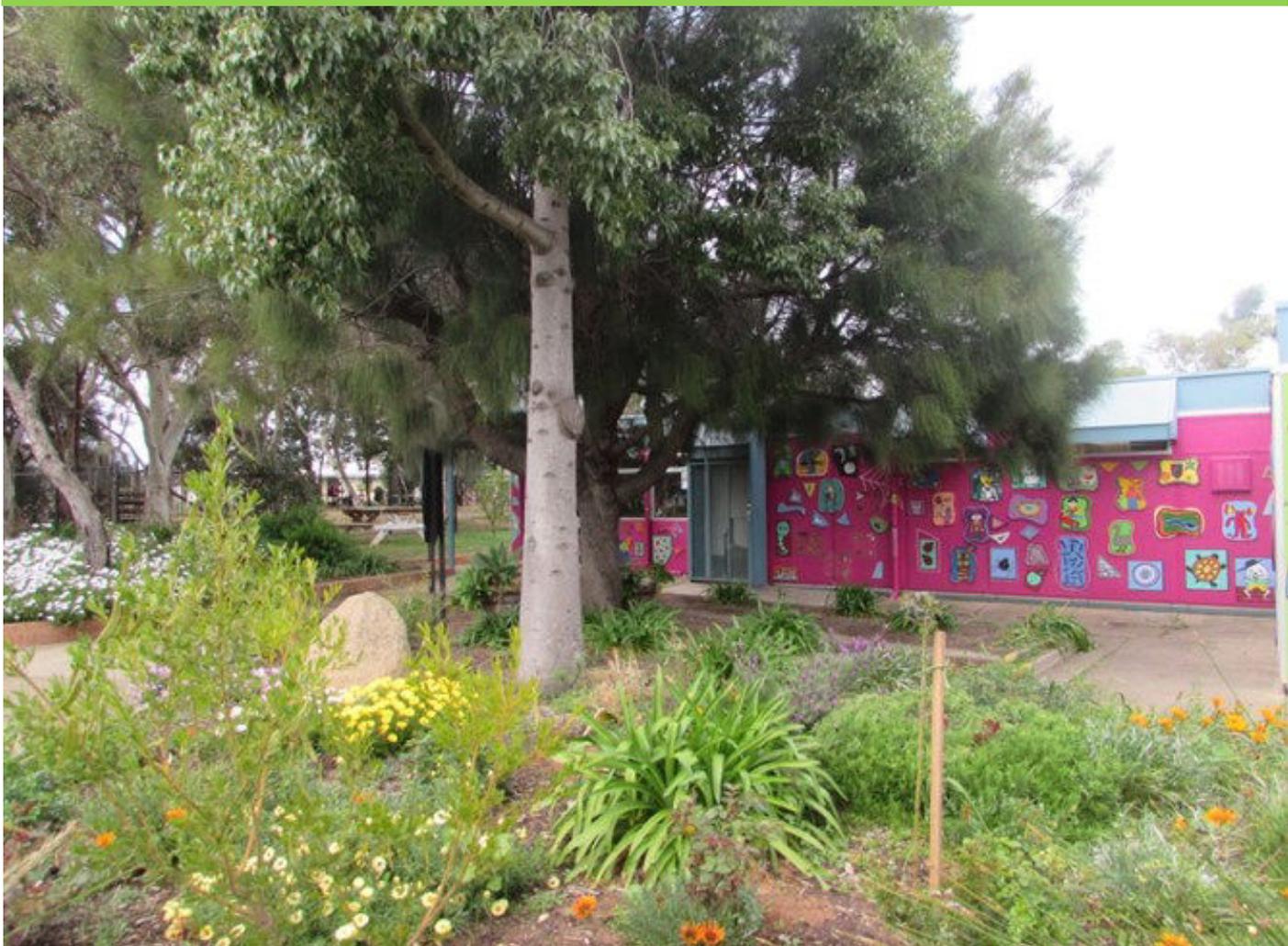


# Fraser Park Primary School and Fraser Park Child Parent Centre 2018 Annual Report to the Community



**Respect**

**Caring**

**Enthusiasm**

**Fun**



# Fraser Park Primary School and Fraser Park Child Parent Centre 2018 annual report to the community



Government  
of South Australia  
Department for Education

Fraser Park Primary School Number: 1382

Fraser Park Child Parent Centre Number: 1579

Partnership: Murraylands

Name of school principal:

Ms Michelle Kamma

Name of governing council chair:

Ms Julie Hillam

Date of endorsement:

12/02/2019

## Site context and highlights

Fraser Park Preschool-7 is a category one school with a complex and rewarding school community. There is a high turnover of students with many transient families. In 2018 transience was 31 students in and 40 students out, with a student population of 83.

This impacts on the provisions of educational programs for students making Accelerated Literacy the best support for our students, providing structure and sound pedagogy. Paula Fahey was the consultant for 2018.

Indigenous students make up approximately 65% of the school population. There are 10% of students identified for support under the Disabilities Policy. All students have Personalised Learning Plan to ensure teaching and planning supports their individual teaching needs.

The Fraser Park Preschool-7 community worked in a strong partnership with the school community during 2018 to accomplish the goals of the Site Improvement Plans. Working with our community is a whole school priority.

"Learning Together for the Future" is our motto - 2018 has been a year with a strong focus on learning and working together to achieve this goal, we believe strongly that learning is a relationship.

The highlights are: MARKIT, Persona Dolls, Family Partnerships, Restorative Justice, Yanun Pulgi (Family Centre), Community Assist - Steff Randall, Mother Tongue Ngarrindjeri, Accelerated Literacy, Whole School Fruit Program, Knitting with Mrs Sim, Whole School Fitness, Book Week Celebrations dress up parade, SMART Practice, Fair Day, School Bus, School Review-2021, End of Year Concert, Implemented One Plan, Kunyi Art visit staff training, Sam Oshodi African Drumming, School Chaplain - Darryl Mark, Premiers Reading Challenge Plus One, Breakfast Club, Community Voice through Family Partnerships (Indigenous Initiative), Personalised Learning Plans, Staff Professional Learning, Accelerated Literacy, Aboriginal Perspectives, Differentiated Curriculum, ACARA, Cultural Competency, Numeracy, Student Voice, Student Forums, Sharing Circles and SLC, 15 a side Football Carnival, Basketball Sponsorship Program.

The ongoing beautification of the grounds and buildings is a school community priority based on the notion of school pride and caring for our learning environment.

## Governing council report

### SCHOOL

The Governing Council meetings are well attended and there is a strong family voice in the decision making of the Fraser Park Preschool-7 School. We are proud of the large number of Aboriginal families who form the Governing Council. The staff of the school are tireless workers who have a deep commitment to learning in partnership with families. The Accelerated Literacy pedagogy is used from Preschool to year 7 and has over time had a positive impact on students learning outcomes. Paula Fahey was our Accelerated Literacy Consultant working in classes every Wednesday to support staff and students. She observed teacher practice, gave feedback and also modelled best practice. Mrs Fahey also facilitated professional learning groups to further strengthen teacher practice in literacy.

Ngarrindjeri is celebrated from Preschool-7. Nana Glenys works with all students to support language learning. The students have fun and develop a strong sense of others culture and acceptance of difference, while becoming Ngarrindjeri speakers and writers.

Learning languages has shown that it improves students' literacy in general. Language learning also promotes understanding of other cultures and acceptance of differences, as a community we are proud of the language programs.

The Governing Council have been engaged with the data around bullying and the development and monitoring of the schools bullying policy. This remains a priority for 2019.

The Better Schools funding has provided much needed support for the strengthening of pedagogy at school, with resources, training and additional staff to support students engage with learning.

Working in partnership with families is a priority and is at the core of our work.

Di Grigg (Consultant), Michelle Kamma (Principal), Aunty Trish (ACEO), Nana Glenys, Gloria Ebsworth and Russell Gilbert (Wellbeing Coordinator), worked in partnership with families to develop pedagogy and learning using Persona Dolls, to better support reading. Each class has a doll. Students take these dolls home and share the dolls' stories with their families.

Learning Packs developed in partnerships with families support cultural teaching in the classrooms.

Thank you to all staff for their commitment to supporting our children's learning and for the endless care they extend to the school community.

This year the school and preschool have been working in partnership with the Regional Office staff. Sue Record (Principal Consultant) and Gordon Combes (Early Years) to better support teaching and learning in the area of literacy. The major focus has been an oral language development. The whole school staff participated in an excursion to a city school to observe the way they use the learning environment to support student engagement.

### Preschool (Pulyeri)

2018 has been a rewarding year, with an inclusive program of fun in learning provided by Mr Hill and the Pulyeri team. They are always friendly and welcoming to our families.

The Governing Council meetings are well attended with a strong choice. Family Days are highly valued with all families attending, keen to know about their children's learning. I thank the staff for their amazing efforts and dedication to our children. I commend the excellent work the Preschool team are doing inspired by Mr Hill.

We welcome new families and look forward to more FUN learning in 2019.

Warm Regards

Julie Hillam  
Chairperson  
Fraser Park Preschool-7 School Governing Council

## Quality improvement planning (preschool)

### PRESCHOOL (PULYERI)

Staff Training in 2018 included:

- \* Cultural Competence visit to Migration Museum
- \* Code of Ethics
- \* Sensory Needs and the Five Point Scale
- \* Reaching Targets
- \* Using Technology - Early Years - Daniel Robin
- \* First Aid
- \* Accelerated Literacy - Early Years Focus
- \* Art Workshops - Early Years

We are working with the pedagogy of Reggio Emilia embedding the pedagogy into our practice where appropriate. Throughout 2018 we focused on the following areas: the Quality Improvement Plan was revised in consultation with staff and reformatted to meet the new structure coming into effect in 2018, staff input to the play program was continued, child and family choice were considered in programming, showing evidence of links between child voice and the program were refined, observation processes were reviewed, staff conversations with children regarding healthy eating were promoted, and STEM was further incorporated into the program.

#### Context and highlights

At the beginning of 2018 Brad Hill went on Long Service Leave for 5 weeks. During this time Susan Hynes was the teacher in the preschool. The preschool had four educators working with the children a number of volunteers and students throughout the year. The program was guided by the Early Years Learning Framework (EYLF) and the Literacy and Numeracy indicators to help Personalised Learning Plans for each child with specific individual learning goals. The Reflect, Respect, Relate document has also guided our practice. We also value and incorporate children's and families voice in the daily learning experiences at our preschool, which are reflected in our Family Book, weekly programs and displays.

Our program this year incorporated a play-based curriculum, Accelerated Literacy, Child Protection Curriculum, sustainability, Fill Your Bucket, transition, oral language, celebrations, cross-curricular Aboriginal perspectives, with the use of our Persona doll, breakfast program, daily fruit and wellbeing lunches.

The Accelerated Literacy Texts covered this year were Handa's surprise by Eileen Brown, The Little Red Hen retold by Michael Foreman, Mr Kwok's kites by Elaine Lindsay and Louise Builds A Boat by Louise Pfanner. Each of these texts tied into the EPOP (Emergent writing, Phonological awareness, Oral language and Print concepts) focus of the Murraylands Partnership and our focus on vocabulary development.

This year we have been involved in a state-wide Early Years project, Learning Design and Reflective Practice Professional learning Program (LDAR). As our topic of enquiry we looked at strategies to increase the children's vocabulary acquisition. This was approached through programming in Accelerated Literacy and our play experiences as well as staff trainings.

Our termly Family Day barbecues and end of year graduation this year were will attended by families and the end of year concert was a great success.

#### Quality Improvement Planning

A lot of work has been done this year on reformatting the Quality Improvement Plan. Moving away from the model of past years where each Quality Area incorporated targets and strategies, we now have 2 priorities made in consultation with the Murraylands Partnership and then context specific targets, connections to macro level priorities, links to Quality Areas, strategies and success measures are determined in consultation with families and staff.

This process has led us to our 2019 challenges, developing children's vocabulary and facilitating children's voice to better inform our program and guide practice.

## Improvement planning and outcomes (school)

The Family Partnership group and Governing Council are strongly involved with the development of our Site Improvement Plan. There are Four focus areas, Literacy, Numeracy, Restorative Justice and Family Partnership, Literacy has been a big focus with the Accelerated Literacy pedagogy having a focus on oral literacy.

Reading was a focus with students reading three times a day at school. Running Records were used to ensure clear data collection, the results were entered on MARKIT - Goals were set in student's Personalised Learning Plans. Every student has demonstrated improvement. There remains the ongoing challenge of students reading, SEA.

Leveled Literacy Intervention (LLI) has also supported the reading focus ensuring all students who need support get it. LLI has been instrumental in shifting reading levels for struggling readers and in particular Aboriginal students.

The Better School Funding has insured staffing and resourcing is available to better support reading improvement. The purchase of picture books and oxford readers have engaged and motivated students to read.

Oral Literacy was identified in the school review as a priority for improvement. There was a targeted focus on Oral Literacy, supported by whole staff training and support from the Speech Pathologist.

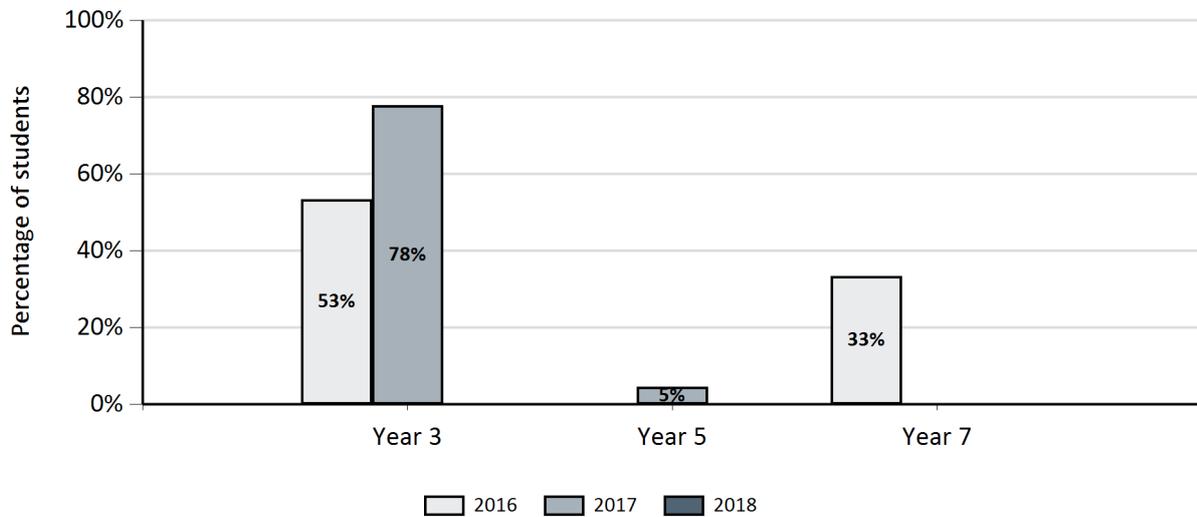
The rigorous teaching of sight words from reception to year 7 has been a priority with the intervention of having all students achieving age appropriate outcomes. While site data indicated a 5% improvement from Term 1 to Term 4 in students sight work knowledge.

## Performance summary

### NAPLAN proficiency

The Department's Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the Department's SEA for Reading and Numeracy.

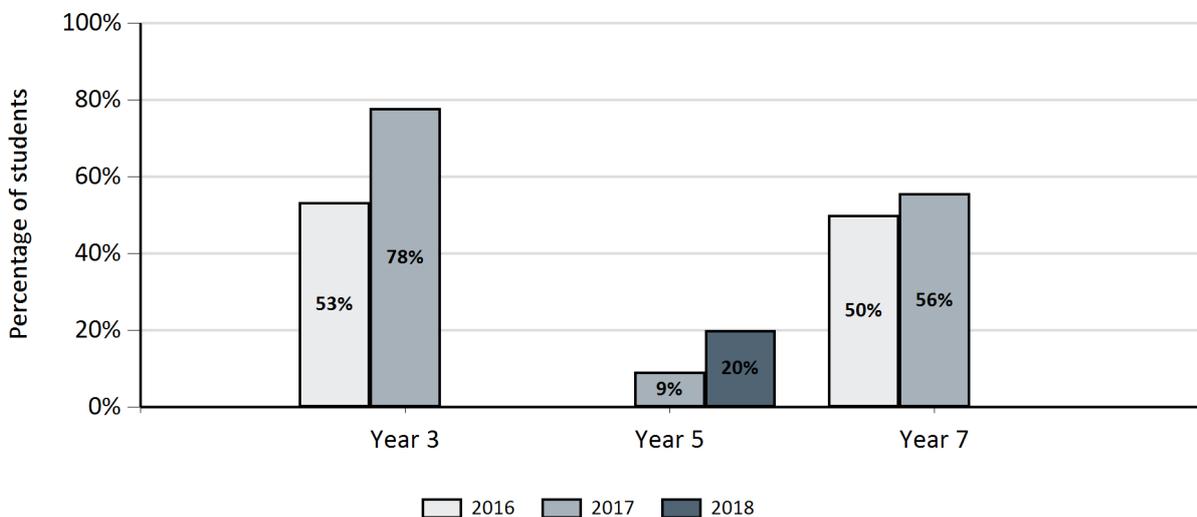
#### Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	0%	*	25%
Middle progress group	0%	*	50%
Lower progress group	100%	*	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	0%	*	25%
Middle progress group	50%	*	50%
Lower progress group	50%	*	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	6	6	0	0	0%	0%
Year 3 2016-18 average	10.0	10.0	3.7	4.7	37%	47%
Year 5 2018	12	10	0	0	0%	0%
Year 5 2016-18 average	12.7	12.0	0.0	0.0	0%	0%
Year 7 2018	*	*	*	*	*	*
Year 7 2016-18 average	6.0	6.0	0.0	0.0	0%	0%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## School performance comment

NAPLAN data shows that the focus on reading has supported students growth in reading in Year 3 with positive growth. This reflects the purposeful teaching and support from families to read. The Accelerated Literacy pedagogy, with a small group focus on teaching phonics and reading provides a strong foundation for improvement. The on going challenge is moving students into the upper band of improvement.

Numeracy learning since 2017 has been supported by a significant change in practice moving away from blackline masters towards a hands on self recording approach. All maths equipment is stored in classrooms. This process is taking time to embed into classroom practice. While there are improvements in NAPLAN data there is a pressing need to shift students into the upper bands of improvement correct analyses of data is difficult, due to the small cohorts, not being large enough to give meaningful data.

The school uses Personalised Learning Plans (PLP) in an effort to address learning issues and to better target each child's specific learning needs. The staff and families have found that the use of PLP's engages students in learning and provides a clearer picture of the students learning improvements.

The high level of transients means that cohorts are constantly changing, providing more complexities and challenges in the quest to improve students data, often the students who sat NAPLAN in year 3 are not the same students who sit NAPLAN in year 5.

The clear implication for practice is to focus on early intervention as students from the day they begin reception, are well behind SEA, as identified in Running Record data and other site based data.

## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	80.8%	95.0%	75.3%	92.6%
2016 centre	96.8%	88.5%	91.2%	96.3%
2017 centre	99.6%	92.6%	93.4%	96.5%
2018 centre	84.6%	94.3%	91.4%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the Department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

## School attendance

Year level	2015	2016	2017	2018
Reception	86.4%	74.0%	77.9%	75.9%
Year 1	82.1%	77.5%	59.2%	74.2%
Year 2	87.3%	88.3%	69.6%	76.9%
Year 3	93.6%	82.4%	62.7%	82.9%
Year 4	88.2%	76.2%	75.2%	76.2%
Year 5	77.3%	76.9%	65.3%	81.4%
Year 6	85.0%	85.5%	59.7%	72.7%
Year 7	74.7%	82.5%	83.8%	70.0%
Year 8			94.1%	
Total	84.4%	79.7%	69.5%	76.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance comment

Improving attendance is the the heart of our work. We are viginalent in tracking attendance and supporting students to be at school every day. The high levels of transients means many families move having large gaps in between when they leave, return or re enroll at another school.

The very positive news is that families are reporting their students absence to school. The Wellbeing Coordinator and ACEO and the regional attendance officer work relentlessly to support students attendance at school.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	11	19	27	22
2016	15	27	30	25
2017	20	24	20	21
2018	23	28	34	30

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool enrolment comment

The Preschool continues to grow and be the preferred Preschool for this area. The large number of Aboriginal students enrolled attended for 100% of their funded sessions per week.

There is a strong commitment to working with families and this supports community confidence in the Preschool.

## School behaviour management comment

There is a Safe School Policy with clear processes to consistently address issues regarding non-school behaviour. this is supported by strengthening students social skills through the Values education framework which is used with families, students and staff. There is a common language used by the whole community. values are explicitly taught everyday.

Sharing Circles are used so that students have a clear voice and an understanding of the schools negotiated values of Fun, Caring, Respect and Enthusiasm.

Restorative Justice supports the whole community to restore relationships and get on with the core work of the school and that learning.

Working in partnerships with families provides support for managing conflict, in a respectful way.

## Client opinion summary

Roy - My children are Aboriginal and I feel our culture is valued and my children learn with respect. I love the personalised learning for all students.

Rebekah - I am from South Sudan. My children receive a great education. My daughter is reading at a level 20 after only six months in Australia.

Ngarrindjeri Elder - My grandchildren attend 'Fraser'. I am proud to know they are learning on Ngarrindjeri land, and that the staff care about those kids.

The Persona Dolls support all kids to know our identity and culture.

Sok - I love this school, I love the learning, I can't wait to see their Portfolios. My kids are learning and I'm learning to better support them at school.

Gloria - The school has taught me how important Reading is. We read every day at home.

Jay - All my children have attended this school. I love the learning and I love all the cultures. I wouldn't go to any other school. We drive 20 minutes everyday to be at this school. Families matter here, learning matters here.

Mrs Pope - This is a great community school. The staff are so helpful, the children talk about learning and I'm proud to be involved in the STEM project by supporting students to knit with purpose.

John - 8 of my children have attended Fraser, our last one is there now. That school provides learning and I feel listened to. I know what my child needs, it's great to have a voice.

Uncle David - Best school for Aboriginal children - because they learn and they learn how to get along with all different cultures. I'm on Governing Council, I'm proud to have a say.

Nellie - My child is reading at level 30, my child is doing algebra. I am blown away. My beautiful daughter is learning.

Nan - Any issues we sit down, we sort it out with respect - No shame. We move forward.

Garry - A great school, we are happy and pleased our kids are learning.

Gloria - I love that I am included in the learning my children do. We read together everyday.

Rosalie - The best school for aboriginal students, diversity is respected.

## Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0299 - Murray Bridge North School	12.0%	18.0%	15.0%
0302 - Myponga Primary School	6.0%	0.0%	0.0%
0950 - Murray Bridge South Primary School	0.0%	9.0%	19.0%
1382 - Fraser Park Primary School	81.0%	68.0%	57.0%
9049 - St Joseph's School - Murray Bridge	0.0%	4.0%	7.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

## Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	3	7.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	4.7%
Transfer to SA Govt School	36	83.7%
Unknown	2	4.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## Destination comment

The Fraser Park Preschool-7 School is a preferred option for a large percentage of the Preschool (Pulyeri) students, ensuring smooth transition and continuity of learning through familiar programs.

## Relevant history screening

100% of staff and volunteers have their Department For Education relevant history screening.

The recording of relevant screening is managed by the Wellbeing Coordinator ensuring that all staff are verified and recorded.

We support all community and volunteers to gain their relevant history screening.

We comply with the Department For Education requirements.

## Teacher qualifications and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	23
Post Graduate Qualifications	3

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.5	5.1	1.8	9.7
Persons	1	7	3	17

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

## Financial Statement

Funding Source	Amount
Grants: State	1977208
Grants: Commonwealth	4129
Parent Contributions	11746
Fund Raising	
Other	127247

## 2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Oral Language Whole Staff training, implemented Play Boxes and Play Tables to support the Accelerated Literacy texts. Additional staffing including Aboriginal ECW. Parent Partnerships workshops to support learning at home and improved attendance.	Increased staff confidence in teaching, learning and using Preschool Numeracy and Literacy indicators. Personalised Learning Plans to support individual goals.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Working with Department For Education support providers. Training and development to support staffs understanding of special needs children.	Working well with Department For Education staff. SMARTER Goals in Personalised Learning Plans for all children.
Improved outcomes for non-English speaking children who received bilingual support	Additional staffing. Aboriginal ECW to support Aboriginal students.	Play based curriculum. Positive relationships. Personalised Learning Plans for all children.

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

## 2018 school annual report: Tier 2 funding report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Values Education lays at the heart of our work. Skilling students with the skills of getting along. Additional SSO support.	Improved engagement reduction in negative consequences. Stronger relationships.
	Improved outcomes for students with an additional language or dialect	Aboriginal Teacher and SSO to provide small group support.	Personalised Learning Plans showing improvement.
	Improved outcomes for students with disabilities	SSO additional hours - Leveled literacy program, Cooking, STEM.	100% students meeting term by term PLP targets.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> <p>First language maintenance and development Students taking alternative pathways Students with learning difficulties grant</p>	<p>Accelerated Literacy pedagogy. Additional Aboriginal staff. Whole staff training to support pedagogy. Resource purchased Numeracy, Books, hands on resources.</p>	<p>Additional staffing Running records. Showing improvement. Personalised Learning Plans.</p>
Program funding for all students	Australian Curriculum	Funding used to strengthen staff practice.	
Other discretionary funding	Aboriginal languages programs initiatives	Parogram delivered by Ngarrindjeri Elder.	Every student involved.
	Better schools funding	Additional staffing and resources to support Literacy and Numeracy Learning. Leveled Literacy Intervention program.	Improved school based data. Engagement.
	Specialist school reporting (as required)	Not Applicable.	
	Improved outcomes for gifted students	The use of Personalised Learning Plans supports gifted students needs.	Success for all.
	Primary school counsellor (if applicable)	Values Education, Family Partnerships, Restorative Justice.	Positive Wellbeing, The Whole School Community.