
 Package Free Day
 Parent Cyber Safety Talks
 Pre-primary Excursion to
 Herdsman Lake
 Pre-primary Space Dome
 IncurSION
 Ride / Walk to School Day
 Rotary Public Speaking
 Running Club

Scholastic Book Fair
 School 70th Anniversary
 Science Week
 Swimming Lessons
 Tennis Lessons
 Term 4 Sport (Year 5 & 6)
 Town of Cambridge Blue Tree
 Project
 Wildlife IncurSION Kindy
 Year 1 Kings Park Excursion
 Year 2 Scitech Excursion
 Year 3 Kings Park Excursion
 Year 3 Excursion to Tranby House
 Year 4 Excursion to Scribblers
 Festival
 Year 4 & 5 State Theatre
 Excursion
 Year 5 Arbor Day Excursion
 Year 5 Mural Painting at Floreat
 Forum
 Year 5 RAC Excursion
 Year 5 & 6 Drama
 Year 6 Camp
 Year 6 Interschool Sports
 Year Level Parent Meetings



Staff Information

In line with public sector standards, all staff are employed on permanent contracts unless they are back filling for long service leave, maternity leave or a temporary voluntary reduction in hours.

All teaching staff meet the professional requirements to teach in Western Australia Public schools and are listed on the public register of teachers on the Teacher Registration Board.

All staff have current 'Working with Children Checks'.



Voluntary Collection Rates

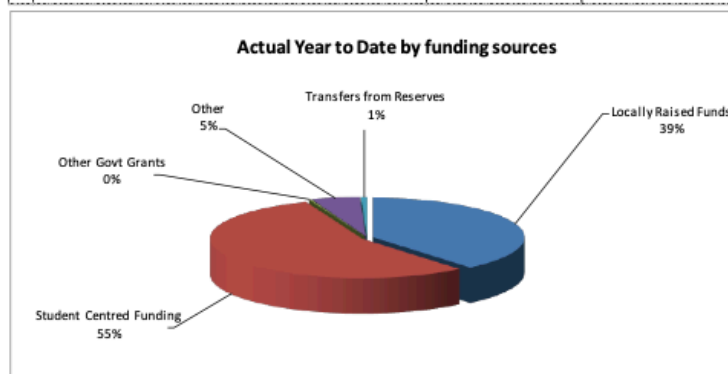
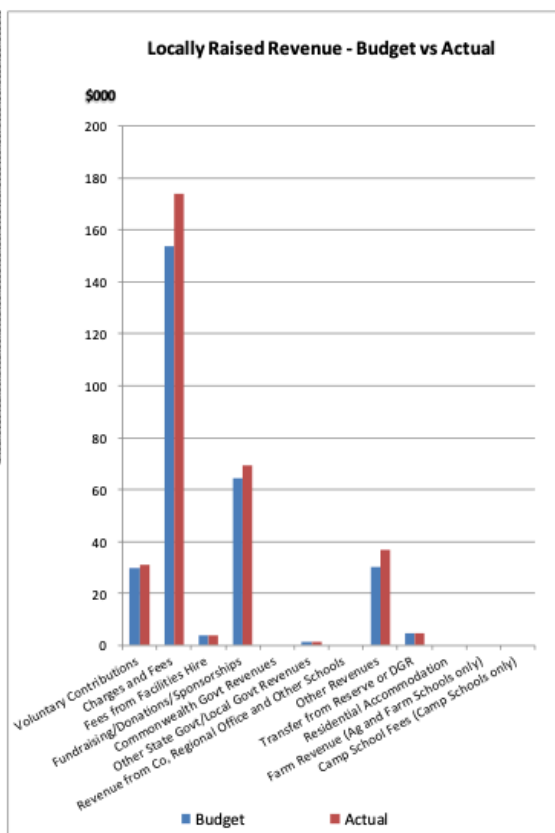
Voluntary Contributions 2019 – 2022

Year	Kindy	PP	Primary	K-6 Combined
2019	97.37	94.84	93.79	94.66
2020	99.5	89.55	91.37	92.17
2021	100	91.63	89.59	91.11
2022	96.25	84.76	84.22	85.49

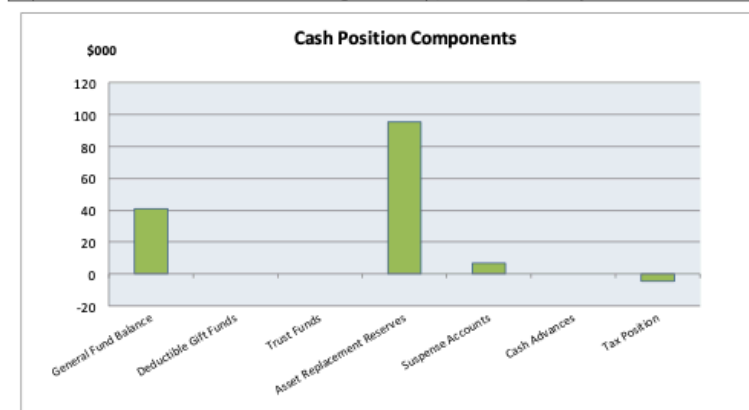
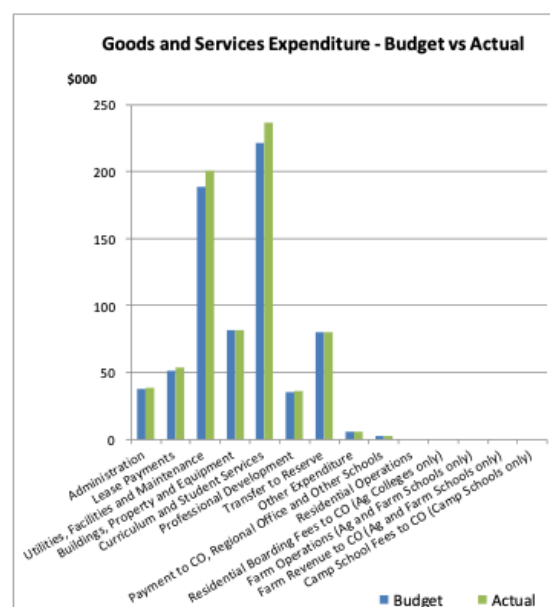
Voluntary contributions are paid directly to the school to support curriculum area budgets. The contribution is capped at \$60. Although rates are slightly down in 2022, which may in part be due to COVID, they are still indicative of high levels of support of school programs.

Floreat Park Primary School
Financial Summary as at
31st December 2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 29,841.50	\$ 30,980.00
2	Charges and Fees	\$ 153,647.43	\$ 174,015.20
3	Fees from Facilities Hire	\$ 3,654.55	\$ 3,809.09
4	Fundraising/Donations/Sponsorships	\$ 64,223.97	\$ 69,450.22
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,485.00	\$ 1,485.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 30,048.61	\$ 36,916.86
9	Transfer from Reserve or DGR	\$ 4,436.24	\$ 4,436.24
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 287,337.30	\$ 321,092.61
	Opening Balance	\$ 60,927.46	\$ 60,927.46
	Student Centred Funding	\$ 371,181.99	\$ 393,381.99
	Total Cash Funds Available	\$ 719,446.75	\$ 775,402.06
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 719,446.75	\$ 775,402.06



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 37,357.70	\$ 38,182.90
2	Lease Payments	\$ 51,000.00	\$ 53,258.90
3	Utilities, Facilities and Maintenance	\$ 188,397.52	\$ 200,218.74
4	Buildings, Property and Equipment	\$ 81,743.82	\$ 81,817.77
5	Curriculum and Student Services	\$ 220,933.03	\$ 236,148.60
6	Professional Development	\$ 35,479.89	\$ 35,699.89
7	Transfer to Reserve	\$ 80,000.00	\$ 80,000.00
8	Other Expenditure	\$ 5,776.09	\$ 6,083.35
9	Payment to CO, Regional Office and Other Schools	\$ 2,728.17	\$ 2,728.17
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 703,416.22	\$ 734,138.32
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 703,416.22	\$ 734,138.32
	Cash Budget Variance	\$ 16,030.53	



Cash Position Components	
Bank Balance	\$ 139,584.72
Made up of:	
1 General Fund Balance	\$ 41,263.74
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 95,380.16
5 Suspense Accounts	\$ 7,233.82
6 Cash Advances	\$ -
7 Tax Position	\$ (4,293.00)
Total Bank Balance	\$ 139,584.72



Signed and ratified by:

School Principal Jane Rowlands:

Jane Rowlands

School Board Chair Emma King:

Emma King
