



# EDGEWATER PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

2021 Annual Report

ASPIRE – CONFIDENCE – RESPECT



# OUR 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.

## OUR BELIEFS

At Edgewater Primary School we believe:

- We are a learning community with the common goal of fostering the physical, emotional, social, and cognitive domains of every child.
- All stakeholders share responsibility for learning by building the knowledge of the community and the wellbeing of all.
- Within the school environment everyone has the right to feel safe, secure and valued.
- Everyone has the right to engage in positive learning activities.
- All children have the right to learn, and teachers have the right to teach.
- All children learn and develop at different rates, and in different ways.
- Successful children and staff are aspirational, confident and respectful.



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# MESSAGE FROM THE PRINCIPAL

The Edgewater Primary School community promotes a positive and caring learning environment where students are encouraged to become responsible citizens who aspire to do their best, have the confidence to accept and overcome challenges, and respect themselves, others and their environment.

The Business Plan 2021-2023 guides the school direction under the strategic priority areas of:

- Quality Teaching and learning
- Supporting Staff and Student Wellbeing
- Inspiring Leadership
- Meaningful Community Partnerships

The National Assessment Program Literacy and Numeracy (NAPLAN) returned after an absence in 2020 due to the pandemic. Student academic and non-academic results are positive and are representative of a strong caring community that places value on student achievement and wellbeing.

After the disruption and restriction placed on events in 2020, an almost return to previous formats dominated 2021. The school's ANZAC ceremony held in Term 2 (after the scaled down version of this event across the state) touched hearts as student representatives stood next to the two flagpoles alongside the horses from the Pinjarra Tenth Light Horse Regiment.

The community has remained resilient and supportive as many families remain isolated from relatives due to the pandemic. This strong community spirit was further evident with the response to the sad passing of Year 4 student, Thomas Croft, from neuroblastoma.

Four new members joined the School Board, two parent and two staff representatives. This year the Open School Board meeting focused on partnerships. The meeting was well attended as reports were presented from staff and students on the school's progress with the Reconciliation Action Plan (RAP), Living Edge Grounds Project, Sustainability Group and the Fathering Project.

Staff and Board members ended the year with the annual dinner and a review of the Business Plan, using the school's self-assessment monitoring tool.

On behalf of Edgewater Primary School and the School Board, I commend this report to the community.

Kim Perkins  
Principal



# SCHOOL OVERVIEW

Edgewater Primary School opened in October 1983. The school gained Independent Public School (IPS) status in 2015 and provides a robust, extensive and well-rounded education for all students from Kindergarten to Year 6.

Our Index Community Socio-Education Advantage (ICSEA) has ranged between 1064-1091 in the last five years. In 2021, our ICSEA was 1071.

The teaching staff at Edgewater Primary School range from recently graduated to experienced personnel. Teaching and support staff work hard to create a learning environment in which each student has the opportunity to achieve their personal best, both academically and socially.

In 2021, students received support from a dedicated Student Services Team that included:

- Learning Support and Wellbeing Coordinators
- School Psychologist
- Chaplain
- Community Health Nurse.

Two staff members retired in 2021

- Dr Geoff Law
- Mrs Ann Rose

We thank them for their years of service, not only to Edgewater Primary School, but to all public schools in which they worked.

The Edgewater Primary School Board and Parents and Citizens Association continued to provide strong community support.

School Board Chairperson: Mrs Rebecca Wright

P&C President: Mr Jason Beltran

STUDENT NUMBERS									
PRIMARY	KIN	PPR	YO1	YO2	YO3	YO4	YO5	YO6	TOTAL
Full Time	(20)	65	60	35	55	63	53	48	399
Part Time	40								



# PROGRESS TOWARD BUSINESS PLAN TARGETS

The Edgewater Primary School Business Plan 2021-2023 sets out the student and school performance indicators measured as targets. Performance measured against the targets for 2021 is outlined below.

STUDENT TARGETS	
TARGET	2021 MEASURED OUTCOME
NAPLAN performance to be At or Above Like Schools	<p>Year 3</p> <ul style="list-style-type: none"> <li>Numeracy - EPS Average (430 NAPLANs) above Like Schools Average (417 NAPLANs)</li> <li>Reading - EPS (458) above Like Schools (447)</li> <li>Writing - EPS (456) above Like Schools (446)</li> <li>Spelling - EPS (430) below Like Schools (441)</li> <li>Grammar and Punctuation - EPS (452) just below Like Schools (454)</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>Numeracy - EPS (509) equal with Like Schools (improvement from Year 3 in 2019 where the cohort was 14 NAPLANs below Like Schools)</li> <li>Reading - EPS (526) above Like Schools (523) (improvement from Year 3 in 2019 where the cohort was 13 NAPLANs below like schools)</li> <li>Writing - EPS (499) below Like Schools (505)</li> <li>Spelling - EPS (509) below Like Schools (527) (improvement from Year 3 in 2019 where the cohort was 29 NAPLANs below Like Schools)</li> <li>Grammar and Punctuation - EPS (493) below Like Schools (525)</li> </ul>
PAT Science results to be annually At or Above the Australian median PAT Science score	<ul style="list-style-type: none"> <li>All Year 3 - 6 student cohorts were Above the Australian Median for PAT Science.</li> </ul>
Annual teacher judgements to be consistent with like schools	<ul style="list-style-type: none"> <li>Reporting data shows that EPS is consistent with Like Schools when judging student grades.</li> </ul>





# PROGRESS TOWARD BUSINESS PLAN TARGETS

SCHOOL TARGETS	
Interactive Whiteboards (IWBs) replaced by 2024	<ul style="list-style-type: none"> <li>The majority of classroom Interactive panels replaced, many ahead of schedule.</li> </ul>
Bring Your Own Device (BYOD) for all students Year 4 – 6	<ul style="list-style-type: none"> <li>All Year 4 students have participated in the trial program this year.</li> <li>Information presented and processes in place for Year 3 cohort to commence BYOD program in Year 4 in 2022.</li> </ul>
Increase 'Regular' attendance rate to 84%.	<ul style="list-style-type: none"> <li>2021 'Regular' attendance at 74%</li> </ul>
Identified students requiring support receive intervention.	<ul style="list-style-type: none"> <li>Documentation of student support on school records.</li> </ul>
Staff have access to support as required	<ul style="list-style-type: none"> <li>Staff survey data shows staff have access to support as required.</li> </ul>
National surveys reflect parent and community satisfaction	<ul style="list-style-type: none"> <li>No survey in 2021 – next survey in 2022.</li> </ul>
Staff aspirations and innovation nurtured and supported	<ul style="list-style-type: none"> <li>Four staff members engaging in Cohort 2 of the Joondalup Learning Community Network Future Leaders Program.</li> <li>POL, Curriculum and year level leader roles continued.</li> </ul>
Evidence of student voice in school events and planning.	<ul style="list-style-type: none"> <li>Student Council Meetings</li> <li>Harmony Team</li> <li>JLC Leadership Day</li> <li>Assemblies</li> </ul>
All members of the community are familiar with the EPS Board.	<ul style="list-style-type: none"> <li>Regular newsletter communication from School Board.</li> </ul>
All students exposed to elements of ATSI culture and beliefs.	<ul style="list-style-type: none"> <li>Use of Our Land, Our Stories resources in classrooms.</li> <li>First Nations Artist in Residence at beginning of Term 3.</li> <li>Noongar Animals</li> <li>Wadjuk Gift Year 5</li> </ul>
Parent attendance at events sustained.	<ul style="list-style-type: none"> <li>Welcome picnic - Positive feedback from parents regarding staff involvement in games and activities.</li> <li>Parent/Teacher Interviews meeting – high attendance in all classes.</li> <li>Open Night – 76% of parents signed in on the evening.</li> </ul>
All classes involved in sustainable projects.	<ul style="list-style-type: none"> <li>Waste Wise team.</li> <li>Cash for Cans Team</li> <li>Living Edge Planting Project</li> <li>Garden to Canteen Team</li> <li>Harmony team reporting on gas, water usage</li> </ul>



# YEAR IN REVIEW



The 2021 school year commenced in lockdown due to COVID-19. As a result, students received an extra week of holidays while school staff were involved in on-line planning meetings from home.

Students and teachers returned to school on Monday 8 February and normality resumed quickly. Pre-primary and Year 1 students participated in the On-Entry Assessments. The On-Entry data is used alongside school-based assessments to assist teaching staff in planning and to provide a basis for on-going monitoring of student progress.

Towards the end of Term 1, the Parent/Teacher interview evening commenced as planned, and students engaged in NAPLAN Online practice assessments in preparation for testing in Term 2. The NAPLAN assessments occurred without incident in Term 2, following their cancellation in 2020. Students engaged well with the online assessment platform and the data from the testing was highly positive.

Students returned in Term 2 with the ANZAC Ceremony the focus of our planning, however a short lockdown over the ANZAC long weekend meant that this was postponed to Week 3. Fortunately, this lockdown was also short-lived, and the ceremony was a solemn and successful event, and school life resumed smoothly. Another lockdown in Week 11 of Term 2 had minimal impact on the day-to-day operations of the school. This lockdown prompted the Department of Education to update remote learning plans, and Edgewater Primary School's plan was updated accordingly.

In 2021, classes with Year 4 students commenced the iPad trial as part of the school's move to the Bring Your Own Device (BYOD) program commencing in 2022. Students and teachers used iPads in classrooms to support and enrich learning across all curriculum areas. Student, parent and teacher feedback from the trial indicates it has been an overwhelming success. Next year, this cohort will continue to use school-based iPads in Year 5, while the new Year 4 cohort will commence the BYOD program. Open classrooms in Term 3, and a parent information session in Week 10 were well attended and ensured that parents have a clear understanding of the expectations of the program.

In Term 3, State Government funding, enabled installation of six classroom Interactive Panels to support teachers and students. School funded minor works included: an upgrade to the long jump pit, bike rack pad, Kestral Way carpark, ANZAC garden, fitness sand and signage for the clusters using Noongar animal names. Funds collected from hiring of the school premises contributed to these minor works. Thank you to the P&C for upgrades in the school canteen.

Term 3 also saw EPS host the interschool jumps and throws and athletics carnivals. Both days were outstanding successes thanks to the thorough planning by Ms Farinosi.



# YEAR IN REVIEW

Throughout the year, staff have engaged in regular meetings to further develop their data analysis strategies. A range of data sources have been used to continue planning and improvement at individual, small group, classroom and school level.

Staff continue to work collaboratively in Phase of Learning (POL) Teams to plan curriculum and achieve consistency when judging standards of students' work. This year, Teaching Sprints focused on strategies from the school's Visible Learning Scope and Sequence. Staff used Teaching Sprints to examine strategies for developing clear learning intentions and success criteria in order to give students effective feedback and assist them with thoroughly understanding and articulating their learning.

The Mini-Lit and Reading Tutor programs catered to support students in fast-tracking their reading progress. Education assistants facilitated this program and the close monitoring of student progress supported student achievement. The program delivered outstanding results, with many students graduating from the program this year.

Edgewater had four staff members nominate for Cohort 2 of the Joondalup Learning Community Network Future Leaders Program. This program is part of a Department of Education initiative to identify and support future school leaders.

A key focus of the Health and Wellbeing committee for 2021 was on developing strategies for dealing with critical incidents. Guidelines for Palliative Care were established and implemented. The chaplain, Di Sanders, has once again been a wonderful support in caring for all members of the school community throughout the year.

Staff and students engaged in mindfulness sessions throughout the year. In Term 1, instructors from Restful Waters worked with classes twice each week to guide them through different mindfulness techniques. Teachers have continued to use these in their classrooms throughout the year.

The revitalised Bounce Back program continued to support the social and emotional wellbeing of students at Edgewater Primary School. The Chaplain used the evidence based mental health program, Aussie Optimism, to teach practical skills and strategies relating to the social and emotional wellbeing of students in upper primary years.

This year, Pre-Primary to Year 5 students engaged in the EduDance program in Term 1, culminating in the concert at the end of the term. These lessons were engaging, and parents and teachers were impressed by the quality of the dances at the concert.

Mr Hadzic led the choir through their planning and performance at the One Big Voice concert in Term 3 at the RAC Arena. In Term 4, Edgewater's musical talent was showcased by the choir at the Parent Open Night, as well as the Musical assembly in Week 6, where students showcased their instrumental music and singing skills.



# YEAR IN REVIEW

The student leadership model, which includes children from Years 4-6, provided Edgewater Primary School's elected student representatives with a forum to discuss and debate issues that directly impacted upon the whole student cohort.

In 2021, student leaders participated in the Student Leader Seminar in March. In Term 4, selected Year 5 students had the opportunity to participate in the Joondalup Learning Community's student leadership day held at Belridge Secondary College. Thirty-two students participated in the ECU Children's University Program, with seven graduating.

In 2021, Edgewater Primary School continued to receive outstanding support from the School Board and the P&C. As part of the P&C, The Fathering Project team hosted a successful campout in Term 2, and participants at the camp out also engaged with the Living Edge's native tube stock planting the following morning.

In Week 11 of Term 2, students from all classrooms continued the planting to further improve the school gardens. Our wonderful volunteers and P&C representatives continue to support the school in this area through busy bees and parent help throughout the year.





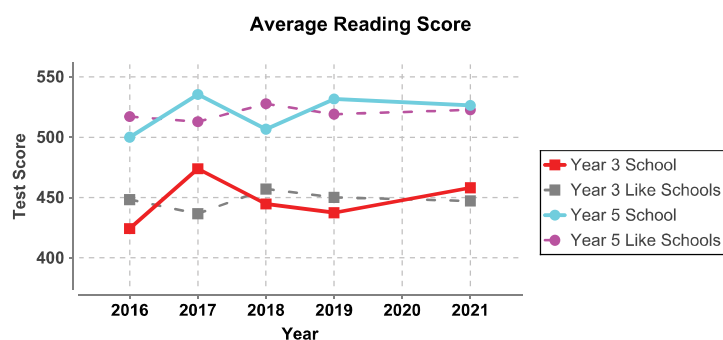
# STUDENT PERFORMANCE

(NAPLAN) READING

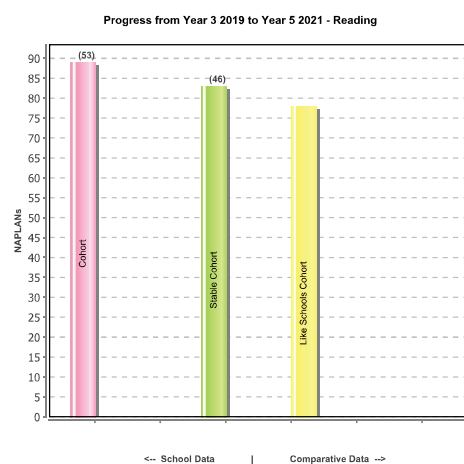
Edgewater Primary School's NAPLAN performance is traditionally above the national mean. As a result, EPS sets high, but achievable targets of performing above Like Schools in all assessments.

## Average Reading Score

- Both Year 3 and Year 5 achieved above Like Schools in 2021.
- The Year 3 trend line is positive, while the Year 5 trend line is flattening.



## Progress from Year 3 2019 to Year 5 2021 – Reading



This progress demonstrates that Guided Reading sessions, MiniLit and Reading Tutor are having a positive impact on student outcomes.

## 2022 Recommendations

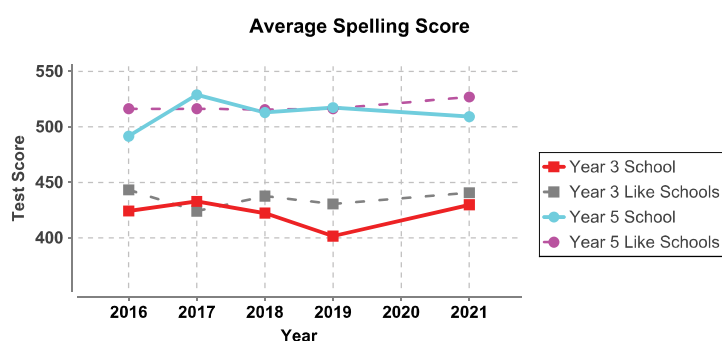
- PAT Reading assessment to replace CARS. CARS and STARS resources still to be used for teaching comprehension.
- MiniLit and Reading Tutor to continue for identified students.

# STUDENT PERFORMANCE

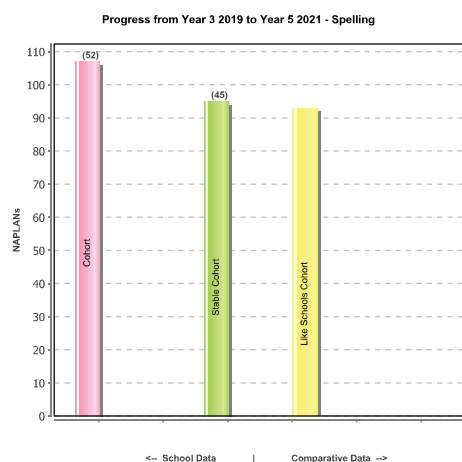
(NAPLAN) SPELLING

## Average Spelling Score

- In 2021 both Year 3 and Year 5 cohorts performed below Like Schools.
- The Year 3 trend line is improving following a decline for the previous three NAPLAN assessments.
- The Year 5 trend line is showing the beginning of a slight decline that will need to be monitored.



## Progress from Year 3 2019 to Year 5 2021 – Spelling



This graph shows that progress by the Year 5 cohort from Years 3-5 has made a gain against Like Schools since their Year 3 assessment in 2019.

## 2022 Recommendations

- Continue to teach synthetic phonics and spelling according to WA Curriculum and EPS K-6 Connected Learning Sequence, with an emphasis on the use of the Letters program and Sounds in Kindergarten to Year 2.
- Explicit teaching of spelling rules appropriate for each year level as outlined in EPS K-6 Connected Learning Sequence.
- Continue to use the South Australian Spelling Test.

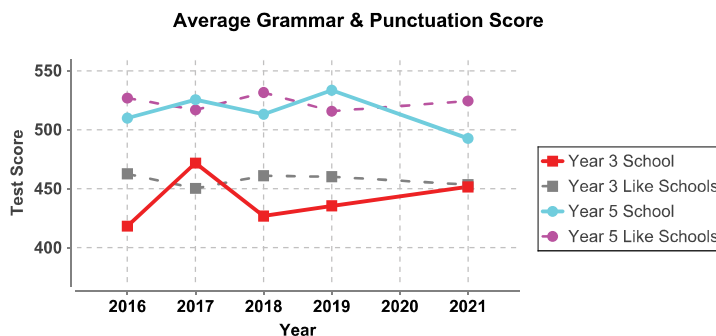


# STUDENT PERFORMANCE

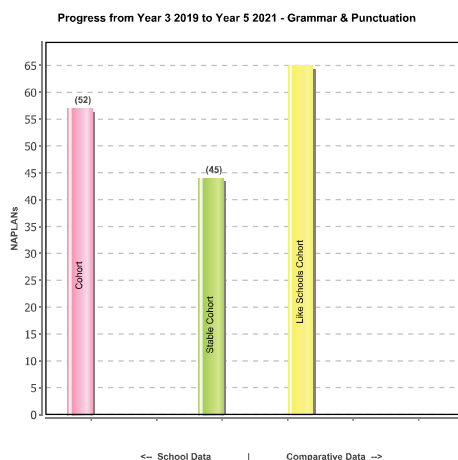
## (NAPLAN) GRAMMAR & PUNCTUATION

### Average Grammar & Punctuation Score

- The Year 3 trend line is improving, and the Year 3 cohort are equal with Like Schools.
- The Year 5 trend line has declined and is below Like Schools.



### Progress from Year 3 2019 to Year 5 2021 – Grammar & Punctuation



This graph shows that progress by Year 5 cohort Years 3-5 was below Like Schools.

### 2022 Recommendations

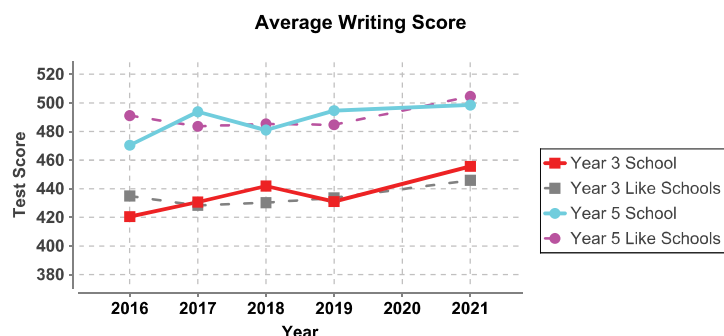
- Continue to teach grammar according to the WA Curriculum and EPS K-6 Connected Learning Sequence, with an emphasis on grammar and punctuation.
- Focus on the use of the EPS Editing Checklist.

# STUDENT PERFORMANCE

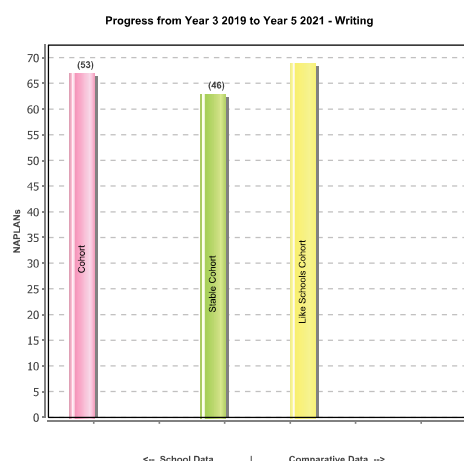
(NAPLAN) WRITING

## Average Writing Score

- The Year 3 trend line shows a significant upwards incline.
- The Year 5 trend line shows a steady incline. The Year 3 cohort is above Like Schools, while the Year 5 cohort is slightly below



## Progress from Year 3 2019 to Year 5 2021 – Writing



This graph shows that progress by Year 5 cohort Years 3-5 was slightly below Like Schools.

## 2022 Recommendations

- Moderation of writing tasks in year levels and POL groups to ensure consistency between and across year levels.
- Talk4Writing to remain as a whole school strategy from Kindergarten to Year 4. English curriculum leader and a selected teacher will investigate Seven Steps to Writing Success for Year 5 and 6 classes.
- Focus on the EPS Editing Checklist to link the editing tool with punctuation requirements.

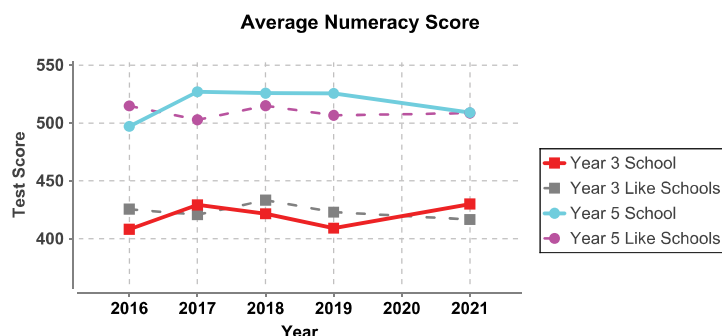


# STUDENT PERFORMANCE

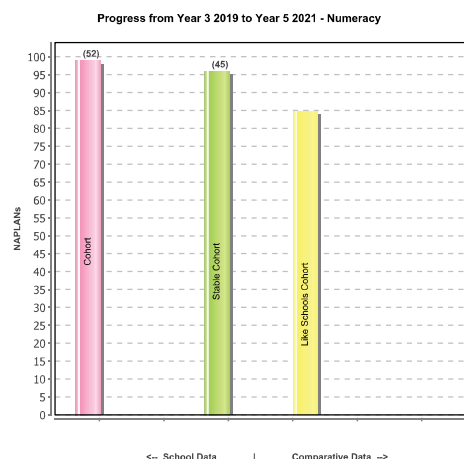
(NAPLAN) NUMERACY

## Average Numeracy Score

- The Year 3 trend line is improving against the downward trend of Like Schools downward trend.
- The Year 5 trend line is plateauing slightly down against a steady Like Schools trend line. This cohort has caught up to Like Schools compared to their 2019 Year 3 data.



## Progress from Year 3 2019 to Year 5 2021 – Numeracy



This graph shows that progress by the Years 5 cohort from Year 3-5 has made a gain against Like Schools since their Year 3 assessment in 2019.

## 2022 Recommendations

- Oxford Maths will continue from Years 3-6,
- Kindergarten to Year 2 teachers will continue to use digital resources from Oxford Maths in conjunction with hands-on activities as outlined in the Western Australian Curriculum.
- Continued schoolwide focus on worded problems.
- Specific focus given to the concepts of money, time, fractions, location and transformation, and data representation and interpretation.

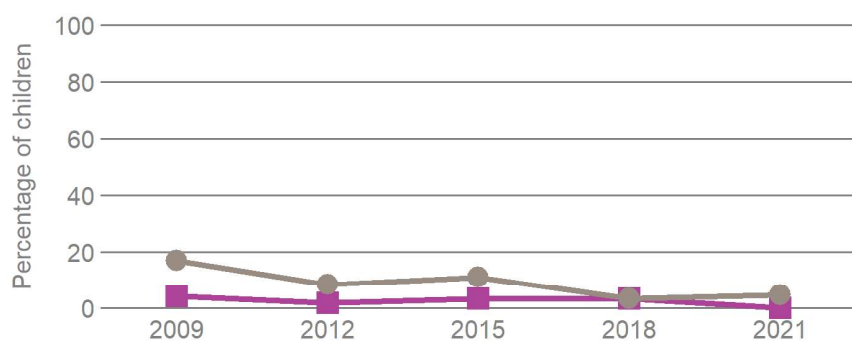
# Australian Early Development Census

Below is the percentage of Edgewater Pre-primary students who are developmentally on track and are considered to be developing well in the five key domains tested.

95.4%	Physical health and wellbeing (up 3.9% from 2018)
98.5%	Social Competence (up 3.6% from 2018)
92.3%	Emotional maturity (down 4.3% from 2018)
92.3%	Language and cognitive skills (school-based) (down 2.6% from 2018)
93.8%	Communication skills and general knowledge (up 0.6% from 2018)

In 2021, three students of the 65 tested, were considered to be in the vulnerable range in one domain. No students were identified as vulnerable on two or more domains.

Comparison of historical data from 2009 shows the percentage of Edgewater Primary School students considered vulnerable has declined.



- Vulnerable on one or more domains
- Vulnerable on two or more domains





# ATTENDANCE

The 2021-2023 Business Plan attendance target is aspirational with the intension to increase regular attendance to 84%

The chart below illustrates the variances between regular attendance from semester to semester.

90% OR GREATER	REGULAR SEMESTER 1	REGULAR SEMESTER 2
2019	78.8%	78.7%
2020	(COVID)	82%
2121	69.2%	78.4%

The chart below illustrates the number of days at each year level that students are absent from school during the term due to family vacations.

YEAR	PPR	Yo1	Yo2	Yo3	Yo4	Yo5	Yo6
DAYS	132	91	91	122	120	65	36

## 2022 Recommendations

Use strategies and tools from the attendance toolkit to inform the community that parents are best placed to improve their child's attendance.



# NATIONAL SCHOOL OPINION SURVEY

Responses from student, parent and staff surveyed in the biannual National School Opinion Survey conducted in 2020 were well above average rating and there was good correlation between all stakeholders in relation to the strengths of the school.

Areas for improvement included providing useful feedback to students, the management of student behaviour and further developing links with the community.

## STUDENTS

- ✓ **99%** My teachers expect me to do my best.
- ✓ **87%** My school looks for ways to improve.
- ✓ **83%** My teachers are good teachers.

## STAFF

- ✓ **100%** The school looks for ways to improve.
- ✓ **100%** Teachers expect students to do their best.
- ✓ **100%** Students and parents can talk to staff about their concerns.

## PARENTS

- ✓ **92%** My child feels safe at school.
- ✓ **91%** My child likes being at school.
- ✓ **95%** Teachers expect students to do their best.





# School Board Self Reflection

Using the Department of Education's School Survey Tool, the Board self-reflects on 3 areas: Board Meetings, Board Chair, Culture and Ethics. All areas were rated average or above.

2022 Recommendations

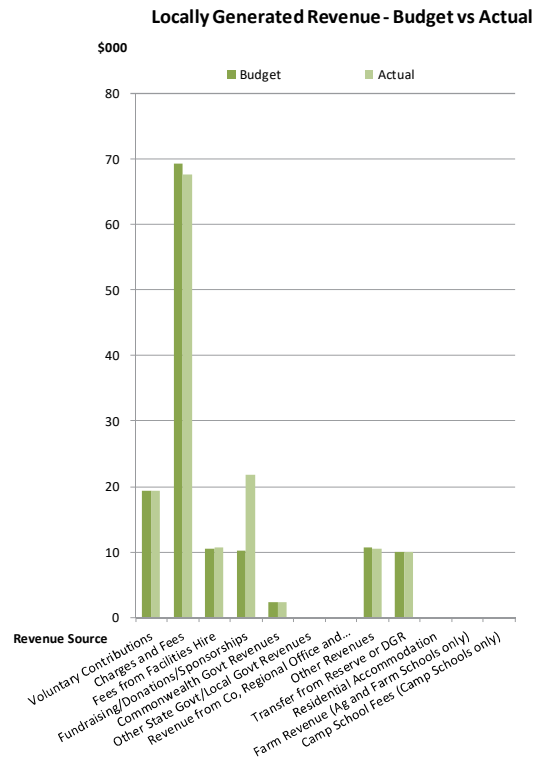
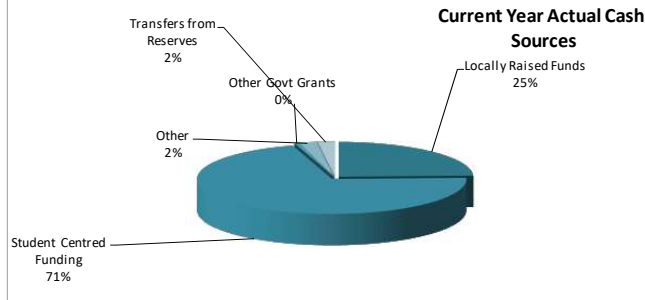
Code of Conduct is reviewed at the beginning of each semester



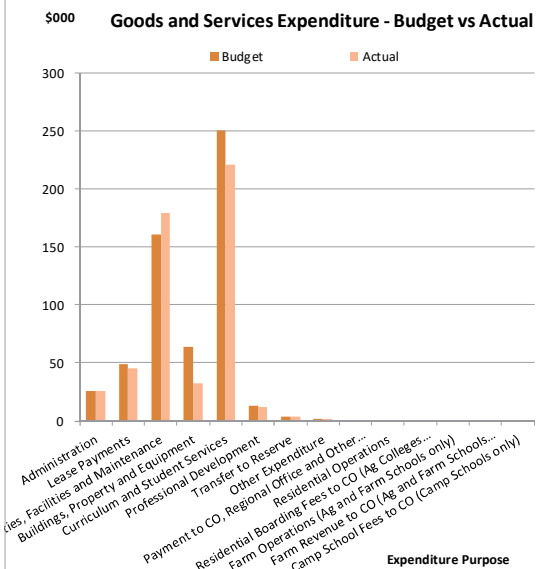
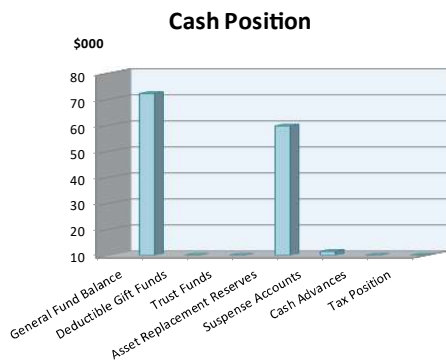
# FINANCIAL STATEMENT

## Edgewater Primary School Financial Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 19,305.00	\$ 19,289.25
2	Charges and Fees	\$ 69,271.00	\$ 67,592.27
3	Fees from Facilities Hire	\$ 10,555.00	\$ 10,654.55
4	Fundraising/Donations/Sponsorships	\$ 10,154.00	\$ 21,756.77
5	Commonwealth Govt Revenues	\$ 2,348.00	\$ 2,348.02
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 10,604.00	\$ 10,521.51
9	Transfer from Reserve or DGR	\$ 10,000.00	\$ 10,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 132,237.00</b>	<b>\$ 142,162.37</b>
	<b>Opening Balance</b>	<b>\$ 106,394.00</b>	<b>\$ 106,393.82</b>
	<b>Student Centred Funding</b>	<b>\$ 344,473.00</b>	<b>\$ 344,472.98</b>
	<b>Total Cash Funds Available</b>	<b>\$ 583,104.00</b>	<b>\$ 593,029.17</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 583,104.00</b>	<b>\$ 593,029.17</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,000.00	\$ 25,385.70
2	Lease Payments	\$ 49,000.00	\$ 45,204.74
3	Utilities, Facilities and Maintenance	\$ 160,992.00	\$ 179,442.75
4	Buildings, Property and Equipment	\$ 63,325.00	\$ 32,230.65
5	Curriculum and Student Services	\$ 250,268.81	\$ 220,801.37
6	Professional Development	\$ 13,000.00	\$ 12,075.70
7	Transfer to Reserve	\$ 4,000.00	\$ 4,000.00
8	Other Expenditure	\$ 1,950.00	\$ 1,731.19
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 568,535.81</b>	<b>\$ 520,872.10</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 568,535.81</b>	<b>\$ 520,872.10</b>
	<b>Cash Budget Variance</b>	<b>\$ 14,568.19</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 138,552.22</b>
Made up of:	
1 General Fund Balance	\$ 72,157.07
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 59,703.94
5 Suspense Accounts	\$ 11,493.21
6 Cash Advances	\$ -
7 Tax Position	\$ (4,802.00)
<b>Total Bank Balance</b>	<b>\$ 138,552.22</b>







## Australian Early Development Census (AEDC)

Nationwide census which highlights what is working well and what needs to be improved or developed to support children and their families.

## Bring Your Own Device (BYOD)

Where students bring a personal device to school, with specifications prescribed by the school, to further facilitate their learning in the classroom.

## CARS & STARS

Comprehensive Assessment of Reading Strategies and Strategies To Achieve Reading Success. A comprehensive program consisting of ten levels that allow teachers to identify and to watch twelve reading and comprehension strategies.

## Cohort

A group of students who have something in common.

## Guided Reading

This is where a teacher works with a small group of students of similar reading ability where they analyse a text in detail making sure each student can read each word and discussing the meaning of the text with them.

## Index of Community Socio-Educational Advantage (ICSEA)

The statistical level of a school's educational advantage and takes into account parent occupation, parent's education, geographical location and proportion of indigenous students.

## Letters and Sounds

A phonics resource which aims to build students speaking and listening skills in their own right, as well as to prepare them for learning to read by developing their phonic knowledge and skills.

## Like Schools

These are WA schools that have a similar ICSEA to Edgewater Primary School.

## Multi-Lit (MiniLit and Reading Tutor)

Evidence-based literacy intervention programmes.

## NAPLAN

National Assessment Programme – Literacy and Numeracy

## NAPLANs

The number (or score) in a particular NAPLAN assessment area.

## On-Entry Assessment

This programme is an assessment for learning for Pre-Primary students in Literacy and Numeracy that provides Western Australian teachers with information about the current skills and understandings of each student.

## Progressive Achievement Tests (PAT)

A standardised test that collates student data against a norm-reference group to measure student achievement and progress in selected learning areas.

## Synthetic Phonics

A method of teaching where words are broken up into the smallest units of sound (phonemes).

## Talk4Writing

A program developed by Pie Corbett that is an evidence-based method of teaching writing that is based on the principles of how students learn.

## Teaching Sprints

Support the adoption of evidence-informed practices and enables teachers to collectively plan, act and evaluate their impact. The approach is aligned with the existing research evidence into the features of effective teacher professional learning and the science of behavioural change.





## EDGEWATER PRIMARY SCHOOL

76 Treetop Ave, Edgewater WA 6027 - (08) 6207 3200

[edgewaterps.wa.edu.au](http://edgewaterps.wa.edu.au) - [edgewater.PS@education.wa.edu.au](mailto:edgewater.PS@education.wa.edu.au)