

# Flagstaff Hill R-7 School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Flagstaff Hill R-7 School Number: 1018

Partnership: South Valley Precinct

**Name of School Principal:**

Jane Waltham

**Name of Governing Council Chair:**

Narelle Hodgson

**Date of Endorsement:**

20 February 2018

## School Context and Highlights

In 2017, Flagstaff Hill R-7 School finished the year with 539 students. The school has continued to experience growth in enrolments, and we have again started the year with our largest cohort of 75 Reception students. We had high numbers of parents attending school tours and our school open day, both living locally, or looking to buy/rent in the area. As a result, we received 24 mid-year enrolments across the R-7 cohort. There were 20 single year level classes and 1 multiple year level class. Specialist subjects included PE, Japanese, and Arts (Music and Dance).

In 2017, we had a diverse student body, with:

- 11 Aboriginal/Torres Strait Islander (ATSI) students
- 42 English as an Additional Language or Dialect (EALD students) (7 of whom receive funding support)
- 29 Students verified with Learning Difficulties (9 Additional support, 16 Direct support and 4 Intensive support).
- 41 Families on school card

Our vision of 'Learning is at the core of everything we do' has enabled us to maintain our strong focus on high academic achievement. We have continued to use the Art and Science of Teaching (Marzano) to support improvement in teaching pedagogy, with a particular focus on clear and explicit learning intentions. This has been supported by the development of a Guaranteed and Viable Curriculum (GVC) in Literacy and Maths. We invested significantly in student support, through increased SSO classroom support across all year levels. This focus has enabled us to maintain, and improve, our student academic achievements across Literacy and Numeracy. Underpinning this, has been an emphasis on student wellbeing, to ensure our students are best placed to learn as effectively as they can.

During 2017, our student body have had the opportunity to take part in a wide range of additional activities:

- Out of School Hours Sports Competitions, SAPSASA, Pedal Prix
- Instrumental Music - 51 students studying a range of guitar, piano, strings, percussion and singing
- Festival of Music (student representatives in both the choir and the troupe), Wakakirri, Tournament of Minds
- ICAS competitions
- Student Voice Executive
- Resource Centre activities – book week, simultaneous story time, Y6/7 book buys etc
- R-5 swimming program, Y6-7 aquatics program
- Termly excursions and incursions
- Whole school Sports Day
- Regular visits between our Reception Classes and the 2 local Kindergartens

## Governing Council Report

### REPORT FROM GOVERNING COUNCIL – 2017

2017 Governing Council Committee - 17 Parent Representatives, Principal & various Staff Guests.

#### PARENTS AND FRIENDS:

- Fundraisers included: Easter Raffle, Entertainment Books, Family Bingo Night, Mother's Day, Father's Day & Sports Day stalls, Disco, Kyton's, 5 Cent Fundraisers, Artwork Calendars & Second Hand Uniform shop.
- Total funds raised, approximately \$15,000.
- Funds raised were put towards the Junior Primary Playground equipment & an Exercise equipment trail, Science Kits for the Resource Centre & Sports Equipment Bins for use at Lunch Play.

#### OSHC:

- Healthy numbers attending both OSHC & Vacation Care with numbers up yet again from 2016.
- Exceeding the National Quality Standard in all 7 areas & OSHC operated profitably.
- Creation of the OSHC Nature Play Area.

#### CANTEEN:

- A big thanks to Richard Roberts & the Canteen Committee for the Canteen having a hugely successful year ending in a surplus of just over \$6000!
- A new varied menu, including 'home style' cooking plus the increased usage of the online ordering system Qkr made a significant difference in 2017.

#### FINANCE:

- The school remained in a financially viable position and met DECD requirements in having a minimum 5% surplus of its resource entitlement

#### AFTER HOURS SPORTS:

- Again, a very strong After Hours Sports programme:  
Basketball (8 teams), Netball (7 teams), Football (3 teams), Soccer (5 teams), Cricket (2 teams) & Pedal Prix.
- We welcomed Leeanne Hackett as the new Coordinator & it was decided to make this role a paid part time position due to the large amount of responsibility it entails plus the School's goal to increase the numbers of students involved with After Hours Sports.

## Improvement Planning and Outcomes

Our Site Improvement Plan 2017 had 3 key priority areas:

### Priority 1 - Effective Teaching (ASOT embeddedness)

We focused on planned and organised inductions for Pre-Service teachers, SSOs, Early Career Teachers and New teachers to the school. This enabled us to develop staff across common whole school agreements. 4 members of staff were trained in classroom profiling, to observe teacher classroom organisation. This was offered to teachers voluntarily, with the majority of staff taking it on. Teachers identified ASOT goals to work towards, and shared practice across mixed year level groups. The Performance Development structure was formalised to ensure all staff met termly with their line manager, to identify successes and areas for development.

Areas to continue to work on include celebrating successes and developing a stronger program to mentor and coach teachers.

### Priority 2 - Guaranteed Viable Curriculum (GVC):

We released staff to work on year level agreements of priority learning outcomes for English and Maths, and for all Specialist areas. Year level groups then developed tuft sheets (proficiency scales) to match each outcome. Learners have been tracked against year level expectations and supported through the intervention process as required.

Areas to continue to work on include embedding the GVC in English, Maths and Specialist areas, reviewing and updating as necessary. Next steps are to devise common assessments in these areas, and develop moderation processes.

### Priority 3 - Organisation

We focused on redefining the SSO/Intervention program structure, to ensure that all students identified as needing support, received the appropriate amount. Added to this, we put in extra SSO support, to help those students who do not meet the identified guidelines, but still need support. This worked very well this year with a large number of students receiving support. Intervention was reviewed termly.

Areas to continue to work on include evaluating the success of the intervention structure and adapting it for 2018.

As a staff we have reviewed our progress towards the 2017 SIP, looked at our performance against the DECD Standard of Educational Achievement (SEA) targets and agreed areas for focus for 2018:

### Recommendations for 2018:

To raise reading achievement for all, especially in the higher bands - initial focus in Literacy, with the intention to spread into Comprehension across other curriculum areas.

To improve student engagement by developing empowered learners with a growth mindset - focus on wellbeing of students and building resilience.

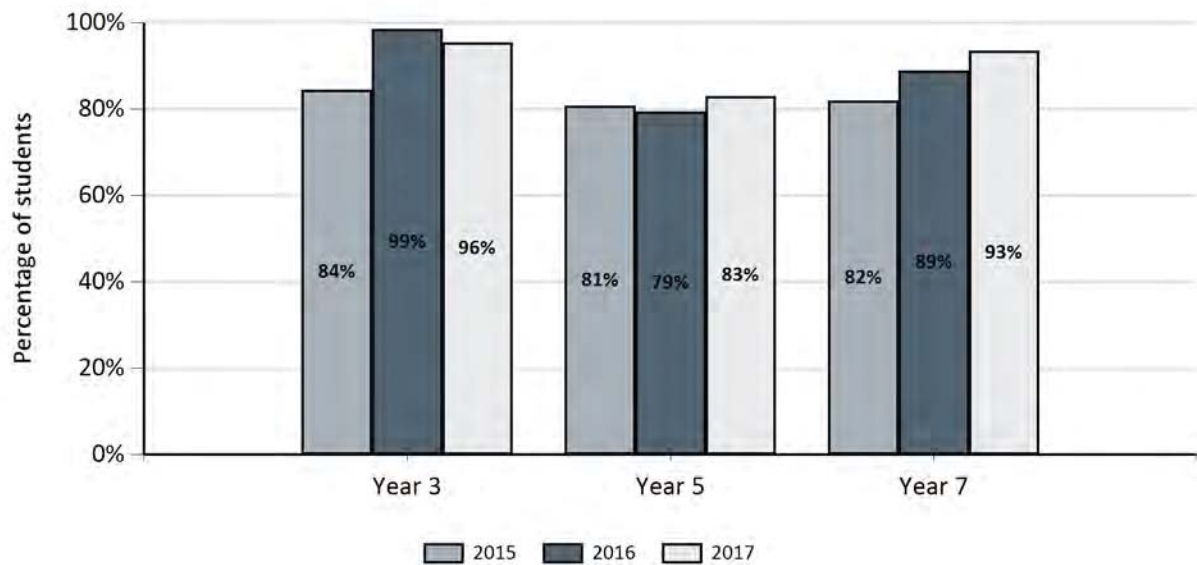
To raise student achievement in learning across all areas through inclusive practices - focus on lowering the number of students receiving D and E grades, and increasing the number achieving A and B grades.

## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

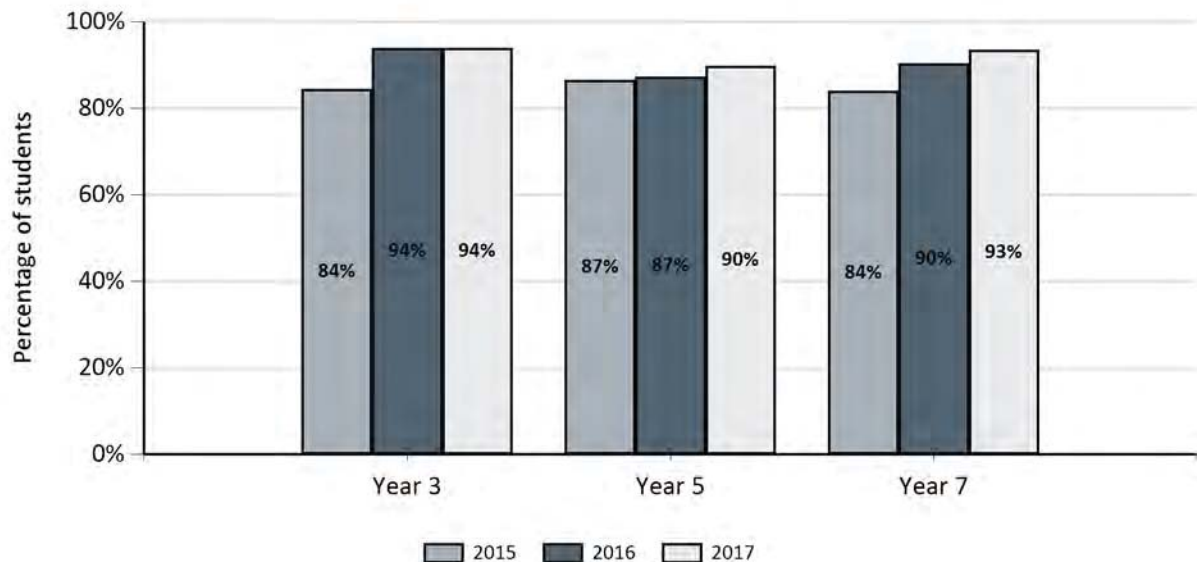
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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 2015 to 2017 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	30%	43%	25%
Middle progress group	54%	48%	50%
Lower progress group	15%	10%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	41%	35%	25%
Middle progress group	51%	48%	50%
Lower progress group	7%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2017	67	67	36	31	54%	46%
Year 3 2015-17 Average	59.7	59.7	35.7	27.3	60%	46%
Year 5 2017	59	59	27	18	46%	31%
Year 5 2015-17 Average	58.0	58.0	23.3	16.0	40%	28%
Year 7 2017	46	46	22	17	48%	37%
Year 7 2015-17 Average	53.0	53.0	20.7	17.3	39%	33%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<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.

## School Performance Comment

Flagstaff Hill R-7 School has maintained the strong academic achievement of our students in Literacy and Maths, and has continued to build upon those successes.

In Year 3 NAPLAN we have continued to maintain a high proportion of our students achieving the DECD Standard of Educational Achievement (SEA) target of Band 3 or above, in both Reading and Numeracy, with 96% and 94% achieving respectively. The average band in Spelling is band 4, with the average band for all other areas (Reading, Writing, Grammar and Punctuation and Numeracy) at band 5.

In Year 5 NAPLAN, we have continued to show progress in both Reading and Numeracy. Again, a high proportion of our students achieved at or above the DECD SEA target of Band 5 or above, with 83% and 90% achieving respectively. The average band in all areas is band 6.

It is pleasing to note that the number of students making low progress since the Y3 Naplan tests was only 15% in Reading and 7% in Numeracy (against a target of 25%). Additionally, the success of students making high progress between the Y3 and Y5 tests was 30% in Reading and 41% in Numeracy (against a target of 25%).

In Year 7 NAPLAN we have also continued to show progress in both Reading and Numeracy. Again, a high proportion of our students achieved at or above the DECD SEA target of Band 6 or above, with 93% achieving in both Reading and Numeracy. The average band was 7 in Writing and Numeracy, and band 8 in the remaining areas (Reading, Spelling and Grammar and Punctuation).

It is again pleasing to note that the number of students making low progress since the Y5 Naplan tests was only 10% in Reading and 17% in Numeracy (against a target of 25%). Additionally, the success of students making high progress between the Y5 and Y7 tests was 43% in Reading and 35% in Numeracy (against a target of 25%).

In 2017, the number of students achieving in the upper two bands has remained relatively steady. 54% of Year 3 students achieved in the upper two bands for Reading, and 46% in Numeracy. This showed a slight decline in reading achievement at that level. In Year 5, 46% of students achieved in the upper two bands for Reading and 31% in Numeracy. This showed a small increase for both areas. In Year 7, 48% of students achieved in the upper two bands for Reading and 37% in Numeracy. This also showed an increase for both areas.

The 2017 PAT online tests in Reading Comprehension and Maths also supported our strong academic achievement with the following results against DECD SEA benchmarks:

- Year 3 94% of students met Reading and Maths
- Year 4 93% of students met Reading and 90% met Maths
- Year 5 88% of students met Reading and 95% met Maths
- Year 6 86% of students met Reading and 83% met Maths



## Attendance

Year level	2014	2015	2016	2017
Reception	94.9%	95.4%	93.3%	94.0%
Year 1	94.8%	94.0%	93.5%	92.9%
Year 2	95.8%	94.7%	95.5%	94.2%
Year 3	95.2%	94.5%	94.7%	94.2%
Year 4	95.0%	94.5%	93.0%	94.0%
Year 5	95.4%	93.1%	94.5%	93.1%
Year 6	94.1%	94.3%	92.8%	94.2%
Year 7	94.5%	95.0%	94.9%	93.4%
Total	95.0%	94.5%	94.1%	93.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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



## Attendance Comment

At Flagstaff Hill R-7 School, in 2017, we have a wellbeing teacher, PCW and a wellbeing committee whose primary roles are to identify 'at risk' students, and implement programs and catch ups to develop engagement and resilience and improve attendance. We meet with families of students with poor attendance, to put support into place. A number of absences are also due to family holidays. We continue to monitor absence and follow up unexplained absences and seek sick notes for longer periods of sick leave.

## Behaviour Management Comment

In 2017 our whole school agreement focused on above and below the line behaviour and followed a restorative justice philosophy. This is used by all staff to ensure a common language. Staff undertook professional development in this before the start of the school year. In addition, we have continued to support a wellbeing teacher who is available to assist teachers with students who are having difficulty following our school values of respect, caring, trust, honesty and friendship. Some of our teachers and SSOs have also undertaken training in interoception, which assists students to understand and feel what's going on in their bodies and to improve their capacity to self-regulate their behaviour. We also made a crash and quiet room available.

## Client Opinion Summary

In 2017 we have gathered opinion data from a range of clients:

**Staff** - We send out email surveys to gather responses eg against the High Reliability Framework, on issues directly affecting staff eg management of behaviour, student wellbeing, professional development requirements etc. We run staff forums for any interested staff to attend to discuss specific issues eg end of year concert arrangements. We conduct an annual psychological wellbeing survey to determine staff satisfaction, and devise an action plan based on the results.

**Students** - we have a Student Voice Executive (SVE) made up of 12 members from Years 5-7. They have provided FHR-7 School students with opportunities to express their ideas and concerns and put solutions into action, eg they took on board suggestions about lack of yard play time activities. SVE interviewed students about ideas, worked out costs and funding, implemented lunch time sports bins, and then followed up with regular checks on the equipment. Individual students sent suggestions to SVE resulting in special events being run, such as a School Flag Contest and Paper Plane contest, as well as generating some maintenance repairs around school, like water fountain flow/stream. Many events were organised with support of SVE such as fundraisers for various causes (about \$2000 in cash alone raised), promotion of events (disco and canteen specials), Flaggy's Got Talent, Salvation Army Christmas Cheer as well as many school assemblies. The students have also enhanced community involvement at various levels including: ANZAC vigil and Remembrance Day representation; greeting/welcoming visitors to assembly from local foundations such as RSPCA, RSL, Sports Association, The Salvation Army and new parents to the school.

We also regularly conduct bullying surveys with students, to ensure we are operating a safe school environment, and we follow up any concerns raised in the survey. We also conduct a wellbeing survey with students, to ensure they all have at least one adult that they feel comfortable talking to, in the school environment.

**Parents** - we collect annual feedback from parents on the transition experience for our new Reception students. In 2017, this resulted in us changing the days, times and number of visits offered. Through the use of class and school blogs, and school Facebook page, we regularly listen to parent feedback and take action as required.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	8.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	17	17.2%
Transfer to SA Govt School	74	74.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

Flagstaff Hill R-7 School meets the DECD requirements for relevant staff, volunteers and third party providers to have DCSI history screening. We have a thorough process for volunteers at the school to ensure that screening is undertaken. This information is recorded in EDSAS and contained within a spreadsheet which is monitored by the school on an annual basis. The Human Resource System (HRS) also maintains information on SSOs and teaching staff. The relief ruler system operated by the school for TRT teachers, also records DCSI screening.



## Teacher Qualifications 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	56
Post Graduate Qualifications	22

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	0.0	27.7	0.0	10.1
Persons	0	30	0	15

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	4,617,754
Grants: Commonwealth	18,600
Parent Contributions	290,624
Fund Raising	28,027
Other	93,712

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

## 2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Primary School Counsellor 0.2 - This funding was used to fund a Wellbeing Teacher to work proactively with students, one on one or in groups, and to enable more students access to What's the Buzz programs.	Reduced behaviour issues, supported maintenance of attendance levels.
	Improved Outcomes for Students with an Additional Language or Dialect	0.056 funding used to increase SSO support, to work with students to develop their english language skills.	Increased support in classroom for EALD students.
	Improved Outcomes for Students with Disabilities	Funding used to increase SSO support time for students with A, D or I level of support, ensuring NEPs and SMARTAR goals are developed and reviewed regularly. Whole staff T & D in provided.	Focused goals have better targeted support, leading to student improvements.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Targeted SSO support provided. All identified students on NEPS with regularly updated SMARTAR goals. All Aboriginal Students on ILPs - funding used to release wellbeing teacher to work with identified students. Increased liaison with ACEO who was based on site one day a week. Funding also used to employ speech pathologist in term 4 half a day a week.	Improved support for targeted groups of students.
Program Funding for all Students	Australian Curriculum	Whole school agreements around a guaranteed and viable curriculum in English and Maths were developed for all year levels, with TUFs (proficiency scales) linked to each one. Work with SLLIP to deliver T & D in learning design and release of teams of teachers to further this development.	Improved delivery of curriculum has resulted in improvements in student achievement.
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Used to support and improve outcomes for students in the priority areas of Literacy and Numeracy through the development of a guaranteed and viable curriculum.	Improved results in reading and maths.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A - funding through improved behaviour management and engagement category	