



# Edwardstown Primary School

## 2022 annual report to the community

Edwardstown Primary School Number: 127

Partnership: Mitcham Plains

Signature

School principal:

Mrs Vicky Bashford

Governing council chair:

Stephanie Hengsen

Date of endorsement:

28 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Edwardstown Primary continues to be a school of choice in the area and our student enrolments have grown even without the year 7 cohort. Our leadership team underwent considerable change throughout the year as we appointed a new Deputy who started at the beginning of the school year. We had a caretaker Assistant Principal in a part time capacity for semester one whilst we externally advertised and successfully appointed in an ongoing capacity, starting term 3. In semester two we added an internal Coordinator.

EPS offers a specialised curriculum in Performing Arts, French, Science, Technologies and Physical Education.

COVID restrictions and outbreaks caused considerable disruption across the school in first semester resulting in many staff and students testing positive. Class teachers had to work in isolation rather than collaboratively to reduce cross contamination and whole school events were placed on pause. Remote learning opportunities were provided to families who needed to access this at the start of the year and the use of digital platforms became common place.

Our school is currently working with Capacity Management to look in to our school zone as our number of students continue to grow and space is becoming a consideration.

Highlights of the school year include the Student Learning Expo - Eddie's Market, where each class planned, organised and ran a stall. Our parent community, through our Governing Council, supported with stalls as well. The senior students developed their skills in Business and Economics and used this as a significant part of their learning in second semester. Successful Sports Day and End of Year concert was also a highlight as we were able to invite the whole community back on site for these events, creating a sense of community that we missed due to the covid restrictions of the past 12 months.

Curriculum focuses for 2022 included Literacy through consistent pedagogy and programs across the school in every class, updating and developing the consistency of our Mathematical Instructional model and work on Inquiry through meta-talk. Professional Learning Teams worked collaboratively in this space and jointly programmed, planned and assessed student learning in a consistent manner.

Numerous classroom teachers attended the various Orbis professional development programs and shared their learning with the whole staff.

The previous External Review focusses were forefront in our planning and we embarked on focused teacher observations as a priority. This incorporated both teaching and non teaching staff and opened up valuable conversations leading to improved practice and a foundation for where we are heading in 2023.

Every student from Year 2-7 had the opportunity to attend an overnight camp, ranging from a one night Zoo Snooze to a 3 day camp.

Edwardstown is a dynamic, responsive school with an exceptional team and whilst this year has presented many unforeseen challenges our staff and students have embraced the school values and priorities and positively looked for opportunities to create the best learning environment for our students.

## Governing council report

The year 2022 marks a return back to 'normal', with families once again welcome back on site. For many families 2020 and 2021 were difficult, with home schooling, school site access restrictions and the absence of all those events that make a school a special part of the wider community.

For those of us on Governing Council, it has been a relief to be able to start thinking about all the services and events we've been unable to provide for two years. We are starting to feel like we are slowly getting back to 'almost normal' again with successful Election BBQs, working bee, quiz night, and Eddie's Market. Thank you to all those who helped cook sausages or rake mulch – your help is greatly appreciated. We even managed to clear out the far far away shed!

The year 2022 was the year we paid off the school hall. Such a fantastic achievement and hard work by many Governing Councils, staff and parents over many years. As the school continues to grow, the State Government has committed to replace the transportable buildings with a new facility and the Governing Council recently met with our local MP Nadia Clancy to discuss how this will happen and the school's needs into the future.

The Oval is progressively getting a facelift, with funding secured to revitalise the turf (which took a beating this year with all the rain). The Governing Council is also working with the SRC to upgrade the southern oval edge, including replacing the far far away shed and shipping container with new spaces for students, murals and landscaping. The Governing Council has also been working with the City of Mitcham to install a new crossing on Price Street.

The year 2022 has provided Governing Council with the opportunity to pause and reset how we continue to involve parents and the wider community in school life. School is an important place of education for our children but it is also a place of community belonging and family wellbeing. Edwardstown Primary School has always been loved for its community atmosphere and for being a 'country school in the city'. A key objective of Governing Council is to protect this feature.

Next year is an opportunity to focus on community – What does it mean to be part of the Edwardstown Primary School family? How do we involve parents and families more? How do we rebuild that sense of community after the difficulties of the last 2-3 years, particularly for those new families who have joined us during this time? Parent involvement is important, and we encourage families to get in touch, or better still join us on Council, at working bees or one of the many social and networking events being planned!

I am proud of the way our school community has managed the challenges of the last 2-3 years and I am excited to see what 2023 brings!

Stephanie Hensgen

Chair, Governing Council

## Quality improvement planning

The recent External Review recommendations along with our Site Improvement Plan set the directions for our improvement planning across the year. New staff were inducted in to our major focusses and worked closely with a colleague to learn and implement programs and practices we had been previously working on. All teaching staff have now been trained in Independent Spelling, Seven Steps for Writing, Brightpath and are developing their skills and abilities in the recently updated instructional model for Mathematics.

When restrictions lifted students had the opportunities to engaged in site wide student agency opportunities which included our Student Representative Council talking about creative ideas to improve the southern oval area (an ongoing project which will continue for the next couple of years). This involved harnessing the skills and talents of some of our parents to assist with idea generation, concept mapping and consultation.

A review was undertaken in to our Literacy intervention in the Early Years which will form the foundation of targeted intervention utilising the skills of our Student Support Officers in 2023.

Data analysis undertaken by teaching staff and leadership became an increased priority and utilised to inform planning for improved learning outcomes. Students were all aware of the learning intentions and success criteria for their learning tasks and teachers ensured students understood what was expected of them and how they could 'Bump up' their learning to achieve at a higher level. This included a tracking of the A-E data in formal reports and triangulating this data with other data sets to ensure effective moderation occurred across like years levels aiming for consistency across the year level.

In conjunction with academic learning there was a considerable focus on the wellbeing and engagement of all students, especially with so many absences and the unsettled nature of the restrictions in place. Teaching staff endeavored to ensure all families engaged in effective and timely communication and made many additional 'interview' times to catch up as needed. This was highly valued by the parents/caregivers and strengthened connections between home and school.

A formal review took place towards the end of the year which considered not only the academic but the wellbeing and positive culture of all stakeholders so we could better support in any areas of need moving forward.

2022 was a unique year but provided the opportunity to focus on what was important and set directions for an exciting 2023.



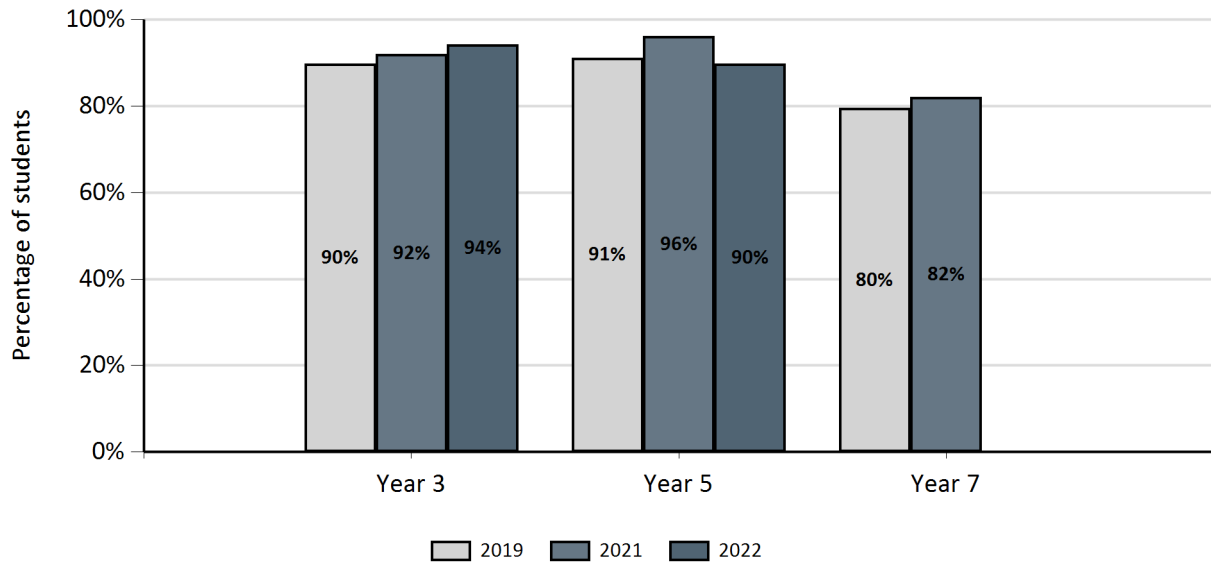


# Performance Summary

## NAPLAN Proficiency

The Department 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

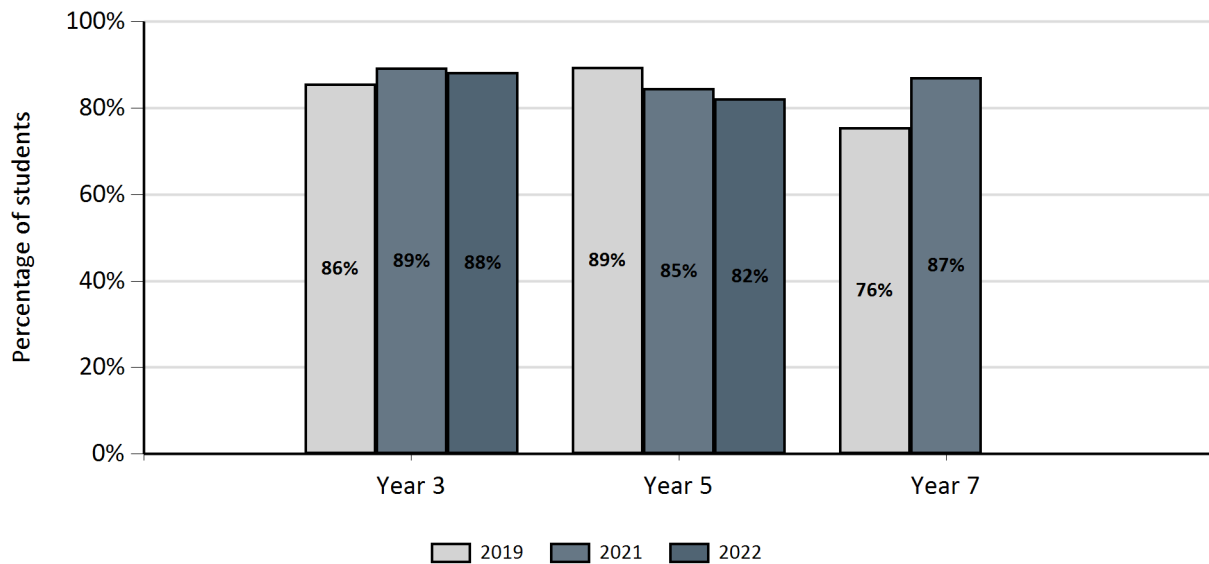


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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## 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	69	69	38	35	55%	51%
Year 03 2021-2022 Average	72.0	72.0	46.0	36.5	64%	51%
Year 05 2022	79	79	42	22	53%	28%
Year 05 2021-2022 Average	65.5	65.5	35.0	20.5	53%	31%
Year 07 2021-2022 Average	39.0	39.0	17.0	16.0	44%	41%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

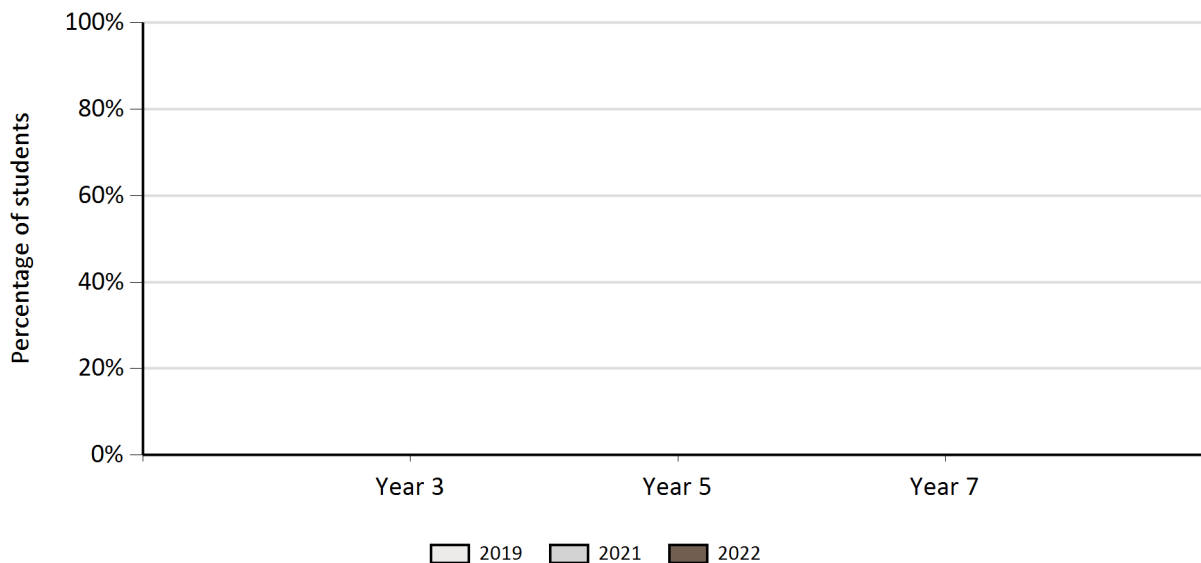
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



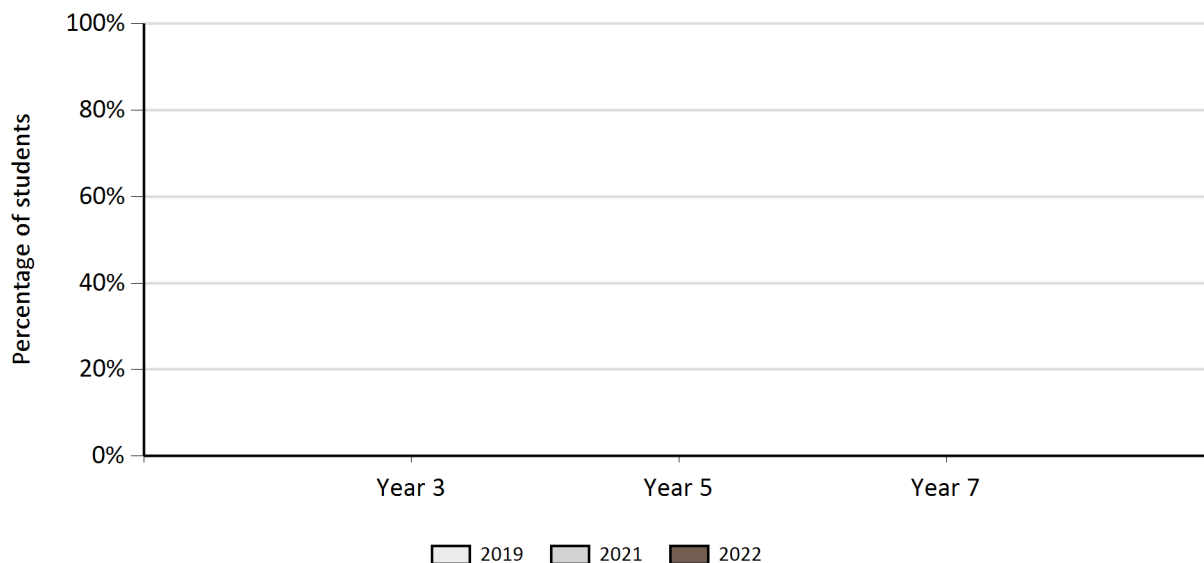
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Teachers were supported to use individual learner data to inform their planning and practice. They completed/updated a One Plan for every Aboriginal student in consultation and collaboration with the families, which was reviewed throughout the year.

Our Aboriginal learners were all supported through targeted intervention as needed which was planned for with the classroom teacher, taking into account their individual needs and was data informed.

Teachers and SSO's were provided with ongoing, quality, instructional leadership and professional learning to support the development and to target differentiation to support individual needs.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All Aboriginal learners were engaged in their learning and made growth in both literacy and numeracy outcomes. Individual students were supported through quality differentiated teaching and learning plans as needed through in class support and withdrawal with an SSO. Families were informed of progress in an ongoing manner and invited to work in partnership with the class teacher. Teachers regularly tracked students progress and modified the learning goals accordingly.



# School performance comment

The 2022-2024 Site Improvement Plan has identified 3 goals:

- Increase NUMERACY Achievement levels with a focus on consistent mathematical thinking and language.
- Increase student achievement through INQUIRY skills in Literacy, Numeracy and HASS
- Increase LITERACY Achievement levels, with a focus on improving Writing

To work towards achieving these we have assigned a leader for each goal who has a direct focus on improvement and working with teachers and support staff to not only increase the educators knowledge, understanding and ability to implement consistent, evidence based practice within the learning environment but also track student achievement, growth and next steps. Alongside this we have committed to a whole school approach to literacy intervention and have begun the learning journey within this focus which will progress further in 2023.

Our Professional Learning teams are responsible for co-planning and data discussions in Literacy, Numeracy and HASS to ensure every child has the same opportunities for learning. The use of formative and summative data enables teachers to identify aspects that students need, both intervention and intellectual stretch. The analysis of misconceptions through data sets such as PAT testing have further promoted differentiation within teaching programs, which promotes the concept that each child should be challenged in their learning regardless of their starting point.

Our school results show that over 50% of our year 3 students achieved in the NAPLAN upper two bands in both Reading and Numeracy. Our year 5 students also performed well in Reading with over 50% achieving upper band results. A third of these students also achieved this result in Numeracy. Considering the significantly higher rate of absences due to covid we are pleased to have maintained these results. Our Year 1 Phonics results once again exceeded 96% which is attributed to a focused, consistent and deliberate teaching approach, decodable readers, team planning and targeted intervention programs.

2022 saw the introduction of a more formalised professional observation program where staff undertook training in focused observations with explicit feedback. They committed to undertake 2 formal observations and contributed to a registry where they could identify their strengths and an aspect that they would like to observe in another staff members learning space. This included our Student Support Officers, which fostered a sense of collegiate focus on our learners and their role in supporting them.

A further key priority for our site is our involvement in the portfolio Maths Project with our Curriculum Lead and the DfE Project officers. This program supported our lead teachers to expand their knowledge and understanding of effective mathematical teaching and resulted in a consistent, school wide Instructional Model for Mathematics lessons. In addition 5 teachers attended the exceptional Orbis Numeracy course and they shared their knowledge and practical application with their colleagues.

Brightpath is a platform we use to assist with tracking student growth and achievement in writing as well as improving the consistency in assigning levels and setting individualised goals for students. Teachers are using the learning points within their program to differentiate and provide opportunities for stretch and challenge.

## Attendance

Year level	2019	2020	2021	2022
Reception	90.7%	86.6%	94.2%	87.5%
Year 1	93.3%	87.9%	92.5%	89.5%
Year 2	93.2%	87.3%	92.0%	89.6%
Year 3	91.6%	89.1%	91.6%	87.3%
Year 4	93.6%	83.7%	93.7%	87.9%
Year 5	92.5%	87.2%	89.7%	87.8%
Year 6	94.0%	83.7%	91.1%	84.5%
Year 7	89.4%	85.7%	86.4%	N/A
Total	92.5%	86.6%	91.8%	87.9%

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

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

## Attendance comment

Absence rates were considerably higher than usual this year due to covid isolation rules, recommendations that students stay home if they present with symptoms and general higher levels of illness. Early in the year some parents were also keeping their children home until they were fully vaccinated. As a school we continued to monitor any ongoing unexplained absence and follow up with the relevant family.

A couple of families were closely monitored and home visits conducted. As a school we worked in partnership to support these families and involved other agencies resulting in improved attendance and a positive outcome.

Majority of our students maintained a high level of attendance throughout the year.

## Behaviour support comment

2022 promoted a culture of positive interactions. All classes focused on learning and living our school values which were highlighted at both assemblies and throughout classroom learning opportunities. Our 5 learner dispositions were integral to any restorative conversations following incidents of unsatisfactory behaviour.

We utilised the expertise of our Behaviour Coach to provide advice and strategies for some of our younger students who had regulation needs when starting primary school, which supported both students, educators and caregivers.

On occasion there was a need for students to be suspended, however this was used as a learning opportunity to support the student to return with positive strategies.

## Parent opinion survey summary

A commitment to ensuring our whole school community was aware of this survey led to a considerable increase in participation in 2022. The survey highlighted that our community believe that our school values and respects all members of our learning community to a high level and that each student is considered important.

Feedback showed that families are committed to supporting the school and are actively looking forward to covid restrictions being eased and the return to increased involvement in both learning activities and parent workshops.

Suggestions were shared around increasing the communication between home and school for individual learners and how caregivers can assist and support the learning occurring in the classroom. Families would like more information about how to support their child's learning at home and would like the opportunity to attend workshops in the future.

The Governing Council is committed to increasing family connections with the school especially after 3 years of restrictions. This will be a priority for 2023.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	36.4%
OV - LEFT SA FOR OVERSEAS	1	9.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	54.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

8 new WWCC's were completed in 2022 for volunteers. All volunteers attending camps/excursions/sport coaching or on committees as well as working 1:1 with students are required to have a current WWCC. They also are required to complete the RHAN-EC course.

New families to the school are informed of this policy and encouraged to complete the WWCC when they enroll their child. Volunteers can access a link on our SkoolBag app to complete the form. Our number of applications are down due to the limited opportunities to volunteer due to restrictions but also because we have a high number of people who already have a current screening approval.

# Qualifications held by the teaching workforce 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	44
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	27.0	0.2	8.9
Persons	0	31	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$5,053,225
Grants: Commonwealth	\$950
Parent Contributions	\$283,663
Fund Raising	\$32,084
Other	\$126,565

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

## 2022 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 2022 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 wellbeing and engagement	Funding was targeted for identified students presenting with wellbeing/engagement needs. This included training SSO's in the What's the Buzz program who then ran regular sessions with these students. Leadership also supported many students who presented with needs following the increased 'worry' and absenteeism connected covid isolation. In classes teachers used a wide variety of engagement strategies to differentiate the learning tasks for students who receive targeted funding and this was communicated in their OnePlans and with the associated Student Support Officer. Funds were also used to purchase hands on material/equipment for class use	As the year progressed the wellbeing and engagement for students increased resulting in less need for 1:1 support from class teachers, SSO's and leadership. Communication between home and school strengthened and students were able to verbalize their thoughts and feelings. A consistent 'language' was used across the school for the identification of 'problem size' The uptake on the use of manipulatives, supportive furniture etc increased and students could identify when they needed the equipment eg weighed toy/figdits/cushions etc
	Improved outcomes for students with an additional language or dialect	EALD students were supported with targeted Literacy intervention provided by our EALD teacher. Students who attracted BSSO funding were also supported both within the classroom, individually and in small groups as appropriate. All students exiting the New Arrivals Program were supported to transition to our site and within the classroom learning environment .	Progress was seen for students in their understanding and use of the English language and application across all learning environments. Throughout the year many of the students met and exceeded expected growth.
	Inclusive Education Support Program	Students who attracted a 1:1 category of support were provided with individualized, targeted support based on their individualized needs. This included yard supervision, toileting, behaviour support and learning intervention which was reflected in their One Plans. Students who were identified as requiring additional support that were not 1:1 funded were supported by quality differentiated support both within the class and with small group intervention with a trained SSO.	One Plan goals were monitored and reviewed and progress noted and shared with students and their caregivers.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	APAS funding was used to support Aboriginal students below benchmark through individual and group intervention programs as well as differentiated learning support. ACEO also supported all students across the school with their individual learning and social/behavioural needs.  A focus on providing targeted support in Literacy and Numeracy in the Early Years was a priority to ensure students met SEA.	All students involved made progress and majority exceeded SEA benchmark. Those that didn't have been identified for ongoing support in 2023 and recommended for more intensive educational assessments.

Program funding for all students	Australian Curriculum	Edwardstown Primary had a major focus on reviewing and improving our teacher's skills in teaching Literacy and Numeracy. As part of our Site Improvement focus we ensured a consistent Instructional model was incorporated in the teaching of Mathematics and that quality, researched, evidence based practice in the area of Literacy was sourced, with staff beginning training in the Science of Reading and continuing their work using Brightpath and PAT/NAPLAN data sets. We were also a trial school for the DiBels. 4 teachers undertook Orbis Numeracy training and ran sessions on their learning with their PLT and whole staff.	All teachers used the Instructional model consistently in the classroom. PLT's began to plan and program common assessment tasks as well as consistency of teaching in Literacy and Numeracy across their year levels. Staff undertook training with our portfolio Curriculum Lead as well as the PAT team. We were a part of the portfolio Numeracy project and shared our learning with the wider portfolio schools. Teachers have increased their skills, understanding and application of these in the learning environment which will be the foundation for future learning.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Funding was targeted at providing support for students particularly in the area of Numeracy and Literacy through intervention programs with trained SSOs. This occurred both within the classroom and in small withdrawal groups. Teachers also worked closely with the Support Officers to program specifically for students based on pretesting and data collected. Teachers actively utilized data sets to look at misconceptions students were making and made adjustments to learning programs in an ongoing fashion. Students who attracted 1:1 funding were supported with individualized programs as needed and in consultation with their OnePlan goals.	Targeted students tracked and supported and regular ongoing communication with families. Students who did not meet benchmark were provided with continued academic support throughout the year to make progress. All Aboriginal students were tracked and monitored and their progress and any academic support needs were accommodated with weekly sessions.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a