



Flagstaff Hill Primary School

2022 annual report to the community

Flagstaff Hill Primary School Number: 1018

Partnership: South Valley

Signature

School principal:

Donella Munro

Governing council chair:

Lee Bagshaw

Date of endorsement:

20 February 2023



Government
of South Australia
Department for Education

Context and highlights

In 2022, Flagstaff Hill Primary School finished the year with 609 students. We have continued to prioritize local enrolments. We started the year with a cohort of 75 Reception students, which were split into 3 straight Reception classes. This year we returned to composite classrooms across years 1-6 to ensure we remained in a financially viable position that allowed the school to undertake much needed improvement work. There were 20 classes - 3 x reception, 6 x Year 1/2, 6 x Year 3/4 and 5 x Year 5/6. Specialist subjects included PE, Japanese, Performing Arts and we introduced Technologies for the first time as a specialist subject. With the departure of year 7 the year before we had rooms available for Japanese and Technologies that we had not been able to provide previously.

In 2022, we had a student body, with:

- Total enrolment: Jan 2022 (526), Dec 2022 (513)
- Aboriginal/Torres Strait Islander – 5 students
- English as an Additional Language or Dialect total of 19 students, only 9 received funding
- Students verified through IESP categories 1 to 9 – 37 students
- Families on school card – 47

Once again we had a slightly interrupted start to the year with COVID but staff and students were able to quickly adapt and settle into the learning despite the fact that some classes were temporarily relocated due to some internal building work. Term 1 saw some much needed upgrading to some of our teachers preparation and meeting spaces and wet areas. The removal of the bright yellow and green laminate that had been present since the school was built in the 1970's was long overdue. Those spaces are now functional and contemporary.

We started the school year by introducing our new school Values that we had developed in 2021 - Be Brave, Be Curious, Belong. We also launched a new Wellbeing Framework - SELF (Social and Emotional Learning at Flagstaff) that was customised for the needs of our learners and incorporated our school Values. Staff had the opportunity at the beginning of the year to hear from Microsoft Educator and founder of the Social-Emotional Learning in Education, Mark Sparvell. Our focus on wellbeing continued with staff, students and parents fortunate to hear from founder of Happy Families, Dr Justin Coulson.

Our Early Years teachers continued to work with Literacy Guarantee Unit Coach Zana Thiele to improve and strengthen our approach to the teaching of phonics. We utilised the resources available from DfE to develop a scope and sequence that allowed for consistency across our classrooms. We had a student free day with Professor Di Siemon who led staff through developing their understanding of the Big ideas in Number and how to ensure that students have the necessary skills and understandings to develop their number sense. The learning in the areas of phonics and number sense underpins our site improvement work.

Our reception teachers continued working with our feeder preschools and the Early Childhood Leader to ensure we were more closely aligning our pedagogical approaches and enhancing our transition processes.

During 2022, opportunities continued to be affected by the COVID restrictions. However our students have still had the opportunity to take part in a range of additional activities:

- Out of School Hours Sports Competitions and SAPSASA
- Instrumental Music
- Choir
- Rainbow Day, Jai's Walk, Book Week including author visits, competitions and Premier's Reading Challenge
- Various excursions and incursions
- Whole school Sports Day.

Governing council report

In 2022 the Flagstaff Hill Governing Council consisted of 11 parent representatives, in addition to the Principal, Donella Munro, and staff representative, Clare O'Neill. Part way through the year saw a gradual transition out of the pandemic practices from 2020 / 2021 and early 2022, offering the opportunity for a couple of in-person meetings, rather than on Zoom. Whilst everyone adapted well to these online meetings, it was a very welcomed opportunity to again be able to connect in person, on two occasions. This year was the first year where the year 7 students were part of the high school system, leading to a reduction in student / class numbers in primary schools as result. There was also a review of the Constitution directed for all South Australian public schools. This review was undertaken and, although there were no changes made for the FHPS Constitution, the process was completed and signed off on within the designated time frame.

FAMILY AND FRIENDS – Towards the end of 2022 there was an opportunity to begin reintroducing in person fundraising as COVID restrictions reduced. The second hand uniform shop has slowly been able to open up again along with running an end of year family picnic. Earlier in the year, some of the fundraisers included the annual Easter raffle, Entertainment books, Mother's / Father's day stalls, Sports Day stalls and a Wine drive. The money raised has helped to purchase additional decodable readers for our younger students, contribute towards replacing equipment for After Hours Sports and the Year 6 Graduation owls for each Graduating student, just to name a few. Family and Friends group are always open to welcoming in new members, and you don't need to be a member of the Governing Council to join – please see the school website for contact information and dates for the 2023 meetings.

OUT of SCHOOL HOURS CARE (OSHC) continues to run a financially viable service to support the needs of families outside of school hours and currently there are about 50% of all the school students enrolled attending OSHC, thus demonstrating it is a valuable asset to the school community. Whilst this year we have farewelled Assistant Director, Lyn Stansall, we have welcomed, Kayla Alpin into this position. The entire OSHC team continue to offer a wonderful variety of activities both during the term and throughout the holidays, their passion for their roles can be seen by the levels of engagement and fun had by those students who attend.

CANTEEN - The Governing Council have continued to oversee the running of this viable business which has been managed this year by Linda van Dijk and Katie Allen. They have continued to facilitate the provision of healthy and tasty foods and great service, with the support of a newly purchased oven with seals that keep in the heat and hinges that work.

AFTER HOURS SPORTS - Although the Coordinator of After Hours Sports is a paid role, funded by the Governing Council, Leeanne Hackett continues to go above and beyond to ensure the smooth running of the after-hours sports programs. Due to generally increasing costs, lack of fundraising opportunities and minimal parents who can volunteer their time, the viability of maintaining this position has been a discussion point over the year. Without this position, a significant amount of extra work would be required by volunteering parents to run each of the different sports. Due to COVID, fundraising opportunities have been very minimal over the past couple of years however; hopefully 2023 can bring about an increase of fundraising opportunities which are a vital part of maintaining this position and providing these sporting opportunities.

After three years on the Governing Council at Flagstaff Hill Primary School, I will not be renominating for a further year. Despite having decided to not nominate, my time on the Governing Council has provided me with a number of opportunities such as a developing a deeper understanding into some of the day-to-day workings of running a Department for Education school, as well as an opportunity to oversee a variety of decisions regarding the direction of the school. One of the most valuable parts however, has been the opportunity to make connections and develop friendships with others in the school community.

In closing, I extend my sincere thanks to all the members of the 2022 Governing Council for their time, effort and involvement, along with their ongoing dedication to the focussing of positive outcomes for Flagstaff Hill Primary School. I would also like to express a big thankyou to all the staff, in the vast array of positions held, for their continued hard work and dedication.

Lee Bagshaw – Chair Person - 2022

Quality improvement planning

Our 2022 Site Improvement Plan had two goals:

Goal 1: Students will decode, read fluently and comprehend a wide range of texts through explicit, rigorous evidence-based teaching.

Goal 2: Students will develop automaticity and fluency in number sense through explicit, rigorous evidence-based teaching.

We supported these goals by providing evidence-based professional learning to our staff to build their capacity to cater for the needs of our learners.

We continued to build the capacity of our early years teachers through the ongoing with of the LGU coach who provided professional learning, classroom observations and feedback and support with responding to the data. We continued to embed the use of the DfE Phonics Scope and Sequence into daily phonics instruction in the classroom.

71% of our year 1 students reached benchmark for the Year 1 Phonics Screening which was slightly lower than 2021 but we had an increase in the average score which was 31/40. This indicates that we are still needing to develop our consistency in phonics instruction and provide appropriate and timely intervention. Participation in DIBELS training in 2023 will ensure we prioritise this for our students.

Goal 2: Students will develop automaticity and fluency in number sense through explicit, rigorous evidence-based teaching.

This year we were able to host Di Siemon for an in-person professional learning day. Di reinforced the online learning we did with her in 2021 and teachers continued to strengthen their approach to teaching number in the classroom. All classroom teachers completed Big Ideas in Number diagnostic testing and we were able to map our achievement and progress as a school.

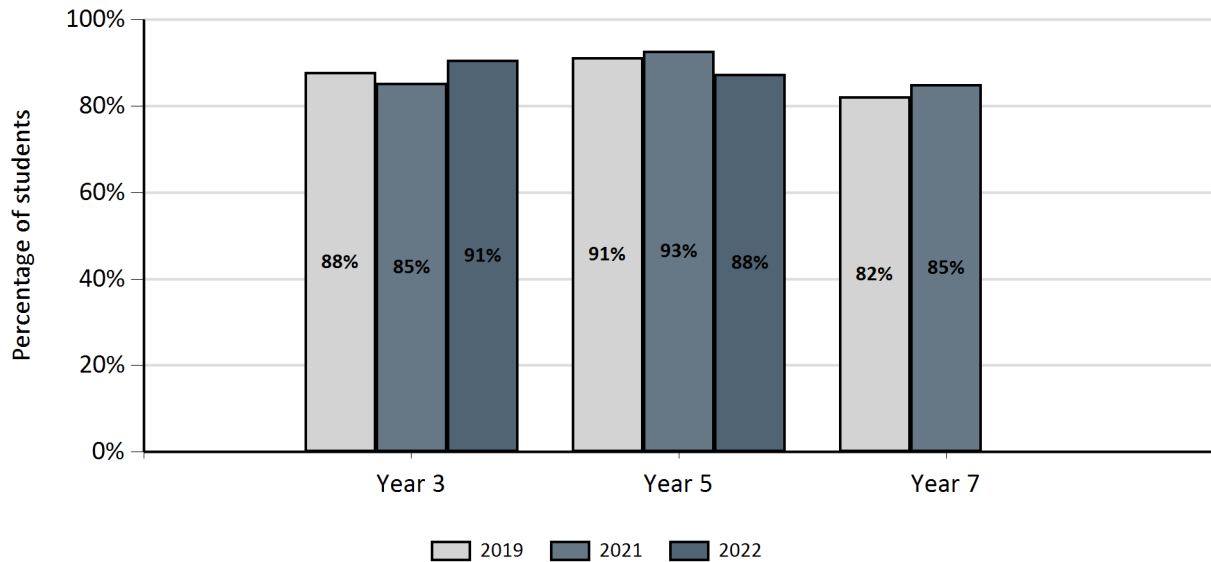
Teachers continued to build explicit instruction in number in their daily maths practice and provide students with ongoing opportunities to build their automaticity and fluency.

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

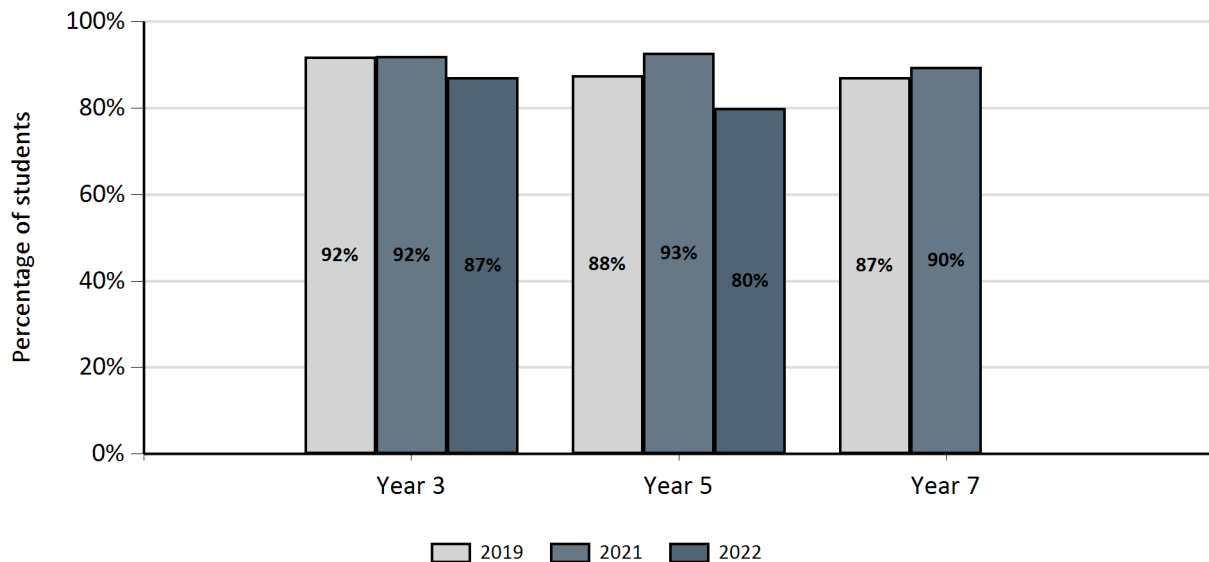


*NOTE: No NAPLAN testing was conducted in 2020.

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.

*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 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	86	86	44	25	51%	29%
Year 03 2021-2022 Average	80.5	80.5	38.0	22.0	47%	27%
Year 05 2022	80	80	28	29	35%	36%
Year 05 2021-2022 Average	75.0	75.0	27.0	25.5	36%	34%
Year 07 2021-2022 Average	67.0	67.0	25.0	30.0	37%	45%

*NOTE: No NAPLAN testing was conducted in 2020.

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

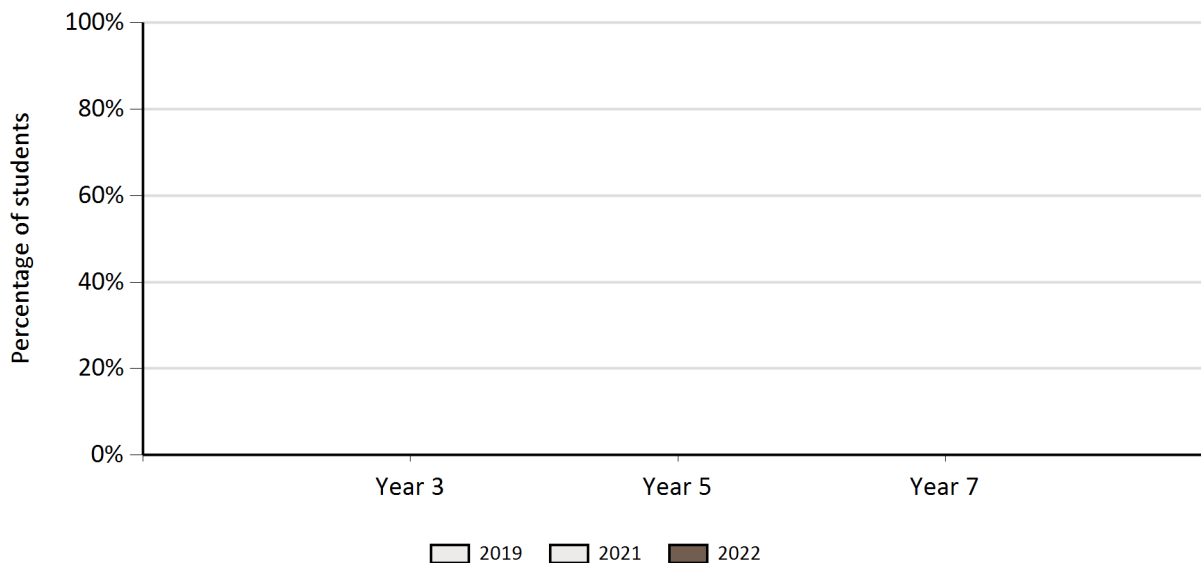
[^]includes absent and withdrawn students.

*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



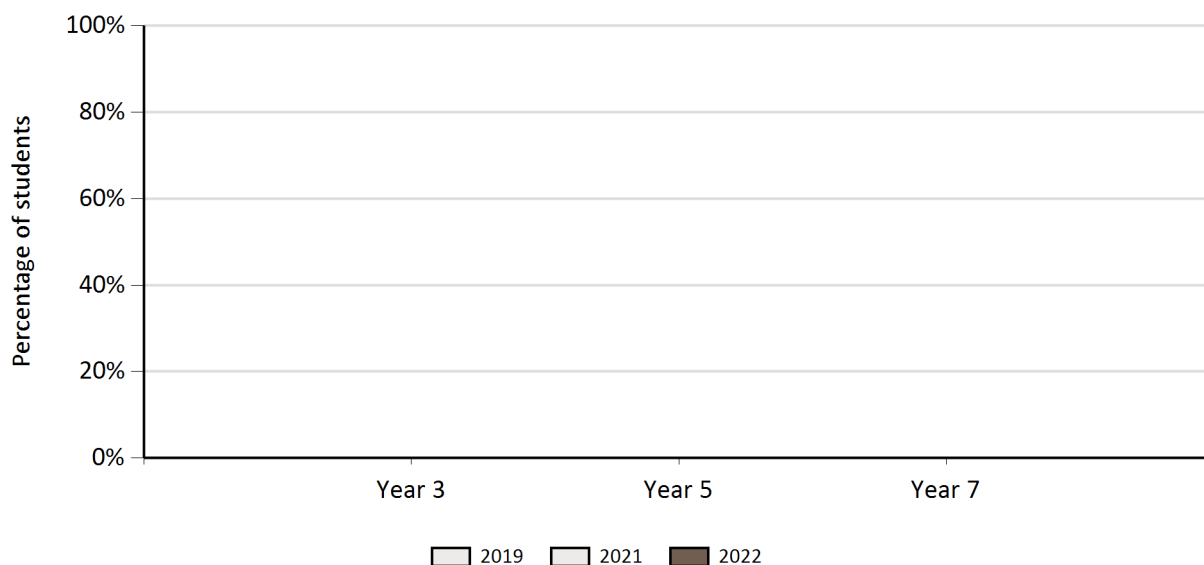
*NOTE: No NAPLAN testing was conducted in 2020.

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 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 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: Tracking & Monitoring

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

We had four Aboriginal learners for most of this year with a fifth beginning a long transition into Reception at the start of term 4. Three of the five students are in Reception, one is in Year 3 and the other is in Year 6. In 2022 we were able to strengthen ALALR elements 1, 2 and 6 to ensure greater outcomes of literacy and numeracy achievement. Having formalised our schedule of data collection for Aboriginal learners in 2021, we have been able to have a greater focus on the analysis of individual data in 2022. • Check-ins around attendance and absence rates occur regularly, and an action plan has been put into place for one of our youngest, most vulnerable learners. ACEO and AP have been working with the teacher and family to ensure attendance habits improve. • All teachers are supported in analysing phonic knowledge and decoding skills and using the Big Ideas in Number diagnostic tools. At-risk learners are considered for wave 2 or 3 intervention through the Student Support Room - new strategy in 2022 • Scheduled leadership meetings (termly) to further analyse collected data and track/monitor growth and achievement by reviewing student portfolios.

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

As a result of our commitment to updating our ALALR each term, improvements have been achieved across many areas for our Aboriginal learners. Four students have active One Plans and have all made significant progress towards their One Plan goals. A One Plan is currently being created for our newest student. All One Plans are updated at least once per term and parents have met with teachers on a regular basis to discuss goals and required adjustments or support. Our Aboriginal learners have spent time with Nigel (ACEO) and Nigel has also connected with families. Two of our five learners (1x Reception and 1x Year 6) have attended either wave 2 or 3 intervention through our Student Support Room and have made significant progress with their phonological awareness and orthographic mapping skills. Our Year 3 learner achieved above the national minimum standard for all strands in NAPLAN and has achieved satisfactory grades for end-of-year assessment/reporting in English 2022.

School performance comment

Our Site Improvement Plan in 2022 had 2 key goals:

Goal 1: Students will decode, read fluently and comprehend a wide range of texts through explicit, rigorous evidence-based teaching.

Target: Yr 3 50% of students in Higher Bands - NAPLAN
Yr 5 40% of students in Higher Bands - NAPLAN
85% achievement in Phonics screening with an average score of 30

Results:

Yr 3 Higher Bands NAPLAN - 51%. 91% of our Yr 3 students met the Standard of Educational Achievement
Yr 5 Higher Bands NAPLAN - 35%. 88% of our Yr 5 students met the Standard of Educational Achievement
70.8% achievement in Phonics Screening with an average score of 31

Goal 2: Students will develop automaticity and fluency in number sense through explicit, rigorous evidence-based teaching.

Target: Yr 3: 30% of students in Higher Bands - NAPLAN
Yr 5: 35% of students in Higher Bands - NAPLAN

Results:

Yr 3 Higher Bands NAPLAN - 29%. 87% of our Yr 3 students met the Standard of Educational Achievement
Yr 5 Higher Bands NAPLAN - 36%. 80% of our Yr 5 students met the Standard of Educational Achievement

The 2022 PAT online tests in Reading Comprehension and Maths supported our academic achievement with the following results against DfE Standard of Education (SEA) benchmarks:

PAT-R

Year 4 87.9%

Year 5 78.3%

Year 6 83%

PAT-M

Year 4 90.3%

Year 5 86.5%

Year 6 89.5%

Attendance

Year level	2019	2020	2021	2022
Reception	94.0%	92.4%	92.9%	87.9%
Year 1	93.2%	93.8%	92.4%	85.4%
Year 2	93.9%	93.6%	94.7%	87.8%
Year 3	93.0%	93.5%	95.1%	88.7%
Year 4	94.2%	93.4%	93.5%	87.3%
Year 5	94.0%	92.8%	92.9%	88.3%
Year 6	92.6%	94.7%	92.1%	85.7%
Year 7	93.4%	92.7%	92.8%	N/A
Total	93.6%	93.4%	93.3%	87.4%

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

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

Attendance comment

Attendance was slightly down on previous years with an increase in students absent due to illness. Many of these absences were COVID related. Our overall attendance rate was 88.9% and was reasonably consistent across all years with a larger decrease in Year 6.

Reception 89.3%
 Year 1 88.9%
 Year 2 89.3%
 Year 3 89.7%
 Year 4 89.3%
 Year 5 89.1%
 Year 6 86.5%

Behaviour support comment

In 2022 we continued with our whole school agreement on 'above and below the line' behaviour which follows a restorative justice philosophy. The leadership team supported teaching staff with any bottom of the line behaviours, and monitored students displaying low level behaviours in the weekly senior staff meeting. Meetings were held with parents and/or the Department for Education behaviour coach, and plans were put in place to help support the improvement of behaviour, where necessary. A wellbeing focussed 'Room of Requirement' was maintained this year to support students managing a range of behaviours. We maintained our PCW/Wellbeing SSO full time as well as continuing behaviour support and inclusion as part of the Assistant Principal roles.

Parent opinion survey summary

We had 151 parents respond to the survey compared with 101 in 2021 and 366 in 2020.

The areas with the lowest satisfaction (lowest % of strongly agree or agree) were:

Has input into learning 29%
 Receives learning tips 35%
 Has useful discussions 47%

The highest levels of satisfaction (highest % of strongly agree or disagree) were:

Teachers and students are respectful 74%
 Equipped to plan pathways 73%
 Receives enough communication 64%

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	27.3%
OV - LEFT SA FOR OVERSEAS	2	9.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	63.6%

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

Flagstaff Hill Primary School meets the DfE requirements for relevant staff, volunteers and third party providers to have relevant history screening. We have a thorough process for volunteers at the school to ensure that screening is undertaken. This information is recorded in EDSAS and contained within a spreadsheet which is monitored by the school on an annual basis. The Human Resource System (HRS) also maintains information on SSOs and teaching staff. The relief ruler system operated by the school for TRT teachers, also records relevant history screening.

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	55
Post Graduate Qualifications	22

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	34.0	0.0	19.5
Persons	0	40	0	27

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

Financial statement

Funding Source	Amount
Grants: State	\$5,569,860
Grants: Commonwealth	\$2,474
Parent Contributions	\$212,660
Fund Raising	\$24,397
Other	\$64,222

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	Funding used to increase SSO wellbeing role to full time. In addition, Student Support and Inclusion teacher employed to provide further support to students.	Improved student attendance, and access to support at school.
	Improved outcomes for students with an additional language or dialect	Funding used to release class teachers (or an experienced relief teacher) weekly to work directly with identified students. Support targeted to areas of need identified by teachers and leaders through the EALD LEAP assessment process. Assessment data used was collected in 2022 and collated with previous years data.	Student improvement individually against identified EALD LEAP assessment sheet. Improvement recorded and filed.
	Inclusive Education Support Program	IESP funding employed a large number of SSOs to work directly with students on One Plan goals. It also provided funding for the development of the student support room. Students who weren't eligible for other support, to be supported through small group and 1:1 intervention based on year level and whole school data.	Students achieving SMARTAR goals and improving literacy and numeracy achievement.
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 Students taking alternative pathways IESP support</p>	<p>ACEO funding supported a full time role across the Partnership. Focus on SMARTAR goals and improved outcomes for all Aboriginal students.</p> <p>Early years support funding enabled SSO support in Early Years classrooms as well as single year level reception classes.</p> <p>Targeted SSO support in Phonological awareness and Maths in Student Support Room. Student Support Room teacher 1.0 and 2 x full time SSO's</p>	Student engagement improved. Students achieving SMARTAR goals in One Plans. Majority of students achieving SEA learning outcomes.
Program funding for all students	Australian Curriculum	<p>Funding was used to release teaching to teams to plan, assess and moderate together across the year.</p> <p>We had a focus on developing portfolios of student learning to support the allocation of A-E grades</p>	There is now more consistency between teachers when planning and more consistency/validity of A-E grades across classes.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was used to implement SIP initiatives through building educator capacity and providing targeted intervention opportunities. Increased professional learning opportunities for educators to build capacity and understanding in phonics and number sense.	NAPLAN and PAT data indicates that we have made small gains.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

