



EDGEWATER PRIMARY SCHOOL

AN INDEPENDENT PUBLIC SCHOOL

2024 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.
- ✓ Children have the right to learn, and teachers have the right to teach.
- ✓ 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



Edgewater Primary School's Business Plan 2024-2026 guides the school direction under the strategic priority areas of:

- ✓ Learning Environment-Culture and Care
- ✓ Teaching Quality-High quality inclusive teaching and learning
- ✓ Inspiring Leadership
- ✓ Relationships and Partnerships
- ✓ Use of Resources

The 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.

2024 marked a transition period for the School Board and P&C. Two new parent and staff representatives joined the School Board whilst Jason Beltran stepped into the Vice President role of the P&C as Samantha Blake took on the role of President. Tegan Hunt took on the secretary role and Deanne O'Connor the treasurer role.

Brendan Ballarine revived the father's group which included a new name and logo. Thank you to the Dads Squad for providing events that support parent/child engagement in the building of a strong community.

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 of Community Socio-Education Advantage (ICSEA) is currently 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 2024, students received support from a dedicated Student Services Team that included:

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

Two highly valued staff members left in 2024:

- ✓ Mr Michael Minson – Principal Springfield PS
- ✓ Mrs Vanessa Stables – mining industry

Retirements and staff leaving include:

- ✓ Mr Terry Butt – Retirement
- ✓ Mrs Linda Forsythe – Retirement
- ✓ Mrs Dearma Sandercott – Retirement
- ✓ Mrs Michelle Kipps – Graduated University and accepted a position with Department of Communities
- ✓ Miss Caitlin Dawson – Accepted a position at a DoE school
- ✓ Mrs Kristy Graindorge – Returned to private sector

We thank all the above staff for their years of service to the Edgewater Primary School community.

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: Mrs Samantha Blake

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(19)	51	62	51	63	58	37	58	399
Part Time	37								

The Year in Review

Business Plan Priorities

Learning Environment – Culture and Care

School Chaplain, Michelle Kipps was able to use funding from the a Federal funding grant initiative for Mental Health to purchase work booklets to complement the Aussie Optimism program that targeted Years 4 and 6 in 2024. Stitch In Time completed follow up visits from 2023 to Year 5 and 6 students. This year saw an increase in the number of students receiving diagnoses for ADHD and Autism Spectrum disorder. Learning Support Coordinator, Mrs Sugg supported staff in the provision of differentiated plans to meet student needs and coordinated Edgewater's highly valued education assistants to provide targeted student support. Staff supported parents by providing school-based observations of students to support applications.

Our focussed work on improving work practices to support student Health and well-being saw the Student Services Team begin work on ensuring a multi-tiered support system is in place.

The South Australian Health and Well-being census was extended to include all students Year 4-6. With a number of new staff, this data alongside anecdotal data guided the school to amplify their focus on the Bounce Back program in 2025.

Mrs Miraudo took on leadership of the National Quality Standards in the Kindergarten - Year 1 area. The focus this year was on Quality Standard 3: Physical Environment, which resulted in a refresh to the Pre-Primary cubby house, the music wall on the fence and the welcome board.

Teaching Quality – High quality inclusive teaching and learning

West Coast Language Development Centre Outreach Centre supported the school by providing professional learning on language disorders, vocabulary, and literature units. Professional learning was implemented collaboratively through staff professional learning teams using the teaching sprints model of research, action, review combined with staff having the opportunity to observe cross year level lessons (peer observations). We celebrated higher than expected Year 3 and 5 student results in the NAPLAN reading and writing assessments.

Mrs Leaver led professional learning on the Department of Education's statement of teaching: *Teaching for Impact*. This enabled staff to fine tune existing teaching strategies and practices to align with the school's priority of working to achieve low variability teaching across year levels.

2024 marked the final year of implementation of the BYOD iPad program. All students Year 4 - 6 now participate in the program.

Student Achievement Targets

Target	Outcome
The percentage of students in 'Strong' and 'Exceeding' categories to be at or above like schools in NAPLAN.	Year 3: Achieved in all areas assessed. Year 5: Achieved in Writing. Year 5: Not achieved in Numeracy, Reading, Spelling and Grammar & Punctuation.
90% of students make 'Moderate' or better progress in NAPLAN between Year 3 and Year 5.	Not measurable until 2025.
90% of students show progress in PAT stanines each year in Reading, Mathematics and Science.	Due to new PAT assessment unable to reflect against this target. School Board to revisit and re-word this target in 2025.
By 2026, school mean to be at or above like schools in Spelling and Grammar in NAPLAN.	Year 3: Achieved. Year 5: Not achieved.
Students identified in 'Needs Additional Support' in Year 3 NAPLAN to be 'Developing' or better in Year 5 NAPLAN.	Not measurable until 2025.

Inspiring Leadership

The school completed its second of a three-year commitment to the Leading Cultures of School Excellence program. Leaders across the school attended professional learning and continued the implementation of the school's action plan for school improvement in two areas: student literacy and staff professional development.

A number of staff took the opportunity to take on higher duties to cover staff on leave.

Our student leaders, Year 6 Executive and Year 4/5 Councillors, Sustainability, Faction, Harmony (and Telethon) continue to amaze all in their commitment to contributing to make the school community a positive environment. This only happens with the support of staff and parents. Two of our student leaders had the opportunity to represent the school at a Cabinet Lunch held in Joondalup.



Relationships and Partnerships

We worked towards maintaining membership as stated in the School Board Terms of Reference as the end of term 1 2024 marked the end of terms for parent representatives Claire Greenwood and Rhys Howard, and staff representatives Terry Butt and Maria McGrath. Expression of Interest for new members saw a positive response from parents and staff. This resulted in the Board changing the Term of Reference to allow the inclusion of additional members. We welcomed parent representatives Grant Moriarty, Michelle Bullen, for a second term Rhys Howard and staff representatives Di Alaikis, Caitlin Dawson and Brian Bailey with Emma Smith stepping in for Michael Minson in his absence. New members participated in training run by the Joondalup Community Network of Schools.

This year the following staff presented to the Board:

Mrs Leaver, Mrs Sugg & Mr Smith – *Business Plan*

Mrs Graindorge – *Finance*

Mrs Baily and Mrs Lowe – *Student Health and Wellbeing*

Miss Tangermann – *English Learning Area*

Mrs Brayshaw – *Student Achievement*

P&C

All staff engaged with the Relationships domain of the Aboriginal and Cultural Standards Framework. Mr Smith guided staff on reviewing and implementing this area of the framework.

Whilst the school was not successful in securing a grant to support the establishment of an outdoor classroom/yarning circle we were not deterred, and Mr Smith completed research on completing the project in stages over the next two years.

Use of Resources

The school was successful in securing Partnership Acceptance Learning Sharing (PALS) funding. This funding supported an incursion and plantings in the bush tucker garden. Students created the content for garden signage that includes QR codes with information on individual plants.

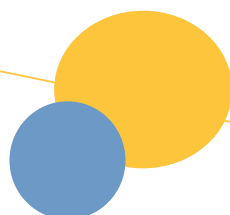
Mrs Farinosi managed two Sporting Schools grants which provided coaching and equipment in tennis and netball.

The Federal School Upgrade fund grant enabled the replacement of solar panels.

The painting and labelling of all school doors were completed this year.

Furniture was purchased to upgrade offices for our Associate Principals and replacement of desks in rooms 3 and 4 (Year 1).

2024 was a busy year for workforce planning. With staff taking leave for reasons that included promotional positions, long service leave, parental and sick and carers leave. Six recruitment processes occurred throughout the year to keep the school fully staffed.



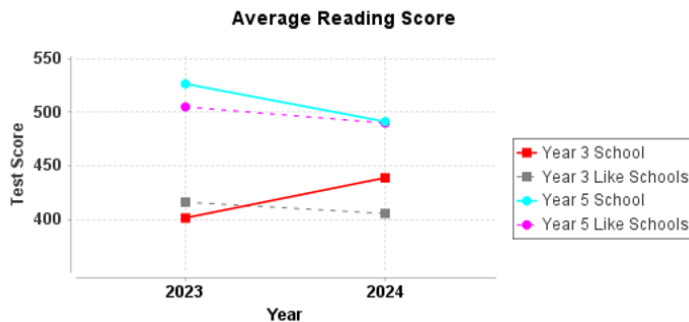


Student Performance

NAPLAN (WRITING)

Average Reading Score

- ✓ Year 3 and Year 5 were above Like Schools.



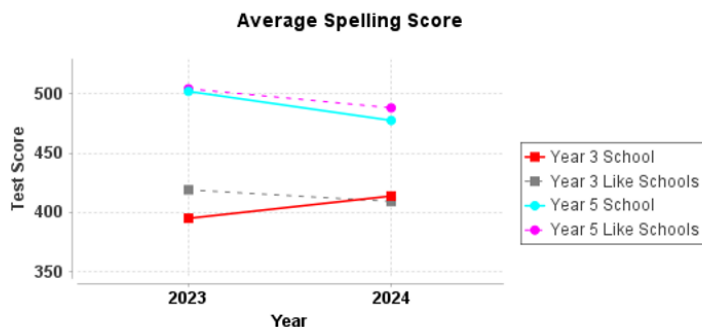
2024 Recommendations

- ✓ Continue use of updated Phonics scope and sequence
- ✓ Create a Vocabulary scope and sequence.
- ✓ Maintain daily paired fluency.
- ✓ Maintain teaching of comprehension skills.
- ✓ Maintain PAT Reading assessment in 2025.

NAPLAN (SPELLING)

Average Spelling Score

- Year 3 were above Like Schools.
- Year 5 were below Like Schools but closed the gap on the 2023 cohort.



2024 Recommendations

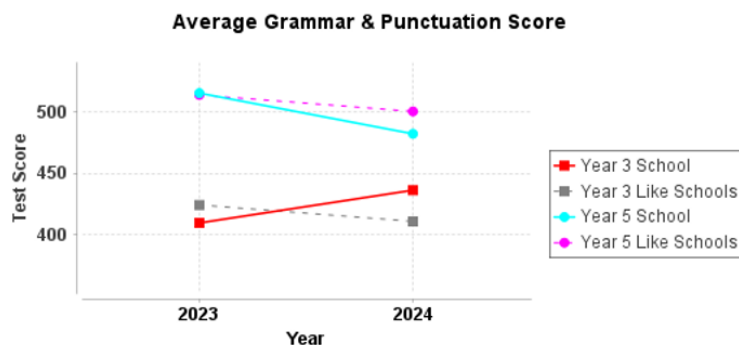
- ✓ Maintain specific focus on morphology/vocabulary lessons.
- ✓ Create a Vocabulary scope and sequence.
- ✓ Introduce PAT assessment in 2025.
- ✓ Continue to teach synthetic phonics and spelling as per Phonics scope and sequence.

Student Performance

NAPLAN (GRAMMAR & PUNCTUATION)

Average Grammar & Punctuation Score

- ✓ Year 3 were above Like Schools.
- ✓ Year 5 were below Like Schools.



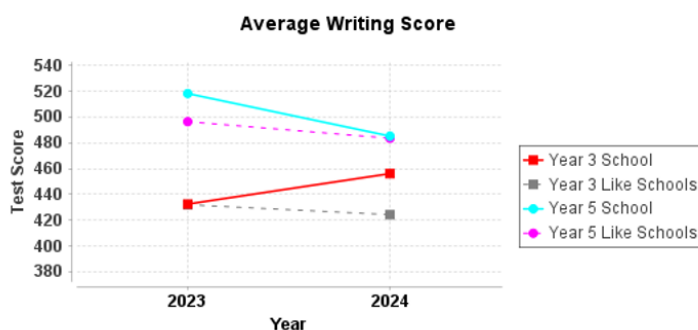
2024 Recommendations

- ✓ Continue to teach grammar as per Phonics scope and sequence.
- ✓ Focus on explicit teaching of paragraph structure
- ✓ Focus on explicit teaching of punctuation.

NAPLAN (SPELLING)

Average Writing Score

- Year 3 and 5 were above Like Schools.



2024 Recommendations

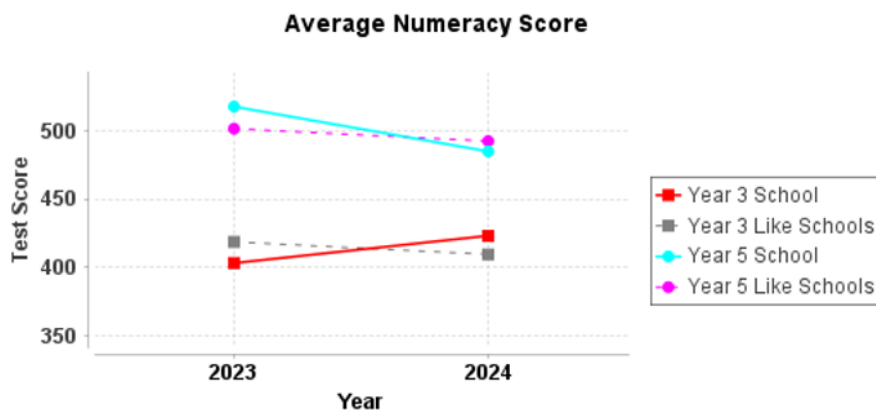
- ✓ Teachers focus on PAT data within the ELASTIK format.
- ✓ Teachers use Teaching Sprints to action focus on explicit teaching of structure and organisation.
- ✓ Introduce AI marked writing tasks.

Student Performance

NAPLAN (NUMERACY)

Average Numeracy Score

- ✓ Year 3 were above Like Schools.
- ✓ Year 5 were below Like Schools.



2024 Recommendations

- ✓ Staff use ELASTIK data format
- ✓ PAT assessment in Maths to be continued.
- ✓ Continue focus on worded problems using the whole-school RUCSAC approach.
- ✓ Increase problem solving activities across all year levels
- ✓ Specific concepts that need to be focused on include fractions, money, multiplication & division, using units of measurement, location and transformation and data & analysis.



Attendance

The 2024-2026 Business Plan target for attendance is that overall attendance is 90% or greater.

This target was achieved in 2024 with the overall attendance rate at **93%** which exceeds the Department of Education 90% requirement.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2022	90.3%	86.6%
2023	91.5%	88.9%
2024	93.0%	89.4%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	92%	91%	91%	89%	92%	89%	89%
2023	91%	90%	93%	92%	91%	93%	90%
2024	93%	94%	93%	94%	93%	90%	93%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%





National School Survey

Schools are required to survey the school community biannually. The next survey will be conducted in 2025.

Responses from parents, students and staff surveyed in the biannual National School Opinion Survey conducted in 2023 were well above the average rating and there was good correlation between all stakeholders.

Areas for improvement included staff receiving useful feedback, parents understanding of the role of the Chaplain and how ICT enhances learning and students' management of their feelings and emotions and talking to their teachers about their concerns.

PARENTS

Areas of Strength

- 93% Children feel safe at Edgewater Primary School.
- 94% Parents can talk to teachers about their concerns.
- 94% Children like being at Edgewater Primary School.
- 95% Edgewater Primary School teachers are good teachers.
- 96% Edgewater Primary School teachers care about the children.

STUDENTS

Areas of Strength

- 97% Teachers expect students to do their best.
- 87% Edgewater Primary School looks for ways to improve.
- 86% Edgewater Primary School teachers are good teachers.

STAFF

Areas of Strength

- 100% Edgewater Primary School teachers care about the students.
- 96% Edgewater Primary School teachers expect students to do their best.
- 100% Parents can talk to teachers about their concerns.
- 100% Students like being at Edgewater Primary School.
- 92% Edgewater Primary School teachers would recommend this school to others.

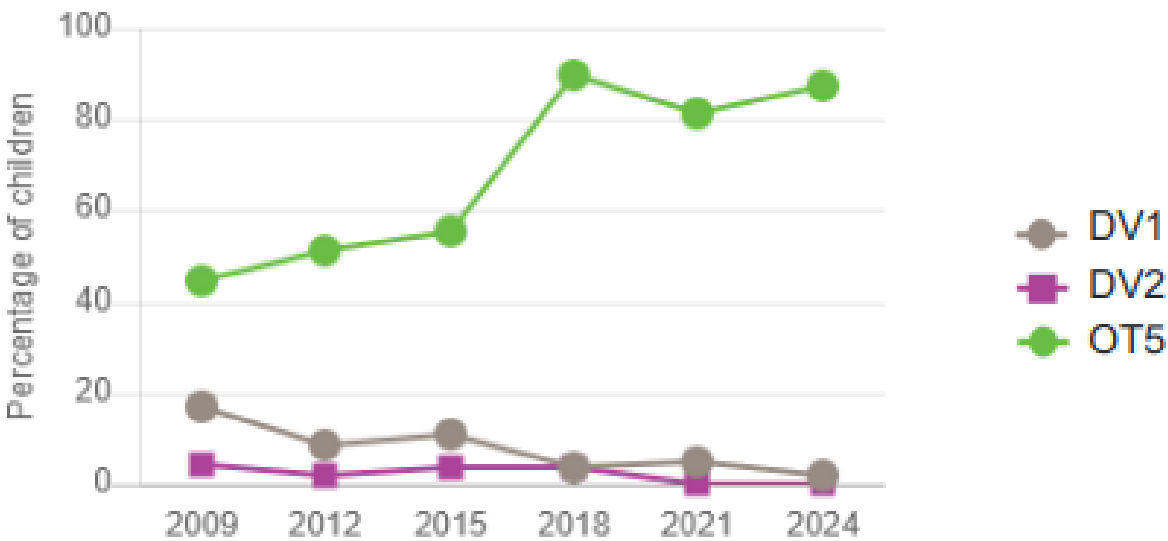
Australian Early Education Census

The Australian Early Education Census is conducted every three years for children in their first year of fulltime schooling (Pre-primary). 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.

97.9%	Physical health and wellbeing (up 2.5% from 2021)
100%	Social Competence (up 1.5% from 2021)
95.8%	Emotional maturity (up 3.5%)
100%	Language and cognitive skills (school based) (up 7.7% from 2021)
93.8%	Communication skills and general knowledge (same as 2021)

In 2024, 1 student of the 47 tested, was considered to be in the vulnerable range in one or more domains (DV1). No students were identified as vulnerable on two or more domains (DV2). 42 students are on track in all five domains (OT5).

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



South Australian Student Wellbeing and Engagement Survey

Year 4, 5 and 6 students participated in the SA Wellbeing and Engagement survey which collects information about non-academic factors relevant to learning and participation. The survey addresses four areas:

- ✓ *Emotional Wellbeing*
- ✓ *Engagement at School*
- ✓ *Learning Readiness*
- ✓ *Health and Wellbeing at School*

STRENGTHS

YEAR 4

- ✓ Engagement with teachers
- ✓ Friendships
- ✓ Organised activities out of school

YEAR 5

- ✓ Engagement with teachers
- ✓ Absence of physical & cyber bullying

YEAR 6

- ✓ Engagement with teachers
- ✓ Absence of physical & cyber bullying
- ✓ Body Image

AREAS FOR FOCUS

YEAR 4

- ✓ Engagement in activities
- ✓ Absence of worries

YEAR 5

- ✓ Emotional regulation
- ✓ Engagement in activities



Financial Statement

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 40,992	40,992	-0
Carry Forward (Salary):	\$ 58,859	58,859	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,252,305	4,252,305	0
Locally Raised Funds:	\$ 121,745	125,744	-3,999
Total Funds:	\$ 4,473,901	4,477,900	-3,999
EXPENDITURE			
Salaries:	\$ 3,893,414	3,893,414	0
Goods and Services (Cash):	\$ 438,650	390,763	47,887
Total Expenditure:	\$ 4,332,064	4,284,176	47,887
Variance:	\$ 141,837	193,724	-51,887

Student-Centred Funding

Per Student	\$ 3,570,860.00
School and Student Characteristics	\$ 507,253.13
Disability Adjustments	\$ 77,965.27
Targeted Initiatives	\$ 96,017.52
Operational Response Allocation	\$ 850.00
Regional Allocation	\$ 0.00
Total	\$ 4,252,945.92

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 4,378,049
Minimum Expenditure Requirement	
96% of current budget	\$ 4,202,927
10% of carry forward	\$
Total Minimum Expenditure	\$ 4,202,927
Current Forecast Expenditure	
Salaries	\$ 3,893,414
Goods and Services (Cash Expenditure)	\$ 390,763
Total Forecast Expenditure (cash and salaries)	\$ 4,284,176



Glossary

ATSI

Aboriginal and Torres Strait Islander

AEDC

Australian Early Developmental Census

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.

ELASTIK

Curriculum-linked assessment data triangulation tool.

Index of Community Socio-Educational Advantage (ICSEA)

The statistical level of a school's educational advantage that 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.

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.



Glossary

NAPLAN

National Assessment Programme – Literacy and Numeracy

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.

POL

Phase of Learning Teams

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).

Teaching Sprints

These 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

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