School Context

From the Principal

It is my privilege to present the 2014 Edgewater Primary School Annual Report. This report seeks to provide an overall view of school performance in terms of student achievement, both academic and social, together with a snapshot of the diversity of programs undertaken throughout the year and the outcomes attained. The information provided highlights strengths, as well as identifying areas for improvement.

During 2014 the Edgewater Primary School Council successfully sought Independent Public School status commencing in 2015. This was a notable achievement and reflects the positive partnership between the school council, school staff, parents and the general school community. The next step in this exciting initiative is to ensure a successful transition to independence during 2015.

School Vision

In a rapidly changing world we are committed to creating an environment where students have the opportunity and desire to become aspirational, confident and respectful learners.

Motto and Ethos

The school motto is Caring and the school’s vision, aims, beliefs and values are embedded in our motto which continued to be a focus throughout 2014.

Indicators

The success of Edgewater Primary School in fulfilling its vision is indicated by the extent to which the following have been achieved:

- Effective literacy and numeracy skills
- Capacity to utilise technology
- Respect for the rights of others
- Understand and appreciate the natural world and scientific principles
- Develop a concern for, and an understanding of, how to achieve physical health and well being
- An understanding of historical, social and cultural heritage
- Personal qualities of self-acceptance, initiative and self confidence
- The ability to communicate in a language other than English

Our School

Edgewater Primary School is located in the suburb of Edgewater, approximately 30 kilometres north of Perth in the City of Joondalup. The school opened in 1983 and has grown into a well-resourced facility with a focus on caring, support and student learning. In this family-oriented community, students are motivated to learn and parents are supportive of the school. The school staff is committed to ensuring an embedded whole school approach to Pastoral Care with a focus on effectively managing student behaviour (including anti-bullying). The school has a well-established Code of Conduct and the services of a School Chaplain to support students. There are school-wide procedures for the early identification and support of students with learning difficulties, as well as those with behavioural, emotional or social challenges. The school provides specialist Physical Education, Visual Art, Languages other than English and Music programs.

In 2014, Edgewater Primary School accommodated approximately 450 students in classes ranging from Kindergarten to Year 7. There were seventeen classes with enrolments fluctuating slightly throughout the year.

School buildings are fully air-conditioned and surrounded by shaded gardens with ample play areas, including a large oval, basketball courts and an undercover area. The school has two up to date computer laboratories with the latest computers, broadband internet connection and a fully automated library resource centre. All classrooms, including the library, have access to a bank of fully-networked computers with internet...
access and a wide variety of software. There are interactive whiteboards across the school available for staff and student use.

Edgewater Primary School has an energetic and engaged Parents’ and Citizens’ Association and School Council. Both are well established and are active forums for parent involvement. There are clear processes that link the school and these two bodies to form a channel of consultation and decision-making for parents and staff. Parents are encouraged to be involved in the school, and to maintain formal and informal contact with their children’s teachers.

Acknowledgements

The staff members of Edgewater Primary School are a very capable and experienced team. They are focussed on ensuring that teaching and learning programmes provided for our students are targeted towards individual needs, and they work hard to create a learning environment in which each student has the opportunity to achieve their personal best, both academically and socially. I would like to take this opportunity to formally thank all staff members for their dedication and endeavour during another challenging year of change.

Members of the Edgewater Primary School Council made a significant contribution during 2014, and in particular the school chair, Mr Simon Corrigan, who was instrumental in assisting us present our case to become an Independent Public School. School Council members worked hard, particularly in the latter part of 2014, to establish the foundations of the Edgewater Primary School Board that will guide the school over the next three years. I have greatly appreciated the support, expertise and commitment of Mrs Larissa Dodsworth, Dr Jarrod Buttery, Mr Jason Camp, Mrs Lee Tanner, Mr Simon Young, Mrs Gail Baily, Mrs Sue Sugg and Mrs Val Gray.

The Edgewater Parents’ & Citizens’ Association committees are also to be congratulated for the work they did throughout 2014 to enhance the services available for students and parents, including a uniform shop and the management of the school canteen. Their ongoing fundraising activities during 2014 assisted the school to purchase additional resources and provided valuable learning experiences for our students.

Our parent volunteers continued to provide much needed support in 2014. The time contributed has been greatly appreciated by staff and students.

Finally, thank you for taking the time to read our Annual Report for 2014. I hope that you find this information useful and gain valuable insight into the achievements of Edgewater Primary School over the last 12 months. We value your feedback on this document and the school’s services and programmes.

Julie Tombs
Principal
School Profile

2014 Student Profile

Our enrolment figure for February 2014 was 464 children from Kindergarten through to Year 7. Edgewater Primary School operates as a local intake area school, ensuring there is provision for local students to attend. The school population has remained relatively stable over time; however, the departure of both the Year 6 and Year 7 cohorts at the end of the 2014 will result in a drop of total enrolments for 2015.

Attendance

Our targets for 2014 were:

1: Increase the overall attendance from 94.6% to 95% or above.
2: Reduce the number of unauthorised attendances from 48.9% to 20%

By the end of 2014 we did not reach our intended target of 95% or above, as our attendance rate was only 93.7% and this was down compared to the past three years. Student attendance has consistently been above state levels over the past three years; however, we have a number of students who have taken extended family holidays during the school term. In 2014, parents/carers were reminded of the importance of students attending school on a consistent basis. School staff gave special attention to working collaboratively with parents whose child’s attendance fell below 90% over a term. Regular school attendance will continue to be a focus for 2015.

The table below shows the attendance percentage for 2012, through to 2014 compared to the state average. During the 2014 school year, attendance was monitored and student absenteeism below 90% was investigated:

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Aboriginal School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
<th>Aboriginal School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
<th>Total School</th>
<th>Like Schools</th>
<th>WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>93.9%</td>
<td>94.5%</td>
<td>93.3%</td>
<td>93.2%</td>
<td>91.5%</td>
<td>81.1%</td>
<td>93.9%</td>
<td>94.5%</td>
<td>92.3%</td>
</tr>
<tr>
<td>2013</td>
<td>94.6%</td>
<td>94.6%</td>
<td>93.7%</td>
<td>95.2%</td>
<td>90%</td>
<td>80.7%</td>
<td>94.6%</td>
<td>94.5%</td>
<td>92.6%</td>
</tr>
<tr>
<td>2014</td>
<td>93.7%</td>
<td>94.1%</td>
<td>93.2%</td>
<td>93.1%</td>
<td>86.8%</td>
<td>80.4%</td>
<td>93.7%</td>
<td>93.9%</td>
<td>92.1%</td>
</tr>
</tbody>
</table>
School Priorities

Implementing the Australian Curriculum

The implementation of Phase 1 of the Australian Curriculum was identified as a priority in the Edgewater Primary School Plan 2012-2014. During 2014, Phase of Learning teacher meetings, staff meetings and school development days continued to be used as a vehicle to allow teachers to come together to refine their understanding and implementation of the Phase 1 Australian Curriculum. The emergence of the Western Australian Curriculum and Assessment Outline which hosts Phase 1 Australian Curriculum also allowed for the Kindergarten curriculum to be considered, thereby enabling a whole-school approach to planning, assessment and reporting. Additional professional learning opportunities were provided for staff through workshops and learning area network meetings. All classroom teachers, by the end of 2014, indicated that they had adopted Phase 1 Australian Curriculum, and specialist teachers indicated familiarity with the standards required for Phase 1.

In the future, the State Government has provided funding to the School Curriculum and Standards Authority to adapt the Phase 2 and 3 Australian Curriculum to suit the specific needs of Western Australian students. Therefore, the following recommendations have been made by Edgewater Primary School staff for further implementation during 2015-2016.

Recommendations

● Specialist teachers to familiarise, plan and teach using the Arts (Music/Visual Art), Physical Education and Health, and Languages (Chinese) Australian Curriculum
● Teachers familiarise, plan and teach the Geography Curriculum
● All teachers plan and embed General Capabilities and cross curricula priorities

Ethical, Personal and Social Capabilities

The implementation of this aspect of the Australian Curriculum focuses on understanding ethical concepts and issues, reasoning in decision-making and actions, exploration of values, rights and responsibilities, self-awareness, self-management, social awareness and social management.

Personal and social capability skills are addressed in all learning areas at every stage of a student's schooling. This enables teachers to plan for the teaching and targeting of skills specific to an individual's learning needs to provide access to, and engagement with, learning areas.

However, some of the skills and practices implicit in the development of the student's capability may be more explicitly addressed in specific learning areas, such as Health and Physical Education. During 2014, the staff specifically focussed on the content for teaching in these areas. Targets were established around the extent to which the students were able to set goals for themselves, their ability to demonstrate courtesy and respect for the rights of others, and their belief that Edgewater Primary School is a fair and democratic community.

Identified School priority: Ethical Personal and Social Capabilities - implementing the values component

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student will:</td>
<td>By the end of 2014:</td>
</tr>
<tr>
<td>● develop self-discipline and set goals</td>
<td>● 80% or more of students in each level from Pre-Primary to Year 7 will achieve a ranking of <em>often or consistently</em> in the areas of</td>
</tr>
<tr>
<td>● appreciate Edgewater Primary School as a fair and democratic community</td>
<td>○ Goal Setting and</td>
</tr>
<tr>
<td>● be monitored in their attitude, behaviour and effort achievements using the Attitude Behaviour &amp; Effort rubric</td>
<td>○ Shows courtesy and respect for the rights of others</td>
</tr>
<tr>
<td>● be encouraged to develop respect, care and compassion for self and others</td>
<td>● 60% or more students questioned will believe that Edgewater Primary School is a fair and democratic community as measured in the student survey</td>
</tr>
</tbody>
</table>
Successes
The Semester 2 Student Report data shows that Year 5, 6 & 7 students all reached the targets set in the area of *shows courtesy and respect for the rights of others*. The remaining cohorts achieved a ranking between 65% and 75%.

Analysis of randomly selected Year 5 & 6 student responses to questions in the National Schools Opinion Survey, showed that 77% of Edgewater students either agreed or strongly agreed that they liked being at Edgewater Primary School. The remaining students neither agreed nor disagreed. One student disagreed.

Challenges
- The target established for goal setting was not reached by any cohort (Pre Primary to Year 7) and needs to continue to be a focus for 2015
- 50% of randomly surveyed Year 5 & 6 students agreed that the school takes their opinions seriously, 35% neither agreed nor disagreed, 12.5% disagreed and 2.5% strongly disagreed.

Recommendations
- There needs to be a strong focus on the area of Goal Setting across all year levels.
- All staff will regularly review teaching aspects of Personal and Social Capabilities and Ethical Understanding as outlined in the Australian Curriculum.
- Continue to use the Attitude, Behaviour & Effort rubric and explanation points.
- Models of student leadership will be reviewed with a new model to be established that will allow for the development of authentic student leadership skills across year levels, and greater opportunities for student input into decision-making across the school.

Catering for Individual Needs
During 2014, the school implemented the strategy of a Learning Support Coordinator, whereby a teacher was released from the class one day a week to work with teachers to up-skill them in the early detection and intervention process to support student improvement in Literacy. Mrs Sue SUGG carried out this role during 2014 with great success. The strategy will be continued in 2015.

At Edgewater Primary School we strive to cater for individual student needs through the development of Individual Learning Plans, to ensure appropriate interventions for students working below expected levels, and those requiring specific academic extension. The school has a strong emphasis on Early Identification and Intervention. Identification of students at educational risk commences in Kindergarten through the use of the Kindergarten Assessment Tool (KAT) and continues throughout primary school using our K - 2 Literacy Profile. Regular monitoring of student progress identifies those students whose performance is of concern.

An effective case management approach is employed for students with special needs (intellectual, social, physical). To ensure a high standard of communication, teaching staff, education assistants, school psychology services, allied agencies and administration staff work together in order to develop partnerships with families to enhance positive outcomes for these students.

Students, who are assessed as being eligible, have the opportunity to attend Years 5 & 6 PEAC (Primary Extension and Challenge) courses and EYE Year 1 – 4 (Early Years Extension) classes away from the EPS school site.

Managing Student Behaviour
A review of the 2014 behaviour data indicated that the Whole School Managing Student Behaviour Plan had produced a reduction in the type of behaviour that warranted the intervention of the administration team. Staff reported that since the introduction of the Nature Play area, the incidence of inappropriate playground behaviour had reduced significantly. There was also evidence of students resolving their differences themselves, by using skills that were emphasised in classroom programmes, particularly using the Bounce Back resiliency strategies.
Pastoral Care

The school provided a comprehensive pastoral care programme supported by the chaplain. This is designed to assist students to become well-equipped to confidently and capably deal with social situations which they may encounter. The programme supports our school’s vision that each and every one, of our students has the capacity to be resilient, happy, engaged with learning, confident, respectful, aspirational and capable of accepting responsibility for their actions.

Teachers accessed materials like Bounce Back (a whole school social and emotional learning programme which promotes positive mental health, well-being and resilience), Friendly Schools and Families (an anti-bullying initiative which promotes positive, sustainable, whole school improvement) and You Can Do It! (this focuses on building social, emotional and motivational capacity of students).

Students, parents and staff accessed the expertise of the school Chaplain who assisted with emotional and social difficulties and family issues. The school psychologist was available to assist with academic, social and emotional challenges of students. Concerns regarding the transition to secondary school by the senior students were also addressed.

Parent Satisfaction

The school was well supported by the school community during 2014. An engaged P&C and School Council met on a regular basis, providing relevant and timely feedback to the school’s leadership team.

Over the three years leading up to 2014, the school leadership team, through the Edgewater Primary School Council, sought feedback from parents and staff about the notion of becoming an Independent Public School with increased autonomy and flexibly. Information sessions were provided to inform both parents and staff about the potential benefits for students and the school community. Overwhelming endorsement was received, and a successful application was lodged which has resulted in Edgewater Primary School transitioning to Independent Public School status at the commencement of 2015.

Parents regularly received information about the operations of the school through the school newsletter, school website, the annual school Open Night and school assembly presentations. Student progress reports were sent home to parents twice during the year and parent – teacher interview opportunities were provided on an on-going basis, with a formal meeting in term1.

During 2014, parents, staff and senior students completed the National School Opinion Survey to gain feedback on what each group saw as the school’s successes and areas needing further consideration in terms of improvement. The findings of the survey indicated that Edgewater Primary School was seen as a good school with many notable successes, including that the students felt safe and liked being at school; that
teachers motivated the students to learn and expected them to do their best; and additionally, that the school was well-maintained.

Areas for improvement focused on the development of more effective communication processes between students, staff, parents and administrators; enhanced support mechanisms to allow staff to learn and improve their teaching practices; and increased opportunities for the school community to have input into decision making.

The findings of the school survey, analysis of other student and school performance data, together with the stated aspirations of the school community, will direct much of the planning for improvement moving forward through the Edgewater Primary School Business Plan.

Financial Report

The Financial Statement

The Finance Summary below demonstrates Edgewater Primary School’s financial performance during the 2014 calendar year and financial position as at 31 December 2014. Tables and diagrams give cost breakdowns as shown on the following page.

Continuing prudent financial management during 2014 allowed the school to deliver a high level of service. All funds raised were allocated in consultation with the Finance Committee and School Council. Generous donations from the Edgewater Primary School P&C also provided the flexibility to fund a range of exciting incursions, activities and resources for our students.

The move of Year 7’s to a secondary context as of 2015 will result in reduced enrolments and revenue; however, we are committed to attracting increased numbers of students into the future to further enable the success of our programmes and services. The challenges around school funding will be a focus point for the school over the coming years with the introduction of the new Student-Centred Funding Model. This will form part of our strategic planning at School Board level as an Independent Public School.

The school’s strong financial position will ensure that it can deliver the objectives being developed within the School Business Plan.
**Edgewater Primary School**

Financial Summary as at

31 December 2014

<table>
<thead>
<tr>
<th>Revenue - Cash</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Voluntary Contributions</td>
<td>$ 19,070.00</td>
<td>$ 17,229.50</td>
</tr>
<tr>
<td>2 Charges and Fees</td>
<td>$ 80,496.00</td>
<td>$ 80,494.83</td>
</tr>
<tr>
<td>3 Government Allowances</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>4 P&amp;C Contributions</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>5 Fundraising/Donations/Sponsorships</td>
<td>$ 6,125.00</td>
<td>$ 6,124.75</td>
</tr>
<tr>
<td>6 DoE Grants</td>
<td>$ 253,028.22</td>
<td>$ 253,028.44</td>
</tr>
<tr>
<td>7 Other State Govt Grants</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>8 Commonwealth Govt Grants</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>10 Other</td>
<td>$ 25,394.00</td>
<td>$ 24,441.33</td>
</tr>
<tr>
<td>11 Internal Transfers</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 384,113.22</td>
<td>$ 381,318.85</td>
</tr>
</tbody>
</table>

Opening Balance $ 66,777.69

Total Funds Available $ 450,890.91

**Current Year Actual Revenue Sources**

- Locally Generated Revenue 27%
- DoE Grants 66%
- Other Govt Grants 0%
- Other 7%
- Transfers 0%

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administration</td>
<td>$ 23,460.25</td>
<td>$ 15,550.76</td>
</tr>
<tr>
<td>2 Leases</td>
<td>$ 30,000.00</td>
<td>$ 29,347.22</td>
</tr>
<tr>
<td>3 Utilities</td>
<td>$ 107,324.31</td>
<td>$ 82,624.54</td>
</tr>
<tr>
<td>4 Repairs/Maintenance/Grounds</td>
<td>$ 24,745.45</td>
<td>$ 15,502.12</td>
</tr>
<tr>
<td>5 Building Fabric and Infrastructure</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>6 Assets and Resources</td>
<td>$ 9,190.00</td>
<td>$ 9,359.53</td>
</tr>
<tr>
<td>7 Education Services</td>
<td>$ 116,610.00</td>
<td>$ 103,202.57</td>
</tr>
<tr>
<td>8 Other Specific Programs</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>9 Trading Activities</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>10 Salary Pool Payments to Central Office</td>
<td>$ 60,000.00</td>
<td>$ 50,000.00</td>
</tr>
<tr>
<td>11 Other</td>
<td>$ 16,625.00</td>
<td>$ 9,792.34</td>
</tr>
<tr>
<td>12 Transfers to Reserves</td>
<td>$ 50,620.00</td>
<td>$ 50,620.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 438,575.01</td>
<td>$ 365,999.08</td>
</tr>
</tbody>
</table>

**Expenditure - Budget vs Actual**

**Cash Position**

- Bank Balance $ 182,057.92
- Made up of:
  - General Fund Balance $ 82,097.46
  - Deductible Gift Funds $ -
  - Trust Funds $ -
  - Reserves $ 94,942.54
  - Suspense Accounts $ 66,777.69
  - Cash Advances $ 253,028.44
  - Tax Position $ 2,076.00

**Total Bank Balance** $ 182,057.92
Highlights of the Year

There were numerous highlights during the 2014 school year and a great many things to celebrate. The highlights and images below are a snapshot of the activities undertaken during 2014 and reflect the range of learning experiences the students engage in outside of the classroom.

The forging of a valued partnership in 2014 with Bunnings was of great assistance in helping the school re-vegetate our gardens and outdoor spaces. We were particularly grateful for the donation of a range of materials.

A visit by the Scitech road show sponsored by our P&C association was a great boost to the science programme. In April we held the ANZAC Centenary Memorial Service.

The development of various nature play areas was a great success as students enjoyed the freedom these spaces offered. Congratulations to Mrs Abbott and Mr Langley, our gardener, for the outstanding work they continue to do in establishing and maintaining these areas in around the school.

Physical Education lessons were enhanced by the inclusion of coaching and netball clinics through the support of the West Coast Eagles and the SEDA Academy.

Our students’ artwork was a displayed on the Indigenous Art Wall at the Lakeside Shopping Centre following the visit of an indigenous artist who worked with the children to assist them in creating their art pieces.

Dance was also a big feature of 2014 with visits from the Australian Ballet, Buzz Dance Group and Dance Sport lessons for all students in Pre-Primary to Year 7.
Academic Performance Review

Literacy and Numeracy Targets 2012-2014

We had previously set that the target for ‘literacy achievement of Year 5 and Year 3 students tested in 2012 will be equal to or above their predicted achievement when they are tested in 2014’. Unfortunately we didn’t make this target. We identified this was due to it being too broad a goal and encompassed all aspects of literacy. If the target had been applied more specifically we would have identified the following achievements:

- Reading only, would have been achieved in Year 7, with Year 5 close to being achieved
- Grammar & Punctuation only, would have been achieved in Year 5, but not in Year 7
- Spelling would have been achieved in Year 5 and almost achieved in Year 7
- Writing would have been close to being achieved in Years 5 & 7

It has been recognised that all targets set in the future will have a more specific focus and measurable.

For other targets

The literacy achievement of Year 3 students in 2014 will be equal to or above that of all Australian schools

- The numeracy achievement of Year 5 and Year 3 students tested in 2012 will be equal to or above their predicted achievement when they are tested in 2014.
- The literacy and numeracy achievement of Year 3 students in 2014 will be equal to or above that of all Australian schools

Overall these targets were achieved.

On Entry Assessment – Numeracy and Literacy

The main purpose of On Entry Assessment in Pre-Primary is to provide the teacher with information about the understandings children bring to school. These assessments in Literacy and Numeracy were conducted within the first six weeks of Term 1. By the end of Pre-Primary, the students are expected to be functioning at around progression point 1.

The On Entry data, as shown in the tables below, demonstrates that the majority of Pre-Primary students at Edgewater were functioning at progression points 0.6 – 1.1 for Literacy and Numeracy, therefore, this cohort of students is performing at or above the expected level.
Early in Term 2, 2014, Years 3, 5 and 7 students participated in NAPLAN. A summary of these results is included in this report to provide a clear perspective on student performance at Edgewater Primary School compared to Like Schools. (The term Like Schools is one used by the Department of Education to compare schools that have similar Socio Economic Indicators).

The information and tables below show the average performance of students from our school against the average performance of students from Like Schools. Our sections on successes indicate our student achievements, Challenges where we as a school need to work together on improvements and our recommended actions which will also flow into our business and strategic plans whilst we progress as an independent public school over the next period.

Reading

Successes

Review of the NAPLAN assessment shows there was an improved performance when compared to 2013 in Year 3, 5 and 7, with all year levels above the state mean. The Year 7 cohort performed significantly above the ‘Australian’ and ‘Like Schools’ mean. The progression and achievement of the Year 5 to 7 cohorts (2012-2014) was above ‘Like Schools’. Years 3 and 5 were only slightly below the ‘Like Schools’ mean, whilst the progression and achievement of the Years 3 to 5 cohorts (2012-2014) was very close to ‘Like Schools’. The Year 3 cohort was the first group to be fully exposed to the Edgewater Primary School K-2 Literacy Plan with positive results.

Challenges

- There is a need for a focus on inferential questions and inferential reading strategies:
  - Year 3 NAPLAN Reading test comprised 18% literal questions and 82% inferential questions.
  - Year 5 NAPLAN Reading test comprised 13% literal questions and 87% inferential questions.
- An increased understanding of vocabulary when reading and interpreting text and the ability to rephrase/reword text is required, including unknown word strategies.
- Teachers should use common language when teaching reading strategies (e.g. ‘reading between the lines’ is inferring).

Recommendations

- Teachers should continue to implement the whole school strategy of guided reading focusing on unknown word strategies and inferential understanding.
- Incorporate reading strategies and use of common language when teaching reading strategies, across the curriculum.
- Explicit teaching of vocabulary, both meaning and synonyms, across the school.
- Modelled reading daily across the curriculum.
- TORCH (Tests of reading Comprehension) assessments to be implemented as per the Whole School Literacy Plan from Years 3 – 6.
- CARS (Comprehensive Assessment of Reading Strategies) assessments to be used across the school.
- STARS (Strategies To Achieve Reading Success) resource or similar to be used to explicitly teach the 12 reading strategies from Pre-Primary to Year 6.
- Diana Rigg resources to supplement home reading.
- Use ‘Talk 4 Writing as a Reader’ to improve comprehension.
- Participation in book reading competitions/celebrations for students.
The table below indicates the school mean for Years 3, 5 and 7 compared to Like Schools mean for the 2014 NAPLAN testing cycle in ‘Reading’.

<table>
<thead>
<tr>
<th></th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
<th>Y07 School</th>
<th>Y07 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>446</td>
<td>402</td>
<td>474</td>
<td>492</td>
<td>567</td>
<td>538</td>
</tr>
<tr>
<td>2011</td>
<td>414</td>
<td>417</td>
<td>504</td>
<td>484</td>
<td>538</td>
<td>534</td>
</tr>
<tr>
<td>2012</td>
<td>415</td>
<td>432</td>
<td>508</td>
<td>501</td>
<td>552</td>
<td>548</td>
</tr>
<tr>
<td>2013</td>
<td>400</td>
<td>432</td>
<td>489</td>
<td>512</td>
<td>530</td>
<td>550</td>
</tr>
<tr>
<td>2014</td>
<td>415</td>
<td>421</td>
<td>497</td>
<td>503</td>
<td>575</td>
<td>558</td>
</tr>
</tbody>
</table>

**Writing**

**Successes**
Year 3 data shows an improved performance when compared with the Year 3 cohort in 2013, and is above ‘Like Schools’ and the ‘Australian’ mean. No child was below the national minimum standard, and only one child was at the national minimum standard. The Year 3 to Year 5 (2012-2014) progress was in accordance with ‘Like Schools’.

The Year 5 cohort performed above ‘Like Schools’ and the ‘Australian’ mean.
The Year 7 cohort improved performance when compared to the 2013 Year 7 cohort, and were above the Australian mean.

**Challenges**
- Years 5 to 7 (2012-2014) progress was below Like Schools
- Greater use of oral language text before writing needs to embedded in teaching practices to allow text structures to be internalised

**Recommendations**
- Writing needs to continue to be a focus in 2015.
- Explicit teaching in the areas of audience, text structure, vocabulary, paragraphing, sentence structure and spelling to be undertaken to improve results.
- All teachers adopt ‘Talk 4 Writing’ strategy delaying writing until orally internalised – imitate, innovate, independent.
- Modelled writing and reading of quality texts is to be supported.
- Common writing assessments in year groups are to be developed to allow standardised foundations for assessment and reporting
The table below indicates the school mean for Years 3, 5 and 7 compared to the Like Schools mean for the 2014 NAPLAN testing cycle in ‘Writing’.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Like Schools</th>
<th>School</th>
<th>Like Schools</th>
<th>School</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>426</td>
<td>410</td>
<td>475</td>
<td>491</td>
<td>560</td>
<td>536</td>
</tr>
<tr>
<td>2011</td>
<td>415</td>
<td>421</td>
<td>476</td>
<td>485</td>
<td>523</td>
<td>527</td>
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<tr>
<td>2012</td>
<td>424</td>
<td>430</td>
<td>489</td>
<td>487</td>
<td>523</td>
<td>535</td>
</tr>
<tr>
<td>2013</td>
<td>391</td>
<td>428</td>
<td>478</td>
<td>491</td>
<td>510</td>
<td>535</td>
</tr>
<tr>
<td>2014</td>
<td>416</td>
<td>414</td>
<td>475</td>
<td>473</td>
<td>523</td>
<td>531</td>
</tr>
</tbody>
</table>

**Spelling**

**Successes**

Analysis of the data shows Year 3 as an improved performance when compared with 2013 Year 3 cohort. The Years 5 and 7 cohorts performed above both the ‘Like Schools’ and ‘Australian’ means. The Year 3 to Year 5 cohort of students made high progress and high achievement. The mean for boys and girls was similar in Year 3 and 7.

**Challenges**

- The mean for boys in Year 5 was much lower than the girls

**Recommendations**

- Investigate the reasons for the lower performance of Year 5 boys.
- Teachers of students in K – Year 2 continue implementing K - 2 Literacy Plan, explicitly teaching synthetic phonics and spelling clusters.
- Teachers of students in Years 3 - 6 to increase the scores of spelling in writing to be in line with expected performance predicted by Teacher Development Schools. Refer to NAPLAN marking guides for the specific types of words children should be spelling.
- Explicit teaching of spelling generalisations and editing skills
- Extend the K - 2 synthetics phonics programme into Years 3 - 6

The table below indicates the school mean for Years 3, 5 and 7 compared to the Like Schools mean for the 2014 NAPLAN testing cycle in ‘Spelling’.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Like Schools</th>
<th>School</th>
<th>Like Schools</th>
<th>School</th>
<th>Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>426</td>
<td>393</td>
<td>481</td>
<td>492</td>
<td>564</td>
<td>547</td>
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<td>2011</td>
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<tr>
<td>2012</td>
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<td>2013</td>
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<tr>
<td>2014</td>
<td>405</td>
<td>419</td>
<td>513</td>
<td>502</td>
<td>570</td>
<td>559</td>
</tr>
</tbody>
</table>
Grammar and Punctuation

**Successes**
Years 5 and 7 cohort’s performance shows that it was close to the ‘Like Schools’ and ‘Australian’ means.

**Challenges**
- Analysis of the Year 3 performance shows that the cohort performed below the ‘Like Schools’ and the Australian mean.

**Recommendations**
- Teach punctuation and grammar skills as described in Australian Curriculum for each year level, with an emphasis on explicit teaching of grammar and punctuation as part of writing.
- Increase the scores of punctuation in writing to be in line with expected performance predicted by Teacher Development Schools. Refer to NAPLAN marking guides for the specific types of punctuation skills children should be using.

The table below indicates the school mean for Years 3, 5 and 7 compared to Like Schools mean for the 2014 NAPLAN testing cycle for ‘Grammar and punctuation’.

<table>
<thead>
<tr>
<th></th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
<th>Y07 School</th>
<th>Y07 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>461</td>
<td>404</td>
<td>504</td>
<td>501</td>
<td>554</td>
<td>530</td>
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<tr>
<td>2011</td>
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<td>524</td>
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<td>441</td>
<td>528</td>
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</tr>
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<td>412</td>
<td>430</td>
<td>509</td>
<td>511</td>
<td>552</td>
<td>556</td>
</tr>
</tbody>
</table>

MATHEMATICS

**Successes**
Students in the Year 3, 5 and 7 performed above ‘Like Schools’. Year 3 students had 17% of the cohort tested as performing in the top 20%, with 76% of students in the middle 60% range and 8% who performed in the bottom 20% range.

Year 5 students had 28% of the cohort tested as performing in the in top 20% with 56% in the middle range and 16% in the bottom 20% range.

Year 7 students had 38% of the cohort tested as performing in the top 20% with 58% in the middle and 3% performing in the bottom 20% range.

All students performed well in basic facts assessments.

Basic facts skills assessment - ‘At normal range or above’;
- Addition - All year levels had 94% or above
- Subtraction - All year levels had 90% or above
- Multiplication - All year levels had 93% or above
- Division - All year levels had 92% or above
- Most year levels showed improvements in all skill areas
Problem solving assessment using common tasks.
- All year levels showed significant improvements, with Pre Primary, Year 1 and Year 3 showing the greatest improvements.

**Challenges**
- There is a need to move the percentage of the Year 3 students in the 2014 cohort from good to excellent. The girls need to be lifted above the average, and some aspects of the Space strand need to be addressed.
- There is a need to move a significant percentage of the Year 5 students in the 2014 cohort from the limited band into satisfactory and from satisfactory into good. The results of the boys need to be lifted above the average. Some aspects of the measurement strand need to be addressed.

**Recommendations**
- Whole school use of the iMaths programme, with continued emphasis on the Investigations.
- Teachers must continue to implement problem solving strategies and teach them concurrently with the iMaths programme.
- Continue to use the RUCSAC acronym for problem solving.
- Focus on more hands-on, equipment based activities.
- Teachers to display a Maths Word Wall in their classrooms.
- Direct ‘enrichment’ programme to the Year 4 cohort so that impact can be assessed in Year 5 NAPLAN results.

The table below shows the average performance of students from our school against the average performance of students from ‘Like Schools’ in Mathematics.

<table>
<thead>
<tr>
<th></th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
<th>Y07 School</th>
<th>Y07 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>430</td>
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<tr>
<td>2014</td>
<td>404</td>
<td>402</td>
<td>499</td>
<td>496</td>
<td>577</td>
<td>568</td>
</tr>
</tbody>
</table>

**SCIENCE**
Early in Term 4, 2014, WAMSE (Western Australian Monitoring Standards in Education) 2013 MSE (Monitoring Standards in Education) Science assessments were conducted with students in Years 5 & 6 to gauge the progress in Science.

**Successes**
**Year 5 Science**
An analysis of the data showed that students performed above the 2013 ‘All Western Australian Schools’ mean and above last year’s Edgewater Primary School mean.
- The percentage of students in bottom 20% is considerably less (24% - 7%)
● The percentage of students in the top 20% is considerably greater (19% - 33%)

Areas of Strength
- Chemical Sciences – solids, liquids, gases; dissolving substances
- Biological Sciences – reptiles

Year 5 Investigation
Students performed above the 2013 ‘All Western Australian Schools’ mean and above last year’s Edgewater mean.
● The percentage of students in the bottom 20% is considerably less (17% - 7%),
● The percentage of students in the middle 60% increased (65% - 74%)
● The percentage of students in the top 20% remained stable at 19%

Areas of Strength
- Graphing, labelling and finding missing value on graphs
- Sequencing diagrams

Year 6 Science
Data showed that students performed well above the 2013 ‘All Western Australian Schools’ mean and above last year’s Edgewater mean.
● The percentage of students in the bottom 20% is considerably less (24% - 2%),
● The percentage of students in the top 20% is considerably greater (19% - 58%).

Areas of Strength
- Chemical Sciences – solids, liquids, gases; dissolving substances; helium is lighter than air
- Biological Sciences – reptiles

Year 6 Investigation
Performance data showed that students above the 2013 ‘All Western Australian’ mean and above last year’s Edgewater mean.
● The percentage of students in the bottom 20% is considerably less (17% - 0%)
● The percentage of students in the middle 60% remained stable (65% -66%)
● The percentage of students in the top 20% is considerably greater (19% - 34%).

Areas of Strength
- Graphing, labelling and finding missing values on graphs
- Sequencing diagrams
- Reading Tables
- Safety measures

Challenges
● We need to move more of the 2014 Year 5 cohort, performing in the middle 60%, into the top 20% range.
● There needs to be a focus across the middle years on ‘Investigation’ - Understanding of need for: 3 trials, variables, consistency, fair testing, gravity and forces knowledge (vocab) and solar eclipse understandings.

Recommendations
● Use all year levels of the Australian Curriculum Scope and Sequence in the 3 science areas: Understandings, Human Endeavour and Inquiry Skills.
● Continue a focus on scientific language.
• Greater emphasis on Investigation and Inquiry— why we investigate, what makes a fair test, variables, consistency when recording?
• Continue with graphing analysis and labelling.
• Use NAP Science for Year 6 testing in 2014.
• Investigate the use of Brightpath as an assessment tool.
• Increase available resources (Primary Connections) and continue high interest Science incursions.

HUMANITIES AND SOCIAL SCIENCES
Classroom teachers, (Pre-Primary – Year 6) have implemented the History component of the Australian Curriculum Humanities and Social Sciences. Throughout the year, many realistic learning opportunities were provided which allowed students to gain a greater understanding of aspects of Australian history. The Times Past Local History talk, as shown below, was a notable example of students engaging with the more senior members of our community.

Recommendations
• Classroom teachers, Pre-Primary to Year 6, plan and teach the Geography component of the Australian Curriculum Humanities and Social Sciences, and
• Continue to contextualise student understanding of History, and the role it plays in society

SPECIALIST AREAS
LOTE (Languages other than English)
In 2014, all students were exposed to the Mandarin language through greetings and elements of Chinese culture. Year 3 to 7 students continued to consolidate their Mandarin language learning though listening, speaking and responding. They had ongoing exposure to the rules of Mandarin writing and practised writing some of these characters. Cultural learning was another key area of learning with ‘hands on’ activities, such as cooking and kite making being a feature.

Music
The focus in music school wide for 2014 was to commence a more intensive programme of understanding rhythms. Although the programme of rhythm, reading and comprehension was successfully carried out, it is an ongoing work in progress.

Successes
The student's use of aural skills improved and their visual representation of rhythms as a permanent point of reference was successful. The senior choir’s ability to perform in front of an audience was greatly enhanced and the establishment of the junior choir in 2014 enjoyed high participation levels. An emphasis on whole-school singing added to our school spirit and will be built on in 2015.

Challenges
• Raising the standards of choral music to be recognised as a school that excels in music.

Recommendations
• Continue using visual representations of rhythms.
• Begin rounds during whole-school community singing.
• In 2015, the Senior Choir will participate in more challenging performances such as the Massed Choir Festival.
**Physical Education**
A major focus for 2014 was to continue the development of fundamental movement skills and their application to team games, together with an emphasis on team work.

**Successes**
The performance of students during team games at interschool events would suggest that this emphasis has been relatively successful noted through:
- An increase in the active participation level of many students.
- A noted increase in the general fitness of some students.

**Challenges**
- Improvements in the running performance of students.
- A greater emphasis to be placed on students developing ‘lifelong habits’ in relation to an overall healthy lifestyle.

**Recommendations**
- Continued focus on understanding and learning through movement, with an emphasis on running style.
- Students to have the opportunity to access specialised coaching using a range of sporting organisations.
- Begin developing links between the school’s Physical Education and Health programme and the expectations of the Western Australian Curriculum and Assessment Outline document, particularly in the area of healthy lifestyles.

**Visual Art**
During 2014, the Visual Arts program focussed on the development of art knowledge, artists and their work, and the ability of students to express their feelings through art.

**Successes**
The students showed their enjoyment of art through their reflections and discussions, their expanding art knowledge and development of simple clay techniques and vocabulary. Visiting artists were beneficial to supporting the introduction of clay work and the students’ understandings of Indigenous art.

**Challenges**
- Improve students’ painting skills and clay work

**Recommendations**
- Provide more opportunities for students to improve painting skills, in particular showing light source and mixing colours
- Utilise artists in the community to expand on students’ painting skills
- Build on students’ skill development in clay work
Feedback
We value your feedback on this document and the school’s services and programmes. Any comments can be provided via

- Phone: (08) 9405 4007 (During office hours - Monday - Friday 8.30am - 4.00pm)
- Email: Edgewater.PS@education.wa.edu.au
- Mail: Treetop Ave, Edgewater WA 6027