

Annual Report

2020

ASHBURTON DRIVE PRIMARY SCHOOL



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PRINCIPAL ADDRESS

It is with great pleasure I present the 2021 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 2021-2023 Business Plan.

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.

Our WA Positive Behaviour Support program (WAPBS) is in its eighth 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 (Well Being Officer), Personal Best Club, Breakfast Club, Edu Dance, Swimming Lessons, NAIDOC Week, Harmony Day, ANZAC Day, Book week, Open night, SIMS Guitar and Brass and Interschool Carnivals were some of the many ways we were able to value add to our students.

The P and C collaborated to organise a number of fundraising events, the canteen and the uniform shop. The School Board met regularly to discuss the practices impacting our students, budgets, school plan as well as future growth and improvements.

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

Heather Fallo
Principal

Our community

Ashburton Drive Primary School was opened in February 1986 and became an Independent Public School in 2018. It is a level 5 school situated in the south eastern suburb of Gosnells and is part of the South Metropolitan Region.

The school is built upon historic farming land with a diverse wetlands located adjacent to the school. Abundant wildlife provides numerous opportunities for sustainable learning. The Western Australian Positive Behaviour Support (WA PBS) birds were chosen as they reflect our connection to this environment.

At the commencement of 2020 405 students from PP- 6 were enrolled.

Our students are provided with opportunities across all curriculum contexts, including specialist instruction in the areas of Physical Education, Performing Arts, Italian and Science.

Our staff

It is with gratitude for outstanding dedication to our students that we said good luck to Mrs Lean Chang who retired from teaching.

Whilst Mrs Amber Firns, Miss Ashleigh Griffiths and Miss Kaila Trapp were only with us for a short time, their contributions to helping our staff and assisting in student growth were well valued.

We are delighted to have welcomed Mrs Pai Le Mamea and Miss Jemma Bilman to our permanent teaching staff, who are assets to our students and their colleagues.

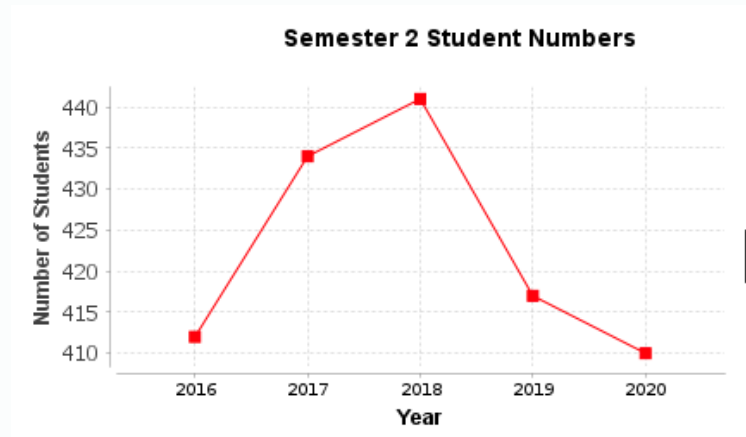
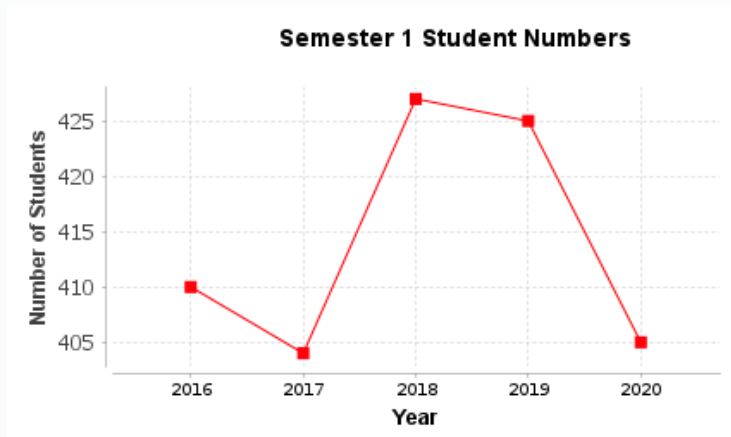
With our congratulations, we acknowledge Mrs Keira MacLachlan and Mrs Tamara Kelly to permanent deputy positions, who are leading the school through great improvements.

School Chaplain and pastoral care programs

Pastoral care programs are an integral part of our school in addressing the social and emotional needs of students. Assisting students to have a positive attitude to school which in turn leads to improved educational progress.

In 2020 we utilised the services of On Psych to provide a chaplain for two days a week. The Well-being Officer had 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 Well-being Officer also worked one-on-one with students who required counselling or support; in individual and group contexts.

Enrolment trends



At the commencement of the year, 405 PP-6 students were enrolled. At the commencement of Semester 2, 410 PP-6 students were enrolled at Ashburton Drive PS. These figures exclude our 51 part time Kindergarten students.

The larger cohorts of Year 6 in 2018 and 2019 leaving for destination high schools has reduced the student numbers gradually over the last two years.

With a growth of 30 student from Semester 1 to Semester 2 in 2017 and 15 students from Semester 1 to 2 in 2018 impacting on the census information and thus, funding for the school.

2020 saw the enrolment numbers re-settle to 2016 trends. The student transiency rate of 15.3% in 2020, improved from 19% in 2019.



Student attendance rates

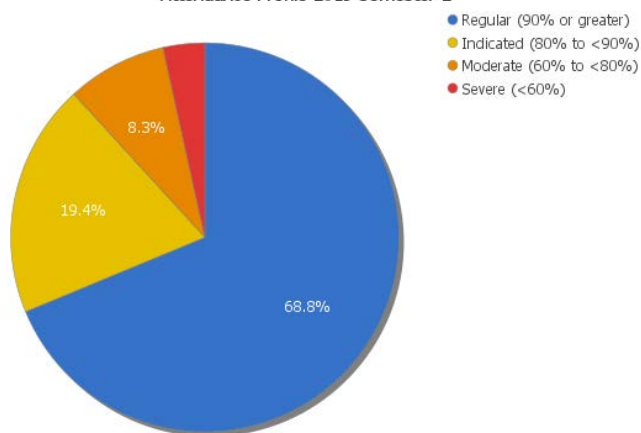
Attending school regularly helps children feel better about school—and themselves. Attending and participating in school helps children develop important skills and knowledge to help them learn social and emotional skills such as good communication, resilience and team work.

School attendance was widely disrupted during Semester 1, 2020 due to the COVID-19 pandemic. Attendance rates over the course of the year were impacted as families supported the school and kept unwell students at home

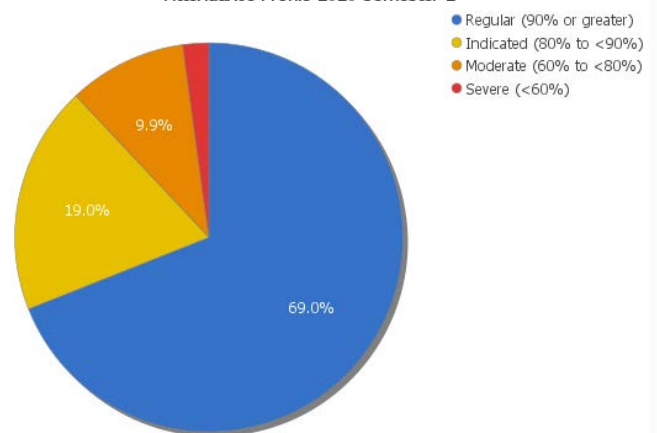
Attendance rates dropped slightly in 2020 to 90.9% and are currently below the WA schools average of 91.6%. Intervention programs facilitated by our Education Assistants and regular communications with families and community members via text messaging, Connect and school newsletters on the importance of school attendance contributed to ensuring regular attendance rates were marginally impacted (-0.8% below 2019 for Semester 1 and 1.2% above for Semester 2) Unauthorised absences were reduced as compared to 2019. Aligning to the Attendance Operational Plan, Attendance Improvement Awards were presented to 38 students who achieved 100% attendance for the 2020 school year and a further 86 (19%) of students were recognised for 100% attendance in Term 4. Regular attendance rates for Aboriginal students continued to be a key focus throughout 2020 and work continued in the implementation of the Aboriginal Cultural Standards Framework to support this. Improving attendance rates is a critical step in closing the gaps in educational outcomes for disadvantaged students. ADPS continued to utilise and apply resources and strategies as outlined in the Attendance Toolkit to support students who are identified as being at indicated, moderate or severe at educational risk due to attendance concerns.

ADPS Attendance Operational Plans are accessible on the school website

Attendance Profile 2019 Semester 2



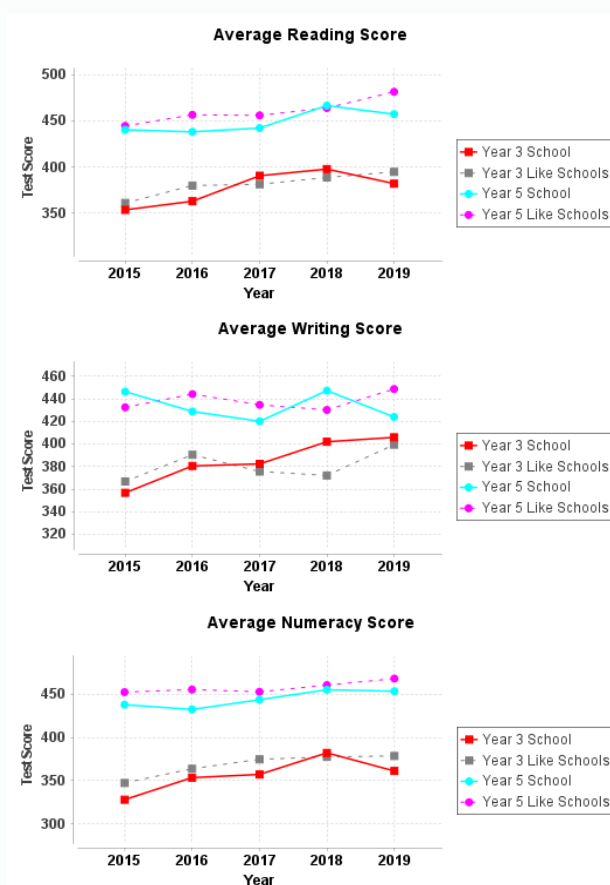
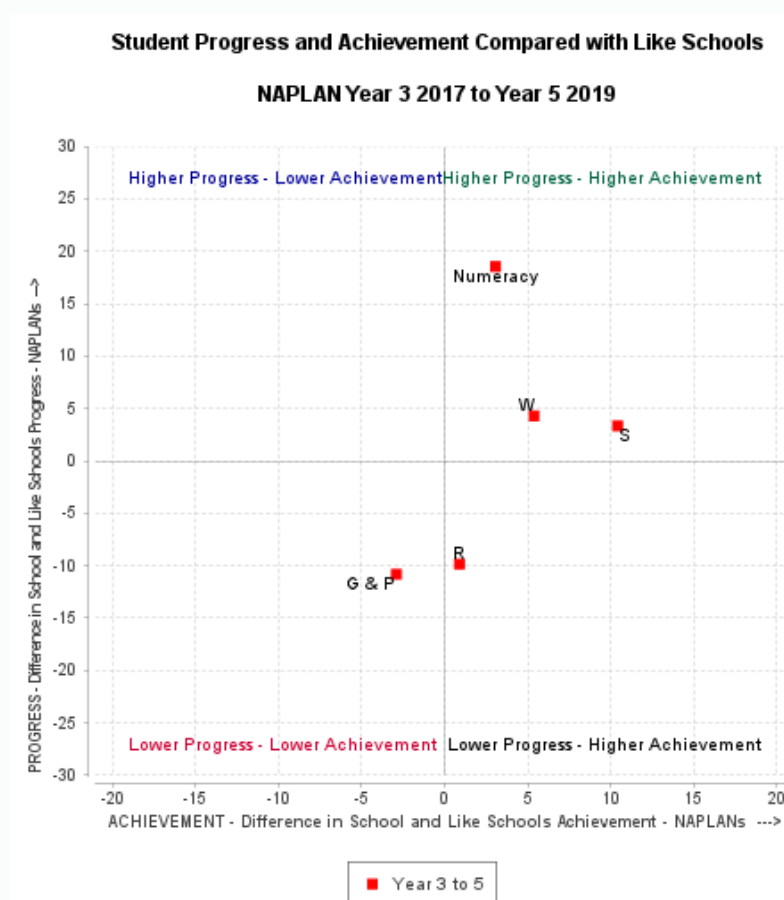
Attendance Profile 2020 Semester 2



Student achievement-NAPLAN

COVID 19 practices in place mid-way through Term 1 resulted in the abandonment of NAPLAN 2020. As a 2019 report was not published, below is a 'snap shot' of the 2019 NAPLAN results. 2019 was the first year of NAPLAN online at Ashburton Drive PS.

The National Assessment Program in Literacy and Numeracy is conducted for all Year 3 and 5 students in Term 2. Assessments are completed in Numeracy, Writing, Reading, Spelling and, Grammar and Punctuation. It is a singular assessment to assist school planning alongside teacher judgments. The following graphs represent how Ashburton Drive students performed as compared to 'like schools' across WA.



The overall achievement trend indicates a notable increase over time.

Numeracy and Spelling have had movement into the higher progress-higher achievement quadrant. Writing has had a positive trajectory in achievement. Reading has fallen into low progress-higher achievement quadrant. Grammar and Punctuation moving into lower progress-lower achievement quadrant was not a surprise for staff who had previously discussed at length their professional observations of student low performance. The English curriculum team developed strategies from whole school consensus for consistent application. This is evident in the Scope and Sequence and was integrated in the Guided Reading Professional Learning; with explicit content on inclusion of grammar and punctuation within the integrated activities.

Student achievement-On Entry

The tables indicate the movement in student performance for Pre Primary students in Speaking and Listening, Reading and Writing and Numeracy based on the annual On Entry Assessment.

When considering longitudinal student performance data for students moving from PP (2019) into Year 1 (2020), an increase in performance across all four domains is evident, with the most significant increase occurring in Writing (NB: this scale covers PP – Year 2).

This is an indicator that the school's focus on increasing expectations and early intervention strategies is continuing to have a positive impact and provide a stronger base on which to improve student overall outcomes. The continued focus on increasing teacher data literacy ensures information continues to be used to plan teaching strategies and target identified students at risk.

On-entry Assessment - Performance Summary Report

School : ASHBURTON DRIVE PS

Assessment Period : Start of 2020

Assessment Module : Module 1

Additional Filters Applied : None.

Scale Score Range	Speaking and Listening			Reading			Writing			Numeracy		
	Students		CF	Students		CF	Students		CF	Students		CF
	No.	%	%	No.	%	%	No.	%	%	No.	%	%
0 - 99	2	3%	3%	1	2%	2%	12	19%	19%	1	2%	2%
100 - 149	3	5%	8%	0	0%	2%	3	5%	24%	0	0%	2%
150 - 199	0	0%	8%	0	0%	2%	9	14%	38%	0	0%	2%
200 - 224	4	6%	14%	0	0%	2%	11	18%	56%	0	0%	2%
225 - 249	3	5%	19%	1	2%	3%	16	25%	81%	0	0%	2%
250 - 274	0	0%	19%	2	3%	6%	2	3%	84%	1	2%	3%
275 - 299	5	8%	27%	0	0%	6%	2	3%	87%	2	3%	6%
300 - 324	0	0%	27%	2	3%	10%	0	0%	87%	4	6%	13%
325 - 349	8	13%	40%	3	5%	14%	2	3%	90%	3	5%	17%
350 - 374	5	8%	48%	1	2%	16%	2	3%	94%	10	16%	33%
375 - 399	3	5%	52%	4	6%	22%	1	2%	95%	7	11%	44%
400 - 424	6	10%	62%	10	16%	38%	2	3%	98%	12	19%	63%
425 - 449	5	8%	70%	12	19%	57%	1	2%	100%	9	14%	78%
450 - 474	8	13%	83%	17	27%	84%	0	0%	100%	8	13%	90%
475 - 499	2	3%	86%	6	10%	94%	0	0%	100%	4	6%	97%
500 - 524	6	10%	95%	4	6%	100%	0	0%	100%	1	2%	98%
525 - 549	0	0%	95%	0	0%	100%	0	0%	100%	0	0%	98%
550 - 574	1	2%	97%	0	0%	100%	0	0%	100%	1	2%	100%
575 - 599	1	2%	98%	0	0%	100%	0	0%	100%	0	0%	100%
600 - 624	1	2%	100%	0	0%	100%	0	0%	100%	0	0%	100%
625 - 649	0	0%	100%	0	0%	100%	0	0%	100%	0	0%	100%
650 - 674	0	0%	100%	0	0%	100%	0	0%	100%	0	0%	100%
675 - 699	0	0%	100%	0	0%	100%	0	0%	100%	0	0%	100%
=/ > 700	0	0%	100%	0	0%	100%	0	0%	100%	0	0%	100%
Total	63	100%	100%	63	100%	100%	63	100%	100%	63	100%	100%

Student achievement-On Entry

On-entry Assessment - Performance Summary Report

School : ASHBURTON DRIVE PS

Assessment Period : Start of 2020

Assessment Module : Module 2

Additional Filters Applied : None.

Scale Score Range	Speaking and Listening			Reading			Writing			Numeracy		
	Students		CF	Students		CF	Students		CF	Students		CF
	No.	%	%	No.	%	%	No.	%	%	No.	%	%
0 - 249	4	7%	7%	0	0%	0%	12	22%	22%	0	0%	0%
250 - 299	2	4%	11%	0	0%	0%	6	11%	33%	0	0%	0%
300 - 349	1	2%	13%	1	2%	2%	1	2%	35%	1	2%	2%
350 - 399	1	2%	15%	2	4%	5%	5	9%	44%	5	9%	11%
400 - 424	1	2%	16%	2	4%	9%	1	2%	45%	1	2%	13%
425 - 449	4	7%	24%	7	13%	22%	0	0%	45%	8	14%	27%
450 - 474	5	9%	33%	6	11%	33%	7	13%	58%	5	9%	36%
475 - 499	2	4%	36%	8	14%	47%	5	9%	67%	12	22%	58%
500 - 524	3	5%	42%	6	11%	58%	5	9%	76%	10	18%	76%
525 - 549	4	7%	49%	10	18%	76%	5	9%	85%	5	9%	85%
550 - 574	5	9%	58%	7	13%	89%	5	9%	94%	6	11%	98%
575 - 599	9	16%	75%	5	9%	98%	2	4%	98%	2	4%	100%
600 - 624	3	5%	80%	1	2%	100%	1	2%	100%	0	0%	100%
625 - 649	0	0%	80%	0	0%	100%	0	0%	100%	0	0%	100%
650 - 674	4	7%	87%	0	0%	100%	0	0%	100%	0	0%	100%
675 - 699	0	0%	87%	0	0%	100%	0	0%	100%	0	0%	100%
700 - 724	5	9%	96%	0	0%	100%	0	0%	100%	0	0%	100%
725 - 749	0	0%	96%	0	0%	100%	0	0%	100%	0	0%	100%
750 - 774	2	4%	100%	0	0%	100%	0	0%	100%	0	0%	100%
775 - 799	0	0%	100%	0	0%	100%	0	0%	100%	0	0%	100%
800 - 824	0	0%	100%				0	0%	100%	0	0%	100%
825 - 849	0	0%	100%				0	0%	100%			
850 - 950	0	0%	100%				0	0%	100%			
Total	55	100%	100%	55	100%	100%	55	100%	100%	55	100%	100%



School Survey Data

The National School Opinion Survey was conducted in 2020.

There are three responder groups with similar questions in each survey; parents, students and staff. This survey is conducted every two years.

In 2018, we only received 9 parent responses and believe this was due to an IPS survey being distributed shortly before the NSOS survey.

The below data table compares 2016 parent responses to the 2020 parent responses.

Question	2016 %	2020 %
Teachers at this school expect my child to do their best	84	94
Teachers at this school provide my child with useful feedback about their school work	56	89
Teachers at this school treat students fairly	59	82
This school is well maintained	69	92
My child feels safe at this school	73	91
I can talk to my child's teacher about my concerns	79	90
Student behaviour is well managed at this school	58	80
My child likes being at this school	69	92
This school looks for ways to improve	59	85
This school takes parent opinions seriously	42	74
Teachers at this school motivate my child to learn	61	91
My child is making good progress at this school	62	87
My child's learning needs are being met at this school	57	80
This school works with me to support my child's learning	57	82
This school has a strong relationship with the local community	57	73
This school is well led	40	88
I am satisfied with the overall standard of education achieved at this school	55	85
I would recommend this school to others	50	86
My child's teachers are good teachers	77	95
Teachers at this school care about my child	68	90

There were notable improvements in all responses

QUESTIONS	2016 %	2018 %	2020 %
Teachers at this school expect students to do their best.	90	100	97
Teachers at this school provide students with useful feedback about their school work.	85	86	94
Teachers at this school treat students fairly.	89	96	94
This school is well maintained.	73	83	89
Students feel safe at this school.	86	68	92
Students at this school can talk to their teachers about their concerns.	96	96	97
Parents at this school can talk to teachers about their concerns.	90	89	95
Student behaviour is well managed at this school.	68	75	87
Students like being at this school.	93	100	97
This school looks for ways to improve.	90	100	97
This school takes staff opinions seriously.	65	79	87
Teachers at this school motivate students to learn.	98	93	94
Students' learning needs are being met at this school.	78	89	94
This school works with parents to support students' learning.	86	93	92
I receive useful feedback about my work at this school.	53	68	75
Staff are well supported at this school.	56	71	87
The school has a strong relationship with the local community.	76	78	81
This school is well led.	48	32	95
I am satisfied with the overall standard of education achieved at this school.	71	85	89
I would recommend this school to others.	70	71	90
Teachers at this school are good teachers.	91	93	94
Teachers at this school care about their students.	95	97	98

Staff survey- % of respondents who agree or strongly agree

There are variable improvements and areas requiring a line of enquiry.

The largest growth area being 'Staff are well supported at this school'.

The line of inquiry required being 'The school works with parents to support student's learning'. Although, COVID restrictions may have influenced answers.

School Survey Data

Student survey, % of respondents who agree or strongly agree, results are below.

"My school looks for ways to improve" is a growth area. Whilst, "My teachers expect me to do my best" has a small decline from 2018 results.

QUESTIONS	2016 %	2018 %	2020 %
My teachers expect me to do my best.	96	98	94
My teachers provide me with useful feedback about my school work.	90	80	89
Teachers at my school treat students fairly.	82	78	84
My school is well maintained.	81	75	76
I feel safe at my school.	83	75	86
I can talk to my teachers about my concerns.	76	73	76
Student behaviour is well managed at my school.	57	62	67
I like being at my school.	77	82	84
My school looks for ways to improve.	89	84	93
My school takes students' opinions seriously.	65	71	63
My teachers motivate me to learn.	94	89	92
My school gives me opportunities to do interesting things.	85	80	91
My teachers are good teachers.		92	92
My teachers care about me.		86	88



Science Report

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

The level of engagement of the children with Science is very high as evidenced in the observations and investigations they undertake, both in class and at home. We enjoy one of the most well-resourced science programs in Perth public primary schools. Very little expenditure was required for upgrading or replacing equipment this year.



The WA science curriculum has been taught across all grades. A range of assessments are employed covering science understandings and science investigations. Standards are moderated using the Judging Standards examples, and in consultation with professional science teacher networks.

Science Week 2020 carried the theme “Deep Blue: innovations for the future of our oceans” and was observed in August. All students received lessons about ocean topics, including Australia’s establishment of the Blue Economy CRC (older children). ADPS also successfully competed in ANSTO’s (Australian Nuclear Science and Technology Organisation) art competition, focusing on endangered Shorebirds, with 5 students achieving Highly Commended.



Right: In-class ‘Deep Blue’ activities Jellyfish – Room 2, PP/Year1.

The Science garden was commenced as a project for Room 13, Year 5 students. The science garden provided opportunities for studying food & fibre production (materials science), food chains & webs, plant parts, life-cycles (biology) etc. We also get to prepare and eat produce from the garden, using safe hygiene practices.

Many class teachers have sought advice and equipment to support the implementation of science within their classrooms, as it integrates well with other learning areas, especially Design Technologies. Students have a good knowledge base to carry into the Design process, and accurate vocabulary for the concepts at hand. Subject specific vocabulary is also taught to improve literacy outcomes.

English Report

In Literacy we have continued to focus on Guided Reading and the teaching of explicit reading strategies to develop our students into proficient and successful readers. All staff have now been trained in the implementation of Letters and Sounds, which is our school's chosen synthetic phonics program. These programs addressed the needs in reading, phonics and spelling; however, as a school we felt that a writing focus was also required. To this end, this year, we have chosen to begin the implementation of Talk 4 Writing.

Our reading program has benefitted from the successful Guided Reading strategies now being implemented across all classrooms. Students have the opportunity to observe the new reading strategy being modelled by the teacher, try the strategy as a whole class, and independently use the strategy at their own ability level. Exciting and motivating resources have been purchased to inspire our students to become proficient readers. These include Short Read Cards, home readers and a large range of reading books to use in classrooms throughout the school. To complement our Guided Reading program we have incorporated Literacy Pro from years 4 to 6. Utilising the Literacy Pro lexile levels, our school library is structured to support the selection of appropriately levelled books for students to enjoy.



We are excited to announce that all staff are now trained in the Letters and Sounds Phonics program. This training was provided by two members of our own staff who are now qualified Letters and Sounds trainers. Numerous resources including games and readers that match this program have been purchased. These resources are used extensively in classrooms and by selected Educational Assistants who now run additional Letters and Sounds lessons to benefit students in need.



This year we have begun to implement the Talk 4 Writing program across our school. Enthusiastic staff members volunteered their own time to train for this program during the Christmas vacation. We have purchased resources to supplement this program and visits have been made to a specialist school, enabling staff members to observe Talk 4 Writing lessons in progress. This program is in its early days and we are looking forward to watching our students writing skills continue to grow under the guidance of this program.

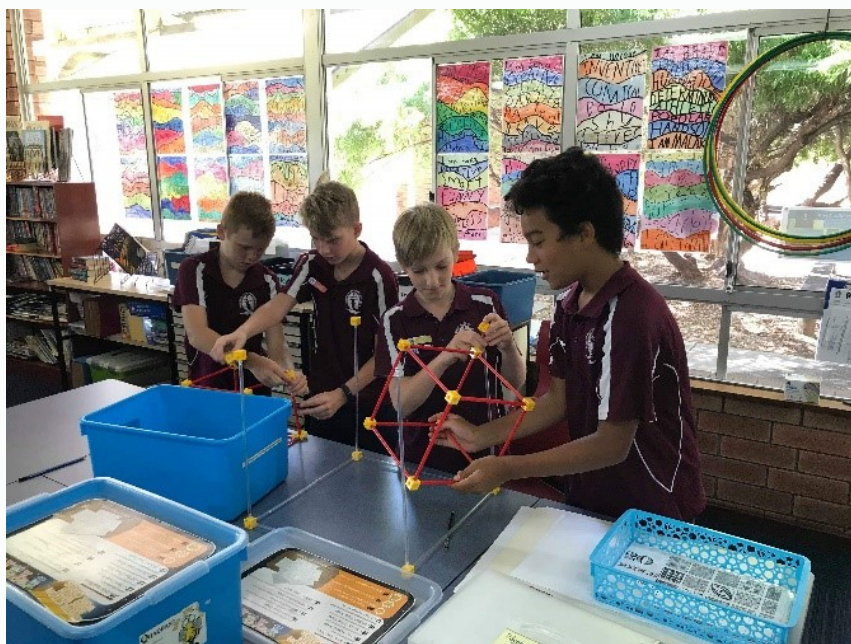
Mathematics Report

In mid-2020, the school purchased the Origo Stepping Stones program for use in all classrooms from P-6. Teachers explored the online program with a view to fully implementing the program in 2021. This will allow for a consistent and sequential approach to teaching mathematics across the whole school.

All staff implemented the Ashburton Drive Primary Mathematics Scope and Sequence, including activities, strategies and vocabulary suited to each year level from K-6.

Mathematics Blocks continued to be used in all classrooms, where students are introduced to the concepts and vocabulary of mathematics in a variety of ways, using concrete materials, abstract thinking and technology. The process is based on the 1STAR process of Introduce, Show, Try, Apply and Review.

Additional resources were provided to enhance the learning programs within each grade level, according to the scope and sequence requirements. This allowed staff in each teaching block to successfully select materials linked to their specific class needs and provide problem solving opportunities.



In 2020, all classes from Years 1-6 accessed the PAT-N tests which were conducted online and gave the teaching staff valuable data on the strengths and weaknesses of student understanding in the Mathematics learning area. This will continue into 2021 and teachers will be able to track student progress in all areas of Mathematics and plan for their continued progress.

In Term 3, we held a Year 1- 6 basic facts competition where students were encouraged to improve their basic facts knowledge. Years 1 & 2 participated in addition and subtraction and Years 3 to 6 worked with all the operations. The students were keen to see their scores improve and looked forward to the competition over the three weeks.

Ashburton Drive Primary School is heavily invested in improving the outcomes of all students in Mathematics. Staff work consistently and collaboratively to help students achieve conceptual understanding in all mathematics proficiencies.

Technology Report

In 2020, Ashburton Drive Primary School successfully developed a bank of resources for staff to support the teaching of this learning area. We have continued to work on upskilling our staff with different PL sessions, for example 3D Printer. The school also added a free resource App for the 3D Printer, “Tinkercad” that the teachers and students can access on the desk top.

In 2020, our focus was to build on teachers’ confidence in teaching and assessing digital and design technologies. To develop consistent practice across the school and grow our teachers’ knowledge and skill level, staff have been involved in different moderation tasks in Semester 2. In 2019 we set up a “Maker Space” in the Library for classes to use and make their prototypes. The space was utilised in Semester 2 2020, during our phase of learning moderation task. The Kindy –Pre- primary’s designed and made towers, the Year 1-2’s designed and made bridges and the Year 3-6’s designed and made Marble Mazes.

We have continued to grow our digital technologies resources this year, adding speakers to some classrooms, microphones for “Zoom sessions” during COVID and replenishing resources to the “Maker Space”. It has been fantastic to see these resources being used in different ways across the school, especially in integrated learning programs.

Technology committee members regularly attend STEM cluster meetings at Southern River College to collaboratively develop a linked technology program with existing schools in the area and share resources eg: Laser printers, 3D printers and VR technology.

In 2021, we hope to continue to build on student understanding of knowledge through teacher development of current up-to-date technologies.



Humanities and Social Sciences Report

In 2020 at Ashburton Drive Primary School, classes maintained their commitment to the HASS curriculum with teaching and learning reflecting the uniquely engaging and relevant subject matter which HASS entails. Across the school, classes engaged in learning in the areas of Geography, History, Civics & Citizenship and Economics & Business.

Focus on the HASS curriculum and its development and progress was evident. The HASS committee recommended a future direction for HASS which will involve improving the school's focus on Geography to support skills, knowledge and understanding within the Western Australian Curriculum. Classes carried out a moderation task for Geography which enabled teachers to maintain consistency in the way in which they assess students' work.



We celebrated the special days which reflect the HASS curriculum. The vibrancy of our school community and engaging efforts of our students were evident in our celebrations of Harmony Day, NAIDOC Day, Anti-poverty Day and Clean-up Australia Day.

For Harmony Day, the whole school theme was 'Celebrating diversity.' Each class presented a display which focused on the statement, 'We are a box of crayons, each of us is unique, but when we get together, our picture is complete.' Some classes celebrated the day by enjoying a multicultural luncheon in which each child brought in a plate of food to share from their cultural background.

For NAIDOC week, the school was entertained and educated with a performance by the Mungart Yongah Nyoongah Arts Enterprise along with a Smoking Ceremony. Classes presented displays which reflected the theme, 'Always Was, Always Will Be.'

For Anti-Poverty Day, the Year 6 class presented stalls in the undercover area for all students to enjoy with the money collected being donated to the Smith Family. Our school collected an enormous amount of non-perishable items to be donated to the Gosnells Salvation Army.



Music and Special Programs Report

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

Music was taught by the specialist music teacher, Ms Nelomie Ranasinghe for students in Years 1-6, while classroom teachers taught Kindergarten and Pre-Primary music. Students performed several times throughout the year for their peers and families. Each class prepared, rehearsed and performed a wonderful item of theatre, dance or song for School Assemblies which were held once a fortnight.

Whole school singing in encouraged at Ashburton Drive and students had a great opportunity in which to sing together, as the school took part in a Music Celebration Day, together with over 3500 other schools across Australia. All students sang, signed in AUSLAN and played instruments to the song, "You Won't Bring Us Down", which was a huge success, in a rainbow of colour!



Our students were very lucky this year to have a junior choir, as well as the senior choir. The junior choir comprised of students in Years 3 & 4 and had a total of 70 students while the senior choir had 47 students from Years 5 & 6. Although the ANZAC Service was unable to go ahead in its usual style, the choirs still had several performance opportunities. Students performed songs at the NAIDOC Assembly, school assembly and Graduation.

Puppets and Clowns was another successful program run in 2020. The Year 4-5 students were selected after a process of auditions. They learnt specific performance skills related to each area and had opportunities to entertain their peers and wider community. Unfortunately, due to COVID-19, students were unable to perform for members of the community this year.

Music and Special Programs Report

The Instrumental Music School Services program (IMSS) provided specialised tuition in Classical Guitar for selected Years 5 & 6 students. A new initiative this year at Ashburton Drive PS was that some students learnt brass instruments. These students performed confidently at the Endeavour Awards and Graduation. Several graduating students gained a position in the Music Inspire program at Southern River College and the music program at Kelmscott Primary School, for 2021.

The students in the brass program joined a community band this year. Students from Wirrabirra PS, Huntingdale PS and Ashburton Drive met once a week to rehearse for a community concert at the end of each term. This not only gave students valuable performance opportunities, but also the chance to meet like-minded, high achieving music students.

The purchase of two trumpets and a trombone, to be lent out to students in the instrument program was a fantastic addition to our school music resources.

The DRUMBEAT program continued this year with 30 students completing the course successfully. Some of these students had the opportunity of performing at their Year 6 Graduation and the last school Assembly.

In 2021, we hope to continue the wonderful programs offered at ADPS and build upon them in the hope of continuing to produce confident and capable students.



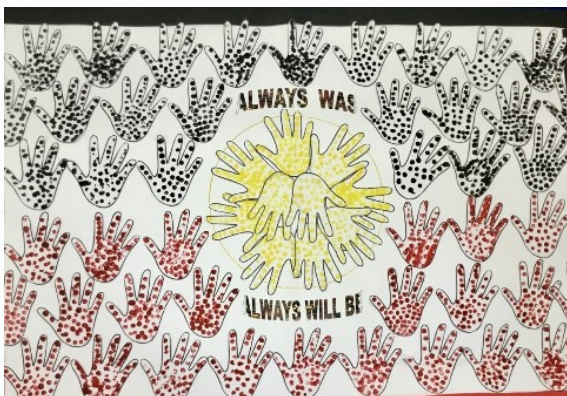
Visual Arts Report

At Ashburton Drive Primary School (ADPS), the Visual Arts program is undertaken by individual classroom teachers from Kindy to Year 6, who plan and design creative Visual Art experiences for their students. Our students are exposed to at least one hour of Visual Art lessons per week to explore different art styles, elements and techniques.

Throughout the year we have showcased student artwork in the office, school newsletter, Facebook, assemblies, library and classrooms. Art activities were supplied to students in their educational packs during COVID 19 - Learning from home. Visual Art is an integral part of the ADPS curriculum and can be seen integrated into other learning areas.

Classrooms were converted into art galleries at open night and on special occasions such as Harmony Day with the theme, 'We are a box of crayons, each of us is unique, but when we get together, our picture is complete', Anti-Poverty Day, NAIDOC Week with the theme, 'Always Was, Always Will Be', ANZAC Day and Book Week.

ADPS participated in a variety of competitions throughout the year. Students participated in the Ansto 'Shorebirds' drawing competition for students in Year 3 - 6. The students learnt about threats to shorebirds and their habitats and completed a public awareness poster for a threatened shorebird in Australia. Our students did an amazing job at their posters and we had several commendations in Year 4, 5 and 6. All students from Kindy - Year 6 participated in a Book Week 'Curious Creatures, Wild Minds' completion where a student from each year level was awarded with a book prize.



Students also participated in the ADPS tea towel drawing where the children drew a picture of their faces and wrote their name. These tea towels were sold by the P&C in Term 4 as Christmas gifts.

All year levels participated in a moderation task where students were required to draw a picture of themselves using only pencil. Moderation assists with teacher judgements and demonstrating student progress.

Languages Other Than English Report

In 2020, Italian was taught from Years Two to Five for 60 minutes per week, using the WA Scope and Sequence for Languages.

Years Two focused on the Buon Compleanno (Happy Birthday) topic which they enjoyed. They were taught to say their birthday in Italian and create a birthday invitation in the target language.

Years Three's theme was on La Mia Famiglia where they presented a booklet, introducing and describing their families in Italian, using a model.

Year Fours were required to write on La Mia Giornata (My Day) with focus on their daily routines, including both time and activity.

Year Fives studied Le Case Italiane (The Italian Houses), and compared them with Australian housing. They wrote a description of their house. Also, the theme of Communities is prevalent in the curriculum, that is, the town, city, countryside and shopping outlets. Learning about La Gelateria Italiana (Italian ice cream parlour) and the different flavours of gelati was very exciting for students.



Assessment for all year levels was aligned to SCSA Judging Standards in Italian.

As the Covid global pandemic impacted face-to-face teaching, the Italian curriculum was modified to include a cultural studies approach for remote learning. This included looking at the geography of Italy, il Carnevale masked festival, and fun facts about pizza.



The making of masks and cooking a margherita pizza proved to be successful and popular activities. A couple of families emailed positive comments of their children cooking pizza.

Other highlights of the year was the introduction of an Italian Chef, Luigi, with the Puppets and Clown's drama programme. Parents also visited the Italian room for Open night. We finished the year with the sharing of a traditional Christmas panettone (raisin bread cake) which was appreciated by the students.

Health Report

At Ashburton Drive Primary School the Health Education program is undertaken by individual classroom teachers and also includes year level or whole school events.

The year 2020 saw an increased focus in daily hygiene such as hand washing, hand sanitising and elbow coughing and sneezing due to the COVID-19 pandemic. These skills were explicitly taught and are now part of our everyday routine.

Zones of Regulation was continued in 2020 and students have become more familiar with the language of the program. Self-regulation has been integrated through all aspects of school life with students becoming more able to identify their own feelings and emotions. The program gives them strategies to work through their feelings and impulses in order to be successful socially.



The Hospital Familiarisation Incursion was a highlight for the Kindergarten students. This helped to prepare the students for possible hospitalisation. The aim is to minimise misconceptions children may have.

On the annual R U OK Day, we reminded students to 'check in' with their friends and family by asking them "Are you okay?" Students completed activities to remind them of when they are feeling happy and how they can help others who may not be feeling okay.

Physical Education Report

This year at ADPS, students were provided with a wide variety of experiences within the Physical Education program. Lessons were challenging, appropriate and modified to cater for individual needs.

With the increased participation of on-line learning this year, students were able to be resourceful in using materials from home to maintain their physical fitness which had been outlined in their work packages.

At ADPS, there are many different sporting opportunities for students to participate in, both within and outside of the school arena. For 2020, these included the Faction and Interschool Cross Country's and the Faction and Interschool Athletics carnivals.

Faction Cross Country allowed the first three place getters to represent ADPS at the Interschool carnival. This was held in the beautiful grounds of Lumen Christie Catholic College. ADPS had many successes at this carnival with 16 students placing in the top 15 of 30 runners in each boy/girl year level. Two highlights of the day were, ADPS placed third overall, against 10 other schools and the Year 6 boy/girl teams won the overall trophy for their year level which they display proudly in their classrooms.



To accommodate the challenges we have seen in 2020, the organisation of the ADPS Faction carnival allowed a new format to be implemented that had not been seen at ADPS in many years. Due to social distancing, the school was split into two different time slots. K-2 participated in the morning session from 8.45am-11.30am and the Year 3-6's participated in the afternoon session from 11.45am-2.45pm. The split Faction carnival was very much enjoyed by the students, teachers, parents and care givers as there was a vast amount of positive feedback and community spirit. Trophies were presented to individuals and Faction winners were announced at the end of the day with the K-2 classes coming back to enjoy the cheering and celebrations.

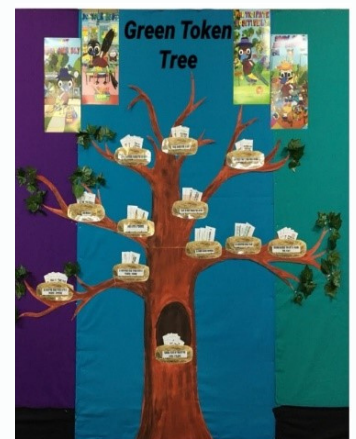
The 2020 Interschool Athletics carnival was held at Langford Oval in Week 3 of Term 4 with 6 schools competing in Pool B. The weather was idyllic for a carnival and the students from ADPS were again, exemplary in their behaviour and sportsmanship. With this outstanding attitude, ADPS achieved 4 champion athletes and a runner up champion athlete. ADPS won the overall shield for champion school in Pool B.

WA Positive Behaviour Support Report

In 2020, we continued to use in house-data recording systems, (S.I.S), to identify key areas of behavioural need across the school. This guided the selection and schedule of explicitly taught behaviour lessons in all classes. This year we also completed a S.E.T (School Evaluation Toolkit), where students and staff were interviewed and an audit was carried out to assess the effectiveness of W.A.P.B.S at our school. Overall, a positive result of 92% implementation was achieved. Areas to work on included ensuring all staff, including education assistants explicitly teach expected behaviours. Plus the implementation of data analysis of lesson effectiveness prior to, and post teaching specific expectations to all students. In 2020, the eligibility of P- 6 students for our termly Personal Best reward was in the low 90% range, up from 2019 of approximately 86% each term.

In 2020, further W.A.P.B.S training was completed by staff to achieve over 96% of teaching staff who have now received W.A.P.B.S formal training. This has included education assistants, office staff and even a parent on the W.A.P.B.S committee. Further in-house restorative justice awareness training was also held and reviewed throughout the year. This has supported staff in aiding students to accept greater accountability for their actions. In addition, major and minor behaviours have been identified and, in collaboration with staff, were implemented using whole school processes.

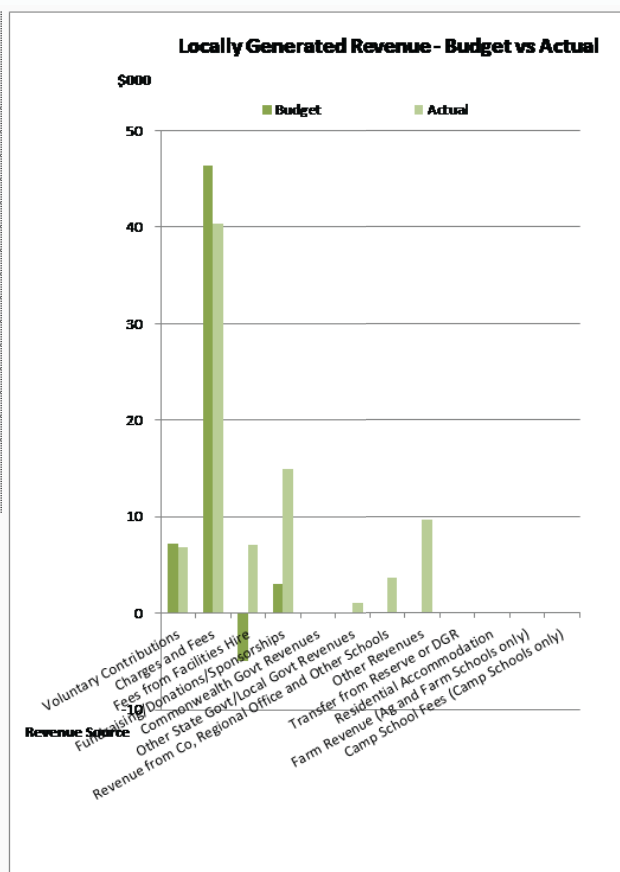
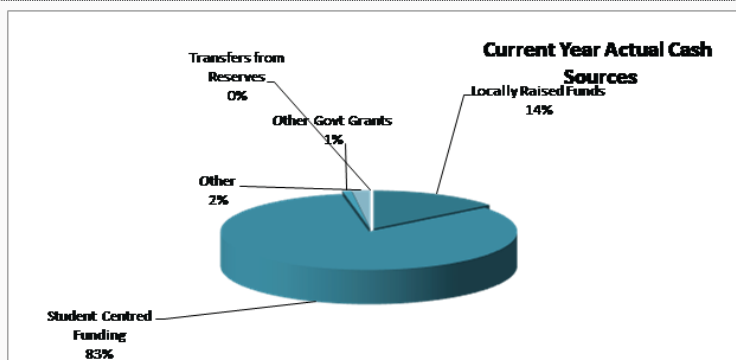
Personal Best rewards were continued on a termly basis, subject to COVID restrictions. For pre primary to Year 6 students, these rewards included Movie and Popcorn, Free Dress and Party (a Disco) and a Bouncy castle obstacle course. Kindergarten rewards were separate to the rest of the school, age appropriate and held in the same week as the pre primary to Year 6 rewards. This year they enjoyed a Kindy Fun Day which involved a treasure hunt, a Farmyard Incursion, plus a visit from the musical Nature Fairy.



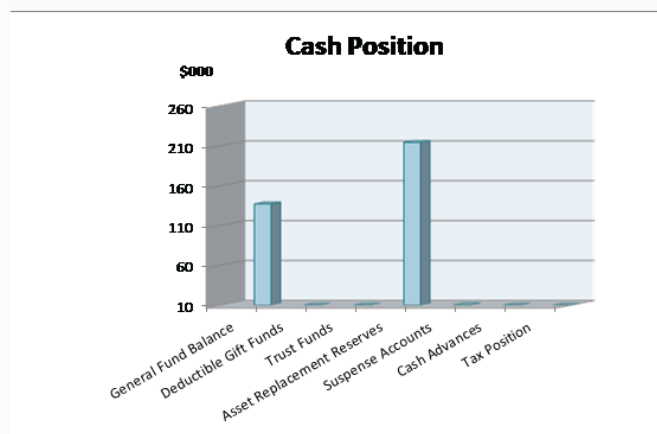
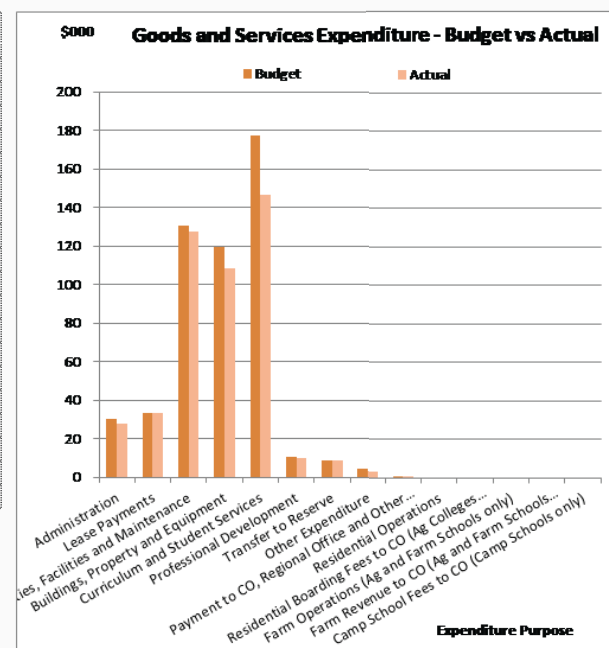
Other rewards, such as The Green Token tree continued. Another tree was created and displayed in the library to ensure greater visibility. Since implementation, data has been collected on the popularity of each prize and subsequently reviewed to include the most popular rewards!

Finance Report

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 7,200.00	\$ 6,800.00
2	Charges and Fees	\$ 46,372.19	\$ 40,366.15
3	Fees from Facilities Hire	\$ (5,000.00)	\$ 7,045.46
4	Fundraising/Donations/Sponsorships	\$ 3,065.00	\$ 14,948.00
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 3,636.36
8	Other Revenues	\$ 70.00	\$ 9,701.63
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	\$ 51,707.19	\$ 83,597.60
	Opening Balance	\$ 118,145.70	\$ 118,145.70
	Student Centred Funding	\$ 367,000.00	\$ 400,019.13
	Total Cash Funds Available	\$ 536,852.89	\$ 601,762.43
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 536,852.89	\$ 601,762.43



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 29,970.00	\$ 27,565.61
2	Lease Payments	\$ 33,000.00	\$ 32,999.13
3	Utilities, Facilities and Maintenance	\$ 130,400.00	\$ 127,688.05
4	Buildings, Property and Equipment	\$ 119,500.00	\$ 108,284.13
5	Curriculum and Student Services	\$ 176,945.00	\$ 146,465.06
6	Professional Development	\$ 10,300.00	\$ 9,999.25
7	Transfer to Reserve	\$ 8,800.00	\$ 8,800.00
8	Other Expenditure	\$ 4,405.00	\$ 3,022.82
9	Payment to CO, Regional Office and Other Schools	\$ 120.00	\$ 60.00
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	\$ 513,440.00	\$ 464,884.05
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 513,440.00	\$ 464,884.05
	Cash Budget Variance	\$ 23,412.89	



Cash Position as at:	
Bank Balance	\$ 354,836.91
Made up of:	\$ -
1 General Fund Balance	\$ 136,878.38
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 214,038.66
5 Suspense Accounts	\$ 10,250.87
6 Cash Advances	\$ -
7 Tax Position	\$ (6,331.00)
Total Bank Balance	\$ 354,836.91