From the Principal

It is my privilege to present the 2015 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 2015 the Edgewater Primary School Board successfully transitioned to Independent Public School (IPS) status. Our journey over the past twelve months has been focused on this transition, the establishment of a School Board and the successful implementation of the Edgewater Primary School Business Plan. The plan outlines four focus areas identified as key to the success of our students and staff supported by a responsive, involved school community, in which partnerships are sought and valued. The key focus areas are aligned with the Department of Education’s strategic objectives and our school vision.

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 2015.

Our School
Edgewater Primary School (EPS) 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 2015, Edgewater Primary School accommodated approximately 410 students in classes ranging from Kindergarten to Year 6. There were seventeen classes with enrolments fluctuating slightly throughout the year.

During first term the Edgewater Primary School Council worked through an extensive process to establish the Edgewater Primary School Board, which at its core, has the fundamental purpose of enabling parents and members of the community the opportunity to engage in activities that are in the best interests of the students and will enhance the education provided by the school.

Edgewater Primary School has an energetic and engaged Parents’ and Citizens’ Association (P&C). 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 focused 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 2015.

Members of the Edgewater Primary School Board made a significant contribution during 2015, and in particular the school chair, Mr Simon Young. In a year marked by the school’s move to IPS status I have greatly appreciated the support, expertise and commitment of school board members, Mrs Larissa Dodsworth, Mrs Susan McInnes, Mrs Kylie McCullough, Mrs Gail Baily, Mrs Sue Sugg and Mr John Ingham.

The Edgewater P&C’s committees are to be congratulated for the work they did throughout 2015 to enhance the services available for students and parents. The ongoing fundraising activities assisted the school to purchase additional resources and provided valuable learning experiences for our students. The P&C’s management of the uniform shop and school canteen has been a bonus for our school community. The outsourcing of the uniform shop at the end of 2015 has now given parents greater opportunities to purchase school uniforms at a time convenient to them. I would like to acknowledge the many volunteer hours given by parents in running the uniform shop since the school’s inception, and in particular, many thanks to Mrs Carolyn Lindsay for her work in overseeing the move to Uniform Concepts, our new uniform supplier. The canteen committee has done an outstanding job of getting the canteen back to a four day a week operation during 2015. During a busy year our parent volunteers have continued to provide much needed support in many ways. This time commitment has been greatly appreciated by staff and students.

Finally, thank you for taking the time to read our Annual Report for 2015. 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
Student Profile

The graph below shows the enrolment trend for Edgewater Primary School over the past five years. At the commencement of 2015 we started the year without a Year 7 student cohort. Year 7 students are now part of the secondary education (Year 7 to Year 12) enrolment profile. The gap between 2014 and 2015 represents the Year 7 cohort moving on the high school. The start of the new primary enrolment trend is indicated for 2015.

Note:
The graph and table include only full-time students. Kindergarten students are not included.

Attendance

Performance Indicator:
Improve overall attendance rates of the student cohort in relation to the state average.

<table>
<thead>
<tr>
<th></th>
<th>Non-Aboriginal</th>
<th></th>
<th>Aboriginal</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School Like</td>
<td>WA</td>
<td>School Like</td>
<td>WA</td>
<td>School Like</td>
</tr>
<tr>
<td></td>
<td>Schools</td>
<td>Public</td>
<td>Schools</td>
<td>Public</td>
<td>Schools</td>
</tr>
<tr>
<td>2012</td>
<td>93.9%</td>
<td>94.5%</td>
<td>93.3%</td>
<td>93.2%</td>
<td>91.5%</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>
</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>
</tr>
<tr>
<td>2015</td>
<td>93%</td>
<td>89%</td>
<td>93.6%</td>
<td>93.6%</td>
<td></td>
</tr>
</tbody>
</table>

The attendance table above shows the attendance percentage for 2012, through to 2015 compared to the state average. During the 2015 school year, attendance was monitored and student absenteeism below 90% was investigated. Our aspirational targets for 2015 were:
1: Increase the overall attendance targets from 94.6% to 95% or above.
2: Reduce the number of unauthorised attendances from 48.9 % to 10%

By the end of 2015 the aspirational target of 95% or above was not reached as the attendance rate was 93.6%. Even though student attendance has consistently been above state levels over the past three years, there are a large number of students who have taken extended family holidays during the school term. In 2015, parents/caregivers 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 falls below 90% over a term.

Recommendations

In 2016 a much greater emphasis will be placed on informing parents/carers regarding the necessity to avoid taking students out of school during term time for family holidays. The school will also strongly encourage parents/carers who are going to take students on a family holiday that it is essential that they notify the principal in writing of their intentions.

Teachers will continue to diligently follow-up on obtaining an explanation for each and every absence in order to reduce the unexplained absences to below 5%.
Financial Report

The finance summary below demonstrates Edgewater Primary School’s financial performance during the 2015 calendar year and the financial position as at 31 December 2015. Tables and diagrams give cost breakdowns as shown on the below. Continuing prudent financial management during 2015 allowed the school to deliver a high level of service. All funds raised were allocated in consultation with the Edgewater Primary School Finance Committee and the School Board. 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.

We are committed to attracting increased numbers of students into the future to further enable the success of our programmes and services. The changes to school funding with the introduction of the new student-centred funding model will provide greater flexibility to meet student needs and is a focal point of strategic planning at School Board level.

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

![Graph showing Revenue Budget vs Actual](image1.png)

![Graph showing Contingencies Expenditure Budget vs Actual](image2.png)

![Graph showing Cash Position](image3.png)
Highlights of the Year

There were numerous highlights during the 2015 school year and a great many things to celebrate. The highlights and images below are a snapshot of the many activities undertaken throughout the year and reflect the range of learning experiences and celebrations that students engage in outside of the classroom.

P&C Welcome Back to School Family Picnic
This activity was a wonderful community event that allowed parents new and old to come together for a wonderful after school picnic. There were plenty of activities for students to enjoy and the sausage sizzle was well patronised.

Year 4 Mums' and Daughters' High Tea
Organised by the school chaplain, this event brought mums and grandmothers together for a delightful high tea with their daughters and granddaughters to celebrate Mother’s Day.

ANZAC Memorial Service
A highlight of the school calendar, this very moving and emotional event saw a large number of parents and friends join with our students to remember times past and to hear from a wide range of speakers.

Athletics & Sports Carnivals
Students have been involved in faction and interschool athletics carnivals along with faction cross country races, interschool lightning carnivals and so on.

Interm Swimming Classes
Each year all students from pre-primary to Year 6 participate in the Department of Education’s interm swimming classes which are held at the Arena in Joondalup. These lessons cater for beginners all the way up to strong swimmers who also learn about the basic principles of CPR and non-contact rescues.

Book Week
To celebrate Book Week this year, students were enthralled with a visit from KOOB where they learnt about the importance of libraries and how to improve their understanding of books.

Kindergarten Vegetable Garden
A highlight of the Kindergarten year was the construction of a vegetable garden. With the help of our gardener the kindergarten students helped to build a wall out of bricks and then select the type of vegetables that they would like to plant.

Lapathon
Each year the school conducts a lapathon to support the wonderful work of our school chaplain. Many students enjoy the opportunity to dress up in the theme for the day and run around the school oval, often with parents/carers in tow. The much needed funds are the school’s contribution to support the position of chaplain.

Halloween Night
Organised by the P&C, the Halloween Night was an opportunity for the school community to come together to enjoy many of the fantastic themed stalls that were on offer. Many parents/carers went to great lengths to ensure that the whole family was dressed in costume for the night.

Open Night
This annual event is an opportunity for students to showcase the work that they have done in their classes during the year. Teachers work with students to ensure that classrooms are bulging with all of the wonderful things they have completed so that parents/carers can be impressed. The library runs a book fair on the same night which is always well-patronised with the commission generated providing much needed library resource materials.
Learning Excellence

Consistent curriculum planning and implementation of the Western Australian and Australian Curriculum to improve student outcomes.

Students to take increasing responsibility and accountability for their learning.

Develop levels of confidence, resilience and self-management skill in all students.

Academic Performance Review

Milestone:
Teaching staff report against English, Mathematics, Science and Humanities and Social Sciences – History achievement standards.

Teachers used a variety of tools including classroom based records, school summative report data, National Assessment Programme for Literacy and Numeracy and Early Childhood On-entry Assessment to collect data in the Australian Curriculum, Phase 1, learning areas of English, Mathematics, Science and Humanities and Social Sciences enabling teachers to plan comprehensive targeted programmes for the year.

ENGLISH

Milestone:
All Kindergarten to Year 2 teachers access and use monitoring and diagnostic assessment tools to plan and implement early intervention literacy and programmes.

Literacy

On Entry Assessment Pre-primary

Early in Term 1 students in Pre-primary sat the On-Entry Assessment in Literacy and Numeracy and the Year 1 students sat the Literacy assessment.

The results indicate children who scored less than 4 are performing below the expected level in the Oral language module. This indicates that 46% of the Pre-primary cohort entered full-time schooling ‘at risk’ with their oral language skills, whilst 29% were at the expected level and 25% above this. As a result, a greater emphasis needs to be placed on the development of oral language in the Kindergarten years.

Teachers in the early years used the on-entry data together with the Edgewater Primary School K-Y2 Literacy Profile to plan and implement early intervention literacy and numeracy programmes.
Early in Term 2 2015, Years 3 and 5 students participated in NAPLAN (Literacy). 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 tables below show the average performance of students from our school against the average performance of students from like schools.

**Reading**

The table below indicates the school mean for Years 3 and 5 compared to Like Schools mean for the 2014/2015 NAPLAN testing cycle. (The term ‘Like Schools’ is one used by the Department of Education to compare schools that have similar socio economic indicators).

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>415</td>
<td>421</td>
<td>497</td>
<td>503</td>
</tr>
<tr>
<td>2015</td>
<td>454</td>
<td>449</td>
<td>499</td>
<td>515</td>
</tr>
</tbody>
</table>

Year 3 students performed above the Australian mean and significantly above Like Schools; however Year 5 students performed below Like Schools, but were on a par with the All Australian schools.

School distribution of students compare to the National range.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Top 20%</th>
<th>Middle 60%</th>
<th>Bottom 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td></td>
<td>32%</td>
<td>55%</td>
<td>14%</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>12%</td>
<td>74%</td>
<td>15%</td>
</tr>
</tbody>
</table>

There is still large percentage of Year 5 students operating in the middle band and only 12% in the top band. Strategies need to be implemented to move some of the students from the middle band into the top 20%. It is hoped that the explicit teaching of reading strategies through STARS & CARS, along with Guided Reading with a strong emphasis on vocabulary, will enable students to move upwards.
Progression from Year 3 to Year 5

**Performance Indicator:**
Average student gains from Year 3 to 5 to be equal to or better than statistically similar schools.

In the language area of Reading, the value adding by students from Year 3 to Year 5 was slightly better than statistically similar schools. Our students started at a lower point (mid band 4) and ended mid band 6, whereas the statistically similar schools started higher (just inside band 5) and ended in the upper portion of band 6. Therefore it can be inferred that our students made slightly better gains than similar cohorts.

**Performance Indicator:**
Arrest the downward projection of the Year 3 trend line and the flat-lining of the Year 5 one.

Even though Year 3 students performed well this year compared to the Australian mean and Like Schools, it was not enough to reverse the downward nature of the Reading trend line.
On other assessments carried out at the school level, the analysis shows that the programs and strategies put in place to support student learning and improve their overall outcomes for reading were beginning to show improvement.

### 2016 Literacy Recommendations - Writing

**In 2016 early childhood teachers will continue the English rigour in Kindergarten and Pre-primary using the Early Years Framework (EYLF) and the Western Australian Kindergarten Curriculum.**

K-2 teachers will continue to use the resource ‘Letters and Sounds’ and teachers from Years 3 to 6 will use Soundwaves resources in conjunction with our Connected Learning sequence to explicitly teach synthetic phonics across the school.

Teachers continue the implementation of CARS and STARS to explicitly teach the key strategies for effective reading and comprehension and use Guided Reading as a whole school strategy for improving student reading outcomes.

Early childhood teachers will assess the Kindergarten to Year 2 student progress using the school devised K-2 Profile booklet and record data electronically to track student performance before sitting NAPLAN in Year 3.

#### Writing

**Early Childhood On-Entry Assessment – Pre-primary**

![Writing Graph]

When analysing the components of writing in the On-Entry Assessment from Pre-primary, many children were unable to demonstrate the relationship between reading and writing, despite being able to write text that was relevant to the story presented and ‘read back’ what they had scribed. However, there were a number of children who were indicated to be ‘at risk’ and would need to be monitored closely.

### NAPLAN

**Performance Indicator:**

*Improve the overall performance of Year 3 and Year 5 students to be equal to or better than Like Schools.*

The table below indicates the average school mean for writing in Years 3 and 5 for the past two years compared to Like Schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>416</td>
<td>414</td>
<td>475</td>
<td>473</td>
</tr>
<tr>
<td>2015</td>
<td>463</td>
<td>434</td>
<td>472</td>
<td>495</td>
</tr>
</tbody>
</table>

The above data indicates that for reading the Year 3 cohort performed substantially above expected level when compared against like schools and All Australian schools. However, even though the Year 5s were on a par with all Australian schools they were below expected level when compared to like schools.

The challenge for us moving forward is to maintain the gains made by the Year 3 cohort, and value adding to their writing results in two years’ time as year 5s. To do this it is recommended that the Talk 4 Writing process be implemented across the school as a whole school approach to explicitly teaching writing in all genres.

The following graph tracks student progress over time showing a marked improvement in the Year 3 results, but the same cannot be stated for the Year 5s.
The Year 3 results for NAPLAN Writing show the students performed extremely well, achieving results above the All Australian mean and Like Schools mean. This could be attributed to the natural abilities of the Year 3 cohort for writing, but it is more likely a result of the explicit instruction carried out by the Kindergarten to Year 2 teachers, coupled with the explicit teaching from the Year 3 teachers on constructing persuasive text.

**Trend Line for Writing**
The following graph shows the trend line for Year 3 and Year 5.
The trend line for Year 3 writing continues to move in an upward direction; however, Year 5 continues in a downward projection.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Top 20%</th>
<th>Middle 60%</th>
<th>Bottom 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51%</td>
<td>44%</td>
<td>5%</td>
</tr>
<tr>
<td>Year 5</td>
<td>6%</td>
<td>79%</td>
<td>15%</td>
</tr>
</tbody>
</table>

The Year 5 results indicate this cohort is performing below Like Schools and the majority of students are in the middle bands. The challenge for the school in the future is to shift students from the mid-range toward the top 20%. To do this it is recommended that the Talk 4 Writing program continue to be implemented as a whole school strategy across all genres to enable students to gain an in-depth understanding of the structure and components of good writing.

**Progression from Year 3 to 5**

**Performance Indicator:**

*Improve the overall performance of Year 3 and Year 5 students to be equal to or above statistically similar schools.*

Reading value-adding from Year 3 to Year 5.

In the language area of writing, the value-adding by students from Year 3 to Year 5 was slightly better than Like Schools. Students started at a lower point (mid band 4) and ended just inside band 6, whereas Like Schools started higher (just inside band 5) and ended in the mid-point of band 6. Therefore it can be inferred that our students made slightly better gains than similar cohorts.

On other assessments carried out at the school level, the analysis shows that the programs and strategies put in place to support student learning and improve their overall outcomes for writing were beginning to show improvement.

Writing continued to be a focus in 2015, with a particular emphasis on paragraphing, sentence structure and punctuation using the Talk 4 Writing program. Professional learning on the ‘Talk 4 Writing’ process was conducted during after school sessions. Not all teachers accessed this, and as a result, the programme’s implementation across the school was inconsistent.

**2016 Literacy Recommendations - Writing**

In 2016 all staff will be trained in the ‘Talk 4 Writing’ process on the School Development days at the beginning of the year and it will be an integral part of the Literacy action plan and monitoring process throughout the year and continue with the implementation of the program as a whole school strategy to improve student writing.

Early childhood teachers will continue to strengthen the English rigour in Kindergarten and Pre-primary using the Early Years Framework (EYLF) and the Western Australian Kindergarten Curriculum.

All teachers will explicitly teach vocabulary through oral and written language.
Early Childhood On-Entry Assessment – Pre-primary

This data indicates that there were a large percentage of students entering Pre-primary with a significant deficit in phonemic awareness. To support students entering Pre-primary, it is recommended that ‘Parents as Partners’ workshops be run in the early years giving ideas and advice on how parents can support their child through this learning journey.

NAPLAN
Spelling

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>405</td>
<td>419</td>
<td>513</td>
<td>502</td>
</tr>
<tr>
<td>2015</td>
<td>427</td>
<td>427</td>
<td>485</td>
<td>512</td>
</tr>
</tbody>
</table>

The Year 3 spelling results were equal to Like Schools and above the expected level when compared to All Australian schools. However, the Year 5 spelling results were below the expected level when compared to Like Schools and All Australian schools.

Recommendations from 2014 were that teachers continue implementing the Kindergarten to Year 6 Connected Learning sequence, explicitly teaching synthetic phonics and spelling clusters. In addition, teachers were to pay particular attention to students’ ability to apply spelling knowledge in their writing to be in line with expected performance as predicted by Teacher Development schools.

During 2015 the Connected Learning sequence was extended to include Years 3 to Year 6 and writing samples were marked against the NAPLAN writing rubric and Brightpath data.

2016 Literacy Recommendations - Spelling
In 2016 it is recommended the implementation of the Connected Learning sequence and explicit teaching of synthetic phonics be continued, as well as the use of the NAPLAN writing rubrics for Narrative and Persuasive text and Brightpath rubrics for informational text to monitor student progress in all elements of writing, particularly in spelling.
Grammar and Punctuation

Performance Indicator:
Increase the percentage of Year 3 and Year 5 students achieving at minimum standard or above in Grammar and Punctuation.

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>412</td>
<td>430</td>
<td>509</td>
<td>511</td>
</tr>
<tr>
<td>2015</td>
<td>468</td>
<td>455</td>
<td>517</td>
<td>520</td>
</tr>
</tbody>
</table>

The Year 3 cohort is above the expected level when compared to Like Schools and All Australian schools, but the Year 5 cohort is at the expected level and on a par with both Like Schools and All Australian schools. As evident in the table below, the Year 5 cohort are as expected for a normal distribution.

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Top 20%</th>
<th>Middle 60%</th>
<th>Bottom 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>47%</td>
<td>42%</td>
<td>16%</td>
</tr>
<tr>
<td>Year 5</td>
<td>26%</td>
<td>59%</td>
<td>15%</td>
</tr>
</tbody>
</table>

The above table shows that there is a large percentage of the Year 3 cohort in the Top 20% and the middle 60% range and only 16% in the bottom 20%. However the Year 5 cohort is as expected for a normal distribution. There is a need to implement a whole-school strategy using explicit instruction to teach vocabulary, grammar and punctuation in a systematic way to push more children up the bands.

Recommendations from 2014 were to teach punctuation and grammar as described in the Australian Curriculum for each year level, with an emphasis on the explicit teaching of grammar and punctuation as part of writing.

Teachers are using the Australian Curriculum to plan, teach and monitor student progress.

2016 Literacy Recommendations – Grammar and Punctuation
In 2016, teachers will continue to use the Western Australian – Australian Curriculum to explicitly teach grammar and punctuation with greater emphasis on vocabulary and the teaching of editing skills.

MATHEMATICS

Early Childhood On-Entry Numeracy – Pre-primary

On entering Pre-primary, 20% of the cohort was at risk of not achieving the appropriate standard whilst 52% were performing at the expected level and 28% were above the expected level.
NAPLAN

**Performance Indicator:**
*Increase the percentage of Year 3 students achieving at Band 3 NAPLAN Numeracy or above.*

Year 3 and Year 5 students participated in NAPLAN (Numeracy). A summary of these results is included in this report to provide a clear perspective on student performance at Edgewater Primary School compared to All Australian schools. The tables below show the average performance of students from Edgewater against the average performance of students from Like Schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>Y03 School</th>
<th>Y03 Like Schools</th>
<th>Y05 School</th>
<th>Y05 Like Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>404</td>
<td>402</td>
<td>499</td>
<td>496</td>
</tr>
<tr>
<td>2015</td>
<td>385</td>
<td>417</td>
<td>509</td>
<td>509</td>
</tr>
</tbody>
</table>

The Year 3 cohort is below the expected level when compared to Like Schools and All Australian schools, but our Year 5 cohort was above the expected level and on a par with Like Schools and above All Australian schools. As evident in the table below, the Year 5 cohort are as expected for a normal distribution.

![Year 3 Numeracy Average Test Score](image)

Year 3 Numeracy results over time

<table>
<thead>
<tr>
<th>Margin of error at 90% confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average achievement of Edgewater Primary School students</td>
</tr>
<tr>
<td>Average achievement in schools serving students from statistically similar backgrounds and margin of error at 90% level of confidence</td>
</tr>
<tr>
<td>Below expected level</td>
</tr>
</tbody>
</table>
The analysis of the data indicates that the percentage of students in the limited band was significantly above WA schools average, whilst the percentage of students in the satisfactory and excellent band was below WA schools average. However, the percentage of students in the good band was above WA schools average.

The Year 3 cohort was below both Like Schools and the All Australian mean. Whilst 69% of the cohort was at or above Band 3, 32% of the students were at Band 5 or above.

The data shows that the questions the children performed poorly in were mostly from the Measurement and Geometry strand and/or required language interpretation.
Progression from Year 3 to Year 5

**Performance Indicator:**
Average student gains from Year 3 to Year 5 to be equal to, or better than, Like Schools.

In the Numeracy area, the value-adding by students from Year 3 to Year 5 was slightly better than Like Schools. Students started at a lower point (mid band 4), whereas Like Schools started higher and ended on a par with the Like Schools at mid band 6. Therefore it can be inferred that Edgewater Primary School students made slightly better gains than similar cohorts.

<table>
<thead>
<tr>
<th>Average achievement of Edgewater Primary School students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margin of error at 90% level of confidence</td>
</tr>
<tr>
<td>Average achievement of students in schools with similar students (statistically similar schools) and margin of error at 90% level of confidence</td>
</tr>
</tbody>
</table>

In Year 3 the percentage of students in the limited band was equal to the WA schools average, whilst the percentage of students in the satisfactory band was above the WA schools average. However, the percentage of students in the good and excellent band was slightly below the WA schools average. Analysis of the Year 5 data indicated that the Year 5 cohort were slightly below Like Schools but above the All Australian mean. However, 68% of the cohort was at or above Band 6, and of that 68%, or almost half, were Band 7 or above.

The data indicates that a small percentage of students had some difficulty with Measurement and Geometry questions and higher level multi-step questions. The school needs to move a significant number of children from limited to satisfactory and good to excellent and focus on Measurement and Geometry.

### 2016 Numeracy Recommendations

After analysing the data, the Numeracy committee have recommended that we identify the Year 3 students who were in Bands 1 and 2 (at or below minimum standard) in 2015 and track their progress in 2016 and 2017. This will be done by resitting the 2015 test in 2016 and Year 5 NAPLAN in 2017.

Teachers need to have a focus on the Measurement and Geometry strand and explicitly teach the concepts required, as well as an emphasis on drilling of times tables regularly.

A continued focus on the implementation of the whole school use of the iMaths program with an emphasis on the Investigations will be carried out. A review of the use of the iMaths textbook and its effectiveness will be conducted during 2016.

Teachers will continue to implement problem solving strategies and explicitly teach them concurrently with the iMaths program using the RUCSAC acronym, as well as focus on hands-on, equipment based activities across all strands of mathematics.

The maintenance of the whole school mathematics word wall strategy will continue across all classrooms and learning areas.

Early childhood teachers will continue to teach the mathematics rigour in Kindergarten and Pre-primary using the Early Years Framework (EYLF) and the Western Australian Kindergarten Curriculum.
In general, students performed well over all science areas. With 85% of students above the Australian percentage, 15% at the expected standard and 3% below expected standard. The analysis of the data demonstrated that the students performed poorly if they did not answer the questions fully with a justification. Reading skills hindered many, therefore a process should be in place whereby students who struggle with reading have the questions read to them so we can assess their scientific knowledge and not their reading ability. Time became a factor for those students who were working slower than average, therefore more practice should be given to allow students to complete tasks within a given timeframe.

The Implementation of Science Across the School

All year levels are covering the required science areas throughout the year. Most are using RIC Australian Curriculum Science as their main teaching resource; and Science word walls are being used in classes to promote scientific language. The establishment of a science room has been very popular with students and is being used more frequently by teachers. New resources purchased by the P&C are now in use.

2016 Science Recommendation

Whilst Year 6 results were very pleasing, teachers should address the recognised weakness in order to value add. The area of focus includes answering questions in full detail with justifications, looking at two part table and graph questions and understanding the concepts and knowledge related to fair testing.

The science committee will continue to investigate Brightpath science testing and other forms of assessment that can be used to enhance teachers’ knowledge about the progress of all age groups.

All teachers will continue to use science word walls and science proformas to ensure consistency and use of standard scientific language.

The science committee will continue to develop the science room to enable teachers to provide a richer science learning environment for children.

HUMANITIES AND SOCIAL SCIENCES (HaSS)

The introduction of the new Humanities and Social Science curriculum provided teachers with several opportunities to share the understanding and knowledge of History and Geography. Teachers trialled lesson plans and pedagogies to provide a variety of learning opportunities for students. The implementation of the new curriculum continued into 2015 and teachers began monitoring student performance against the new standards in History and Geography.

2016 HaSS Recommendation

During 2016 the HaSS committee will develop a whole-school operational plan based on the WA Curriculum. This plan, when completed and ratified, will be implemented by all teachers across all learning areas.

LOTE (Languages other than English) - Mandarin

In 2015 Mandarin was offered to students in Year 3 and 4 for one hour per week focusing on language and cultural understandings. A feature of the program was the celebration of many special festivals. Students were encouraged to use Mandarin greetings when addressing members of the school community.

2016 LOTE Recommendation

Year 4 and Year 5 students will continue with Mandarin instruction and in 2017 it will revert back to Year 3 and Year 4 students receiving Mandarin instruction.
THE ARTS

• Music
Students, parents and the wider community enjoyed a range of performances by our senior and junior choirs throughout 2015. The Music program enabled students to showcase their talent and abilities across the school in class activities, choir and instrumental music. A highlight of the year was the Massed Choir performance at Winthrop Hall at the University of WA.

The continual development of the senior and junior choir will be a focus throughout 2016.

The School of Instrumental Music program involved over fifteen students from Year 5 and Year 6 learning clarinet and classical guitar. Students’ talent was showcased at a special music assembly attended by the school community.

• Visual Art
The aim of the visual arts program was to enrich and develop the creative minds of students through the use of various artist techniques and materials. All students from Pre-primary to Year 6 were given the opportunity to express their visual ideas using various tools and materials in our purpose-design art room. A highlight of the year was the open night art exhibition displaying a wide variety of student work.

HEALTH AND PHYSICAL EDUCATION

Students experience a range of physical education activities throughout the year including cricket and football clinics, interschool carnivals, cross country events, swimming and athletics. Social and emotional well-being continues to be a strong focus as we provide students with skills, understandings and strategies to deal with challenges and decision-making. Student understanding of physical activity was taught across the school from Pre-primary to Year 6 by a health and physical education teacher.

Healthy lifestyle education was a focus in each classroom, including the implementation of the ‘crunch and sip’ programme.

A highlight of the year was the involvement of students in the interschool cross country carnival with students being victorious on the day.

The Broader Curriculum

Catering for Individual Needs
It is essential that all students, whatever their ability, are able to access the curriculum. For students who are at ‘educational risk’ of not achieving the minimum standards in the core areas of learning, the school adopts a case management approach. Edgewater Primary School staff work hard to cater for individual student needs through the development of Individual Education Plans (IEP) to ensure appropriate interventions for students working below expected levels, and those requiring specific academic extension.

There is 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, On-Entry assessment data, NAPLAN data, as well as teacher observations and other classroom assessments. This is coupled with regular monitoring of student progress, identifying 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 PEAC (Primary Extension and Challenge) classes off the school site. Class teachers provide extension programs for advanced learners within the classroom context.

The school funds a Learning Support Coordinator position whereby one of our teachers is 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 2015 a support program in Language and Mathematics was introduced to assist students by providing intensive instruction at an individual level for students with special needs and those students who fell below National minimal standards or had an identified learning difficulty.

This successful program will continue in 2016.

Responsibility for Learning
During 2015 students were encouraged to set personal learning goals which are the behaviour, knowledge and skills students identify as important to their learning. Results of the students’ ability to set goals vary across the school. Junior students were able to set simple goals with support often to consistently. Senior students were expected to
extend themselves in terms of goal setting, however it was noted that a lack of perseverance hindered their ability to maintain a consistent approach to the achievement of goals set. An area of focus during 2016 will be to employ more regular reflective sessions to assist students to identify strategies and milestones that can be used to measure progress towards their goals.

**Resiliency and Social Management**

The school's behaviour management policy has a 'zero tolerance' to bullying and the school's strong, clear and consistent behaviour management policy and practices is supported by positive reinforcement and parent partnerships to ensure continual positive student behaviour. An examination of the behaviour management data indicates that there was only one suspension during the year, with the remaining consequences being withdrawal from class, detention or reprimand.

In 2014, Edgewater Primary School agreed to take part in a national bullying research project. As a requirement of this the school made a three year commitment to trial the Friendly Schools Plus programme with the same group of students so a longitudinal study of the effectiveness of the program could be conducted. Although the research project has only targeted specific cohorts of students, all staff have implemented the Friendly Schools Plus programme as part of their classroom learning programmes. In addition, those teachers involved in the project undertook professional learning using Friendly Schools Plus resources.

Friendly Schools Plus is a multi-component, evidence-based whole school initiative involving the school community to build social skills, create supportive environments and significantly reduce bullying in school communities.

In 2015, a ‘Map the Gap’ online survey for students and staff was conducted to help the school identify what was being done well and what areas needed to be built on to enhance current social skills and bullying prevention initiatives.

The results of the survey indicated strengths included:

- Edgewater has a well-designed, maintained and supervised school environment which helps promote learning and positive interactions among students and staff.
- The building design, location, provision of space, facilities and activities for recreation and learning are positively influencing student behaviours.
- Edgewater has a positive school climate or culture that has been created and maintained, which provides safety, encourages open communication, supports a sense of connectedness to the school and protects the students from the risk of bullying.

Areas identified for improvement:

- **School – Family – Community Partnerships** – Reducing bullying behaviours is the responsibility of the whole-school and wider community. In 2016, school staff will develop whole-school policies and practices to create a connected and cohesive approach in the areas of self and social management that will be communicated effectively to the school community.
- **Building Capacity for Action** – The development of a whole-school resiliency and social management plan will highlight areas for improvement and the strategies to be implemented during 2016. These will be regularly assessed to help ensure that school action is effective and sustainable. Supportive leadership, allocated resources and a planned system of support, will build the capacity of school staff to prevent and manage bullying behaviours.

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**Teaching Excellence**

- **Teaching Excellence**
  - Align performance and development to the Australian Institute of Teaching and School Leadership professional standards.
  - Build the capacity of individuals within the team to meet the unique needs of our students.
  - Promote high quality teaching focusing on the achievement of every student.

**Staff Development**

All staff undertook a range of professional learning opportunities during 2015 targeted at building their professional capacity in order to meet student needs.

School Development days throughout the year were used to extend staff expertise and school planning outcomes. The Joondalup Learning Community Conference attended by all staff across network schools, provided a broad selection of workshops for participants. The feedback from staff in relation to the usefulness of the conference was overall very positive. Staff attended other professional learning events in line with strategies outlined in their performance plans. These were financed through staff relief salary funds and the school's staff development budget. Teaching staff reflected on their performance throughout 2015 against the Australian Institute of Teaching and School Leadership (AITSL) professional standards, discussing their progress and plans for improvement with colleagues and the school leadership team.
During the year teaching staff began the process of peer review after attending several Professional Learning Team workshops. A reflective practices process was set up in which peer support was a key feature. Staff also shared expertise through staff meetings, phase of learning meetings and other collaborative arrangements.

Work on an audit of practice in the early years (Kindergarten to Year 2) commenced in second semester to ensure compliance with the National Quality Standards. Early years teachers and specialist teachers worked together to quality assure Standards 1, 2, 4 and 5. The remaining areas will be a focus in semester one 2016 to ensure total compliance by the end of 2016.

An audit of the professional needs of all staff was conducted at the end of 2015, and now provides a road map of the professional learning to be provided for staff in 2016.

**Aspirational Leadership**

Aspirational Leadership

- Enrich the culture of empowerment within the school community through the creation of diverse leadership roles.
- Provide opportunities for targeted professional learning for aspirant leaders.

**Student Leadership**

During 2015 a new student leadership structure was launched involving students in Years 4, 5 and 6. A Student Council was established with the aim of providing a forum for students to share their ideas, interests and concerns with teachers and the school leadership team. Year 6 students went through a formal election process for selections by peers. These students became the Executive Student Councillors. The remaining councillors from Year 4 and 5 nominated themselves and were selected by peers in a less formal process for a period of six months. The Executive Student Councillors attended a Leadership Conference conducted by the Halogen Foundation to prepare them for the year ahead. All Year 5 students had an introduction to personal leadership as part of the Young Leaders Programme prior to nominating and in preparation for possible selection as an Executive Student Councillor in 2016.

As the year progressed student council meetings were conducted and the councillors were instrumental in raising money for the school’s World Vision child and the RSPCA through free dress days and an end of year Christmas Raffle.

Faction Captains from the Year 6 cohort were also selected through a formal election process at the beginning of the school year. Their duties throughout the year included setting up for junior and senior sports practice sessions, maintaining and distributing sports equipment throughout the school and acting as positive role models for the younger students in preparation for the school’s faction carnival and interschool competitions.

**Staff Leadership**

Diverse leadership roles exist within the school management structure including, curriculum leaders, phase of learning leaders, student leadership, graduate teacher and learning support co-ordinators together with a variety of other committee roles. Two teaching staff representatives are School Board members.

During 2016 aspirant leaders within the school will be encouraged to enrol in the Joondalup Learning Community Aspirant Programme, designed to prepare those who aspire to school leadership roles in the future.

**Sustainable Partnerships**

Sustainable Partnerships

- Build the capacity of the school community to work collaboratively as a professional team to enrich and strengthen student learning and school community relationships.
- Develop a model of effective communication that enables all school community members to engage in the learning process and support the school’s vision.
- Enhance the development of partnerships beyond current levels.

Building the capacity of the school community to work collaboratively to enrich and strengthen student learning and school community relations is a key focus for the school. In addition, there is a need to enhance the development of partnerships beyond current levels.

Strong partnerships exist between the Edgewater Primary School Board, the P&C, the school leadership team, staff, parents and students.

Parents regularly receive information about the operations of the school through the school newsletter, school website, annual school open night and school assembly presentations. Students’ progress reports are sent home to parents twice during the year and parent-teacher interview opportunities are provided on an ongoing basis, with a formal meeting in Term 1.

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 improvements. 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 staff, students, 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 and analysis of student and school performance data, together with the stated aspirations of the school community, directed much of the planning for improvements over the last 15 months. This is reflected in part through the Edgewater Primary School Business Plan. The National Schools Opinion Survey will again be administered in Term 2 of 2016 to gauge how the school is progressing based on feedback from key stakeholders.

Communication processes have been strengthened overall with an emphasis on timely, effective communication and consistent branding. Increased opportunities for staff to improve practices through professional learning opportunities and peer to peer review processes are in place and the advent of the Edgewater Primary School Board with strong links to the Edgewater P&C have provided a voice for the school community in the school’s strategic decision-making.

School and broader community partnership support has provided added value to the learning environment and available experiences. The school community were instrumental in raising additional funds to support a two day a week school chaplaincy service in 2015. The P&C fundraising efforts have been generously supported and resulted in targeted funds being made available to establish a dedicated science room and a fully funded SciTech school visit for all students. The P&C, in partnership with the school, were also instrumental in upgrading the assembly area with a state of the art audio visual system. Numerous other resources were purchased through other fundraising efforts.

The school's partnership with allied agencies, health professionals, Edith Cowan University, the Scientist in School Program, School of Instrumental Music, Edgewater out of School Care, Edgewater CWA, the Wanneroo/Joondalup Tales of Times Past Senior Storytellers and Bunnings have delivered enhanced benefits to the programmes delivered in our school. We wish to thank all those who have contributed in any way for their support of the school in 2015, and we look forward to building on our partnerships in 2016.

Feedback
We value your feedback on this document and the school’s services and programmes. Any comments can be provided by:

Phone: (08) 08 9405 4007 (During office hours - Monday - Friday 7:30am – 3:30pm)
Email: Edgewater.PS@education.wa.edu.au
Mail: Treetop Ave Edgewater WA 6027

School Board Ratification
On behalf of the Edgewater Primary School Board, we, the undersigned, endorse the 2015 Edgewater Primary School Annual Report.