



# School Report 2021

Eddystone PS

**ACHIEVING**

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## School Overview

Eddystone Primary School is located in the suburb of Heathridge, approximately 27km north of the Perth City.

Our motto is 'ACHIEVING': every child challenged to reach their full potential as a life-long learner.

We cater for Kindergarten to Year 6 students and our staff focus on individual students, enabling us to maintain a small school feel in the midst of a growing area.

Our supportive, dedicated and experienced staff work collaboratively to enhance every student's physical, social, academic and emotional development. With access to ongoing professional development, the staff work towards preparing students for the many demands and rapid changes of an ever evolving future. We are well resourced, especially in the area of technology.

Eddystone Primary School students' academic results consistently compare well with like schools and are frequently above the state average in annual national assessments. Our STEM learning program provides fresh challenges for children to make learning fun, interactive and interesting.

Our school community places emphasis on key dispositions that illustrate our effectiveness as a place of learning. Eddystone learners are resilient, self-motivated, and creative. They are typically good communicators, persevere, take risks and strive to achieve.

The Eddystone Primary School learning community works collaboratively to ensure a strong culture of learning. Parents are valuable partners, as is evidenced by their voluntary support in learning and sporting programs, involvement in decision making processes and fundraising, and continuing interest in their children's development. We also enjoy wider community support from local businesses and organisations.

We host a highly accredited Intensive English Centre. Students from over 40 nationalities make up an enriched learning community that celebrates our diversity as a school community.

The well-kept buildings, are surrounded by natural bushland and well maintained grassed and paved play areas. Students are taught in air-conditioned classrooms, all with multimedia facilities and a wet area for arts and crafts. Outside, our early childhood students enjoy their own outdoor play area, sandpit and water play area. Three new nature based playgrounds and a large oval provide challenging physical opportunities for all of our students.

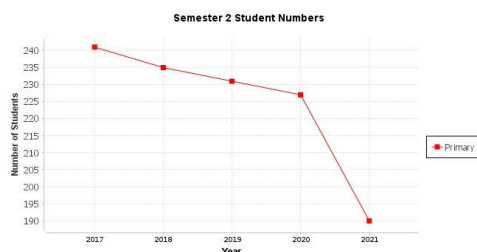
## Student Numbers and Characteristics



Eddystone Primary School (5677)

### Student Numbers - Trends

Select a semester **Semester 2**



Semester 2	2017	2018	2019	2020	2021
Primary (Excluding Kin)	241	235	231	227	190

#### Note

The graph and table include only full-time students.  
From 2015, Year 7 students are designated as secondary students and Lower Secondary includes Year 7 to Year 10 students.

### Student background

#### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 1000  
Average ICSEA value 1000  
School ICSEA percentile 46

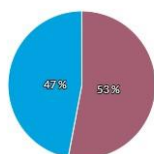
#### Distribution of Socio-Educational Advantage (SEA)



### Students

Total enrolments: 217

Boys 102  
Girls 115



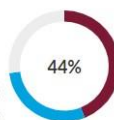
Full-time equivalent enrolments: 206.2

Indigenous students



Language background other than English

- Yes (44%)
- No (29%)
- Not stated (27%)



### Comments:

Due to the WA borders being closed and the impact of COVID-19 there was a dramatic decrease in numbers from 2020 – 2021, mainly impacting our Intensive English Centre, but also affecting student numbers in mainstream who would normally exit from the IEC to our mainstream classes. We expect this will continue into 2022 and we won't see an increase until the re-opening of the borders and COVID-19 restrictions ease.

## Workforce composition



Eddystone Primary School (5677)

### Staff Information

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
<b>Teaching Staff</b>			
Other Teaching Staff	16	12.5	0
Total Teaching Staff	16	12.5	0
<b>School Support Staff</b>			
Clerical / Administrative	4	2.6	0
Other Non-Teaching Staff	11	9.3	0
Total School Support Staff	15	11.9	0
<b>Total</b>	<b>34</b>	<b>27.4</b>	<b>0</b>

#### Note

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

### Comments:

Eddystone Primary School has a group of dedicated and highly professional staff. The level of pastoral care and the 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.

With the decrease of student numbers continuing into 2022 we had 3 staff members leave and commence work at another school and 3 staff take leave for the year.

## Student Attendance

### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	92.2%	91.6%
2020	93.4%	91.9%
2021	92.1%	91.0%

### Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	91%	90%	91%	94%	92%	94%	95%
2020	92%	96%	90%	96%	94%	94%	93%
2021	92%	92%	93%	93%	93%	92%	89%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

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.

### Describe how non-attendance is managed by the school

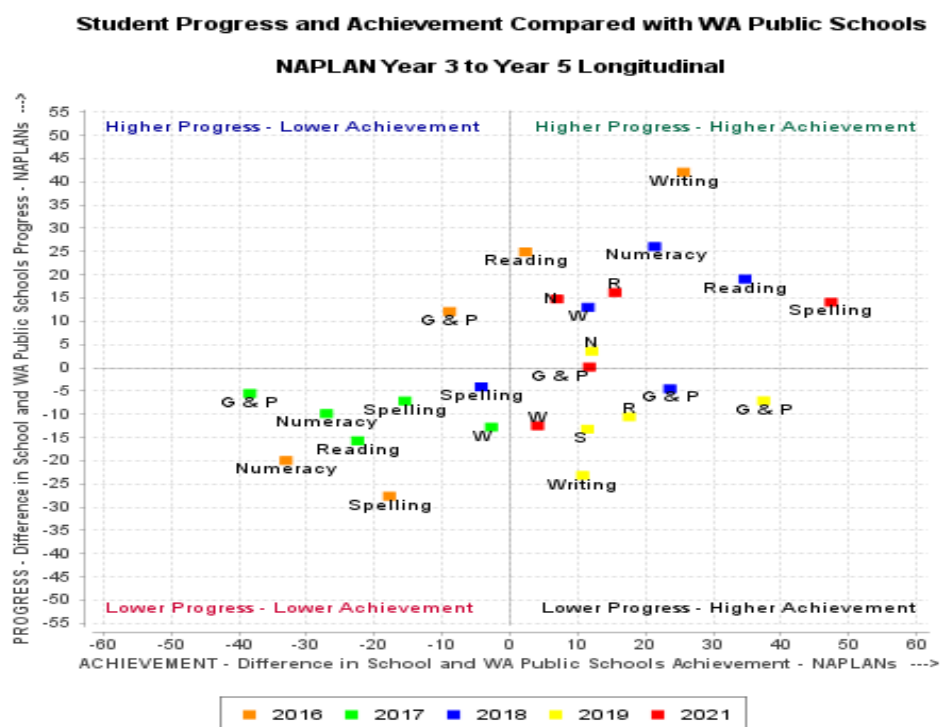
As a number of our students have families overseas, non-attendance at Eddystone PS sometimes occurs due to extended family visits overseas. This has been exacerbated during 2021 due to border closures.

Where non-attendance is due to chronic lateness or in the event a pattern of regular absence becomes apparent, school staff work with parents to re-establish regular attendance. A case meeting is held to develop a plan of action and an attendance plan is implemented. This is continually monitored and reviewed until regular attendance is restored.

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.

## Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)



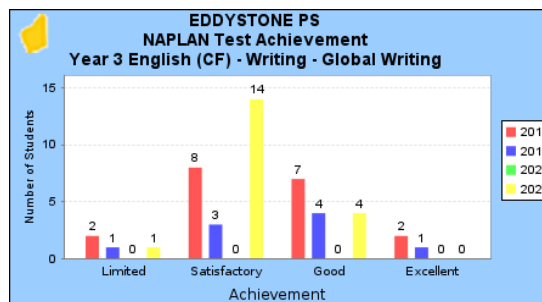
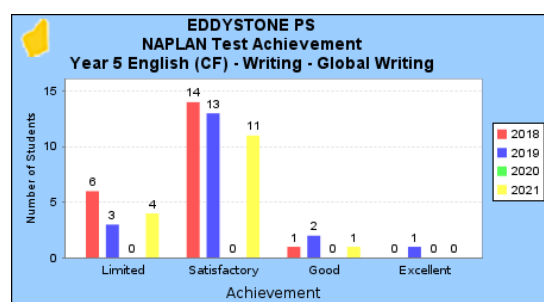
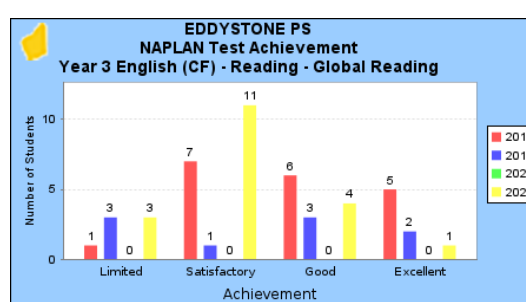
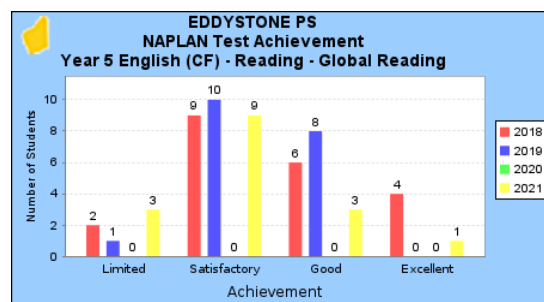
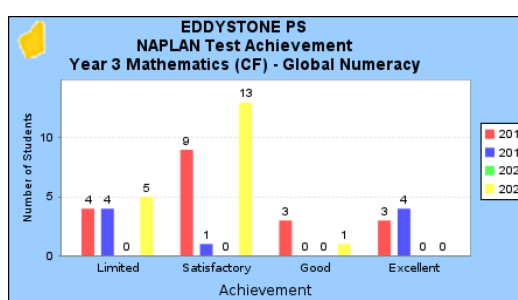
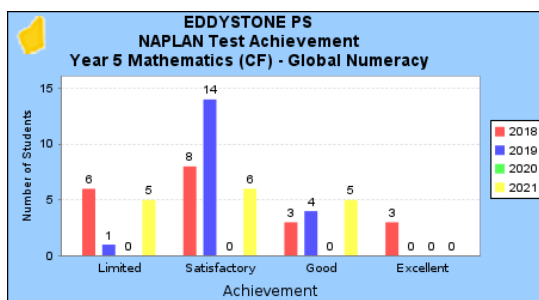
Higher achievement and progress from year 3 to year 5 has been accomplished in all areas. In Writing, achievement was high but progress slightly lower, making this an area of focus for 2022. Our literacy operational plan will address this, with renewed focus on Talk for Writing and Bright path approaches for assessment and moderation.

### NAPLAN Comparative Performance for Year 5

Year 5	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Numeracy	0.2	-0.6	1.1	0.5	1.4	9	22	20	19	16
Reading	0.9	-0.1	1.6	-0.6	-0.6	9	22	21	19	16
Writing	0.2	-0.0	0.4	-0.3	-0.2	9	22	21	19	16
Spelling	-2.7	0.1	-1.4	-0.3	1.1	9	22	21	19	16
Grammar & Punctuation	-0.2	0.0	-0.7	-0.2	0.3	9	22	21	19	16

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean

For year 5, students' NAPLAN results show expected and above expected achievement. This illustrates the positive impact of our whole school approach to curriculum improvement. In particular, our implementation of the Sound Waves program has enabled students to progress in Spelling from below expected in 2018 to above expected in 2021.



In year 5 most students demonstrated “satisfactory” or “good” achievement. A few showed “limited” achievement. These students have been identified and targeted programs are in place to improve outcomes for them.

In year 3 most students demonstrated “satisfactory” or “good” achievement. Five children made limited progress in numeracy and three children, limited progress in reading. The Student Services team is working with Teachers to cater for the needs of these children.

Planning is also underway to focus on improving the outcomes for students with higher abilities, to foster excellent achievement.

## INTENSIVE ENGLISH PROGRAM

With international borders closed due to the pandemic there were only three Intensive English classes in 2021. This consisted of two early childhood classes and one middle primary class. Each class had access to specialist programs in Physical Education, Music and Science.

Data presented indicates that a good percentage of students achieved the anticipated exiting level in most areas. Besides the English learning area students also worked in other learning areas of Maths, The Arts, Science, HASS, Health and Physical Education etc. The content of these learning areas are carefully integrated in the language program offered in each class.

In 2021, 42 students exited the Intensive English Program. These students consisted of a culturally and linguistically diverse cohort representing 22 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	Liberian	2
Arabic	2	Malay	4
Bengali	1	Mandarin	3
Bisayah	1	Portuguese	1
Dari	6	Punjabi	2
German	2	Russian	1
Italian	1	Shona	1
Japanese	1	Tamil	2
Kinyarwanda	1	Thai	2
Kiswahili	2	Turkish	1
Korean	2	Vietnamese	3
		TOTAL	42

### Profile Characteristics:

Of the total cohort who exited the IEC program in 2021, 31% were from migrant backgrounds, 36% were children born in Australia but from a home language other than English and 33% were humanitarian / refugee children.

Of the total group 67% 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 33% were from limited schooling backgrounds. These children experienced very little or interrupted schooling. Children with limited schooling are eligible to be given extra time in the Intensive English Program to allow them the chance to reach appropriate levels in their English language acquisition 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 we have 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".

Exiting levels are provided below.

### Early Childhood EAL LEVELS

EAL Level	LISTENING	SPEAKING	READING	WRITING
1				10%
2			20%	35%
3	20%	20%	30%	25%
4	65%	65%	45%	30%
5	15%	15%	5%	

### Middle Childhood EAL LEVELS

ESL Level	LISTENING	SPEAKING	READING	WRITING
1				
2	5%	5%	5%	11%
3	10%	10%	23%	23%
4	31%	36%	53%	43%
5	54%	49%	19%	23%

In early childhood the target was reached in Listening, Speaking and Reading. However, the target was not reached in writing. One of these children was diagnosed with a language delay, another on the autism spectrum, and another with concentration concerns. Other children still needed time to complete the necessary indicators to pass through level 3.

In middle childhood the achievement target was reached in all areas. This was a pleasing result.

The Student at Educational Risk Program identifies children at risk in achieving the targets. Those identified before exiting work with specific documented plans written in consultation with parents and many times this included the School Psychologist and outside Learning Agencies such as Speech Therapists at the Child Development Centres.

## RECOMMENDATIONS FOR 2022 - 2023

With reduced student numbers in the IEC during 2021, it was difficult to organise separate phase one and two classes. It is important to structure both phase one and two classes for both early and middle childhood phases of learning. This would be easier with an increase in new arrival numbers after the pandemic, when international borders open.

## Post School Destination



Eddystone Primary School (5677)

### Destination Schools

2022 school destinations of the 2021 student cohort

Year Level :

Y06



Male: 12 Female: 11 Total: 23

Destination Schools	Male	Female	Total
4153 Belridge Secondary College	5	5	10
1383 Mater Dei College		3	3
4211 Alkimos College	2		2
4209 Aveley Secondary College	1		1
4009 Busselton Senior High School		1	1
4177 Ellenbrook Secondary College		1	1
1326 Prendiville Catholic College		1	1
4125 Wanneroo Secondary College	1		1

### Describe your analysis and impact of evidence

Our students go to many different High Schools when they leave Eddystone. Some achieve either Academic or Sporting Scholarships and others go to High Schools out of area due to moving house during their time at Eddystone. You will notice that a majority of our students attend the local High School, Belridge Secondary College.

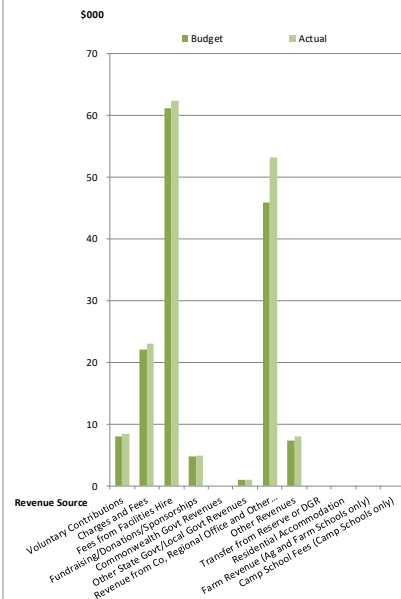
## School Income by Funding Source



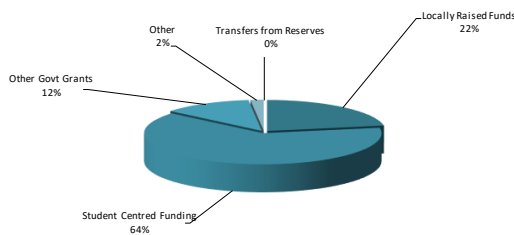
### Eddystone Primary School Financial Summary as at Enter date. For example 31/12/2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 8,015.00	\$ 8,420.00
2 Charges and Fees	\$ 21,996.60	\$ 22,946.60
3 Fees from Facilities Hire	\$ 61,085.43	\$ 62,367.26
4 Fundraising/Donations/Sponsorships	\$ 4,797.15	\$ 4,819.88
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 45,800.00	\$ 53,140.91
8 Other Revenues	\$ 7,339.94	\$ 7,979.06
9 Transfer from Reserve or DGR	\$ -	\$ -
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 150,034.12</b>	<b>\$ 160,673.71</b>
<b>Opening Balance</b>	<b>\$ 179,084.46</b>	<b>\$ 179,084.46</b>
<b>Student Centred Funding</b>	<b>\$ 283,196.89</b>	<b>\$ 283,196.89</b>
<b>Total Cash Funds Available</b>	<b>\$ 612,315.47</b>	<b>\$ 622,955.06</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 612,315.47</b>	<b>\$ 622,955.06</b>

Locally Generated Revenue - Budget vs Actual

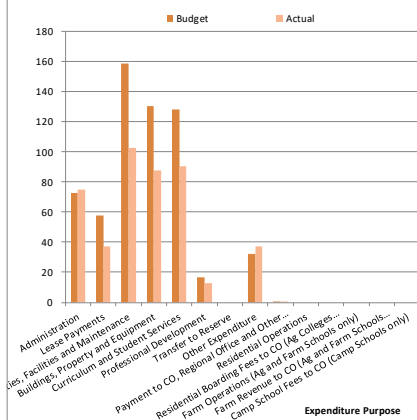


Current Year Actual Cash Sources

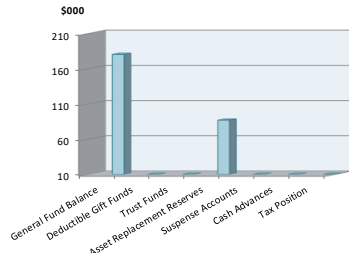


Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 72,566.00	\$ 75,021.94
2 Lease Payments	\$ 57,500.00	\$ 37,050.39
3 Utilities, Facilities and Maintenance	\$ 158,125.00	\$ 102,488.44
4 Buildings, Property and Equipment	\$ 130,130.00	\$ 87,764.63
5 Curriculum and Student Services	\$ 127,780.68	\$ 90,405.66
6 Professional Development	\$ 16,500.00	\$ 12,721.19
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 31,976.55	\$ 37,234.41
9 Payment to CO, Regional Office and Other Schools	\$ 15.00	\$ 19.10
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 594,593.23</b>	<b>\$ 442,705.76</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 594,593.23</b>	<b>\$ 442,705.76</b>
<b>Cash Budget Variance</b>	<b>\$ 17,722.24</b>	<b>\$ -</b>

Goods and Services Expenditure - Budget vs Actual



Cash Position



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 261,563.67</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 180,249.30
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 86,763.92
5 Suspense Accounts	\$ 169.45
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (5,419.00)
<b>Total Bank Balance</b>	<b>\$ 261,563.67</b>

## Describe your analysis and impact of evidence

2021 was a very different year of spending mainly due to COVID and the after effects. We increased our cleaning and cleaning supplies, providing hand sanitiser and masks. We were able to make some large curriculum purchases introducing some new reading programs and increasing the number of iPads within the school.