

Annual Report 2025



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PRINCIPAL ADDRESS

ASHBURTON DRIVE PRIMARY SCHOOL

It is with great pleasure I present the 2025 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 2024-2026 Business Plan.

I would like to recognise the exceptional commitment of our staff and community members. Together, their efforts have strengthened our progress and supported meaningful improvements in student growth, aligned with our established plans and policies.

Our WA Positive Behaviour Support program (WA PBS) is in its thirteenth 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, Chaplaincy, Personal Best Club, Breakfast Club, 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 provide further opportunities to our students.

The P and C collaborated to organise a number of fundraising events. 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 many counselling services 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.

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

Our Staff

It is with gratitude for their contribution to our community that we said good luck to Sherry Neale, Viette Pedersen, Kristy Wise, Angela Di Noto, Mitchell Durwood, Natasha Leggatt, Pativa Sharma Bhusal, Matthew Remaj, and a very sad farewell to Julie Agnew. We have temporarily said goodbye to Chantelle Dive and Ebony Grandidge who are taking maternity leave.

We look forward to welcoming Rachel Loxley back for 2026.

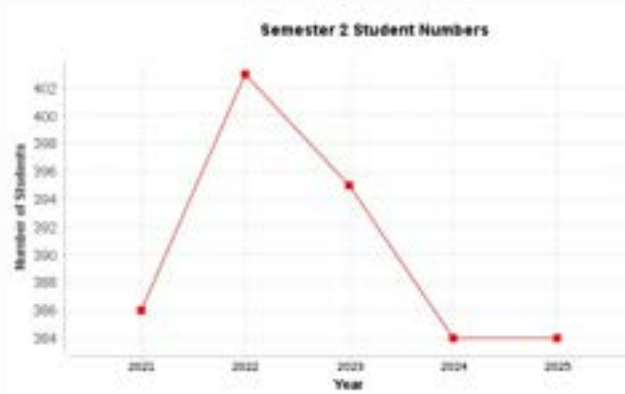
Miss Sasha Borthwick and Miss Hannah Parsons became permanent teaching staff.

School Chaplain

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 2025, we utilised the services of YouthCare to provide a chaplain for three days a week. The Chaplain 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 Chaplain 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, 382 PP-6 students were enrolled. At the end of Semester 2, 376 PP-6 students were enrolled at Ashburton Drive PS. These figures exclude our 54 part time Kindergarten students.

- 48% are male and 52% female.
- 17% Aboriginal enrolment.
- 48% EALD enrolment

Student Attendance Rates

Staff collaborated to implement strategies to promote, prevent and resolve regular attendance to strengthen family connections.

The 2025 student attendance rate of 86.8%, is a slight drop from the 87.4% in 2024. A sustained approach to promoting regular attendance, including follow-up on unexplained absences, resulted in a significant shift of moderate and indicated at-risk students attending school more regularly. ADPS achieved its target of maintaining a whole-school attendance rate equal to or above that of comparable schools in 2025 with 86.8% compared to 86.8% for like schools.

Key initiatives included enhanced case management for students needing support, trauma-informed practices, the Complex Behaviour Support Project, Small group tuition and ongoing improvements in identifying and supporting students at educational risk.

These initiatives provided a focused approach to individual case management of at-risk students. While overall attendance is consistent, we are committed to improving attendance, particularly for students in the 'Indicated' category. Regular attendance rates for Aboriginal students continued to be a key focus throughout 2025.

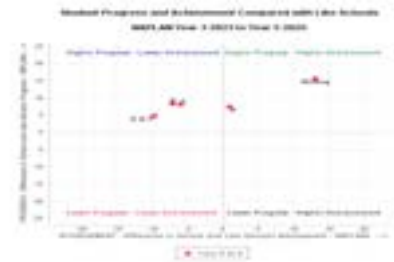
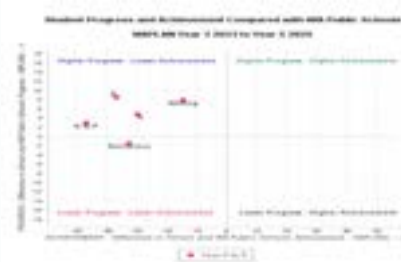
In 2026 we expect an influx of students from the new housing area within our school zone.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	55.5%	21.8%	15.2%	7.5%
2024	53.8%	26.3%	13.5%	6.4%
2025	55.3%	24.5%	13.3%	7.0%
Like Schools 2025	54.8%	24.9%	13.3%	7.0%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

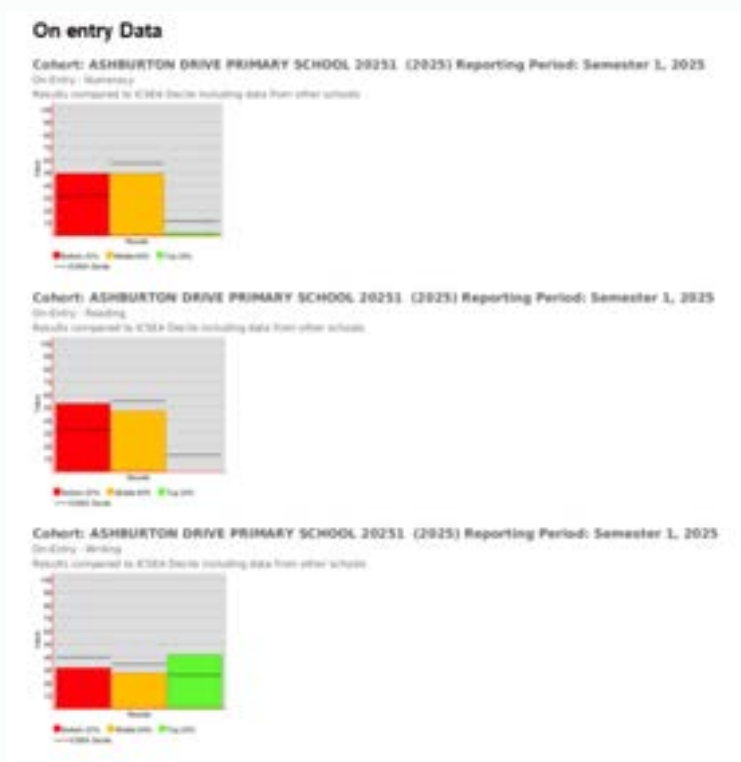
Student Achievement-NAPLAN

The NAPLAN data shows clear patterns of growth followed by decline across both Year 3 and Year 5, with strong gains made in 2024 that were not sustained into 2025. While Writing, particularly in Year 5, remains a relative strength when compared with like schools and WA Public Schools, most other domains show reduced progress and, in some cases, regression, especially in Numeracy, Spelling, and Grammar. The scatterplots indicate that the school is achieving lower progress than comparable schools in several learning areas, placing many domains in the lower-progress quadrants. These trends suggest emerging cohort complexities and highlight the need for targeted intervention, strengthened instructional continuity, and deeper integration of pastoral and academic supports to ensure students maintain momentum and achieve sustained improvement. Staff credit a strength becoming apparent in Writing to the embedding of the Talk for Writing program. A focus for staff consultation has been around Spelling. The English committee have researched and scoured resources and chosen to implement Word Origins which is a choice based on it being a follow-on program from Letters and Sounds, which is utilised in the younger years. We are expecting high results from our Year 5 cohort in 2027.

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	0.1	0.1	0.0	0.1	1.0	0.0
Reading	-0.2	1.1	-0.0	1.0	0.0	0.0
Writing	0.8	0.0	0.2	-0.1	1.1	0.4
Spelling	-0.4	1.0	-0.1	0.1	0.0	-0.1
Grammar & Punctuation	0.1	0.0	0.0	0.1	0.0	-0.2



Student Achievement-On Entry



Results of Pre-Primary data beginning of 2025, indicate students are entering school below the expected range in Numeracy and reading and above in Writing. Staff interrogated On Entry data for reading and Numeracy (Pre-primary 2024 - Year 1 20225). Students in the top 20% maintained position, with improvements in all three bands. Improvements were a result of; greater teacher collaboration, increase in whole school consistent practice and implementation of evidence-based programmes.

Connected Community School trial

In 2025, Ashburton Drive Primary School was proudly selected as one of only four Connected Community Schools across WA. This four-year trial reflects the WA Department of Education's long-term vision to support students from early childhood through to post-school success by strengthening the connection between schools, families and communities.

This exciting opportunity strongly aligns with Ashburton Drive's ongoing commitment to building meaningful partnerships with parents and the wider community. At the heart of the initiative is a co-designed approach, ensuring programs and supports are tailored to the unique needs of our students and their families.

To guide this work, community surveys were conducted in Term 4, providing valuable insights and ensuring collective partnerships, authentic engagement and a shared vision focused on empowering our community. These voices will shape the programs and services offered through the Connected Community initiative.

Three dedicated spaces have been allocated to support the project: one office and two Connected Community hubs that will host a wide range of activities, services and events for students and families.

In Term 4, a Project Coordinator was appointed to lead planning and implementation, with her role continuing into 2026.

As part of this initiative, our School Chaplain will become fulltime in 2026.

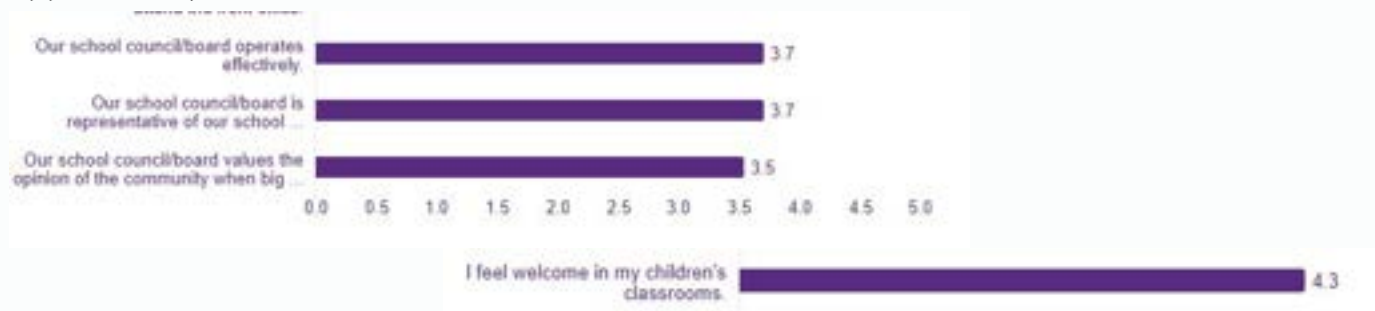
To further strengthen support for our school community, positions have been filled with a Social Worker, Administration Assistant and Speech Therapist joining the school in 2026.

Ashburton Drive Primary School is excited about the opportunities this initiative brings and looks forward to the positive and lasting impact it will have on our students, families and wider community.

School Community Survey

Our lowest scoring areas remain the questions relating to School Board. The School Board have discussed the data and created some strategies to become more visible in the community. This has started with segments in the school newsletter explaining who the Board are and the roles and responsibilities of the Board. Despite efforts to recruit members we maintain a low membership base, particularly of parents, as past parents have become community members the parent membership is dropping.

Our data shows a high amount of agreement with parents feeling comfortable approaching classrooms.



English Report

Throughout the year, the English Committee has continued to strengthen literacy practices across the school, ensuring a consistent, evidence-based approach to reading, writing, spelling, and oral language development from Junior Primary through to upper primary.

Junior Primary Literacy (ADPS)

At ADPS, Junior Primary literacy is underpinned by explicit and systematic instruction. A range of complementary programs support the development of foundational literacy skills. Letters and Sounds provides structured teaching of blending for reading and segmenting for spelling, progressing from simple to complex sounds. This clear sequence supports students to build strong phonics knowledge and early reading confidence.

The Heggerty Phonemic Awareness Curriculum is delivered through daily, highly explicit lessons that focus on phonemic awareness, sound recognition, phoneme-grapheme connections, and extended language awareness. Heggerty works alongside Letters and Sounds to strengthen students' ability to hear and manipulate sounds, a critical component of reading and spelling success.

The Peggy Lego handwriting program supports correct letter formation through the teaching of pre-writing patterns. Letters are broken into seven pencil movements and taught through verbal prompts, gross and fine motor activities, sensory experiences, and writing practice, ensuring consistency and strong foundations for handwriting.

Talk for Writing continues to play a key role in developing oral language and writing. Through the phases of Imitation, Innovation, and Invention, students internalise quality texts orally before moving to written expression, resulting in improved confidence, structure, and engagement in writing across learning areas.

Guided Reading is delivered through small, levelled groups targeting phonics, comprehension, fluency, and vocabulary. These lessons provide targeted support using engaging texts and digital tools, enabling students to develop independence and confidence as readers.

In the upper primary years, a key focus has been identifying a spelling program that aligns with NAPLAN data and provides students with strong foundational spelling knowledge. Following careful consideration, Word Origins from Dyslexia-SPELD has been selected.

Word Origins teaches spelling through the exploration of word structure and etymology, including Anglo-Saxon, Latin, and Greek origins. Students learn about roots, prefixes, suffixes, and spelling patterns, developing an understanding of why words are spelled the way they are. This approach supports spelling accuracy, vocabulary development, and reading comprehension, and complements the Talk for Writing framework by deepening students' understanding of language.

Overall, literacy practices across the school remain strong and cohesive. The continued implementation of structured programs in Junior Primary and the introduction of Word Origins in upper primary ensure a progressive, data-informed approach that supports improved literacy outcomes for all students.

Mathematics Report

The Mathematics program at Ashburton Drive Primary School in 2025 focused on strengthening collaborative problem-solving, enhancing teacher capability, and preparing for the upcoming Western Australian Curriculum implementation in 2026. Our approach combined innovative programs, targeted professional development, and resource investment to ensure high-quality teaching and learning outcomes across all year levels.

Light House Math Program

The Light House Math program emphasises teamwork and problem-solving, encouraging students to work collaboratively on complex mathematical challenges. All current teaching staff have been upskilled through a structured coaching process to effectively deliver the program. Whiteboards were purchased for each block to support interactive and collaborative learning experiences.

Rock Star Math

Rock Star Math continued to be implemented across Years 3 to 6. Students actively participated in school-wide and statewide mathematics competitions, fostering engagement and enthusiasm for numeracy.

Número

Número resources were distributed across the school to support mental computation and strategic thinking skills.

Origo Mathematics

Origo remained the core program for maintaining teacher fidelity to structured mathematics instruction. Additional resources were purchased as required to ensure program continuity and effectiveness.

Curriculum Development

The new Western Australian Curriculum entered its familiarisation phase in 2025, with full implementation scheduled for 2026. The Curriculum Leader attended a Professional Development Day to gain insights and strategies for a smooth transition. Key information was shared with staff during an interactive staff meeting, with a follow-up session planned for early 2026 to consolidate understanding and readiness.

Looking Ahead

In 2026, our focus will be on full implementation of the Western Australian Curriculum, continued professional learning to strengthen mathematical pedagogy, and expanding opportunities for students to engage in collaborative problem-solving and competitive mathematics activities. We will also maintain strong support for the continued integration of both Número and Rock Star Math across the school.



Science, Sustainability and Technology (SST) Report

In 2025, the Science, Sustainability and Technology Committee at Ashburton Drive Primary School continued to drive innovative, environmentally responsible and future-focused learning across the school. The committee strengthened school-wide systems, expanded hands-on learning opportunities, and deepened student engagement in science, technology and sustainability.

The school secured WasteSorted grant funding, enabling the purchase of an electric classroom composter, outdoor green-waste bins and Cash4Cans collection bins. These resources allowed students to experience real-world environmental responsibility, from converting food scraps into nutrient-rich compost to coordinating and sorting recyclable cans.

A major sustainability focus this year was the strengthening of our Waste Free Wednesday initiative. Students were encouraged to minimise single-use packaging and bring reusable containers, building long-term waste-wise habits. The Student Voice Committee supported this by collecting and analysing rubbish data throughout the year, providing insights into student behaviour and celebrating classrooms for their successes.

During Terms 2 and 3, the Year 3 Waste Warriors assisted in cleaning school grounds, constructing Cash4Cans bins and outdoor composters, and learning to operate the electric composter. Their participation developed practical sustainability skills and positioned them as enthusiastic ambassadors for the environment.

In technology, the Robotics Club continued to thrive, offering opportunities to engage in coding, engineering and problem-solving. This culminated in the school's participation in the First Lego League competition at Southern River College, successfully fielding four teams. ADPS also contributed to the Gosnells Robotics Network, sharing expertise, supporting collaboration between schools, and championing STEM engagement in the local community.

Data-informed teaching remained a priority. The committee led the use of PAT Science data to identify student achievement patterns, celebrate strengths and pinpoint opportunities for improvement, supporting targeted instruction and improved understanding across year levels.

Overall, 2025 was a year of growth, innovation and community engagement, with a continued commitment to fostering curiosity, environmental stewardship and future-ready skills for every student.



Relationships and Partnerships Report

The Relationships and Partnerships Operational Team has been working hard towards encouraging a collaborative and harmonious school community that furthers the educational and welfare needs of our students.

This year we introduced a Parent and Carer morning tea following each class's assembly performance. It has been a wonderful opportunity for families to stay a little longer, enjoy a bite to eat and drink, and connect with one another to celebrate their child's achievements. We hope this small addition has added a special touch to our assemblies and helped strengthen the sense of community within our school.

In Term 2, we celebrated our second Wellbeing Week with a week of mindful activities, from art and breakfast, dance club, games, and yoga! We loved seeing how our event has grown since its implementation in 2024, and we can't wait to see our wellbeing awareness continue flourishing in 2026. On the 11th of September, our school community came together to celebrate R U OK? Day with a fun and meaningful morning of connection and care. Students enjoyed a yellow free dress day, shared pikelets on the oval, and took the time to walk, chat and check in with their peers. Parents and Staff were also provided with the opportunity to enjoy a free coffee and catch-up with their peers. The day was filled with photos, bubbles, and classroom activities that encouraged important conversations about wellbeing and looking out for one another. It was a wonderful reminder of the power of kindness and connection within our school. Our community raised \$240 which was donated to the R U OK Organisation to help further their vision of 'a world where we are all connected and protected from suicide'.

This year has been one of growth, collaboration and community spirit. We are grateful for the continued commitment of our staff, students and families in making our school a place where everyone belongs and feels safe.



Music and Special Programs Report

Music in the primary years extends far beyond singing songs or learning instruments; it plays a vital role in nurturing the whole child. Through music, students develop creativity, and emotional understanding, while also learning the importance of commitment, cooperation, and resilience. Working together to rehearse and perform helps children build confidence and a strong sense of belonging.

At Ashburton Drive Primary School, music is an integral part of school life. Whole-school singing remains a valued tradition, highlighted during our NAIDOC Assembly where students enthusiastically performed “Kolbang Australia Kwop,” the National Anthem in Noongar, along with “Wanjoo” by Gina Williams. School Assemblies throughout the year also showcased whole-school singing as well as each class presenting polished performances through drama, dance, and music for the wider school community.

The Instrumental Music School Services (IMSS) program remained a valuable contribution, providing Brass and Classical Guitar tuition to selected Year 5 and 6 students. These students showcased their talents at the Endeavour Awards and Year 6 Graduation.

The Puppets and Clowns program continued to be a highlight, allowing students to develop performance techniques in puppetry and clowning. These skills were shared through entertaining assembly skits and humorous hosting, while reinforcing our WA PBS Values. Our School Choir continued to grow, with Year 4 students joining Years 5 and 6 for the second consecutive year. The choir proudly performed at the City of Gosnells citizenship ceremony, presenting “My Island Home,” “I Am Australian,” and the National Anthem at this culturally rich event. They also performed at the Kmart Wishing Tree launch, spreading festive cheer. Additional choir performances took place at the ANZAC ceremony, NAIDOC Assembly, and Year 6 Graduation. Several Year 6 students were also accepted into the Music Inspire program at Southern River College for 2026.

Students in Years 2 to 6 were treated to an engaging performance by the WA Police Pipe Band. This visit gave students the opportunity to learn about a range of instruments and how they work, sparking curiosity and excitement while deepening musical understanding. Looking ahead to 2026, we are excited to welcome a Peter Combe incursion in Term 1 for our PP to Year 5 students, along with new performance opportunities as they arise.



Physical Education Report

The area of Physical Education at Ashburton Drive Primary School has seen many successes over the 2025 school year.

In Term One we entered a Cricket team, Softball team and Volleyball team into the Summer Carnival. In Term Two we entered an AFL team, Soccer team and Netball teams into the Winter Carnival. In both carnivals all teams were competitive, proud to represent their school and respectful to both their competitors and teammates.

After hosting successful Faction Cross Country and Athletics Carnivals, teams were selected to participate in Interschool events and once again students represented ADPS with pride. We placed fourth out of nine schools in the Interschool Cross Country Carnival and won the B Division Interschool Athletics Carnival, both of which are fantastic achievements. ADPS also had two students in Year's Four and Five receive overall Champion Boy medals at the Interschool Athletics Carnival.

In Terms Three and Four ADPS has been the recipient of Sporting Schools grants which have gone towards facilitating Soccer, Volleyball and Tennis clinics for students from Years 1 to 6 to enjoy. Equipment required to teach these sports has also been purchased using these funds.



Learning Environment Report

In 2025, the Learning Environment Team continued to strengthen consistency, engagement, and inclusivity across Ashburton Drive Primary School. The team implemented whole-school processes to enhance student transitions, engagement, and classroom practices from Kindergarten through to secondary school. Streamlined transition procedures, improved handover documentation, and increased use of student profiles have ensured smoother progressions between year levels. Family involvement in the transition process was enhanced through the introduction of a Welcome Back BBQ, which helped build community connections from the start of the year.

To improve student engagement and attendance, the team focused on the consistent application of attendance and SAER policies, supported by data tracking and targeted interventions. In addition, Ashburton Drive joined the Department of Education's Small Group Tuition initiative, which provides targeted literacy and numeracy support for students requiring additional assistance. Funded by the WA Government, this program helps close learning gaps, improve outcomes, and reduce teacher workload while supporting students with complex needs.

The school strengthened its communication with families through continued use of Connect as the main platform for updates and information sharing, alongside refreshed Parent and Teacher Handbooks to ensure consistent messaging.

Uniformity in classroom environments remained a priority, with peer walkthroughs and the Learning Environment Checklist supporting consistent expectations and shared professional reflection. The upgrade of one school playground enhanced play and social opportunities, while staff engagement in Berry Street Education Model training has supported the development of trauma-informed and wellbeing-focused classroom practices.

Through these initiatives, the Learning Environment Team continues to foster a safe, inclusive, and supportive environment that promotes student engagement, family partnerships, and successful learning outcomes across the school.



Languages Other Than English - Auslan Report

Ashburton Drive Primary School continued with Auslan as part of the LOTE curriculum in 2025, with all students from Years 1–6 participating in weekly one-hour lessons. The program focused on developing communication skills and cultural understanding through engaging, hands-on learning. Students explored Deaf culture and language while gaining awareness of the Deaf community and its values.

Learning took place through games, music, role play, art, and digital technology, creating an interactive and visual learning environment. Students expanded their vocabulary across topics such as family, animals, food, household items, weather, and countries. They practised fingerspelling their names and familiar words, using these in greetings and short conversations. As their fluency developed, students began incorporating Non-Manual Features (NMFs) such as facial expressions and body movements to enhance clarity and meaning.

The five parameters of Auslan—handshape, orientation, location, movement, and expression were reinforced through activities that promoted accuracy and confidence. Students applied their knowledge in creative and collaborative tasks, including “Who am I?” animal presentations and recorded conversations. There were many highlights through the year, but one highlight was the “How to Make a Sandwich” activity, where students used sequencing signs to describe each step. The laughter and fun that followed when signers accidentally skipped or mixed-up steps created a memorable and enjoyable learning experience that strengthened their understanding of ordering and method in Auslan.

Exposure to authentic Auslan media and Deaf presenters deepened students’ appreciation of Deaf culture and communication. Across all year levels, students demonstrated enthusiasm, teamwork, and pride in their growing skills. Their confidence and enjoyment reflect genuine achievement in developing expressive, accurate, and culturally respectful communication through Australian Sign Language.



Aboriginal Education and Cultural Diversity Report

In 2025, the Aboriginal, Culture and Diversity Team successfully supported a range of initiatives that strengthened cultural understanding and inclusivity across the school. The Reconciliation Action Plan (RAP) was published and distributed to staff. The RAP provides staff with a clear vision on building culturally safe classroom environments and embedding Aboriginal perspectives into teaching and learning.

Harmony Day was celebrated with engaging class activities and a vibrant whole-school event promoting respect and belonging. Many classes shared in a multi-cultural lunch and students were encouraged to dress in cultural attire or wear orange, which symbolises cultural diversity and mutual respect.

NAIDOC Week was a major highlight, featuring meaningful classroom learning experiences and a well-attended whole-school assembly that showcased students' understanding of this year's theme. The assembly was opened by Mr Peter Wilkes, an Aboriginal Elder, who gave a Welcome to Country and shared some Aboriginal stories. The team also coordinated "Thank a First Responder Day", recognising and appreciating the important work of community protectors. The students were encouraged to dress up as a first responders for a gold coin donation to support "Fortem Australia".

In addition, the school invested in new Aboriginal Language Group maps to support cultural learning and responsiveness in classrooms. A new set of flags was also generously donated by Terry Healy MLA and Hon Matt Keogh MP, ensuring our shared spaces reflect respect for Aboriginal and Torres Strait Islander cultures. Overall, the team's work has continued to strengthen cultural awareness, celebration, and community connections throughout the school.



Respectful Relationships Report

In 2025, Ashburton Drive Primary School strengthened its whole-school approach to Respectful Relationships Education (RRE), demonstrating a sustained commitment to building a safe, inclusive and caring school culture. Students from Pre-Primary to Year 6 engaged in explicit lessons supporting emotional literacy, help-seeking behaviours, conflict resolution and the development of positive, respectful relationships.

Community engagement remained a central focus. Our Family Trees are Grounded in Respect tree-planting event—delivered in partnership with the Armadale and Gosnells Landcare Group, the City of Gosnells, and our Parents and Carers Committee—invited families, particularly fathers and father figures, to participate in a meaningful shared activity that strengthened belonging and connection. Nearly 100 families joined us to plant native shrubs and trees throughout the school wetlands, creating a lasting symbol of unity, growth, and our commitment to nurturing respectful relationships across the community.

For White Ribbon Day, every class contributed to the Hands and Trees of Respect installation. Students assisted in wrapping seven trees in our central quadrangle with white fabric, then added painted handprints representing their personal commitment to respect and their stand against violence. This whole-school display, complemented by the buddy-class “Chain of Respect” activity, created a powerful reminder of our shared responsibility to foster a safe and respectful environment.

A major highlight was ADPS’s involvement in the Respectful Relationships Education Workshop, where staff presented to educators from seven schools. Our presentation showcased leadership involvement, shared language, structured lessons and practical strategies that embed RRE seamlessly within existing school processes. This affirmed ADPS as a leader in the RRE space and deepened connections with other schools. Through the Action Respect program, ADPS has strengthened its understanding of RRE and developed consistent systems for delivering it across all phases of learning.

Staff also commenced Berry Street Education Model training, continuing into next year, further enhancing teachers’ capacity to support student regulation and wellbeing. ADPS continues to embed RRE as a fundamental part of our school identity and values.



WA Positive Behaviour Support Report

In 2025, ADPS continued to promote school values through a fortnightly focus, displayed in classrooms and announced daily via PA. These focuses, selected by the W.A.P.B.S. committee using school-wide data, are reinforced through explicit teaching.

The W.A.P.B.S. Handbook and Behaviour Policy are regularly updated and shared with staff and parents. Personal Best rewards were held each term for students demonstrating the values: Act Responsibly, Do Your Best, Participate Positively, and Show Care and Respect. Over 93% of students participated. Term 1 rewards included messy play for K-P and laser tag for Years 1-6. Term 2 featured a disco, with a silent disco for Years 1-6 and dancing for Kindy. In Term 3, students enjoyed a Bricks4Kids Lego incursion, while Kindy had a farmyard animal visit. Term 4 ended with water play and soft serve ice cream. Students used Personal Best forms to reflect on their behaviour and set goals. Feedback from Student Voice representatives was very positive.

The Student Voice Committee (SVC) played a key role in gathering feedback on rewards and auditing student knowledge of school values, mascots, and dojo point systems. They also reviewed staff use of positive language and the implementation of Super Organised Lines (SOL), now a whole-school initiative.

An external PBS supervisor conducted a School-wide Evaluation Tool (SET) assessment, confirming strong systems in place. A recommendation was made to strengthen the connection between school values and the dojo reward system to enhance student understanding. A dojo competition was held at the end of term 4 to help meet that goal. W.A.P.B.S. remains central to fostering a positive school culture, with consistent behaviour feedback and visible promotion of values through posters, shared language, and structured rewards. The daily green token draw continues to be popular with students.



Early Years Report

In 2025, the Early Years Team at Ashburton Drive Primary School continued to build upon the refreshed operational plan developed under the new Business Plan. Guided by findings from the recent National Quality Standard (NQS) Verification Report, the team focused on strengthening Quality Areas 1, 3, and 4, with a commitment to enhancing educational programs, fostering engaging environments, and ensuring consistency in teaching practices.

A strong focus this year has been on family and community engagement. Working collaboratively with other school teams, the Early Years Team coordinated events such as Mother's Day, Father's Day, and Grandparents' Day, while proudly celebrating 100 years of Ashburton Drive Primary School. The team also led the school's Harmony Day celebration, where families were invited into classrooms to share traditional food, clothing, and cultural artefacts. These events reflected our focus on building inclusive partnerships that celebrate diversity and strengthen connections between home and school.

The 2025 Early Years budget was directed toward supporting student agency and engagement. Teachers identified classroom resources to improve learning outcomes and meet NQS standards, while students contributed their ideas about new equipment. Their input resulted in the purchase of fine motor activities, imaginative play materials, STEM resources, and sporting equipment. This process empowered students to take ownership of their learning spaces and encouraged respect for shared resources.

This year, the team also introduced new Practice Guides, including the Peggy Lego Handwriting Scope and Sequence, to ensure consistency in fine motor and handwriting development across Kindergarten to Year 2.

Moving forward, the Early Years Team will continue implementing the operational plan with a focus on high-quality teaching, consistent practices, and strong family partnerships to support every child's growth, confidence, and love of learning.



Finance Report

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	209,223	209,223
Carry Forward (Salary):	190,131	190,131

INCOME

Student-Centred Funding (including Transfers & Adjustments):	5,423,417	5,423,417
Locally Raised Funds:	171,693	184,635
Total Funds:	5,994,464	6,007,406

EXPENDITURE

Salaries:	4,726,435	4,726,435
Goods and Services (Cash):	772,735	636,282
Total Expenditure:	5,499,169	5,362,717
VARIANCE:	495,295	644,689

INCOME - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	209,223	209,223
Carry Forward (Salary)	190,131	190,131

STUDENT-CENTRED FUNDING

Per Student	3,686,741	3,686,741
School and Student Characteristics	1,212,474	1,212,474
Disability Adjustments	56,394	56,394
Targeted Initiatives	481,666	481,666
Operational Response Allocation	5,201	5,201
Total Funds:	5,442,476	5,442,476

TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(318,392)	(318,392)
School Transfers - Cash	318,712	318,712
Department Adjustments	(19,380)	(19,380)
Total Funds:	(19,060)	(19,060)

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	9,388	8,814
Charges and Fees	59,300	51,759
Fees from Facilities Hire	20,000	18,182
Fundraising/Donations/Sponsorships	21,596	21,757
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	1,229	1,229
Revenue from CO, Regional Office and Other schools	7,573	7,573
Other Revenues	43,923	66,637
Transfer from Reserve or DGR	8,684	8,684
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	171,693	184,635

TOTAL

5,994,463 **6,007,405**

EXPENDITURE - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,199,597	4,199,597
New Appointments	0	0
Casual Payments	517,165	517,165
Other Salary Expenditure	9,673	9,673
Total Funds:	4,726,435	4,726,435

GOODS AND SERVICES (CASH EXPENDITURE)

Administration Lease Payments Utilities, Facilities and Maintenance Buildings, Property and Equipment Curriculum and Student Services Professional Development Transfer to Reserve Other Expenditure Payment to CO, Regional Office and Other schools Residential Operations	25,673	20,541
	31,788	31,791
	231,672	192,038
	152,047	135,513
	253,058	170,229
	19,100	42,917
	11,151	11,151
	48,245	32,103
	0	0
	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	772,734	636,283
TOTAL	5,499,169	5,362,718