



Fraser Park Primary School and Fraser Park Child Parent Centre



Government
of South Australia

Department for Education

2019 annual report to the community

Fraser Park Primary School Number: 1382

Fraser Park Child Parent Centre Number: 1579

Partnership: Murraylands

Name of school principal:

Michelle kamma

Name of governing council chairperson:

Julie Hillam

Date of endorsement:

10/3/2020

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 2019 transience was 31 students in and 40 students out, with a student population of 61.

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 2019. Aboriginal 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 2019 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 - 2019 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.

We are a school committed to building the skills of students to make better choices, supported by collaborative teaching and leadership.

The highlights are: MARKIT, Persona Dolls, Family Partnerships, Restorative Justice, Yanun Pulgi (Family Centre), 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, End of Year Concert, Implemented One Plan, 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, 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

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. We are proud to have a Ngarrindjeri Elder teaching in our school. 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 program, which all children participate in.

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 2020.

The Better Schools funding has provided much needed support for the strengthening of pedagogy at school, with resources for training and additional staff to support students to 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 we also developed Sudanese Persona Dolls, which will be in classes in 2020.

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. Play Boxes have been used from Preschool (Pulyeri) to year 7, with the view to increasing children's vocabulary.

Preschool (Pulyeri)

2019 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 2020.

Warm Regards

Julie Hillam
Chairperson
Fraser Park Preschool-7 School Governing Council

Quality improvement planning (Preschool)

PRESCHOOL (PULYERI)

Staff Training in 2019 included:

- * Cultural Competence Language Training
- * Code of Ethics
- * Sensory Needs and the Five Point Scale
- * Teaching Targets
- * Using Technology - Early Years - Daniel Robin
- * First Aid
- * Accelerated Literacy - Early Years Focus
- * Art Workshops - Early Years
- * One Plan

For the development of our 2020 QIP we followed the feedback given from the Murraylands LET. They specifically advised us to cut back from two goals to one:

- Responsive Relationships - build children's Oral language.

Our challenge of practice that we developed in relation to this goal was:

- If we focus on Oral language strategies such as singing, rhyming, work plan and listening games, children's Oral language will improve.

Our Play Program staff input and child and family voice, showing evidence of links between child voice and the program were refined, observation processes were reviewed and Marte Meo practices were introduced.

Context and highlights

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 and work sample books.

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. We also enjoyed the egg hatching program provided by Living Eggs. this program engaged the children with watching the chicks hatch, changing the brooding box and handling the chicks.

The Accelerated Literacy Texts covered this year were Rosie's Walk by Pat Hutchins, The Bear's Lunch by Pamela Allen, The Very Hungry Caterpillar by Eric Carle, I'm a Dirty Dinosaur by Janeen Brian. 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.

Our termly Family Day barbecues were well attended by families and the end of year graduation was incorporated into the Fraser Park Preschool-7 concert.

Improvement planning - review and evaluate (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 reaching, SEA. Putting faces on the data for reading and writing has enabled the community to see students goals and progress.

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.

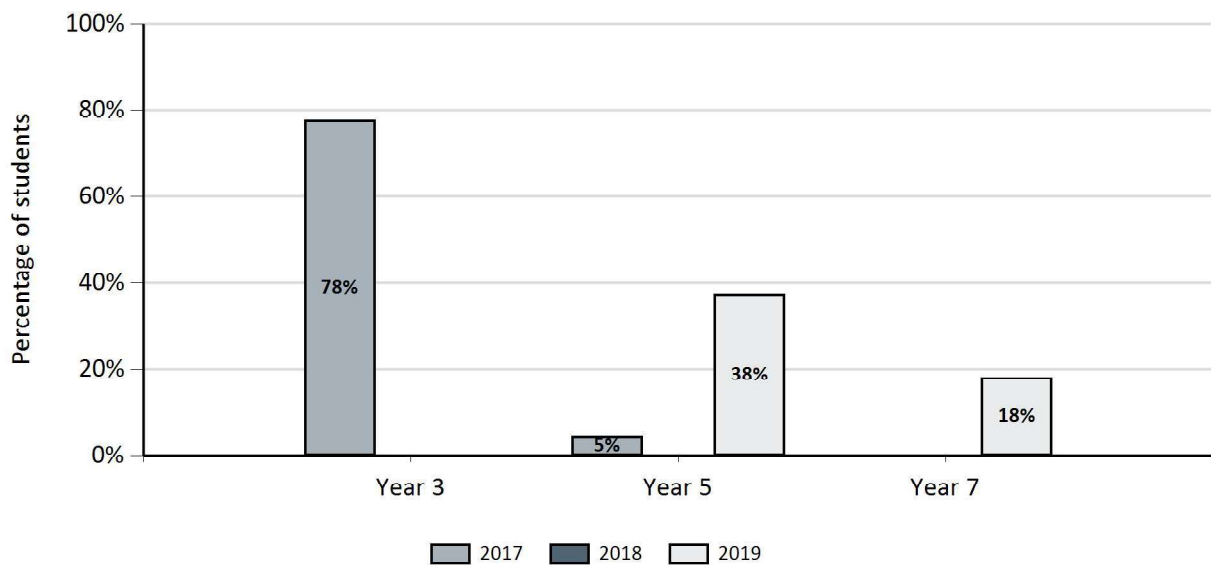
The rigorous teaching of Sight Words from reception to year 7 has been a priority with the intervention of having all students achieving age appropriate outcomes. While site data indicated a 5% improvement from Term 1 to Term 4 in students Sight Word knowledge. There has been a strong focus on the teaching of Synthetic Phonics Preschool - Year 2.

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.

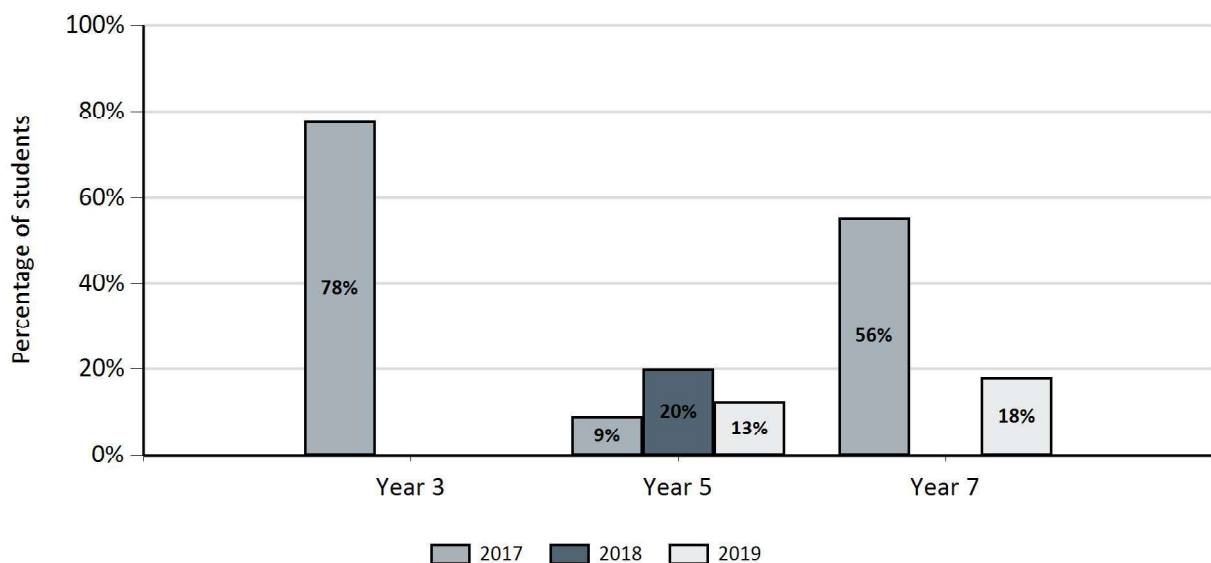
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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	*	33%	50%
Lower progress group	*	67%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	*	83%	50%
Lower progress group	*	17%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2019	8	8	0	0	0%	0%
Year 5 2014-16 Average	14.0	13.3	0.0	0.0	0%	0%
Year 7 2019	11	11	0	0	0%	0%
Year 7 2014-16 Average	7.7	7.7	0.0	0.0	0%	0%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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 indicates there is a positive trend in reading data years 5 - 7. This reflects the purposeful teaching and support from families to read at home. The Accelerated Literacy pedagogy, with a small group focus on teaching Synthetic Phonics in the Early years provides a strong foundation for improvement. The persistent challenge is to progress students into the upper band of improvement.

Numeracy learning since 2017 has seen a move away from blackline masters, towards a hand on small group focus. There has been a sound shift in NAPLAN data to the middle progress group. Cohorts are small making it difficult to find meaningful directions from the data.

High levels of transients means that cohorts are constantly changing, providing additional complexities and challenges in the quest to improve students learning data. Often the students who sat NAPLAN Year 3 are not the same students who sit NAPLAN in Year 5 or Year 5 NAPLAN are not the same students who sit Year 7 NAPLAN.

What is clear is we must have a strong focus on early intervention, as students starting school in reception are already well behind Standard Educational Achievement, as identified in Running Records, Phonics test and other side based data.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	99.6%	92.6%	93.4%	96.5%
2018 centre	84.6%	94.3%	91.4%	82.2%
2019 centre	94.0%	90.5%	89.9%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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	2016	2017	2018	2019
Reception	79.9%	80.3%	75.9%	85.1%
Year 1	82.2%	61.3%	74.2%	82.2%
Year 2	91.2%	73.3%	76.9%	87.1%
Year 3	83.4%	67.3%	82.9%	89.3%
Year 4	83.3%	77.7%	76.2%	90.3%
Year 5	86.4%	69.5%	81.4%	78.1%
Year 6	87.2%	60.9%	72.7%	81.9%
Year 7	83.0%	81.1%	70.0%	62.9%
Year 8		94.1%		
Total	83.9%	71.9%	76.0%	80.3%

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 at the heart of our work. We have many initiatives in place to track attendance and monitor.

There is a school bus and a rigorous approach to contacting families of students are not at school.

The extremely high levels of transients means many families move, having large gaps in between when they leave, return or re enrol at another school.

Families are reporting their students absence to the school staff. The ACEO/Wellbeing Coordinator and the Regional Attendance Officer work relentlessly to improve students attendance at school.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	15	27	30	25
2017	20	24	20	21
2018	23	28	34	30
2019	9	20	20	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

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.

Behaviour support 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

Alicia - this school has provided my son with the support that he has needed, where no other school has. The communication between teacher and student and parent is outstanding. I am extremely happy I moved my child here.

Michelle - Fraser Park School is absolutely awesome because Chace has adapted really well. The school is amazing.

Kym - I have all the time in the world for Fraser Park. I have all 3 of my children here, they are excelling in their learning and are so happy to come to school daily. There is the best sense of community in the school and family care. The staff are friendly and down to earth. It is A PLACE TO LOVE.

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.

Rebecca - 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 Glenys - 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 - I love that I am included in the learning my children do. The school has taught me how important Reading is. We read every day at home because the school has shown me how important reading at home is.

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.

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.

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.



Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1382 - Fraser Park Primary School	81.0%	68.0%	57.0%	87.5%
299 - Murray Bridge North School	12.0%	18.0%	15.0%	6.3%
950 - Murray Bridge South Primary School	0.0%	9.0%	19.0%	6.3%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	5.2%
Transfer to SA Govt School	43	74.1%
Unknown	12	20.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

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.

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	11
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.5	4.5	1.4	11.0
Persons	1	8	3	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	1,538,294
Grants: Commonwealth	0
Parent Contributions	10,809
Fund Raising	368
Other	10,408

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

2019 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 2019 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.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Accelerated Literacy pedagogy. Additional Aboriginal staff. Whole staff training to support pedagogy. Resource purchased Numeracy, Books, hands on resources.	Additional staffing Running records. Showing improvement. Personalised Learning Plans.
Program funding for all students	Australian Curriculum	Funding used to strengthen staff practice.	
Other discretionary funding	Aboriginal languages programs initiatives	Program 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.

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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 and Dinka ECW's. 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 s
Improved ECD and parenting outcomes (children's centres only)		Personalised Learning Plans to support individual goals.
Improved outcomes for children with disabilities	Working with Department 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 children. Dinka ECW to support Sudanese children.	Engagement in the play based curriculum building 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.