



Felixstow Primary School

2022 annual report to the community

Felixstow Primary School Number: 1228

Partnership: Campbell

Signature

School principal:

Ms Skye Van Heusden

Governing council chair:

Tom Beck

Date of endorsement:

16 March 2023



Government
of South Australia
Department for Education

Context and highlights

Felixstow Community School (FCS) is a category 5 school in the suburb of Felixstow as part of the Campbell partnership. In 2022 we had 79 students in 4 classes. FPS is a local zoned school managed under a DfE capacity management plan. In 2022 the student population included approximately 39% school card holders, 45% students with English as an Additional Dialect, 16% students with disabilities and 2% Aboriginal students.

Based on our 2021 External review recommendations we continued to work on the directions set alongside our Site Improvement Plan directions.

Our external review recommendations are as follows:

- Direction 1 - Strengthen ongoing processes to monitor progress of the SIP by measuring the collective impact of the actions taken on the challenges of practice and the success criteria.
- Direction 2 - Strengthen high-yield practices in the use of formative assessment and effective two-way feedback providing students with increased differentiated learning and clarity of their next steps.
- Direction 3 - Foster innovation in effective task design through continuing to develop teachers' capacity to critically collaborate, enhancing challenge for all learners

The school is due for external review again in 2024.

Unfortunately COVID once again affected many of our programs and plans. We felt 2022 was the year that we were most affected by COVID restrictions and illnesses, and this impacted on many of our intended plans and progress.

Highlights:

- A highly successful partnership with Carclew's Aboriginal Artists in Schools: Teaching through creation stories program, utilizing the grant won by our Visual Art teacher in 2021
- Our kitchen garden program won three ribbons at the royal show – two for produce and one for our recycled scarecrow
- We went through the process and were approved to change our school name to Felixstow Primary School, as of 1st January 2023
- Established clear and consistent 'statements of practice' for the implementation of Berry St Education Model from 2023.

Governing council report

• In 2022 we welcomed new members Felicity Turner, Gabrielle Pewklian and myself, Tom Beck. Returning members: Kerryn Hibberde, Manju Thampi, Savia Coelho and Morris Mannella. Staff representatives: Skye van Heusden, Nicole Saunders and Gillian Hodges.

• In 2022, we received a letter from a parent, voicing concerns about the word 'community' in the name of the school being ambiguous to many local parents who are looking to enrol their child into a primary school. The concerned parent had consulted with number of local families who were unaware of the option to send their children to the school, not realising that it is a government primary school and suggested the name be changed to 'Felixstow Primary School'. The Governing Council voted in favour of putting the proposed name to a consultation process with the school parents, receiving a 98% response in favour. The school name change was approved by the Education Dept and has now been officially changed to 'Felixstow Primary School'.

• The Annual School Budget was debated, including no change to service and materials fees for parents and was approved in consultation with school families.

• The Governing Council debated and organised a community petition, aimed at improving traffic safety along Briar Rd. The petition is requesting school flashing lights and changes to parking and traffic flow. This was sent to the NPSP council at the end of 2022 with over 200 signatures.

• OSHC run vacation care started in 2022 term 3 break and continued over end of year break. Before school care has ceased in 2023 due to lack of demand.

• The Governing Council Constitution was updated to reflect the school's name change.

• We approved pupil free days for 2023.

Quality improvement planning

In 2022 we shifted our focus to just two goals, with an intentional focus on one of these related to writing. We continued to embed our focus on learner dispositions and 'the 6C's' of Global Competencies (Communication, Collaboration, Creativity, Critical Thinking, Citizenship & Character) through our work with the 'New pedagogies for Deep Learning' global network and Berry St Education Model. The focus of our planning, teaching and learning on the 6C's is implemented with the intention of stretching learning opportunities and positively impacting on student engagement and achievement.

Our model of intervention is the Wave 1,2,3 model which encompasses identifying student needs in Literacy, Numeracy & SEL through a range of data collection and observations. We work towards a 'right time, right place' approach to intervention and implement scaffolds required to support each learner to progress. We have a continued with our goal of reaching a benchmark of 90% of students at or above benchmark in literacy and numeracy assessments including NAPLAN, PAT-R, PAT-M, running records and Phonics.

Through analysing our achievement and wellbeing data the following goals and 'Challenge of Practice' were identified for 2022:

1. Writing: To increase student achievement in writing. Our identified 'challenge of practice' is - If each teacher strengthens their formative and summative assessment practices to inform the next steps in the design of teaching writing, students will increase their achievement in writing.
 2. Numeracy: To increase R-6 student achievement in Mathematics with a focus on problem solving strategies. Our identified 'challenge of practice' is - If each teacher creates challenging inquiry learning tasks using multifaceted problems to engage all students in developing problem solving strategies we will see an increase of greater than 0.4 effect size per year as demonstrated by PAT problem solving questions and NAPLAN numeracy scores
- Along with our SIP goals, and with the impact of COVID on families, students and staff, we maintained a strong focus on wellbeing, connection and engagement and supporting the development of identifying strategies for positive mindsets and resilience in learning and relationships.

Aboriginal Learner Achievement Leaders' Resource (ALALR) (1200 characters per question)

{Select which key element of the ALALR was focused on as part of school improvement this year (multiple choice), and provide answers to the following questions:

1. what NEW improvement actions were implemented by the ALALR to raise literacy and numeracy achievement? (1200 characters)
2. what improvements have been achieved? De-identified individual student achievements can be included here (1200 characters)}

In 2022 we had a focus on 'Data informed planning' and 'Applying Evidence-Based, Learning Interventions' which included:

- Collection of standardized data at specific points (PASM, Phonics, Running Records, PAT M/R), with all completed data sets entered onto Scorelink for tracking at least once each term. This is teamed with ongoing class based formative and summative assessments.
- Wellbeing, engagement and attendance is monitored regularly.
- We have a very small (<5) cohort of Aboriginal learners all in their first years of schooling who were all new to the school in 2021. We continued to individually track & monitor each student learner's achievement
- Where identified each learner accessed appropriate evidence based learning interventions
- One Plan documentation for all Aboriginal students regularly reviewed. All Aboriginal learners have One Plan's developed to set, track and monitor goals which are identified through data sets and conversations with stakeholders
- We use Scorelink to track student growth and progress, and report on this to families as part of our reporting processes.

Our school RAP planning was put on hold due to various factors, with a plan to revisit and complete this in 2023.

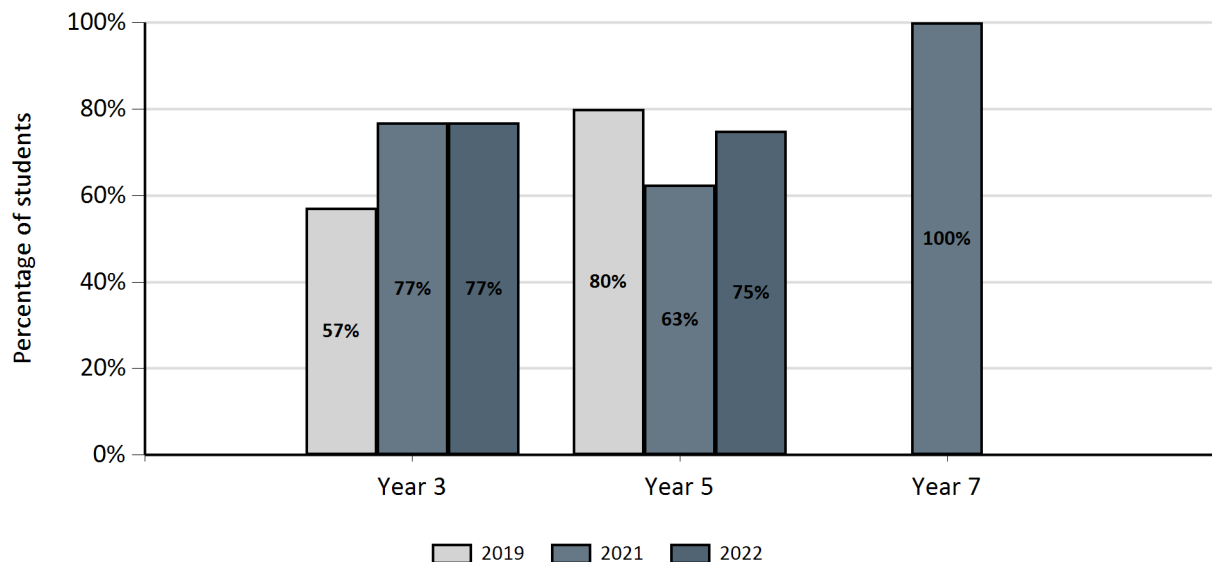
Our school has a very small cohort of Aboriginal learners so unable to report on literacy and numeracy achievements.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

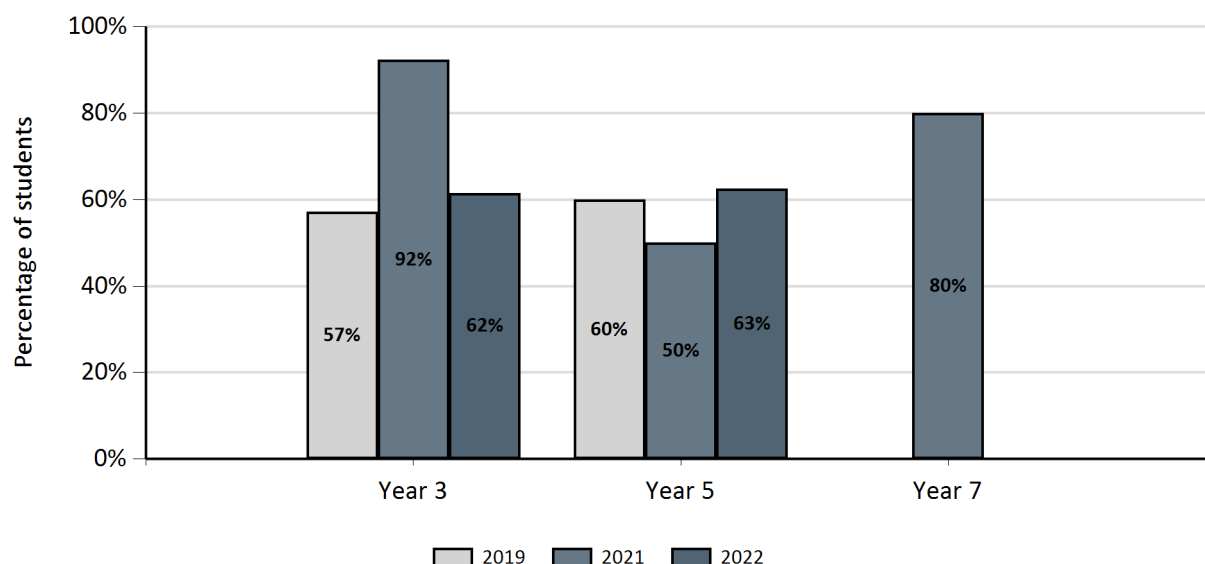


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	13	13	5	1	39%	8%
Year 03 2021-2022 Average	13.0	13.0	7.5	2.5	58%	19%
Year 05 2022	8	8	2	0	25%	0%
Year 05 2021-2022 Average	8.0	8.0	2.0	1.0	25%	13%
Year 07 2021-2022 Average	10.0	10.0	1.0	0.0	10%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

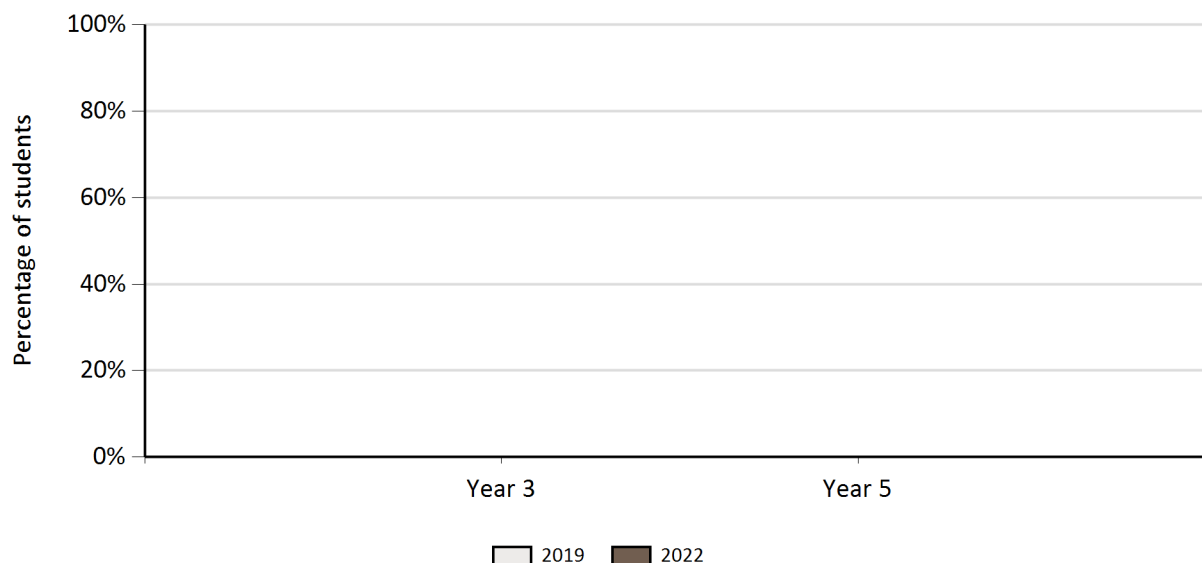
[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



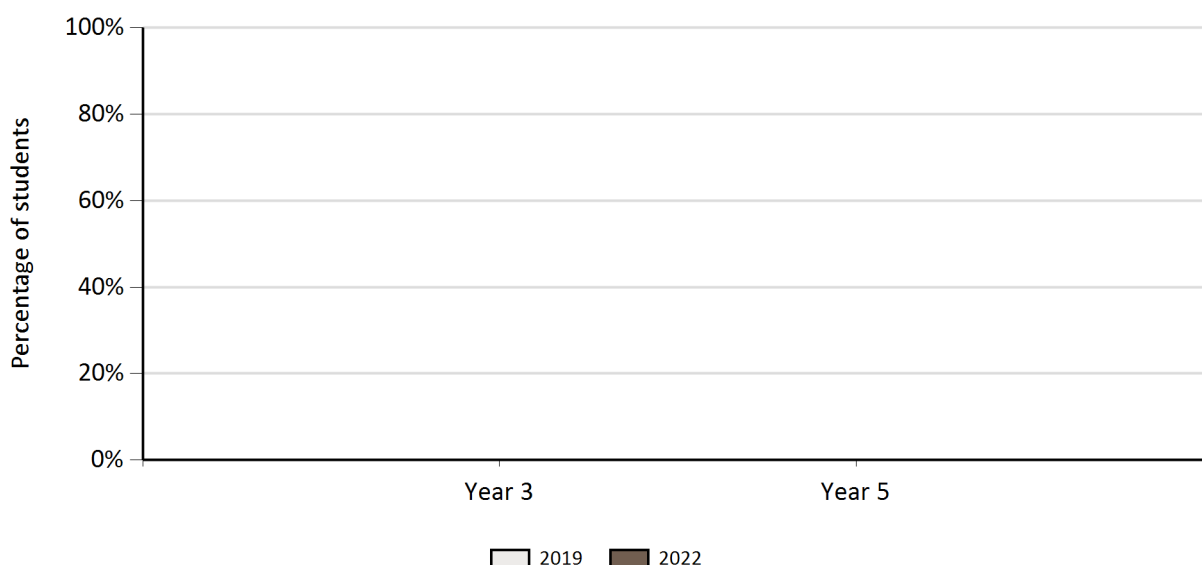
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2022-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2022 we had a focus on 'Data informed planning' and 'Applying Evidence-Based, Learning Interventions' which included:

- Collection of standardized data at specific points (PASM, Phonics, Running Records, PAT M/R), with all completed data sets entered onto Scorelink for tracking at least once each term. This is teamed with ongoing class based formative and summative assessments.
- Wellbeing, engagement and attendance is monitored regularly.
- We have a very small (<5) cohort of Aboriginal learners all in their first years of schooling who were all new to the school in 2021. We continued to individually track & monitor each student learner's achievement
- Where identified each learner accessed appropriate evidence based learning interventions
- One Plan documentation for all Aboriginal students regularly reviewed. All Aboriginal learners have One Plan's developed to set, track and monitor goals which are identified through data sets and conversations with stakeholders
- We use Scorelink to track student growth and progress, and report on this to families as part of our reporting processes.

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Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Our school has a very small cohort of Aboriginal learners so unable to report on literacy and numeracy achievements.

School performance comment

As a school that often has very small (<10) students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. On investigation of individual data and progress we were pleased with our 2022 NAPLAN results overall.

In term 3 each year we are required to assess students using the Progressive Achievement Testing in Reading Comprehension (PAT-R) and Mathematics (PAT-M). Our target for 2022 was to continue to strive towards 90% of students achieving benchmark or above. In our year 3-7 cohort we had approx. 85% at or above SEA in both Maths (41/49 students) and Reading (42/49 students).

We have continued to track overall growth over the last 6 years, which indicates a steady improvement and now maintenance in all results across the cohort (year 3-7 students). We strongly believe this is reflective of our continued focus on improving teaching and learning and an educator focus on reflective practice through our PLC conversations and team teaching approach.

Our phonics results were close to what we had expected with 11/19 year 1 students and 7/8 year 2's reaching the SEA benchmarks or above by the end of term 3. 4/19 of our year 1 students were just below benchmark by 2-3 points and the remaining 4/19 students had previously been identified for intervention support.

Attendance

Year level	2019	2020	2021	2022
Reception	88.1%	90.2%	93.6%	82.3%
Year 1	89.7%	85.1%	91.5%	88.8%
Year 2	90.6%	89.0%	87.2%	80.9%
Year 3	84.4%	90.4%	92.8%	88.1%
Year 4	86.2%	92.0%	91.6%	90.8%
Year 5	90.3%	89.6%	88.5%	80.1%
Year 6	82.5%	89.5%	87.4%	84.3%
Year 7	93.1%	90.9%	85.4%	N/A
Total	87.7%	89.3%	90.2%	86.1%

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

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

Attendance comment

Attendance continues to be a focus for us. COVID absences heavily impacted our attendance data in 2022. We hope to see this improve back to over 90% in 2023. We regularly inform parents of attendance rates and targets and where needed and work with the DfE Truancy team to improve attendance rates of chronic non-attenders, as being a small site, this impacts greatly on our data.

Our target for 2023 continues to be set at 92%.

Behaviour support comment

We have a strong focus on our school values of Respect, Responsibility and Compassion to ensure consistent conversations and management of student behaviours. In 2021 we completed our Berry Street Education Model training through the Trauma Informed School Initiative which has supported staff to develop their skill in supporting students with a trauma informed approach. During this project we have seen significant improvement in the way students manage conflict and seek support. This is reflected in our climate survey with very low rates of 'bullying' reported by students. At the end of 2022 we worked together with Berry ST staff to develop agreed 'Statements of Practice', that will be implemented in 2023.

Overall we saw improvement in our WEC (Wellbeing & Engagement Collection) data, we were especially pleased to see an improvement in all areas of 'learning readiness' reflective of our Berry St learning and implementation.

This is a continued focus for 2023.

We have continued to engage with external providers such as Kickstart to support students and families to make positive choices.

Parent opinion survey summary

Overall we had very positive responses on the parent survey. We were very pleased with the number of respondents again. Our response rate was 47%, the partnership rate was 31%, our portfolio response rate was 23% and the state response rate was 25%. This demonstrates the high interest level our families to be involved in our improvement journey.

Our responses had a significantly higher positive rate than the state rates, the areas we have identified as areas for improvement are:

- Supporting and providing parents with further information about how they can support their child’s learning at home.

We are planning to implement a range of strategies to support families to feel confident in supporting their child’s learning, including improved use of SeeSaw to share learning, running workshops on how to best support reading at home, Berry St strategies to support social and emotional wellbeing and networks for families with similar needs. These are strategies we had planned for prior to COVID restrictions that we are hoping we will be able to implement from 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	45.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	54.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

FCS complies with all Department for Education Relevant History Screening requirements by ensuring that all staff and tertiary students have relevant screens in place. All volunteers follow the departmental guidelines for working in schools. We have developed site based procedures to induct new employees and volunteers to the site. This is managed by an onsite SSO who takes responsibility for all information being collated, recorded and reviewed regularly.

Qualifications held by the teaching workforce 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	9
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	6.9	0.0	5.7
Persons	0	8	0	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,244,733
Grants: Commonwealth	\$0
Parent Contributions	\$39,493
Fund Raising	\$1,160
Other	\$1,045

Data Source: Education Department School Administration System (EDSAS).

2022 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 2022 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 wellbeing and engagement	2 day per week additional teacher with a focus on student support and engagement was employed to support student, families and staff in planning and supporting student engagement and wellbeing.	Targeted One plan documentation and processes associated implemented, additional funding secured
	Improved outcomes for students with an additional language or dialect	Additional literacy support to reduce size of literacy groups and provide more targeted support – focus on oral language and vocabulary development	Improved Reading outcomes for EALD students in NAPLAN
	Inclusive Education Support Program	Funding used to increase staffing support and improved access to intervention programs including literacy, numeracy, social skills, ICT skills development	Increased support and participation in learning for identified students
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Targeted funding has been used to maintain reduced staffing ratios and support for intervention programs across the school including Minilit, Too Smart, kitchen garden programs, SEL support. Students are identified for support by their class teacher in consultation with the principal using data sets including Running Records, PAT-M/R, Phonics.</p> <p>Contributed to an additional teacher with focus on students support and engagement to improve learning outcomes. Access to curriculum resources, training and development for staff. All student data is tracked and monitored using Power BI & Scorelink.</p>	Continued intervention processes – identification, implementation and monitoring and review processes
Program funding for all students	Australian Curriculum	Access to Curriculum Lead support and release time for teachers for planning, data analysis and identifying areas for improvement and support.	Improved consistency in planning processes and documentation
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	NA
	Better schools funding	Small amount of funding contributed towards the hiring of a 0.4FTE additional teacher to support leadership in tracking and monitoring assessment data	Support in leadership to access IESP support and funding
	Specialist school reporting (as required)	Not Applicable	NA
	Improved outcomes for gifted students	Not Applicable	NA