EDITHBURGH PRIMARY SCHOOL

“Partnerships in Learning - A way to the future”

Celebrating 100 years
1913 - 2013

EDITHBURGH PRIMARY SCHOOL

Annual Report

2013

Opening of the ‘new’ Edithburgh School – October 31st, 1913.
Edithburgh Primary School is a small, rural community site located on the heel of the Yorke Peninsula. In 2013 the school operated as two classes: R – 2 and 4 – 7, with 7 students in the Junior Primary class and 8 students in the Primary class. Numbers fluctuated during the year with several families moving into the town bringing with them 3 additional students as well as several students leaving for a range of reasons. Staffing remained constant during the year with a Junior Primary teacher starting on 0.6 FTE increasing to full time for the last 2 terms. The Primary class had 2 teachers throughout the year. We also welcomed two reception students during the year. The year started with 15 students, peaked at 19 and finished with 17.

The Edithburgh Play Centre, established on site in 2011, provided a quality service for the younger members of our community during the year. The centre was managed by qualified DECD early years personnel who provided support and organization to parents and students. Parents attended with their children. Pre-school children now access the early years (pre-school) program at Yorketown Children’s Community Centre prior to starting school.
2013 Highlights

2013 was a year to celebrate success.

- The school community celebrated 100 years of Edithburgh School on this site, a great achievement not only for our school but also the local community. Two hundred and seventy five past and present staff and students attended the celebrations which ran over 2 days. Local and state dignitaries spoke highly of the school, its achievements and the value of our small school in this community. An apple tree was planted to commemorate the celebration.
- The year was very positive for staff, students and parents, as was acknowledged by the parent and student surveys completed prior to our validation.
- We welcomed 4 new families into our school giving us a total enrolment of 17 by the end of the year.
- We also welcomed new and returning teaching staff, who brought stability to the site, as well as quality teaching and learning which was reflected in student progress as indicated in their final reports. The Junior Primary position was increased to full-time in the second half of the year, promoting a strong learning culture and great progress with the younger students.
- Ancillary staff came and went throughout the year. In light of this students were well supported with individual learning programs and support services including the Play Centre.
- Volunteers added value to classroom programs by further supporting student learning, mentoring programs and specific activities, as well as transport.
- The Edithburgh Play Centre was also a great success throughout the year. Although attendance varied parents acknowledged the value of the service offered, as well as the community links.

Support from the school community during 2013 showed confidence in what this school offered in 2013, making it a great year for everyone. Together we enjoyed the highs, worked through the lows, talked and shared, ending the year knowing our school will continue for some time yet. Everyone in our community has helped make our school what it has been and what it will continue to be for the young people in our community and their future.
Events for term 1 included

- Surf Lifesaving at Stansbury
- Acquaintance Night and Governing Council AGM with a family BBQ bringing everyone together
- Swimming for the Lower Primary students and Aquatics for the Upper Primary students
- GRIP Leadership in Adelaide for the Upper Primary students
- Combined small schools Sports Day at Curramulka
- Interschool Sports day at Minlaton for which Edithburgh Primary School won the handicap shield
- SACOME mineral / science day at Stansbury
- Interviews for all families
- Play is the Way visit from Wilson McCaskill with staff and students from other sites joining us to reflect on the implementation of the program
- Natural Resource Management Board student Environment Day at Minlaton

Term 2

- The school’s Centenary celebration with 275 people attending
- Simultaneous book reading
- ‘Walk Safely to School’ day
- ‘Eat Well, be Active’ support staff engaging students in healthy eating and physical activity programs.
**Term 3**

- Community engagement: Tree planting at caravan park
- The Junior Primary students visited the Yorketown Area School Agricultural block
- Deslea Konza visit supporting the staff member participating in the Literacy project
- Minlaton Razz band performance at Yorketown Area School
- Narunnga days during which a mural was completed
- Ambulance and other services visit
- Planetarium visit to Curramulka
- The amazing literacy race

**Term 4**

- Milo cricket for Junior Primary students
- Marine talk by accomplished marine biologist Janine Baker
- Whole camp to Adelaide visiting a farm, strawberry picking and aquatics
- Parent meeting to discuss current position and future of school
- Validation – a review of the site processes for on-going improvement
- Presentation night in the school gym, acknowledging the successes of the students during the year as well as the success of the school year.
Welcome everyone to The Edithburgh School Council AGM.

This is my opportunity as chairperson of the school Governing Council to thank the parents, teachers and staff for their efforts in working in and volunteering in the school.

The school grounds and facilities are looking exceptional at the moment and we should realise that we have incredible facilities for the size of our school.

I thank the Governing Council members who have served over the last period. We have had a group of people who constantly want to improve our school.

I believe 2013 was a year where we began to rebuild some important facets in our school community. We kicked a few goals, and had some positive outcomes. We must also realise that we also missed a few opportunities.

We are still in the season of rebuilding as we have low enrolment numbers and we need to be ever looking for ways to improve and grow if we want the school to remain here long term.

I would encourage all the teachers, staff and parents to continually look at how we communicate together, how we solve problems and continue to move forward.

This year we have opportunity for some more parents to join the Governing council.

Darren Braund

Chairperson

Narrunga Mural completed by students in 2013
Site Improvement Planning

During 2013 the site underwent DECD Validation. Utilizing data from surveys and learning, the Validation report indicated our review processes met the required standards supporting ongoing improvements

- across the site
- with teaching and learning
- with curriculum coherence
- with learning outcomes

The site was acknowledged for involvement in regional projects.

The recommendations for 2014 improvement include

- individual learning plans for all students
- peer classroom observations and sharing
- learning focus - Numeracy
- linking with neighbouring sites to increase interactions and peer activities

Site Improvement

The areas of Literacy and Numeracy were determined from the previous year’s data to be our main learning focus with Comprehension being the overarching theme. The data to show progress was with

- Junior Primary literacy focus on letter name, letter sound and reading – all students made significant progress in all areas
- Spelling from 2012 – 2013: all Upper Primary students showed progress by a year or more
- Comprehension for the years 4 – 7 students: using the results of the PAT R assessments, the majority of students made progress with their comprehension from the beginning to the end of the year. All students in years 2-6 undertook the PAT Maths assessments at the end of the year with all achieving final scores above DECD achievement standard.
- Mathematics for years 4-7 – All students showed improvement during the year based on the PAT maths assessments from the beginning to the end of the year. Of the years 2-6 students who undertook the PAT Maths assessments at the end of the year, the majority scored above the DECD standard for their year level.
- NAPLAN – we are unable to report on NAPLAN as there was a very small number of students in the cohorts.
- Attendance – was monitored by both the central system and the attendance officer for this region. Follow-up issues were addressed.
- Healthy Eating – the site engaged with the ‘eat well, be active’ program promoting fitness and healthy eating. The site was supported by the team from Adelaide who provided resources and advice to promote our identified direction. Acknowledging our involvement in the program we were awarded a Certificate of Excellence. Students are conscious of what they are eating.
- School Culture improved as the year progressed, as acknowledged by parent and student surveys. This will be an ongoing focus for 2014
**Student Achievement**

The Junior Primary Teacher participated in a regional literacy project during 2013. She utilized her learning and in, using the range of teaching and assessment strategies, students made significant progress in all areas of their literacy, providing a strong foundation for their future learning. The following graphs show the improvement from term 1 (blue) to term 4 (red).

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### Outcomes for Upper Primary students

**Upper Primary Students**
- Spelling – the majority of students improved their spelling ages from 2012-2013. (as shown by the outcomes of students undertaking the Westwood Spelling test)
- Reading using the PAT – R online assessment
  - 100% were above the DECD PAT R standard as defined in the draft document ‘Defining Education Standards – Education Achievement Standard’
  - the majority of students who undertook the test in terms 1 and 4 improved over the year
- Mathematics using the PAT Maths online assessment
  - 50% were above the DECD PATMaths standard as defined in the draft document ‘Defining Education Standards – Education Achievement Standard’
  - the majority of students who undertook the test in terms 1 and 4 improved over the year

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**NAPLAN**

As the cohorts for both the year 5 and year 7 group were too small NAPLAN results cannot be included or reported on.
Student Data

Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Reception</td>
<td>88.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>88.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>89.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.4</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91.7</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.9</td>
</tr>
</tbody>
</table>

Attendance was significantly down during 2013 compared to previous years. The site’s attendance policy was shared with parents during the year, as well as information in the newsletter informing parents of the impact of regular non-attendance. Several families chose to take family holidays during term time. The attendance officer was alerted to the regular non-attenders. The necessary action was taken, informing them of the legal obligations of parents, for their children under compulsion, to attend school.

Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012</th>
<th>School</th>
<th>Region</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>3.3%</td>
<td>4.1%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td></td>
<td>7.0%</td>
<td>6.7%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1.4%</td>
<td>1.1%</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>4.8%</td>
<td>6.4%</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>4.3%</td>
<td>4.1%</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>11</td>
<td>39.3%</td>
<td>10.1%</td>
<td>6.8%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>17</td>
<td>60.7%</td>
<td>46.6%</td>
<td>52.4%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>22.6%</td>
<td>18.4%</td>
<td>20.4%</td>
<td></td>
</tr>
</tbody>
</table>

The school numbers are gradually declining due to

- aging community
- lack of employment opportunities
- parents opting for alternative schooling options
- the closure of the Edithburgh Pre-School (pre-school students attend pre-school in Yorketown and parents then prefer for their children to remain in the same social group when starting school).
Behaviour Management

Small student numbers do not allow information on student behavior to be shared. The site’s Anti-bullying Policy was revised and addressed with students. Regular conversations are had with students to ensure students feel safe and students employ appropriate strategies to self-manage issues that may arise. All concerns brought to the attention of staff by students and parents were addressed and appropriate action was taken to ensure a positive and effective resolution.

Client Opinion

A site based parent survey was developed to seek parent opinion as to the school’s operation and performance. All families responded to the survey with all areas showing satisfaction within the site. This shows a significant improvement from the 2012 parent opinion survey.
Accountability

National Partnerships

The community Mentoring Program continued during 2013 with several students benefitting from the valuable support of volunteer mentors. They participated in a range of craft and educational activities.

Support was also provided to identified students for individual learning programs, in particular our younger students. A weekly play session was set up for these students to interact and learn through play both directed and free play. The sessions encouraged and engaged students in communication helping to develop and extend their vocabulary and provide the opportunity to explore a range of situations to develop their interest and curiosity.

Staff

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>3</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td></td>
</tr>
</tbody>
</table>

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.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>17847.36</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>2550.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>6437.11</td>
</tr>
<tr>
<td>4 Other</td>
<td>2081.51</td>
</tr>
</tbody>
</table>

See attached financial report.