



EDGEWATER PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

2022 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.



CONTENTS

Message from the principal	5
School overview	6
Progress towards business plan targets	7
The year in review	9
Student performance	12
Attendance	14
National School Surveys	15
School Board Self Reflection	16
Financial statement	17
Glossary	18





MESSAGE FROM THE PRINCIPAL



Edgewater Primary School's 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 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.

In 2022, the pandemic again challenged the school's operations, particularly in Semester 1 when close contact tracing became an additional responsibility. The Year 6 camp was rescheduled to Term 4 and the ANZAC ceremony was scaled down. Events then returned to relative normality with successful athletics carnivals and choir performances at the WA Massed School Choir and Twilight Concert.

The 2022 National Assessment Program Literacy and Numeracy (NAPLAN) faced disruptions across the country due to student absences at the time of testing. An extra week was provided for the testing program to capture the achievement and progress of students. The return of student data was later than previous years. 2022 being the first year of testing for both our Year 3 and 5 cohorts (the Year 5 cohort was not tested in 2020 due to the pandemic). Our student data presented in this report is as expected for the students tested. Student academic and non-academic progress results are positive and are representative of a strong caring community that places value on student achievement and wellbeing.

The community faced the sad passing of education assistant Fiona Lock, a much respected and valued staff member.

Three new parent representatives joined the School Board. This year the Open School Board meeting focused on wellbeing. The meeting was well attended as reports were presented from staff and students on the school's progress on health and wellbeing initiatives. Board members ended the year with the annual dinner and worked on the "relationship and partnership" standard in preparation for the validation visit by the Public School Review team in early 2023.

I would like to acknowledge and thank Rebecca Wright, School Board Chairperson and Jason Beltran, P&C President for their steady support throughout this unprecedented and challenging year.

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 2022, our ICSEA was 1069.

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 2022, students received support from a dedicated Student Services Team that included:

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

One staff member retired in 2022

- Mrs Sue Grant

We thank her for her years of service, not only to Edgewater Primary School but to all Public Schools in which she worked.

The Edgewater Primary School Board and Parents and Citizen's Association continued to provide strong community support.

School Board Chairperson: Mrs Rebecca Wright

P&C President: Mr Jason Beltran

STUDENT NUMBERS									TOTAL
PRIMARY	KIN	PPR	YO1	YO2	YO3	YO4	YO5	YO6	
Full Time	(31)	46	62	59	37	55	58	54	402
Part Time	62								

PROGRESS TOWARDS BUSINESS PLAN TARGETS

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

STUDENT TARGETS	
TARGET	2022 MEASURED OUTCOME
NAPLAN performance to be At or Above Like Schools	<p>Year 3</p> <ul style="list-style-type: none"> Numeracy – EPS Average (392) below Like Schools Average (415) Reading – EPS Average (408) below Like Schools Average (448) Writing – EPS Average (423) below Like Schools Average (438) Spelling – EPS Average (400) below Like Schools Average (443) Grammar and Punctuation – EPS Average (403) below Like Schools Average (458) <p>Year 5</p> <ul style="list-style-type: none"> Numeracy – EPS Average (509) at Like Schools Average (510) Reading – EPS Average (517) slightly below Like Schools Average (523) Writing – EPS Average (488) below Like Schools Average (504) Spelling – EPS Average (504) below Like Schools Average (528) Grammar and Punctuation – EPS Average (502) below Like Schools Average (524)
PAT Science results to be annually At or Above the Australian median PAT Science score	<p>Year 3 slightly below the Australian median, but EPS has higher performing top students and lower students.</p> <p>Year 4-6 well above the Australian median, and longitudinal data for all age groups show that each cohort continues to extend our lead against the Australian median each year.</p>
Annual teacher judgements to be consistent with like schools	Teacher judgements once again are in line with like schools.



PROGRESS TOWARDS BUSINESS PLAN TARGETS

SCHOOL TARGETS	
IWBs replaced by 2024	Ahead of schedule. Remaining three Interactive panels installed in December 2022.
BYOD for all students Year 4 – 6	100% engagement of Year 4 students with the BYOD program. Parent information sessions held for Year 3 parents in preparation for 2023.
Increase 'Regular' attendance rate to 84%.	Regular attendance rate 64%.
Identified students requiring support receive intervention.	Documentation of student support on school records.
Staff aspirations and innovation nurtured and supported	5 new staff members involved in JLC Future Leaders Framework Cohort 2 in 2022, engaging in regular professional learning and networking.
Evidence of student voice in school events and planning.	Student Council Meetings Harmony Team Sustainability Team JLC Leadership Day
All members of the community are familiar with the EPS Board.	Regular newsletter communication from School Board.
All students exposed to elements of ATSI culture and beliefs.	Use of Our Land, Our Stories resources used in classrooms.
Parent attendance at events sustained.	Parent/Teacher Interviews meeting – high attendance online from parents from all classes. Open Night – approx: 80% of parents signed in on the evening.
National surveys reflect parent and community satisfaction.	Survey delayed to 2023 due to Department guidelines.
All classes involved in sustainable projects.	Sustainability team established Bush Tucker Garden and revitalised the school vegetable garden.

YEAR IN REVIEW



2022 commenced under the cloud of the rising number of COVID cases in Western Australia. In Term 1, 101 students were isolating due to COVID, either infected or as a close contact. This disruption continued throughout most of Term 2 and settled during Term 3. As of 18 November 2022, Edgewater Primary School has recorded 221 cases. Contact tracing stopped during Term 2, relieving the school administration of the extra workload.

To ensure continuity of student learning, the school's Remote Learning Plan was adjusted and students who were isolating at home were able to continue their learning in line with what their class was learning at school.

In order to keep students safe, the school was required by the Department of Education to put in place restrictions to minimise the spread of COVID. Such restrictions included not having parents on-site except to drop off and pick up their children, not having whole-school assemblies and having separated play areas. Halfway through Term 1, students in Year 3 – 6 were required to wear masks when inside school buildings.

While the restrictions presented challenges for everyone, the school developed innovative ways to ensure continued parent engagement, including using Webex and Connect to stream classroom assemblies, and engaging in Parent/Teacher Meetings at the end of Term 1 using Webex.

Throughout this challenging time, the support of the parents and school community regarding processes and restrictions was outstanding and ensured that Edgewater Primary School was able to navigate this complex time with surety and safety.

Throughout our COVID outbreak, teachers and students managed On-Entry Assessment (Pre-Primary and Year 1 students in Term 1) and NAPLAN (Year 3 and 5 students in Term 2) with minimal disruption, and the resilience of students in navigating these assessments despite many absences is to be commended.

This year, Year 4 students were the first to have access to iPads through the school's recently launched Bring Your Own Device (BYOD) program.

The easy access and use of the iPads enhanced students' ICT capabilities while also enhancing learning outcomes across all curriculum areas.

MiniLit and Reading Tutor continue to be successful in developing students who need support with their reading. Data shows that these programs are having a positive impact on student progress.

Staff continue to collaborate within their Phase of Learning and Year Level teams to ensure low variability teaching instruction and assessment. Teachers also worked together to analyse and assess student work and to analyse classroom and whole-school data to inform future planning.

YEAR IN REVIEW

Five staff members continued to develop their leadership capabilities through regular professional learning provided by the Joondalup Learning Community's Future Leaders Program. The sessions delivered were engaging and the staff members who attended have been able to utilise their new knowledge and skills.

Students once again participated in EduDance in Term 1 and performed very well. Unfortunately, parents were unable to attend the concert in person, however, all classes had their dance uploaded to Connect so that parents could view the performances online.

The open night was a marvellous showcase of student work, while the Twilight Concert was a huge success in highlighting the musical and performing arts talents that our students possess. The choir performed beautifully at both events, and parent feedback about both events was overwhelmingly positive.

Our student leaders continue to push the school in the right direction. The Harmony Team have been responsible for maintaining positive student relationships throughout the school. This year, two members of the Harmony Team were given the role of Telethon Ambassadors. The Ambassadors attended Telethon and presented a cheque for the donations they had generated throughout the year.

The Sustainability Team worked hard to reinvigorate the vegetable garden and to support the installation and maintenance of the Bush Tucker Garden. Produce from the vegetable garden is now being used by the canteen each week.

The Student Councillors, and in particular the Executive Student Councillors from Year 6, continue to make informed decisions that positively impact the school. Council meetings are held twice each term. The Student Council have also been responsible for several successful fundraising events this year. In 2022, the Executive Student Council also updated the Student Councillor Protocols.

The P&C and School Board have provided wonderful support to the school. The P&C supported the school financially up to and beyond regular outgoings with the shared purchase of an additional bank of iPADS and the extension of the Year 1/2 play area to include a swing set. The School Board welcomed three new parent representatives. Significant contributions in 2022 included guidance on the recruitment of a new languages teacher and issues relating to the upgrade of the basketball courts. Members reflected on School Board operations in four areas: 1. Roles and Responsibilities 2. Composition of the Board 3. Strategic Focus and 4. Responsibility and Collective Accountability. All ratings were in the above average range.



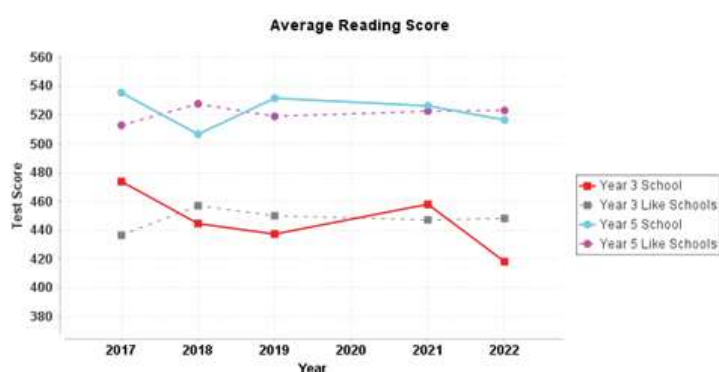
STUDENT PERFORMANCE

(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

- Year 3 were well below like schools, while Year 5 were slightly lower than like schools.
- With the expected improvement in next year's Year 3 cohort, the Year 3 trend line should improve.
- The Year 5 trend line continues to show a slight decline, with strategies planned to improve this.



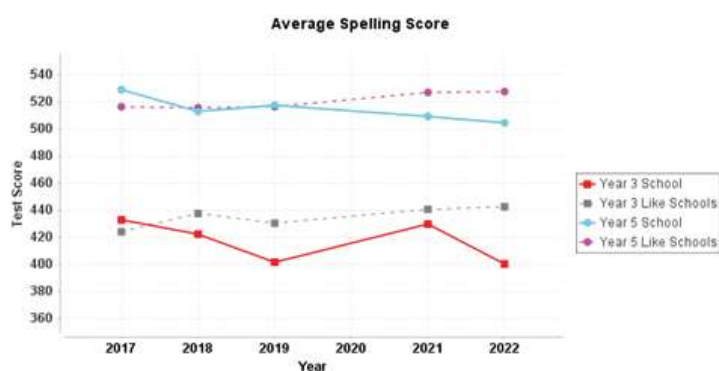
2023 Recommendations

- Paired reading to be incorporated into the Literacy Block.
- Continue focus on comprehension skills with emphasis on making inferences.
- Review and adjust the EPS Connected Learning sequence.

(NAPLAN) SPELLING

Average Spelling Score

- Year 3 were well below like schools, dropping after an improvement in the trend line.
- Year 5 were below like schools, continuing a trend since 2019.



2023 Recommendations

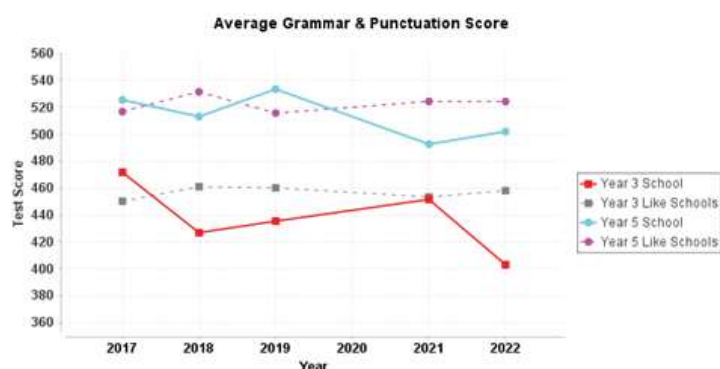
- Specific focus on morphology as part of phonics and spelling in the Literacy Block.
- Continue to teach phonics and spelling through the EPS Connected Learning Sequence.
- Review the Connected Learning Sequence.

STUDENT PERFORMANCE

(NAPLAN) GRAMMAR & PUNCTUATION

Average Grammar & Punctuation Score

- Year 3 were below like schools, creating a drop in the positive trend that had been in place since 2018.
- Year 5 were still below like schools but made improvement from the previous Year 5 cohort.



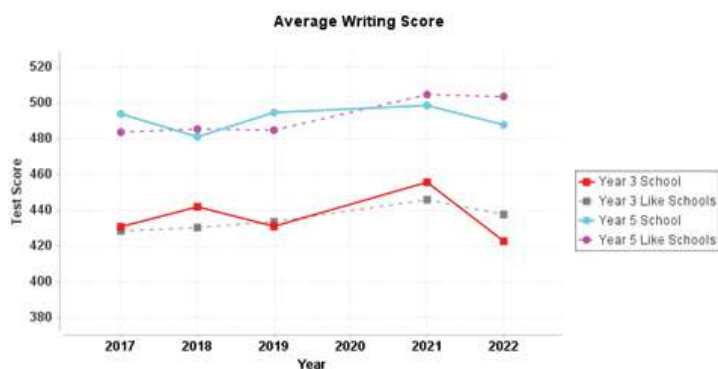
2023 Recommendations

- Specific focus on morphology as part of phonics and spelling in the Literacy Block.
- Continue to teach phonics and spelling through the EPS Connected Learning Sequence.
- Review the Connected Learning Sequence.

(NAPLAN) WRITING

Average Writing Score

- Year 3 were below like schools, creating a drop in the positive trend that had been in place since 2019.
- Year 5 were below like schools, a dip from the positive trend since 2018.



2023 Recommendations

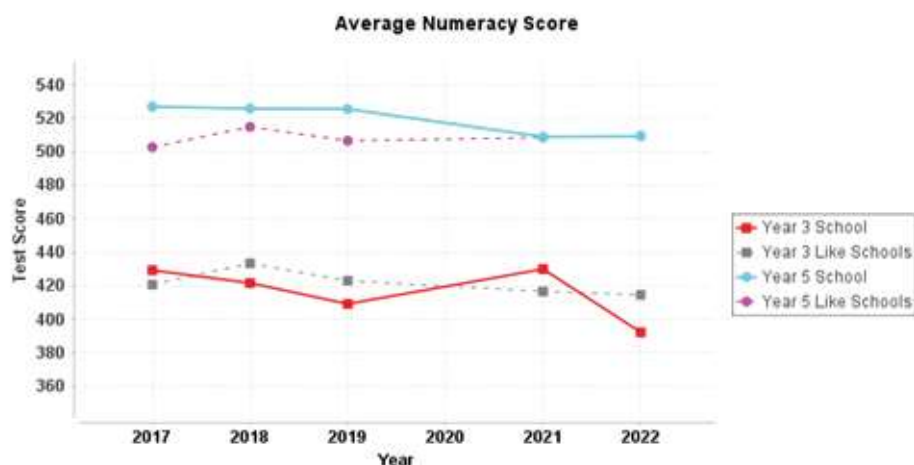
- Explicit teaching of paragraph structure in Writing lessons.
- Incorporate explicit vocabulary focus to improve paragraph writing.

STUDENT PERFORMANCE

(NAPLAN) NUMERACY

Average Numeracy Score

- Year 3 were below like schools, creating a drop in the positive trend from 2019.
- Year 5 were on par with like schools, maintaining their position from 2021 after a slight dip from 2019.



2023 Recommendations

- Continue focus on worded problems using the whole-school RUCSAC approach.
- Lower primary to focus on place value, money and time.
- Upper primary to focus on fractions and decimals.



ATTENDANCE

The 2021-2023 Business Plan attendance target is an aspirational target 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%
2021	69.2%	78.4%
2022	63.7%	66.5%

2023 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 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

Members reflected on School Board operations in four areas: 1. Roles and Responsibilities 2. Composition of the Board 3. Strategic Focus and 4. Responsibility and Collective Accountability. All ratings were in the above average range with the following very high:

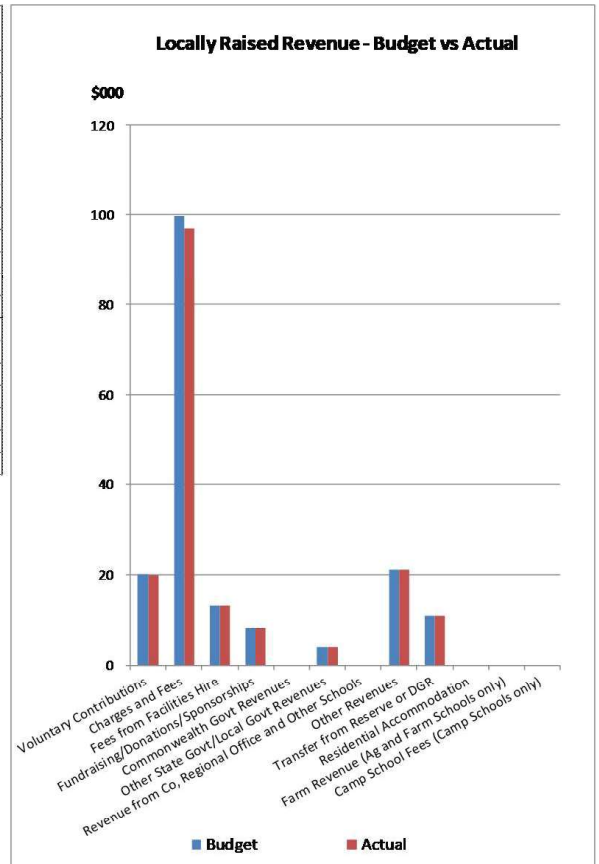
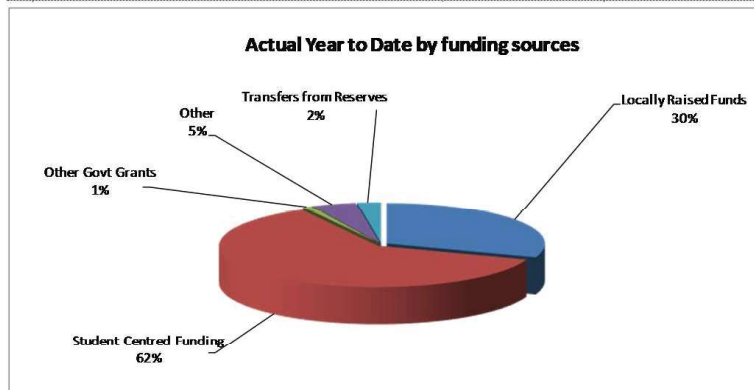
- The Board complies with relevant legislation
- The roles and responsibilities of the board are clearly set out in the terms of reference
- There is a well-defined and transparent process for Board recruitment
- Members receive an induction



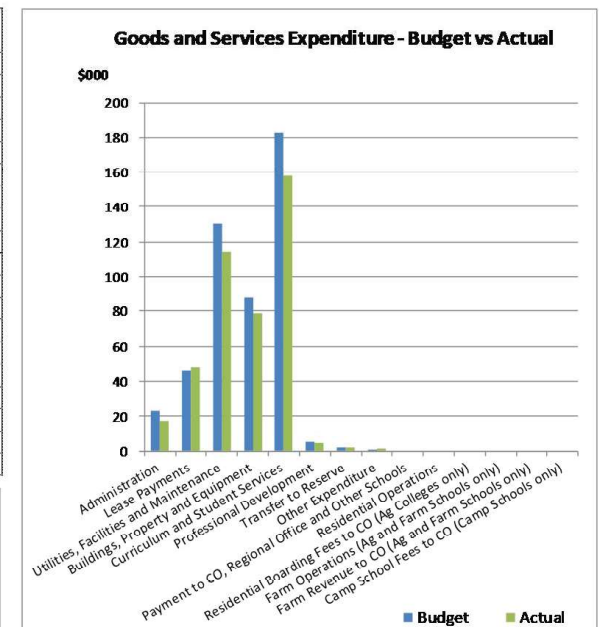
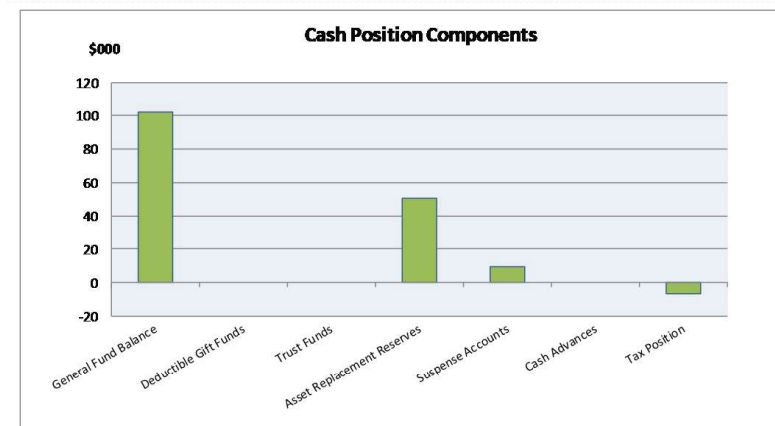
FINANCIAL STATEMENT

Edgewater Primary School Financial Summary as at Enter date here i.e. 31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 20,004.00	\$ 19,811.60
2	Charges and Fees	\$ 99,679.00	\$ 96,869.97
3	Fees from Facilities Hire	\$ 13,131.00	\$ 13,130.91
4	Fundraising/Donations/Sponsorships	\$ 8,300.00	\$ 8,300.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,000.00	\$ 4,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 21,190.00	\$ 21,048.37
9	Transfer from Reserve or DGR	\$ 11,000.00	\$ 11,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 177,304.00	\$ 174,160.85
	Opening Balance	\$ 72,157.00	\$ 72,157.07
	Student Centred Funding	\$ 279,312.90	\$ 279,312.90
	Total Cash Funds Available	\$ 528,773.90	\$ 525,630.82
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 528,773.90	\$ 525,630.82



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 23,245.00	\$ 17,056.34
2	Lease Payments	\$ 46,148.65	\$ 47,800.74
3	Utilities, Facilities and Maintenance	\$ 130,480.00	\$ 114,457.76
4	Buildings, Property and Equipment	\$ 88,518.00	\$ 78,736.89
5	Curriculum and Student Services	\$ 182,569.97	\$ 158,148.10
6	Professional Development	\$ 5,000.00	\$ 4,295.71
7	Transfer to Reserve	\$ 2,000.00	\$ 2,000.00
8	Other Expenditure	\$ 670.00	\$ 1,279.60
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 478,631.62	\$ 423,775.14
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 478,631.62	\$ 423,775.14
	Cash Budget Variance	\$ 50,142.28	



Cash Position Components	
Bank Balance	\$ 155,973.60
Made up of:	
1 General Fund Balance	\$ 101,855.68
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 50,703.94
5 Suspense Accounts	\$ 9,654.98
6 Cash Advances	\$ -
7 Tax Position	\$ (6,241.00)
Total Bank Balance	\$ 155,973.60

ATSI

Aboriginal and Torres Strait Islander

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.

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.

JLC (Joondalup Learning Community)

A group of schools forming a community to provide staff with the opportunity to collaborate, share ideas and engage in professional learning.

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.

Morphology

The study of words and their parts.

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.

RUCSAC

A whole-school approach to mathematical problem solving. The acronym stands for Read, Understand, Choose, Solve, Answer, Check.

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 - edgewater.PS@education.wa.edu.au