

Flaxmill School P-7 and Flaxmill Preschool



Government
of South Australia

Department for Education

2019 annual report to the community

Flaxmill School P-7 Number: 1142

Flaxmill Preschool Number: 1578

Partnership: Beach Road

Name of school principal:

Peter Cobb

Name of governing council chairperson:

Sharni Evans

Date of endorsement:

03/03/2020

Site context and highlights

Flaxmill P-7 School is located in the southern suburbs of Adelaide approximately 23 km from the GPO in the suburb of Morphett Vale. Flaxmill School is set in large expansive grounds which are continually evolving and developing using Nature Play principles. Flaxmill School encourages students to engage with nature, as well as providing a variety of learning spaces that cater for individual learning needs. Our learning environments promote creativity, discovery, risk taking and powerful learning experiences. We provide natural, dynamic materials which are irresistible and fun invitations to learn; through both solitary and social play. Our designated outdoor learning spaces such as the front garden, the almond grove and our on-site preschool have been inspired by Nature Play theories and current educational research and innovation.

Flaxmill School had enrolments of 380 students R-7 and 42 preschool students in 2019. Our school community is predominately Anglo-Australian but we have a diverse cultural representation of at least 25 cultures. The great majority of our clients are enthusiastic, motivated students who have demonstrated impressive results in Running Records and NAPLAN testing. The staff at Flaxmill maintains a strong focus on Literacy, Numeracy and Student Wellbeing and Engagement through success.

We have a highly achieving Preschool on site which works closely with the school to provide a quality first learning experience for our children. This also provides an excellent basis for a smooth transition from Preschool to School. At Flaxmill P-7 School we value individuals, learning, success, resilience and powerful learners. We believe that if we work together as a school community we can provide the best foundation for each child's individual growth and development. We promote and encourage students to live out our values: Responsibility, Respect, Honesty, Learning and Friendship.

School and Preschool Highlights in 2019

- Further development of grounds - redevelopment of the aquaponics learning space
- Reconciliation Week – Black Screen Excursion, ATSI Excursions
- Science Week
- PE Week and Sports Day
- River Journey – Flinders University program
- School disco
- Flaxmill Book Awards – bronze, silver and gold
- Governing Council fundraising efforts
- Outdoor learning days
- Nunga Tag
- Swimming / aquatics
- School excursions/ incursions
- Premiers Reading Challenge
- Book Week
- Festival of Music
- Preschool Graduation
- Years 6 and 7 graduation
- NAPLAN results
- Literacy Summit – Flaxmill staff invited to present
- Eye Vision screening
- Dental Van visit
- Acquaintance Night
- Back to Front Maths Improvement Project for staff
- Anne Bayetto – Accelerating English Improvement Project for staff years 3-7
- End of year performance
- Berry Street Education Model Professional Development
- Growing with Gratitude – Adelaide Crows
- Peter Combe performance
- Stem 500
- Robogals

Governing council report

Governing Council Report 2019

2019 was once again a very busy year for Flaxmill School Council. As the School continued to grow so did the need to provide more facilities, resources and support to maintain the high standards we have come to expect for our children and community. Flaxmill's high performing on site Preschool has worked closely with the school to provide a quality first learning experience for our children. This has also provided an excellent basis for a smooth transition from Preschool to School. The Triple building continues to be a dedicated learning area for the Reception children.

In anticipation of the need to accommodate increasing enrolments for 2019 work continued in the primary building to create another year 5/6 classroom. Once again we would like to acknowledge the skill and hard work of Kevin Spraakman, the school's groundsman and builder, in the managing and completion of this project.

2019 also saw students and teachers successfully developing exciting and new learning environments. The new STEM learning space supports the schools focus in creating opportunities for students to face "real world" problems and work towards creating new and innovative solutions. Work also began on the aquaponics and pottery learning areas towards the end of the year and it is expected to be up and running early in 2020.

Flaxmill Schools Literacy and Numeracy School Performance Report shows that there has been considerable success in raising student achievement in key areas. The school has been able to ensure that increased numbers of students meet relevant Standards of Educational Achievement. School data indicates an increase in students achieving in the upper two bands in Literacy and Numeracy across all Year Levels. This includes Year 3 reading results, with 43% of students achieving in the higher bands as well as increased numbers being retained in the higher band for reading and numeracy. The outdoor learning areas saw the completion of a butterfly garden in the front Nature Play garden and the further development of play pods.

Fundraising went well with activities such as the Sports Day and Election Day barbecues, school photos, raffles and stalls and a variety of school functions where the school community threw its support behind very successful school events with great attendance and participation. We thank those parents and caregivers for volunteering to support the school fundraising events. Through fundraising and budgeting the Council has been able to support many school initiatives including exciting new learning areas, resources for student learning, the funds for sporting activities, uniforms, providing resources for the new school STEM area, as well as presenting each student in the school with a book on reaching reading levels and benchmarks – just to mention a few. The Council has \$10,000 earmarked to develop another Nature Play space in the School Grounds.

Governing Council continued to recognize the outstanding achievements of graduating Year 7 students by presenting awards at the Graduation ceremony to students for Outstanding Service, Academic Achievement and Most Improved Students. We also saw 18 of our year 6 students graduate to complete year 7 in High School in 2020 as part of the Department for Education's pilot programme.

A hard working team of volunteers have continued to run and manage the school canteen. The volunteers have maintained and developed the canteen facilities as well as providing a variety of snacks and lunches to the children at Flaxmill. The profits raised have provided significant financial support to the school and supported a number of projects. We wish to thank the volunteers and acknowledge their dedication and support.

The governing council conducted a procurement process for the OSHC programme at the beginning of 2019. The successful tender was YMCA. They took over the running of Flaxmill Schools OSHC. Elyse Pitman was appointed director of the OSHC. Elyse has created an outstanding OSHC since arriving at Flaxmill School, instilling sense of belonging for our children by creating a warm, safe and accepting environment where the children are happy and engaged in satisfying and creative activities. Current enrolments stand at 35 children.

I would also like to acknowledge and thank the staff at Flaxmill School P-7 for the great work they do in providing our children with comprehensive learning experiences in very supportive environments. The success of their efforts is evidenced in the outstanding academic achievements of our students.

Sharni Evans. (Chairperson)

Quality improvement planning (Preschool)

-Critical reflection on every child every week. Throughout the year staff engaged in critical reflection and the template sheets changed many times. Engaging in the LDAR workshop throughout the year also ensured that we reflected on the types of documentation and assessment we currently used. It also stimulated much discussion around what is pedagogical documentation and how we can develop and expand our skills in this area.

- Keeping families informed, engaged and supported. Throughout the year we encouraged families to leave feedback for educators via the use of Storypark app. Educators became better at linking learning stories to children's Individual Learning Plan goals and contribute to informing families of their child's learning and happenings in the preschool. The community corner was updated regular with community events and workshops.

- Promoting healthy lifestyles and supporting children to be environmentally responsible. Throughout the year we participated in curriculum experiences which supported children to learn to be environmentally responsible by collecting soft plastics, collecting food scraps that went to feeding the worms and school compost, planting and harvesting the vegetable gardens and using the produce for cooking experiences and having the Onkaparinga Council come in and talk to the children about waste management. We also had a parent make wet bags and these were used on a loan system to reduce the amount of single use plastic.

-Strengthening our community connections. Throughout the year we have connected with various community organisations and services to support children and families. These have included local Community Centres, Onkaparinga Council, NRM, Beach Road partnership, Child and Youth Health, outside health professionals and services and other local preschools and schools.

- Continuous improvement of the site and staff development and learning. Staff attended the Berry Street Training for Early Childhood leaders and LDAR training and workshops throughout the year. The Coordinator attended Simon Breakspear and Beach Road Leaders days once a term. Staff also attended the Southern Early Childhood Learning Forum to listen to quality speakers to support professional development and learning. Pupil Free Days were spent visiting local sites, engaging in Professional Development Plan conversations and critically reflecting on our practice and QIP.

-Implementation of targeted small oral language groups to support children's understanding of language. Staff collaborated with the Department Speech Pathologist to select appropriate texts and targeted vocabulary to focus on. Pre-data was collected on the children's understanding at the beginning of each term. After the 5 weeks of the small group focus was completed, post data was also collected. Using this type of intentional approach showed all children displayed growth and improvement in their language understanding of the targeted vocabulary.

Improvement planning - review and evaluate (School)

Our three 2019 site improvement targets were met.

Goal 1: Increase student achievement in mathematics, particularly in the Number Strand, from reception to year 7. Our target for this goal was for 65% of students at SEA in PAT M in year 7. We exceeded this goal with 77% of year 7 students achieving SEA.

Goal 2: Increase student achievement in reading, with a strong focus on inferential comprehension R-7. Our target for this goal was for 70% of students at SEA in PAT R in Year 7. We exceeded this goal with 100% of year 7 students achieving SEA in PAT R.

Goal 3: Extend all students learning and enable them to achieve at a higher level. Our target for this goal was to increase the 2018 student achievement in NAPLAN SEA by 5% in 2019. As a school, we exceeded this target with an average of a 16% improvement in achievement from 2018-2019 in NAPLAN SEA.

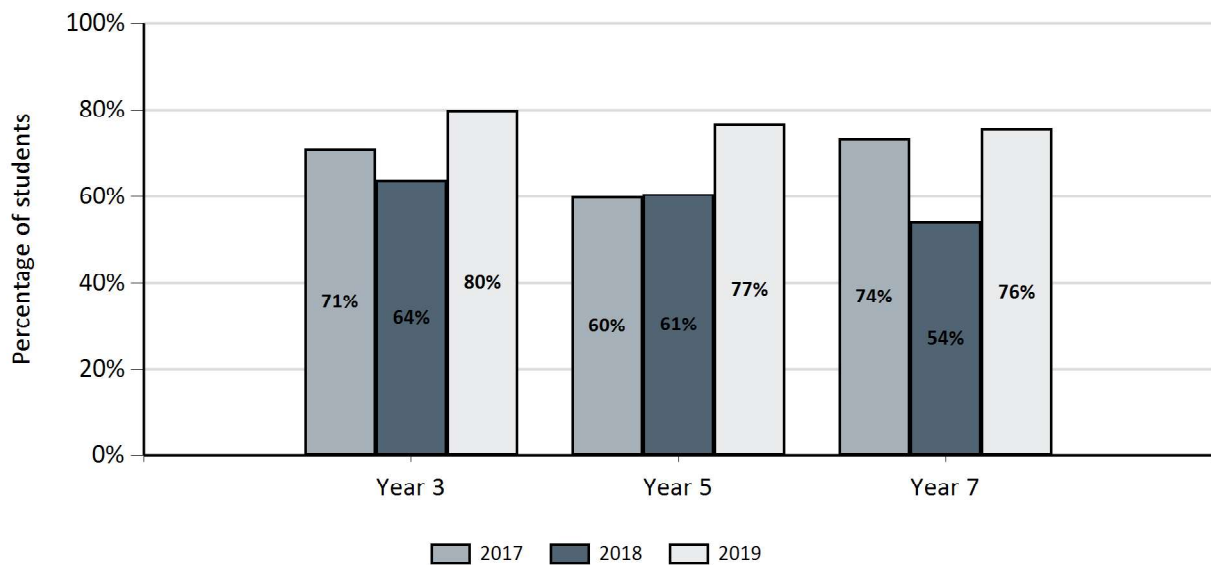
Flaxmill School P-7 continues to set and reset targets and strategies to address the learning needs of all of its students. Our focus on improvement has included high quality whole staff training and development, rigorous data analysis and a key focus on investing in the early years.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

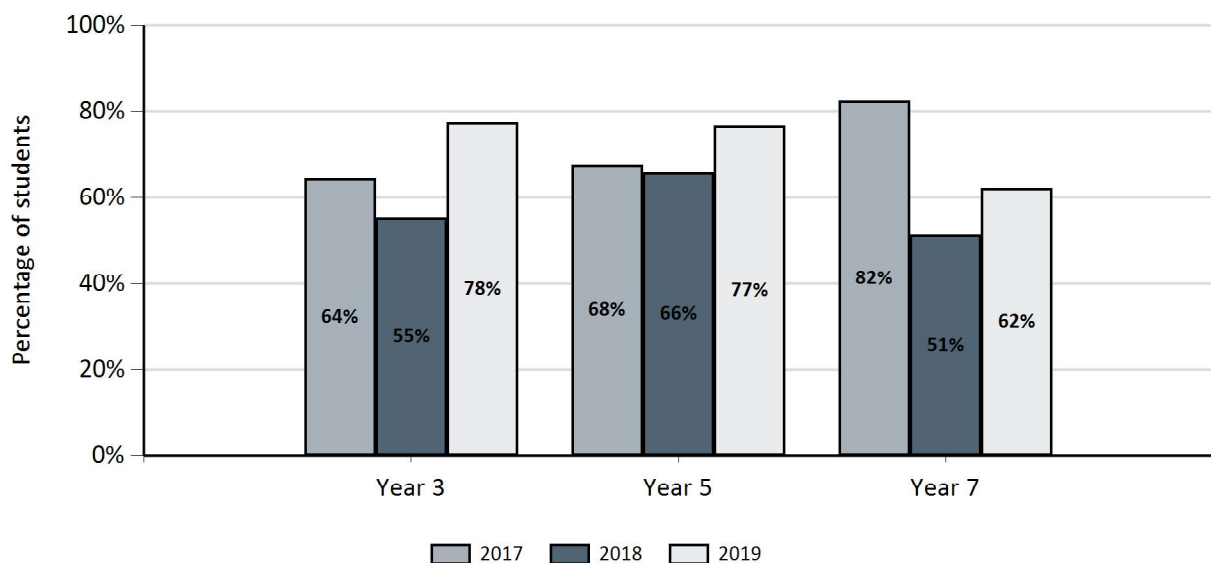
Reading



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	24%	41%	25%
Middle progress group	55%	32%	50%
Lower progress group	21%	27%	25%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	18%	5%	25%
Middle progress group	63%	57%	50%
Lower progress group	18%	38%	25%

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

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

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	40	40	16	4	40%	10%
Year 3 2014-16 Average	44.0	44.0	14.3	6.3	33%	14%
Year 5 2019	43	43	11	5	26%	12%
Year 5 2014-16 Average	38.7	38.3	9.3	4.0	24%	10%
Year 7 2019	37	37	6	4	16%	11%
Year 7 2014-16 Average	36.0	36.0	4.7	3.3	13%	9%

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

[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

School performance comment

READING

Our 2019 year 3 and year 5 cohorts achieved the highest results to date in NAPLAN reading with 40% and 25.6% respectively achieving in the higher bands. Overall our results were pleasing and evidenced the success of our intervention programs. Growth of students over a 2 year period is worth further reflection. Our reading growth from year 5 to year 7 was a 16% increase.

Our PAT reading results were impressive

Year 3 - 87.5% of students achieved SEA
Year 4 - 89.7% of students achieved SEA
Year 5 - 90% of students achieved SEA
Year 6 - 88% of students achieved SEA
Year 7 - 100% of students achieved SEA

Our Running Records continue to be strong, with all cohorts achieving significantly above the state average.

NUMERACY

Our year 3 and year 5 NAPLAN results were the highest to date with 78% and 77% respectively of students achieving SEA. Our year 7 cohort showed an 11% increase from the 2018 results.

Our PAT maths results were strong

Year 3 - 74% of students achieved SEA
Year 4 - 90% of students achieved SEA
Year 5 - 87% of students achieved SEA
Year 6 - 83% of students achieved SEA
Year 7 - 77% of students achieved SEA

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	94.9%	91.9%	87.3%	79.7%
2018 centre	94.0%	92.2%	82.4%	92.6%
2019 centre	94.4%	93.7%	79.3%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School attendance

Year level	2016	2017	2018	2019
Reception	90.7%	91.3%	91.5%	92.0%
Year 1	88.6%	93.7%	91.1%	89.9%
Year 2	88.6%	93.5%	92.0%	90.9%
Year 3	91.1%	88.5%	90.7%	90.7%
Year 4	90.5%	91.3%	90.0%	89.9%
Year 5	86.8%	90.0%	91.7%	90.3%
Year 6	90.1%	86.3%	87.2%	89.2%
Year 7	90.9%	90.8%	86.5%	86.2%
Year 8			72.4%	
Total	89.6%	90.7%	90.2%	90.0%

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

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

Attendance comment

Flaxmill School P-7 employs a consistent and supportive approach when supporting student attendance. A very small number of current students were identified as 'students at risk' due to non-attendance or "chronic non-attenders"; it is these children who have the main impact on our attendance data - with the majority of other students in the school attending well over the Department for Education target. 89% of our students had an attendance rate of 80% and over; compared to other local schools where only 73% of students had an attendance rate of 80% and over. The school worked closely with the Attendance and Engagement Officer to support families and students to improve attendance. Support and case management (for students and for their families) is a complex and ongoing process. Flaxmill uses an SMS messaging system, regular newsletter articles, and close tracking of attendance in order to support and improve overall attendance rates.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	54	55	56	57
2017	57	57	57	57
2018	44	44	48	49
2019	39	38	38	38

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

Preschool enrolment comment

2019 saw enrolments drop slightly due to the same first day policy and being capped at 40 enrolments. The previous three years have shown that enrolments have been much higher as we are a highly sought after preschool as a popular early childhood centre in the southern area due to our Nature Play philosophy and successful learning programs and families wanting to continue their child's schooling education at Flaxmill School P-7.

Behaviour support comment

A consistent approach when managing and recording student behaviour and timely communication to parents ensures strong home-school partnerships. The school's Behaviour Management Policy was reviewed during the year. Extensive support was provided to individual students and their families with a focus on proactive strategies to encourage positive behaviour. During 2019, leadership monitored behaviour closely - and continued to implement a language screener for those students displaying repeated behaviour incidents with little change after behavioural intervention; resulting in speech and language assessments for some of these students. Staff began training in Berry Street Education Model providing a whole school approach to social and emotional learning, and creating positive behavioural change. All teachers committed to using "brain breaks" and "ready to learn" scales in their classrooms; resulting in a reduced incidence of behaviours impacting on the classroom learning and teaching.

Client opinion summary

While a formal Client Opinion Survey was not conducted, the External School Review spoke at length and in depth to a large selection of staff, students and a representative group of parents.

The review identified that Flaxmill has a positive school culture where a strong commitment exists to provide effective communication channels across all stakeholders with a continuous focus on ensuring all students are successful learners. The parent body acknowledged the high achievement of the students at Flaxmill and the very effective learning programs.

Our Governing Council does a great job with representing our school community and has been positive and constructive with its feedback on behalf of the parent/caregivers community.

The school has implemented effective communication channels to engage our clients to strengthen greater participation. These include School Star, MGM messaging system, parent conferences, class dojo/class blogs, ATSI community gathering/programs and parent voice in learning plans.

Parent's feedback indicates an ongoing appreciation of concerns being addressed promptly and respectfully.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1142 - Flaxmill School P-7	98.0%	93.0%	89.0%	86.8%
289 - Mount Compass Area School	0.0%	0.0%	0.0%	5.3%

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

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

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	5.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	2.8%
Transfer to SA Govt School	64	90.1%
Unknown	1	1.4%
Unknown (TG - Not Found)	0	NA

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

Destination comment

Relevant history screening

The school's established processes for parents to be volunteers has been implemented thoroughly and consistently. Throughout this process parents are required to apply for a Working With Children Check as well as provide evidence of completing RAN-EC training. The RAN-EC induction outlines volunteers' child protection responsibilities and provides guidelines on protective practices. A register of parents with a WWCC is maintained and recorded on EDSAS. The DfE volunteer policy is adhered to, and shared with any prospective volunteers.

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	44
Post Graduate Qualifications	10

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	24.4	0.6	13.8
Persons	0	30	1	19

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

Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Nature Play and garden developmental projects. Berry Street Education Model professional development for all staff	Increased student engagement - less behaviour incidents
	Improved outcomes for students with an additional language or dialect	EALD teacher employed and staff supported in allocating levels to all EALD students EALD teacher attending Department for Education professional development	Improvements in SEA benchmarks and individual student growth.
	Improved outcomes for students with disabilities	One to one support, small group support. All students allocated SMARTAR goals which are reviewed on a term basis. One Plan documents for all students with disabilities.	Improvements in SEA benchmarks and individual student growth.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	APAS funding was allocated to Aboriginal students who did not reach the SEA benchmark in the previous year. These students who were allocated funding were placed in intervention programmes - MiniLit, MultiLit, Too Smart, QuickSmart. Students needing further support in literacy were placed in the Reading Doctor software trial.	All students showed growth in their Running Records.
Program funding for all students	Australian Curriculum	Two key teachers released to improve assessment and student outcomes. Learning intentions and success criteria a main focus in professional development for staff.	
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Intervention programmes - PreLit, MiniLit, MultiLit, Too Smart, QuickSmart and Reading Doctor.	Improvements in SEA benchmarks and individual student growth.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Two educators attended the LDAR program which focused on improving outcomes for literacy and numeracy. Funding was used to purchase resources and equipment to develop additional story tables, take home kits to support children's learning and development in numeracy and literacy.	We saw children's language understanding improve after 5 weeks of targeted small language groups.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	We worked closely with the Support Service team to best support children with special rights and needs. Another educator was employed to support a child who needed additional adjustments in order to be supported at preschool. Staff conducted targeted preschool support around children's needs and completed One Plans.	The one child who received extensive adjustment hours gained a place in his families first preference for special class.
Improved outcomes for non-English speaking children who received bilingual support	We did not have any children receiving bilingual support this year. Aboriginal Education Worker supported children who were identified as Aboriginal and Torres Strait Islander. We had 4 children who were ATSI and 2 of these began preschool in their early entry at age three.	These children showed great improvement in their learning and development and ability to engage and settle in the preschool setting.

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