



# Floreat Park Primary School





## Annual Report

### Principal's address



'Inspiring Students', the 2018-2020 Business Plan articulates the medium term direction and vision for our school. Central to this direction has been an emphasis on student engagement, wellbeing and enhanced opportunities for a student voice throughout the school.

In schools, classroom teachers have the greatest impact on student learning. The changing face of the workplace and developments in technology have impacted on the skills and attitudes students will need as future citizens. Our educators have been engaged in evaluating what we do and how we do it so that our curriculum is contemporary, relevant and future focused. The success of this can be measured in part by the school's academic results, through student achievement and progress. Our 2018 results saw some excellent gains and also highlighted areas for development. It is important that we continue to use data and the other information we collect on student performance to drive our improvement agenda.

We aim to provide a stimulating and safe learning environment for our students and in collaboration with our community, have enhanced some of our play spaces and the environment. This is an ongoing project with the next phases planned for 2019.

It is my pleasure to present to the 2018 Annual Report. In doing so I acknowledge the very many people who have contributed to the successes of 2018; staff, leadership team, the Board, Parents and Citizen's Association (P&C), the wider community and our wonderful students. Special thanks to retiring Board Chair Andrea Lam and P&C President Kim Batina.

Jane Rowlands

Principal



## School Board



2018 was a significant year for Floreat Park Primary School. As the school completed its first 3-year cycle as an independent school, we commenced the school year with a new business plan, prepared collaboratively by staff, parent and community members. The strategic direction behind the new business plan for 2018 to 2020 is evidence based and aligns with what all stakeholders aim to achieve by 2020.

This year, the Board was active in reviewing and updating school policies to ensure it provides sufficient guidance to the school community on a range of educational services. The Board's regular monitoring of the school finances noted significant investment in Information and Communications Technology, as well as infrastructure in classrooms and school grounds. 2018 was also a year where performance data identified strong NAPLAN and ICAS Competition results. Academic and non-academic data also indicated the changing demographics in our community, as our school embraced greater cultural diversity with our students originating from a total of 33 countries.

Working closely with the Town of Cambridge, the Board takes an active interest in issues that will impact the school community. The 2018 Draft Local Planning Strategy identifies additional residential dwellings within the school's local intake area. The School Board will continue to work with our local council to ensure any proposed changes to the residential demographics align with plans for future growth of the school.

Our school will continue to focus on areas for improvement as identified in the 2018 Parent Survey. The community noted improvements in communication, teacher collaboration between year levels and additional student and parent programs. The honest feedback from our community was carefully considered and is highly valued.

On behalf of the School Board, I would like to acknowledge the dedication and expertise from our school staff, parents and community members, who continue to work collaboratively to meet the needs our students and help to create a safe and positive learning environment. I look ahead to 2019 with much positivity, and am confident that our school will continue to flourish as a well-regarded Independent Public School.

Andrea Lam

Board Chair



## P&C



Through 2018, the strong collaboration between the school, P&C and board continued to support the Business Plan in providing an inspiring learning environment for our students. The P&C proudly endorsed many resources and capital equipment throughout the year, all of which was aligned to the pillars of the school's Business Plan.

A key driver in the Business Plan was for the school to continue to provide iPads and Laptops for all year levels rather than taking a BYOD approach. This strategy is fully supported and proudly funded by the P&C. We look forward to helping the school see the planned strategies and initiatives come to fruition, to deliver the best outcomes for our students and the wider community.

Kim Batina

P&C President



## School Staff

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. Two staff members successfully transitioned from provisionally registered to Fully Registered teachers.

All staff have current 'Working with Children Checks'.

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
2018	69	39	30





## Non Academic data – student enrolments, attendance and destination schools

Semester 1	2015	2016	2017	2018
Census	513	590	622	614

## Number of students enrolled at the end of 2018

Year Level	Number of Students Enrolled (as at the end of 2018)	Year Level	Number of Students Enrolled (as at the end of 2018)
Kindergarten	66	Year 3	89
Pre-primary	82	Year 4	84
Year 1	75	Year 5	64
Year 2	80	Year 6	84
Total: 624			

## Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	95.9%	95.5%	93.7%	96.7%	93.8%	80.7%	95.9%	95.5%	92.6%
2017	96%	95.8%	93.8%	98.2%	88.2%	81.2%	96%	95.8%	92.7%
2018	96.3%	95.8%	93.7%	98.4%	93.5%	80.8%	96.3%	95.8%	92.6%



## Year 6 Destination Schools 2018

	Destination Schools	Male	Female	Total
1	Shenton	13	12	25
2	Churchlands SHS	7	5	12
3	Hale	10	N/A	10
4	MLC	N/A	6	6
5	St. Mary's	N/A	6	6
6	Christchurch	4	N/A	4
7	Perth Modern	2	2	4
8	John Curtin College of the Arts	0	3	3
9	John XXIII	2	1	3
10	PLC	N/A	2	2
11	St. George's Anglican Grammar	1	1	2
12	Mount Lawley SHS	0	1	1
13	Newman College	1	0	1
14	School of Isolated Distance Ed	1	0	1
15	St. Hilda's Anglican School	N/A	1	1
16	St. Stephen's School	1	0	1
17	Trinity College	1	N/A	1
18	Other (interstate/overseas)	0	1	1
	Total			84



## Student achievement against targets

	Academic Targets		Comment
	<b>Target A: Cohorts</b>		
A.1	On-entry Assessment: Year 1 – Reading.	Achieve a cohort average of 1.3 progression points.	Achieved a cohort average of 1.26 progressions points
A.2	On-entry Assessment: Year 2 Reading	Achieve a cohort average of 1.8 progression points	Achieved a cohort average of 1.72 progression points
A.3	NAPLAN Year 3 Numeracy (Schools Online longitudinal data)	Increase the gap between the performance of Year 3 students compared to that of like schools.	Performance below like schools for the first time in 4 years
A.4	NAPLAN Year 3 Reading	Maintain performance above that of like schools	Achieved
A.5	NAPLAN Year 3 Writing	Increase the gap between the performances of Year 3 students compared to that of like schools.	Achieved
A.6	NAPLAN Year 3 Spelling	Maintain performance above like schools	Achieved
A.7	NAPLAN Year 3 Grammar and Punctuation	Maintain performance above like schools	Achieved
A.8	NAPLAN Year 5 Numeracy	Maintain performance above that of like schools	Reduction in number of students performing at higher levels
A.9	NAPLAN (baseline 2017 data) Year 5 Reading	Increase the number of students in the top 20% of Australian Schools when compared to that cohort's performance in Year 3 (54% to 47%)	47% of students performed in the top 20% of Australian schools
A.10	NAPLAN Year 5 Writing	Maintain performance above that of like schools	Performed at like school level.
A.11	NAPLAN Year 5 Spelling	Maintain performance above that of like schools	High progress between Year 3 – 5 noted
A.12	NAPLAN (baseline 2017 data) Year 5 Grammar and Punctuation	Maintain performance above that of like schools	Achieved





	<b>Target B: NAPLAN Progress and Achievement: Cohorts</b>		
B.13	Year 5 cohorts to achieve in the 'High Progress-High Achievement' quadrant against like schools in:	13.1 Numeracy 13.2 Reading 13.3 Writing 13.4 Spelling 13.5 Grammar and Punctuation	Spelling was in the High progress- low achievement quadrant. Cohort made significant progress from Year 3 performance
	<b>Target C: NAPLAN Individual student progress (EARS data)</b>		
C.14	Reduce the number of students making low and very low progress in:	2017 baseline data 14.1 Pre-primary to Year 3 Numeracy (14 students 17%) 14.2 Pre-primary to Year 3 Reading (9 students 11%) 14.3 Year 3 -5 Numeracy (13 students 16%) 14.4 Year 3 - 5 Reading (11 students 14%) 14.5 Year 3 - 5 Writing (9 students 11%)	2018 data 6 students (7%)  10 students (11%) 19 students (29%) 17 students (26%)  8 students (9%)
	<b>Target D: Non-academic target</b>		
D.15	Maintain the overall attendance targets above that of like schools		Achieved

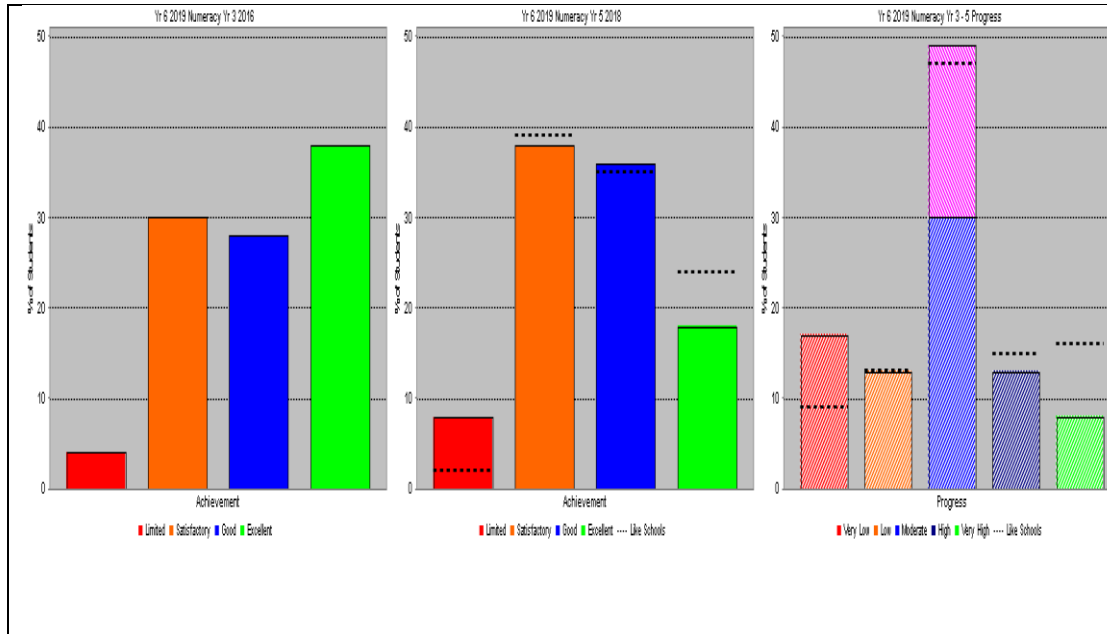


## Student achievement and progress Year 3 - 5

The overall progress and achievement of the cohort of students between Year 3 2015 and Year 5 2018 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

Numeracy data tells us:



- The achievement of Year 5 Floreat students is similar to like schools in satisfactory and good performance. The is greater than expected representation in limited achievement and lower than expected in high achievement which accounts for us not meeting this year's targets.
- A significant number of students made 'moderate assumed progress'
- Less students than like schools made high and very high progress.

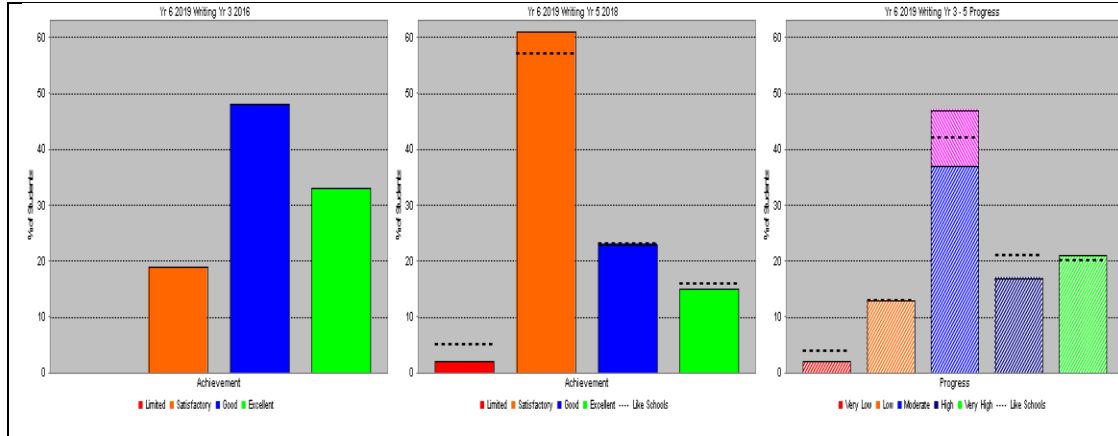
### Recommendations

- Continue with a mathematics focus in 2019
- Provide targeted support in Years 5 and 6 in 2019



## Reading

Reading data tells us:



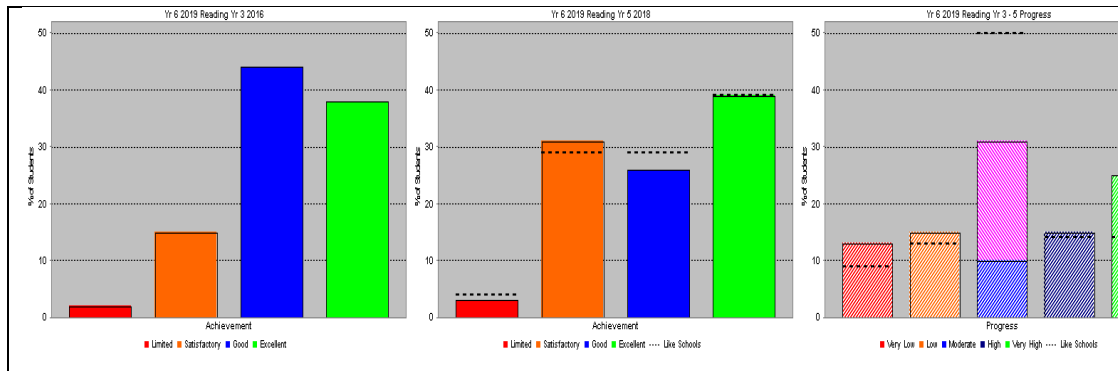
- Floreat students continue to perform above 'like schools'
- Reading continues to be a strength across the school

### Recommendations

- Continue with current reading and support programs
- Investigate and provide support for students who make low progress

## Writing

Writing data tells us:



- Expected progress has been made by Year 5 cohort from performance in Year 3

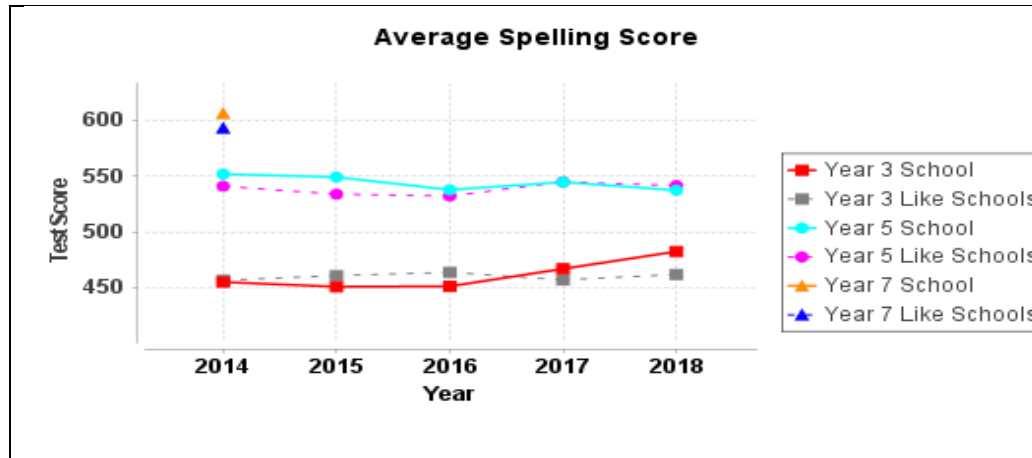
### Recommendations

- Implement an evidence based approach to teaching writing in the early years



## Spelling

Spelling data tells us:



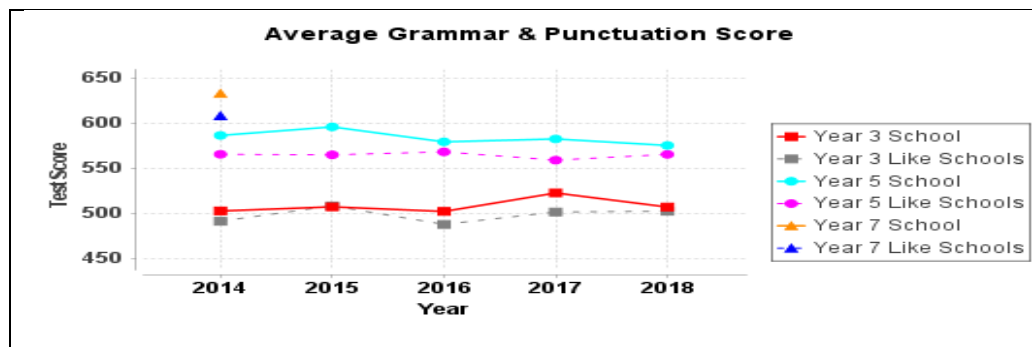
- Continued progress against like schools has been made in Year 3
- Although Year 5 students performed slightly below 'like schools' the cohort made above expected progress between Years 3 and 5.

### Recommendations

- Continue to whole school approach to spelling (Sound Waves)
- Focus on phonics and phonemic awareness in the early years
- Continue to provide intervention using Sounds Write for identified students

## Grammar and Punctuation

Grammar and punctuation data tells us:

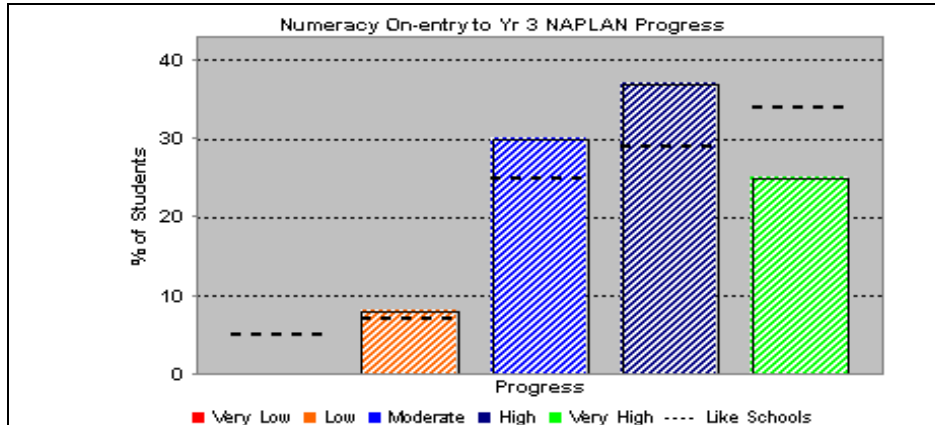


- This continues to be a strength across the school as both cohorts perform above 'like schools'.

### Recommendations

- Continue with current programs

## Progress between Pre-primary and Year 3

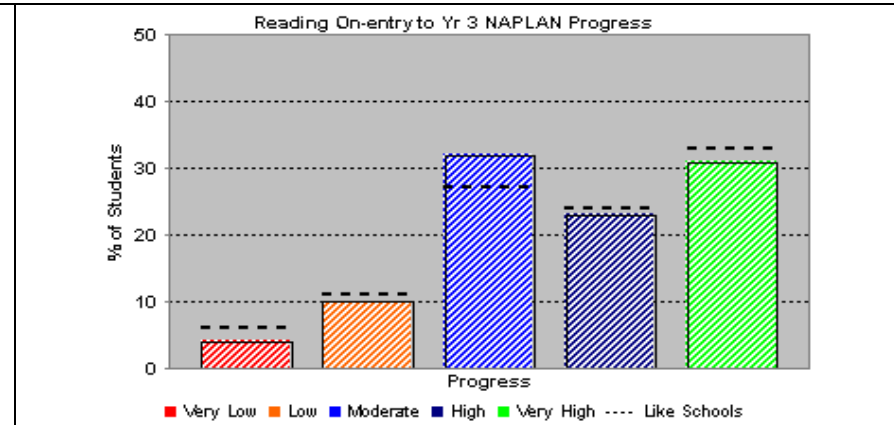


### Numeracy data tells us:

- The large majority of students made moderate, high or very high progress which is what we would expect.
- 8% of students made low progress. These students had already been identified as requiring support.

### Recommendations

- Continue with early identification processes and support



### Reading data tells us:

- The large majority of students made moderate, high or very high progress which is what we would expect.
- 14% of students made low or very low progress. These students had either been already identified or came from a very high score in pre-primary.

### Recommendations

- Continue with current processes.



## ICAS

ICAS assessments, run by the University of New South Wales, were trialled at Floreat in 2017 as a strategy to support curriculum extension for identified students in Years 2 – 6. The success of the program has embedded it in the annual cycle of data collection. Below is a table of the number of students who achieved in the top two categories in 2018 and also those who won medals as being the top performer in the state. These students were awarded medals at a special ceremony in December.

	English	Mathematics	Spelling	Science
Distinction (top 11% in Australia)	38	24	20	36
High Distinction (Top 1% in Australia)	8	5	2	5
Medals (Top 1% in Australia and top in WA)	2	2	0	1



## Notable progress against the Business Plan

### Strategic pillars

Successful Students	Safe and engaging learning environment	Effective leadership and high quality teaching
Completion of a dedicated STEM (Science, Technology, Engineering, Mathematics) room	Introduction of the Bounce Back program into the curriculum	Supported two teachers to Senior Teacher status
Expansion of student data collection and storage systems	Expanded the Student Services team. Supported a chaplaincy program.	4 teachers participated in Network Leadership program.
Progressed whole-school approaches to curriculum delivery	Introduced a new Student Leadership program Yr 4-6	Introduced a peer coaching program
	Established a Staff Wellbeing Committee	Provided professional learning for Education Assistants in delivery of whole school approaches to English and Mathematics.

### Enablers

Resources	Technology	Community and culture
Accessed grants from Town of Cambridge and Sporting Schools	Leased banks of computers through P&C funding	Held 4 parents workshops to support the implementation of technology.
Worked with P&C to complete play space project	Adopted Connect (Department of Education's cloud based learning and communication platform)	Promoted school governance bodies (Board and P&C)
Provided flexible options for student learning in Year 6		Worked with the P&C to stage community events.

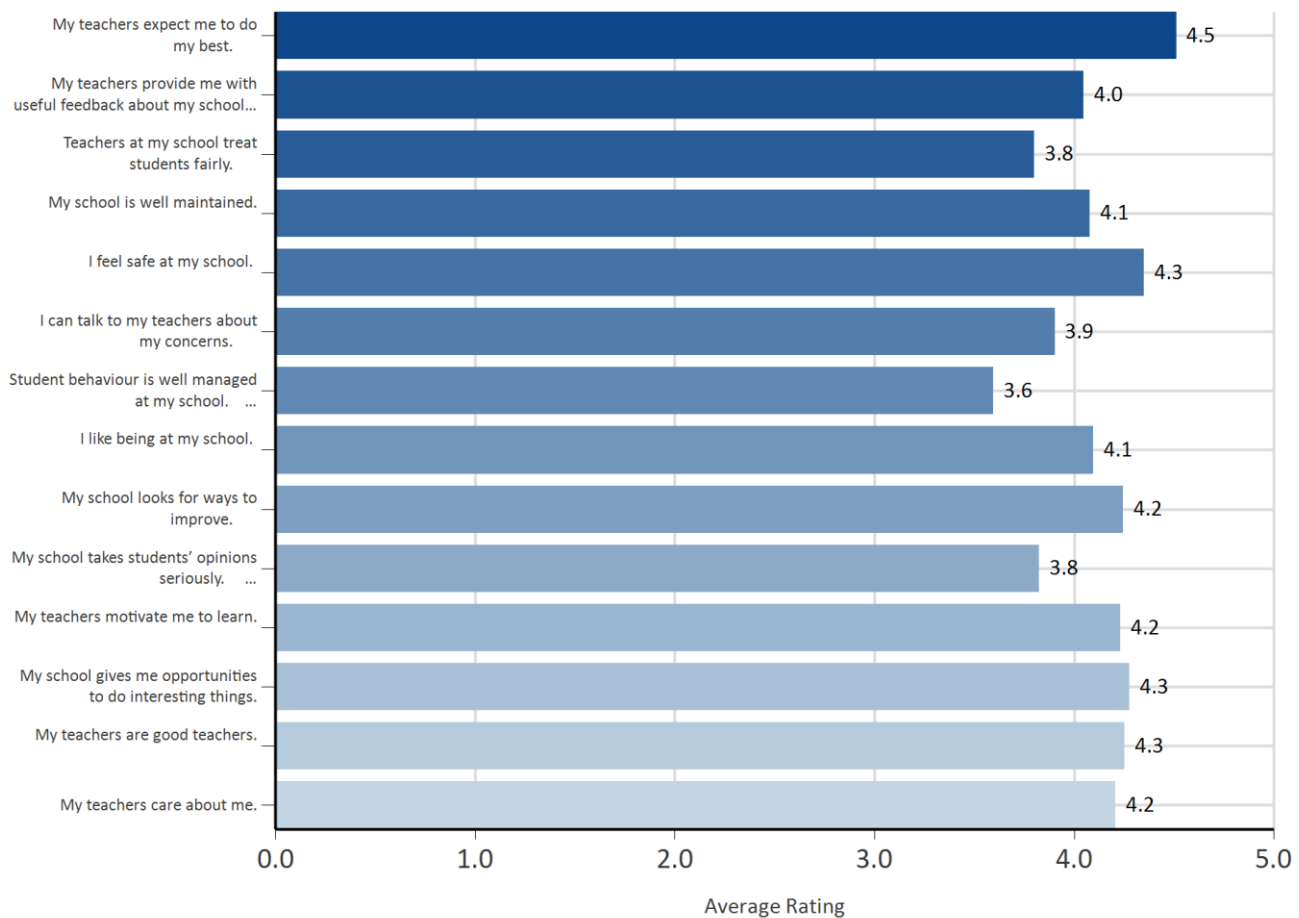


## Surveys

National Schools Surveys are compulsory every 2 years. In 2018, we conducted staff, student and parent surveys. Below is an overview of responses to the student and parent surveys.

### Student Survey

The student survey was completed by 128 Year 5 and 6 students. The graph below gives an overview of ratings. On the next page is a more detailed breakdown.







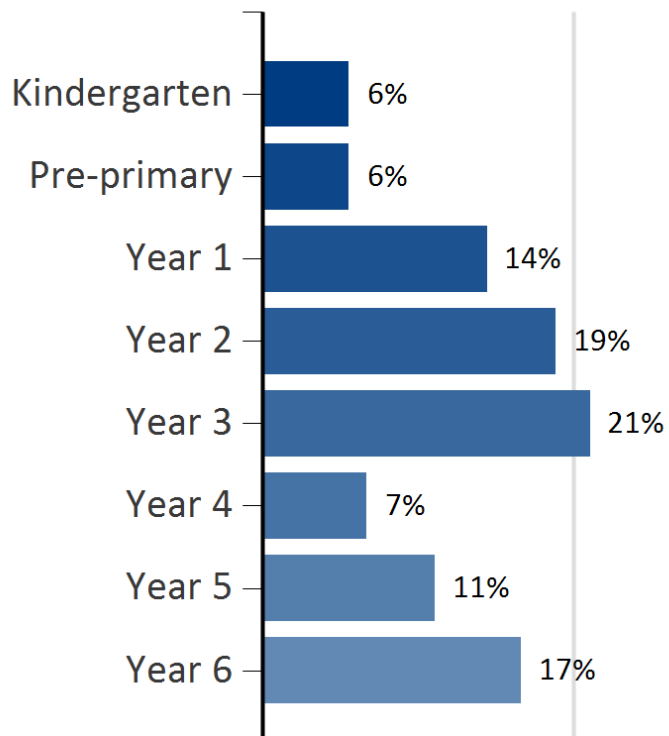
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.	1	1%	1	1%	9	7%	36	29%	78	62%
My teachers provide me with useful feedback about my school work.	1	1%	6	5%	14	11%	68	55%	35	28%
Teachers at my school treat students fairly.	6	5%	10	8%	25	20%	47	37%	38	30%
My school is well maintained.	2	2%	9	7%	17	13%	47	37%	51	40%
I feel safe at my school.	4	3%	4	3%	10	8%	34	27%	74	59%
I can talk to my teachers about my concerns.	2	2%	9	7%	25	20%	51	41%	37	30%
Student behaviour is well managed at my school.	9	7%	14	11%	24	19%	51	40%	28	22%
I like being at my school.	10	8%	2	2%	13	10%	42	33%	59	47%
My school looks for ways to improve.	2	2%	4	3%	16	13%	43	34%	61	48%
My school takes students' opinions seriously.	7	6%	7	6%	25	20%	49	39%	38	30%
My teachers motivate me to learn.	1	1%	3	2%	19	15%	45	36%	57	46%
My school gives me opportunities to do interesting things.	1	1%	3	2%	15	12%	48	38%	59	47%
My teachers are good teachers.	3	2%	3	2%	11	9%	49	40%	57	46%
My teachers care about me.	6	5%	1	1%	9	7%	51	42%	54	45%



## Parent Survey

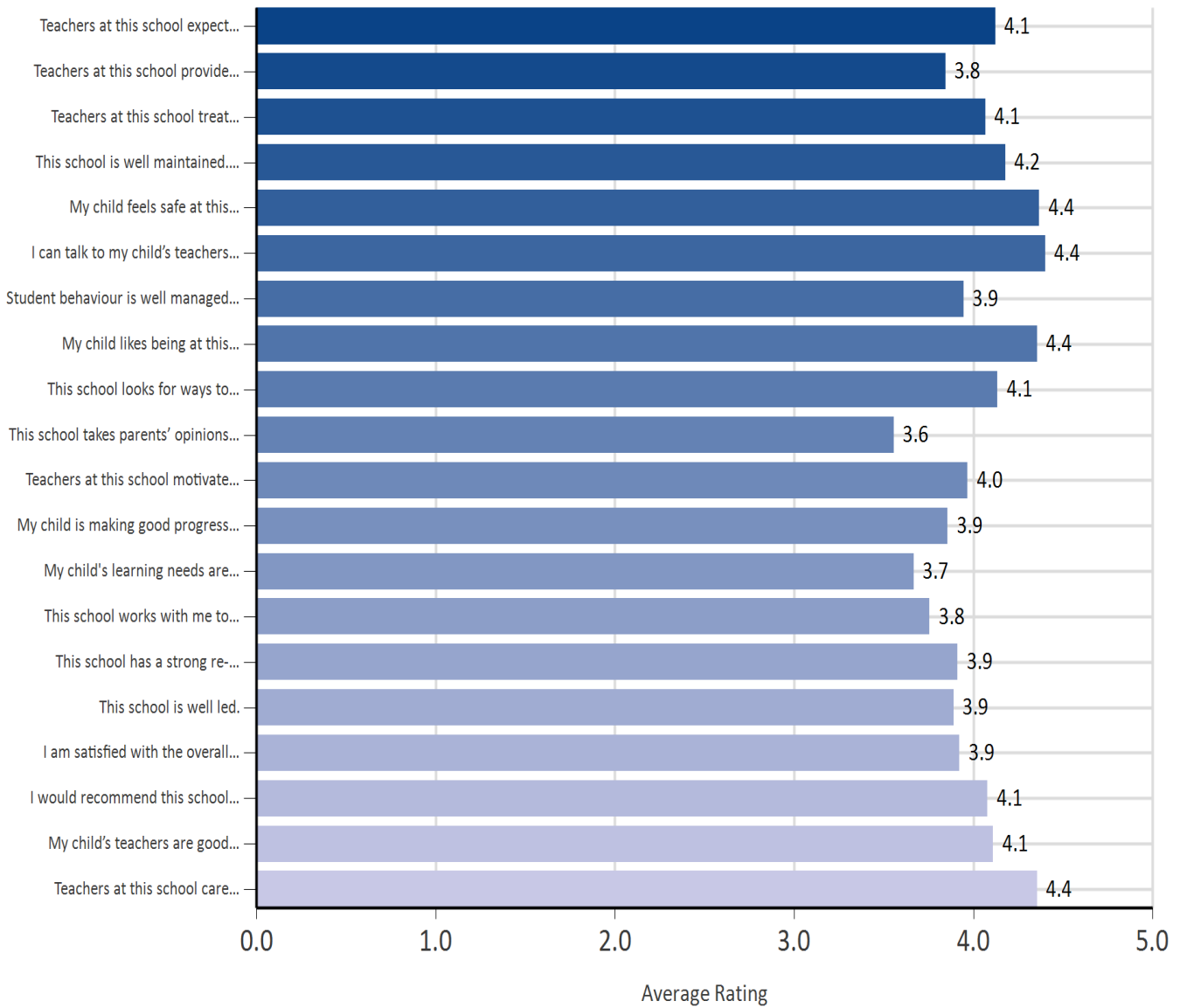
The school received 90 responses to the parent survey.

The distribution of parents responding were as follows:





The graph below gives an overview of ratings. On the next page is a more detailed breakdown.





	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do their best.	-	-	1	1%	6	7%	5	6%	47	52%	31	34%
Teachers at this school provide my child with useful feedback about their school work.	-	-	2	2%	9	10%	10	11%	49	54%	20	22%
Teachers at this school treat students fairly.	1	1%	-	-	5	6%	6	7%	52	58%	26	29%
This school is well maintained.	1	1%	1	1%	3	3%	4	4%	48	53%	33	37%
My child feels safe at this school.	1	1%	-	-	3	3%	3	3%	37	41%	46	51%
I can talk to my child's teachers about my concerns.	-	-	2	2%	2	2%	5	6%	30	33%	51	57%
Student behaviour is well managed at this school.	1	1%	1	1%	6	7%	12	13%	44	49%	26	29%
My child likes being at this school.	-	-	-	-	4	4%	5	6%	36	40%	45	50%
This school looks for ways to improve.	-	-	-	-	5	6%	6	7%	51	57%	28	31%
This school takes parents' opinions seriously.	3	3%	4	4%	7	8%	21	23%	36	40%	19	21%
Teachers at this school motivate my child to learn.	-	-	2	2%	8	9%	8	9%	45	50%	27	30%

Continued over...

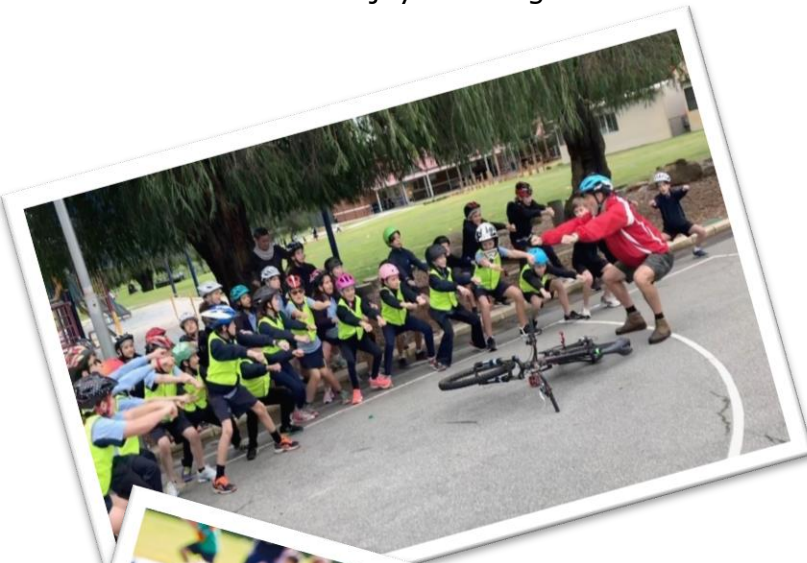


My child is making good progress at this school.	-	-	3	3%	11	12%	8	9%	42	47%	26	29%
My child's learning needs are being met at this school.	-	-	4	4%	17	19%	8	9%	37	41%	24	27%
This school works with me to support my child's learning.	-	-	1	1%	15	17%	11	12%	41	46%	22	24%
This school has a strong relationship with the local community.	2	2%	-	-	5	6%	13	14%	47	52%	23	26%
This school is well led.	4	4%	3	3%	2	2%	7	8%	48	53%	26	29%
I am satisfied with the overall standard of education achieved at this school.	-	-	3	3%	8	9%	10	11%	41	46%	28	31%
I would recommend this school to others.	-	-	1	1%	6	7%	10	11%	41	46%	32	36%
My child's teachers are good teachers.	1	1%	1	1%	7	8%	8	9%	34	38%	39	43%
Teachers at this school care about my child.	-	-	-	-	2	2%	4	4%	44	49%	40	44%



## School Activities

Students enjoyed a large number and variety of in school and extra-curricular activities in 2018 including:



Activity Week
Animatronics
ANZAC Service
Arbor Day Lake Monger Visit
Banksia Yearbook
Bike Education (Let's Ride)
Barking Gecko Theatre - Year 4
Book Week
Bounceback
Brownes Dairy Excursion (Year 2)
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
Edu-Dance
End of Year Kindy Concert
Faction Athletics Carnival
Faction Cross Country
Faction Swimming Carnival
Fire Safety - Dalglish Fire Brigade
Food Allergy Week
Food Bank
Flexible learning environments
Free Coffee Friday Sunshine FM
Fremantle Prison Excursion (Year 5)





Graduation (Year 6)
Harmony Day
Harry Perkins Medical Research Excursion (Y6)
Herdsman Lake Excursion (Year 5)
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
Music Concert Choir/Orchestra/SIM
NAIDOC Week Activities
National Simultaneous Story Time
PMH Hospital Familiarisation
One Big Voice
Optus Stadium Tour – Year 1
P&C Arts for Cards Fundraiser
P&C Book Fair
P&C Charity Cup Cakes For Cancer
P&C Disco
P&C Father's Day Stall
P&C 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
Scitech Excursion – Year 2
Shaun Tan Art Awards
Shoe Box for Christmas
Speak Up
STEM Billycart Incursion
Suez Incursion
Swimming Lessons
Tennis Lessons (Kindergarten)
Term 4 Sport (Years 5 and 6)
Town of Cambridge Art Competition
Uniting Church Performance - Choir
Vegetable Garden Planting
Walk/Ride to School
War Museum Excursion – Year 3
WASO Excursions
Woodworking (Joy of Wood)
Year 6 Camp
Year 6 Churchlands Senior High School Visit
Zoo Excursion (Year 3)







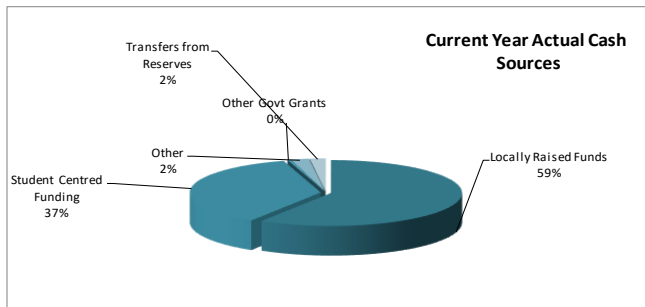
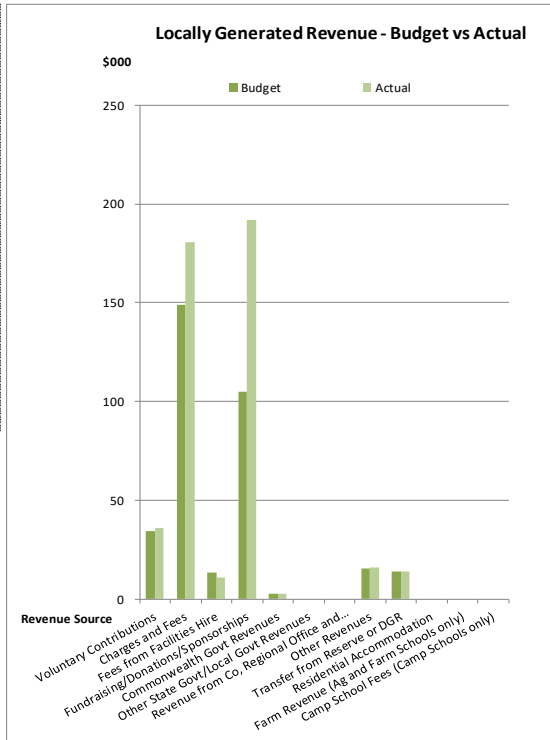


## Financials

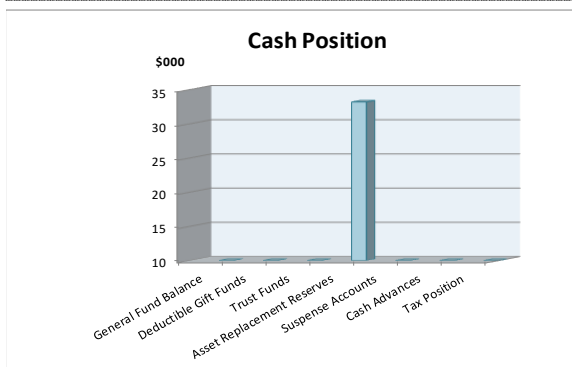
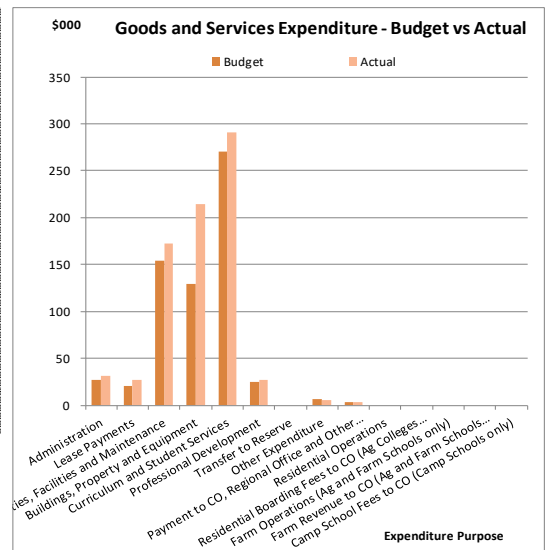


### Floreat Park Primary School Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 34,356.50	\$ 36,073.90
2	Charges and Fees	\$ 148,710.00	\$ 180,735.38
3	Fees from Facilities Hire	\$ 13,500.00	\$ 11,050.03
4	Fundraising/Donations/Sponsorships	\$ 105,000.00	\$ 192,175.43
5	Commonwealth Govt Revenues	\$ 2,732.48	\$ 2,732.48
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 15,424.13	\$ 16,030.11
9	Transfer from Reserve or DGR	\$ 14,000.00	\$ 14,000.00
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>\$ 333,723.11</b>	<b>\$ 452,797.33</b>
Opening Balance		\$ 66,367.00	\$ 66,367.04
Student Centred Funding		\$ 234,062.00	\$ 260,761.50
<b>Total Cash Funds Available</b>		<b>\$ 634,152.11</b>	<b>\$ 779,925.87</b>
Total Salary Allocation		\$ -	\$ -
<b>Total Funds Available</b>		<b>\$ 634,152.11</b>	<b>\$ 779,925.87</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 26,465.00	\$ 31,609.55
2	Lease Payments	\$ 20,025.00	\$ 26,559.19
3	Utilities, Facilities and Maintenance	\$ 154,200.00	\$ 172,349.53
4	Buildings, Property and Equipment	\$ 128,766.82	\$ 214,799.79
5	Curriculum and Student Services	\$ 270,534.44	\$ 290,544.96
6	Professional Development	\$ 25,000.00	\$ 26,642.27
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 6,000.00	\$ 5,672.02
9	Payment to CO, Regional Office and Other Schools	\$ 2,860.00	\$ 3,411.82
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>\$ 633,851.26</b>	<b>\$ 771,589.13</b>
Total Forecast Salary Expenditure		\$ -	\$ -
<b>Total Expenditure</b>		<b>\$ 633,851.26</b>	<b>\$ 771,589.13</b>
Cash Budget Variance		\$ 300.85	



Cash Position as at:	
Bank Balance	\$ 41,053.83
Made up of:	\$ -
1 General Fund Balance	\$ 8,336.74
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 33,189.50
5 Suspense Accounts	\$ 2,875.59
6 Cash Advances	\$ -
7 Tax Position	\$ 3,348.00
<b>Total Bank Balance</b>	<b>\$ 41,053.83</b>