



Edgewater Primary
caring

An Independent Public School



2019 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.



CONTENTS

MESSAGE FROM THE PRINCIPAL	4
SCHOOL OVERVIEW	5
PROGRESS TOWARDS BUSINESS PLAN TARGETS	6
THE YEAR IN REVIEW	7
STUDENT PERFORMANCE	9
ATTENDANCE	13
SURVEYS	14
FINANCIAL STATEMENT	15
GLOSSARY	16



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 2018-2020 guides the school direction under the priority areas of:

- Aspirational Successful Learners,
- High Quality Teaching,
- Safe, Caring and Engaged Environments.

Academic and non-academic data, contextual and perceptual data from the community (surveys) are used to inform the school's continuous planning and improvement self-assessment cycle.

School Board membership increased in 2019 which reflects the growing interest of parents in supporting the school.

Rebecca Wright was elected as the School Board Chairperson.

Schools are reviewed every three years by the Department of Education's Accountability Directorate. Successful students are at the core of school improvement and accountability. Edgewater Primary School was reviewed in 2019. Members of the school community worked together to provide information in the form of an electronic school assessment tool and a school-based validation visit. The school was validated as an effective school in the five domains of the School Improvement and Accountability Framework:

- Relationships and partnerships,
- Learning environment,
- Leadership,
- Use of resources,
- Teaching quality,
- Student achievement and progress.

In the National Assessment Program Literacy and Numeracy (NAPLAN) relative achievement and progress results from 2018- 2019 for the school were both in the expected range.

Findings from 2019's assessments are presented in this report along with non-academic areas. On behalf of Edgewater Primary School and the School Board, I commend this report which outlines the school's performance and achievements in 2019 and directions for 2020, to the community.

Kim Perkins

Principal



SCHOOL OVERVIEW

Edgewater Primary School opened in October 1983 and has continued to provide a robust, extensive and well-rounded education for all students from Kindergarten to Year 6.

Receiving Independent Public School status in 2015 allowed the school flexibility to further target the educational needs of particular students requiring support. Our Index Community Socio-Education Advantage (ICSEA) has ranged between 1064-1091 in the last five years.

The 2019 ICSEA was 1063, which is above the average set at 1000 for all Australian schools.

The teaching staff of Edgewater Primary School range from recent graduates to experienced personnel. Together, they are focused on ensuring that teaching and learning programmes provided for students are targeted towards individual needs. 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 2019, students received support from a dedicated Student Services Team that included;

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

Four staff members retired in 2019;

Associate Principal, Mrs Valerie Gray

Teaching staff;

- Mrs Patricia Abbott
- Mrs Marilyn Bruce

School gardener, Mr Chris Langley.

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 P&C continued to provide strong community support.

STUDENT NUMBERS									
PRIMARY	KIN	PPR	Y 01	Y 02	Y 03	Y 04	Y 05	Y 06	TOTAL
Full Time	(29)	34	57	58	55	49	44	46	372
Part Time	58								



PROGRESS TOWARDS BUSINESS PLAN TARGETS

The Edgewater Primary School Business Plan 2018-2020 sets out our academic and non-academic performance indicators measured as targets. Student performance measured against the targets for 2019 is outlined below.

ACADEMIC PERFORMANCE INDICATORS		
LEARNING AREA	TARGET	2019 MEASURED OUTCOME
Reading	<ul style="list-style-type: none"> Maintain the Year 3 upward trend line in Reading in NAPLAN. In 2019, the trend line showed a slight decline. Student gains from Year 3 to Year 5 to be equal or better than Like Schools in NAPLAN. 	<ul style="list-style-type: none"> Average student gains for Like Schools went from 437 to 519 (82 points), whereas "Edgewater went from 474 to 532 (58 points).
Writing	<ul style="list-style-type: none"> Improve the overall performance of Year 3 and Year 5 students to be equal to or above Like Schools in NAPLAN. 	<ul style="list-style-type: none"> The Year 5 cohort achieved above Like Schools The Year 3 cohort was just below by 3 points.
Language Conventions	<ul style="list-style-type: none"> Continue to achieve above Like Schools in NAPLAN. 	<ul style="list-style-type: none"> The Year 5 cohort achieved above Like Schools The Year 3 cohort did not.
Numeracy	<ul style="list-style-type: none"> Continue to achieve above Like Schools in NAPLAN. Student gains from Year 3 to Year 5 to be equal or better than Like Schools in NAPLAN. 	<ul style="list-style-type: none"> The Year 3 cohort did not achieve above Like Schools. The Year 5 cohort did achieve above Like Schools. Average student gains for Like Schools went from 421 to 507 (86 points), whereas Edgewater went from 429 to 526 (97 points).
Science	<ul style="list-style-type: none"> Students in Year 4-6 to achieve at or above the Australian median when tested in PAT Science. 	<ul style="list-style-type: none"> Year 4-6 students achieved above the median.

NON-ACADEMIC PERFORMANCE INDICATORS		
Student Attendance	<ul style="list-style-type: none"> The combined percentage of students attending in the Regular and Indicated At Risk categories to be 94% or above. 	<ul style="list-style-type: none"> 78.8% of students are in the Regular and 15.5% in the Indicated attendance categories, giving a combined result of 94.3%, demonstrating that the target was achieved.
Social Emotional	<ul style="list-style-type: none"> Improve the percentage of students achieving Consistently overall in Years 3-6 Reporting to Parents on Attitude, Behaviour and Effort. 	<ul style="list-style-type: none"> 65% of students achieved Consistently which was a 3% improvement from 2018.



THE YEAR IN REVIEW

Edgewater Primary School cohorts that participate in the NAPLAN assessments achieve well and are generally above the Australian mean in all areas tested. We therefore aim for improvement by setting targets that will provide challenge to existing teaching and learning practices. The targets in the school's Business Plan are set at achieving above Like Schools.

Staff continue to work collaboratively in Phase of Learning Teams (POL) to plan curriculum and achieve consistency when judging standards of students' work. At the start of the 2019 school year, all teaching staff attended professional learning in Learning Sprints, which is a process for teachers to work together on reviewing and improving teaching practices. Teaching staff used the Learning Sprints process to examine strategies to improve students' mathematical vocabulary.

Technologies continued to be consolidated across the curriculum. P&C support enabled the school to purchase robotic devices: Beebots, Spheros and Dashes. A common assessment task for Digital Technologies was implemented across the school. Teachers trialled the use of tablet devices in classrooms. Recommendations for 2020 include full implementation of robotics in classrooms, building students' technological vocabulary, a standard design layout for use in Design Technologies and to broaden the involvement of the community by holding both Digital and Design Technology events throughout the year. The school was successful in the application of a grant to establish a Makerspace in the school library.

This was the second year the Progressive Achievement Test (PAT) in Science was used as a common assessment across Year 3-6. Gains were made by all year levels tested. This provided confirmation of the decision to allocate a science teacher for Year 5 & 6 students. The test highlighted the need to focus on improving student learning in using viewing skills to analyse and understand photos, drawings and diagrams. In 2020, a standard format and language guidance when conducting science investigations will be introduced.

Mrs Milentis facilitated a successful evening Science Fair for Year 5 & 6 students and their families.

The school was successful in its application for a science laboratory to be installed in 2020/21. The school received the resource allocation in late 2019 but still await the conversion of a classroom to a science laboratory.

In February, pre-primary students participated in the on-entry assessments. The on-entry data is used alongside school based assessments to assist teaching staff in planning and evaluating the effectiveness of their teaching. The Department of Education changed elements of the on-entry assessments to better align to the WA Curriculum in order to improve the ability of schools to measure student progress. Students in Year 1 in 2020 will participate in on-entry assessments which will enable the school to measure student progress from PP to Year 1.

The Mini-lit and Reading Tutor programs catered to students who were making slow progress in literacy. Education assistants undertook training in the programs to ensure consistency of delivery. The school extended the use of the school/home matrix gained from participation in the Positive Partnership Program in 2018 to improve the transition for students with additional needs.

In other areas of the curriculum, The Arts and Physical Education continued to provide opportunities for students to develop skills and understandings in non-academic areas.

The senior choir participated in the One Big Voice massed choir event. The school held its first Twilight Concert. Families were entertained with a variety of performances which included SIMS guitar and clarinet students, a comedy act, acrobatics and solo singing from Edgewater's Talent Show, a recorder and xylophone arrangement piece from year 4 students and a surprise performance from Mr Hadzic and Mrs Bock who joined the choir in the finale song, A Million Dreams.

In second semester Mr Baily and Mr Minson took over the teaching of the visual arts.



During the year, students were involved in several carnivals competing against other local schools. These included athletics, cross country and winter sports. In second semester, a new PE specialist was recruited, Ms Farinosi. In 2020, Edgewater Primary School will change to the Northern Corridor cell. This cell comprises of schools with similar student numbers; Creaney, Greenwood, Woodvale and North Woodvale.

Friendly Schools Plus and Bounce Back programs continued to support the social and emotional wellbeing of students and Edgewater Primary School's anti-bullying stance. The Health and Wellbeing Committee explored the new Be You Framework which supports the school's strategy of developing students' personal and social capabilities. 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 Years 4 & 5. In second semester Mrs Di Sanders joined the school. As an experienced Chaplain, Di supported students, staff and families. Di brings expertise in creating and maintaining community gardens. In 2020, she will establish and lead a sustainability committee.

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 2019, Year 6 Executive Student Councillors and Faction Captains continued to be offered the opportunity to attend the Halogen Leadership Conference in term 1. Year 5 councillors had the opportunity to participate in the Joondalup Learning Community student leadership day held at Belridge Secondary College. Two year 5 students along with the School Board Chairperson and teaching staff attended the Connect, Protect, Respect Conference. These early leadership opportunities aim to empower students to have an authentic role in contributing meaningfully to decision making in the school.

A partnership was established with Edith Cowan University to provide their Children's University program. The program encourages students to pursue activities outside of school hours. Eleven students participated in a graduation ceremony held at the ECU campus.

A committee was formed to raise the profile of the Aboriginal Cultural Standards Framework. The committee established a Reconciliation Action Plan (RAP). This plan will guide the school on the journey of recognition and respect for the history and culture of Aboriginal Australians. A flag raising ceremony was held to celebrate the Aboriginal flag now flying next to the Australian flag.

The Grounds Committee was restructured ready for the start of 2020, to better reflect future needs of the school.

New school gardener, Andy Kemp, established relationships across the school and contributed to the establishment of a three year School Gardens/Grounds Strategic Plan.

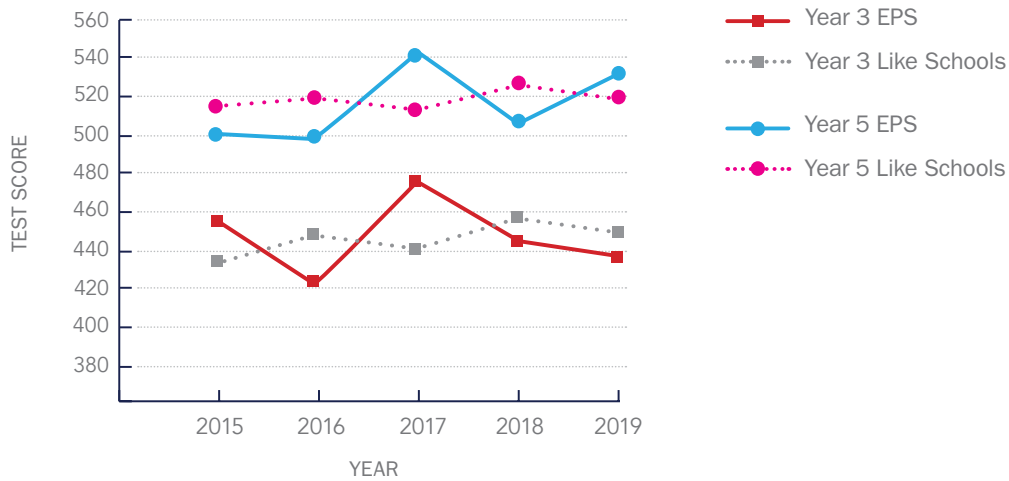
The Edgewater Primary School Board, chaired by Rebecca Wright, facilitated members to support the Business Plan 2018-2020. Board composition was increased which provided depth and diversity of skills.

The P&C began the year with a Food Truck Fiesta on the school oval to welcome new families and which included the local Edgewater community. A well supported Quiz Night not only provided fun for parents but raised funds for the P&C's main focus in 2019 which was the upgrade of the school library. The P&C also provided funds to purchase digital devices and robotics, playground toys and the Executive Student Councillors request for waste bins for recycling. The canteen continued to provide a five day a week service. The Fathering Project ran a campout at Yanchep National Park. Parent engagement at classroom and community level continues to be very supportive.

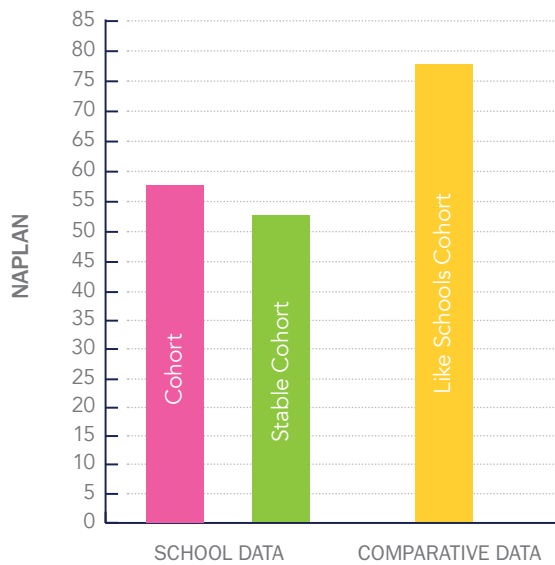
STUDENT PERFORMANCE READING

Average Reading Score

- In 2019, the Year 3 and 5 trend lines toward improved outcomes shows a slight decline.
- The Year 3 cohort did not achieve above Like Schools.
- The Year 5 cohort achievement was above Like Schools though progress was lower than Like Schools.



Progress from Year 3 2017 to Year 5 2019 - Reading



The graph shows that progress by the Year 5 cohort Year 3-5 was not higher than Like Schools. This means that Like Schools are making improvements and their achievement is gaining.

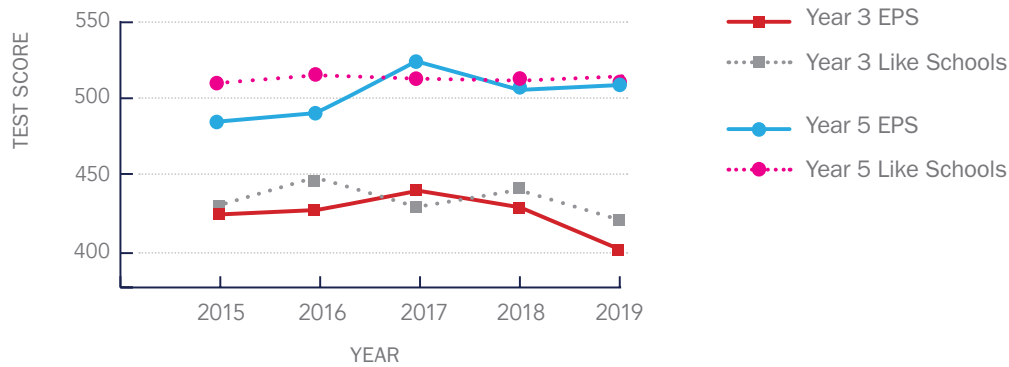
Recommendations for 2020

- Specific teaching of the reading strategy “main idea”.
- A continued focus on reading fluency.
- Provision of multiple opportunities for oral reading across the curriculum.
- MiniLit and Reading Tutor programs will continue to be used for students requiring extra support

STUDENT PERFORMANCE SPELLING, GRAMMAR & PUNCTUATION

Average Spelling Score

- The Year 5 cohort achieved the same mean as Like Schools.
- The Year 3 cohort were 4 points below Like Schools and this is one area that Edgewater students were slightly below the Australian mean. This cohort has fewer students in the top bands compared to Like Schools.

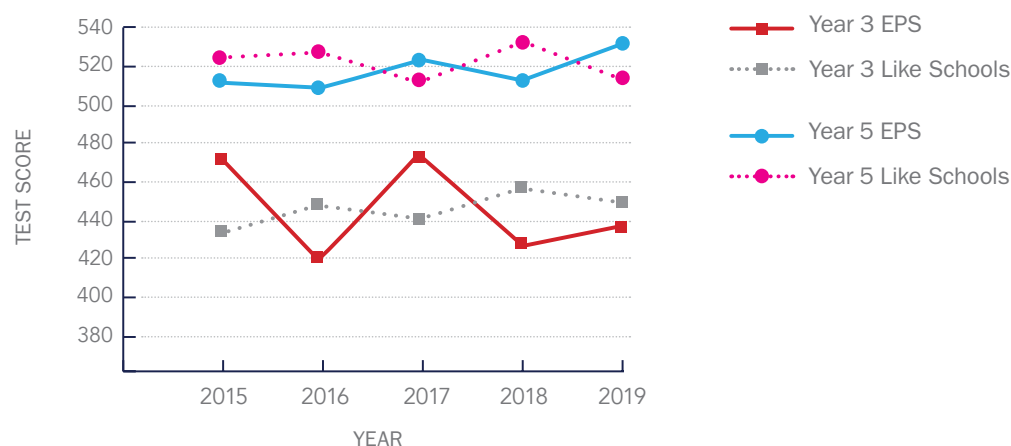


Recommendations for 2020

- The emphasis on synthetic phonics in the early years will continue through the use of the Letters and Sounds program.
- Supporting lower achieving students in the MiniLit program will continue.
- The Connected Learning Sequence for students in Years 3-6 introduced in 2018 will continue to be implemented in 2020.

Average Grammar & Punctuation Scores

- The Year 5 cohort achieved the same mean as Like Schools.
- The Year 3 cohort were 4 points below Like Schools and this is one area that Edgewater students were slightly below the Australian mean. This cohort has fewer students in the top bands compared to Like Schools.



Recommendations for 2020

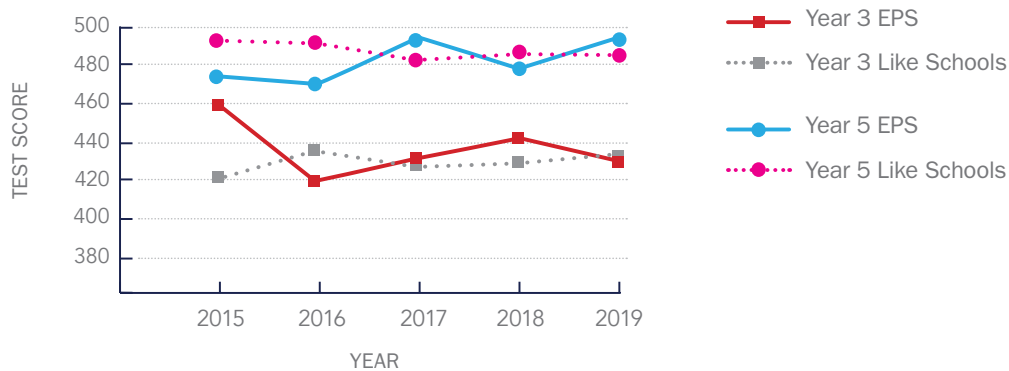
- Continue to teach grammar & punctuation explicitly
- Focus on using activities as a “warm up” for the writing process.
- Focus on the components from Talk 4 Writing that focus on the teaching of grammar, vocabulary and editing.



STUDENT PERFORMANCE WRITING

Average Writing Score

- The Year 5 cohort comparative comparison performance continued to be higher than previous cohorts. This cohort achieved high achievement and progress compared to Like Schools.
- The Year 3 cohort achieved similar results to Like Schools, being just 3 points below.



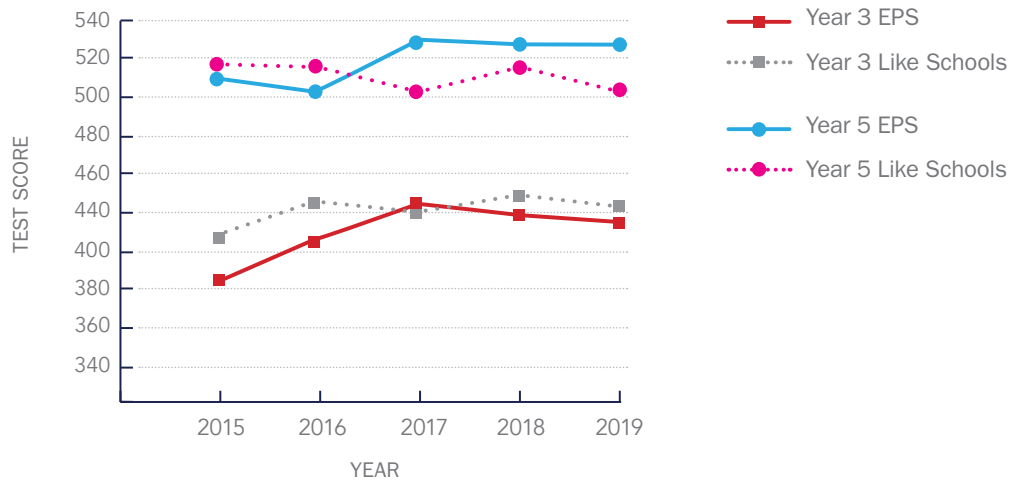
Recommendations for 2020

- The Talk4Writing strategy will extend to information writing in 2020.
- There will be a focus on the formation of letters and fluency during handwriting lessons
- Opportunities for creating texts digitally.

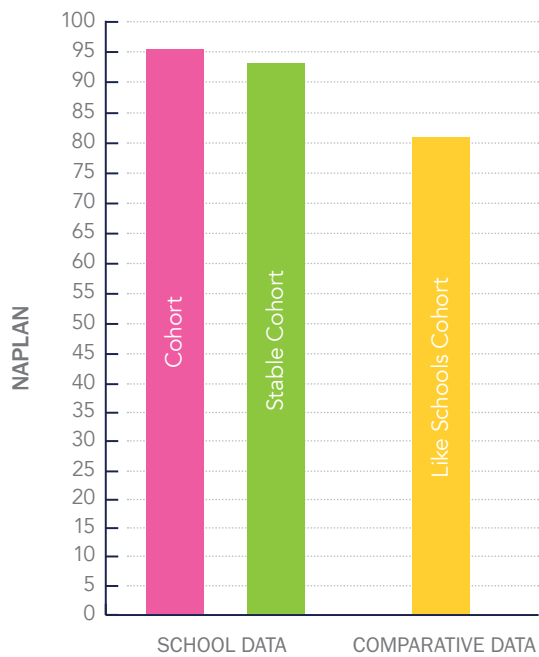
STUDENT PERFORMANCE NUMERACY

Average Numeracy Score

- The numeracy results for NAPLAN 2019 showed that the Year 3 cohort are achieving within the expected range.
- The Year 3 cohort performed below Like Schools.
- The Year 5 cohort have achieved above expected.
- The Year 5 cohort achieved high achievement and progress compared to Like Schools.



Progress from Year 3 2017 to Year 5 2019 - Numeracy



Recommendations for 2020

- A continued focus on number and place value and worded problems.
- A focus on measurement and geometry.
- Year 1-2 classes will no longer use a text, concrete materials and online resources will support the teaching of the WA mathematics curriculum in early childhood.

ATTENDANCE

With a total attendance rate of 93.2%, the school was ahead of WA Public Schools and similar to Like Schools (Table 1).

	NON - ABORIGINAL			ABORIGINAL			TOTAL		
	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2017	95.3%	94.9%	93.8%	93.8%	91.4%	81.2%	95.3%	94.8%	92.7%
2018	94.6%	94.9%	93.7%	95.5%	87.4%	80.8%	94.6%	94.7%	92.6%
2019	93.3%	93.7%	92.7%	92.4%	88.8%	79.5%	93.2%	93.6%	91.6%

Primary Attendance Rates

Even though the school met its target, the At Risk Indicated category is higher than previous years (Table 3). This is due to a high number of the Pre Primary cohort being ill in the first two weeks of the school year and students taking extended holidays overseas or the adventure of travelling Australia (Table 2).

Attendance % - Primary Year Levels

TABLE 2	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2017	95%	94%	96%	96%	96%	95%	96%
2018	93%	94%	94%	95%	97%	95%	96%
2019	89%	94%	93%	93%	95%	94%	93%
WA Public Schools 2019	91%	91%	92%	92%	92%	92%	92%

TABLE 3	ATTENDANCE CATEGORY			
	Reg 90 - 100%	AT RISK		
		Indicated 70 - 89%	Moderate 50 - 69%	Severe 0 - 49%
2017	88.4%	9.5%	1.8%	0.3%
2018	83.7%	13.0%	3.0%	0.3%
2019	78.8%	15.5%	5.2%	0.6%
Like Schools 2019	79.6%	16.4%	3.4%	0.7%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

Our focus for 2020, will be to encourage parents to achieve greater than 90% attendance rate for their children using the strategies of reporting percentage attendance rate on semester student reports and personal letters when attendance falls below 88%. A case management approach for students in the At Risk Moderate and Severe categories will be continued.



NATIONAL SCHOOL SURVEYS

Responses from student, parent and staff surveyed in the biannual National School Opinion Survey conducted in 2018 were well above the average rating and there was a good correlation between all stakeholders in relation to the strengths of the school.

Areas for improvement included a review of leadership roles, embedding a performance and development cycle that allows staff to reflect on teaching practices and to communicate the Business plan to the community on a regular basis.

STUDENTS

- ✓ **95%** My teachers expect me to do my best.
- ✓ **91%** My teachers motivate me to learn.
- ✓ **85%** My teachers are good teachers.

STAFF

- ✓ **100%** Teachers at this school expect students to do their best.
- ✓ **100%** Teachers at this school care about their students.
- ✓ **94%** Teachers at this school treat students fairly.
- ✓ **100%** Parents at this school can talk to teachers about their concerns.

PARENTS

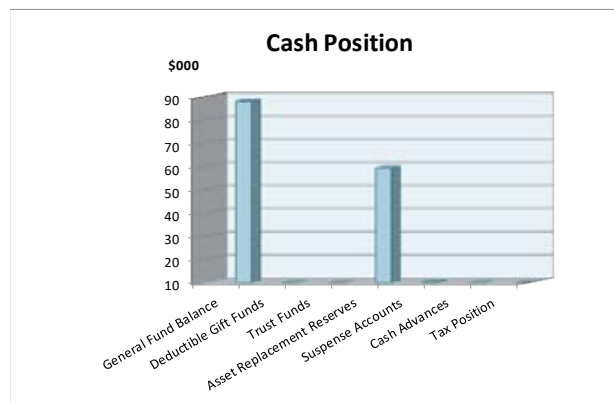
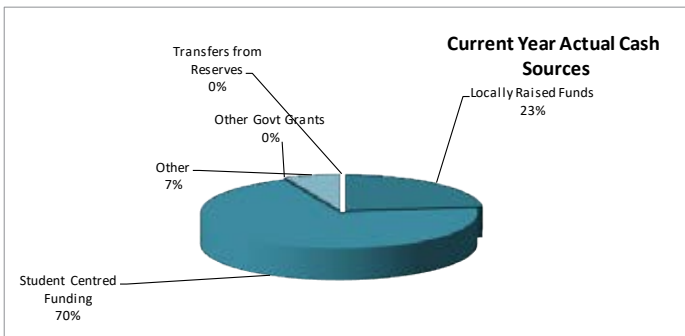
- ✓ **91%** My child likes being at this school.
- ✓ **91%** My child feels safe at school.
- ✓ **91%** I can talk to my child's teacher about my concerns.



FINANCIAL STATEMENT

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 18,831.00	\$ 18,784.15
2	Charges and Fees	\$ 65,363.00	\$ 65,754.33
3	Fees from Facilities Hire	\$ 1,427.00	\$ 1,527.27
4	Fundraising/Donations/Sponsorships	\$ 11,045.00	\$ 11,701.87
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 34,856.00	\$ 27,817.96
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 131,522.00	\$ 125,585.58
Opening Balance		\$ 30,634.56	\$ 30,634.56
Student Centred Funding		\$ 299,689.75	\$ 299,689.81
Total Cash Funds Available		\$ 461,846.31	\$ 455,909.95
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 461,846.31	\$ 455,909.95

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 23,306.00	\$ 16,189.27
2	Lease Payments	\$ 45,000.00	\$ 44,236.84
3	Utilities, Facilities and Maintenance	\$ 126,029.50	\$ 131,563.90
4	Buildings, Property and Equipment	\$ 5,300.00	\$ 5,266.73
5	Curriculum and Student Services	\$ 147,220.47	\$ 141,446.13
6	Professional Development	\$ 13,000.00	\$ 17,246.77
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 2,474.00	\$ 1,290.82
9	Payment to CO, Regional Office and Other Schools	\$ 775.00	\$ 710.00
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		\$ 373,104.97	\$ 367,950.46
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 373,104.97	\$ 367,950.46
Cash Budget Variance		\$ 88,741.34	



Cash Position as at:		
Bank Balance	\$	152,875.67
Made up of:	\$	-
1 General Fund Balance	\$	87,959.49
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	59,411.94
5 Suspense Accounts	\$	10,312.24
6 Cash Advances	\$	-
7 Tax Position	\$	(4,808.00)
Total Bank Balance	\$	152,875.67

GLOSSARY

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.

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.

NAPLAN

National Assessment Programme – Literacy and Numeracy

NAPLANs

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

Cohort

A group of students who have something in common.

Like Schools

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

Letters and Sounds

A phonics resource which aims to build children's 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.

Talk4Writing

Talk for Writing, a programme developed by Pie Corbett, is an evidence-based method of teaching writing that is based on the principles of how children learn.

Guided Reading

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

Multi-Lit (MiniLit and Reading Tutor)

Evidence based literacy intervention programs

Learning Sprints

Supports the adoption of evidence-informed practices and enables educators 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 behaviour change.

Makerspace

A collaborative workspace for making, learning, exploring and sharing that uses high tech to no tech tools. Provides hands on, creative ways to encourage students to design, experiment, build and invent as they engage in science, engineering and tinkering. Encourages the development of critical thinking skills and self-confidence.

SIMs

School's Instrumental Music Service

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