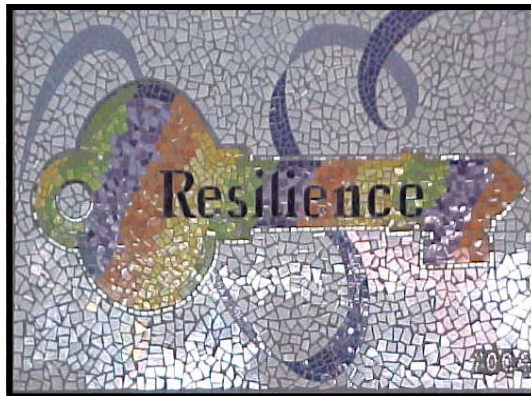




Floreat Park Primary School



Annual Report 2009

Ethos Statement

At Floreat Park Primary School we are committed to fostering in children attitudes of respect for the rights of others, a co-operative and responsible attitude and socially acceptable behaviour at all times.

SCHOOL REPORT 2008

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School Purpose

The purpose of Floreat Park Primary School is to promote the cognitive abilities of each student so that they can maximise their education opportunities, develop social, physical and creative abilities and skills so that they can be prepared for the opportunities, responsibilities and experiences of life.

INTRODUCTION

The purpose of this annual report is to report the progress of the School Strategic Plan, Department of Education & Training (DET) initiatives, student performance information and significant school achievements. Our purpose is always to develop the 'whole child' and this report clearly indicates that we are committed to the cognitive, socio-emotional, physical and spiritual development of the students at Floreat Park Primary School. 2008 has been a year of achievements in a range of areas such as outstanding performance in Inter-school athletics and swimming and an innovative art specialist program.

Floreat Park Primary School is identified as a Band Eight (top band) school according to the following selection criteria – socio-economic status, parent occupations, geographical location and median pricing of residential properties. As a band eight school our data analysis reflects this placement as the target is set 10% to 15% above the state norms for the NAPLAN results. This has been done to reflect the potential ability of our student population.

OUTCOME	TARGETS	OUTCOME	TARGETS
Priority CIP2		Priority INCLUSIVE SCHOOLS	
<p>1. Enhance the capacity of staff to develop a "balanced curriculum"</p> <p>2. Quality data is collected and used to improve student outcomes</p> <p>3. Support teachers in using the K-10 syllabus materials.</p> <p>4. Reporting systems provide all stakeholders with accurate information about student progress.</p>	<p>Continue in 2009 to develop a whole school collaborative structure for Pre primary to Year 5 in Literacy and Numeracy.</p> <p>Data collection linked to student progress through the use of NAPLAN data analysis in 2009. Internal and external testing through collaboration with year level teachers.</p> <p>Staff member allocated time to induct other teachers into the use of DET online materials.</p> <p>Continue to follow Departmental guidelines on Reporting to Parents using the SIS program.</p>	<p>7. Support staff to engage students in relevant, meaningful educational programs</p> <p>8. Develop a learning environment that is welcoming, safe, engaging and inclusive</p> <p>9. Catering for the needs of individual students through the use of I.E.P.'s and I.B.P.'s.</p>	<p>Continue to maintain a system for tracking and monitoring SAER and TAGS students and offer participation in extension and remediation programs.</p> <p>Involve senior students in leadership development and participation in purposeful community activities that enhance teaching and learning programs.</p> <p>Continue pastoral care through the School Chaplain appointed term 4, 2008. Customer satisfaction is measured by parent and student surveys: Semester 2</p> <p>Ensure all individual plans have been discussed with parents and regularly reviewed</p>
Priority STAFF WELL BEING		Priority PARTNERSHIPS	
<p>5. Promote professional learning, develop professional knowledge and expertise and ensure staff are supported and valued</p> <p>6. Review of the relevancy and appropriateness of workloads for all staff during 2009</p>	<p>Provide performance management processes across the school to ensure accountability and staff development are achieved</p> <p>Outline and offer PD opportunities to staff</p> <p>To ensure the priorities of DET are implemented effectively. Teachers to work in collaborative curriculum teams taking responsibility for setting priorities, targets and managing budgets.</p>	<p>10. Maintain and develop mutually beneficial relationships between parents, D.O. and other educational stakeholders</p> <p>11. Enhance school communications, decision making and planning processes through whole school collaboration.</p>	<p>Maintain project teams according to school need and system priorities.</p> <p>Utilize D.O. Curriculum Support if available for school priority projects.</p> <p>Staff to continue to regularly inform parents of class news via newsletters and email.</p> <p>Planning processes evident through links to DET policies.</p>

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ANNUAL REPORT 2009

Ethos Statement

At Floreat Park Primary School we are committed to fostering in children attitudes of respect for the rights of others, a co-operative and responsible attitude and socially acceptable behaviour at all times.

As a 'You Can Do It' school the children are encouraged to develop Resilience through the other four keys of Getting Along, Organisation, Persistence and Confidence.

Consideration
Co-operation
Courtesy



While also following the school motto by being Considerate, Courteous and Cooperative.

Floreat Park Primary School provides a range of educational programs and learning experiences which foster in students the development of:

- Self-esteem, confidence, emotional security and individual leadership qualities.



INTRODUCTION

The purpose of this annual report is to report the progress of the School Strategic Planning in relation to the Department of Education & Training (DET) initiatives, student performance information and significant school achievements. Our purpose in this school is always to develop the 'whole child' and this report clearly indicates that we are committed to the cognitive, socio-emotional, physical and spiritual development of the students at Floreat Park Primary School. 2009 has been a year of achievements in a range of areas such as outstanding performance in Interschool athletics and swimming; an innovative art specialist program; continued development of the Chaplains role; introduction of the Athletics program school wide and a continuing high performance in music activities.

Floreat Park Primary School is identified as a Band Eight (top band) school according to the following selection criteria – socio-economic status, parent occupations, geographical location and median pricing of residential properties. As a band eight school our data analysis reflects this placement as the target is set 10% to 15% above the state norms for the NAPLAN results. This has been done to reflect the potential ability of our student population.

- A high level of striving for personal excellence, achievement and individual responsibility.
- Learning strategies for problem solving and critical thinking.
- Interest and enthusiasm to participate in school related activities, teamwork, sportsmanship and support for others.
- A sense of social awareness, tolerance and respect for cultural diversity within the school and community.
- A supportive, caring and positive learning environment.
- The showing of Courtesy, Consideration, Cooperation and Respect for fellow students, staff and family.
- Learning the positive habits of the mind.

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School Purpose

The purpose of Floreat Park Primary School is

- to promote the cognitive abilities of each student so that they can:
 - maximise their educational opportunities,
 - develop social, physical and creative abilities and skills
- so that they can be prepared for the
- opportunities,
 - responsibilities and
 - experiences of life.

Overarching Learning Outcomes

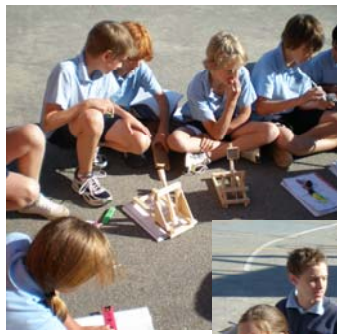
1. Use Language to understand, develop and communicate ideas and information and interact with others.
2. Select, integrate and apply numerical and spatial concepts and techniques.
3. Recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share with others.
4. Select, use and adapt technologies.
5. Describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. Visualise consequences, think laterally, recognize opportunity and potential and are prepared to test options.
7. Understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions.
8. Understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. Interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11. Value and implement practices that promote personal growth and well being.
12. Students are self-motivated and confident in their approach to learning and able to work individually and collaboratively.
13. Everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

OUTCOME	TARGETS	OUTCOME	TARGETS
Priority CIP2		Priority INCLUSIVE SCHOOLS	
1. Enhance the capacity of staff to develop a "balanced curriculum"	Continue in 2009 to develop a whole school collaborative structure for Pre primary to Year 5 in Literacy and Numeracy.	7. Support staff to engage students in relevant, meaningful educational programs	Continue to maintain a system for tracking and monitoring SAER and TAGS students and offer participation in extension and remediation programs. Involve senior students in leadership development and participation in purposeful community activities that enhance teaching and learning programs.
2. Quality data is collected and used to improve student outcomes	Data collection linked to student progress through the use of NAPLAN data analysis in 2009. Internal and external testing through collaboration with year level teachers.	8. Develop a learning environment that is welcoming, safe, engaging and inclusive	Continue pastoral care through the School Chaplain appointed term 4, 2008. Customer satisfaction is measured by parent and student surveys: Semester 2
3. Support teachers in using the K-10 syllabus materials.	Staff member allocated time to induct other teachers into the use of DET online materials.	9. Catering for the needs of individual students needs through the use of I.E.P.'s and I.B.P.'s.	Ensure all individual plans have been discussed with parents and regularly reviewed
4. Reporting systems provide all stakeholders with accurate information about student progress.	Continue to follow Departmental guidelines on Reporting to Parents using the SIS program.		
Priority STAFF WELL BEING		Priority PARTNERSHIPS	
5. Promote professional learning, develop professional knowledge and expertise and ensure staff are supported and valued	Provide performance management processes across the school to ensure accountability and staff development are achieved Outline and offer PD opportunities to staff	10. Maintain and develop mutually beneficial relationships between parents, D.O. and other educational stakeholders	Maintain project teams according to school need and system priorities. Utilize D.O. Curriculum Support if available for school priority projects.
6. Review of the relevancy and appropriateness of workloads for all staff during 2009	To ensure the priorities of DET are implemented effectively. Teachers to work in collaborative curriculum teams taking responsibility for setting priorities, targets and managing budgets.	11. Enhance school communications, decision making and planning processes through whole school collaboration.	Staff to continue to regularly inform parents of class news via newsletters and email. Planning processes evident through links to DET policies.

All that Floreat Park Primary School stands for is captured in these images of the students involved in a variety of activities. Feedback that is consistent from outside sources is how well prepared and behaved our students are when on public display. The questions our students ask often leave presenters amazed that they have even thought of the question or understand the underlying concepts.

Casual conversations with the students often reveals the depth of their thinking and the scope of their understanding of many topics and concepts. Many of the younger students show these amazing insights.

For 2010 we have 22 students (13% of yr 4-7) directly eligible for attendance at PEAC courses and the school will be nominating a further group of children for the opportunity to attend. Throughout the classes the teachers also provide many opportunities for extension with in-class activities and excursions or incursions.



Creative problem-solving in action as the budding scientists discover who has created the best catapult.



Teamwork is vital to make cooperative learning work.



Focus, determination, application, supporting, caring, doing your best.



Priority Foci and Specialist Learning Areas

- Our priority areas of literacy and numeracy conform with the emphasis by DET on these two learning areas and as the learning area statements indicate these two areas have policies in place that ensure staff have a consistent approach to the learning areas. The result of this focus is witnessed in the NAPLAN results recorded and interpreted on the following pages.
- Beside these areas the school council has endorsed science as another key learning area and music and physical education as specialist areas. Support from the school council and the P&C gives the students the luxury of enjoying an Artist - in - Residence program. Our LOTE language is currently Italian.
- All other learning areas receive attention from the staff and feedback from parents and the high schools our students move onto indicate they are well prepared in all areas of the curriculum.

Priority Foci and Specialist Learning Areas

Mathematics Priority 2009

After analysis of the 2008 NAPLAN data a whole school decision was made to focus on the Number strand for 2009. The overall results indicated a good understanding of concepts in all strands but the number outcomes are considered most important in ensuring students have the basic mathematical foundations for further progress in all strands. Through the use of First Steps strategies, which were a major professional development initiative in 2007 for teachers, a broader understanding could be developed. This was to be a long term initiative as there were a large amount of resources to purchase and many strategies to implement. Teachers collaboratively shared successful ideas and displays were organised in folders. A number of Instructional Strategies were also introduced as a major change in the teaching and learning programs. These included cooperative learning of concepts with students working in small groups to complete mathematics activities. These successful tactics will continue to be implemented. A Numeracy Policy was developed for 2009 including a definition, rationale, major outcomes, purpose, implementation, resources, assessment and support. This was supported by scope and sequence documents of desired achievements for all students from pre-primary to year 7. This will be reviewed and revised as necessary.

English

A Literacy Plan was developed by the English team to provide scope and sequence charts in phonics, writing, punctuation and grammar for all year levels. These should ensure developmental progress and continuity across the school.

Our Naplan results were pleasing, as indicated elsewhere in the report and generally showed improvement across the areas tested.

Interested students continue to use the Lexile Reading program and have the option of attempting the individual book quizzes at home, after reading, providing parents an opportunity to monitor their child's progress. Lower Lexile readers were purchased through the Library budget.

We continued to use the *Smart Words* program for spelling to cater to individual student needs.

The *Read Around Write About* comprehension books continue to meet our needs. The format duplicates NAPLAN question style and gives students experience with a range of writing genres.

In 2009, the Year 5 students trialled *Targeting English* which is a comprehensive integrated scheme for exploring the many ways in which we use English. It has been decided not to continue the program. The 3 year buying cycle for reading resources was initiated this year with a generous budget provided. This cycle plan takes into account staff needs, interests of students, the possibility of *E reading schemes* for Smart board use and the problem of catering for students already reading when they start school.

During Book Week several classes attended author talks at the Cambridge Library. The whole school were treated to an incursion highlighting the books from Children's Book Week. The Year 2s visited the Children's Literature Centre in Fremantle.

Science

Life and Living and *Energy and Change* were the two areas of focus over the year. This vibrant learning area involved the children in scientific investigations, cooking classes associated with the kitchen garden, incursions and excursions. 'The Wild Man' captured the children's imagination and sent them home well informed on several environmental issues. Trips to Kings Park also aroused the curiosity of the students.

Specialist Learning Areas

Music Learning Area

Once again 2009 was a busy year for all staff and students involved in the Music program be it - school lessons, instrumental music program, school choir, preparations for school assemblies and our incursion / excursion program. The overall standards are very high and the students continue to impress all outside personnel who work with or witness the children performing.

A large contingent of our students were bussed to the Perth Concert Hall and experienced an entertaining interlude with the West Australian Symphony Orchestra

- The students at Floreat Park continually amaze with their attitude, application and effort when training for their carnivals. They are only asked to do their best and they do that plus with personal best times continually being re-recorded.
- Beside their own natural talents the children are influenced by the You Can Do It program, our values program and the example set by our older students as role models.
- Our LOTE learning area of Italian was reviewed in a parent survey that showed support for the retention of this language. Forward planning by the staff to revitalise the teaching methodology in this area is well under way.

Physical and Health Education

In 2009 Floreat Primary school participated successfully in a number of sporting and health events.

Term 1 saw Chandler win the Swimming Carnival in a close competition. The Interschool Swimming team, trained by Luke George, again proved very competitive despite limited numbers in year 7.

All year 4-7 students were involved in DET sponsored swimming lessons.

In term 2 students from years 4,5,6,7 played in an Interschool winter competition involving several other schools. The competition was completed at the end of the term with an all day carnival. The Floreat teams did very well, winning the netball A and B and gaining places in all other sports. It was a day enjoyed by everyone. Parent help was very much appreciated.

In term 3 all students were involved in the House Athletics carnival. The carnival was a very close competition, eventually won by Chandler. The spirit and leadership shown by the children was excellent.

Our Interschool Athletics team performed extremely well in the Interschool carnival displaying excellent skills and teamwork. Floreat came a very creditable second.

In term 4 all year 4-7 students have the opportunity to choose between a number of sports including Golf, Squash, Tae Kwon Do, Tennis, Archery, Water Polo and Archery. All year 1 and 2 students were involved in swimming lessons.

We successfully continued with the broad-brimmed health policy. Children are more aware of the benefits of being sun-safe.

Children were involved in the anti-bullying incursion with follow-up lessons.

Values were actively taught in all classrooms and reports went home in terms 1 and 3. Respect badges were awarded to a respectful child in each class every term.

You Can Do It Program 2009 (YCDI)

2009 was another successful year with all five keys in YCDI (Persistence, Organisation, Resilience, Getting Along and Confidence) covered in the fortnightly, whole school sessions. The YCDI program has fabulous messages for success in life – Life Skills. The YCDI language is being used effectively by the children and teachers to help motivate and facilitate learning. In 2009 we focused more on positive habits of the mind. It allowed the children to express what they were thinking in challenging situations. They learned to show positive instead of negative thinking which allowed them to persist in tackling these challenges.

LOTE

Conversation and exposure to a rich variety of Italian vocabulary has been the aim in 2009 for LOTE and the main intention of the lessons has been to involve as much as possible the students in verbal interactions.

In order to facilitate an overall social and linguistic learning experience through the classes cooperative instructional strategies have been used, particularly in oral presentations.

Multiple teaching strategies and activities have been adopted in the classroom to provide the students with the acquisition of the necessary language skills required at their level. Also basic grammatical notions have been explained during lessons.

The Italian Assembly for this year was based on the topic of fruit "Fruttuosamente", an enjoyable theme embraced with enthusiasm by the students. The topic of fruit has offered me the opportunity to connect the students with a famous Italian ballad "Il Cantico Delle Creature" by San Francesco d'Assisi. The experience has been an enrichment to students, who not only have appreciated the old form of the Italian language but also the poem content with its listed values.

Cooking lessons have also taken place in some classes and next year they will be extended. Also excursion interactions will be planned in the LOTE programme to provide to the students a more vivid linguistic and cultural understanding of the Italian language presented in classroom.

Society and Environment

'Resources' and 'Place and Space' were the two aspects conducted this year across the school. We are continuing to identify and record Australian content being used in teaching these aspects.

We have added to our Aboriginal education resources by purchasing the big book set 'Sharing Our Stories'. We have also updated our collection of atlases.

A number of classes have organised excursions to bring the children relevant and enriching experiences. These have included a local history walk around Floreat conducted by staff from the Cambridge Library. Others include a visit to the Perth Mint, the Perth Museum and the UWA to view waves being simulated.



The 'Place and Space' aspect has been undertaken alongside the 'Life and Living' aspect in Science. Examining habitats and ecosystems in Science has complemented the study of human activity in S & E, including land use.

Technology and Enterprise

In 2009 the focus in Technology and Enterprise for each semester was as follows:

Semester One: *Technology Process* for years 1 to 7

Semester Two : *Technology Process* only for years 1 to 3 and *Technology and Process and Materials* for years 4—7. The Technology and Enterprise activities implemented throughout the year were as follows:

Implementation of the Technology Process.

Students in Year One planned, designed and created aliens, houses birthday cards and moon buggies.

Students in Year Two designed the Light House Keepers lunch.

Students in Year Three planned, designed and made jig saws and musical instruments.

Students in Year Four and Five have planned, designed and created robots and a variety of space design briefs. One class has also built models of open pit or deep shaft mines.

Students in Year Six have planned, designed and created letter boxes on the theme of communication.

Students in Year Seven planned, designed and created mining and rainforest 3D models.

Visual Arts

Through funding by the school and the Parents and Citizens Association, the work of the art teacher has been continued in 2009.

Using the spiral approach the same concepts, processes and strategies have been dealt with in increasingly complex ways as the students have developed. The elements of art and the principles of design continue to be promoted in lessons including line, tone, colour, shape, form, texture and balance. The students have studied art from different cultures and other artists for inspiration for their own work. They are encouraged to think like artists and explore outside their own safety net. The visual arts are also integrated into other learning areas so that students can appreciate the interconnected nature of learning and the importance of art in society.

The students' artwork is displayed throughout the school in frames provided by the Parents and Citizens Association this year. The Year 7 students and their Year 1 buddies will show their art work at the Graduation Ceremony.

Student artworks have also been shown in the community at the Cambridge Library for Book Week, the Town of Cambridge Art Exhibition and the Art of Giving Competition.



Year Seven Activity Week started with a day at Rottneest.



Highlights

- Half cohort completes Year Seven.
- 40 hour famine fundraiser earns \$2329.70.
- Year 7 Resilience Ambassadors helped organise a special Sustainability Seminar for district schools.
- Sporting achievements were of a high standard considering our small Year Seven numbers. The triathlon winners showed their skills by catching and passing some of the boys' teams.
- Bike Ed was a resounding success and is booked for next 2010.
- Edu Dance captured the imagination of our students and produced very polished performances in the final concerts.
- Music program both class based and peripatetic again excelled.
- NAPLAN results truly amazing.
- Catapult building activity captured imagination of students and parents. Many innovative designs were witnessed and showed the influence of engineer trained parents.
- Recycling and Gardening is alive and well at Floreat Park with the children actively involved in both activities.
- Parent support with fundraising greatly beneficial to students.
- Visit by Police Pipe Band was very well received by the students who made nearly as much noise as the six pipers combined. After a lavish morning tea the band members then visited the classrooms to talk to the students about their instruments and uniform.

Highlights for 2009

With the half year cohort reaching Year 7, we were faced with the challenge of engaging a small student group. The initial surviving group of ten children were joined by another three newcomers. It was a delight to see our thirteen year sevens thrive as a cohesive and effective leadership group. A Year 7 camp was conducted at Fairbridge in term one.

As a group, in the company of our school chaplain, they attended the World Vision Global Leadership conference held in the Perth Town Hall. This inspired them to lead a '40 Hour Famine' fund raising venture which included a 'rice day' for all students. Over \$2,300 was raised for World Vision.

Our Year 7 Resilience Ambassadors worked with Jane Roets, the Sustainability Officer at the Town of Cambridge to organise a special Year 7 day with invitations extended to neighbouring schools. Over sixty Year 7 students attended a whole day seminar at the Town of Cambridge where each of the five schools gave a presentation of their work on sustainability.

Though being disadvantaged by smaller numbers in the upper primary section of the school, our students excelled in the sporting arena. Our teams finished a creditable second in both the interschool swimming and athletics carnivals. We also proved to be very competitive in our winter sports – football, soccer, mod-crosse and netball.

A team of Floreat Park girls won the local Town of Cambridge triathlon. Our term four sport's program offered students in Years 4 – 7 archery, tennis, squash, golf, water polo, tae kwon do and basketball.

Symmetry Cycle Coaching conducted a bicycle education and skills program for our students in Years 4 to 7. The five hourly lessons saw our students improve their cycling proficiency as well as their bicycle and road usage knowledge.

This year the school initiated an Edu dance program which saw all classes receive weekly hour lessons during term 3. This culminated in a concert performed for parents who were treated to a display of various styles of dance including hip hop and jazz.

Floreat Park Primary School continues to excel in music with over seventy students learning instruments through the School of Instrumental Music. Two instrumental concerts and an evening concert were performed. Every child in the school was afforded the opportunity to see the Western Australian Symphony Orchestra perform as well as Musica Viva performance by Eddie Hall and the Bee Pees.

Our school continues to achieve well in the academic area as is evidenced in the outstanding NAPLAN results. Though not included in the NAPLAN, our Science program is both comprehensive and enriching. The children were engaged in a catapult building competition as well as completing a week of Science tabloids.

Having the second semester theme of 'Life and Living' enabled the children to make extensive use of our outstanding kitchen garden and the various sustainability projects. Assisted by a team of skilled and enthusiastic parents, the gardening activities have extended into cooking lessons using the produce. All classes visited Kings Park to take part in lessons relating to the ecosystem in that locality.

Recycling has been promoted well in this school with classes visiting the Tamala Park facility and undergoing a Recycle, Reduce and Reuse course run by Cleanaway.

Floreat Park Primary School is supported by committed and hard working parents who this year raised over \$28000 at the biannual fair.

The Year Seven group has been affected by the half cohort moving through the school and this year we have only had thirteen students in that group of whom three are new students to the school. To help draw the group together to help in running the leadership program the students had an overnight stay at Fairbridge Farm where they were involved in a range of activities for leadership.

All students from Year 4 to Year 7 participated in the Bike Ed program, which was a resounding success and is to be conducted again in 2010. This week long program really tested the skills of the students but it was amazing to witness the progress of many of the students - particularly the students who have limited opportunity to ride their bicycles.

Funding was obtained for the introduction of a kitchen garden in 2008 and the continued involvement of the students has been most encouraging. Two mothers have actively led the students in discovering the delights of the garden with their cookery sessions.

Bookweek, Kings Park and a Sustainability Seminar were added focii to the year. A special group of Year Sevens organised the involvement of neighbouring schools in a day long seminar on sustainability.



Whee!!! Up and over.



What page!! Where?

I think I can carry it!!!



Floreat is there somewhere!



NAPLAN RESULTS 2009

Summary comments:

- Our Year Three students performed admirably when compared to Like Schools.
- Spelling achievement is below the Like Schools. however, this issue has been appraised at a staff development day and strategies and resources identified to assist in the improvement of this component.
- The punctuation, grammar and reading components have 100% of the students performing above the national minimum standards with 55% of the students in the top 20%.

NAPLAN RESULTS 2009

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

State	Year 3 Spelling		
	School	Like Schools	
	2009	2009	
Top 20%	30 %	41 %	
Middle 60%	66 %	57 %	
Bottom 20%	5 %		

State	Year 3 Punctuation & Grammar		
	School	Like Schools	
	2009	2009	
Top 20%	55 %	50 %	
Middle 60%	45 %	48 %	
Bottom 20%	0 %	1 %	

State	Year 3 Writing		
	School	Like Schools	
	2009	2008	2009
Top 20%	45 %		45 %
Middle 60%	52 %		53 %
Bottom 20%	2 %		1 %

State	Year 3 Reading		
	School	Like Schools	
	2009	2009	
Top 20%	55 %	48 %	
Middle 60%	43 %	49 %	
Bottom 20%	2 %	4 %	

State	Year 3 Numeracy		
	School	Like Schools	
	2009	2009	
Top 20%	59 %	54 %	
Middle 60%	41 %	44 %	
Bottom 20%	0 %	2 %	

NAPLAN RESULTS (cont'd.)

- As with the Year 3 results, the Year 5's have also recorded some incredible efforts, for example - spelling had 58% of the cohort in the top 20%,
- More astounding was the grammar result with 83% of students in the top 20%.
- This was followed with a reading result of 75% of the group achieving placement in the top 20%.
- The numeracy result nearly equalled the reading result with 73% in the top 20%

NAPLAN RESULTS 2009

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

State	Year 5 Spelling			
	School		Like Schools	
	2009		2009	
Top 20%	58 %		45 %	
Middle 60%	42 %		51 %	
Bottom 20%	0 %		3 %	

State	Year 5 Punctuation & Grammar			
	School		Like Schools	
	2009		2008	2009
Top 20%	83 %			59 %
Middle 60%	17 %			38 %
Bottom 20%	0 %			3 %

State	Year 5 Writing			
	School		Like Schools	
	2009		2009	
Top 20%	62 %		56 %	
Middle 60%	37 %		41 %	
Bottom 20%	2 %		3 %	

State	Year 5 Reading			
	School		Like Schools	
	2009		2009	
Top 20%	75 %		54 %	
Middle 60%	25 %		44 %	
Bottom 20%	0 %		3 %	

State	Year 5 Numeracy			
	School		Like Schools	
	2009		2009	
Top 20%	73 %		62 %	
Middle 60%	27 %		37 %	
Bottom 20%	0 %		1 %	

NAPLAN RESULTS (cont'd.)

- Our Year Seven group started the year with seven students after having been decimated with the departure of more than 65% of the cohort to private schools. The group grew to 13 during first term.
- Ninety three percent of this group have performed above the minimum standard in spelling
- 100% in punctuation and grammar
- 100% for writing
- 100% reading - and
- 100% numeracy.
- Other than spelling the performance against like schools has been reasonable considering the overall ability of the cohort.

NAPLAN RESULTS 2009

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among Like Schools

State	Year 7 Spelling			
	School		Like Schools	
		2009		2009
Top 20%		8 %		42 %
Middle 60%		85 %		55 %
Bottom 20%		8 %		3 %

State	Year 7 Punctuation & Grammar			
	School		Like Schools	
		2009		2009
Top 20%		54 %		63 %
Middle 60%		46 %		33 %
Bottom 20%		0 %		3 %

State	Year 7 Writing			
	School		Like Schools	
		2009		2009
Top 20%		54 %		57 %
Middle 60%		46 %		40 %
Bottom 20%		0 %		3 %

State	Year 7 Reading			
	School		Like Schools	
		2009		2009
Top 20%		54 %		58 %
Middle 60%		46 %		37 %
Bottom 20%		0 %		4 %

State	Year 7 Numeracy			
	School		Like Schools	
		2009		2009
Top 20%		54 %		67 %
Middle 60%		46 %		30 %
Bottom 20%		0 %		3 %

MSE Testing

The students from Year 5 and 7 were selected to participate in the Science and Society and Environment monitoring for 2009. Again these assessments indicate the academic strength of the Year 5 cohort and the Year 7 group did not have one student placed in the bottom 20%.

This testing is conducted separately and, in addition, to the NAPLAN program which only covers the Literacy and Numeracy learning areas.

Western Australian Monitoring Standards in Education 2009
Percentages of FPPS students in top 20%, middle 60%, bottom 20% of the State.

Year 5	
Science	2009
Top 20%	68 %
Middle 60%	32 %
Bottom 20%	0 %

Year 5	
Science Investigations	2009
Top 20%	72 %
Middle 60%	26 %
Bottom 20%	2 %

Year 7	
Science	2009
Top 20%	23 %
Middle 60%	77 %
Bottom 20%	0 %

Year 7	
Science Investigations	2009
Top 20%	38 %
Middle 60%	62 %
Bottom 20%	0 %

Year 7	
Society & Environment ICP	2009
Top 20%	73 %
Middle 60%	27 %
Bottom 20%	0 %

Year 7	
Society & Environment	2009
Top 20%	55 %
Middle 60%	46 %
Bottom 20%	0 %

Staff Attendance:

Overall the school staff both teaching and non-teaching are regular attendees.

Teacher Qualifications:

All teaching staff meet the minimum standards required by WACOT for registration.

Professional Development:

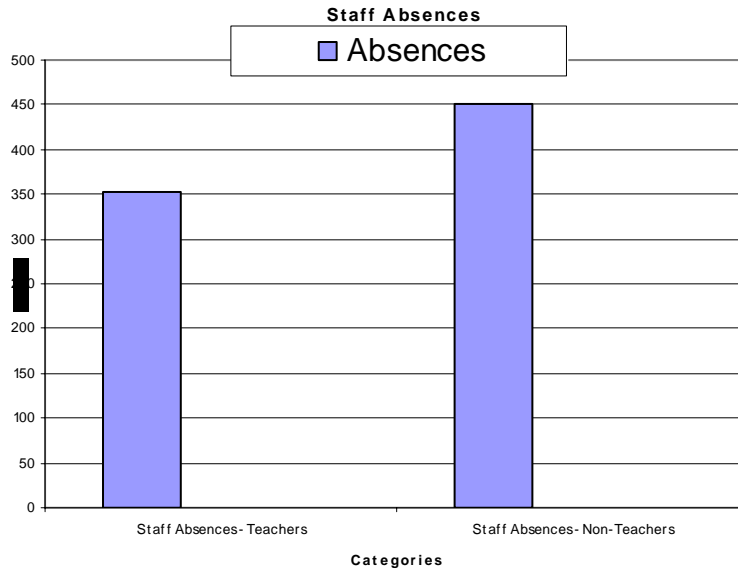
The focus for PD this year has been on the implementation of cooperative learning strategies. Four of the teaching staff have attended Classroom Management Strategies training sessions (that have a heavy emphasis on the use of cooperative learning strategies) and another group including the administration team have been involved in the NEW DIRECTIONS: *Leading Effective Learning and Teaching* program. Following these sessions all of the staff, through our performance management program have participated in further training. The staff have also shared classroom experiences with the various skills and strategies. Additionally our curriculum coordinator has created a term by term implementation timetable.

Enrolment Trends

As a western suburbs school we are experiencing the impact of local private schools encouraging students to move into their middle school structures for the beginning of Year 7. Inward movement of jobseekers from the eastern states and overseas has been reflected in our enrolments for the past 12 months with more than 30 students enrolling during this period. Our pre-primary enrolments have been down but indications are there will be full groups for 2010.

Student Destinations:

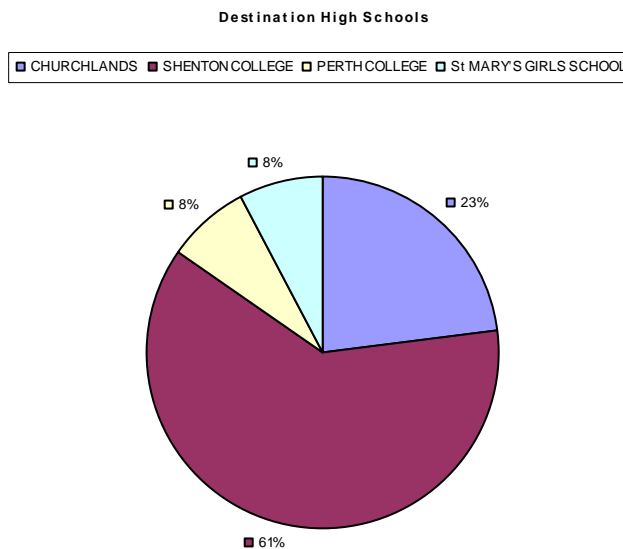
The chart of student destinations gives a more detailed indication of the



	Absences	%age absent	
Staff Absences - Teachers	352.11	3.59%	96.41%
Staff Absences - Non-Teachers	449.84	4.38%	95.62%

School Financial Information

TOTAL Revenue 2009:	\$392,428 *
TOTAL Expenditure 2009:	\$283,237
*Includes Commonwealth Grants	
Balance: Sundry accounts.	\$109,191
Less: Investing in Our Schools:	\$ 825
Unallocated Funds:	\$ 11,600
Reserve Accounts for 2010	
• Computer Replacement:	\$ 12,873
• Equipment / Furniture	\$ 20,257
• Capital Works:	\$ 4,194
• Library / Software Res.	\$ 2,899
• Photocopier Replacement:	\$ 9,525



schools the students have moved onto.

Behaviour Management: Our school has a well structured policy based on the model proposed by DET and in following the due process of that policy it has only been necessary to enforce two student suspensions totalling five days.

Attendance % - Primary Year Levels Student Participation - Attendance - By Year Level

	Y 01	Y 02	Y 03	Y 04	Y 05	Y 06	Y 07
2007	95%	96%	95%	96%	92%	96%	98%
2008	95%	96%	95%	95%	94%	94%	95%
2009	95%	95%	97%	96%	95%	97%	94%
State 2009	92%	93%	93%	93%	93%	93%	93%

Primary Attendance Rates Student Participation - Attendance - Overall

	Non - Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
2007	95.5%	94.1%	0.0%	81.2%	95.5%	93.1%
2008	94.8%	93.6%	97.9%	80.7%	94.8%	92.6%
2009	95.7%	93.9%	98.9%	81.1%	95.7%	92.9%