

ANNUAL REPORT 2018



Ashburton Drive Primary School

Annual Report 2018

ASHBURTON DRIVE PRIMARY SCHOOL



It is with great pleasure I present the 2018 Annual Report for Ashburton Drive Primary School. This report will highlight events and achievements throughout the school year as well as some priorities for our future planning. This document is further supported by the Expert Review Group Report 2017 and our School Improvement Plan 2017 – 2019.

I would like to acknowledge the outstanding dedication of all staff and members of our community. The combined efforts have advanced our improvements in making a positive impact on student growth, in line with our plans and policies. This has been reflected in our NAPLAN results below.

2018 saw the realisation of our work with being credited Independent School status. As a community we sought feedback via a student, staff and parent survey and implemented strategies based on the data obtained. We then presented our case to a board which approved ADPS becoming an IPS. This school system allows us more autonomy to make changes and allows us to be more responsive to issues or changing needs as they arise, which positively impacts the progressive nature of our school.

Our Positive Behaviour Support program (PBS) is in its sixth year and underlies all learning areas and programs. Our school-wide expectations of **Act Responsibly**, **Do Your Best**, **Participate Positively** and **Show Care and Respect** are explicitly taught and promoted at every opportunity.

Choir, Drum beat, Chaplaincy, Good Standing Club, Breakfast Club, Edu Dance, Swimming Lessons, NAIDOC Week, Harmony Day, ANZAC Day, Book week, Open night, Science IQ, SIMS Guitar and Interschool Carnivals were some of the many ways we were able to value add to our school. The P and C collaborated to organise a number of fundraising events such as discos and colour run. The School Council met regularly to discuss the practices impacting our students, budgets, school plan as well as preparing for transition to School Board.

Community links with The Gosnells Child and Parent Centre, Southern River College, Science Federation and WANSLEA onsite counselling service continued to assist the school with many programs for our community.

Heather Fallo

OUR COMMUNITY

Ashburton Drive Primary School was opened in February 1986. It is a level 5 school situated in the south eastern suburb of Gosnells and is part of the South Metropolitan Region.

The school was built on farm land and has many historical farming implements on display in the school grounds.

At the conclusion of 2018 499 students from K- 6 were enrolled.

SCHOOL CHAPLAIN AND PASTORAL CARE PROGRAMS

Pastoral care programs are an integral part of the school's strategy in addressing the social and emotional needs of students in this school. They assist students to have a positive attitude to school which in turn leads to improved educational progress. In 2018 we utilised the services of On Psych to provide a chaplain for four days a week.

The Chaplains coordinated the following pastoral care programs in 2018:

- The Chaplains have regular informal contact with staff, students and parents and supported them in crisis situations and, where necessary, referred them to other agencies for further assistance.
- The Chaplains also worked one on one with students who needed particular counselling or support.



STUDENT ATTENDANCE RATES

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	93.3%	91.9%	93.7%	81.8%	84.6%	80.7%	91.9%	90.9%	92.6%
2017	93.3%	92.9%	93.8%	85.9%	84.5%	81.2%	92.4%	91.6%	92.7%
2018	92.6%	92.7%	93.7%	82.2%	83.4%	80.8%	91.5%	91.5%	92.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	73.5%	17.5%	6.4%	2.4%
2017	73.6%	16.5%	9.0%	0.9%
2018	71.7%	18.9%	5.4%	3.9%
Like Schools 2018	72.2%	17.0%	7.8%	3.0%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Summary of 2018 Attendance Data

- Moderate risk category has improved but severe risk category is higher.
- Percentage of students attending regularly has declined from 2016 - 2018.
- Percentage of all students at risk through poor attendance is still higher than state levels.
- Aboriginal attendance against like schools is lower than like schools but higher than WA schools.

Future Plans

- Release of the Attendance Policy and implementation of strategies to address lines of inquiry.
- Monitoring all classes for accurate record keeping, recognition, resolution and restoration of attendance.

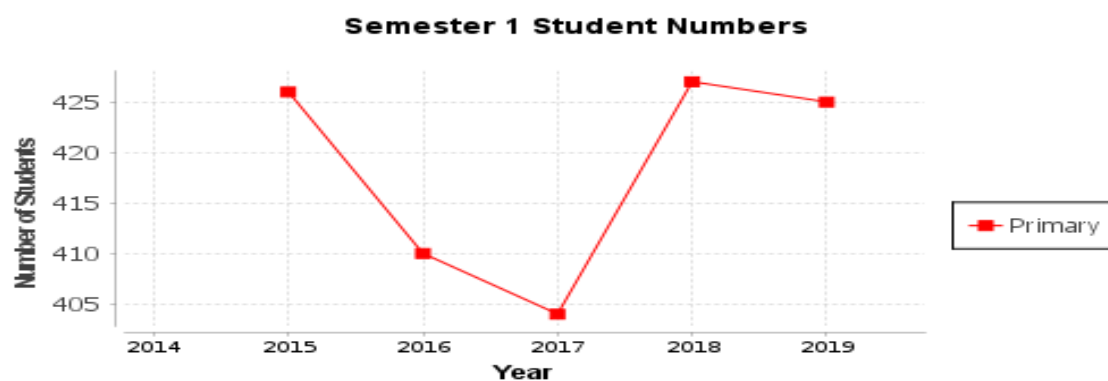
Lines of Enquiry for 2019

- Year 1 cohort is 91.4% with 36% unauthorized absences.
- Indicated risk category has increased to 18.9%

STUDENT ENROLMENTS 2018 (AS AT SEMESTER 2, 2018)

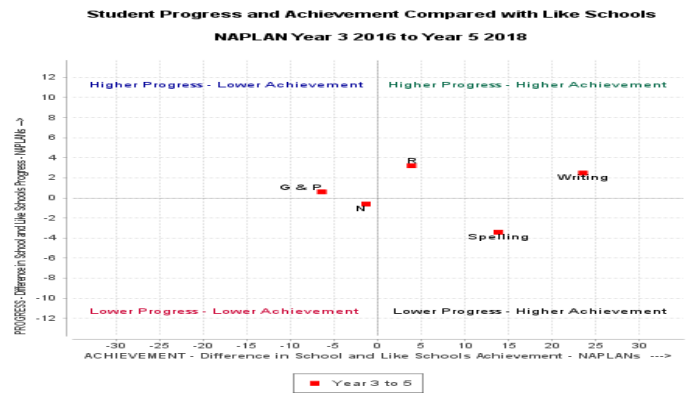
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time		73	72	63	67	61	58	47	500
Part Time	59								

ENROLMENT TRENDS 2014 - 2019



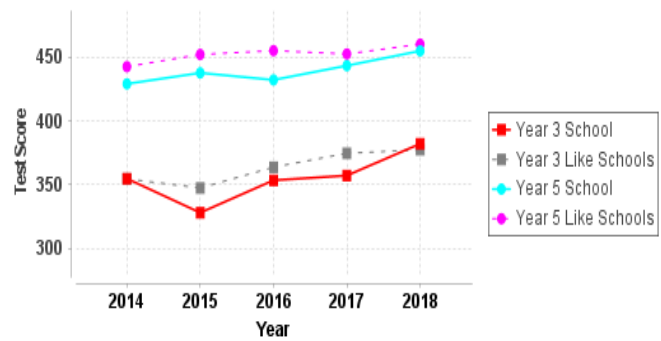
STUDENT ACHIEVEMENT

The National Assessment Program in Literacy and Numeracy is conducted for all Year 3 and 5 students in Term 2. It is a 'one off' assessment to assist school planning alongside teacher judgements. The following graphs represent how Ashburton Drive students performed as compared to 'like schools' across WA.



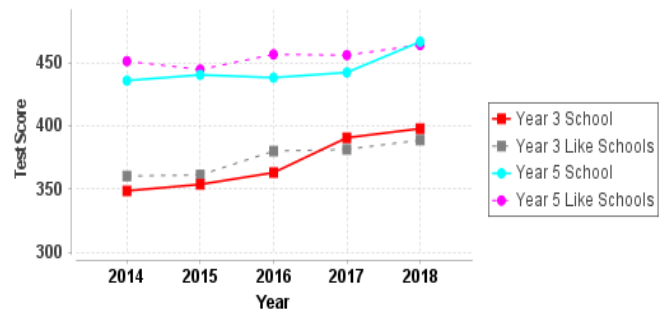
Our year 5 students gained higher progress and higher achievement in Reading and Writing. Grammar and Punctuation has minimal achievement but high progress, Spelling falls within low progress with higher achievement. Numeracy is of some concern dipping just below the grid into lower progress and lower achievement.

Average Numeracy Score

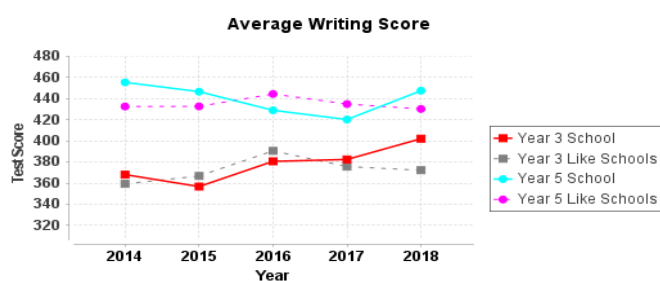


Both Year 3 and 5 are steadily progressing in line with like school progressions. Year 3 are above like schools and Year 5 are just below like schools.

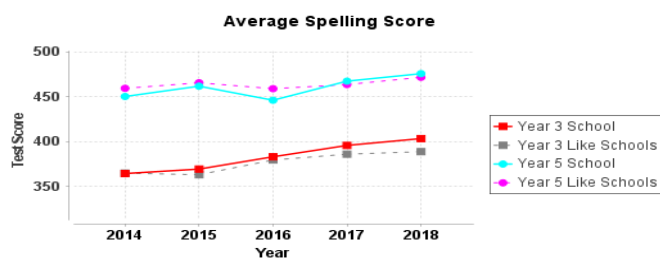
Average Reading Score



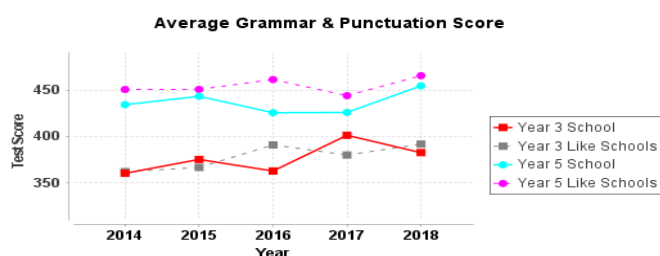
Both Year 3 and 5 achieved above like schools.



Both Year 3 and 5 achieved above like schools.



Both Year 3 and 5 achieved above like schools.



Both Year 3 and 5 achieved below like schools.

ANALYSIS OF WHOLE SCHOOL DATA

The targets outlined below are supported by strategies in our School Improvement Plan 2017-2019 and our learning area Operational Plans which are revised each year. These practices are reflected in the Learning Area reports to follow.

Numeracy Targets

- To arrest the downward trend in NAPLAN Numeracy assessment results
- Increase student achievement in all NAPLAN Numeracy assessment to where performance is at or above that of our like schools.
- Decrease the percentage of students achieving in the bottom 2 bands of all NAPLAN Numeracy assessment.

Literacy Targets

- Arrest the downward trend in NAPLAN Relative Assessment by NAPLAN 2019.
- Overall relative teacher judgement will be within the expected grade allocation, as reported in Schools Online SPM, by 2019.
- All Year 1 students to make minimum 0.6 progression point progress in all areas of On-Entry testing between Pre Primary and Year 1 by the end of 2019.

SCHOOL SURVEY DATA

Parent survey results as conducted for the IPS submission

% Always	% Most of the time	% Sometimes	% None of the time	% Did not respond	Survey questions 66	% Always	% Most of the time	% Sometimes	% None of the time	% Did not respond
45%	38%	14%	0%	3%	1 Ashburton Drive Primary School provides high quality instruction to my child	30	25	9	0	2
50%	36%	11%	2%	2%	2 Ashburton Drive Primary School has high expectations of all students	33	24	7	1	1
62%	23%	14%	0%	2%	3 I feel welcome to participate in this school	41	15	9	0	1
71%	23%	5%	0%	2%	4 School staff treat me with respect	47	15	3	0	1
62%	24%	11%	0%	3%	5 School staff take me concerns seriously	41	16	7	0	2
59%	29%	5%	3%	5%	6 School staff welcome my suggestions	39	19	3	2	3
68%	23%	5%	3%	2%	7 School staff respond to me queries and needs in a timely manner	45	15	3	2	1
71%	26%	2%	0%	2%	8 School staff are helpful	47	17	1	0	1
74%	14%	5%	3%	5%	9 My child's background (race, religion, ethnicity) is valued at this school	49	9	3	2	3
53%	26%	17%	2%	3%	10 This school is explicit about rules, responsibilities and consequences	35	17	11	1	2
47%	27%	20%	3%	3%	11 At this school discipline is fair and appropriate	31	18	13	2	2
59%	30%	8%	2%	2%	12 My child is safe on school grounds	39	20	5	1	1
52%	24%	15%	3%	6%	13 Have you communicated with the school at class level?	34	16	10	2	4
41%	21%	26%	6%	6%	14 Have you communicated with the school at an administration level?	27	14	17	4	4
56%	14%	23%	6%	2%	15 How often do you read the fortnightly newsletter?	37	9	15	4	1
15%	23%	41%	20%	2%	16 How often do you visit the school's website?	10	15	27	13	1
33%	24%	24%	17%	2%	17 How often do you visit the school's Facebook page?	22	16	16	11	1

Parents collated the survey results and found some strengths and weaknesses as below.

Strengths: school staff are helpful, the fortnightly newsletter is widely read and that their child's background is valued.

Weaknesses: minority uptake in website and Facebook communication methods, discipline is not fair and appropriate and the school is not explicit about rules, responsibilities and consequences.

Strategies engaged in as a result of the survey

- Providing options for communication with the school, such as, Connect
- Regular notices in the school newsletter regarding other communication strategies
- Parent involvement in the PBS team
- New Behaviour Support Policy which was rigorously screened by the School Council
- Ensuring hard copies of policies are disseminated to all parents



ENGLISH REPORT 2018

CURRICULUM LEADER: NATASHA MORTON

Reading - In 2018, we have shown an improvement in Year 3 NAPLAN Reading results. The number of students in Bands 1 and 2 has decreased. We have improved by 6% in Bands 1 and 2 between 2017 and 2018. We have fewer students than Like Schools and have 1% fewer students than all State Schools, in Bands 1 and 2. In 2018, 30% of year 3 students were in Band 4 as compared to 16% in 2017. 28% of year 3 students achieved Band 5 as compared to 16% in 2017.

Reading - In 2018, we have demonstrated an improvement in Year 5 NAPLAN Reading results. The percentage of students in Bands 3 and 4 was 45% in 2017 and in 2018 was 29%. This is an improvement of 16% fewer student in Bands 3 and 4. There were 38 % of student in Band 6 in 2018, as compared to 22% in Like Schools and 24% in all State Schools.

Writing - In 2018, we have shown an improvement in Year 3 NAPLAN Writing results. The number of students in Bands 1 and 2 has decreased. In 2018 we have 10% fewer students in Bands 1 and 2 than in 2017. In 2018 we had 5% of students in Band 1 and 2 as compared to 21% in Like Schools and 13% in State Schools. 37% of students achieved Band 5 as compared to 23% in Like Schools and 34% in State Schools.

Writing - In 2018, we have shown an improvement in Year 5 NAPLAN Writing results. The number of students in Bands 3 and 4 has decreased. In 2018 we have 14% fewer students in Bands 3 and 4 than in 2017. In 2018 we had 29% of students in Band 3 and 4 as compared to 38% in Like Schools and 16% in State Schools.

- Professional Development was provided on interrogation of On-Entry and NAPLAN Data.
- Whole school English Scope and Sequence was completed and available to all staff members in readiness for implementation in 2019.
- *Letters and Sounds* fully implemented from K-3 with Professional Development provided.
- *Letters and Sounds* implemented as an intervention program for students at risk beyond Year 3.
- Continued implementation of *Sound Waves Spelling* program across Years 4 – 6.
- Continuation of PM Benchmark testing from PP to Year 6 enabling tracking of student progress and providing teachers with diagnostic information.
- Guided Reading implemented across all year levels. Teachers able to access levelled reading books and comprehension resources, that target individual student requirements.
- Long term Professional Development on Guided Reading practices, organisation and implementation provided to staff by representative from Teaching and Learning services.
- Collection of Writing samples each term ensuring moderation of tasks and assessment samples.
- *Bright Path* implemented across Years 1-6 enabling assessment and moderation of writing tasks.
- PP On Entry testing – to identify and target areas of concern.
- Year 1 On Entry testing for 'at risk' students in 2018. All Year 1 students to be assessed in 2019.
- Kindy students screened by *Straight Talk* in Term 2, 2018.
- Oral Language program provided for Kindy students at risk.
- Selected Year 4 students attended the Speak Up awards.
- Breakfast Club Reading Program continued in 2018.
- Full audit of assessment procedures completed and research-based practices investigated.

MATHEMATICS REPORT 2018

CURRICULUM LEADER: HELEN RULE

Numeracy- In 2018, both Year 3 and 5 NAPLAN results have shown a decrease in students 'at national minimum standard' and 'below' (bands 3 and 4, when comparing school data).

In Year 3, students placed in bands 1 and 2 at an equal percentage as like schools (24%) although, more than the state average of 16%. Students improved on like schools by 5% in bands 5 and 6 with a percentage of 32%.

In Year 5, 39% of students were in bands 3 and 4 compared to like schools at 29% and State schools at 19%. In 2018, we improved by 10% in bands 7 and 8 as compared to 2017 to achieve 14%, this is equal to like schools.

- NAPLAN results in Years 3 and 5 showed upward trends
- Year 3 NAPLAN scores were above like schools
- Year 5 NAPLAN scores were close to like schools
- PP On Entry testing – to identify and target areas of concern. Staff to participate in
- A draft Numeracy Scope and Sequence K-6 was developed, with whole staff input.
- Numeracy Blocks were being used in all classrooms.
- All staff had access to Paul Swan trajectories and curriculum threads.
- 'Warm ups' were introduced and some teachers introduced them into Numeracy Blocks.
- Assessment resources were investigated and sourced for teacher use.
- SCASA Judging Standards A – E exemplars were used to moderate grades.
- Whole School Number Facts competition run in one term.
- Two staff completed the LAN Leading Effective Numeracy Improvement K-6 Professional Development.
- Professional Development was provided on interrogation of On-Entry and NAPLAN Data.
- Full audit of assessment procedures completed and research-based practices investigated.
- Data is used to differentiate teaching and learning programs.
- Continued with ISTAR as the instructional model.
- Students were recommended for remedial or extension programs working with the intervention teacher.



SCIENCE REPORT 2018

CURRICULUM LEADER: JENNY HALL

Overview

Science has been a specialist area for the past eight years at Ashburton Drive Primary. Classes from PP to Year 4 all have one hour of Science time each week, with Years 5 and 6 having two hours. This reflects the importance ADPS has chosen to place on this key learning area and STEM.


- High level of engagement of the children with Science and 'observing and investigating their world'.
- ADPS were successful in our grant application for the refurbishment and upgrade of our Science room at the end of 2017. Work on the room has been completed and new equipment has been purchased; including, two 3D printers.
- This new equipment should supply all the equipment needs for Science for the next 5-10 years. There was no expenditure on consumables; this will need to come from the yearly Science budget.
- SCSA's WA National Curriculum (ACARA) is being taught across all grades, with SCSA's Judging Standards being used to moderate assessments. Moderation across schools is being undertaken at Bletchley Park PS which is a TDS for Science.
- The sequential and thorough adherence to curriculum has seen children make cumulative knowledge gains.
- Science Talent Search and SciencelQ programs were implemented in Term 4 with Year 5s. The Science Talent Search saw two entries – one Year 6 and one Year 5 – become State finalists. It is hoped that this program can continue for 2019.
- The Water Corporation's Water-wise Program was followed in Science and in conjunction with the HaSS committee. Water topics were taught to all grades in Term 3.
- Southern River College provided a Science Day for Year 5 students.
- Contact with Science networks was maintained. In Term 3 the SE Metro Sustainability Group were hosted at ADPS with great success and very high attendance. The specialist Science teacher attended STAWA's Science Teacher Conference and maintained contacts via email with other STAWA members.
- Sustainability was integrated into Science, with the Science garden providing opportunities for studying food production (T&E), food chains & webs, plant parts, life-cycles etc.

DATA FOR SEMESTER 2, 2018:

All Years

Sorted by Learning Area Name

Reporting Period(s): Semester 2 2018

Code		Learning Area	A	B	C	D	E	n/a	Total Grades	No Grade	Grade Average	
ACS		Science	12	87	232	77	20	0	428	30	2.99	
Totals			12	87	232	77	20	0	428	30	2.99	
Percentage			2.8	20.3	54.2	18.0	4.7	0.0				

HEALTH AND PE REPORT 2018

CURRICULUM LEADER: TRACEY WOOD

All students at ADPS are given a wide variety of experiences within the learning area of Health and Physical Education. We offer our students lessons that are challenging, yet achievable and appropriate to individual needs. The school provides many different sporting opportunities for the whole school to participate in, both within and outside of the school grounds. These include Summer Interschool Carnival, Winter Interschool Carnival, Cross Country Faction and Interschool Carnivals as well as Faction Carnivals which also include the K-PP on their own special day and Interschool Athletics Carnivals that are held in Term 4.

Students at ADPS have a healthy understanding of what it is to be the best they can be. This is evident when the Faction and Interschool Athletics carnivals take place. Due to individual success this has enabled some students to participate in the Interschool Athletics Carnival where ADPS gained two Runner-up Champions for their year level. In 2018, ADPS was able to compete against the larger schools due to 2017's success of winning the outright competition in Pool B. Although we did not gain the results we thought we would in Pool A, our sportsmanship and attitudes to the other schools and parents were to be commended.

The Health and Physical Education learning areas are supported by the PBS program which is strongly emphasised in each lesson of both Health and PE. This year the focus within Health Education was Self-Management Skills. The school's values listed below were achievable in all lessons provided, along with the introduction of the 'new' school values that were introduced in 2014. The PBS committee meticulously developed the new school values which epitomises the true understanding what ADPS stands for. The success of these new school values has engaged the students thinking across all learning areas which include Health and PE lessons.

- A- Act responsibly
 - D- Do your best
 - P- Participate positively
 - S- Show care and respect
-
- In 2018, we gained greater results in the endurance testing (Beep test) due to the students 'want' to be better.'
 - Many girls have had difficulty in 'wanting' to try new sports, however, with the 'have a go attitude,' more than 95% were willing to at least try. With this, we had an increase of 50% new registrations for girls playing AFL at Gosnells Football Club.
 - The budget allowed the sports shed to be equipped with sporting items that students had not used before which in turn allowed them to gain new skills and a more enlightened awareness of what sports are available outside of school hours, for example hurdles (little athletics,) totem tennis (tennis clubs,) and Ultimate Frisbee.
 - PE teacher re-signed for ambassador of Cricket Australia, Netball Australia, Rugby WA, Football WA (Perth Demons). This has allowed promotional items to be sent to the school and Professional Coaching Clinics to be booked for 2018. The students loved the incursions and enjoyed the different presenters coming to the school.
 - Parental help at Senior Sport has been overwhelming. All parents gave of their valuable time to help coach and umpire at school and interschool level.

POSITIVE BEHAVIOUR SUPPORT 2018

PBS COMMITTEE CHAIR: LIZ DAVIES

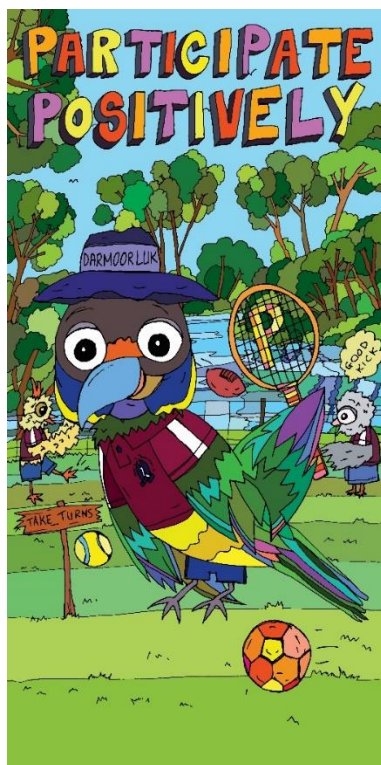
W.A. PBS key achievements 2018

- Full comprehensive review of the school W.A PBS program at ADPS
- Established a W.A PBS team that now has a greater representation across teaching staff and also includes parental representation
- Additional specific W.A PBS training for members of the W.A PBS team
- Whole school refresher or induction training for all staff on W.A PBS
- Staff training induction book created and implemented to help support staff understanding and consistency of W.A. PBS
- W.A PBS team members regular networking with other W.A PBS schools
- Greater analysis of school behavioural data to inform schedule of behaviour lessons to be taught each term to address the current need across the school
- Review of ADPS school behaviour matrix to more accurately address the current needs of the school
- Established a Student Voice Committee. Student representatives from Years 3-6 have provided their opinions in relation to W.A PBS
- Creation and development of our four school bird mascots with ADPS students linked to our school values of Act Responsibly, Do Your Best, Participate Positively and Show Care and Respect. These are now visually displayed around the school and as another teaching tool
- Introduction of Puppets and Clowns performances at some assemblies linked to the current school behavioural expectation of the fortnight
- Introduction of external noticeboards to clearly advertise expectations of the fortnight and promote the next "Good Standing" reward
- Introduction of self-reflection sheets for all students who don't achieve "Good Standing". This has now become a teaching opportunity to help students address a specific behavior
- Standardisation of benching policy for K-PP and years 1-6
- Introduction of orange slips within Early childhood for playtimes to monitor and manage behaviours more in line with the rest of the school (similar to blue slips)
- External review of W.A. PBS, known as a SET, at ADPS. Results were very positive and showed that our overall score was 96.4% with some areas achieving 100%
- Good Standing rewards data analysis identified the percentage of students who met or exceeded expected behaviours for the stated period. It showed an increase for each period. Semester 2 2017 – 78%, Semester 1 2018 – 87%, Semester 2 2018 – 88%
- Parental surveys completed to help identify current understanding of the community in regards to our school's behavioural processes



Focus for 2019

- Kindy starting "Good Standing" rewards. They will have their own version of rewards to cover both groups but will now follow the same process as the rest of the school
- "Good Standing" rewards are becoming termly as opposed to per Semester at the request of the Student Voice Committee
- Continuation of Puppets and clowns PBS performances at assemblies
- Positive Behaviour class management booklets introduced at the beginning of the year class. They contain information for parents and caregivers on how behaviours are positively integrated into our school plus class specific information on this process. It also includes policies and procedures links
- Tier 2 training for some W.A PBS members to help the school address more challenging behaviours
- Review of other frequent in school rewards, to make them more appealing to students and in response to feedback received from the Student Voice Committee



HUMANITIES AND SOCIAL SCIENCES REPORT 2018

CURRICULUM LEADER: KAREN NEWMAN

Strengths:

- Newspaper activities in ED section continue to be used in many aspects of HaSS, language and HOTS by a number of classrooms.
- The whole school participated in "Clean Up Australia" by cleaning up the school and surrounding areas.
- Ashburton Drive continues to be an accredited Water Wise school through the Water Corporation, with all classes participating in Water Wise activities throughout the year.
- Waste-wise – Paper recycling program within the whole school.
- On 26 June the school recognised NAIDOC Day. A whole school incursion with Indigenous entertainer, Phil Walleystack and a workshop with Madjital Moorna –Noongar Songs in Schools (Koorlong). The whole school sang Indigenous songs in unison during assembly.
- Dot paintings representing our four factions were coordinated by AEIO Officer, and all students contributed to the art work. All students studied aspects of Aboriginal culture in classrooms.
- Classes studied a variety of books for Anti-Poverty Day held during Term 4. The topic was Pollution in our Environment. Students looked at the Suwung Community in Bali and donated money raised from Anti-Poverty Day to the community. Guest speakers from Indonesia addressed P – 5.
- Students in Year 4/5 wrote to the Premier, Mr Mark McGowan, about various forms of pollution on Anti-Poverty Day and each received an individual reply.
- Harmony Day recognised and a whole school display with individual representation from each student combined to form whole circles – We Are One.
- School Canteen (GFMD) coordinated special multicultural lunches throughout the school.
- Year 5s completed a Sustainability course focusing on gardening and food produce.
- Year 1s completed a sustainability program incorporating food produce and waste wise where students created their own worm farms.
- All students were involved in the planting of native plants (including Aboriginal food plants) on the school grounds on Arbor Day. Plants donated by Sercul.
- Year 4 cohort had a Multi-Cultural Luncheon held during Term 2

Challenges:

- Earth Hour 24th March 2017, 20:30 – 21:30. Hard to monitor with it being on a Saturday evening. Raise more awareness at assembly and place in Newsletter
- Difficult to get the HaSS team together to discuss items.
- Due to Staff illness, the Multi-Cultural Lunch Day PP – Term 2 did not go ahead.

Recommendations:

- Investigate introducing a 'No Waste' day for lunch and recess.
- Reform a Sustainability Committee to implement becoming a Waste Wise School with assistance from the City of Gosnells.
- Apply for PALS Grant so that we can recognise NAIDOC Day 2019 and organise a Whole School Event.

THE ARTS 2018 – MUSIC

CURRICULUM LEADER: NELOMI DESILVA-RANASINGHE

Strengths:

- The School of Instrumental Music Classical Guitar program is still achieving full retention, with five, year six students. Despite only a year's learning the students were ready to perform at a school assembly and graduation.
- The program Puppets and Clowns was restarted at the school where two groups (Junior and Senior) learnt the art of puppetry and clowning. The group was used as a tool to promote school values at assemblies.
- Selected members of the School Choir and Puppets and Clowns Senior group performed, on an excursion, to Amaroo Village in Gosnells, presenting a repertoire of 10 songs for the seniors of our community. This concert was also performed for the whole school community where parents were encouraged to attend.
- With the help of Southern River College, we were able to record a CD of the songs performed at Amaroo as a souvenir to the students who performed.
- The DRUMBEAT program continued this year in spite of the change of Music teacher. The Music teacher and another teacher attended 3 days of professional learning in order for the program to successfully continue in 2019.
- The whole school sang two Noongar songs for a special NAIDOC week assembly.
- The whole school also performed together for an assembly farewelling Ms McMahon for her many years of service as Music teacher of ADPS.
- The choir performed at the school ANZAC Service and school assembly.
- Classes often performed musical acts at assemblies each fortnight.
- Several students gained a position in the music program at Southern River College for 2019.
- The school assembly PA system was serviced and upgraded to now have Bluetooth capability.

Recommendations:

- Continue to request that SIMS (School of Instrumental Music) provide classical guitar tuition to selected year five students to continue in year six. Currently provision has only been made to teach year six students. One year of tuition means that these students may not be ready for public performances at assembly/graduation.
- Maintain a school choir with selected students from year 5 and 6.
- Maintain the DRUMBEAT program for Year 6s.
- Maintain the Puppets and Clowns program.
- Purchase two choral risers to be used at assemblies by class groups and any other choir or whole school future performances.
- A few more staff members to learn to set up and run the sound system.
- A similar annual community performance (such as the Amaroo one) as it was so successful and rewarding for our students.
- A class set of un-tuned percussion instruments to be purchased to support the music curriculum.
- A middle/upper primary Music/Italian incursion to support student learning.

THE ARTS 2018 – VISUAL ARTS

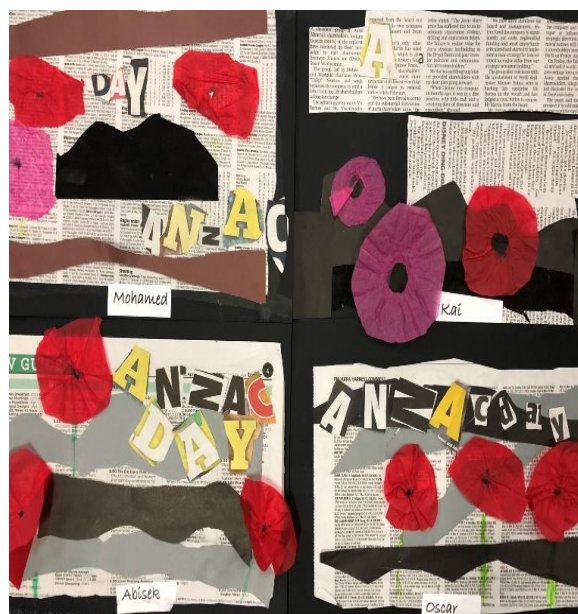
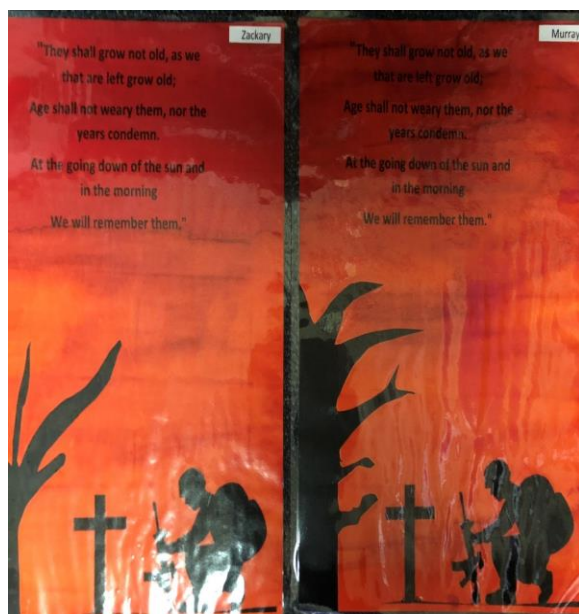
CURRICULUM LEADER: NELOMI DESILVA-RANASINGHE

Strengths:

- Showcasing student artwork in open areas (office, newsletter, assemblies, library, classrooms etc).
- Students have access to a 1-hour art session per week.
- Classrooms integrate visual art with other subject areas.
- Giving students the opportunity to enter visual art competitions within and outside the school.
- Allowing students to participate in creating/designing murals in the classroom and at assemblies (students feel a sense of ownership and involvement).
- Artwork is displayed on special days/weeks celebrated at school (Harmony Day, NAIDOC, Book Week and so on)
- Parent night - opening classrooms for students and their parents to show the work they have completed.
- Reporting is consistent and classroom teachers collaborate to make valued judgements across their year level.

Recommendations:

- Access to a visual art specialist teacher.
- Time to complete artworks.
- Set budgets and more art supplies.
- Audit art equipment and supplies
- Professional learning for staff



ICT REPORT 2018

CURRICULUM LEADER: SHARON SAUNDERS

- Service agreement continued with Southern River College, Technicians are on the school site for 3 hours a week to attend to any malfunctions.
- Solutions IT remain the school's integrators. Technicians attend to iPad operations and Departmental initiatives to be enacted.
- Last room at school installed with an Interactive Whiteboard (Room 1).
- The school website has been completed with a new redesigned look and can be viewed using this link <https://www.ashburtondriveps.wa.edu.au/>
- Purchase of 5 more Laptops for Strickland Block totaling 30.
- Purchase of 15 iPads to create a class set in Strickland block.
- ICT Plan in operation by staff for ICT/Technologies programs in classes.
- School Device funding received as a grant was used for infrastructure updates.

Technologies 2018

- A Design Discovery Journey was highly successful. Each class studied a particular Design Strand and presented a project in a rotational display, to demonstrate to other students within their block how design elements can be purposefully created. Parents participated viewing student's presentations with positive feedback.
- A Schedule was developed, implemented and embedded for Design and Technology in Semester 2 2018.
- A successful grant was realised through the Science, Technology, Engineering and Maths (STEM) program and 2, 3D printers have been purchased.
- Ashburton Drive Primary School continues their affiliation as a Teacher Development School with Southern River College.
- A deputy and the science specialist continue network meetings to develop programs on offer at Ashburton Drive Primary School.
- Typing Tournament and Dance Mat programs for years 2-6 are embedded in the school to develop students typing skills, to prepare students for online NAPLAN testing.
- NAPLAN browser is enabled on all devices in preparation for NAPLAN online in 2019.



YEAR 6 DESTINATION SCHOOLS 2018

Destination Schools	Male	Female	Total
4121 Southern River College	10	17	27
1308 Lumen Christi College		4	4
4055 Thornlie Senior High School	2		2
4003 Armadale Senior High School	1		1
4174 Canning Vale College		1	1
4132 Cecil Andrews College	1		1
4198 Harrisdale Senior High School		1	1
4196 John Tonkin College		1	1
1357 John Wollaston Ang Com School		1	1
4058 Kelmscott Senior High School		1	1
4113 Lynwood Senior High School		1	1
1147 Presbyterian Ladies College		1	1
1154 Wesley College	1		1

HIGHLIGHTS OF THE SCHOOL YEAR

2018 provided many highlights through whole school events such as Harmony Day, NAIDOC Day, our wonderful year 6 graduation ceremony, Anti-Poverty Day and our Edu dance program and concerts.

The journey of school improvement that we have embarked on has created a positive feel around the school and we are looking forward to the future as a team who work together with our community to enact our new vision of **“a dynamic, inclusive learning community striving for excellence”**

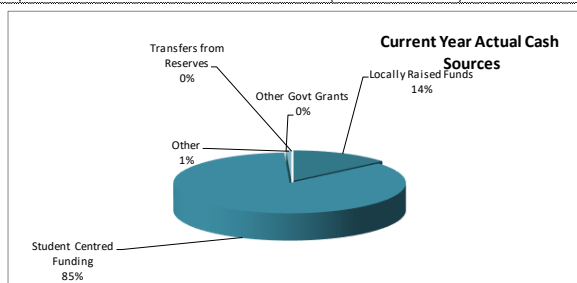


2018 FINANCIAL SUMMARY

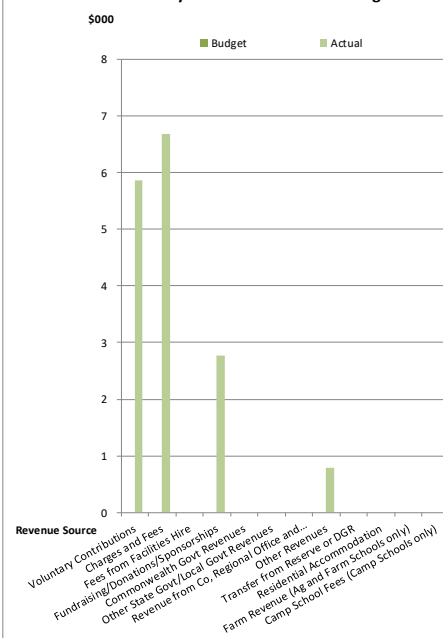


Ashburton Drive Primary
Financial Summary as at
25 March 2019

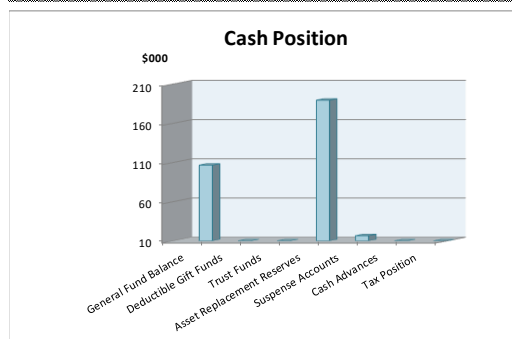
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ -	\$ 5,871.05
2 Charges and Fees	\$ -	\$ 6,677.50
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ -	\$ 2,766.50
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ -	\$ 795.40
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	\$ -	\$ 16,110.45
Opening Balance	\$ -	\$ 59,762.29
Student Centred Funding	\$ -	\$ 94,250.00
Total Cash Funds Available	\$ -	\$ 170,122.74
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ -	\$ 170,122.74



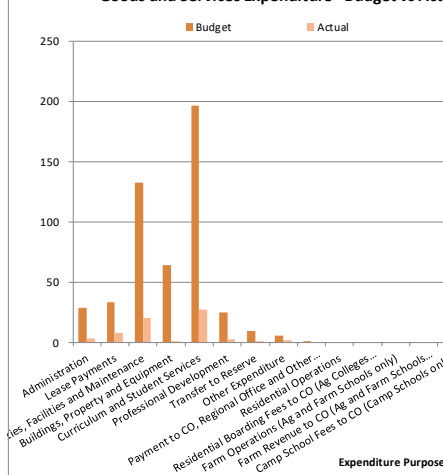
Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 28,700.00	\$ 3,136.08
2 Lease Payments	\$ 33,000.00	\$ 8,019.59
3 Utilities, Facilities and Maintenance	\$ 132,400.00	\$ 20,384.61
4 Buildings, Property and Equipment	\$ 64,000.00	\$ 496.90
5 Curriculum and Student Services	\$ 196,205.00	\$ 26,646.69
6 Professional Development	\$ 24,300.00	\$ 1,973.64
7 Transfer to Reserve	\$ 9,000.00	\$ 986.92
8 Other Expenditure	\$ 5,150.00	\$ 1,861.45
9 Payment to CO, Regional Office and Other Schools	\$ 120.00	\$ -
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	\$ 492,875.00	\$ 63,505.88
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 492,875.00	\$ 63,505.88
Cash Budget Variance	\$ 492,875.00	\$ -



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 308,352.21
Made up of:	
1 General Fund Balance	\$ 106,616.86
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 189,438.66
5 Suspense Accounts	\$ 16,648.47
6 Cash Advances	\$ -
7 Tax Position	\$ 4,351.78
Total Bank Balance	\$ 308,352.21