

FLOREAT PARK PRIMARY SCHOOL



2014 ANNUAL REPORT

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OVERVIEW OF ANNUAL REPORT 2014

Floreat Park Primary School's successful application to be an Independent Public School for 2015 has been timely and welcomed by this school community.

A significant growth in student enrolments over the past three years has resulted in a projected student population exceeding five hundred students next year. This growth has required the administration of the school and the School Council to request the Department of Education to review the infrastructure needs of this school as a matter of urgency and concern.

This school and its related community have a strong culture of supporting the academic achievements of all students and providing opportunities for personal achievement and success.

The phased implementation of the Australian Curriculum, combined with the development of a professional learning community through a structured co-ordinated program, has already achieved a collaborative learning culture with a stronger focus on each child's learning and appropriate instructional programs.

"Based on *My School* data (2014), this school has been identified as demonstrating above average NAPLAN gain compared to schools with similar students. This gain is deemed to be statistically significant and worthy of highlighting and acknowledgement."

Australian Curriculum, Assessment and Reporting Authority

This performance is a direct reflection of the following.

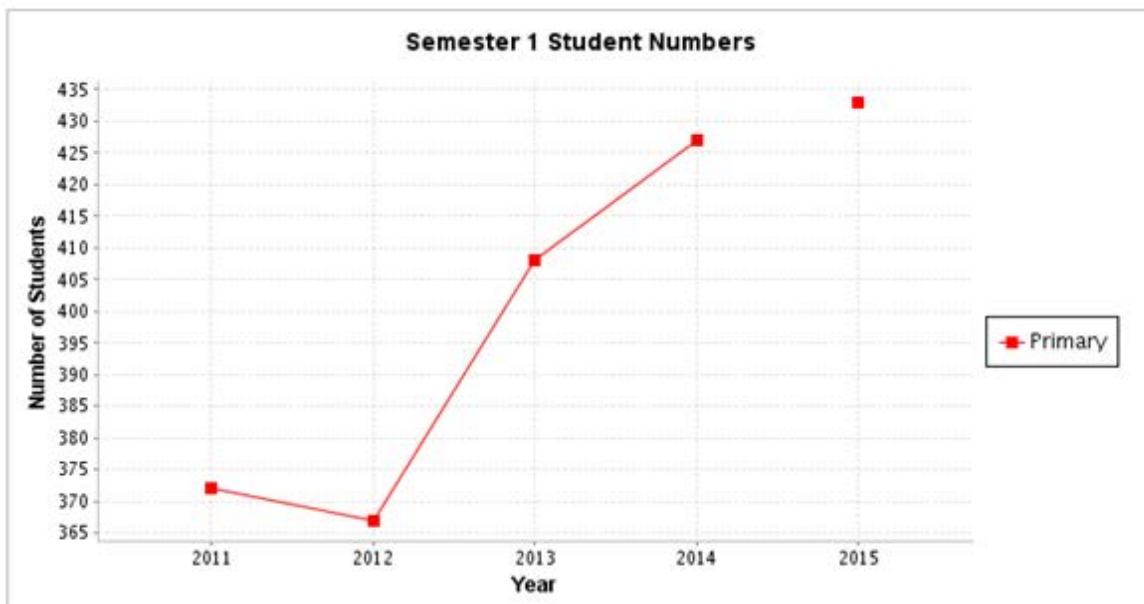
- The range and quality of Instructional Strategies deployed within the school.
- The data analysis that is used to focus on valid interpretations that enhance the quality of the teaching and learning programs.
- The capacity of staff to self-reflect about the effectiveness of their teaching and relate this to the professional learning needs.
- A school culture that is collaborative, student centred and responsive to parent expectations.
- A distributed leadership that embodies teamwork, increased teacher empowerment and accountability for improved outcomes for students.

Over the course of the 2014 school year, the support of the P&C Association, School Council and the school community have continued to be significant factors in ensuring that the Floreat Park Primary School continues to be seen in the wider community as a school of first choice.

B. Walker
Principal

ENROLMENT TRENDS

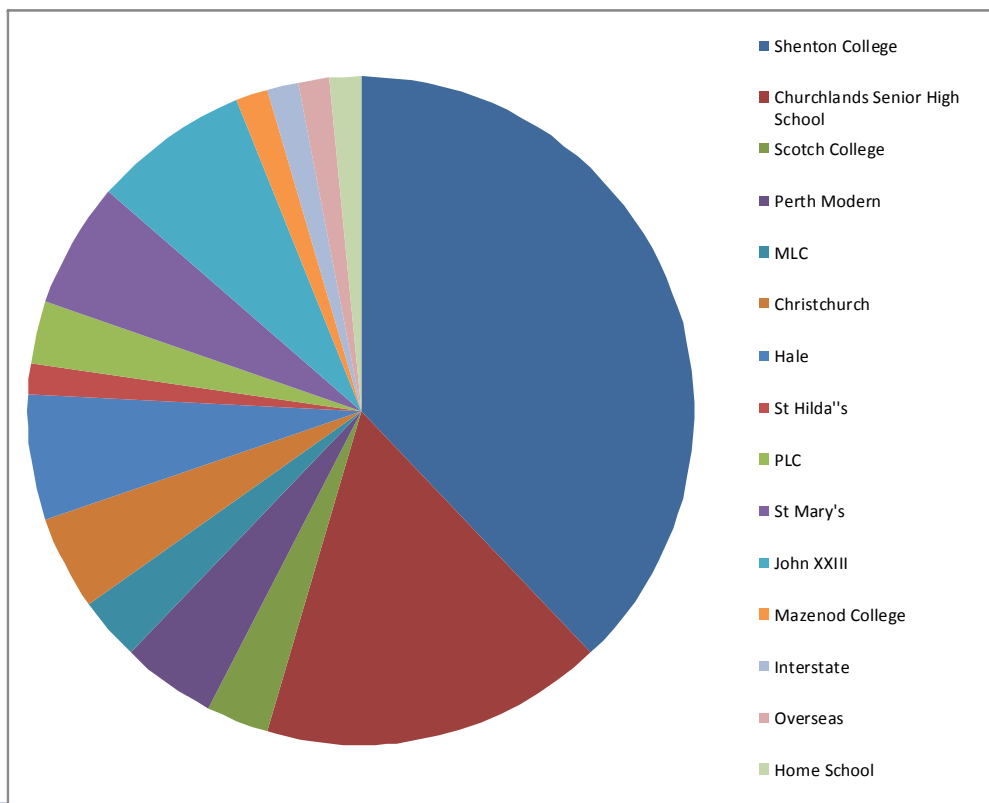
Semester 1



Semester 1	2011	2012	2013	2014	2015
Primary (excluding kindy)	372	367	408	427	433

Student attendance 2014: 94.6%

Floreat Park Primary School High School Destinations 2015



LIST OF HIGHLIGHTS

Faction and interschool swimming carnivals

City to Surf

Book Week Parade

Opera Under the Stars

Year 6/7 Bickley Camp

Pre-Primary Playground opening



Kindy tennis

ANZAC Ceremony

Year 7 Graduation

Year 6 Graduation

Lapathon

Rubber band Competition

Ride and Walk days to School



Westcoast Song Festival

School and Interschool Athletics Carnivals

Class Assemblies

Planting, harvesting and cooking

iMaths Investigations

Cambridge Art Competition

Italian Assembly Year 6 and Year 7 Activity Week



Edu Dance Concert

Chess Club

iPad Programs

Channel 7 and St. John Ambulance Visit

Book Week at Cambridge Library

2014 SUMMARY OF STUDENT PERFORMANCE

Mathematics

Mathematics has been a curriculum focus in 2014. As a whole staff, teachers reviewed the 2014 NAPLAN results and data. Teachers analysed the data and content, and collaboratively created specific focus areas across year levels to guide whole school curriculum planning. Students with individual differences were identified to inform and refine practice. Pre-Primary On Entry Math's Data was used to cater for individual differences and identified students from 2013 re-assessed in Term 1 of Year 1. Results were used to create balanced numeracy programs.

Whole school approach for planning and assessment based on the Australian Curriculum was further developed by creating year level Floreat Park Maths Files. These files reflect connected math's teaching and assessment across the school. Teachers have access to Year level ACARA Achievement Standards, SCASA Judging Standards, wiSTAR (Numeracy Block Structure), Year level maths term planners and term moderation assessment tasks. Teachers collaborated within and across year levels to create the scope and sequence maths planners and assessment tasks.

To further develop consistent whole school learning strategies the maths committee provided teachers with year level, explicit mathematical terminology and mental math strategies posters. The committee reviewed and collated all math resources creating a systematic approach to borrowing/purchasing maths resources across year levels.

Whole school use of the imaths program was continued and professional development provided in term 1. Teachers focused on creating files for each year level containing imaths differentiation tasks based on focus areas. The One Minute Basic Facts Test was implemented and collated across all year levels for whole school analysis.

The 2014 Naplan in Mathematics showed our strengths in Junior Primary are Algebra and Number. An area of focus for 2015 will be Statistics and Probability. In upper primary the NAPLAN results showed our strengths were in Algebra, Measurement & Number. The 2015 focus will be Geometry.

English

Floreat Park Primary School has maintained its key focus areas of spelling in language conventions and Spelling in context as well as a focus on punctuation and grammar in Writing and comprehension skills in Reading. Programs introduced such as Jolly Grammar in the Junior area, the Comprehension skills boxes and the differentiated program Spectrum Spelling and whole school sight word lists have helped improve student results.

There has been an additional focus on the smooth transition of language skills in the early childhood K-2 classes to enable all students to reach their full potential, and be given early intervention assistance if required. A collaborative approach by staff across all year levels and a focus on using Instructional strategies and explicit teaching has allowed the students to achieve improvement across all areas of English.

Testing

The development of a whole school assessment profile with the PAT-R program in spelling and comprehension has been helpful in tracking student progress and informing us where there are any deficits.

NAPLAN results have shown that excellent growth was added to students' results from Year 3 -5 . The student's results met the majority of targets set previously in the 2013. Floreat Park students performed consistently above the Australian mean in all areas of English.

The 2014 NAPLAN results showed our strengths in the outstanding growth that was achieved by students across all English areas. There are pleasing results in our 2014 focus areas of spelling in context, reading comprehension and grammar. In 2015, we will continue to work towards improving our outcomes in spelling in context, comprehension in reading and the use of grammar and vocabulary in writing.

The Junior Primary will focus on spelling with an emphasis on phonics and sight words to improve our spelling in context. They will focus on comprehending all types of written texts including informational texts. The upper years will focus on spelling in context and increasing vocabulary and cohesion in their writing. They will continue to focus on comprehension of many different texts types including Informational texts. The focus on grammar skills will be continued to further improve our outcomes.

Science

In 2014 teachers continued their implementation of units of work around the requirements of the National Curriculum using Primary Connections aligned to the Australian curriculum. We addressed the need for a consistent format of assessment across the school and used the Primary Connections assessment rubrics to evaluate understanding and skills.

We continued to promote and celebrate science across the school (PP-Year 7) through:

- National Science Week tabloids,
- Rubber band Car competition celebrated at an assembly; and
- Science Extension offered to children in Years 3-5.



Health and Physical Education

The You Can Do It programme and Fundamental Game Strategies programmes are key components of the Health and Physical Education Programmes at Floreat Primary School. Floreat focuses on a developmental pathway in which students progress through these two programs from years one to seven, and leave the school as competent, skilful, analytical athletes and with life skills to help develop resilience, respect and confidence to enable the student to reach their full potential.

This year Floreat has also had a strong community focus, resulting in partnerships with University Hockey Club, Floreat Tennis Club, W.A. golf, Claremont Football Club, W.A.C.A. cricket and Wembley Lacrosse Club. Our term four Friday sport program allowed students the opportunity to participate in various sports in the community including squash, archery, golf, basketball volleyball, tae kwon do and tennis. This has given students an opportunity for an extended development pathway beyond school. Floreat participated in Interschool Swimming and Interschool Athletics competitions.

Floreat also played in an Interschool Winter Sports competition involving netball, soccer and football. A holistic approach by the Physical Education Specialist, classroom teachers and the school is having a direct impact on the fitness and skills of all students.

Testing

The Fundamental Movement Skills of throwing and catching were the focus in 2014. Students were encouraged to use self- assessment, teacher assessment and feedback from peers to work on areas of improvement. In 2015 iPads will be used as an assessment tool.



ICT

In 2014, the school continued to integrate ICT throughout the curriculum while introducing iPads into classrooms. Over the course of the year, the school purchased 110 iPads and rolled them out to the classrooms. The iPads were split into three whole class sets and all the classrooms were able to use them regularly each week. In Kindy and Pre-Primary, each classroom was allocated five iPads for use.

The iPads were used in all areas of the curriculum and helped aid learning for each student. In Mathematics, some apps that were used included Mathletics, Skoolbo, and Maths Bingo. In English, apps used within the classrooms included Popplet, Tellagami and PicCollage. In Science, the students were able to use Popplet and record videos. In Society and Environment, the students were able to use Stop Motion to retell myth stories.

The school staff was upskilled in the use of iMaths, Skoolbo, Popplet, and Integrating ICT in the Classroom PD by SIDE and were able to transfer this into the classroom. These were some exciting and innovative times at Floreat Park Primary School. The students had the motivation and desire to produce excellent work with the aid of iPads.

The 2014 school year has been a success for I.C.T. and we hope to continue this innovative work.



Visual Arts

Students at Floreat Park had a wide range of opportunities to develop their imagination and creativity through the Visual Arts this year. The Parents and Citizens Association provided the funding again for the art teacher so that the well balanced program could continue. There was an underlying focus on the elements of design in all activities while providing opportunities to work with the forms of painting, collage, mixed media, digital media, printmaking, textiles, ceramics and 3D construction.

The art teacher collaborated with class teachers to integrate art into other learning areas. Themes for the students' art works were based on science themes of animals, plants, space, shadows and silhouettes; design and technologies themes of fibres and textiles; and studies of art in other cultures. The students' art work was commercially printed on to cards and calendars as a Parents and Citizens Association fundraiser. Their art work also received high praise at the annual Town of Cambridge Local Schools Art Competition.



Music

Music is taught to all students in Years 1 - 7. Students learn through vocal, instrumental and aural activities. Floreat Park has a strong Instrumental Music Program run through the School of Instrumental Music. The program offers students in Years 3, 4, 5, 6 and 7 the opportunity to learn the violin, viola, cello, clarinet, flute, brass and classical guitar.

Floreat Park has a School Orchestra consisting of students in Years 5 to 7. All students who learn the violin, viola or cello as part of the Instrumental Music program are expected to join the School Orchestra. The Orchestra rehearses before school on a Wednesday morning from 7.50 – 8.50am and is conducted by our specialist violin teacher. Students who receive private tuition on the violin, viola or cello are able to audition to be part of the School Orchestra. The Orchestra performs at the Music Assembly and at the End of Year Concert.

The School Choir in 2014 consisted of 50 students from Years 4 – 7. They rehearsed on a Thursday morning before school from 8 – 8.50am. The School Choir has performed at a number of events throughout the year. The School Choir performed a concert for local community members at the Floreat Uniting Church. This has become an annual event and students are then provided with an afternoon tea and the opportunity to meet some of the local community members. The major performance for the School Choir was the Westcoast Songfest held on November 7 at HBF Arena in Joondalup. The festival brings together 60 choirs who come together and celebrate the love of singing in a non-competitive environment. All songs are specifically chosen for their positive messages. Holly Chappell, Jessica Goodwin were selected to perform solos at the concert while Natasha Ronzan was asked to compare the event. The school choir also performs at the Music Assembly and End of Year Concert.

Our final event for the year was the End of Year Concert. The event this year was held at the Salvation Army Church on December 2. All students in the Instrumental Program, School Choir and School Orchestra performed. This was an amazing night showcasing the talents of our students.



LOTE – Italian

This year the focus in LOTE was to use the Italian language for communicative purposes in interpreting, creating and exchanging meaning.

In order to develop listening, speaking and writing skills a thematic approach was adopted in Semester 1 'Tutto di Me' (All About Me). Students in year 3 and 4 interacted and socialised with the teacher and peers to exchange personal information, ask for things and describe favourite things, family members and pets. Years 5 to 7 interacted in various ways to share interests, leisure activities, feelings and opinions and preferences. Upper primary students successfully completed detailed profiles of themselves.

In semester 2 the thematic focus was food. Year 3 students expressed preferences for certain fruits and asked for their favourite fruit for a fruit salad they created and sampled. Year 5 students utilized relevant language to ask for their favourite ingredients for their own 'panino' (bread roll) and consequently produced an advertisement. Year 6 students used the necessary skills to read, comprehend and follow a pizza recipe and ask for their favourite pizza toppings to make their own pizza.



Year 7 students focused on the topic 'Il Ristorante'. They identified the various parts of a menu and successfully learnt the various foods and drinks found on typical Italian menus in Italian. Students used their knowledge to order their meal at the 'Sorrento' restaurant and then described their meal. Students were also able to talk about the foods they eat generally and successfully expressed their likes and dislikes of various dishes. These students also wrote their own role plays based on these learning experiences.

All students used various on line programs to enhance learning. Years 5 to 7 used *Language Perfect* on iPads and participated in relevant championships. All students completed tasks with special cultural significance. Year 6 and 7 students created their own decorative masks using traditional embellishments and design to celebrate Carnevale. Students also learnt various songs and created cards for various special events throughout the year. (Mother's Day, Easter, Christmas etc). Year 4 students successfully performed the play 'Goldilocks and the Three Bears' at the Italian Assembly. This experience developed students' listening and speaking skills, improved pronunciation and aided the acquisition of new vocabulary.

FLOREAT PARK PRIMARY SCHOOL ACHIEVEMENT TARGETS

Floreat Park Primary School has set the following targets for NAPLAN in 2015 – 2017.

Achievement Targets 2015 -2017

Literacy

NAPLAN progress and achievement

- Maintain or exceed year 5 students' literacy results compared to statistically similar schools (reading, writing, spelling, grammar and punctuation).
- Increase year 3 students' literacy results (writing, spelling, grammar and punctuation) compared to statistically similar schools.
- Maintain year 3 students' reading results compared to statistically similar schools.

Numeracy

NAPLAN progress and achievement

- Maintain or exceed year 5 students' numeracy results compared to statistically similar schools.
- Increase year 3 students' numeracy results compared to statistically similar schools

Pre-primary On-entry assessment

- Literacy: by the start of year 1, students will achieve an average cohort score of 1.0 VELs
- Numeracy: by the start of year 1, students will achieve an average cohort score of 1.0 VELs

Science

To source a valid science assessment instrument in order to assess selected year groups and establish an ongoing assessment program.

FLOREAT PARK PRIMARY SCHOOL NAPLAN PERFORMANCE

It is quite evident that the resources deployed to address the comparative weaknesses identified in spelling and punctuation (in context) have achieved the outcomes sought. Targets were exceeded in nine of the twelve priorities set.

Naplan School mean % above national mean

Spelling - Language Conventions

	YEAR 3	YEAR 5	YEAR 7
Target	10%	15%	20%
2012	4.91%	14.8%	19%
2013	10.59%	15.59%	13.13%
2014	13.4%	17.8%	19.23%

Spelling - (in context Writing)

	YEAR 3	YEAR 5	YEAR 7
Target	10%	15%	20%
2012	10.4%	15.6%	19.9%
2013	6.5%	12.7%	14.8%
2014	17%	20.6%	17.4%

Punctuation - (in context Writing)

	YEAR 3	YEAR 5	YEAR 7
Target	10%	10%	10%
2012	5.9%	4.5%	22.3%
2013	9.4%	5.8%	11.6%
2014	12.6%	16.7%	22%

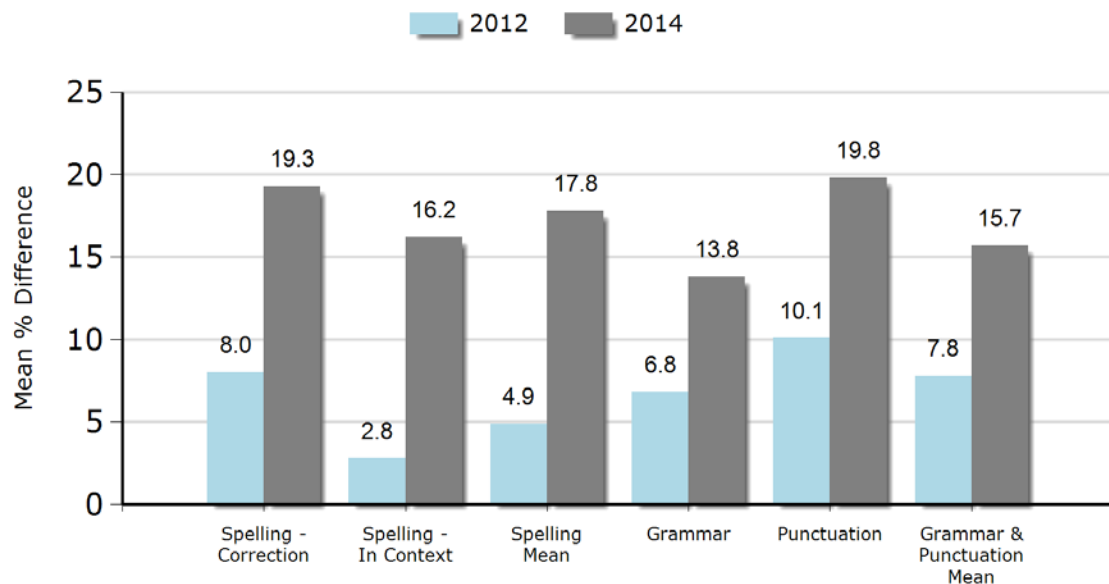
Numeracy

	YEAR 3	YEAR 5	YEAR 7
Target	15%	15%	20%
2013	7.96%	11.52%	25.99%
2014	13.69%	18.68%	20.57%

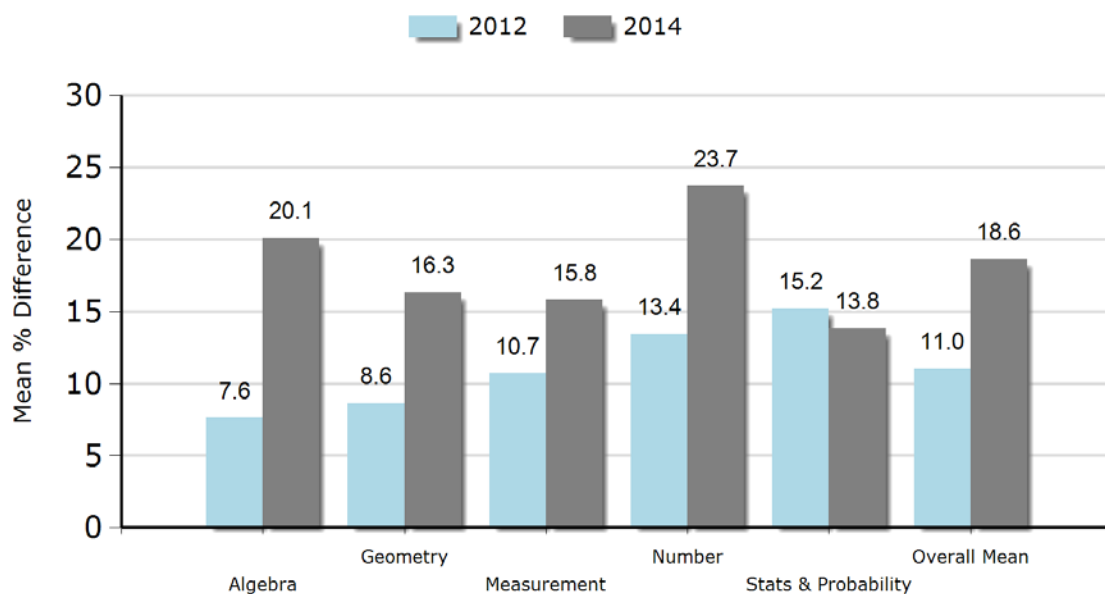
Floreat Park Primary School - Graphical summary all students

The following graphs demonstrate the longitudinal data for NAPLAN Year 3 to Year 5 in 2014.

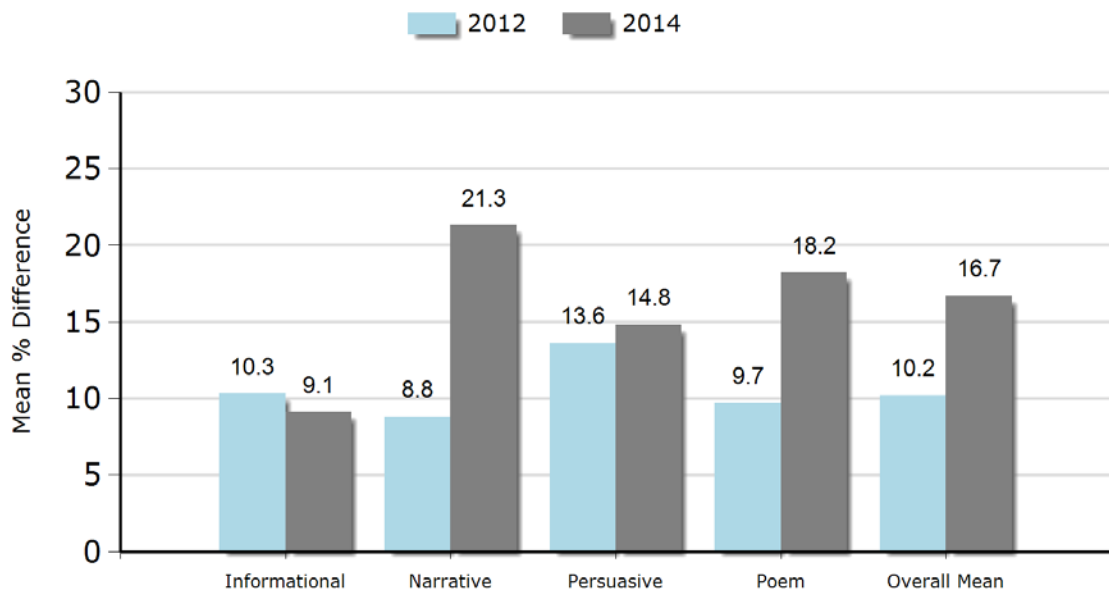
Language Conventions (Against Australian Means)



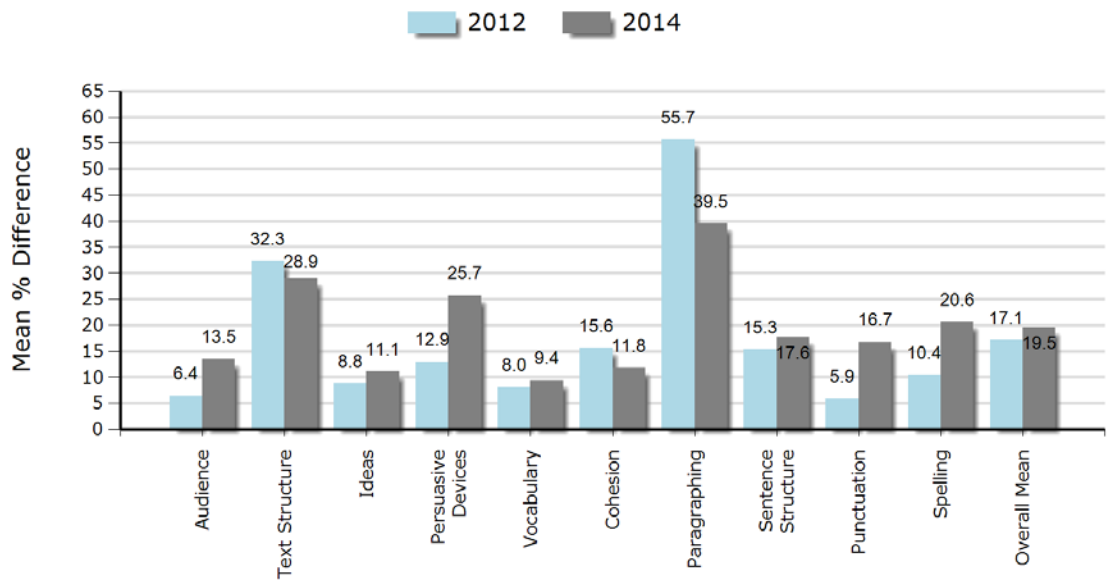
Numeracy (Against Australian Means)



Reading (Against Australian Means)

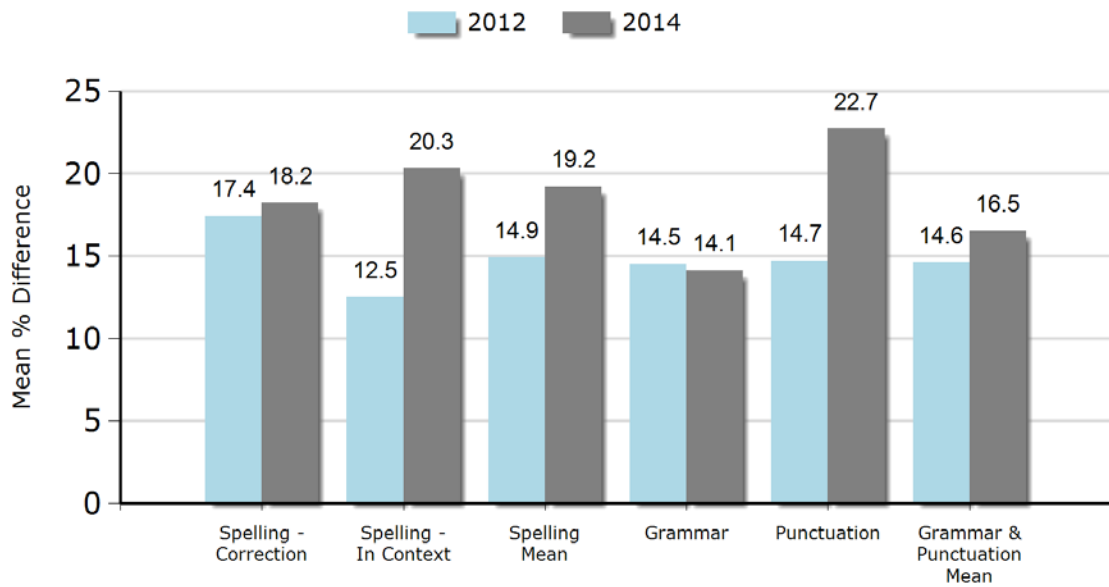


Writing (Against Australian Means)

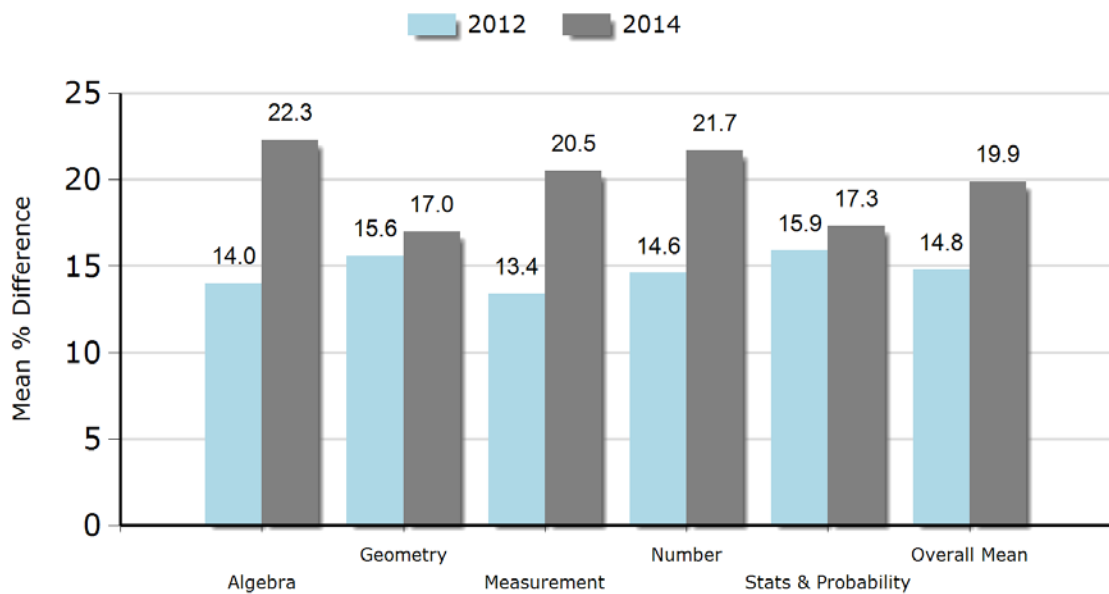


The following graphs demonstrate the longitudinal data for NAPLAN Year 5 to Year 7 in 2014.

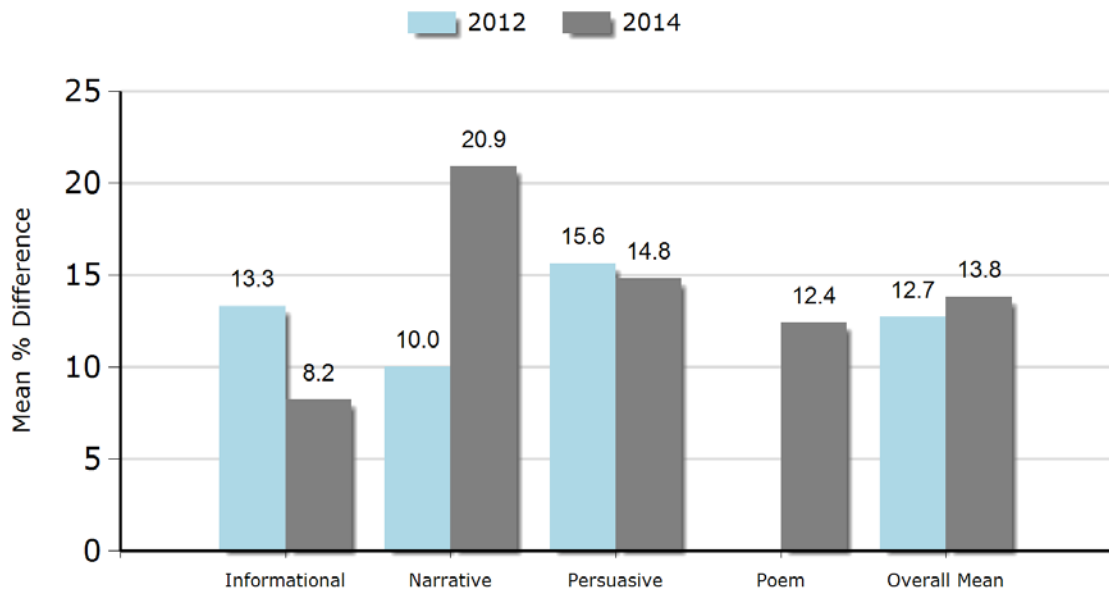
Language Conventions (Against Australian Means)



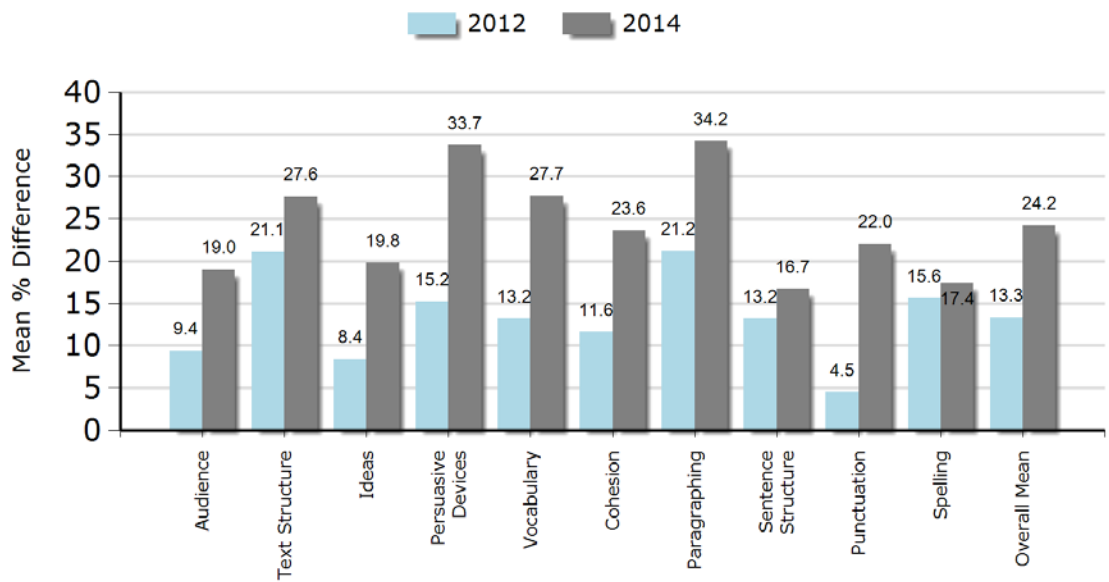
Numeracy (Against Australian Means)



Reading (Against Australian Means)



Writing (Against Australian Means)



2014 Floreat Park Primary School NAPLAN results compared to statistically similar schools

The 2014 NAPLAN results, as displayed in the tables below, demonstrate that the majority of the Floreat Park Primary School year 3, 5 and 7 students consistently scored in the top two bands. The year 5 and 7 cohort in the top two bands also scored higher than students from statistically similar schools in all test areas.

The year 3 cohort in the top two bands scored just below (2% to 5%) those students at statistically similar schools in writing, spelling and grammar and punctuation. In numeracy their results equated to those of statistically similar schools and in reading were above.

Numeracy

Bands	Year 3		Bands	Year 5		Bands	Year 7	
	Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools
5 & 6	70%	70%	7 & 8	67%	56%	8 & 9	75%	67%
4	24%	19%	6	28%	29%	7	21%	21%
1 to 3	6%	11%	3 to 5	5%	15%	4 to 6	4%	12%

Writing

Bands	Year 3		Bands	Year 5		Bands	Year 7	
	Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools
5 & 6	68%	73%	7 & 8	46%	38%	8 & 9	64%	47%
4	24%	18%	6	30%	34%	7	29%	27%
1 to 3	8%	8%	3 to 5	23%	28%	4 to 6	4%	26%

Reading

Bands	Year 3		Bands	Year 5		Bands	Year 7	
	Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools
5 & 6	80%	78%	7 & 8	75%	64%	8 & 9	61%	65%
4	14%	15%	6	14%	22%	7	32%	23%
1 to 3	6%	7%	3 to 5	11%	13%	4 to 6	7%	12%

Spelling

Bands	Year 3		Bands	Year 5		Bands	Year 7	
	Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools
5 & 6	66%	68%	7 & 8	66%	60%	8 & 9	82%	62%
4	20%	20%	6	26%	24%	7	11%	23%
1 to 3	14%	10%	3 to 5	10%	16%	4 to 6	7%	16%

Grammar and punctuation

Bands	Year 3		Bands	Year 5		Bands	Year 7	
	Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools		Floreat Park PS	Statistically Similar Schools
5 & 6	76%	80%	7 & 8	77%	70%	8 & 9	68%	65%
4	16%	13%	6	14%	17%	7	25%	23%
1 to 3	8%	12%	3 to 5	9%	12%	4 to 6	7%	11%

Source: ACARA- My School website: <http://www.myschool.edu.au>

Summary Floreat Park Primary School 2014 NAPLAN Results

When comparing to 'Like Schools' in Western Australia, Floreat Park Primary School ranks consistently in the top five schools across each year level and within each Domain of Assessment. The figures below highlight the performance of Floreat Park Primary School. The first two data sets compare Floreat Park Primary School against schools with a similar socio-economic profile to Floreat Park.

The 'My School Website' also provides a clear comparison of how Floreat Park Primary School rates against other schools with a similar ICSEA (Index of Socio Educational Advantage). A measure called the 'NAPLAN Score' is used to gauge performance and progress across years and year levels. A summary is shown in Comparison 2.

Comparison 1

For the purpose of this part of the summary, the performance of Floreat Park Primary School has been compared to the Australian mean. A percentage above the mean has been calculated for all Year 3 students and the Stable Cohort students in Year 5 and Year 7 who undertook the assessments.

The Stable Cohort comprises those students who were at the school during or before 2012 and who subsequently undertook both the 2012 and 2014 assessments.

Percentage above the Australian mean

Domain of Assessment Year Level	Numeracy	Reading	Writing	Spelling	Grammar	Punctuation
Year 3 (All Students)	13.7	13.4	16.1	13.4	14.4	13.8
Year 5 (Stable Cohort)	17.9	17.2	21.7	17.7	11.6	18.7
Year 7 (Stable Cohort)	19.5	13.9	24.3	17.1	13.1	20.0

Comparison 2

Rankings against Western Australian schools with similar socio economic profiles. These tables use the 2014 NAPLAN Scores.

Year 3	Floreat	Private School (Boys)	Private School (Girls)	Private School (Girls)	Private School (Boys)	Private School (Boys)	Government IPS school
Reading	486	472	483	469	463	458	469
Writing	443	415	461	469	434	425	438
Spelling	455	436	504	438	430	437	454
Gram & Punc	503	481	521	482	468	461	479
Numeracy	458	455	473	445	452	460	441

Year 5	Floreat	Private School (Boys)	Private School (Girls)	Private School (Girls)	Private School (Boys)	Private School (Boys)	Government IPS school
Reading	582	566	563	570	541	582	547
Writing	523	511	516	524	506	513	510
Spelling	552	545	544	527	534	552	547
Gram & Punc	587	566	548	563	536	575	560
Numeracy	567	552	528	535	536	577	552

Year 7	Floreat	Private School (Boys)	Private School (Girls)	Private School (Girls)	Private School (Boys)	Private School (Boys)	Government IPS school
Reading	605	605	614	607	592	613	608
Writing	590	565	584	574	596	568	581
Spelling	607	588	601	582	596	600	593
Gram & Punc	633	604	617	606	610	608	612
Numeracy	622	624	607	595	656	642	617

Floreat's Ranking	Year 3	Year 5	Year 7
Reading	1	1	3
Writing	3	1	2
Spelling	2	1	1
Gram & Punc	2	1	1
Numeracy	3	2	4

The rankings in the 15 assessments show Floreat ranked 1st in 7, 2nd in 4, 3rd in 3 and 4th in 1.

Comparison 3

Distribution of students – NAPLAN Performance 2014

	Bottom quarter	Middle quarters		Top quarter
Floreat Park Primary School distribution	1%	3%	13%	83%
Australian distribution	25%	25%	25%	25%

The table above indicates that overall as a school, Floreat Park Primary School students performed exceptionally well with 83% of our students achieving results that place them in the top quarter on a national level.

Student gains - NAPLAN Performance from 2012 to 2014

Student gains measure the difference in students' achievement levels between two testing years. In the case of Floreat Park Primary School, this refers to 79% of the students who sat the tests. Gains are reported in reading, writing and numeracy and are measured in “bands” with band 1 being the lowest and band 10 being the highest. These band scales are then used to report student progress through Years 3, 5, 7 and 9.

The following table provides information on the “gains” achieved by Year 3 students (who sat the test in 2012) in comparison to their performance two years later as a Year 5 student (who sat the test in 2014).

	FPPS (Year 3 - 2012)	FPPS (Year 5 - 2014)	National Average (Year 3 - 2012)	National Average (Year 5 - 2014)
Reading	High Band 5	Low Band 8	High Band 4	Band 6
Writing	Mid Band 5	High Band 6	High Band 4	High Band 5
Numeracy	Lower Band 5	Band 7	Band 4	Low Band 6

In comparison to other schools on a National level, Floreat Park Primary School’s performance is 1 to 2 bands higher than the national average.

Commendation

Floreat Park Primary School has been singled out for meritorious recognition by the Australian Curriculum Assessment and Reporting Authority (ACARA). This recognition was for the school's consistency in being able to 'add value' to the students' academic performance across several years of NAPLAN testing. A copy of the email received is below.

Dear Principal

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for Australia's national reporting program, which includes *My School*.

ACARA intends to update *My School* 2015 on Thursday 5 March 2015.

Based on *My School* data, and using a methodology explained below, your school has been identified as demonstrating above average NAPLAN gain compared to schools with similar students. This gain is deemed to be statistically significant and worthy of highlighting and acknowledgement.

To identify your school as demonstrating this above average gain compared to schools with similar students and to deem this statistically significant, ACARA employed a methodology that considered three key factors being:

1. Your overall gain compared to previous years;
2. Your gain compared to schools with similar students based on the Index of Community Socio-Educational Advantage (ICSEA) level; and,
3. Your gain compared to other students at similar NAPLAN start points.

As part of *My School* communications planning, ACARA held a media briefing today, Monday 2 March 2015. The media briefing included journalists from the major metropolitan media.

Your school's name has been provided to the media. While we provide these data to the media to highlight positive cases of gain, it is not our role, nor do we have the data to fully explain, what has been occurring in your school to explain how this gain has been achieved. It is possible you will receive calls from the media wanting information about changes that may have occurred at your school or programs implemented at your school, which may have contributed to this gain. It is entirely up to you whether or not you speak to the media about your school's performance.

We have advised relevant media people in your school sector and recommend that you follow all normal procedures in dealing with media requests.

Kind regards

Richard

Richard Parlett
Communications Manager
Communications and Strategic Relations



STUDENT SATISFACTION SURVEY 2014

The following tables display the school's comparison to overall the National school surveys benchmark data covering 58 schools and approximately 1 000 students in years 4 to 7. Our results are extremely encouraging on these comparisons and given that the survey was completed in term one, prior to the upgrade in our IT resources, our students identified the technology and resources area as an area of need.

The main levels of satisfaction have been calculated by consulting students' responses on the scale 0-5 to percentages.

The average +13.8% higher than the National Benchmark is a very positive result.

Key Area	National Benchmark Mean	2014 Floreat Park Primary School Mean	Difference in 2014 Mean
1. Guidance and Support	69.8%	79.5%	+9.7%
2. School Environment	60.7%	77.6%	+16.9%
3. Teacher Quality	63.3%	81.6%	+18.3%
4. School Curriculum	65.2%	77.0%	+11.8%
5. Learning Opportunities	68.8%	82.4%	+13.6%
6. Personal Development	66.9%	83.4%	+16.5%
7. Student Behavioural Values	66.7%	81.2%	+14.2%
8. Technology and Resources	64.5%	72.4%	+7.9%
9. Student Relationships	63.9%	78.2%	+14.3%
Overall	65.5%	79.3%	+13.8%

PARENT OPINION SURVEY 2014

Strengths and areas for Improvement.

Floreat Park Primary School's Top 5 Strengths (compared with benchmark)

1	I have access to my child's teacher(s) when I feel the need to contact them
2	Students present themselves with pride
3	My child enjoys going to school each day.
4	I feel well-informed about school matters
5	I feel like my child belongs in this school

Floreat Park Primary School's Top 5 Areas for Improvement (compared with benchmark)

1	This school encourages my child to participate in community activities
2	This school provides a wide variety of classwork that suits my child's needs.
3	The curriculum is innovative and meets the needs of individual children.
4	The computers and other resources are easily accessible to my child.
5	The school keeps me well informed of my child's academic progress.

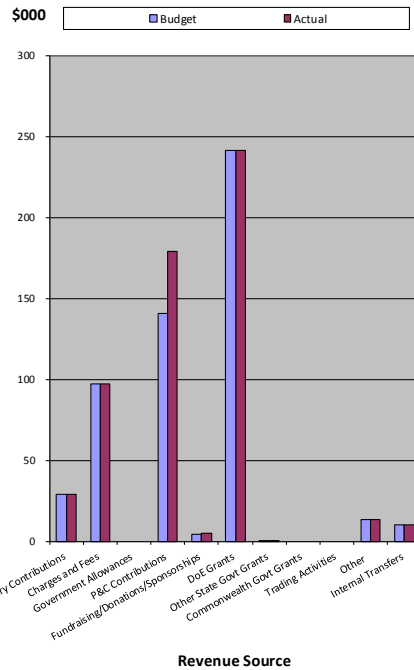
FINANCIAL DATA



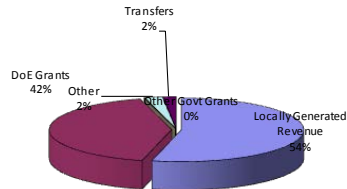
Floreat Park Primary School Financial Summary as at 29 January 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 28,700.00	\$ 28,650.00
2	Charges and Fees	\$ 96,961.00	\$ 96,961.95
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 140,464.00	\$ 179,145.07
5	Fundraising/Donations/Sponsorships	\$ 4,525.00	\$ 4,795.25
6	DoE Grants	\$ 241,458.87	\$ 241,459.09
7	Other State Govt Grants	\$ 307.00	\$ 460.92
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 13,159.00	\$ 13,209.86
11	Internal Transfers	\$ 10,000.00	\$ 10,000.00
	Total	\$ 535,574.87	\$ 574,682.14
	Opening Balance	\$ 91,704.08	\$ 91,704.08
	Total Contingency Funds Available	\$ 627,278.95	\$ 666,386.22
	Total Salary Allocation	\$ 1,115,000.00	\$ 1,115,000.00
	Total Funds Available	\$ 1,742,278.95	\$ 1,781,386.22

Contingencies Revenue - Budget vs Actual

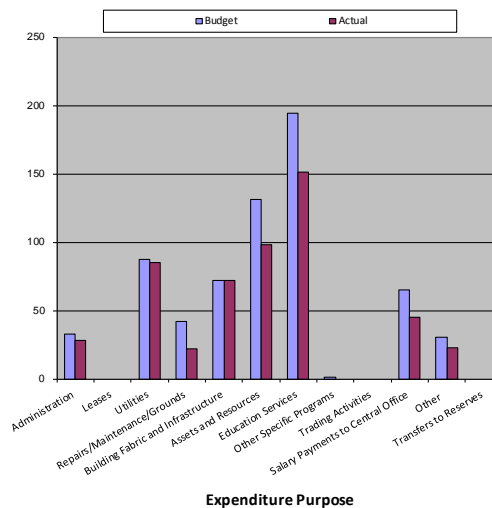


Current Year Actual Contingencies Revenue Sources

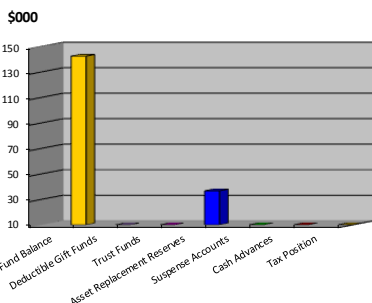


	Expenditure	Budget	Actual
1	Administration	\$ 32,923.64	\$ 28,212.51
2	Leases	\$ -	\$ -
3	Utilities	\$ 87,112.84	\$ 85,236.53
4	Repairs/Maintenance/Grounds	\$ 41,892.00	\$ 21,730.30
5	Building Fabric and Infrastructure	\$ 71,931.00	\$ 71,931.10
6	Assets and Resources	\$ 131,500.00	\$ 97,700.74
7	Education Services	\$ 193,897.16	\$ 151,531.37
8	Other Specific Programs	\$ 1,000.00	\$ -
9	Trading Activities	\$ -	\$ -
10	Salary Payments to Central Office	\$ 65,000.00	\$ 45,000.00
11	Other	\$ 30,418.50	\$ 22,664.69
12	Transfers to Reserves	\$ -	\$ -
	Total Contingencies Expenditure	\$ 655,675.14	\$ 524,007.24
	Total Salary Expenditure	\$ 1,115,000.00	\$ 992,068.00
	Total Expenditure	\$ 1,770,675.14	\$ 1,516,075.24

Contingencies Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 172,425.29
Made up of:	\$ -
1) General Fund Balance	\$ 142,378.98
2) Deductible Gift Funds	\$ -
3) Trust Funds	\$ -
4) Asset Replacement Reserves	\$ 36,689.50
5) Suspense Accounts	\$ 34.19
6) Cash Advances	\$ 600.00
7) Tax Position	\$ 6,009.00
Total Bank Balance	\$ 172,425.29