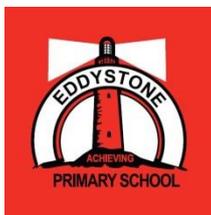


2017

# Eddystone Primary School Annual Report



Eddystone PS is a visible learning school



The 2017 Annual Report articulates the dynamic and diverse nature of our school, the success of our students and staff, and our commitment to engage with our community in our pursuit of achievement and progress across all levels. The school has demonstrated a commitment towards self-improvement, self-reflection and a philosophy to have students always at the centre of our planning.

2017 was the second year of a 3 year Strategic Plan which, in developing, utilised the National School Improvement Tool which provides an evidence based framework for bench marking quality schools. Using this tool and the associated 9 domains seen to address the elements of a quality school, we embedded these evidence based domains across the three levels of school planning; strategic, operational and phase of learning. The strategic plan outlines our focus areas, strategies and quantitative targets. The operational plan outlined our 12 month plan of addressing these focus areas at a leadership level and the phase of learning team plans addressed the needs of students across the different phases of schooling addressing the pedagogy, programs and assessment delivered to students in the classroom. This approach was a commitment by the school to have students at the centre of our planning and drive for improvement.

We are proud of our rich and diverse student population. Hosting an Intensive English Centre, we are a beacon of excellence in catering for students of English as an Additional Language. Students enrolled in the Intensive English Centre Program come from countries within Africa, Asia, Europe, Middle East and South America. Students may have been born in Australia, or may have come from migrant or refugee backgrounds and bring with them a diverse range of languages and different cultures of the world. The school community values and welcomes students and their families from culturally and linguistically diverse (CALD) backgrounds and endeavours to build positive relationships with families who are new to the school.

Eddystone Primary School has a clear vision and purpose, focused on excellence in teaching and learning. Through our motto, 'Achieving', we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

## **Our Vision**

To promote a positive school community which encourages students to embrace change and challenges while providing the opportunity for personal, social, emotional well-being and academic excellence.

## **Our Purpose**

- We implement evidence-based practice in our teaching and learning
- We inspire students to strive for excellence in order to prepare them to be successful in the 21st century
- We provide a learning environment that is safe, positive and supportive
- We provide an inclusive and differentiated curriculum
- We initiate partnerships and provide opportunities to engage meaningfully with the community
- We commit to professional learning and the development of staff to build an expert teaching team

# Highlights 2017

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## *Professional Learning Communities*

We included collaborative meetings as a critical element of all staff meetings. All meetings had a clear focus on staff improvement strategies to support our agenda of improving student achievement in all learning areas. Staff engaged in analysing student data, planning for improvement and ensuring a whole school approach to teaching and learning and assessment particularly in English and Mathematics.

## *Leadership Capacity Building*

We invested into the building of leadership in teachers with opportunities for teachers to participate as a PLC leader and contribute actively as a member of the School Improvement Committee. Opportunity existed for aspirants to fill Deputy and Principal roles for extended periods of 2017. We supported teachers to develop leadership in Literacy and Technology by supporting professional learning opportunities to build leadership in this area. We have identified further opportunities for leadership in 2018 with a writing and numeracy coach introduced to build upon this work.

## *Positive Behaviour Support Program*

Continues to be further developed and acknowledged throughout our community for its positive reinforcement of behaviour expectations and language across the school. Our end of year reward day saw over 80% of students meet the criteria for participation.

## *IPad Technology*

We have continued to develop our tablet technology use across the school with the support of the DoE one-to-one funding initiative. We increased iPads from 15 to 90 in 2016, with mainstream Learning community providing further funding to purchase a device for each teacher to build skill, capacity and use in classrooms. With this increase we have a hub of 25 devices per block where classes have access to enhance lesson delivery. Professional learning supported teacher skills to use the device and apps the school judged as beneficial to a workflow process. We will continue to provide professional learning to teachers in 2018 as we embed the use of digital technology across the school.

## *Eddyfit*

This was a successful venture to build a sense of community and fitness in students, staff and parents. Eddyfit had a regular attendance of 25 students, parents and teachers every Tuesday morning before school for a 45 minute fitness workout.

## *Visible Learning*

We commenced professional learning into the principles of visible learning and assessment capable students based on the research of the renowned Professor, John Hattie. 2017 saw the school embed into strategic planning, aspects of visible learning based on evidence collected to analyse our current reality in developing assessment capable students. The school identified a set of 6 learning dispositions that provide visible evidence of our progress. Data has given the school direction to commence our journey into visible learning.

## *STEM*

A focus on STEM, particularly in the area of science and technology, commenced in term 2 - where identified students took part in investigations, coding, robotics and digital technology lessons with a STEM teacher. STEM students participated in a range of challenges to extend their inquiry and problem solving skills. They worked with industry professionals to gain a unique hands-on learning experience and insight into how technology can impact our changing world.

## *Community and Environmental Awareness*

At Eddystone PS we believe it is important to develop our student community consciousness and environmental awareness, to be active and positive contributors to society. We embarked upon the process of becoming a waterwise school, developed sustainable environmental programs in recycling and vegetable growing, fundraising initiatives for International Water Care group in Kenya, Granny Spiers donations for families in need and developed student voice roles in our student councillors to develop their leadership in a wide variety of portfolios at school and community level.



### *Other highlights from 2017 included*

- Massed Choir Festival
- Student Councillors Parliament House Luncheon
- ANZAC Day Ceremony
- Family Picnic WA Week
- Safety House presentations
- Constable Care Incursion
- Mother's Day/Father's Day morning teas
- Carols by Twilight
- Aussie Animals Incursion
- STEM Week
- Literacy/Numeracy Week
- Learning Journey
- Reporting to Parents Conference
- Book Parade
- Granny Spiers Bed Time Bundles
- Water Wise Fundraiser for Kenya
- Harmony Day
- No Way Bullying Day
- Facebook Page

## **Sense of Community Project (SOC)**

Throughout 2017, a number of events have taken place to build a sense of community at Eddystone Primary School. These have been led by a committee of committed people who have coordinated and managed the events that the students and community have engaged in and enjoyed. With a committee meeting taking place at the start of the year, community events were planned to enhance current events and initiatives scheduled for the year.

### *Community events included;*

- Community BBQ Term 1, week 3 after the end of parent teacher meeting week. All who attended were given a free sausage sizzle, drink and ice cream along with some much needed exercise to work off those extra calories. The attendance rate at this event has never been higher. It started the school year very positively and demonstrated the effectiveness and popularity of such events.
- In Term 2 we hosted a WA Day picnic at school. Parents were able to celebrate WA week with a picnic lunch with their child on the school oval. With our diverse multicultural student population it brought together many families celebrating WA Week in harmony.
- Term 3 saw Literacy and Numeracy week and the BFG, the big friendly gathering. Students and parents took part in events across the school to draw parents into the educative process and give them an insight into what is happening in classes.
- Finally, the community warmed up their voices with the Carols by Twilight event in Term 4. Featuring guest professional singers and the junior and senior choirs' musicians regaled the community with festive song.

### *Directions for 2018*

- Continue building community events and aspiring for more parent attendance.
- Work with staff to build calendar of events that allow whole school involvement but limiting impact on time out of classroom.
- Promote, share and celebrate school success and stories through Facebook page to attract wider audience and build community support.



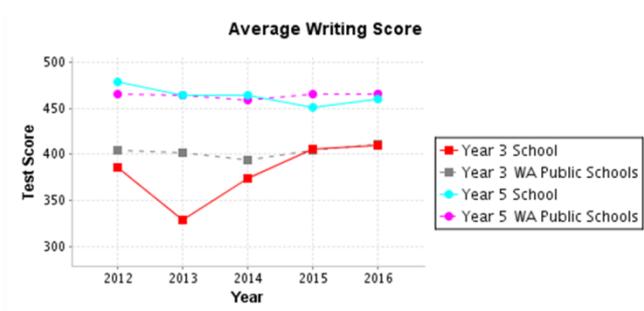


### Directions for 2018

- Develop whole school numeracy plan
- Focus on mental calculate and computation strategies and meta language
- Solves problems with money that requires change (*Early Years*)
- Identifies a number given place value information (*Early Years*)
- Number and Algebra
- Measurement and Geometry (*Middle*)
- Implementation of iMaths
- Maintain database of student performance and progress in basic facts test

## NAPLAN

### Numeracy



### Year 3 Summary

- Student performance is ABOVE Like Schools
- Student performance is CONSISTENT with WA Schools
- 100% of students at or above national minimum standard
- Performance trend is improving
- Statistics and Probability has been identified as an area to further develop.

### Year 5 Summary

- 9 students participated in NAPLAN assessment
- 4 students from stable cohort achieved low progress and low achievement
- Mean performance below like schools
- Performance has improved since 2015 but still below the trend
- Increased to 55% number of students in band 6 and above to be higher than like schools

### Reading



### Year 3 Summary

- Mean performance above like schools and WA School mean
- Continuing positive upward trend since 2012
- 100% of students at or above national standard
- Performance is ABOVE Like and WA Schools

### Directions for 2018

- Continue to consolidate guided reading in early years including PP
- Focus on fluency through speed reading
- Strong emphasis on phonics in early years
- Focus on using and locating information in informational texts

### Year 5 Summary

- Performance is CONSISTENT with Like Schools
- Mean performance above like schools mean
- The improvement trend is continuing

## Directions for 2018

- Develop whole school literacy plan
- Maintain focus on guided reading
- Focus on explicitly teaching language of comprehension strategies
- Maintain database of student running records progress
- Increase student access and use of Lexile Reading program

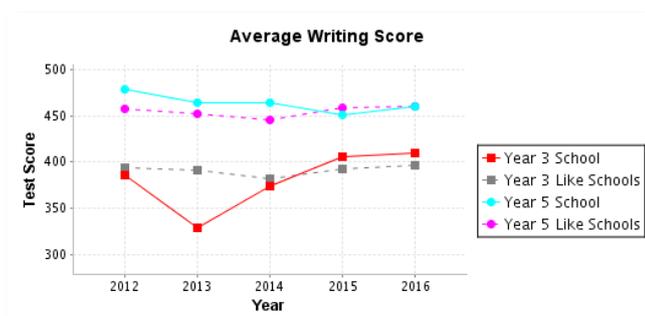


## Progress and Achievement

- Year 3 demonstrated **STRONG** improvement from 2016 to 2017
- Triangulated data more effective- NAPLAN, ON Entry and Student Reports
- Overall improvement is in the order of 0.93
- Judging Standards has parity with NAPLAN
- Whole School programs are yet to get traction (12 months only of implementation)
- NAPLAN performance reflects improved **ACHIEVEMENT** but at a lower progress.



## Writing



## Year 3 Summary

- Performance is **ABOVE** Like and WA Schools
- 100% of students at or above national standard
- Above **EXPECTED** performance
- Continues upward positive trend line since 2013

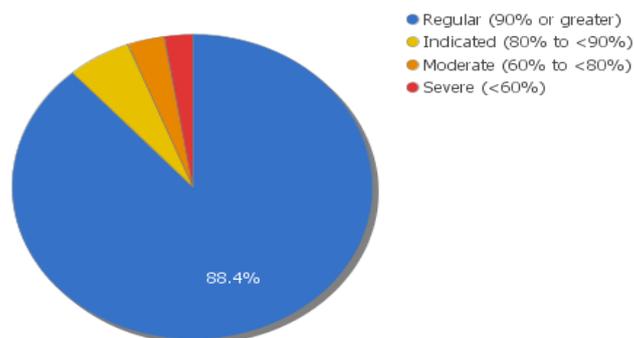
## Year 5 Summary

- Performance is **CONSISTENT** with Like and WA Schools
- Mean equal to like school performance
- Stable cohort is below trend

## Directions 2018

- Develop whole school literacy plan
- Implement Talk 4 Writing as whole school practice and pedagogical approach
- Implement Brightpath moderation program to ensure rigour in teacher judgement and planning for student writing improvement

## Attendance



- Our aspirational target is to reach 95% **REGULAR** attendance.
- Regular Attendance is 88.4 up from 82.2 (2016)
- Overall attendance rate is 95.5-up from 94.3 (2016)
- Our targeted area is to improve attendance in the **INDICATED** and **Moderate** attendance rates.
- All absences are explained
- All extended vacations are authorized



additional students were enrolled. The student population consisted of culturally and linguistically diverse students representing 32 different ethnic groups and languages.

### SAER Students

Fifteen students were identified as being at Educational risk. These students were identified through:

- Enrolment interviews with parents and provision of student background information.
- Consultation with the school psychologist, class teacher, parents, school nurse, student support worker, PMH Refugee Clinic and Humanitarian Case Workers.
- Staff observations recorded and discussed with the Deputy Principal.
- Information from previous schools.
- Monitoring students EAL/D Progress Map Levels, including social and emotional well-being.

Students at risk were supported through:

- New Arrival Literacy Support Teacher.
- Supportive classroom learning environments.
- Implementation of differentiated curriculum.
- Individual and Group Education Plans.
- Individual Behaviour Management Plans.
- On-going communication with parents.
- Transitioning procedures to receiving schools.
- Outside Agencies – Mercy Connect, Red Cross, CDC, State Wide Services Centre (Learning Disabilities Unit) and Therapy Focus.
- Provision of breakfast, morning snack and lunch.
- Drum Beat program.

### Parents

Support for newly arrived culturally and linguistically diverse parents was organised through:

- Teacher meetings and open days: parents were provided with information regarding their child's learning program and given opportunities to observe their child's classroom.
- Parent Information Sessions: these were provided by our Student Support Worker.

## Intensive English Centre Program

The Intensive English Centre (IEC) provided a specialist English as an Additional Language / Dialect (EAL/D) program for stage 1 students, newly arrived to Australia and students born in Australia who speak a language at home other than English.

Classes were organised into multi-age groupings being: Early Childhood and Middle Childhood with Phase one and Phase two classes within each level. Phase one classes catered for students with limited or no English language skills, while phase two classes build on and extend the English language skills developed in Phase one.

The IEC commenced the 2017 school year with 111 students. Throughout the 2017 year, 61

Throughout Semester one and two, 74 students transitioned from the IEC to mainstream schools. Student transition to mainstream schooling is based on EAL/D PM levels achieved and/or time in the IEC. Of the 172 students enrolled in the IEC throughout the school year 61 students were on humanitarian visas or from limited or disruptive schooling and 111 students were from fully schooled backgrounds.

The IEC was staffed by EAL/D specialist staff comprising a Deputy Principal, 8 Classroom Teachers, a part time Literacy Support Teacher, 5 Ethnic Education Assistants, a one day Student Support Worker and School Officers. The IEC was well serviced by a School Psychologist and a Nurse. Specialist Teachers for Art, Music and Physical Education provided DOTT for the IEC Classroom Teachers.

For parents who speak a language other than English in the home, communication was

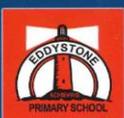
conducted using interpreters and where possible information was translated for parents.

### Data Analysis

Achievement levels for students who had completed the program are shown in the table below. The target was that students will have completed level 3 and thus working in level 4 in all 4 modes of the EAL/D Progress Maps on exiting.

2017 Exited Students			
Total Exits	Completed Program and reached targets in all modes of EAL PMs	Completed program and did not reach targets in one or more modes of EAL/D PMs	No of students who did not complete the IEC program.
74	83%	12%	12

## Dedication

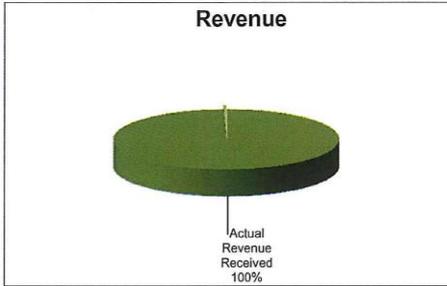


**Eddystone Primary School**  
**Staff - 2017**

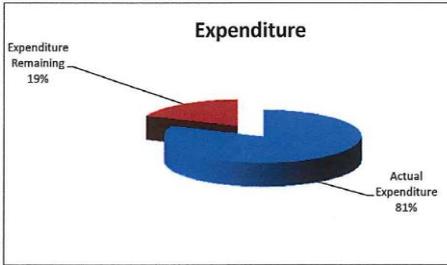
Principal: Gary Bryant Associate Principals: Glen Bewick, Alec Kanganas

**Eddystone Primary School**  
**Financial Summary**  
**31 December 2017**

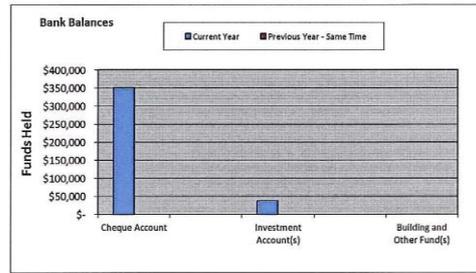
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 125,204.27
Current Year Budgeted Revenue	\$ 515,806.31
Actual Revenue Received	\$ 518,262.61
Revenue Shortfall/Surplus	-\$ 2,456.30
Revenue Collected as a % of Current Budget	100.5%
Total Funds Available	\$ 643,466.88



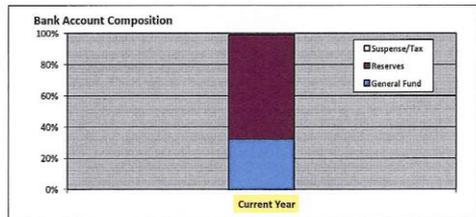
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 637,532.26
Actual Expenditure	\$ 518,495.09
Expenditure Remaining	\$ 119,037.17
Cash Budget Variance	\$ 3,478.32
Variance as a % of Total Funds Available	0.5%
Actual Expenditure as a % of Budgeted Expenditure	81.3%



Reconciled Bank Balances:		
	Current Year as at 22/01/2018	Previous Year - Same Time
Cheque Account	\$ 350,626.67	
Investment Account(s)	\$ 37,377.74	
Building and Other Fund(s)	\$ -	
<b>Total</b>	<b>\$ 388,004.41</b>	<b>\$ -</b>



Bank Account Composition	
General Fund	33%
Reserves	68%
Suspense/Tax	-1%



Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 23,008.06	
Total Resource Reserves	\$ 107,495.08	
Total Building Fabric & Infrastructure Reserves	\$ 129,904.68	
Total All Reserves	\$ 260,407.82	\$ -
Current Year Reserve Transfer Funds Included above	\$ 133,135.00	N/A
Budgeted Reserve Transfer Funds not Transferred	-\$ 0.35	N/A

