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# EDITHBURGH PRIMARY SCHOOL

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*“ Partnerships in Learning - A way to the future”*

# Edithburgh Primary School Annual Report 2014



## 1. CONTEXT

<b>School Name:</b>	Edithburgh Primary School	<b>School Number:</b>	0126
<b>Principal:</b>	Helen Jolly	<b>Partnership</b>	Southern Yorke Peninsula

Edithburgh Primary School is a small, rural community site located on the heel of the Yorke Peninsula in South Australia. Due to declining employment opportunities, not many young families are currently attracted to the town and some parents are opting for alternative schooling options at other regional centres. Although there has been a recent trend in decreasing enrolments, the school numbers are steady. The town is attracting many retirees. The Edithburgh Play Centre was established in July 2011 to provide a quality service for the younger members of our community with qualified support and organization. Parents attend with their children. Pre-school children access the early years program at Yorketown Children's Community Centre prior to starting school, with a transition program operating between Edithburgh Primary School and the Yorketown Preschool.

In 2014 the school operated as two classes: R – 3 and 4 – 7, with 5 students in the junior primary class and 8 students in the primary class. We welcomed one reception student in 2014.

## 2. REPORT FROM GOVERNING COUNCIL

The members of the governing council are to be thanked for their service this last year in supporting the work of the leadership and staff of our school.

Amongst other things, our governing council has overseen our school finances and Julie Johnson has served us well with reports and analysis.

Our governing council supplies important community and family feedback to our principal and staff and I believe it enhances our school in many ways.

On behalf of the Governing council I want to thank our teachers, support staff, cleaners and gardeners as well as the mentors and other volunteers who have served at our school during 2014.

Over the last couple of years we've had a small but steady student population. While small student numbers present challenges, it also allows us to focus more specifically on individual's needs as we have been able to work our budget to provide extra teacher hours per student than most schools could offer.

The school has been a much happier place the last couple of years. Governing council has had a focus on building community. Our family social nights have been a result of that focus. These nights have involved food and fun, they have been great times to get to know people as well as strengthen relationships within our school family. During these times we have also witness some extraordinary sporting fetes.

I was impressed with the way the school community joined together to support the Matt Sinclair fundraiser. Matt was a student here and the students and parents raised money to help with his rehabilitation by being involved in the ride for Matt and the fundraising at our town oval where the ride concluded.



We are looking forward to next year and invite and encourage families to join governing council in its work for the growth and development of our school.

Darren Braund.

### 3. 2014 HIGHLIGHTS

2014 was a year of highs, and although there are challenges working in a small school environment, the benefits of a small site certainly dominated as we have been able to scaffold learning and experiences to facilitate individualized learning.

Students provided pleasing results in 2014 completing a successful year of learning for all. Some very high scores were achieved in the 2014 NAPLAN for the year 3. Regular site based assessments indicated sound growth in learning throughout the year for all students.

The students participated in many events both locally and with other sites which made their learning engaging, interesting and exciting. This included:

- the combined small schools sports day (Edithburgh, Port Vincent, Stansbury and Curramulka) at Curramulka in March was a fun and energetic day for everyone. This was a fabulous collaborative event during which we saw all students participate and encourage one another
- everyone participated in the swimming program at Bluff Beach and the aquatics program at Port Vincent. Once again both sessions were held with other sites continuing our collaboration with other local small sites
- students attended a camp in Adelaide for three days participating in a range of fun and learning activities that extended them beyond the small Edithburgh Community
- the years 5 – 7 students were involved in the Natural Resource Management Yorke Peninsula project during which they learnt about, built and shared their activity with other sites relating to wicking boxes, a type of portable garden highlighting our commitment to the General Capabilities and design and Technology aspects of the Australian Curriculum
- Port Vincent and Stansbury Primary Schools joined us for the Footsteps dance program

- Currumulka and Point Pearce joined Edithburgh, Stansbury and Pt. Vincent for the Aboriginal cultural day held at Stansbury which extended our students in the Arts and the Aboriginal cultural requirements of the Australian Curriculum
- families were involved in fund raising for the Ride for Matt. A cheque was presented to Matt, who came to the school with his mother for the presentation
- a great success in 2014 were our social nights, during which families got together to share a meal and engage in fun activities building our school community for the future.

Our thanks go to the people who have supported school programs during the year:

- Virg Reuther, a dedicated volunteer, who has made a regular commitment to the students of Edithburgh school by listening to reading.
- parents who have volunteered in assisting with school activities and transport making it possible for students to attend or participate in activities.
- the members of the Governing Council who attend meetings twice a term making recommendations, engaging in discussions and promoting our site to benefit the students.
- the staff who have supported the children this year have done an amazing job. Student safety and wellbeing are a high priority and parents are assured they are all well looked after during the day.

At the end of the year we said farewell to:

- Ms Sunners who took on an amazing job of initially working across 2 sites on the Southern Yorke Peninsula. We were able to negotiate to have her at Edithburgh Primary School full time from term 3, 2013. The younger people have greatly benefitted from her teaching. She has also worked with all the students providing quality learning opportunities.
- Ms Reedy who joined us for 2014 worked collaboratively with Ms Jolly with the older students. She brought a varied approach to learning and the students enjoyed exploring science with her.

The SSOs have provided great support for both the students and the site

- Sonya Mack, who has been at Edithburgh Primary School for 16 years has taken up the opportunity to experience another site for 2015. She will continue to support our site as required.
- Julie Johnson will continue at Edithburgh managing our finances and taking on more roles in 2015.
- Aaron Nash, our IT specialist who comes in 1 day a fortnight, will also continue in 2015.
- Rosie Dick has led our Play Centre for the year and will continue in that role for 2015.
- Julie the cleaner and John our grounds man, ensured our site was well maintained throughout the year.

#### 4. SITE IMPROVEMENT PLANNING AND TARGETS

*The key focus learning area was **Mathematics**, as determined by our site review in 2013.*

**Evaluation:** Staff participated in the Mathematicians in Residence Program based on the Natural Maths Strategies presented by Anne Baker to increase of their base knowledge in the area of mathematics in conjunction with Teaching for Effective Learning (pedagogy framework) and the Australian Curriculum. This supported teachers with

- effective planning and assessing to cater for range of student needs
- monitoring progress
- identifying and providing individual intervention as required and tailored to specific needs

*The site aimed for ALL students to achieve DECD Standards of Educational Achievement.*

**Evaluation:** The results were:

- NAPLAN:
  - all year 3 students were successful in achieving above the National Minimum Standard (NMS) with 50% in band 4 and 50% in band 3
  - the year 5 student achieved above the NMS, was in band 5 and showed medium progress from Year 3
- Pat Maths scale scores
  - all students showed improvement in their PAT Maths scores as demonstrated from assessments undertaken in term 1 compared to those undertaken in term 4
  - 38% of students achieved above the DECD Standards of Educational Achievement (SEA) in the term 4 PAT assessment .
    - Year 3 > 38.6
    - Year 4 > 39.6
    - Year 5 > 44.8
    - Year 6 > 54.4
    - Year 7 > 54.9

Using class and ongoing assessments, the final school reports indicated students do have a sound understanding of most of the basic skills and practices to be successful in mathematics with 62% meeting their achievement level for Mathematics with a C or B.

Clearly mathematics will be an area for ongoing development for the students in 2015, with emphasis on the basic skills and understandings as well as the development of problem solving strategies. All Staff will participate in the Southern Yorke Peninsula Mathematicians in Action Program in 2015 to support growth in this area.

*The Well Being focus centered on building a positive school culture through*

- *school community group*
- *student voice*
- *'Play is the Way' program*
- *individual learning plans for each child (ILP) to promote focus on individual learning*
- *continue the 'Eat well, be active' program by*
  - *developing garden and use produce to encourage students to explore healthy food options*
  - *promoting healthy eating site policy*
  - *including healthy eating as a curriculum focus*
  - *promoting physical activity*
- *link to neighboring sites for collaborative activities*

**Evaluation:** At the beginning of the year students developed a school and class 'Code of Conduct'. They all engaged in the 'Play is the Way' weekly program with the need to continue this work in 2015. Students participation in school community gave them a voice in decision making. Several whole school events were organized by the students to raise funds for the 'Ride for Matt'. During this forum concerns were identified by the students. The concerns were addressed in an open forum allowing time for consideration and resolution.

With the outcomes shown by

- students using site values – RESPECT, RESPONSIBILITY and PARTICIPATION
- students striving to meet identified goals
- students choosing healthier food options
- students engaging in physical activities
- students successfully and RESPECTFULLY supporting and interacting with each other

A number of learning opportunities linked the neighboring sites to build the collaboration between them

- swimming and aquatics
- sports day
- aboriginal cultural day
- footsteps dance program
- performances

Such collaboration will continue in 2015.

Attendance

- The attendance rate did not meet the target of 95% with a number of students missing school for a range of reasons. This will continue to be a focus in 2015.

#### 4.1 Junior Primary and Early Years Scheme Funding

The Early Years funding of \$4048.16 (Early Assistance Grant: \$1163.44, Early Years Component: \$256.39, Early Literacy Learning Strategy: \$2628.33) was allocated to provide additional SSO time in the Early Years classroom to support individual students to further their learning.

#### 4.2 Better Schools Funding

The funding allowed for additional teacher time to be allocated to the school enabling the early years and primary students to work in their own year level class groups for two days of the week. This provided a more focused program to support the learning programs in the two classrooms.

Staff in both classes were provided support and training to assist with programming and planning in multi-year level classes.

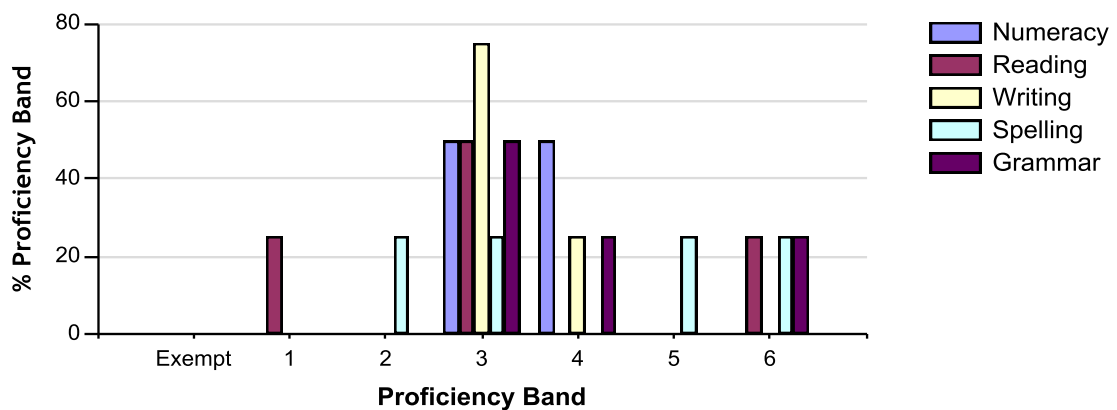
## 5. STUDENT ACHIEVEMENT

### Literacy

- Spelling: the greater majority of students (3 – 6) showed progress with spelling throughout the year.
- PAT Reading assessment: All students assessed from the beginning of the year to the end of the year showed improvement with several of the older students showing significant improvement, as well as improvement from the previous year.
- Junior Primary Students: All students demonstrated improvement during the year in SPAT R and Invented Spelling (Astronaut), Running Records
- Waddington’s Reading Assessment indicated improvement with scores above their chronological age.

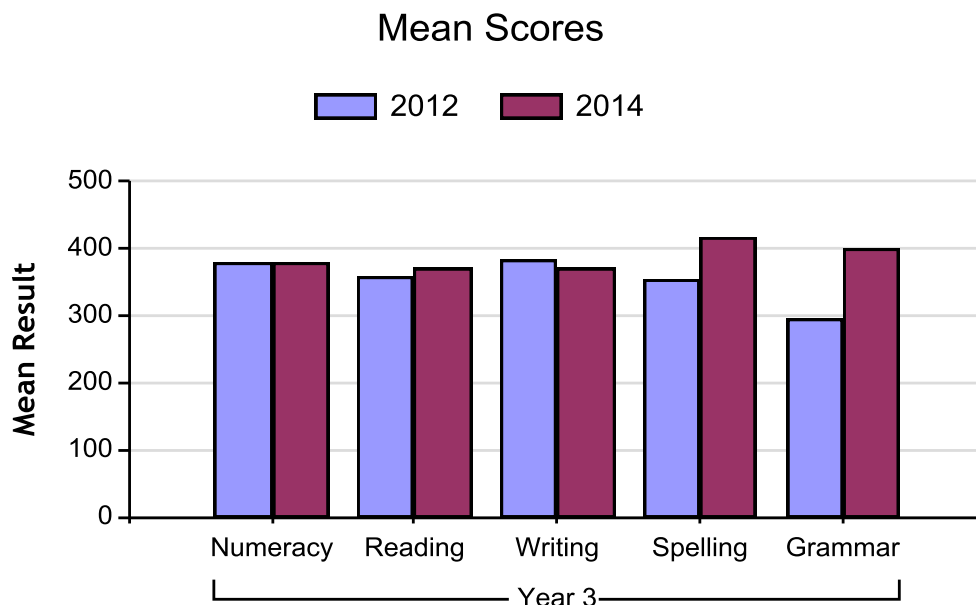
### 5.1 NAPLAN

#### Year 3: Proficiency Bands by Aspect:

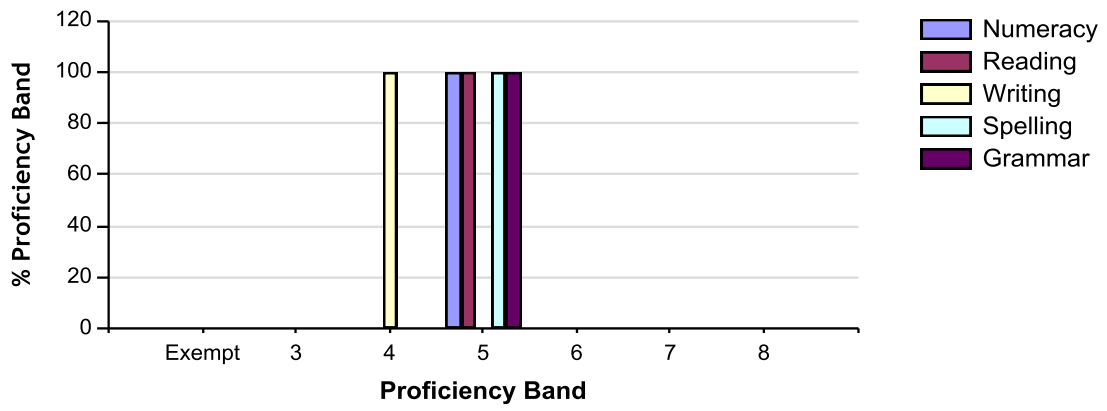


Although the Numeracy results meet the DECD standards there is a need to move students into higher levels with a focus on problem solving strategies.  
Reading a spelling requires targeted intervention for some students.

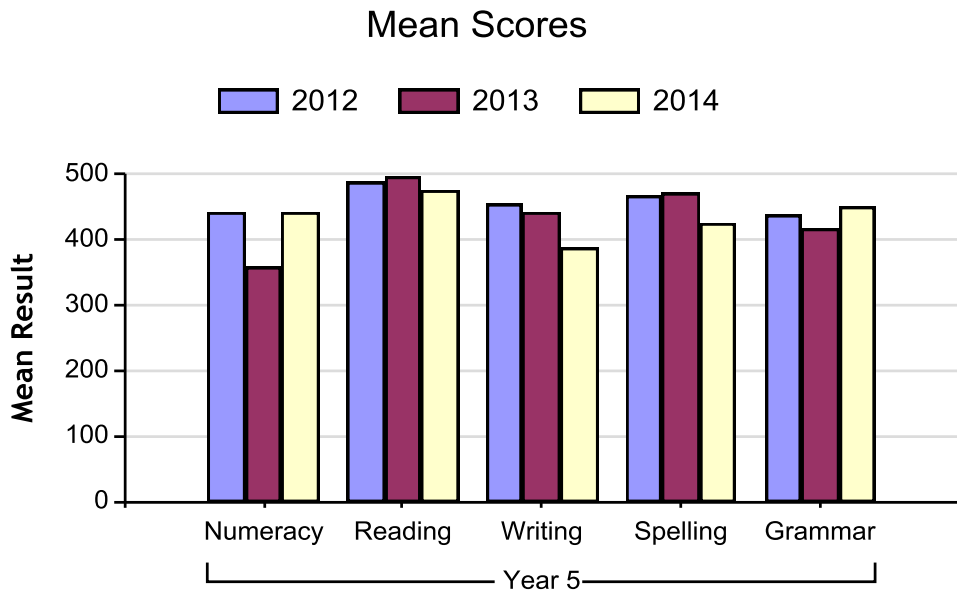
#### Year 3: Mean Scores



**Year 5: Proficiency Bands by Aspect**



**Year 5: Mean Scores**

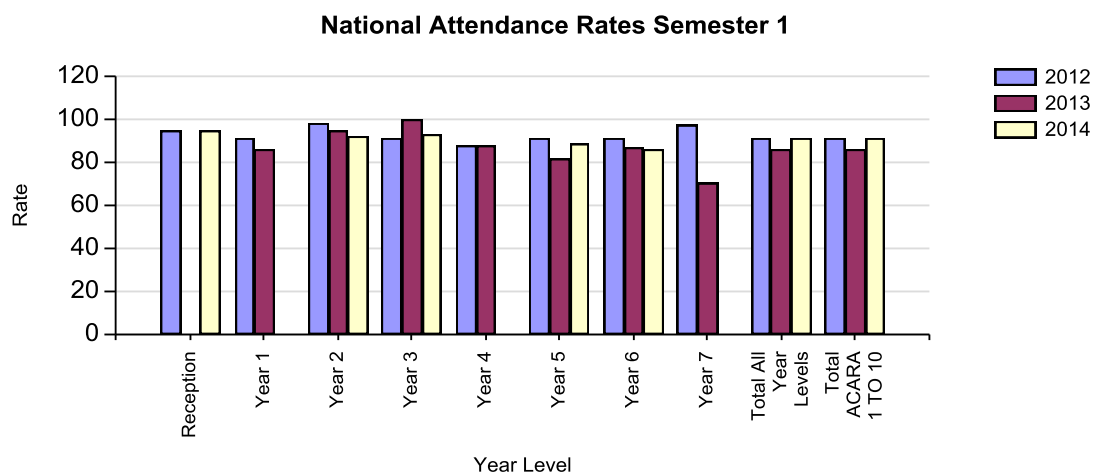




## 6. STUDENT DATA

### 6.1 Attendance

#### Attendance by Year level



Clearly there was some improvement in attendance for 2014 but this will continue to be a focus for our site. With services a distance from the town parents and students travel long distances to access a range of services and needs. This does impact on student attendance.

### 6.2 Destination

#### Intended Destination

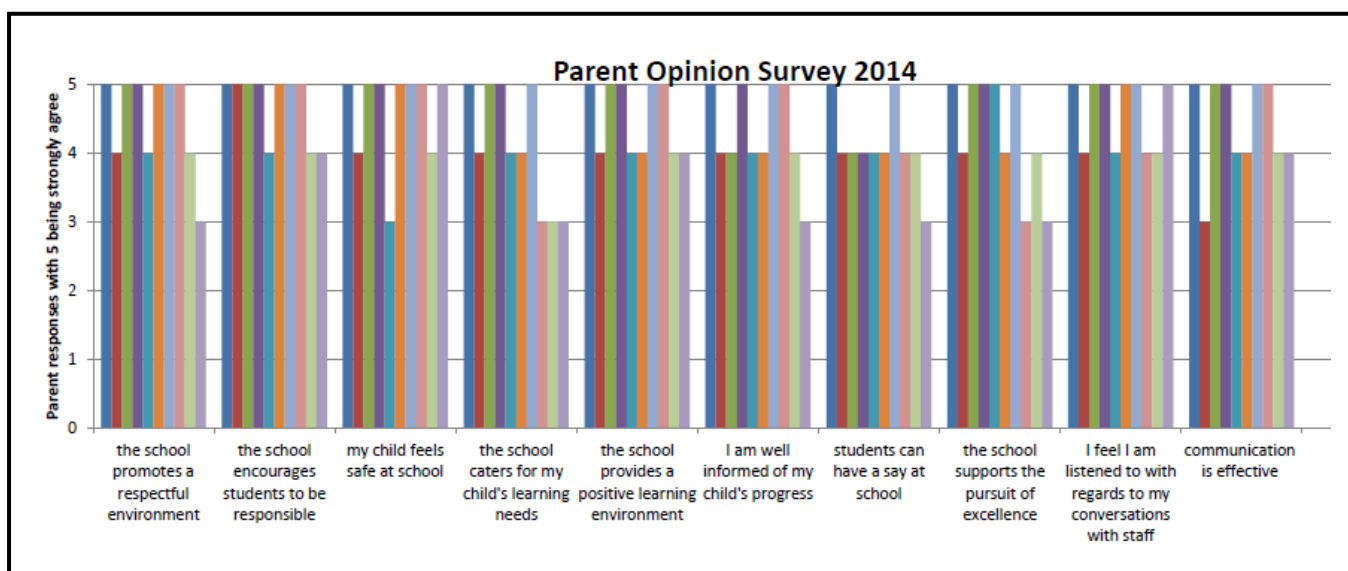
Leave Reason	2013			
	School		Index	DECD
	No	%	%	%
Employment			4.8%	3.0%
Interstate/Overseas			8.6%	10.1%
Other			1.6%	1.4%
Seeking Employment			7.0%	3.6%
Tertiary/TAFE/Training			5.6%	4.6%
Transfer to Non-Govt Schl			6.9%	9.7%
Transfer to SA Govt Schl	4	100.0%	47.8%	47.4%
Unknown			17.8%	20.1%

## 7. CLIENT OPINION

All families completed a school designed parent survey. Parents were asked to rate each comment with 1 being strongly disagree and 5 being strongly agree.

The following statements were provided to parents were:

- the school encourages students to be responsible
- my child feels safe at school
- the school caters for my child's learning needs
- the school provides a positive learning environment
- I am well informed of my child's progress
- students can have a say at school
- the school supports the pursuit of excellence
- I feel I am listened to with regards to my conversations with staff
- communication is effective



*Positive comments and those indicating areas for improvement included*

- *the need for more families and students*
- *enjoy the size and support my child has received*
- *more opportunities to come into the school to see progress of child*
- *school camp a positive*
- *being able to read more challenging words*
- *very satisfied with my child's reading progress*
- *consistency and tenacity in implementing the school Values of Respect, Responsibility and Participation.*
- *The school nights (once per term) provided the opportunity to develop friendship among the school community*
- *Child excited to come to school every day. She feels safe and inspired to learn new things*
- *Please to know my child is making friends.*
- *Governing Council a good way to keep up to date and informed of school happenings*
- *Love to see more music at the school*
- *Really enjoyed social events and so do the children.*

- *My children have learnt a lot and are heading in the right direction with great guidance from their teachers*
- *More discussion and improvement on bullying and bad behavior*
- *Regular supervision*
- *Students have enjoyed cooking, craft activities, excursions, rewards and certificates.*

My School website

<http://www.myschool.edu.au/>

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

No behavior data available.

Regular sessions are held with students, both during school community meetings and class time, to ensure students understand bullying and its impact on others.

Students are regularly surveyed on bullying and harassment with a few minor incidents being addressed. All incidents are followed up with both the students and the parents if necessary.

### 8.2 Relevant History Screening (*formerly Criminal History Screening*)

All staff and volunteers are required to provide their current Relevant History Screening prior to beginning employment at the site. Staff who have an approaching expiration date are required to submit their forms for the screening process as soon as requested. All screening are recorded on EDSAS. Volunteers are also recorded on EDSAS and advised of impending expiry.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	3
Post Graduate Qualifications	0

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

### 8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	2.4	0	1.5
Persons	0	3	0	3

## 9. FINANCIAL STATEMENT

Profit and Loss for 2014 statement available.