Edwardstown Primary School
Annual Report
2015

Working together as powerful and expert learners for now and the future.
1. CONTEXT

Edwardstown Primary School is a dynamic and caring learning community with strong values (respect, care and compassion, and doing your best) reflected in learning programs and operations throughout the school. There is a culture of parent and community involvement and support.

We are committed to the development of socially responsible individuals so students are provided with leadership opportunities and programs that foster responsible relationships and community engagement.

We are highly respected for our educational programs that support students to reach their academic potential and students achieve well against national and state standards. Our accreditation through International Education Services enables us to provide education for international students.

EPS offers a specialised curriculum in Performing Arts, French and Physical Education, and these areas build upon the wide variety of enrichment programs designed to engage and motivate our learners. These enrichment programs include concerts, camps, junior and senior choirs, instrumental music, dance, English as a Second Language, Greek and Hindi First Language Maintenance, Aboriginal culture and Code Club (computer programming).

EPS is committed to healthy lifestyles through sports and activity programs, healthy eating and environmental sustainability. Parents are very active in coaching, umpiring and attending after school sports.

Edwardstown Primary School students leave the school as well adjusted adolescents with strong friendships, a social conscience and high levels of academic achievement.

2. 2015 HIGHLIGHTS

Please see the attachment for a pictorial representation of the year’s highlights that were an important part of 2015 for students, parents and staff.

A specific focus this year was placed upon Inquiry pedagogies that included the Walker Learning Approach (WLA) for our Reception students and developing Middle Years pedagogies.

WLA is a pedagogy that utilises children’s’ natural curiosity. It involves a number of investigation centres that are set up with provocations that promote learning. This pedagogy grew from our concerns that our youngest students were having significant difficulties adjusting to the more formalized school setting. The approach, although described as ‘play based’ has specific learning intentions that connect with more formalized learning throughout the day. Students are monitored closely during the investigations and during
the day, so that personal learning and interests are recorded, and progress tracked. We noticed greater engagement from this cohort of students that can be attributed to WLA.

The Years 6 & 7 classes worked closely to develop a classroom environment that encourages independence and responsibility. The students redesign their learning space to enable them to work collaboratively and access IT when appropriate. Teachers formulated the following statement about their pre-adolescent learners:

“Senior students at EPS generate and are confident and responsible for their personal learning pathways. Our students are actively engaged and proactive in independently and collaboratively engineering solutions to solve authentic problems and effectively communicate their learning in a global community.

They can justify their thinking and seek ways to continually challenge themselves to develop deeper understandings. They are persistent and resilient in learning across the curriculum in academic and social situations tailored to their personal stages of social and emotional development.

They engage with multi levelled learning experiences, in order to prepare themselves for an undefined future.”

The Strawberry Fair has traditionally involved many parents and community members. In 2015 this event underwent a considerable revamp. There was a focus on deeper levels of community involvement starting with decision making right through to the management of stalls. Parents networked within their own classes and amongst their friendship groups to coordinate aspects of the event. An ‘arty’ feel was created with the little yellow school bus art gallery, a resident artist and professional face painters. The changed positions of stalls, hay bales and funky tenting added to the artistic atmosphere. The connectivity with families and community groups made this event even more special than those in recent years.

3. SITE IMPROVEMENT PLANNING AND TARGETS

2015 marked the start of our new Improvement Plan. This plan encompasses projected technological and employment needs of future years. After broad consultation with School Council and staff our over-arching priority became:

“Working together as powerful and expert learners for now and the future.”

This priority involves a focus on three specific areas; Pedagogy, Curriculum and Achievement. The plan is a holistic approach to school improvement and is based on developing in children a growth mind-set and higher order thinking skills. Curiosity, innovation, creativity, resilience, self-awareness, resourcefulness and initiative as well as greater use of technologies and inquiry approaches to learning are all integral to achieving this priority.

3.1 Key Actions:

Professional Learning Teams (PLTs)
One of the major means of developing powerful and expert learners is the establishment of high and consistent expectations through the enhancement of teacher learning teams. This involved teachers in each section of the school working and planning together to deepen their pedagogical learning through discussions, observations of peers and deconstruction of student data sets.

Maths Pedagogies
DECD contracted Ann Baker for 2 years from 2014 to 2015 and during this time 90% of staff had direct training with her. 2015 saw a more accountable approach to Natural Maths training with Ann which required significant commitment by teachers. The learning in these sessions was shared within the Professional Learning Team (PLT) structures.
We continued using a teacher model / mentor for Maths after Bernie O’Connor’s success in working with teachers during 2014. This year Bernie planned with teachers, modeled lessons and shared ‘next steps’ for children’s learning.

Teachers modified the Partnership Numeracy Agreement to suit EPS and have committed to schedules of explicit teaching of year level specific strategies and three part lessons (tuning in, problematising / strategy teaching, and reflections).

**Inquiry Focus**

Teachers planned Inquiry units with Brett Hammerl, the partnership Curriculum Coordinator on numerous occasions in 2015. At the completion of inquiry units teams shared their planning and the outcomes of their units. Each term PLTs provided inquiry units for their students.

Reception teachers researched the Walker Learning Approach (or Investigations) in 2014. In 2015 they studied this approach in Melbourne. They implemented WLA to a high level throughout the year. Year 1 & 2 teachers were involved in a brief training session on site and have started to adopt aspects of the approach in 2015 with view to expanding it in 2016.

**Australian Curriculum (AC) Knowledge**

Professional development in AC Technology involved digital technologies as well as design technology. We utilized teacher knowledge and expertise in these areas. Eva Pontikinas provided teachers with design technology experiences that followed the design, make, appraise process, and Sue Gaardboe, Christie Evans, Lyn Empen, Martin Richards and Jordan Wallis worked with staff on specific apps and processes for digital technologies.

The health component of Health and PE was a focus in the latter half of the year and teachers included sections of the Child Protection Curriculum in their classroom programs. A draft scope and sequence of topics was developed by PLTs.

Joy Groves presented teachers with an overview of The Arts and teachers are considering how they provide a classroom focus on visual arts and media.

**Student Reports** now reflect our curriculum ‘take-up’ and there was a specific focus on combining all of the History And Social Science subjects such as History, Geography, Civics and Citizenship, Business and Economics. Teachers rationalized these diverse aspects of the AC by developing scope and sequence documents to ensure thorough curriculum coverage which is even more important for mixed year level classes.
Development of Digital and Mobile Technologies

Teachers accessed several training provisions and options to increase their skills in digital technology. These sessions focused on use of our newly purchased tablets and iPads. Some teachers attended national conferences on the integrated use of technologies in learning programs. Our Coordinator, Sue Gaardboe, worked with teachers to plan and deliver technology skills sessions for students, linking them with the specific challenges of their inquiry units. Year 6 & 7 teachers Christie Evans and Vicky Bashford used digital mobile technologies extensively in their teaching unit and several students accessed their own devices to increase access to this technology.

A Code Club was developed to target Year 3 & 4 students and this became an after school activity for 23 students. Coding is also classroom based and Sue works with all classes across the school to provide basic coding experiences.

Raising Student Achievement

Teachers worked in their PLTs to look at students’ achievement and consider the needs of the higher achievers as well as the low achievers. This data was discussed regularly and team members supported each other in managing the diverse student needs.

3.2 Achievements

3.2.1 Pedagogy

Pedagogies have changed and developed throughout the year. This change occurred through two major and specific foci; teacher mentoring for natural maths strategies and inquiry approaches to learning.

Staff reviews indicated the impact of our maths teacher mentor program. They talked about their raised expectations of students, their increased confidence in teaching maths, and consistencies between colleagues. All teachers use natural maths strategies and have a consistent 3 part lesson including tuning in, problematizing and reflection. Student reviews clearly indicated students’ increased knowledge of natural maths strategies, their awareness that maths is now providing more challenge, and that they enjoy this challenge and have strategies to persist until they solve the problem. Improvements in maths pedagogy were reflected in NAPLaN results especially for Year 5 and Year 7 students.

Inquiry approaches to learning are very strong throughout the school and in particular through the Walker Learning Approach in Reception and the Middle Schooling focus in Years 6 & 7. Middle Schooling pedagogies evolved in 2015 and now involve greater team teaching, flexible working spaces and greater student responsibility and initiative for their learning. Student reviews indicated that students are aware of, use and value inquiry and project based learning in their classes. There was generally a high level of satisfaction amongst students with this pedagogy. Teachers also valued discussions and planning in their PLTs to provide inquiry programs and design assessment tasks.
### 3.2.2 Curriculum

Throughout the past 5 years teachers engaged with every aspect of the Australian Curriculum (AC) except Languages Other Than English. This year **Technology, Health & PE and Maths** were a specific focus for professional development. The graph below indicates teachers’ level of engagement with these documents. English, Mathematics and Science indicate very high levels of engagement by staff. History and Geography are rated lower but still have high levels of engagement. The higher ‘no response’ rating would, in most cases be given by teachers with no responsibility for this aspect of the curriculum i.e. with Civics & Citizenship and Economics & Business, these strands of HASS only apply to years 5 to 7 teachers.

All classes were involved in at least two Inquiry units based on the HASS subjects and Science. A **scope and sequence for teaching HASS and Health & PE** was agreed by staff and will be adopted in 2016. This document will ensure good coverage of these subjects building upon skill and knowledge development from one year to the next and allow for appropriate resourcing to support this learning.

The Trends in International Mathematics and Science Study (TIMSS) assessment conducted with our Year 4 students showed our students’ abilities were aligned with average Australian results and that about 90% of our students had high confidence levels in **Science** compared with 65% nationally. 100% of tested EPS students agreed that they enjoyed Science and that they learnt interesting things in Science.

**Digital technologies** are becoming more integrated into students’ learning and use of tablets and iPads has increased throughout the year. This has enabled the 2016 Bring Your Own Device (BYOD) policy for senior students and this will support our emerging Middle Schooling focus. The following graph indicates teacher familiarity and use of the Technologies curriculum which includes the two aspects; digital technologies and design technologies.

**Student reports** reflect the use of Australian Curriculum with the inclusion of all AC subjects in the 2015 report.
3.2.3 Achievement
This year we added Science and General Knowledge testing to Maths and Reading as part of our online testing regime.

Teachers, in their PLTs, engaged with the Maths and English data related to their students’ achievements and the achievements of other students in their year levels. The focus was upon particular cohorts; raising the standards of the under achievers and maintaining the growth of high achievers. This facilitated joint planning to meet the needs of all students and added to professional learning with and from colleagues.

3.3 Key Recommendations

3.3.1 Pedagogy
- Continue the maths teacher mentor program in 2016.
- Continue Inquiry approaches and support teachers in planning for these in their PLTs.
- Expand the Walker Learning Approach to include Year 1 & 2 classes.
- Further implement pedagogies that promote learning with technologies.
- Explore growth mind sets and ways we can impact on student and parent knowledge of this important disposition for learning.

3.3.2 Curriculum
- Complete and implement scopes and sequences for Health & PE, HASS and Science.

3.3.3 Achievement
- Use data more specifically to plan for students. This includes deeper analysis of PAT M & PAT R results to guide instruction as well as analyzing students PAT test for Science and General Knowledge.
- Engage in Partnership Moderation processes for maths.

3.4 Junior Primary and Early Years Scheme Funding
Funding was used to reduce Reception class sizes to 22 or 23, Year 1 & 2 classes to 24, and Year 3 class to 26. A School Service Officer (SSO) was based in Reception classrooms for 15 hours per week to address the needs of our youngest students and in particular to support play based learning and improvements in fine motor skills. Data shows that students in each of these year levels have made excellent progress and 88.2% achieved year level targets in reading which surpassed our aim for 80% achieving these targets. Anecdotal evidence suggests that our Reception students settled into their literacy learning quickly.

3.5 Better Schools Funding
Better Schools funding targeted improvements in numeracy and literacy for identified students and involved the provision of extensive intervention programs for students who have learning difficulties. These programs include: Phonological Awareness (Reception), Leveled Literacy Intervention (Years 1 to 3), Quicksmart Literacy (Years 4 to 7) and Quicksmart Maths (Years 4 to 7).

Interventions are ongoing and we have noticed that between 1 and 2 years after completing these courses, students perform better in class and in standardized tests such as PAT R and PAT M. This is particularly obvious for students who have completed Quicksmart programs.
4. STUDENT ACHIEVEMENT

4.1 Reading Levels for Years 1 & 2

The following graphs indicate that our students are making strong progress with their initial reading skills in Years 1 & 2.

Year 1 Reading Results

66% of our Year 1 students achieved levels of 15+ at the end of term 3 compared to 55% for the state and 62% for our socio-economic category. However, by the end of 4th term 88% have reached or exceeded level 15. Those who failed to meet this target will be included in interventions in 2016.

Year 2 Reading Results

79% of Year 2 students achieved the target level of 21+ by the end of term 3 compared with 68% state-wide and 77% for our socio-economic category. Each of the students who failed to meet reading targets was included in the reading intervention program and will continue to receive supports. By the end of 2015 90% of Year 2 students met these targets.

For the first time this year, Year 2 students were assessed with online reading assessments to provide information about their comprehension levels. The tests indicate that 75% of students had age appropriate reading comprehension levels. The comprehension aspect of Year 3 literacy programs will address the needs of the 25% of students who had lower comprehension levels and approximately 10% may require targeted interventions.
4.2 Standardised Cross School Testing for Years 3 to 7
DECD introduced online, standardized testing for all students from years 3 to 7 for the first time in 2015. The tests were reading comprehension and mathematics. Challenging benchmarks were set for students across the state with the aim of more than 77% of students reaching these targets. The percentage of EPS students who reached these benchmarks are as follows (blue indicates results at or above benchmarks):

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>67.5%</td>
<td>59.2%</td>
</tr>
<tr>
<td>4</td>
<td>90.5%</td>
<td>90.5%</td>
</tr>
<tr>
<td>5</td>
<td>90%</td>
<td>67%</td>
</tr>
<tr>
<td>6</td>
<td>80%</td>
<td>63.4%</td>
</tr>
<tr>
<td>7</td>
<td>75%</td>
<td>64%</td>
</tr>
</tbody>
</table>

The chart indicates that EPS reading results greatly exceeded the required standards for most year levels. This was difficult, given that Year 6 includes many students with learning difficulties or disabilities. Year 4 and 5 students are achieving extremely well in reading. Year 3 reading results are lower than we would like and this may be due to the large cohort of students for who have English as their second language (13%), diagnosed learning disabilities (7%) or chronic poor attendance (7%). Students with English language difficulties tend to make gains after a couple of years. Our chronic poor attenders are a focus for administrative staff in monitoring and following up, and have been referred for support outside the school.

Maths has been a focus for the past 3 years and although we are seeing improvements in growth from one year to the next, we are still lagging and only our Year 4 students were able to make this standard. Year 3 results are consistent with lower reading results and relate to complexities amongst this cohort.

Additional efforts and time will be invested in Maths in 2016 and 25 students in Years 4, 6 and 7 will be targeted for numeracy intervention.

4.3 Intervention Programs
Student achievement is monitored at least once each term and this is used to allocate intervention resources to students based on need. Intervention processes include students who are just below average as well as those with specific and severe learning needs or disabilities.

This year we adopted a new literacy intervention program (Leveled Literacy Intervention) for our younger students. This program is based on clear assessment and monitoring strategies with explicit teaching of students in groups of three. Of the 27 students who were involved in the program the average reading level growth rate was 5 levels. Students averaged 2½ terms on the program and at the end of 2015 only 40% of this group requires further interventions due to ongoing learning difficulties. This is about 10% of the year 2 and 3 cohort.
Due to the success of the Leveled Literacy Intervention program, next year we will extend the program to Year 2 and Year 3 readers who struggle with reading skills. This expanded program addresses the more complex comprehension skills students require when moving from structured texts to more independent texts. Data from PAT R suggests that about 10% of Year 3 students would benefit from this intervention.

**Quicksmart Maths** during 2015 involved 19 students. 3 sessions were offered each week for between 3 and 4 terms (10 students completed 3 terms, 9 students had 4 terms). The left hand graph below shows gains these students made in accuracy of number processes, the right hand graph shows reduced response time (i.e. automaticity). These results will be reflected in students’ ability to complete worded maths problems because they can now focus on understanding the problem rather than completing basic number calculations.

The **Quicksmart Reading** intervention for Years 4 to 7 students was reduced this year due to less need for reading interventions for this cohort. The 2015 program involved 8 students who accessed the program for three terms.

Standardised test results for students who completed the QS Maths and Reading programs 2 years ago indicate that many have moved from ‘below average’ to ‘average’. We believe that this is because the automaticity gained from QS enabled these students to be more successful in their classroom programs.

In **2016 literacy interventions** will include approximately 40 students from Years 1 to 4 (the literacy needs of older students have generally been well addressed over the past few years in terms of classroom pedagogies and targeted short term interventions). Quicksmart Maths will be provided for 25 students from Years 4 to 7, the target year levels for this program.
4.4 NAPLAN
4.4.1 Trends Over Time

Year 3 Results 2013 - 2015

Year 3 Trends from 2013 to 2015 (see chart)
Grammar and Reading have improved and Spelling has remained constant. There was a slight decline in Writing and Numeracy from 2013.

Compared with National Averages
Compared to national averages Reading and Language Conventions are above average and Writing is significantly above average. Numeracy is below the national average.

Year 5 Results 2013 - 2015

Year 5 Trends from 2013 to 2015 (see chart)
The chart indicates improvements in Reading and Numeracy. Grammar remains unchanged and there is a slight decline in Writing and Spelling.

Compared with National Averages
Reading, Numeracy and Writing are above national averages and Grammar and Spelling are similar to national averages.

Year 7 Results 2013 - 2015

Year 7 Results 2013 – 2015 (see chart)
There are improved Reading results, no change in Grammar and marginally declined results for Spelling, Writing and Numeracy.

Compared with National Averages
Writing results are significantly above the national averages and Reading and Language Conventions are also above national average. Numeracy results were just below the national average.

4.4.2 Growth of Cohorts of Students
Individual growth of students from one test period to the next (2 year span) are compared and statistically adjusted to reflect an Australian average of 25% making low progress, 50% making expected progress and 25% making high levels of progress. The following results reflect EPS students’ progress.
Growth from Year 3 to Year 5
- Reading: 15% Low, 55% Medium, 30% Upper
- Numeracy: 15% Low, 46% Medium, 38% Upper
This shows excellent progress for our students from Year 3 to Year 5. 85% made progress in the ‘expected’ and ‘high’ ranges for both Reading and Numeracy, with only 15% making ‘low’ progress.

Growth from Year 5 to Year 7
- Reading: 25% Low, 53% Medium, 22% Upper
- Numeracy: 39% Low, 50% Medium, 11% Upper
Reading progress from Year 5 to 7 is similar to Australian averages and Numeracy has too high a representation in the low progress category. With more consistent Year 6 & 7 staffing, and more consistent pedagogies and expectations this growth pattern should be redressed in 2016.

4.5 Performance Compared with DECD Targets
For the first time in 2015, DECD set targets for students in upper bands of NAPLan. EPS performed strongly against these targets for upper performance (EPS results that met or were higher than these targets are indicated below in blue). Numeracy results in Years 5 & 7 and results for all year levels in Writing were well above DECD targets.

Upper bands targets

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DECD target % in Upper Bands</td>
<td>EPS % in Upper Bands</td>
<td>DECD target % in Upper Bands</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>61%</td>
<td>54.8%</td>
<td>53%</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>36%</td>
<td>36%</td>
<td>12%</td>
</tr>
<tr>
<td>YEAR 7</td>
<td>35%</td>
<td>41%</td>
<td>8%</td>
</tr>
</tbody>
</table>

5. STUDENT DATA

5.1 Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>EPS</th>
<th>DECD</th>
<th>Like schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>92.9</td>
<td>91.8</td>
<td>93</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.1</td>
<td>91.7</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 2</td>
<td>91</td>
<td>92.1</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.9</td>
<td>92.3</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.8</td>
<td>92.1</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.7</td>
<td>92.1</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.1</td>
<td>91.9</td>
<td>92.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.8</td>
<td>91.4</td>
<td>92.7</td>
</tr>
<tr>
<td>Primary Total</td>
<td>91.9</td>
<td>91.9</td>
<td>93.1</td>
</tr>
</tbody>
</table>

The attendance data above indicates that EPS attendance is comparable with DECD averages but are poor compared with similar schools. During 2015 much effort was invested into redressing this issue. Strategies included provision of newsletter articles about the impact of poor attendance, greater contact with parents (and in some cases contact on each day of absence) and referral to support services. A daily monitoring list of about ten students has been developed for chronic poor attenders. It should be noted that the majority of poor attenders live some distance from the school so issues such as availability of transport and weather impact heavily on this group.
6. CLIENT OPINION

6.1 Parent Opinion Survey

There were very positive overall results with five aspects of the survey showing approval levels of 4.5. These included teachers having high expectations of students, student feeling safe in the school, parents having good access to teachers about student matters, well maintained grounds and facilities, and students liking their school. Lower results related to ‘taking parents’ opinions seriously’ (one parent disagreed) and ‘the school working with parents to support learning’ (3 parents disagreed). In 2016 Council may wish to canvas parents about these specific questions with view to improving processes.

Specific questions were asked of parents in relation to school improvement priorities. No parents provided a negative response to the following questions;

- My child is enthusiastic about Inquiry topics or Walker Learning Approach
- My child has increased their use of digital technologies

Parents indicated 89% agreement that students were challenged and extended in their learning, 80% agreed that there is consistency between teachers within year levels, 78% believed their child’s attitudes and ability in maths had improved, and 65% believed that communication between school and home had improved (24% did not comment).
6.2 Staff Opinion Survey

This graph represents very high approval ratings and in particular high expectations of students, motivating students to learn, treating students fairly, talking with parents about student concerns, strong improvement agendas and student enjoyment of the school ranked very highly.

6.3 Students Opinion Survey

Students, unlike parents and staff, were not surveyed online. A sample of Year 3 to 7 students completed a hard copy of the survey and were then involved in discussion groups aimed at eliciting in-depth information about learning programs and supports for students in the school.

The following graph indicates student responses to the questions. No question rated less than 4.1, indicating high levels of student satisfaction. Discussions indicated a very positive attitude towards the school, peers and teachers and there was an overwhelming sense of belonging to a community.
Student Opinion Survey

There is an amazing depth to students’ feedback and during focused discussions these views were clearly articulated. Some really interesting trends emerged and these reflected our 2015 improvement plans and initiatives. The common themes were:

**Pedagogy**
- **Interactive learning** is highly valued
- **Differentiation** of learning is viewed as important for students of all abilities.
- **Teachers are supportive of students** of varying abilities and generally check in with students to ensure that they understand the learning and help them if they don’t.
- Students commented that **teachers care** and persist when students have trouble understanding. Some provide lunchtime sessions for students who want extra help.
- Students say that there is an **increased rigour** in learning and several said that there were more challenges in learning here than at other schools they have attended. Students know the value of, and feel inclined to, persist when tasks are difficult. They could clearly articulate a range of self-help strategies they used when intellectuallly challenged. They said that they understand that they learn from their mistakes.

**Curriculum**
- **Natural maths strategies** have impacted on all classes and students talk about having a range of different strategies to draw upon to solve problems.
- **Problematising in maths** is enjoyed and is a common pedagogy throughout the school. Many mentioned the impact of Ms O’Connor’s sessions on their classroom programs.
- **Inquiry processes** in most classes are very strong and students enjoyed this cross curricula learning.
- **Technology** and its advances at EPS were acknowledged by most students and many felt a sense of pride in our advances in making this equipment (iPads and tablets) and programs (Code Club and the Year 6 & 7 unit) accessible to students.
Relationships

- They spoke of **good personal relationships with teachers** and that students and teachers respect each other and treat each other well. There were many comments about students being supportive of each other and inclusive.
- **Humour and fun** is part of learning and students said that they learn and remember if they do things in a fun way.
- **Bullying** is very rare.

School Environment

- **Natural Playscapes** are valued and students acknowledged that there are more of these in the school.
- Students have access to and value the many **extra curricula activities** & community responsibilities.

This feedback indicates that we are travelling in the right direction and that change is presenting itself in classrooms and in the minds of our students.

6.4 Other Review Processes

6.4.1 Teachers Views Meeting DECD Strategies

Review processes are ongoing and involve analysis of student data within learning teams and school wide data as it becomes available. Towards the end of 2015 teachers reviewed the 2015 Action Plans providing evidence of achievement and strategies for future development. This information combined with student data analysis by teachers, Partnership directions and DECD priorities has resulted in the following school based priorities to provide Results Plus for our students:

- **Growth Mindset** training with James Anderson. This promotes our vision statement; “Working together to develop powerful and effective learners for now and the future.”
- Furthering **Inquiry based learning** pedagogies through Transforming Tasks training.
- Further **consistency of Maths pedagogies** through teacher mentoring
- **Moderation of maths tasks** within the school and across the Partnership with year level teachers.
- Expansion of **Walker Learning Approach** into Year 1 and 2 classes.
- Development of **Digital Technologies** that are integrated into classroom based pedagogies.

6.4.2 Senior Students

Student Leadership through Action Teams is reviewed annually and modified to suit students and personnel. This year reviews indicated that most students enjoyed working in Action Teams and liked the range of activities, although there was some debate about the most effective length of time for these teams to work together. The Yearbook Team suggested that they should be consistent for the year whilst other students said that teams should run for 6 months. Some teams such as recycling and kindergarten visits were nominated to be managed outside the Action Teams.
The Childcare / kindergarten connection with EPS has become very strong and many enrolments are coming from this connection. A stronger connection with Cumberland Park Preschool (our main feeder preschool) was suggested by teachers. The Garden Team is limited by seasonal considerations and this year involved major construction work. This team was very busy leading up to the fair. The Recycling Team doesn’t have a pretty job to do, but it is important. Last year we won a Recycling Award and our grant application resulted in the washing bench which has made a big difference to ease of managing recycling. The money raised from the bottle deposits subsidise gardening and the chicken rearing.

7. ACCOUNTABILITY

7.1 Behaviour Management
The end of year student survey indicated very low levels of bullying and students were generally supported positively by peers. No students were identified as bullies in these. Teachers worked specifically with younger students (in particular boys) to address incidents of overly rough play.

This year the Middle Years Index was completed for the first time by our Year 6 & 7 students. This survey presented useful information about many aspects of children’s lives in this difficult preadolescent stage. One aspect of the survey provided specific information about victimization at school. EPS physical victimization was significantly lower than South Australian averages, verbal and cyber victimization was similar to South Australian averages and those who often experienced social victimization was slightly higher and will need to be monitored in 2016. There are many factors amongst this cohort that may have skewed these results.

There were 8 suspensions in 2015 and feedback from visitors and excursions indicates that student behavior is of a high standard.
7.2 Relevant History Screening
A data base for DECD RHSS has been developed and all volunteers and paid workers at EPS have had their criminal history screening (working with children) sighted and recorded. All Councilors, coaches, classroom volunteers and regular visitors have been appropriately screened. In 2015 we had 100 parents and 23 non-parent volunteers who have current screening.

7.3 HUMAN RESOURCES - Workforce Data
7.3.1 Teacher Qualifications
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>30</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>3</td>
</tr>
<tr>
<td>Masters Qualifications</td>
<td>3</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Two new permanent teachers joined us this year, Elise Davies in Year 1 & 2 and Vicky Bashford in Year 6 & 7. These year levels were targeted because we did not have sufficient teachers qualified to teach in these specific year levels. The Year 6 & 7 team is now well established with teachers who have a long term commitment to our senior students and their particular learning needs. We will increase our permanent staff in Reception for 2016 with the addition of Jordan Wallis who joins two permanent colleagues in the Reception Team. Targeted employment of permanent staff will continue when vacancies or increased numbers allow.

7.3.2 Workforce Composition including Indigenous staff
EPS had 15 classes and 5 specialist teachers. There were 8 part-time staff working as classroom teachers and 5 classes were involved in these arrangements. The most common configuration for part time class teachers was a 4 day / 1 day combination.

We are fortunate to have a number of non-teaching staff who support students learning through intervention programs. Our Aboriginal Worker talks with and supports the learning of our Aboriginal students.
8. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$1200.00</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>$16504.15</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$216123.47</td>
</tr>
<tr>
<td>Other</td>
<td>$15950.09</td>
</tr>
</tbody>
</table>

9. REPORTS FROM SCHOOL COUNCIL & SUBCOMMITTEES

9.1 School Council
The Edwardstown Primary School Council is proud of the many important projects that were completed in 2015 to improve the school’s facilities and which support learning and development both in and out of the classroom. Council sub-committees who worked hard to achieve these included Finance, Sport, School Improvements and Grounds, Fundraising, Strawberry Fair, OSHC and Canteen. The staff and students of EPS now enjoy resurfaced netball courts, synthetic grass which provide additional areas for younger children to play safely, a new junior primary playground with smaller and safer equipment along with the addition of natural resources such as tree stumps which encourage imaginative play, upgraded audio visual equipment in the hall, upgraded classrooms for the year 6-7 students, cleaner and neater grounds thanks to working bees, and important funds from successful fundraising events including another highly successful Strawberry Fair.

I would like to sincerely thank my fellow council members for their ongoing dedication to Edwardstown Primary School and the many hours they spend on helping to make this a great school. I would also like to acknowledge and thank those who have retired from council this year. It’s been a pleasure to welcome many new members this year who have brought with them fresh ideas and valuable skills which council and EPS has and will continue to benefit from.

We should all be proud of our school and our achievements during 2015.

Kate Bishop
School Council Chairperson

9.2 Finance Committee
Edwardstown Primary School continued to further enhance its strong financial position and continuous improvement program in 2015. The school is growing each and every year and is generating new students increasing our numbers once again coming up in 2016.

The main focus this year has been on technology, once again, and also improvements to the school grounds with the new netball courts and surrounding areas being developed and looking fantastic.

Edwardstown Primary School has had another great fundraising year in 2015 and the finance committee would like to say thank you to everyone for their hard work and commitment to the school.

The EPS Strawberry Fair was a HUGE success due to the great work from the Strawberry Fair committee and the many parents that continue to volunteer their time to help the school. It turned out to be the best Fair yet with the fantastic amount of $37,372-00 raised. Brilliant effort to all.
Out of School Hours Care continues to grow each year and is financially solid again in 2015. The commitment and dedication of all the OSHC staff makes the children’s time spent as enjoyable and interesting each day. Excellent work by all at OSHC.

Our Canteen has had another very successful year. We discussed the arrangement for outsourcing lunches and will continue operating the Canteen as a Tuck Shop only whilst it is making money.

Budget planning for next year has commenced and the final budget will be presented to the new School Council for approval early in the 2016 school year.

The Finance Committee would like to thank all the staff, the parents and students who continue to work tirelessly for their school. Their efforts allow EPS to continue to deliver an enriched education program for all of its students.

Thank you all.

9.3 Sport Committee

As predicated with the influx into our younger year levels a few years ago our Out of Hours school sport teams have had a phenomenal increase.

We started Summer Sport in January with 11 basketball teams and 6 cricket teams. The younger year levels with 2 or more teams in each of these sports. I will be going out on a limb here but this is the most teams that I can ever remember us having since my children started sport here at EPS, which is fantastic for our sporting future.

Winter sport saw an increase in our soccer teams with numbers allowing us to field 4 teams, Senior, U10, U9 and an U8. Previous years have seen 3 teams and sometimes we were struggling to field them. Netball teams stayed steady with 4 teams being a Year 2/3, Year 5, Year 6 and a Year 6/7. Hopefully we have an influx of little netballers coming through soon!

Of course as with growth comes the need for more coaches and helpers. Fortunately we have many parents within the school community that are more than happy to volunteer their time to coach, manage and train our teams. A big thank you goes out to these people who without them the children would not be able to participate. Their volunteering also makes the job of trying to find people to fill these roles so much easier!

I would like to say a big thank you to Scott Polley, our soccer co-ordinator, for his tireless efforts with our soccer program and coaching/training a team as well. Also a big thank you to his helpers, Stephanie Hensgen, Stacey Voigt and Kirsty Bassett who assisted Scott by attending meetings to set up the competition draw, distributing draws and various other tasks required to get the season up and running and then continue to run.

A big thank you also goes to Judy Fitzpatrick who heads up the Netball even though she doesn’t have any girls playing anymore. There is a lot of background work that goes into getting the Netball program up and running. Judy attends numerous pre-season and re-grading meetings along with organising umpires and that’s before getting coaches and teams organised. Along with the netball Judy is also my ‘right-hand girl’ who without the help she provides me throughout the year my job would be a lot more difficult.

Again in 2015 the Volleyball program was organised and run by Karola and Dom Laventure, qualified Level One coaches and league players. Commencing the year with 4 teams - Gold, Turquoise, Sapphire & Titanium - two year 6/7 teams and two year 4/5 teams. These teams played in the Westbourne Park Spikezone.
competition coordinated by Volleyball SA for terms 1, 2 & 4 on Friday’s after school. Three players also attended the Volleyball SA School Holiday clinic and enjoyed the experience. The volleyball program stopped for Term 3 due to the Laventure Adventure Mk2 and recommenced energized in Term 4. At training the focus is on teaching the players to play “real” volleyball (dig, set, spike), which was evident in the games where our two year 6/7 teams played against each other. Many teams we play simply try to get the ball over the net (more like tennis). Volleyball will continue in Term 1 2016.

Finally I would also like to thank Kathy Papps for her continued support of the Out of Hours School Sport program. Her input as a member of the sports committee and her co-ordination of getting the oval ready for the change overs between Cricket and Soccer, and back again, is invaluable.

Moving on to next year, I would like to improve the retention of our players in summer sport. Summer sport is played in Term 1 and 4. The expectation that if a child signs up in Term 1 then he/she continues on in Term 4. It is becoming a problem with children dropping out in Term 4 and thus leaving teams short of players. Communication to parents about this issue was sent out early in Term 4 2015 and we will be continuing to encourage children and their parents to honour the commitment they have made.

As I enter my 4th and final year as the EPS Sport’s Co-ordinator I am very excited about the future of our Out of School Hours sports programs and I am looking forward to another year of working with you all.

Sharon van Kempen
Sport’s Committee Co-Ordinator

9.4 School Pride Committee
Thanks again to our hard working, committed committee, Sue Hargreaves, Kathy Papps, Jo Laird, Sarah Service, Judy Fitzpatrick, Tania Crowley, Ben Jaeger, Alistair Standish, Jo Telfer, Rebecca McQueen, Steph Hensgisen, Emma Sweet, and Michael Rohdenburg

We met monthly as well as the commitment to two working bees. Our SPC group had another successful year achieving a variety of projects. Our group bring lots of satisfaction seeing end results which every one of our students can use and enjoy.

We worked closely together and discussed and acted on lots of topics including, school photos, school website, school netball uniform, cyber safety, more seating in the playground, Parent information packages, just to name a few. We spent our budget with all our projects, and in completing these tasks, was the new planter boxes outside of the Reception classes. This is ongoing in 2016 so we hopefully this year see flowers and veggies in these garden plots.

Our biggest achievement would be our two successful working bees. In these working bees we had lots of volunteer parents attend and lots of jobs were completed being – Edwards Street garden completed, Maria St Garden cleaned up and looking good. We were lucky with the supervision from Michael Rodenburg and Jo Laird who offered their individual time to access and offer different options and ideas.

We need to also not forget Jim our reliable hard working grounds man. Jim has lots of knowledge and is always willing to help, often using a lot of his own time. Jim cares for the look of our school and is passionate about what he does. Thanks Jim, appreciate it!
Uniform shop is working really well and wouldn’t do so well without the great and reliable help from Sarah and Sue. They have also now been joined by Jo. These mums give us a lot of their time, and office staff really appreciate the help these volunteers give, welcoming new families with information and always helping the regulars.

We sadly farewelled Sue Hargreaves who has been an active member for many years. Sue was a regular attendee at both meetings and working bees. Sue gave us great ideas, was active and always had time for others. We will really miss you Sue and thank you so much for your passion and commitment.

Thank you to everyone on our SPC committee, we appreciate your time as we are always grateful for parent help and support. Here’s to another busy year ahead.

We are already thinking about this year and what we may put on our jobs list; create a great play spot for our ‘big kids’ on and around the oval, see our new garden outside of the JP area grow veggies and flowers in the new garden plots, and create another spot on Edward Street to fly our value flags.

Judy Fitzpatrick
SPC Convenor

9.5 Fundraising Committee Report 2015

This year there was an injection of new blood into the Fundraising Committee and this resulted in additional fundraisers and changes to the format of past fundraising. One of the new projects was Living Fundraisers plant sales, and this brought in $2773 of profit. Another new fundraiser and community service was the Parent Directory which raised $329 from parents listing their businesses in this booklet. The change in timing for our Ladies Night enabled us to raise funds at a less busy period of the year and spread the fundraising efforts evenly across the year.

Rosemary provided a great service to the school by ensuring that children had access to affordable and good quality gifts for Mother’s and Father’s Days whilst returning a profit of $282.

Each fundraising event was self-managed and the organiser co-opted support from their school network. Whilst many, many people supported the fund raising events behind the scenes, I would like to thank and acknowledge the following people; Judy Fitzpatrick, Rosemary Merlino, Alicia Palmer, Kate Barnett and Deb Knight.
Our **Heptathlon** was designed by the Student Leaders and resulted in a fun day for all whilst raising $5241. Our Student Leaders, under the guidance of Vicky Bashford and Sue Boggiano, were very active in facilitating this event so that it ran smoothly for younger students and provided challenges for senior students.

Our major fundraising event was the 33rd **Strawberry Fair**. I acknowledge and thank the families and individuals who contributed to this success by donating goods, selling tickets and helping out on the day. In particular I would like to commend Simone and Chris Iley who redesigned the fair organization so that it incorporated creativity and greater parental involvement. Their charismatic style and genuine community spirit provided the right recipe for the best ever Strawberry Fair, in terms of depth of involvement, fun on the day and the profits coming into the school.

Night in November was changed to **Ladies Night** and held earlier in the year. This was once again a success and Alicia and her team raised $1380 from this fun night of shopping for the ladies. Jordan Wallis made an appearance as compere, providing lively entertainment for the shoppers.

The Edwardstown Lions kindly provided us with raffle tickets and a great prize for our **Christmas Raffle**. The sale of these tickets was direct profit and we used these funds to pay for staging and lights for our End of Year Concert Night.

The following chart shows our fundraising for 2015:

<table>
<thead>
<tr>
<th>Event</th>
<th>Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot Cross Buns</td>
<td>$634</td>
</tr>
<tr>
<td>Easter Raffle</td>
<td>$1672</td>
</tr>
<tr>
<td>Entertainment Books</td>
<td>$1872</td>
</tr>
<tr>
<td>Living Fundraisers Plants</td>
<td>$2773</td>
</tr>
<tr>
<td>Mother’s / Father’s Day</td>
<td>$282</td>
</tr>
<tr>
<td>Heptathlon</td>
<td>$5241</td>
</tr>
<tr>
<td>Disco</td>
<td>$1293</td>
</tr>
<tr>
<td>Photos</td>
<td>$930</td>
</tr>
<tr>
<td>Parent Directory</td>
<td>$329</td>
</tr>
<tr>
<td>Strawberry Fair</td>
<td>$37372</td>
</tr>
<tr>
<td>Ladies Night</td>
<td>$1380</td>
</tr>
<tr>
<td>Christmas Raffle &amp; Concert</td>
<td>$3848</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$57,626</strong></td>
</tr>
</tbody>
</table>

The first $28,000 of these funds are committed to the yearly Hall repayments, and the additional profits have been used to provide IT equipment (tablets and iPads) and develop our fabulous play environment for students (see the photographic section attached to this report).

**Suzanne Clark**  
**Fundraising Committee Convenor**
9.6 OSHC Committee

Staffing

OSHC staff: Dennis Shanahan, Melanie Cooper, Bec Dawes, Danielle Wright, Pam Carter, Callan West, Erin Bertram, and Kristen Peake.

Vacation Care staff: Jen Toubia and Samantha Tizio.

2015 Highlights

- OSHC renovations including painting, carpeting, purchase of new equipment.
- Staff development/involvement using training resources, specifically regarding Autism and Sensory Behaviour, Reflective Practice and Circle of Security workshops.
- Donations from families (clothing) and Café Adra (a variety of foods throughout the year).
- Ongoing development of child memory books/learning profiles.
- Policy weekly reviews, a staff communication book, regular staff and child evaluations, displaying learning stories incorporating My Time Our Place Framework, incorporating National Quality Framework reflection and implementation, new OSHC newsletter, and using a private Facebook group to assist in communicating with parents.
- Running a healthy OSHC with food and physical activities.
- Much work has gone into improving activity and vacation care planning, by all staff and children.
- Vacation Care growing with each term/program with new enrolments from EPS and other schools. Our official maximum intake was increased to 75 children per day (as opposed to 60).
- Volunteering OSHC staff, family and friends helping with strawberry fair with running the BBQ stall.
- Assisting the school in funding the new courts and junior playground.
- The decision to purchase bright green OSHC hats for excursions.

Attendance

The following statistics show average daily attendance (including paid absences) for each term.

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>2015 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School Care</td>
<td>23.4</td>
<td>20.7</td>
<td>22.5</td>
<td>23.2</td>
<td>22.5</td>
</tr>
<tr>
<td>After School Care</td>
<td>42.7</td>
<td>45.8</td>
<td>47.2</td>
<td>43.5</td>
<td>44.8</td>
</tr>
<tr>
<td>Vacation Care</td>
<td>60.6</td>
<td>56.8</td>
<td>56</td>
<td>56.9</td>
<td>57.8</td>
</tr>
</tbody>
</table>

Future Directions

During 2016 we will continue to work and grow as a team by implementing and developing new tools to assist all staff involvement in quality assurance. We aim to maintain and expand daily attendance in all components of the program to ensure our financial viability. To do this, we need to continue to develop new activities that suit all age ranges; reach out to the community with targeted advertising; and spend carefully and selectively to increase the resources available to staff and children. We will also continue to increase our learning and understanding with training and development.

Edwardstown OSHC will continue to participate in the Quality Assurance program. All children in attendance deserve a high quality program. It is an enormous amount of work to put the Quality Improvement plan together, and to ensure high quality is achieved in all areas, and meeting these challenges will involve all stakeholders working together.

Thank You

A thank you must go to the management committee who donated their time and energy to support the service. Thank you to Suzanne Clark, Glenys DeWitt, Jen Goodman, Ben Jaeger, Narelle Burns, Carolyn Vince and Amanda James. A massive thank you must also go to Glenys DeWitt, Jen Goodman, Judy Fitzpatrick, Suzanne Clark and Kathy Papps, along with the team in the office for all their help and daily support during 2016.

Dennis Shanahan (OSHC Director)
9.7 **Canteen Committee**

Thank you to the supportive committee of Glenys, Jossi, Josephine, Rosemary, Narelle and Jo. This year was a year of consolidation and smooth running of the Canteen, capably managed by Jossi and regular helpers. Helpers included parents, school staff and students, in particular Year 6 and 7s.

We met twice per term and provided new ideas to keep a wide range of healthy snack options to be sold each lunch time from 1.05-1.30. Narelle sourced some fruit scrappies which proved popular for children with small amounts of spending money, and we continued with the popular ice-blocks and slushies. Jody, Josephine and Jo volunteered to make batches of homemade soup which were sold in the winter months and was popular with staff. Rosemarie and Narelle investigated prices for new equipment, and we purchased a new urn. There was concern that we would need new fridges and pie warmers as we are no longer purchasing enough products from the companies that provide them, but decided to hang off until they remove them.

Special lunch days occurred each term, and included croissant day, sushi, pie/pasty day, donut and pizza days. In term 1 Shane Bowles kindly cooked sausages for a sausage sizzle lunch to be available to staff and students on Sports day. Parents provided donations of cakes, muffins etc which raised over $200. The committee recognises and thanks the many hours our volunteers have given to the school, which includes Saturday morning sport. Special mention goes to the Bowles and Dawes family for their regular support, which allowed us to give a donation to the Sports committee to purchase netball tops at subsidised prices.

Winston Café continued to provide lunches on Thursday and Fridays, and there has been some concern regarding the quality and available options. It is recommended the 2016 committee investigate other possibilities.

Simone, our Pastoral Care worker, sourced fruit to be given out through the Canteen from Food bank, as well as donations from the Adra café in Maria street.

The Canteen has continued to make a profit, which is commendable considering the restrictions on healthy food and limited hours and staff.

Jossi resigned from the role of coordinator at the end of the year and we thank her for her tireless efforts to make the canteen so successful during her time. We asked Simone to cover this position until we meet in 2016 and consider future options.

*Kathy Papps*
*Canteen Committee Convenor*
HIGHLIGHTS OF 2015  (ANNUAL REPORT ATTACHMENT)

SPECIAL DAYS

Special Days are what children remember of their school days. The fun and sense of belonging help them engage with learning and their community.

BOOK WEEK DRESS UPS

Teachers and children dress as book character for the day.

FRENCH DAY

The school is filled with poodles, Eifel Towers, entertainers, cancan dancers and more!

HURRICANE HAIR DAY

Students raised funds for the Vanuatu Hurricane recovery and had fun with their hair. Sue Gaardboe visited the island and handed over much needed money from EPS.
EVENTS

Events involve the community and bind it together with shared experiences.

CONCERT NIGHT

This night is always fun and the staff always surprise and delight with their own special item.

EPS HAS TALENT

The number of entries in this special event really shows the impact of our arts program. Students are confident, creative and happy to perform for an audience.

33RD STRAWBERRY FAIR

A great fund raiser and a whole community event.
OPPORTUNITIES

DANCE STARS
Dance Teams competed in the national competitions in Surfers Paradise.

GROOVERS & SHAKERS
Our Groovers and Shaker have their 15 minutes of fame performing at the Festival of Music in the foyer events.

RUGBY TEAMS
Girls and boys were both SAPSASA Runners Up for 2015

PREMIER’S READING CHALLENGE
100% of students completed the challenge in 2015
STUDENT RESPONSIBILITIES

GARDENING TEAM

2014

YEAR 7 STUDENTS GIFT
Year 7s gave the school an Emu for our Bush Tucker Garden

RECYCLING AT WORK

RETIREMENT HOME VISITS

CHICKEN REARING
OUTDOOR EDUCATION

YEAR 4 & 5
ILLAWONGA CAMP
Fishing, friendship and river boating

RECEPTION & YEAR 1 NIGHT UNDER THE STARS
What a great first outdoor experience for many students!

YEAR 2 ZOO SNOOZE
The children got up close and personal with wildlife.

YEAR 3 CAMP AT MONATO
This camp provided in-depth animal studies

YEAR 6 & 7 CAMP
This camp early in the year built strong relationships between our senior students.
PLAY SPACES

In 2015 we focussed on providing functional and attractive play spaces.

NEW COURT SURFACE
The new courts surface looks great and there are less injuries.

RECEPTION PLAYGROUND
New play equipment and shade structure was provided for our youngest students.

NATURE-SCAPE PLAYGROUND
An emerging focus is upon play in natural play spaces and we are gradually developing more of these areas.