



Edwardstown Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Edwardstown Primary School Number: 127

Partnership: Mitcham Plains

Name of school principal:

Kathy Papps

Name of governing council chair:

Michael Rodenburg

Date of endorsement:

30/01/19

School context and highlights

Edwardstown Primary is continuing to grow in numbers, and enrolments have been limited to students from local areas of Melrose Park, Clarence Gardens and Edwardstown in an effort to maintain capacity boundaries. The year started with 463 students, and a new, double portable building is due to arrive for the start of 2019 to cope with extra students. We are a category 6 school in the Mitcham Plains partnership.

The front garden of the school was landscaped, along with paving and exterior painting of the main building, and the newly furnished Library carpeted, with monies provided from a facilities grant.

The playground was redeveloped as a Nature Play space, with a large sand pit, mud kitchen and music wall adding to the play opportunities for all students. This shared community space has completed the outdoor renovations, and the school is well used by local community and families on weekends and holidays. We appreciated the involvement of Daws Road school students who volunteered regularly with our groundsman, maintaining our school grounds and adding to our sense of community.

Our staff of 3 leaders, 25 teachers and 10 SSOs worked hard to model the school values of doing your best, care and compassion and respect. These values are explicitly taught to students through our learner powers, promoting attitudes and dispositions of life long learners. Students provide self reflections on their progress towards being a self-manager, communicator, collaborator, thinker and researcher. We welcomed 4 new classroom teachers, replacing teachers accepting promotional positions, maternity leave and retirements. Kendall was permanently appointed to our school from Mt. Gambier, and 3 temporary teachers were placed.

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 extra curricular programs include concerts, camps, junior and senior choirs, instrumental music, dance, Greek and Hindi First Language Maintenance, Aboriginal culture and Code Club (computer programming). STEM was a major focus across R-7, and a Discovery Time Exhibition allowed middle primary students to showcase their Inquiry learning. Ten staff attended the Future Schools conference in Melbourne in March and had an opportunity to hear innovative teaching and learning strategies and share their learning with colleagues.

Governing council report

It has been an exciting year to be on School Council as we have seen the continued growth of student numbers, a range of improvements made around the grounds, continued excellent senior leadership, and a happy and supportive school community continued to thrive inside and outside the school gates.

Earlier in the year Kathy Papps and some council members met with Nicolle Flint MP and Carolyn Power MP to discuss infrastructure needs. With another transportable classroom being installed to cater for increasing student numbers this was an opportunity to explain the need for permanent infrastructure with a capacity for STEM specific classes.

The new nature playground in the Junior Primary precinct has transformed this under-utilised area of the school grounds. Carolyn Boyd was integral in securing grants for school upgrades and she helped facilitate the voting process for the 'Fund My Neighbourhood' campaign. The new nature playground makes the most of existing playing spaces while creating a more dynamic playing area for students.

The number of students playing summer and winter sport remained strong. Narelle Burns was central to the success of the sport program at EPS as she helped manage teams, coaches and players. It was great to see a few boys joining the Year 7 Netball team for the first time this year.

Other changes to the school grounds included paving and landscaping along the front of the school facing Maria Street. Parts of the native garden have been retained while feature trees, small group workspaces and a wider walkway have made the area far more user-friendly and accessible to staff and students.

Student numbers this year increased to 460 from 430. This is a clear indication of the outstanding work of EPS teachers, management, students and the positivity of the school community.

The current format of the Strawberry Fair has been established for a couple of years now thanks to the hard work and dedication of Chris and Simone Iley. Rachel Murchland managed the Fair.

This year the BYOD program was expanded to include Year 5 students. This has helped foster and support a focus on Digital Technologies in the classroom.

2018 was the last year for the EPS School Council as councillors agreed to transition to a Governing Council. This is in line with like-schools in the area and provides council members with more input to the management of EPS. I look forward to this new chapter in parent involvement with the management of the school.

Improvement planning and outcomes

EPS has just completed the 3 year School Improvement Plan which was in place from 2015-18, and timing was opportunistic with the Department for Education committing to a new plan across the state. Our 3 focus areas of curriculum, achievement and pedagogy are very much in line with the 3 priorities now mandated from D for E. Staff reviewed our successes and growth areas, particularly Inquiry learning now embedded across R-7. The culture for learning and improvement has seen a school based Discovery time model adopted, with middle primary classes planning and delivering an exhibition highlighting the conceptual based learning in the 3 classes. "Ologies" was the theme, and every student selected, researched and presented a paper, model and digital piece of work to share with 200 family, friends and staff who visited. This is in line with our on-going work on our Learner powers, ensuring every student develops a growth mindset and the ability to persist and achieve their personal best. The powers of communication, collaboration, self management, thinking and researching are used as a vehicle for student voice.

STEM learning was integrated into this pedagogical approach by many teachers, with the Garden a focus for STEM with our middle primary, and 3 external industries providing a challenge to our 3 Upper primary classes. A highlight was the presentation to the CEO of Commercial & General regarding alternative uses for the new South Rd Bunnings, and water recycling for a sustainable future to Dematec Water solutions company engineer. Drones and their use were explored by the third class.

Our review in 2017 highlighted specific areas to focus on, and our 1 year plan reviewed our Literacy agreement and ensured its implementation R- 7, with visits to neighbouring schools to learn more about Daily 5 implementation. All year levels have participated in Literacy professional development and adjusted Guided Reading and comprehension strategies as a result of consistent learning. Jan Polkinghorne from SPELD ran a Jolly Phonics/Grammar workshop, and upper primary teachers attended a Spelling workshop with Chris Killey. This was so well received the whole staff will undergo a day's training early in 2019 to adopt suggested strategies. JP teachers were in-serviced in Phonic Screening, and all our Year 1 students were tested.

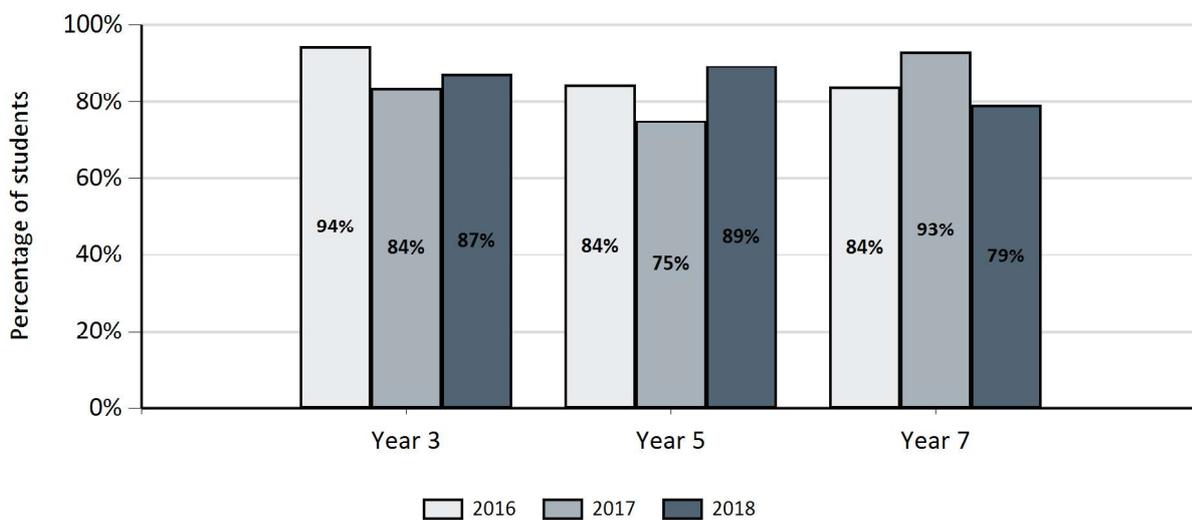
This year we ensured all new staff were given support with literacy and numeracy agreements with the addition of a Coordinator role. Bernie O'Connor won the internal position and helped staff analyse data and determine next steps in programmes. Bernie taught along side teachers in classrooms, and modelled intellectual stretch and productive struggle to teachers, ensuring all students reach their potential. While this builds the resilience of our students, it also allows teachers to understand the upper capabilities of their students, and observe excellent teaching strategies implemented with their class. This programme was further extended with collaborative moderation of Numeracy across the partnership, with teams of teachers of similar year levels sharing task design and results from A and B grade students. A partnership Moderation day was held, and all teachers presented a package of work samples to be scrutinised by their peers. Anne Pillman, our SLIPPS coordinator was inspirational and we heard from Simon Brooks on developing a Thinking culture in the classroom; staff committed to a thinking goal to be implemented in Term 3. Earlier in the year we joined with Colonel Light Gardens and Clapham PS for a very well received workshop from Glen Pearsall on engaging students in their learning. The ideas have been implemented across the school and behaviours have been modified as a result of consistent expectations.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

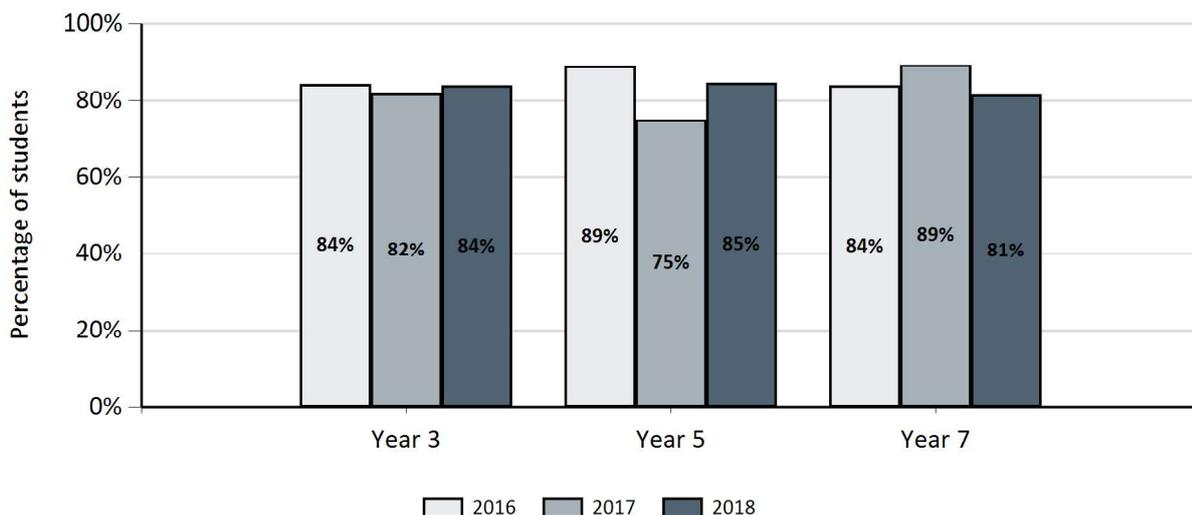
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 38% | 19% | 25% |
| Middle progress group | 47% | 50% | 50% |
| Lower progress group | 16% | 31% | 25% |

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 34% | 38% | 25% |
| Middle progress group | 41% | 50% | 50% |
| Lower progress group | 24% | 12% | 25% |

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test [^] | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands ^{**} | |
|------------------------|---|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 3 2018 | 62 | 62 | 37 | 27 | 60% | 44% |
| Year 3 2016-18 average | 62.3 | 62.3 | 33.3 | 25.7 | 53% | 41% |
| Year 5 2018 | 65 | 65 | 30 | 18 | 46% | 28% |
| Year 5 2016-18 average | 52.7 | 52.7 | 20.7 | 14.0 | 39% | 27% |
| Year 7 2018 | 43 | 43 | 11 | 12 | 26% | 28% |
| Year 7 2016-18 average | 34.0 | 34.0 | 9.7 | 7.0 | 28% | 21% |

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

This year our NAPLAN results were recognised nationally, with Edwardstown PS one of only 17 S.A state schools gaining sustained growth from Year 3 to 5 in Numeracy. Our consistent, improved results moved us from Stretch to Maintaining momentum in the newly introduced SoL (Stage of Improvement)

Our best results were in Reading for Year 3 and 5 students, with 60% of Year 3 and 46% of Year 5 students achieving higher bands. Year 7 student Reading was down a little from previous years. (25.6% in higher bands) A stand out result was Year 5 Grammar and Punctuation, moving the mean score into band 7 (increase of 20 points) and 100% of Year 5 students reaching national minimum standard in Spelling, and Grammar and Punctuation. 75% of our Year 5 students who were in higher bands in Year 3 retained their higher band achievement in Year 5 in Reading.

Our Literacy Agreement review was well timed, with teachers analysing results and adjusting programmes for improvement. Writing results in Year 7 improved, but it is timely that we participate in Brightpath training in 2019 to further our analysis of students' progress.

Running record results continue to show growth, and the Phonic screening results for Year 1 were above partnership average, possibly due to decodable, phonetic based readers which are used in conjunction with our Jolly Phonics programme initiated in the Reception years.

Maths has been a priority area at EPS for 3 years, and it was pleasing to see 76% of our students achieve middle to upper growth from Year 3 to 5, and 88% of our students from year 5 to 7 achieve middle to upper growth. 43.5% of our Year 3 students were in the top 2 bands for Numeracy. While 100% of Year 3 students reached the national minimum standard, our mean score wasn't as high as previous years and will be a focus for 2019. Our Year 7 students had the highest number achieving the upper 2 bands for many years, with 38% in upper bands and 100% achieving the national minimum standard. Mean scores for Year 7 students increased by over 20 points.

We have booked Tierney Kennedy: Back to Front Maths for professional learning for R-4 teachers which will involve deeper analysis of our data in 2019.

Attendance

| Year level | 2015 | 2016 | 2017 | 2018 |
|---------------|-------|-------|-------|-------|
| Reception | 93.4% | 91.4% | 92.5% | 90.7% |
| Year 1 | 91.5% | 94.2% | 92.8% | 94.0% |
| Year 2 | 90.9% | 93.1% | 93.2% | 91.5% |
| Year 3 | 90.2% | 92.9% | 91.9% | 94.6% |
| Year 4 | 90.6% | 90.9% | 93.0% | 91.2% |
| Year 5 | 94.1% | 91.9% | 93.1% | 93.8% |
| Year 6 | 89.2% | 93.0% | 91.6% | 90.2% |
| Year 7 | 91.0% | 92.7% | 94.3% | 90.4% |
| Primary other | 81.4% | | | |
| Total | 91.4% | 92.6% | 92.7% | 92.2% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

In 2018 we had a few students with chronic attendance. One student had a 75% absence rate. The school and attendance officer worked closely with the family to change this but was unsuccessful. Suggestions re alternative programs, offers of transport and modified days wasn't taken up.

A student with ASD had high absenteeism in the afternoon due to medical appointments but has significantly improved her attendance from 2017 due to RAAP funds.

Another student was monitored via DCP and eventually moved to another site.

Teachers monitor any repeat non attendance and office staff follow up.

Behaviour management comment

Teachers focus on teaching students about identifying the size of a problem and related processes for reaching successful outcomes

1 student had 9 suspensions, numerous take homes/office time outs. He was excluded to another site and will be participating in a transition program through Cowandilla learning centre at the start of 2019

A few students with ASD required tailored behaviour plans. Teachers have undertaken training to enable them to identify triggers and use proactive strategies to reduce the need for behavioural intervention

Teachers take responsibility for creating a positive learning environment and working with their students to solve low level issues. Leadership release class teacher to work with students displaying negative behaviour.

Client opinion summary

EPS staff participated in the Department Perspective data for the first time this year. 88% of staff, or 35/40 staff participated which gave credibility to our outstanding results. Staff culture rated 89% and positive engagement 91% , with no staff actively disengaged. 100% of respondents believe we regularly evaluate our progress to adjust plans and approaches; improvement decisions are supported with evidence, and site leaders are visible and accessible to staff. Most favourable results reflected line managers providing valuable feedback which support development for future success and staff members valued and acknowledged for their contributions, particularly high performing staff. The consistent response to improvement was related to a state wide behavioural support policy being applied, and a supportive environment to deal with challenges of students. These areas will be addressed with staff with the support of our Behaviour Coach at the start of 2019.

Teachers value and use student perception data. It is common practice for teachers to seek feedback from students about the effectiveness of their teaching. For example, teachers asked students about their perceptions on whether they feel they are treated fairly and respectfully, opportunities to have 'a say' on their learning tasks, the teacher's commitment to their individual growth, achievements, interest in and responsiveness to their ideas and concerns. It was evident that teachers took this feedback seriously and made changes to their practices as a result. All staff have sought feedback from students, and our well being survey indicated 86% of students have an important adult at school to relate to, and 84% recognise emotional engagement with teachers. Our focus area in 2019 will be on developing resilience and persistence to challenging learning.

Parent feedback was from randomly selected families rather than choice- 44 families responded. All areas showed positive improvements, particularly teachers expecting students to do their best, teachers treating students fairly and the school being well maintained. More parents believe the school takes parent's opinions seriously, and the school works with them to support their child's learning. Areas which improved but still need growth are related to managing student behaviour and providing useful feedback to students.

Intended destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 6 | 8.7% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 10 | 14.5% |
| Transfer to SA Govt School | 51 | 73.9% |
| Unknown | 2 | 2.9% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

48 community members received a DCSI clearance in 2018. It is mandatory for anyone who works as a coach, mentor, 1:1 or attends camps/excursions to have a clearance and complete RAN training. New families to our school are informed about the process and many activate their clearance soon after enrolling their child. We host a RAN training session once a year as well as offer links to online training. Office staff monitor and remind volunteers when their DCSI and RAN are due to expire so they can activate a renewal.

Teacher qualifications and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

| Qualification Level | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 39 |
| Post Graduate Qualifications | 7 |

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Please note: Staff who 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.

Workforce composition including Indigenous staff

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 24.1 | 0.1 | 8.1 |
| Persons | 0 | 27 | 1 | 12 |

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

| Funding Source | Amount |
|----------------------|--------------|
| Grants: State | \$49,372.61 |
| Grants: Commonwealth | \$107,790.70 |
| Parent Contributions | \$268,440.41 |
| Fund Raising | \$88,369.88 |
| Other | \$156,399.00 |

Data Source: Education Department School Administration System (EDSAS).

2018 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

| Tier 2 funding section | Tier 2 category (where applicable to the site) | Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress made towards these outcomes |
|--|--|---|---|
| Targeted funding for individual students | Improved behaviour management and engagement | 1:1 SSO support for a student with multiple disabilities; improved engagement, verbal communication and attendance. 3 students 1:1 and small group SSO support to improve emotional resilience, behaviour and engagement. | Increased attendance & engagement. Improved resilience, attendance and behaviour |
| | Improved outcomes for students with an additional language or dialect | Greek and Hindi support in small groups/1:1 to develop cultural and language understandings specific to their country of origin. Targeted funding for 1 student who transferred from NAP unit in 2017 provided English help | Improved engagement and inclusion between and within cultural groups |
| | Improved outcomes for students with disabilities | Targeted Intervention for all NEP students. Small group & 1:1 SSO supported programs. A student with physical needs supported 1:1 enabling attendance on all excursions and camp. RAAP funding assisted increased attendance. | Improved attendance and engagement of students. |
| Targeted funding for groups of students | Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant | 3 students receive APAS funding which was used to target improvement in Reading levels and organizational skills. All Aboriginal students received regular support from an SSO or ACEO. | All students improved reading and most reached or exceeded benchmark All have made some growth in their organizational skills. |
| Program funding for all students | Australian Curriculum | Partnership moderation joint staff meetings enabled all teachers to transform tasks in Maths and assess / analyse / moderate work samples collaboratively. | N/A |
| | Aboriginal languages programs initiatives | N/A | N/A |
| Other discretionary funding | Better schools funding | PLT meetings across year levels allows thorough analysis of data resulting in targeted programs initiated by the school's Coordinator of Literacy and Maths. Targeted support and intervention for students at risk. | |
| | Specialist school reporting (as required) | N/A | N/A |
| | Improved outcomes for gifted students | N/A | N/A |
| | Primary school counsellor (if applicable) | DP 0.2 role in which families are counselled in trauma, separation and death, students mediated in social issues, and worked in partnership with our Pastoral Care Worker to maintain a mentor program. | mentor program successful |