

EDDYSTONE PRIMARY SCHOOL

ANNUAL REPORT

2022



ACHIEVING TOGETHER

69 Littorina Avenue, Heathridge WA 6027



08 9406 5100



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OUR SCHOOL MOTTO

Eddystone Primary School's motto
is 'Achieving Together'.



SUCCESSFUL STUDENTS

EFFECTIVE LEADERS

CONNECTED COMMUNITY

HEALTH & WELL BEING



BE RESPECTFUL

BE RESPONSIBLE

BE YOUR BEST

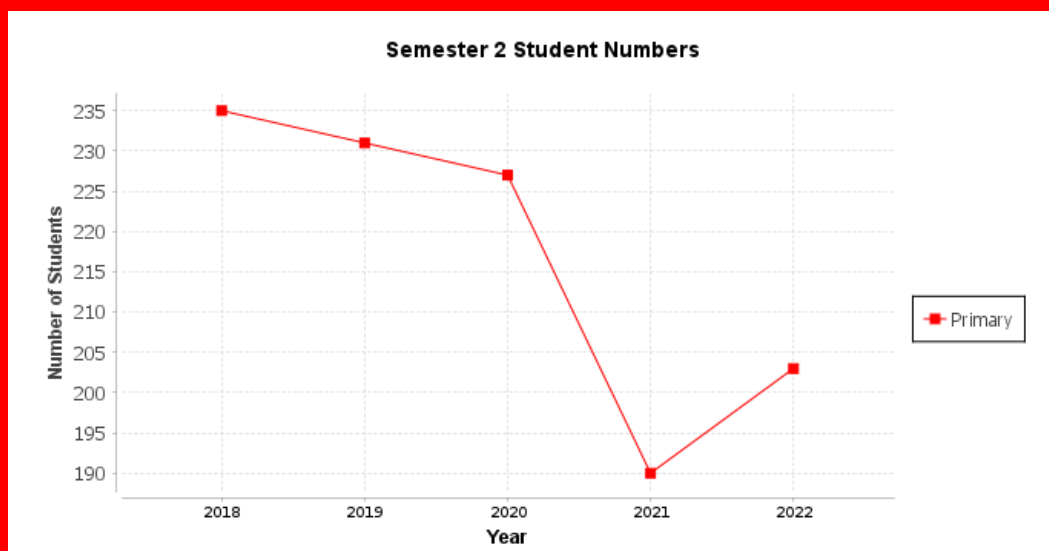
ACHIEVING TOGETHER

OUR SHARED COMMUNITY VALUES

- ✓ Be Respectful
- ✓ Be Responsible
- ✓ Be Your Best

OUR SCHOOL PURPOSE

To provide a positive
school environment that
offers a pathway to success
for every student.

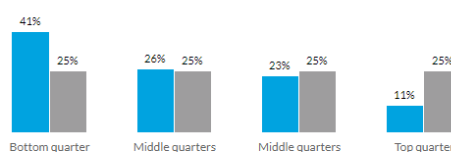


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	984
Average ICSEA value	1000
School ICSEA percentile	39

Distribution of Socio-Educational Advantage (SEA)

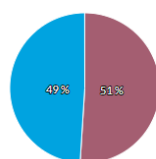


■ School distribution
 ■ Australian distribution
 Percentages are rounded and may not add to 100

Students

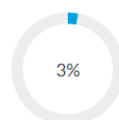
Total enrolments: 225

■ Boys 111
■ Girls 114



Full-time equivalent enrolments: 216.2

Indigenous students



Language background other than English



COVID-19 still had a dramatic effect on our student numbers, mainly impacting our Intensive English Centre. With restrictions easing over the year, we began to see an increase in numbers into our Intensive English Centre with an expected boom early in 2023. We moved from 3 IEC classes to 4 by the end of the year.

We saw an increase in our mainstream students, this is due to the subdivisions and growth within Heathridge and the surrounding suburbs. We are again expecting to see growth over the coming years. It is likely we will have 2 Kindy classes in 2023 as our playgroup has grown in 2022.

As a Public School, Eddystone Primary School values parent and community involvement and is very fortunate to have an active Parents and Citizens Association and School Council.

In 2022 our School Council consisted of the following members:

Parent Representatives

Chairperson - Mrs Judy Edmeades

Mr Neil Dodd

Mrs Leigh-Ann Taylor

Mr Lee Christie

Staff Representatives

Mrs Dagmar Cooper Teacher

Mrs Michelle McGovern Manager Corporate Services (Removed Term 3, left school)

Mr Chris Walker Principal



Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	22	18.3	0
Total Teaching Staff	22	18.3	0
Allied Professionals			
Clerical / Administrative	4	3.2	0
Instructional	1	0.2	1
Other Allied Professionals	13	12.0	0
Total Allied Professionals	18	15.4	1
Total	43	36.7	1

STAFF PROFILE 2022

All teachers can be found on the Teacher Registration Board of Western Australia public register. As a Public School, along with the Department of Education and Training, Eddystone Primary is responsible for its staff as part of the One-Line Budget.

We have a group of dedicated and highly professional staff. The level of pastoral care and pursuit of continual improvement in teaching exhibited by members of the staff at Eddystone Primary School has a major influence on the success of our students.

During 2022 our MCS left in Term 3 and our Gardener resigned. We had a level 2 school officer step into the MCS role in an acting position and hired a fixed term gardener. Both of these positions will be advertised and filled in 2023.

With the aftereffects of COVID still present, we still had a number of staff on leave due to return in 2023.

Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	93.5%	92.2%	93.2%	90.4%	84.2%	77.6%	93.4%	91.6%	91.9%
2021	92.3%	91.9%	92.4%	87.1%	83.7%	76.8%	92.1%	91.2%	91.0%
2022	90.2%	88.3%	88.3%	81.5%	81.0%	69.5%	90.0%	87.8%	86.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	75.6%	19.0%	5.0%	0.4%
2021	69.7%	25.3%	3.5%	1.5%
2022	63.4%	26.2%	10.4%	0.0%
Like Schools 2022	51.2%	33.4%	12.5%	2.8%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

Eddystone PS continues to maintain excellent rates of regular attendance, in spite of interruptions due to Covid19, displaying strong attendance rates compared to other WA public schools.

Attendance is monitored and followed up daily by school staff via SMS communication, Dojo and telephone calls.

Where a child's attendance is not regular, or they are habitually late, an attendance plan is negotiated with the parent, teacher and school administration.

Attendance plans are supported by regular telephone or face to face contact with families, and, where necessary, home visits.

In the event of a student's attendance being at severe risk, the school will work closely with the family to resolve issues and re-establish regular attendance. In most instances resolution is reached before severe non-attendance occurs.

As a number of our students have families overseas, non-attendance at Eddystone PS sometimes occurs due to extended family visits overseas. This has been exacerbated during 2022 due to border closures.

Instances of severe non-attendance are usually preventable by early intervention, however should this occur, staff work closely with families, and where necessary regional office, to manage and improve attendance.



HIGHLIGHTS 2022

One of the highlights of 2022 was the installation of our Miyawaki Forrest. Eddystone PS worked closely with Dr Grey Coupland from Murdoch University, Harry Butler Institute, and Carbon Positive Australia to create a Miyawaki Forest. Miyawaki forests, or pocket forests, are densely planted forests comprised of more than 30 different locally native species. These forests can be planted in small pockets of the environment to green urban landscapes and enhance urban biodiversity.

We were the 3rd school in Western Australia and 4th in Australia to be partners in this program. Students, staff and community members all planted a tree within the forest.

Our students participate in ongoing monitoring of the forest alongside Dr Grey Coupland and members from Carbon Positive Australia.

FURTHER HIGHLIGHTS OF 2022

STUDENTS AND THE SCHOOL PARTICIPATED IN:

- Book Parade & Big Friendly Gathering
- Harmony Day activities
- National Ride to school day
- Women in Science
- Colour Run
- Mass Choir Festival
- Faction Athletics and jumps and throws
- Interschool Athletics Jumps and Throws
- Three-way conferencing
- Halloween Disco
- Christmas Concert
- Swimming
- Whadjuk Gift
- Interschool Numero & Science
- Year 6 Camp



STUDENT ACADEMIC PROGRESS

NAPLAN

Eddystone Primary School (5677)

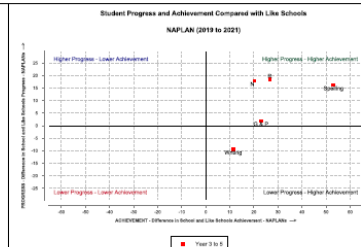
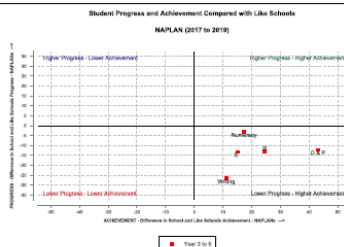
Principal Christopher Walker

Comparative Performance Summary

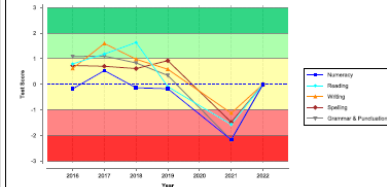
ICSEA: 1000 (5)

	2015	2016	2017	2018	2019	2020	2021	2022
Numeracy	-0.2	-0.2	0.0	0.5	0.5	0.0	0.0	0.0
Reading	-0.1	-0.5	0.0	-0.5	-0.5	0.0	0.0	0.0
Writing	0.0	-0.5	0.0	-0.5	-0.5	0.0	0.0	0.0
Spelling	0.0	-0.5	0.0	-0.5	-0.5	0.0	0.0	0.0
Grammar & Punctuation	0.0	-0.5	0.0	-0.5	-0.5	0.0	0.0	0.0

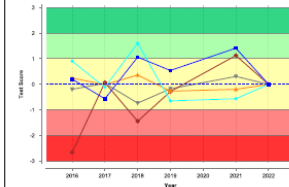
Above Expected - more than one standard deviation above the predicted school mean
 Expected - within one standard deviation of the predicted school mean
 Below Expected - more than one standard deviation below the predicted school mean
 If blank, then no data available or number of students is less than 5



Comparative Performance: Year 3



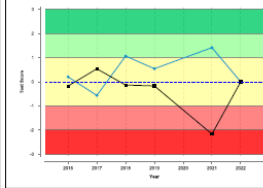
Year 5



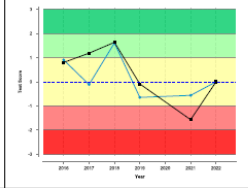
There were no data results for this display with the Year Level/s selected

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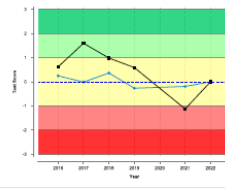
Comparative Performance: Numeracy



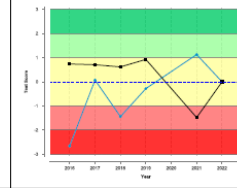
Reading



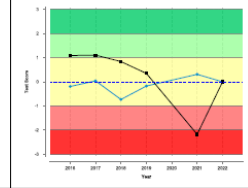
Writing



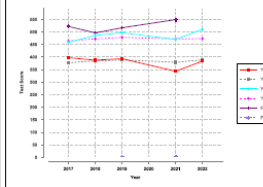
Spelling



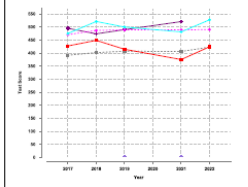
Grammar and Punctuation



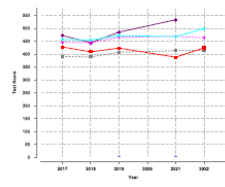
Longitudinal Summary: Numeracy



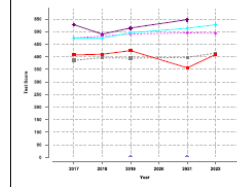
Reading



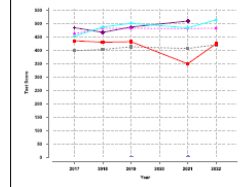
Writing



Spelling



Grammar and Punctuation



NAPLAN RESULTS

	National Mean	WA State Mean	Like School Mean	Eddystone PS Mean
Reading Yr 3 Yr 5	437.8 509.0	428.4 504.9	422.85 490.17	424.18 527.45
Writing Yr 3 Yr 5	422.1 484.5	419.3 479.5	All WA Schools <u>mean</u> 419 All WA Schools <u>mean</u> 479.5	424 499
Numeracy Yr 3 Yr 5	399.8 488.3	394.7 487.0	389.02 473.84	383.95 510.55
Spelling Yr 3 Yr 5	Not Available yet	Not Available yet	414.84 493.58	409.23 527.70
Grammar Yr 3 Yr 5	Not Available yet	Not Available yet	421.24 482.75	424.86 513.75

Year 3

Student performance is moving in a positive direction, showing improvement in results in all areas. In year 3 improvement is noted in numeracy, spelling, and in reading. However, there is room to improve further in both numeracy and spelling.

Noted improvement is shown in writing as we are now slightly above both like schools and the National mean, and significant improvement is shown in grammar and punctuation.

Year 5

A significant improvement is noted in reading, writing and grammar and punctuation. Steady and consistent improvement is shown in the year 5 results for spelling.

Year 5 results show students have consolidated their understandings in numeracy and gaining achievement levels above like schools and the National mean. However, there are a small number of students who need to be closely monitored for improvement in this area.

Comparative Analysis

Year 3

In all areas, Eddystone PS results are on par to like and WA Public schools, however there is room to extend children to move into bands 4,5 & 6. We also need to address the number of students who are in Bands 1 and 2. This requires extending these students to reach higher levels - requiring students to move from working below or at the national minimum standard, especially in: numeracy, spelling and in reading.

Year 5

In all areas, Eddystone PS results are on par with Like schools, WA Public Schools and the National Mean, that have been published to date. We should target more students to move into Band 7 and to move all students out of Bands 1 to 4 so they could be working above the national minimum standard.

Overall, the 2022 NAPLAN results affirm the positive impact of our whole school approach to curriculum improvement in the areas in planning, teaching, and assessing at EPS. It is fair to say that Eddystone PS has addressed the effects (and is still doing so) of the COVID pandemic well.

In conjunction with the continued use of data analyses, this positive approach to leading curriculum improvement will continue to underpin staff professional learning and the further development and application of evidence-based approaches. In addition, teacher accountability for these improvement measures through Performance Management, classroom observations and feedback, and ongoing self-reflection will continue to take place in the 2023 school year

INTENSIVE ENGLISH CENTRE PROGRAM

At the beginning of 2022 there were three Intensive English Centre classes, later in the year this increased to four classes when International borders re-opened. We had two early childhood and two middle primary classes – although the middle childhood classes also had a few year 2 children. Each class had access to specialist programs in Physical Education, Music and Technology.

Besides the English learning area students also work in other learning areas of Maths, The Arts, HASS, Health and Physical Education etc. The content of these learning areas is carefully integrated in the language program offered in each class.

In 2022, 34 students exited the Intensive English Program. These students consisted of a culturally and linguistically diverse cohort representing 21 different home languages. The composition of student's first language background is provided below.

Composition of Students:

Language Background	Number of Students	Language Background	Number of Students
Afrikaans	1	Japanese	2
Afghan	1	Kinyarwanda	1
Amharic	1	Mandarin	3
Burmese	1	Polish	1
Cantonese	3	Portuguese	2
Dinka	2	Punjabi	1
Farsi	1	Tagalog	1
German	1	Thai	4
Hindi	1	Urdu	1
Hungarian	1	Vietnamese	4
Indonesian	1		
		TOTAL	34



Profile Characteristics:

Of the total group, 70% of the children were fully schooled having experienced education in their own home country where the language of instruction was a language other than English. The remaining 30% were from limited schooling backgrounds (most of these children were from humanitarian and refugee backgrounds. These children experienced very little or interrupted schooling. Limited schooling children are eligible to be given extra time (up to two years in total) in the Intensive English Program to give them the chance to reach expected anticipated levels in their work before working in a mainstream classroom.

EAL/D Progress Maps

The EAL / D Progress Maps were used to monitor the acquisition of English language development and provided a level of achievement in speaking, listening, reading and writing on exit from the program. These levels are also used for reporting about progress to parents.

The target for both early and middle childhood is the same. The Target set aspires for every child to reach a high standard in their work. The target for all children who have completed the IEC program is: "90% of children will have completed level 3 on the EAL/D Progress Maps in all Language modes and will be working in level 4 or above".

27 children completed the IEC program. Nineteen of these children were from Early Childhood and eight were from middle childhood classes.

Total completed Exiting levels (for the 27 children) are provided below.

Early Childhood EAL Levels

EAL Level	LISTE	SPEA	READ	WRIT
1			5.0%	15.2%
2		15.7%	31.0%	26.2%
3	53.0%	26.3%	32.0%	48.6%
4	47.0%	58.0%	32.0%	10.0%
5				

Middle Childhood EAL Levels

ESL Level	LISTE	SPEA	READ	WRIT
1				
2			12.0%	28.6%
3	44.5%	37.0%	25.0%	
4			37.5%	57.1%
5	55.5%	63.0%	25.5%	14.3%

The cohort of children in 2022 who experienced the effects of the COVID pandemic is reflected in the results. Children were absent from their class due to sickness and due to the WA lockdowns. This was acknowledged by the WA Education Department and extensions to give more time for students to study in the IEC were approved by the Department, however only a few parents were able to finally access this. Some parents needed to relocate to another WA region for employment, and others moved to another house due to competition in the rental market.

Due to International borders being closed – a reduced number of children were eligible to be enrolled in the IEC. Schools with parent approval were sending eligible children with imputed disabilities without a formal diagnosis. This impacted on the program. When some of the children were formally diagnosed (six children in total) – addressing the diagnosed learning issues, such as hearing loss, autism and ADHD compounded the complexity of addressing these needs who were also beginning to learn English for the first time. As a result, more stringent screening procedures are now in place when schools refer students to us who have spent some time under their care. This is needed so we have the information to be prepared.

The Student at Educational Risk Program identifies children at risk in achieving the targets. Those identified before exiting were given special individualised education plans written in consultation with parents, and many times this included the School Psychologist and outside Learning Agencies such as Speech and Occupational Therapists at the Child Development Centres, including Visiting Teachers from SSEN – D. The whole school Multilit and the Sounds Write program also assisted these children. Formal transition procedures are set in place when children transfer to another school.

RECOMMENDATIONS FOR 2023

A specific focus in developing both Reading and Writing skills continues to be a focus in the program. This includes resources supporting the Science of Reading philosophy.

Further, developing common approaches in “Daily Reviews” across all classrooms will give students the common language and opportunity to transfer knowledge from short term to long term memory and develop automaticity. These skills (including the Heggerty program) will assist children to reach higher levels in all areas in their work.



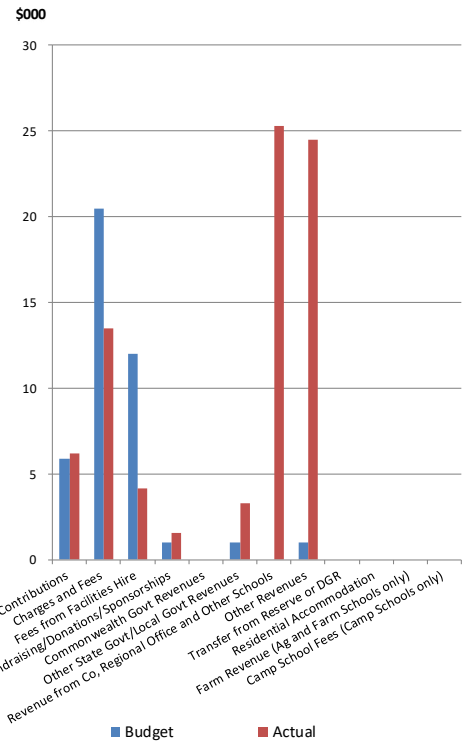
Eddystone Primary School

Financial Summary as at

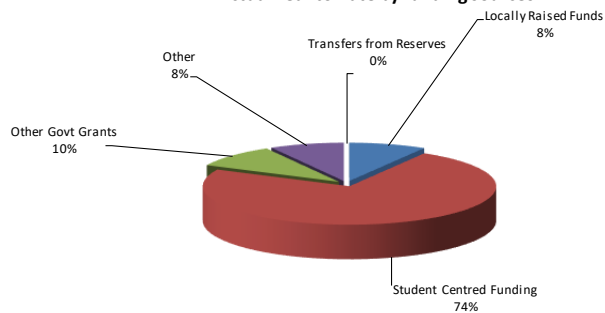
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	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 5,880.00	\$ 6,190.00
2	Charges and Fees	\$ 20,500.00	\$ 13,484.00
3	Fees from Facilities Hire	\$ 12,000.00	\$ 4,159.09
4	Fundraising/Donations/Sponsorships	\$ 1,000.00	\$ 1,553.80
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 3,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 25,277.29
8	Other Revenues	\$ 1,000.00	\$ 24,460.19
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 41,380.00	\$ 78,424.37
	Opening Balance	\$ 52,342.70	\$ 52,342.70
	Student Centred Funding	\$ 218,508.00	\$ 218,507.67
	Total Cash Funds Available	\$ 312,230.70	\$ 349,274.74
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 312,230.70	\$ 349,274.74

Locally Raised Revenue - Budget vs Actual

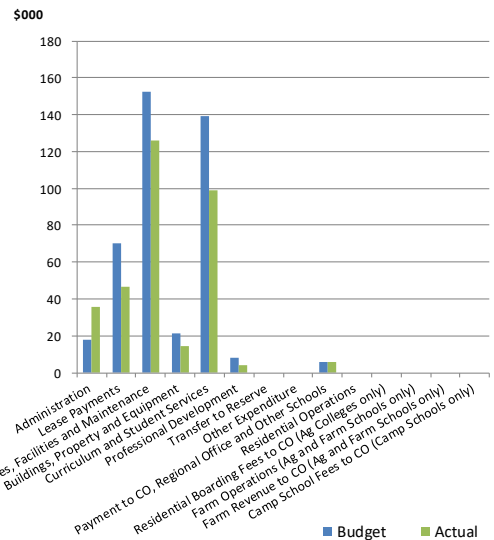


Actual Year to Date by funding sources

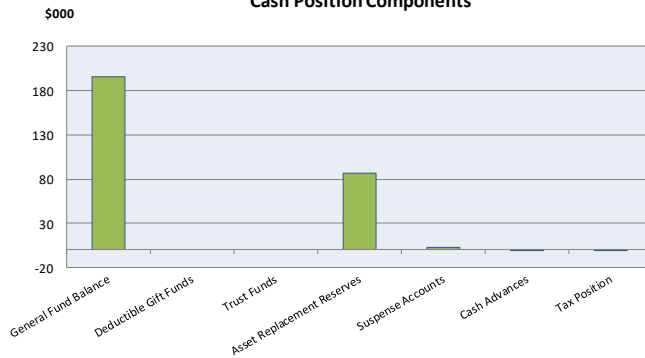


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 17,750.00	\$ 35,999.51
2	Lease Payments	\$ 70,000.00	\$ 46,537.14
3	Utilities, Facilities and Maintenance	\$ 152,500.00	\$ 125,843.80
4	Buildings, Property and Equipment	\$ 21,500.00	\$ 14,621.30
5	Curriculum and Student Services	\$ 139,050.00	\$ 98,996.76
6	Professional Development	\$ 8,000.00	\$ 4,070.61
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ -	\$ -
9	Payment to CO, Regional Office and Other Schools	\$ 6,000.00	\$ 6,000.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 414,800.00	\$ 332,069.12
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 414,800.00	\$ 332,069.12
	Cash Budget Variance	\$ (102,569.30)	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components

Bank Balance	\$ -
Made up of:	
1 General Fund Balance	\$ 195,319.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 86,763.92
5 Suspense Accounts	\$ 3,304.89
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (1,162.00)
Total Bank Balance	\$ 284,026.41

#NAME?

Finances 2022

Areas of spending included:

Increase leasing of technology across the school
Nature Playground Upgrades
Yarning Circle
Blinds in classrooms
Shade Shelters
Decodable Readers
Miyawaki Forest

