



# Fairview Park Primary School and Fairview Park Child Parent Centre

## 2022 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:

Mr. Ben Dawson

Date of endorsement:

31 January 2023



Government  
of South Australia  
Department for Education

## Context and highlights for the combined site

Fairview Park Primary School (FPPS) caters for learners P-6 and is located in the North-Eastern suburbs. In 2022 student enrolments totalled 256 in school and 20 in the onsite Preschool. In 2022 this included 13% school card holders, 6% students with disabilities, 2% ATSI and 2% students with English as an additional language or dialect (EALD). The Primary site is a Category 6 and the Preschool a category 3. Our Play Group, Preschool and OSHC offer programs to promote creativity and challenge, in a caring environment. A broad, balanced curriculum is offered in R-6, including specialist subjects of Performing Arts, Physical Education and Spanish. In some year levels there is also, HASS, Science or Health. The Australian Curriculum and cross curriculum priorities are embedded in all areas of learning. Facilities in learning areas include interactive TVs, we have also increased the number of chrome books at the site, with all year 3-6 students having 1:1 access for in school use, iPads in the early years and for use in intervention and a well-stocked Resource Centre to foster student's love of reading.

2022 saw an upgrade in the inside spaces with new blinds and modern furniture in all classrooms with a focus on decluttering to support an environment productive to effective learning.

All students are challenged and supported to achieve their learning potential and there are high expectations for all students and staff. Our values are Teamwork, Excellence, Accountability, Confidence and Honesty which all sit under the umbrella of RESPECT. The school values are taught across the school from P-6 when discussing behaviour and learning. The school motto "Achieve today, prepare for tomorrow" supports the students at FPPS to be aspirational learners.

Yet again, our wonderful school community supported our fundraising efforts. Events such as Mother's Day stall, Father's Day stall, disco, casual clothes day contributed to the wonderful, new school values mural near the purple playground. We also used fundraising funds to purchase a wonderful new water bubbler. The Governing Council are extremely supportive and work collaboratively with one another and the leadership team.

2022 significant gains and improvements include.

- R-1 teachers implementing InitialLit. The consistent, structured approach to synthetic phonics has delivered solid foundational skills for early readers
- Year 1 phonic screening results have increased from 63% to 85%
- Yr. 3-6 teachers have worked with a Literacy Consultant to collaboratively develop a scope of sequence for phonics
- MiniLit and MacqLit intervention offered to students needing further support in response to the data
- School Captains and school leaders are integral to the school community and lead special events, decide on the charity to support and present at Governing Council meeting once per term.
- A continual focus on the School Improvement Plan (SIP) with the focus on growth for every student in reading and Maths
- A successful camp to Arbury Park for Years 3-6 students have 4 cancellations since 2020

# Governing council report

In 2022, our Governing Council consisted of 13 members, including 10 parents, Principal, Senior Leader, and a staff representative (rotating each term). The Governing Council also has Sub-Committees that members are aligned to; Finance & Executive, Canteen, Fundraising, Preschool & Playgroup, Uniform and OSHC Advisory.

The Governing Council met twice per term and the Sub-Committees would meet prior to each Council meeting, where updates were provided. This year the council streamlined its reporting with a dedicated Teams account set up for the council to share information and reduce some of the administration burden.

At each meeting, the Governing Council received a report from the Principal and the staff representative updating what staff, students and the school had been involved in or were working on or towards. The School Captains were also invited to attend some meetings, where they provided an update from the student's perspective.

It was great to hear of the rich community spirit that the school has and to see there was strong participation in extracurricular activities such as the Premiers Reading Challenge, Festival of Music, Enviro Kids, and SAPSASA. It is also fantastic to see that the InitiaLit program that was launched in 2021 is showing early signs of success with the cohort of students exceeding expectations.

The 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 the Governing Council.

This year Fairview Park Primary School was required to review its constitution to comply with department requirements and as such in 2023 the Governing Council will become smaller reducing to 8 parents, Principal, Senior Leader, and a staff representative (rotating each term).

The challenge of restrictions and requirements continued into the start of 2022 which meant that some events were unable to be conducted the same as they traditionally would have been. However, toward the year's end the restrictions eased, which meant the students could return to a more traditional educational environment. This meant that activities such as sports day, camp, and the school disco could go ahead.

Governing Council has continued working for our School and Preschool and a lot has been achieved from fundraising and other grants, including:

- Remembrance garden – built and made by the school 'enviro kids' this is a dedicated space where the children can pay their respects to those that went before them.
- Perimeter fencing upgrade to the Anona way border
- Shade sails for the preschool area to provide additional protection from the sun during summer and additional lighting for safety during winter
- Mural opposite the Purple playground to highlight the school values

Governing Council was also responsible for:

- The review and approval of school and OSHC policies.
- Review and approval of the Materials and Services charges for the School and Preschool term fees.
- The review and approval of the OSHC fees.

The Fundraising Committee organised a number of events during the year including;

- Easter raffle
- Mother's Day and Father's Day stalls
- Student Disco
- Remembrance Day poppy plants and cookies

The Canteen Committee held a number of special days during the year including;

- Easter hot cross buns
- Sausage sizzle and coloured donuts for Sports Day
- Specialty lunch days

The council also worked towards getting the toilet facilities upgraded for the children with brand new toilets scheduled to be completed early in 2023, and a dedicated play area for the Reception children to be installed adjacent to the classroom.

The year ended with the Year 6 students attending their graduation at the Tea Tree Gully Golf Club, celebrating their achievements, and acknowledging their peers, teachers, and their journey at Fairview Park Primary School.

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, Leanne Whitwell, and the staff representatives for their contribution this year.

We look forward to building on the excellent work of 2022 and building on it in 2023.

Ben Dawson  
Governing Council  
Chairperson

# School quality improvement planning

The 2022-2024 Site Improvement Plan (SIP) outlines two key areas for site improvement. It was developed for 2022 through site self-review processes which included analysis of data sets and department school improvement resources. The 2022 site improvement plan is the start of a 3-year cycle. 2022 goals were as follows:  
Numeracy Goal: To increase the numeracy achievement of every student R-6  
Literacy Goal: To increase the reading achievement of every student R-6

The 1 hour weekly professional learning at staff meetings has focused mainly on the SIP (School Improvement Plan) actions, with leadership, Speech Pathologist and Literacy Consultant leading the learning. We have dedicated more focus on professional learning communities (PLC) allowing for teachers to work in collaboration with their colleagues.

## Reading

This year saw the implementation of a scope and sequence for phonics in Years 3-6. This was developed in collaboration with a Literacy Consultant. A whole school approach to phonics is now consistently in place and intervention is matched to the teaching in classrooms, meaning we are quickly intervening when students require support. This also flows on from the R-2 InitialLit scope and sequence. All teachers have had release time to work with the consultant, to observe her modelling lessons and teachers have been observed and feedback given to support improvement in practice. Achievements have occurred in Year 1 phonics screening increasing from 63% to 85%, meaning we have achieved the Department for Education goal.

In NAPLAN reading this year we have increased in both Year 3 and Year 5 in achievement in high bands, as well as meeting both of our School Improvement targets. In PAT R all year levels, with the exception of year 5 made growth on the previous year with 90% or more at or above SEA.

Our SIP step 4 processes are embedded with teachers participating twice per term in an evaluation, students once per term and parent opinion is sought via the avenue of Microsoft forms. The review documentation identifies the key actions for improvement with the biggest impact on student learning were:

- Consistent approach to teaching phonics R-6
- PLC processes on sharing, reviewing and monitoring the impact of the SIP work
- Consistent pedagogical EDI practices in phonic lessons
- Parental support with the weekly phonics

Following our SIP review, our next steps are:

- Continue with the focused support of the Literacy Consultant to guide our professional development
- For teachers to collaboratively work with students to develop 'goals and next steps' and communicate these to families.

## Mathematics

This year school improvement work in Mathematics has focused on developing and deepening teacher's expertise in teaching number sense. As a staff we have strengthened the use of the whole school agreements such as; 3-part maths lesson and problem-solving strategies. Teachers have collaboratively worked with PLC colleagues using the Van De Walle reference text to support their teaching of number. PLCs have moderated tasks for consistency and used the reference task to understand what teaching comes before and after the year level they teach.

In NAPLAN year 3 Mathematics this year we have increased the number of students both at SEA and in the high bands. We also achieved our SIP high band target. In year 5 NAPLAN we have increased the number of students at SEA and maintained the percentage in high bands. We narrowly missed our 2022 SIP goal by one student.

The SIP review documentation identifies the key actions for improvement with the biggest impact on student learning were:

- PLC processes on sharing, reviewing and monitoring the impact of the SIP work
- Embedding the whole school agreements consistently in every classroom
- Using the Van De Walle reference text to support teacher understanding

Following our SIP review, our next steps are;

- Using the department mathematics curriculum units R-6
- Goal setting in collaboration with students
- Using data periodically to monitor and track progress and respond to students at risk in the moment
- Student and parents understanding the data



# 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 2022, our PQIP goal was 'To deepen and extend children's conceptual development of 'Trusting the Count'. Our challenge of practice 'If educators use strategic questioning and modelling of counting strategies in everyday activities and routine, they will deepen and extend children's conceptual development of 'Trusting the Count'.' 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:

- Data indicates growth in count to 5, count to 10, 1:1 to 5 correlation, 1:1 to 10 correlation, subitising to 6 and Trust the Count in numeracy.
- Interrogation of numeracy data shows that:
  - o 100% of children can now count to 5 (from 90%)
  - o 95% of children can now count to 10 (from 90%)
  - o 95% of children can show 1:1 to 5 correlation, 1:1 to 10 correlation (from 75% and 65%)
  - o 95% of children can subitise to 6 (from 65%)
- The biggest growth has been in the area of Trusting the Count 75% of children are confident or almost there (from 15% in term 2) which is a 60% improvement
- Anecdotal data has shown that children are including more numeracy rich language in their conversations with adults and peers

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

- A playful numeracy rich environment and provocations with a focus on numeracy
- Providing numerous opportunities for modelling counting strategies through songs, games, play and provocations
- Educators using strategic questioning in everyday activities
- Small group numeracy activities
- Numeracy intervention groups – Use of Di Siemon Trust the Count resources
- Daily counting of children routine
- Collection of data around: trust the count, subitising, counting and recognising numbers
- Regular numeracy connections made through inquiry
- Creation of a goals achieved chart to celebrate individual and whole group goals
- Family input via weekly challenges

We know this had impact because children were observed to be:

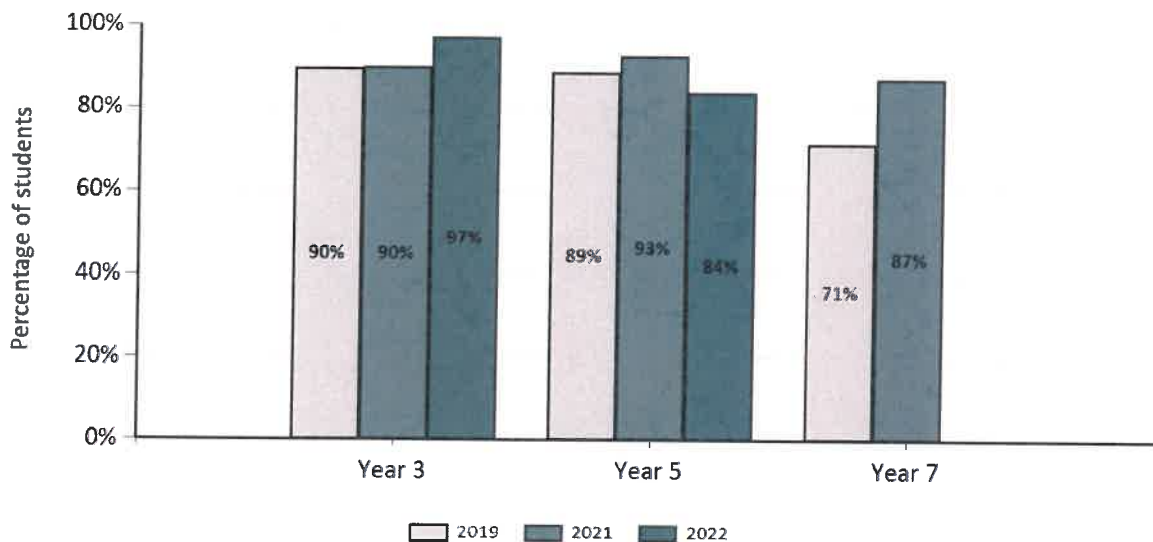
- Counting objects without teacher prompting or scaffolding
- Writing numerals with support of number cards
- Using comparative vocabulary in conversation with peers and adults
- Subitising with dice during play
- Most of the group having instant recall when subitising
- Small groups working on counting with anecdotal notes showing improvement
- Using mathematical language without teacher prompting
- Improving in intervention data
- Subitising objects in their environment independently
- Counting further than at the beginning of the year
- Drawing objects and writing the corresponding numeral
- Recognising higher numbers and showing that one is larger than the other

# 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

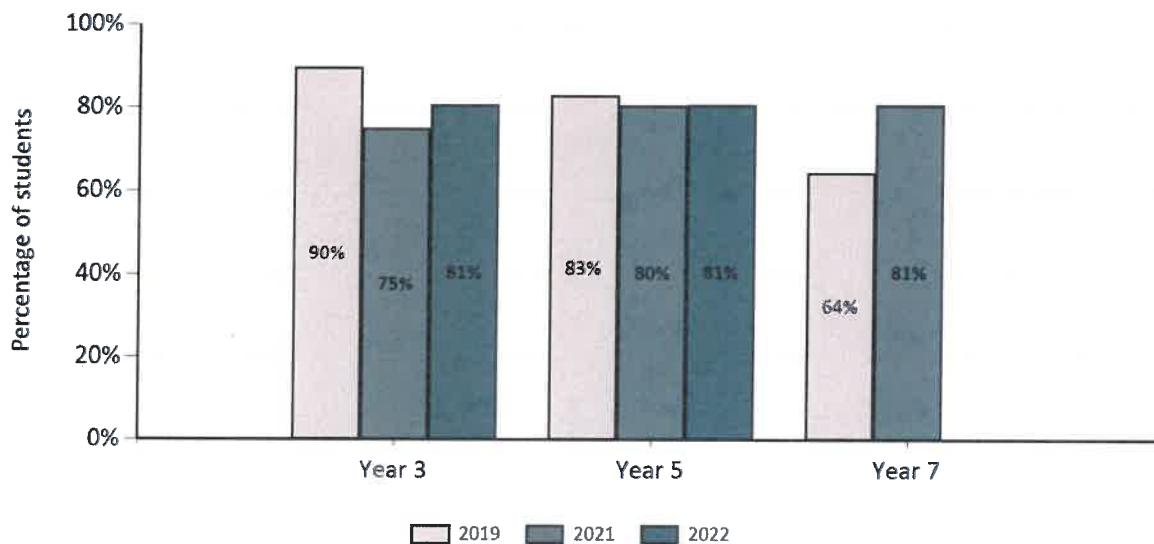


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 03 2022	36	36	19	10	53%	28%
Year 03 2021-2022 Average	38.0	38.0	18.5	8.0	49%	21%
Year 05 2022	31	31	8	5	26%	16%
Year 05 2021-2022 Average	36.0	36.0	8.5	5.5	24%	15%
Year 07 2021-2022 Average	31.0	31.0	7.0	10.0	23%	32%

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

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

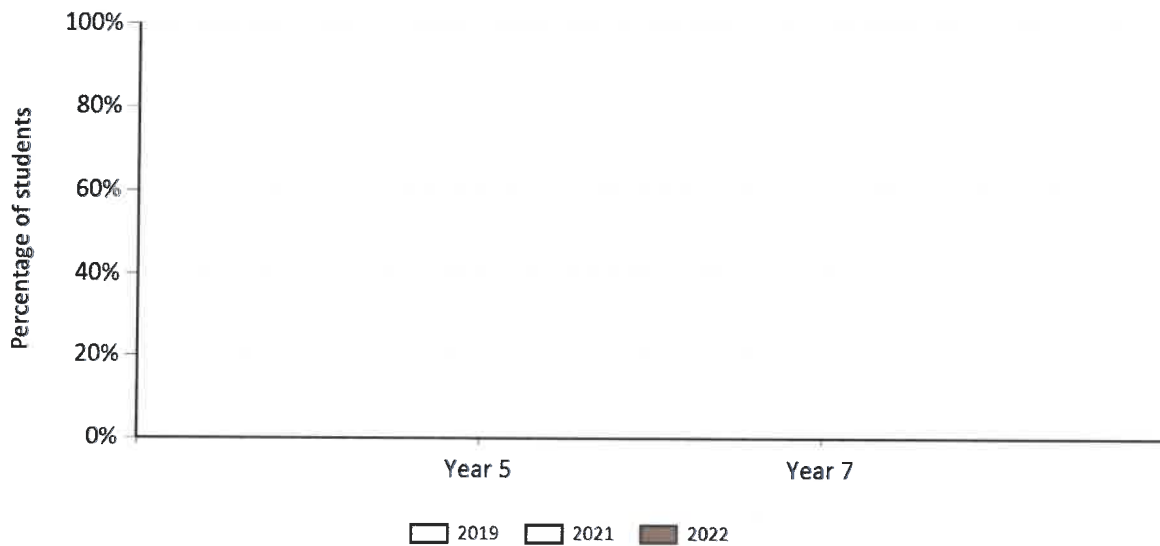
<sup>^</sup>includes absent and withdrawn students.

\*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



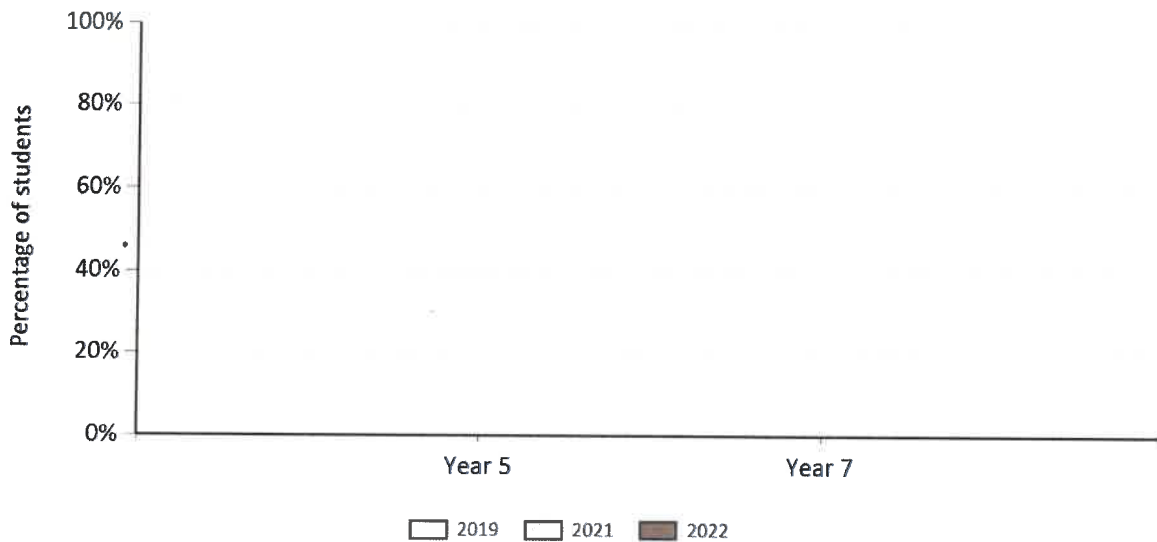
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 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 <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 05 2022	*	*	*	*	*	*
Year 05 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.

<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 2022: Tracking & Monitoring

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

The 2022 focus for Fairview Park Primary was to use data to help plan and implement targeted learning goals in both literacy and numeracy for all Aboriginal learners. Leadership and teachers used the Power BI and achievement profiles to analyse the ATSI data and make comparisons to relevant cohort. Intervention was mapped out intentionally. ATSI student's dependent of data were identified for wave 2 and wave 3 intervention programs. Teachers set targets and SMARTAR goals are recorded in One Plans, for all Aboriginal and Torres Strait Islander students, informed by data achievement levels and identifying areas of growth needed.

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

- Some students have been identified for MacqLit intervention in response to the data as well as Skill Narrative and Talkabout – Social Skills.
- NAPLAN – of the 2 students in year 5 that participated in NAPLAN. 1 student was at SEA (Standard Educational Achievement) and 1 was just below SEA in both reading and Numeracy. The student below SEA is a student with a verified disability and also participates in intervention. In NAPLAN Writing both of the students achieved SEA.
- PAT data – 2 Year 2 students both made more than the 12 months growth in reading and Maths. In year 5, 1 of the 2 students made the 12 months growth in PAT reading, however both did not make the expected growth in PAT M
- One Plan targets and goals are adjusted as review dates outline, or as teachers identify that changes and adaptations need to be made.

## School performance comment

We maintained a strong focus on our challenge of practice to increase the reading and numeracy achievement of every student R-6, with targets and actions identified in consultation with all staff.

Our NAPLAN results in 2022 indicated that we;

- Achieved the NAPLAN reading Year 3 target of 17 students (45%) in high bands, actually achieved 19 (54%)
- Achieved the NAPLAN reading Year 5 target of 7 students (23%) in high bands, actually achieved 8 (25%)
- Achieved the NAPLAN numeracy year 3 target of 7 (18%) students in high bands, actually achieved 10 (26%)
- Narrowly missed the NAPLAN numeracy year 5 target of 6 students (19%) in high bands, actually achieved 5 (16%)

PAT-R results in 2022 demonstrated that in each level the percentage of students who achieved at or above the standard of Education are as listed:

Year 1 – 90%

Year 2 – 95%

Year 3 – 94%

Year 4 – 98%

Year 5 – 81%

Year 6 – 89%

PAT-M results in 2022 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 – 97%

Year 3 – 80%

Year 4 – 93%

Year 5 – 71%

Year 6 – 95%

85% Year 1 students achieved the 28 or more words in the Phonics Screening Check – This is an increase from the 63% result in 2021 and meets the DfE target of 85%. The student's at risk are quickly picked up for intervention to support their learning and the students who did not meet the PSC benchmark have been screened for MiniLit intervention for 2023.

Wave 2 and 3 intervention supports students below SEA or at risk. Intervention programmes include; MacqLit, MiniLit, Phonemic Awareness, Orthographic mapping, Heggerty, SKILL Narrative and Talkabout.

PASM (Phonological Awareness Skill Mapping) - At the end of the term 4 2022, 60% of Preschool children demonstrate age appropriate Phonological Awareness skills in segmenting syllables 90% of preschool children were age appropriate at matching rhyme. This is a growth of 40% for segmenting and 25% for matching rhyme since the end of term 1. 91% of Reception-Year 2 students demonstrate age appropriate PA skills. This is a growth from 22% 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.

### Orthographic Mapping Intervention

Term 3 saw the beginning of orthographic mapping intervention. This is aligned with InitialLit for R/1 students and our phonics with students from year 2 and above and focuses on the sounds and tricky words that are being taught in the classroom. Since beginning this intervention we have noticed an increase in reception InitialLit progress monitoring results. At the end of term 2 60% of students were achieving 80% or above for Progress Monitoring tests. In term 4, 90% of students were achieving 80% or above the Cumulative Review completed at the end of term.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
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%	87.7%
2022 centre	87.0%	83.2%	87.4%	93%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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	2019	2020	2021	2022
Reception	90.6%	93.2%	91.7%	87.0%
Year 1	93.1%	91.8%	92.5%	87.2%
Year 2	93.5%	92.4%	92.8%	88.8%
Year 3	94.1%	91.9%	93.0%	89.1%
Year 4	90.3%	91.8%	92.5%	88.4%
Year 5	93.6%	92.0%	91.2%	91.6%
Year 6	94.1%	91.5%	90.9%	88.7%
Year 7	91.9%	90.9%	90.5%	N/A
Year 8	N/A	N/A	N/A	N/A
Total	92.7%	92.0%	91.9%	88.6%

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/chronic non-attendance are actioned in collaboration with department SWISS support team.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	32	32	32	32
2020	22	22	21	23
2022	21	21	20	20
2021	23	23	22	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.  
 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, and 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 2022 indicates that there were 0 suspensions 6 take home and 2 internal suspension for inappropriate behaviour.

## Parent opinion survey summary

2022 School Surveys School Parent Survey Parents are asked questions where they had to either, often strongly agree, agree, don't agree or disagree, disagree, strongly disagree 87 parents completed the survey, which is in line with the 2021 89 parent responses Below are the responses for the strongly agree/agree.

Questions:

People are respectful: Strongly agree 49, Agree 44

Teachers and students are respectful: Strongly agree 44 Agree 51

Child is important: Strongly agree 48 Agree 37

Receive enough communication: Strongly agree 40 Agree 49

School communicates effectively: Strongly agree 40 Agree 42

Knows standard of work: Strongly agree 21, Agree 65

Has useful discussions: Strongly agree 25, Agree 36

Talks with child: Strongly agree 99

Has input into learning: Strongly agree 16, Agree 38

Has good home learning routine: Strongly agree 30, Agree 54

Education is important: Strongly agree 81, Agree 14

Encouraged to help child learn: Strongly agree 30, Agree 49

Receives tips: Strongly agree 14, Agree 46

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

In relation to the preschool, all areas of the survey averaged highly. This reinforces the positive preschool culture that we have at Fairview Park.

In 2022 all staff were invited to participate in the Department for Education biennial 'Perspective' culture and engagement survey. Once again Fairview Park Primary School staff reported higher responses in both climate and engagement against other like schools in the partnership and significantly higher than state averages. We had a 77% response rate with 88% of those confirming positive engagement. Our staff are commended for maintaining such an enthusiastic and cohesive culture.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1103 - Fairview Park Primary School	90.6%	100.0%	90.9%	100.0%

NOTE: The data is collected in Term 3. 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), Term 3 2022 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	38.5%
QL - LEFT SA FOR QLD	2	15.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	46.2%

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.

## Destination comment

In 2022, out of the 38 students 34 chose Banksia International High School as their pathway for secondary education for 2023. 3 students are heading to non-Government schools and 1 student is heading to Special School.

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. We are extremely appreciative of the many hours our volunteers provide to support students at Fairview Park Primary School, with special reference to our diligent Governing Council members.

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 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	16.4	0.3	7.4
Persons	0	20	1	13

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

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$2,700
Parent Contributions	\$71,176
Fund Raising	\$7,694
Other	\$0

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  Improved outcomes for students with an additional language or dialect	Wellbeing and engagement were a component of the Principal and Senior Leader role, as well as the Pastoral Care Worker with designated time to support student wellbeing through proactive and restorative practices both working with students and families.  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 LEAP levels as well as through Brightpath. Lexile assessments were used to monitor reading.	A lower number of office focus time/yard behaviour referrals throughout the year.  PAT R tracking and writing samples through moderation show an improvement.
Targeted funding for groups of students	Inclusive Education Support Program  Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	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. Students at risk but who do not have IESP funding were identified and placed in intervention programmes to support progress.  4 ATSI students all have OCOP with set goals for individual achievement. All 4 students received support from ACEO x1 weekly in the first part of the year (ACEO left and wasn't replaced by Department)  Some of the students were identified for targeted intervention such as; Mimilit, MacqLit, Skill Narrative, Talk About, What's the Buzz Social intervention and EALD support where appropriate.	One Plan goals were tracked for improvement and changes made accordingly and then communicated to families. Students without IESP funding but required support were tracked and reports sent to families of progress in the intervention.  OCOP goals are monitored and reviewed with families. 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  Aboriginal languages programs  Better schools funding	Australian Curriculum Funding supported professional learning through: <ul style="list-style-type: none"> <li>pupil free days on using the new Australian Curriculum Units and to look at planning the curriculum through the 4 layers of planning.</li> <li>targeted support from the partnership curriculum lead supported staff to map out year level planning and unpack the learning intentions and success criteria</li> </ul> N/A	All students receive reports moderated against the Australian Curriculum. All teachers are now using the Maths units and trialing the units in other subjects  N/A
		Allocated SSO hours to provide intervention programs, Mimilit, MacqLit, Heggerty, SKILL Narrative, Talk About, Orthographic mapping, Phonemic Awareness as evidence-based practices. Additional SSO support was also implemented in the reception class for the Literacy InitialLit block.	Intervention is intentionally mapped out across the school based on student data. Students at risk or below SEA quickly identified for intervention and progress tracked.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	Provocation for inquiry. Immersion of oral language and vocabulary through dramatic and outdoor play and Playful Literacies (small world, story tables, book making). Small group time with Literacy (Heggerty) and Numeracy focuses. Report against EYLF and LN indicators with goals set. PASM data used to determine children for wave 2 intervention.	All children tested against the PASM criteria and support provided as required. EYLF showed greater sophistication of hte dispositions to learning
Inclusive Education Support Program	Worked with the DfE Speech Pathologist for identified children, Student Support Services and external Allied Health professionals, as well as parents to identify and implement support programs to address the learning needs of the identified children.	Intervention and support were implemented to meet the individual learning needs of hte identified children (O.T, Speech nd 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.