



# Fairview Park Primary School and Fairview Park Child Parent Centre

## 2021 annual report to the community

Fairview Park Primary School Number: 1103  
Fairview Park Child Parent Centre Number: 1576  
Partnership: Tea Tree Gully

Signature

School principal:

Mrs Rebecca Jones

Governing council chair:

Mrs Kate Hurst

Date of endorsement:

9 February 2022



# Context and highlights for the combined site

Fairview Park Primary School (FPPS) caters for learners P-7 and is located in the North-Eastern suburbs. 2021 saw an enrolment of 290 students in the school and 23 in the Preschool. The primary site is category 6 and the preschool a category 3. Our Play Group, Preschool and OSHC offer programs that promote creativity and challenge, in a caring environment.

In 2021 we strengthened our focus on collaborative planning for intellectual stretch through Professional Learning Communities (PLC's), allowing for more opportunities for teachers to plan, assess and moderate collaboratively. Literacy and Numeracy teaching and learning was our core work. In Numeracy, all teachers developed a consistent problem solving agreement P-7. Teachers in year 4-7 trialled the Department for Education new Mathematics units. In Literacy, our journey consisted of a whole school focus on oral language and began with professional learning opportunities with our onsite speech pathologist. Teachers continued to plan for daily writing. Teachers met twice in 2021 to purposefully moderate the students (Yr.1-Yr. 7) writing against the Brightpath scales in Narrative and Information report. At the end of 2020 all staff participated in professional development on the pedagogy of 'Big Write and VCOP' (Vocabulary, Connectives, Openers, Punctuation) and teachers have been implementing this during Literacy lessons throughout 2021. Students are self-assessing their writing against the VCOP elements and are able to up level their writing appropriately.

Fundraising efforts for 2021 included a school disco, selling of entertainment books, Mother and Father Day stalls, casual clothes day and a Slime Spectacular fun run, all resulting in approximately \$15000 being raised. School Captains provided leadership in supporting '1300Koalaz' charity. They advertised and collected donations of puppy pads and raised over \$300 for the charity by hosting a crazy hair and hat day. The money was used to purchase a new aviary for the koalas.

Physical activity was enhanced through PE week in term 3, as well as a Sports day (unfortunately no parents could attend). The SAPSASA events included; cross country, football, soccer, netball, athletics and softball. Some students were selected for state representation in softball, athletics, netball, cricket and football. FPPS senior choir participated in the Festival of Music and were awarded row B. Whole school events in 2021 included our annual 'Big Day In', Harmony Day, Book Week and Book Parade, Sports Day, PE week and Wheelie day, Slime Spectacular fundraiser, 'Music Count us In' and an End of Year Concert for the whole school community. The Reception -Yr.5 classes enjoyed swimming week at the ARC swimming centre. Year 6 and 7 students attended Aquatics at West Lakes. The Year 6 and 7 students also took part in the Banksia Cup at Banksia International High School, as well as transition days. The school dentist visited our site and parents could opt in if they wished for their child to visit the dentist. Whole school celebrations took place at the end of term 4. Junior Primary went on an excursion to Inflatable World and Yr. 3-Yr. 7 attended Waterworld.

2021 also saw the completion of the upgraded yellow playground (west side). Student voice initiated all the ideas of what play equipment should be included and the students worked with the playground company to ensure they met the needs of our school. The students love their new play space.

# Governing council report

In 2021, our Governing Council consisted of 11 members, including 8 parents, Principal, Senior Leader and a staff representative (rotating each term). Governing Council also has Sub-Committees that members are aligned to; Finance & Executive, Canteen, Fundraising, Preschool & Playgroup, Uniform and OSHC Advisory.

Governing Council met twice per term (including one Zoom meeting) and the Sub-Committees would meet prior to each Council meeting, where updates were provided.

At each meeting the Governing Council received a report from the Principal and the staff representative provided an update of what staff, students and the school as a whole had been involved in or were working on or towards. The School Captains also attended some meetings, where they provided an update from the student's perspective. Our Pastoral Care Worker, Amber Fauser also attended a meeting during the year to provide Governing Council of an update of what she had established and was working on within the school, with students, staff and families.

Governing Council has been regularly advised on all financial matters, including budgets, funding and audits for the school, Canteen and OSHC. The budgets for the school, Canteen and OSHC are reviewed and approved each year by Governing Council.

This year Fairview Park Primary School had a school review and Governing Council members had the opportunity to meet and answer questions from the reviewer. A positive final report was provided.

The 2021 year still had certain restrictions in place but it was great to see a number of the school events go ahead, including Sports Day and the Slime Spectacular School Fun Run. Most importantly it was a fantastic night when our School and Preschool community came together for the end of year concert.

Governing Council has continued working for our School and Preschool and a lot has still gone on from fundraising and other grants, including:

- Ninja warrior playground
- Yard upgrades with new line markings, including the bike track
- New basketball/netball rings
- New seating around the basketball/netball court
- Shade sail over the sandpit in the Nature Play
- New blinds in all the classrooms
- New carpet in the Administration building

Governing Council was also responsible for:

- The review and approval of school and OSHC policies.
- The Materials and Services charges for the School fees and Preschool term fees were reviewed and approved.
- The before school and after school care fees for OSHC were reviewed and approved.
- A number of events were organised by the Fundraising Committee during the year; Easter raffle, Mother's Day and Father's Day stalls, selling of Entertainment Books and a disco.
- The Canteen Committee held a number of special days during the year; hot cross buns, panini/wrap, pancake, pasta and garlic bread, toastie and Mexican days.
- A number of specials was also organised by the Canteen for our events, including a sausage sizzle and coloured donuts for Sports Day, jelly cups for the Slime Spectacular and snack packs for the end of year concert.
- The Canteen also had a Krispy Kreme fundraiser.
- Uniforms have now switched to online orders (with some stock on site for sizing guides), where deliveries can be made to the school or home.

I would like to thank the school community for your continued support of the School and Preschool and the events that went ahead this year. Also, to everyone who has volunteered their time to help our incredible school.

Thank you to the Governing Council members, Becky Jones, Bec Marshall and the staff representatives for their contribution this year.

Let's continue the good work into 2022.

Kate Hurst  
Chairperson, Governing Council

# School quality improvement planning

The 2019-2021 Site Improvement Plan (SIP) outlines two key areas for site improvement. 2020 actions and outcomes were as follows:

Numeracy Goal: Increase the number of students achieving in the high bands in NAPLAN numeracy.

Literacy Goal: Increase the number of students achieving in the high bands in NAPLAN writing.

The 1 hour weekly professional learning staff meetings has focussed mainly on the SIP (School Improvement Plan) actions, with leadership, the Speech Pathologist and the 2 teacher SIP leaders leading the learning. We have dedicated more focus on professional learning communities (PLC) with dedicated release time from the classroom for teachers to collaborate in planning, assessment and moderation.

## Literacy

Brightpath assessment and moderation continued with teachers assessing two pieces of writing in Persuasive and Information reports from all students 1-7. Staff are confident in teaching these two genres and in 2022 the focus will move to information reports and narrative which links to the new SIP, linking the SKILL Narrative graphic organiser strategy to support all students in planning their writing. Teachers this year have also worked with the onsite speech pathologist to gain a greater understanding on how to teach vocabulary, namely tier 2 and 3 vocab. The introduction of Initialit in reception has already had an impact on students understanding of the alphabetic code and how to apply this knowledge to encoding and decoding. The regular monitoring of data and student achievement allows for comprehension wave 2/3 approaches to be made. SIP leaders worked with staff developing knowledge on the pedagogy of Big Write & VCOP.

Recommendations for 2022: Utilising the onsite Speech Pathologist to assist our SIP work on oral language and vocabulary and targeted small wave 2 in the Initialit block. Utilising a Literacy consultant to build the capacity of teachers in delivering the components of the Big 6.

## Numeracy

As a whole site we have focussed on developing a problem solving agreement to further build consistency from classroom to classroom. Teachers have also used data to inform student misconceptions and some teachers have targeted wave 2 intervention to support identified cohorts. Teachers in years 4-7 also trialed the DfE Mathematics units of work with fidelity and all teachers used a termly planning template based on the new units to develop consistency.

Recommendations for 2022: Teachers will use an agreed whole - school reference text to design teaching mathematics conceptually using the content and proficiencies together. Teachers will also intentionally plan for and explicitly teach number sense using the gradual release of responsibility model.

In both Literacy and Numeracy, teachers will use formative assessment to identify students' knowledge and understanding and use this information to inform and adjust the next teaching steps and set goals for and with the students.

# Preschool quality improvement planning

The National Quality Standard is the indicator against which we self-assess our performance in delivering quality education and care and plan future improvements to our Preschool. The operation of our Preschool is guided by the PQIP. A copy of this can be seen on our website at <https://fairviewparkps.sa.edu.au/policies.html>

In 2021, our PQIP goal was 'To support each child's capacity to positively engage with early reading and writing behaviours'. Our challenge of practice 'If we implement, a whole-site approach to alphabet knowledge, phonological awareness and oral language we will improve children's emergent literacy skills' was an opportunity to focus on educator practice in our goal area.

Our staff team regularly reviewed the progress of our PQIP throughout the year. We know made progress and met our goal because:

- EYLF data indicates 100% growth in all criteria of the outcome 'Children are Effective Communicators'. This outcome encapsulates many desired early reading and writing skills such as: understanding the use of sounds and patterns in speech and rhymes; engaging in text and making meaning; using mark making and symbols in play to represent meaning; and using language purposefully and contextually.
- Interrogation and comparison of Term 1 and Term 4 PASM data indicates significant growth in all areas of phonological awareness – which are key foundational reading/writing skills. This includes growth in more complex skills within the developmental sequence.

Step 4 documentation identifies the actions for improvement with the biggest impact for children's learning were:

- A playful literacy-rich environment and provocations (indoors and outdoors)
- Implementing a daily phonemic awareness program (Heggerty Pre-Kindergarten Curriculum) – wave 1
- Intervention groups emerging from observations and data analysis
- Collecting and interrogating data to identify children who require additional support for speech and language (early intervention)
- Working collaboratively with the site's Speech Pathologist to develop appropriate speech and/or language support and programs - wave 2 and 3.
- Many literacy-rich experiences within the routine of the day (daily diary by 'leader of the day'; daily small group time; author studies; Premier's Reading Challenge; daily 'quiet reading' at the end of the afternoon session; children's sign in sheet)
- Professional development in the Big 6 including modelling and coaching (facilitated by the site's Speech Pathologist)

We know this had impact because children:

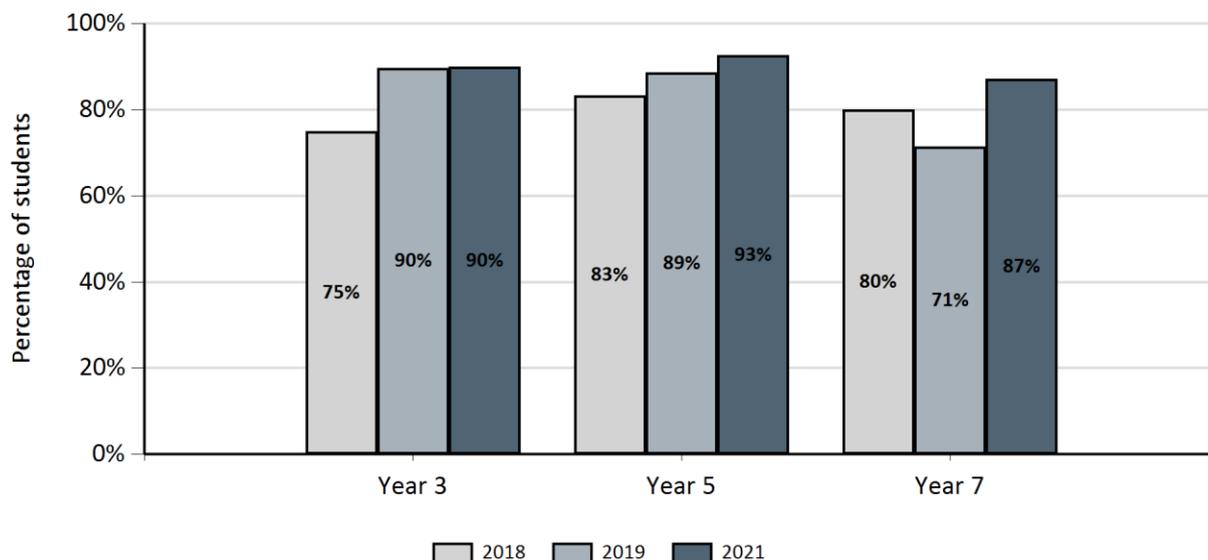
- Use sophisticated vocabulary (tier 2/3) in their dramatic and free play; and the throughout the inquiry process
- Retell and extend familiar stories
- Share reciprocal and sustained conversations (child to child and child to adult)
- Make connections to prior learning and experiences and share their ideas
- Sound out the letters in words for writing (initial sounds and segmenting of spoken words)
- Apply the concepts of print to reading and wr

# 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

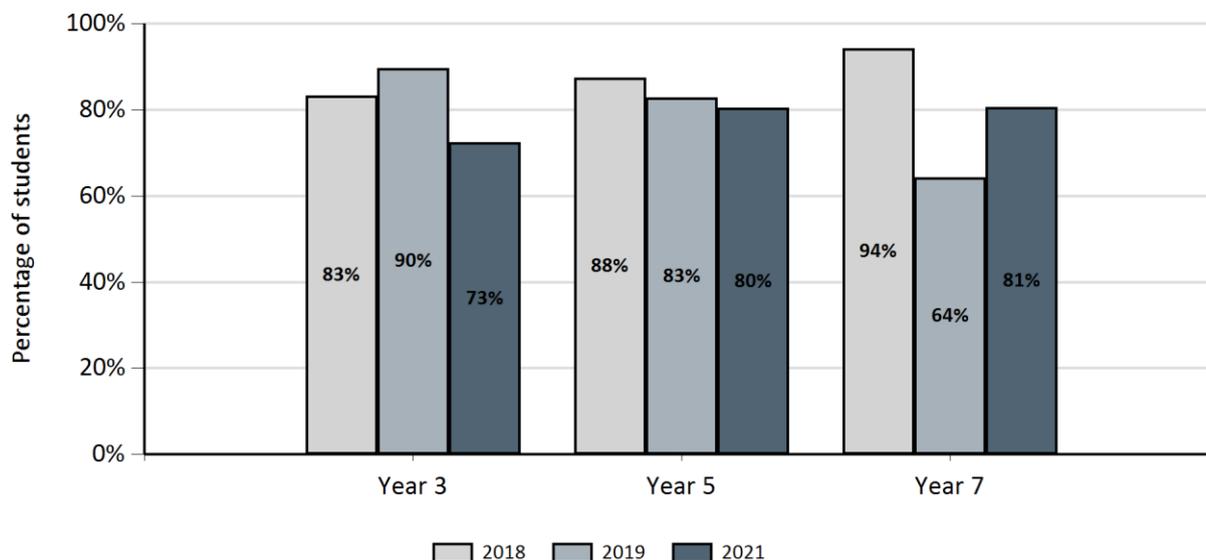


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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	18%	41%	33%
Middle progress group	61%	45%	48%
Lower progress group	21%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	26%	28%	33%
Middle progress group	44%	41%	48%
Lower progress group	31%	31%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 <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 2021	40	40	18	6	45%	15%
Year 3 2019-2021 Average	39.5	39.5	16.5	9.5	42%	24%
Year 5 2021	41	41	9	6	22%	15%
Year 5 2019-2021 Average	38.0	38.0	8.5	6.0	22%	16%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

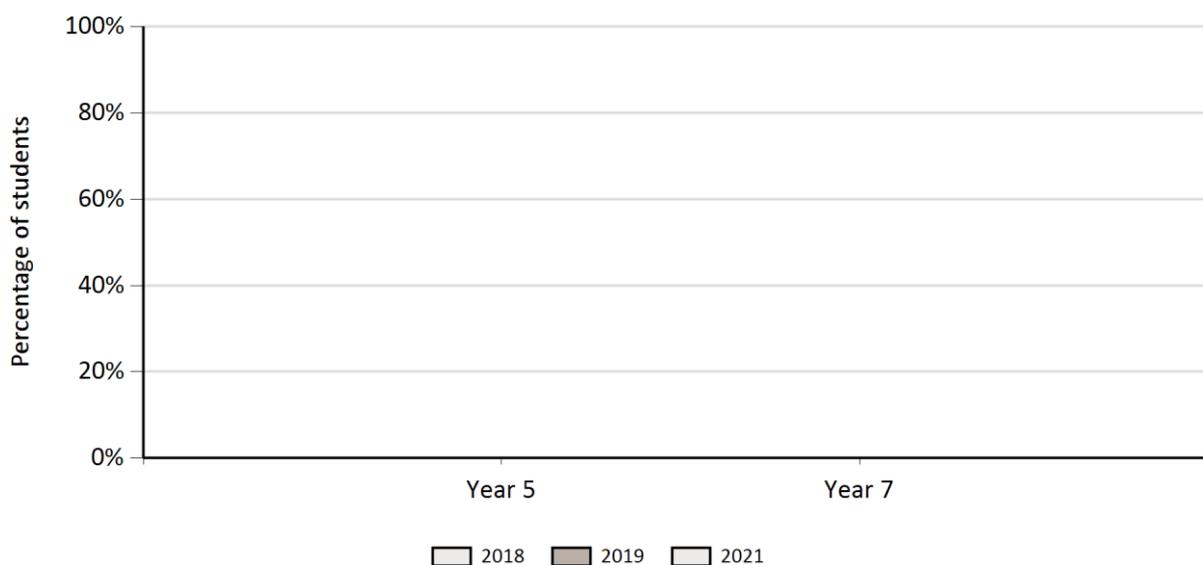
<sup>^</sup>includes absent and withdrawn students.

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

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

## NAPLAN proficiency - Aboriginal learners

### Reading



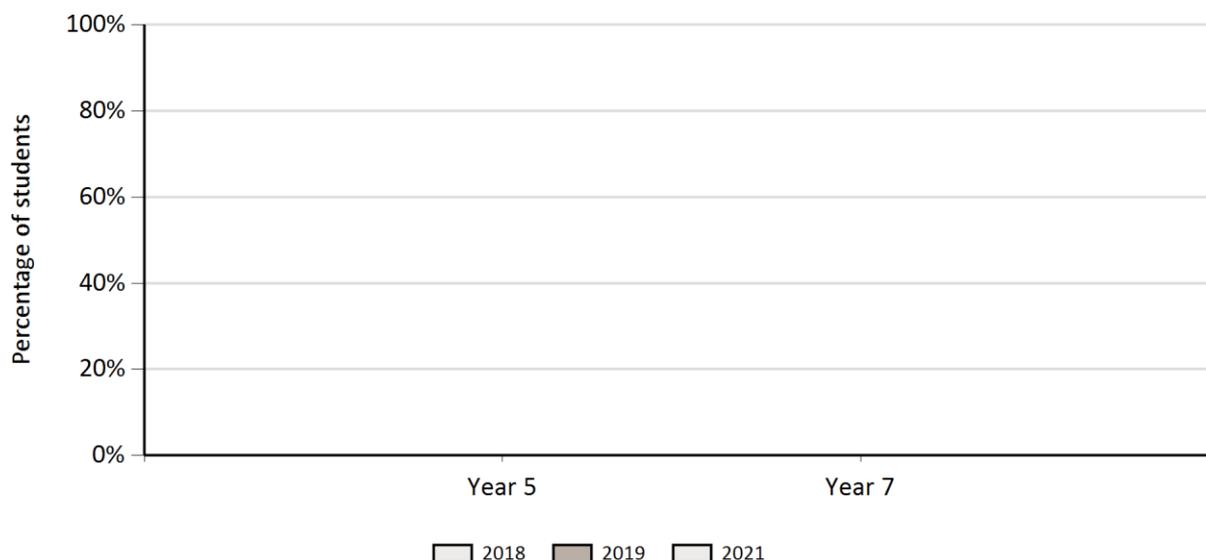
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

# 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 <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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Data Informed Planning

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

Leadership and teachers used the Power Bi and achievement profiles to analyse the ATSI data and make comparisons to relevant cohort. NAP Tracker was utilised to determine if the ATSI students made the expected growth from NAPLAN year 5 - NAPLAN year 7.

Intervention was mapped out intentionally. ATSI students dependent of data were identified for wave 2 and eve 3 intervention programs.

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

NAPLAN Yr 7 Writing - 3/3 ATSI students achieved SEA. 1 of these students made greater than the expected 0.8 growth since yr 5  
 NAPLAN Yr 7 Reading - 2/3 ATSI students achieved SEA. 2 of these students made greater than the expected 0.8 growth since yr 5  
 NAPLAN Numeracy - 1/3 ATSI students achieved SEA. 1 of these students made greater than the expected 0.8 growth since yr 5

PAT R and PAT M data indicates that out of the 2 Year 4 ATSI students - 1 has made progress and remained at SEA, the other has made progress from 2020, however remains below SEA.

Our Aboriginal Community Education Officer provides support to staff and families developing open lines of communication. She is also working with the students to develop an understanding about their culture and heritage as well as supporting them with their school work as guided by the class teacher.

# School performance comment

We maintained a strong focus on our challenge of practice to try and retain and increase the number of students in high bands for NAPLAN, with targets and actions identified in consultation with all staff.

Our results in 2021 indicated that we;

- narrowly missed our target of 10 students in year 7 achieving high bands in NAPLAN Numeracy - Actually achieved 9.
- did not meet our goal of 12 students in year 5 achieving high bands in NAPLAN writing - actually achieved 4.

PAT-R results in 2021 demonstrated that in each level the percentage of students who achieved at or above the standard of Education are as listed:

- Year 1 - 61%
- Year 2 - 94%
- Year 3 - 90%
- Year 4 - 100%
- Year 5 - 94%
- Year 6 - 90%
- Year 7 - 83%

PAT-R results in 2021 demonstrated that in each level the percentage of students who achieved at or above the standard of Education are as listed:

- Year 1 - 100%
- Year 2 - 100%
- Year 3 - 76%
- Year 4 - 83%
- Year 5 - 87%
- Year 6 - 80%
- Year 7 - 80%

PASM (Phonological Awareness Skill Mapping) -

At the end of the term 4 2021, 76% of Preschool children demonstrate age appropriate Phonological Awareness skills.

This is a growth of 43% since the end of term 1.

94% of Reception-Year 2 students demonstrate age appropriate PA skills. This is a growth of 33% since the end of term 1.

We largely attribute these results to the introduction of the Michael Heggerty PA Program delivered daily at 'wave 1'; the targeted 'wave 2' intervention of further Heggerty exposure and using Sue Mc Candlish's resources (Speech Pathologist); and having a Speech Pathologist 'buy-in' 0.2 a week supporting teachers and building their capacity in the components of the Big 6 and small group work.

Years 3-7 students who were identified as 'at risk' in literacy (according to PAT – R and running record results) were screened using PASM and participate in a 'wave 2' PA intervention program in 2021. 81% successfully completed this program and passed the PASM testing. 11% of this cohort will be monitored in Term 1 of 2022 and 8% will be supported in the program again.

Year 1 Phonics Screening Check -

63% of Year 1 students meet the benchmark of decoding 28/40 words. The 14 students who did not meet the PSC benchmark have been screened for MiniLit intervention. 36% meet the suitability criteria to participate in MiniLit as a 'wave 2' intervention program in 2022

Running Record Results for students meeting DfE SEA (Standard of Educational Achievement)-

In 2021 Running record reading data results indicate that;

Year 1 - 81% students achieving SEA or above (decrease of 2% from 2021)

Year 2 - 83% students achieving SEA or above (decrease of 4% from 2021)

Students below SEA are identified and access wave 2 or wave 3 reading intervention and Reading will be a SIP in 2022 for consistency of high impact teaching strategies linked to the Science of Reading research.

# Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	96.3%	95.5%	93.4%	96.9%
2019 centre	94.5%	85.9%	92.3%	79.4%
2020 centre	89.8%	89.2%	94.6%	92.3%
2021 centre	96.9%	85.3%	92.5%	78.1%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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.

\*Note: Term 2 2020 data may not be available for all preschools.

# School attendance

Year level	2018	2019	2020	2021
Reception	94.8%	90.6%	93.2%	91.7%
Year 1	94.4%	93.1%	91.8%	92.5%
Year 2	95.0%	93.5%	92.4%	92.8%
Year 3	93.6%	94.1%	91.9%	93.0%
Year 4	93.6%	90.3%	91.8%	92.5%
Year 5	95.0%	93.6%	92.0%	91.2%
Year 6	94.8%	94.1%	91.5%	90.9%
Year 7	94.4%	91.9%	90.9%	90.5%
Total	94.4%	92.7%	92.0%	91.9%

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

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

# Attendance comment

Attendance levels have remained fairly consistent overtime, approximately 92%,

Attendance is maintained through an electronic system, Academy, which facilitates accurate and timely monitoring.

This allows

the school to send phone messages (SMS) to families of absent students to ascertain reasons for the absence and record this accurately. Class teachers address patterns of unexplained absence via Class Dojo or follow up phone calls.

The leadership team supports the class teachers as required, by sending letters via post to families. Significant cases of non-attendance are actioned in collaboration with department support.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	33	32	30	30
2019	32	32	32	32
2020	22	22	21	23
2021	23	23	22	23

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.  
 Term 2 2020 data may not be available for all preschools.

## Behaviour support comment

Fairview Park Primary is committed to creating a safe, supportive and respectful teaching and learning community. Our school has a strong focus on the core values of T.E.A.C.H - RESPECT (Teamwork, Excellence, Accountability, Confidence, Honesty). This is combined with our focus on 'Building Learning Power'. Teachers have embedded our core value and the learning powers through a common language. In each assembly we recognise a student who has demonstrated consistent use of the values and one student for the learning muscle focus.

Our student behaviour is generally very positive with students being able to regulate their behaviour. We have a whole school interoception agreement and an interoception room. Students mostly make successful choices when or if issues arise and teachers use restorative practices to support students.

Our behaviour data for 2021 indicates that there were 0 suspensions 6 take home and 2 internal suspension for inappropriate behaviour.

## Parent opinion survey summary

2021 School Surveys School Parent Survey

Parents are asked 13 questions where they had to either, strongly agree, agree, don't agree or disagree, disagree, strongly disagree  
 89 parents completed the survey, which is a slight increase compared to the 70 in 2020. Below are the responses for the strongly agree/agree.

Questions:

People respect each other at this school: Strongly agree 37, Agree 40  
 Teachers and students treat each other with respect at the school: Strongly agree 39 Agree 42  
 I feel like my child is important to the school: Strongly agree 36 Agree 37  
 I receive enough communication from the school: Strongly agree-36 Agree-40  
 The school communicates effectively with me: Strongly agree- 38 Agree - 41  
 I know what standard of work the school expects of my child: Strongly agree- 21, Agree -52  
 I have useful discussions with the school about my child's learning: Strongly agree- 20, Agree - 40  
 The school provides an opportunity for me to have input about my child's learning: Strongly Agree 12, Agree-36  
 Overall, my child has a good routine around reading, studying and learning at home: Strongly agree 18, Agree 49  
 I think that education at school is important to my child's future: Strongly agree 63, Agree 20,  
 I feel equipped to help my child plan what they will do after they leave school: Strongly agree 16 Agree 37  
 The schools encourages parents to help students to learn: Strongly agree 25, Agree 45  
 The school provides me with useful tips on how to help students learn at home: Strongly agree 12, Agree 39

The school has strong and positive relationships with the parent community. The leadership team have an open door approach.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
547 - Birdwood Primary School	0.0%	0.0%	0.0%	4.6%
1103 - Fairview Park Primary School	100.0%	90.6%	100.0%	90.9%
8454 - Pedare Christian College	0.0%	0.0%	0.0%	4.6%

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 2021 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	10.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	26	89.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Destination comment

In 2021, 46 out of the 62 students chose Banksia International High School as their pathway for secondary education for 2022. 8 students chose Golden Grove High School and 2 students chose The Heights, 5 students are heading to Non-Government schools and 1 student is off to Playford International College

All our Preschool students will attend Fairview park Primary School in 2022.

## Relevant history screening

At Fairview Park Primary School, Child Protection Curriculum is taken seriously and consequently a number of checks and balances are in place to ensure that our much valued volunteers and visitors to the site have the appropriate criminal history screening checks in place.

All of our volunteers:

- have current Criminal History Screenings (Working With Children Check)
- complete Responding to Abuse and Neglect Training, which is available online
- are inducted (face to face) into site protocols and procedures for when they are on site or volunteering on excursions/camp

# 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	29
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	16.4	0.3	7.4
Persons	0	20	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,500
Grants: Commonwealth	\$0
Parent Contributions	\$86,189
Fund Raising	\$15,800
Other	\$0

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

## 2021 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 2021 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	Wellbeing and engagement was a component of the Principal and Senior Leader role with designated time to support student wellbeing through proactive and restorative practices both working with students and families.	A lower number of office focus time throughout the year.
	Improved outcomes for students with an additional language or dialect	Students were supported by an EALD teacher both in the classroom and for intervention with a strong focus on reading and writing. Students writing was moderated using the new LEP levels as well as through Brightpath.	Writing samples through moderation show an improvement.
	Inclusive Education Support Program	All SWD funded students were supported with allocated hours as per One Plan goals either in the classroom or through wave 2/3 intervention to ensure outcomes were met. One Plan goals and progress notes were reviewed.	One Plan goals were tracked for improvement and changes made accordingly.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>8 ATSI students all have OCOP with set goals for individual achievement.</p> <p>All 8 students receive support from ACEO x 1 weekly</p> <p>Students identified for targeted intervention such as; MiniLit, MacqLit, Skill Narrative, Talk About, What's the Buzz Social intervention and EALD support where appropriate.</p>	OCOP goals are monitored and reviewed. The ACEO feeds back to class teachers on progress. Increase as a learner and increase in engagement and identity.
Program funding for all students	Australian Curriculum	Australian Curriculum Funding supported professional learning through: - pupil free days on using the new Australian Curriculum Units and to look at planning the curriculum through the 4 layers of planning.	Strategies to support staff in curriculum planning achieved. Teachers are planning
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Allocated SSO hours to provide intervention programs, MiniLit, MacqLit, Heggerty, SKILL Narrative, Talk About as evidence based practices.	Intervention is intentionally mapped out across the school based on student data
	Specialist school reporting (as required)	n/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Provocations for inquiry. Immersion of oral language & vocabulary through dramatic & outdoor play (inquiry based) and Playful Literacies (small world, story tables, book making). Small group time with literacy & numeracy focuses. Reporting against EYLF & LN Indicators with goals set. PASM data used to determine intervention.	All students were tested against the PASM criteria and support was provided to improve their skills. EYLF showed greater sophistication of the dispositions to learning
Inclusive Education Support Program	Worked closely with onsite Speech Pathologist, Student Support Services, external Allied Health professionals and parents to identify and implement support programs to address the learning needs of individual students.	Intervention support and programs were implemented to meet the learning needs of students. (OT, speech and emotional/social wellbeing focuses)
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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