



Felixstow Community School 2017 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Felixstow Community School Number: 1228

Partnership: Campbell

Name of School Principal:

Skye van Heusden

Name of Governing Council Chair:

Peter Kolomitsiv

Date of Endorsement:

A handwritten signature in black ink, appearing to read "PKolomitsiv", written over a horizontal line.

School Context and Highlights

School Context

Felixstow Community School (FCS) is a small school catering for children from Reception to Year 7. It is situated 7km from the Adelaide CBD, located in the inner north-east suburb of Felixstow and part of the Campbell Partnership.

The enrolment at the end of 2017 is 81, and in 2013 it was 68 students. Enrolment has fluctuated over the last 5 years.

Enrolment is capped at 110 through a DECD Capacity Management Plan.

The school population includes no Aboriginal students, 19% of students with a verified disability (18 students, 16 of whom are verified against the Autism Spectrum), 23.4% of students eligible for School Card assistance, 5% of students of EALD background, and no students in care. The school is classified as Category 7 on the DECD Index of Educational Disadvantage. The school's iCSEA score is 1130.

Felixstow Community School does not operate within a school zone and is considered an alternative schooling choice that is committed to participation in a community environment, where teachers, parents, students and extended community work together as partners in learning.

The school Leadership Team consists of a Principal in the first year of her tenure at the school.

There are 7 teachers (5.2FTE), including 2 Step 9 teachers.

Highlights

2017 was another busy year for FCS, culminating in our undertaking of the External School Review in Week 7 of Term 4.

Our work with students around values and resilience has seen increased student engagement in their learning, challenges (STEM, PE/Health) and activities (Children's University, Piazza). Our Learning Expo allowed students to develop their design ideas into a product and to market it, demonstrating their creativity and problem solving skills.

Sports Day, end of year celebrations, arts performances and Learning Expo, providing opportunities for our community to celebrate the talents and skills of our students.

Lifting school profile in wider community included establishing a weekly playgroup and new signage. A priority for 2018 is to further develop links with local and wider community services/programs for 2018 - including with The Briars and local childcare centres, aged care home, local sporting facilities, and other local partnership schools.

As a staff we are developing agreed curriculum and pedagogical practices with a focus on increasing our creative arts approaches through 'STEAM'. Staff are looking forward to the challenge of putting plans into action in 2018 and beyond.

Governing Council Report

2017 was a busy year for the Felixstow Community School Governing Council.

- Finalised details/accepted tender for building the COLA pergola of 140sqmtrs undercover learning space. Plans made available for community comment prior to building. Construction completed mid-year.
- Endorsed the Strategic Plan developed by SP Working Group in 2016 with significant community consultation over 2016 and previous years.
- Endorsing all outstanding OHSC policies.
- Reviewed the sub-committee structure and trailed restructure of discretionary committees to improve efficiencies, return-on-effort, and include children in committee and decision making process. Consulted with the community prior and at completion of trial. Trial deemed successful. GC endorsed proceeding with the structure in 2018. Formally dissolved all previous discretionary sub-committees.
- Held Community Evening with team building, community mood exercises, and Q&A session. Held series of smaller informal Q&A and Communi-Tea sessions during the year.
- Held extraordinary GC meeting re the challenges of providing for varying needs of ALI students. Skye felt a significant restructure of the classes was needed due to classroom instability. With consultation of GC parent reps, it was agreed to trail a more open R to 7 class structure in some academic areas term 4 2017. With successful trials GC felt the approach in alignment with the Strategic Plan and reflective of historic class structures at the Rose Park Family Unit. GC supported going forward with full implementation in 2018.
- Reviewed the Library and Building funds (accounts for community donations). Building Fund limited by DECD to be used only for capital works. Donations too small for capital works therefore GC decided to close Building Fund with any donations to be used as part of future building projects. Library fund designed to be used for resources e.g. library books and education materials will continue.
- FCS had its 4 year external review and GC interviewed by the panel and given an opportunity to ask questions regarding the review process. Given a verbal report on the review by Skye.
- Discussions with SAYArts re developing an Artists-in-Residence program for 2018. Program now implemented.

Improvement Planning and Outcomes

In 2017 we had a focus on the following 4 areas of which we received encouraging feedback through the ESR:

1. Ensuring we have the pedagogy and resources that build engagement.

ESR feedback: "The school has become more structured and focused on academic learning and more academically-driven. The learning environment has been decluttered, both physically and pedagogically. Learning spaces have become more intentionally designed, and learning design has become more targeted, deep and rigorous. Students have become more safe and secure through the provision of consistent and agreed classroom and yard management processes that enable quality engagement in learning and play. There is a deep, sophisticated understanding of the need and ways to ensure that all learning is intellectually challenging and engaging for students"

2. Students having access to intervention and support that ensures growth towards learning goals

ESR feedback: "Support for additional student learning needs has become more targeted through improved data practices. Structures, such as appropriate support timetables, have been put in place and are valued by all staff and parents. Use of data to closely monitor student growth and wellbeing has led to higher levels of identification and verification of students with disabilities, and the securing of entitled levels of support. This has enabled differentiated provisions for identified students, and is resulting in significant increases in their access to schooling and improvements in their learning outcomes.

Targeted support has been provided, and all staff have undertaken training and development to raise awareness of the needs of their students. There is a team approach to teaching and learning within the school. The appointment of a Special Needs Coordinator has strengthened the school's provisions for students with additional needs. SSOs are valued and listened to, and teachers stated that the support they receive from SSOs is "like having another teacher in the room". SSOs were involved in re-setting the vision and values of the school, and they are invested in working with the teachers and Principal to achieve the school's vision".

3. Improved home-school communication and collaboration based on student data and learning needs

ESR Feedback: "Parents know that their children are learning through the quality of conversations about learning that they have at home. Trust has developed between parents and the school through transparency and evidence-based approaches. The establishment of a parent support group for families of students with ASD has resulted in these families feeling supported and connected with each other and with the school. These parents were also very excited to share in the learning successes of each other's children. Parents and staff talked to the panel about the high quality of home-school connections. Parents said that all staff are approachable and accessible at all times and proactive in communication. Teachers reported quality relationships with parents and that there was a lot of support from home for their teaching."

4. Support all students to develop a positive mindset, to view failure and mistakes as a part of the learning process and to have a range of strategies to assist with problem solving and stretching and challenging their thinking.

ESR Feedback: There has been intentional whole-school development of growth mindsets. Staff, students and parents have identified the positive impact of embedding student persistence and resilience within their engagement in learning. It has resulted in better student uptake of more challenging and stretching learning opportunities.

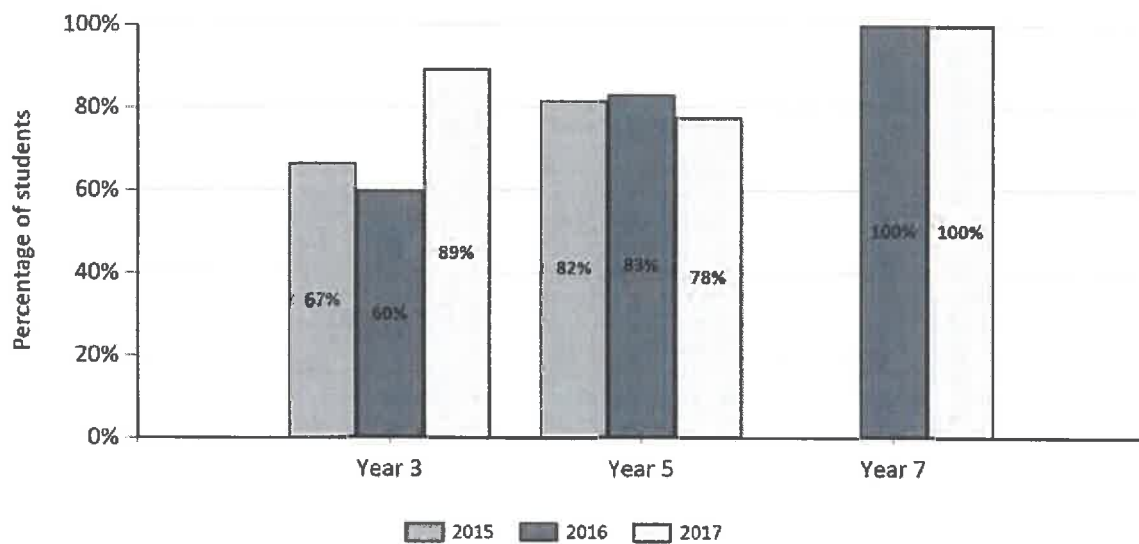
The directions provided through the ESR process will guide us further in developing our future plans.

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.

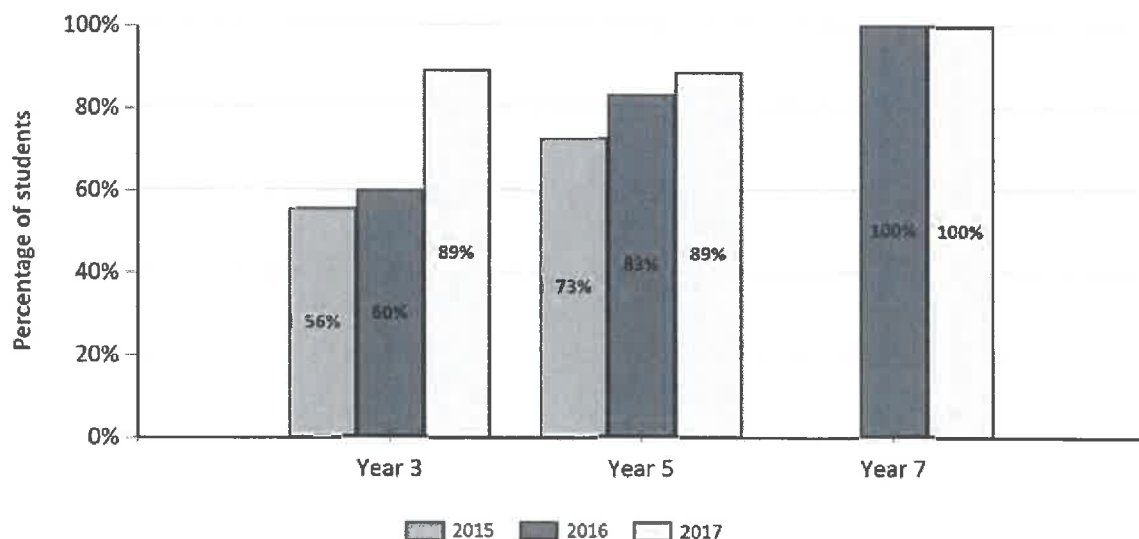
Reading



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 | 50% | 13% | 25% |
| Middle progress group | 33% | 63% | 50% |
| Lower progress group | 17% | 25% | 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 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 17% | 38% | 25% |
| Middle progress group | 33% | 38% | 50% |
| Lower progress group | 50% | 25% | 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 [^] | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands ^{**} | |
|------------------------|---|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 3 2017 | 19 | 19 | 14 | 9 | 74% | 47% |
| Year 3 2015-17 Average | 14.3 | 14.3 | 7.7 | 4.7 | 53% | 33% |
| Year 5 2017 | 9 | 9 | 2 | 1 | 22% | 11% |
| Year 5 2015-17 Average | 8.7 | 8.7 | 4.0 | 1.7 | 46% | 19% |
| Year 7 2017 | 9 | 9 | 6 | 3 | 67% | 33% |
| Year 7 2015-17 Average | 6.3 | 6.3 | 3.0 | 1.7 | 47% | 26% |

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

[^]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

As a staff we use a range of data to determine student achievement and progress and to plan for improvement. Data collected includes Running Records to measure progress in reading, maths assessments, spelling assessments, student writing samples, PAT-R to assess comprehension, PAT-M for maths, the National Assessment Program - Literacy and Numeracy (NAPLAN), and the outcomes in line with the Australian Curriculum. We recognise the importance of literacy and numeracy and of a well-rounded education.

PAT DATA:

We again were pleased to see an overall significant growth in our PAT-R and PAT-M results in the September assessment which we attributed to our targeted focus on creating a calm predictable learning environment for students, continued focus on growth mindset practices and the implementation of clear intervention processes and programs for identified students.

- PAT – M

- o September 2016 - 48% at or above benchmark; September 2017 - 88.7% at or above benchmark (growth of 40.1%)

- PAT – R

- o September 2016 - 59% at or above benchmark; September 2017 - 81.7% at or above benchmark (growth of 22.7%)

NAPLAN:

While NAPLAN data provides us with information about student performance on that one day, lots of other rich data provides information on an ongoing basis. We have a small cohort sitting NAPLAN each year however in 2017, with our goal of 90% achieving SEA by 2018, we were very pleased to see that we had 92% of students sitting NAPLAN achieve SEA benchmarks in Numeracy and 89% in Reading, Up from 81% in both areas in 2016 and 74.5% in Numeracy and 64.5% in Reading in 2015.

We were pleased to see an improvement in the number of students showing upper and middle growth (In Reading 83% of year 3-5 students 76% of year 5-7 students; In Numeracy 50% of year 3-5 students 76% of year 5-7 students). We were pleased to see an improvement in students achieving in the higher two bands.

We aimed for 100% participation in NAPLAN in 2017 and were pleased to achieve this.

RUNNING RECORDS:

Running Record data shows 87% of year 1 students and 83% of year 2 students are achieving in the highest two reading level brackets and are achieving above the state.

We set our target in 2017 to have >90% of our students reach or exceed SEA Benchmarks by the end of 2018, given our results in 2017 we feel confident that we will achieve this target and more.

Attendance

| Year level | 2014 | 2015 | 2016 | 2017 |
|------------|-------|-------|-------|-------|
| Reception | 94.8% | 83.9% | 83.8% | 91.9% |
| Year 1 | 82.5% | 88.3% | 86.2% | 81.0% |
| Year 2 | 92.6% | 77.2% | 89.7% | 85.5% |
| Year 3 | 86.1% | 89.0% | 79.5% | 90.5% |
| Year 4 | 80.8% | 82.5% | 91.6% | 81.5% |
| Year 5 | 90.6% | 89.9% | 76.2% | 84.1% |
| Year 6 | 87.3% | 87.0% | 87.4% | 65.0% |
| Year 7 | 85.5% | 83.1% | 92.8% | 94.6% |
| Total | 88.5% | 85.3% | 86.1% | 85.4% |

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

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

Attendance Comment

The DECD target for attendance is currently set at 95% so FCS at 85.4% in 2017 is of high concern and is a continuing priority. Our attendance policies & procedures were updated in 2017 and will be actioned in 2018 as a priority. At the end of 2017 every family was given information about how their child's attendance was going and any need for improvement or concern highlighted. We had several weeks in term 4 with over 90% attendance which was a pleasing improvement. Our target is to reach over 90% attendance on a continuing basis in 2018 and over 93% in 2019.

Behaviour Management Comment

A more consistent approach to recording incidents was implemented to ensure tracking and monitoring of students is more accurate. Staff undertook training in furthering our understanding of Autism Spectrum Disorders to better support our current cohort. We have maintained a focus on our values and responsibilities in line with these values to ensure consistent conversations with students. In 2017 we focused on reviewing and updating our school policies including the development of a 'student code of conduct' policy. In 2018 our target is to develop whole school agreements based on this policy to ensure consistency of expectations and approaches.

Client Opinion Summary

Overall our client opinion surveys were very positive, we would like to see an increase in parent responses in 2018 to ensure we have a larger percentage of feedback.

Overall we had 95 respondents as follows:

Number of / % of total respondents possible

Students 71 / 90%

Parents 13 / 14%

Staff 11 / 95%

Data includes survey responses from 71 students Rec-7, 11 staff and 13 parents and interviews conducted as part of External School Review. (ESR). All but one student agreed that teachers expect them to do their best (46) Strongly Agree, (24) Agree (1), Not Agree or Disagree and so did parents (4.5) The ESR found that students definition of hard work is limited to low order tasks rather than work requiring higher-order thinking. Students were positive to questions relating to whether their teacher motivates them to learn and provides useful feedback. (32) Strongly Agree, (24) Agree, (10) Not Agree or Disagree, (5) Disagree. They responded very positively to their ability to have a go and ask questions about their learning

(35) Strongly Agree, (25) Agree, (9) Not Agree or Disagree, (2) Disagree, but less positive about talking to their teacher about their learning. (33) Strongly Agree, (13) Agree, (15) Not Agree or Disagree, (6) Disagree, (3) Strongly Disagree.

Students responded very positively to feeling safe at school, (42) Strongly Agree, (18) Agree, (8) Not Agree or Disagree, (3) Disagree, along with parents.(4.2) Students were positive but consistently less positive, to questions relating to other students doing their best and being supportive of others' learning as well as questions relating to teachers' fair treatment of others, valuing of student opinions and management of behaviour. This is a focus area for 2018.

Staff were very positive in their responses to questions relating to being well supported (4.5), receiving feedback (4.5) and valuing their opinions.(4.5) Providing feedback to students about their learning is an area for development and comments from staff, students and parents point to a need for a consistency in teaching approach, as does the ESR report, particularly related to higher order learning tasks. Students, staff and parents conclusively agreed that the school is always looking for ways to improve learning and the environment and this is reflected in the ESR noting that staff and parents told the panel that they appreciated the learning-centred vision for the school.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 13 | 46.4% |
| Other | 2 | 7.1% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 9 | 32.1% |
| Transfer to SA Govt School | 22 | 78.6% |
| Unknown | 1 | 3.6% |
| Unknown (TG - Not Found) | 0 | NA |

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

DECD Relevant History Screening

We have a high level of parental involvement in the school and insist that all parents volunteering in the school have an approved DSCI Clearance.

With an enrolment of 81 at the end of 2017 we had 23% of our parents with valid DSCI Clearances.

In 2017 our volunteer policies and procedures were reviewed to ensure they are in line with the new DECD volunteer policy. In 2018 we will be appointing an SSO to undertake a volunteer coordinator role to ensure our policies and procedures are enacted correctly and to improve uptake of volunteer work in our site.

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 | 12 |
| Post Graduate Qualifications | 5 |

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 | 5.2 | 0.0 | 4.4 |
| Persons | 0 | 6 | 0 | 7 |

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

Financial Statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | 0 |
| Grants: Commonwealth | 0 |
| Parent Contributions | 31,487 |
| Fund Raising | 2,790 |
| Other | 1,139,186 |

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 | We received RAAP funding for two students for 1:1 SSO support in social, emotional and learning needs. | Improved engagement and learner participation were noted for these students |
| | Improved Outcomes for Students with an Additional Language or Dialect | N/A | |
| Targeted Funding for Groups of Students | Improved Outcomes for Students with Disabilities | Funding was used to improve access to intervention supports and programs for students with disabilities including living skills, outdoor education, social skills and literacy and numeracy supports. | Higher levels of engagement and participation has been notable with our students |
| | Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy | Targeted funding has been utilised for training, staffing and support for intervention programs across the site, including MiniLit, MultiLit, TooSmart, Outdoor Ed/living skills programs. Also contributed to an additional teacher (.4) to support identified students in learning. Extended access to curriculum resources, training and development for staff. | We now have extensive intervention identification and programs running across the site for students identified as needing support. |
| | First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant | | |
| Program Funding for all Students | Australian Curriculum | | |
| | Aboriginal Languages Programs Initiatives | NA | |
| Other Discretionary Funding | Better Schools Funding | | |
| | Specialist School Reporting (as required) | NA | |
| | Improved Outcomes for Gifted Students | NA | |
| | Primary School Counsellor (if applicable) | Contributed to hiring of additional teacher to support wellbeing and students with additional needs. | Ability for students and families to access additional supports. |