Ashdale
Primary

"*A school of excellence*"

ASHDALE PRIMARY SCHOOL
2020 Annual Report

Contents

Principal's Overview

Ashdale Primary School is an Independent Government School which caters for students from Kindergarten to Year Six. **Ashdale Primary School strives to be a "school of excellence"**. Our school has highly skilled and experienced teachers working together to focus on maximising the learning outcomes for all children. Our staff members are constantly investigating ways to improve teaching and learning programmes through research, data analysis and professional learning. We have developed whole school, evidence based approaches to teaching to ensure that all students achieve to the best of their ability. Teachers recognise the important contributions that parents make to support each child's learning journey and work alongside families to best meet the needs of every child. We have high expectations and endeavour to engage all students in teaching and learning programmes through cooperative learning approaches.

In 2020, we were in the second year of our Business Plan cycle. We experienced a change to our delivery, during a period of uncertainty and COVID19 directives. After this time, we were able to reset, ensuring our students, staff and community refocused and curriculum delivery standards were maintained.

We are continuing to grow and develop our Professional Learning Community culture, embedded across the Cluster schools by refining our practices around using data, working collaboratively and ensuring the results are trending upwards.

A Professional Learning Community Model underpins our Vision

Collaboration: student learning requires a collaborative and collective effort.

Learning: our purpose is to maximise student learning.

Results: we focus on results to inform and improve our professional practice.

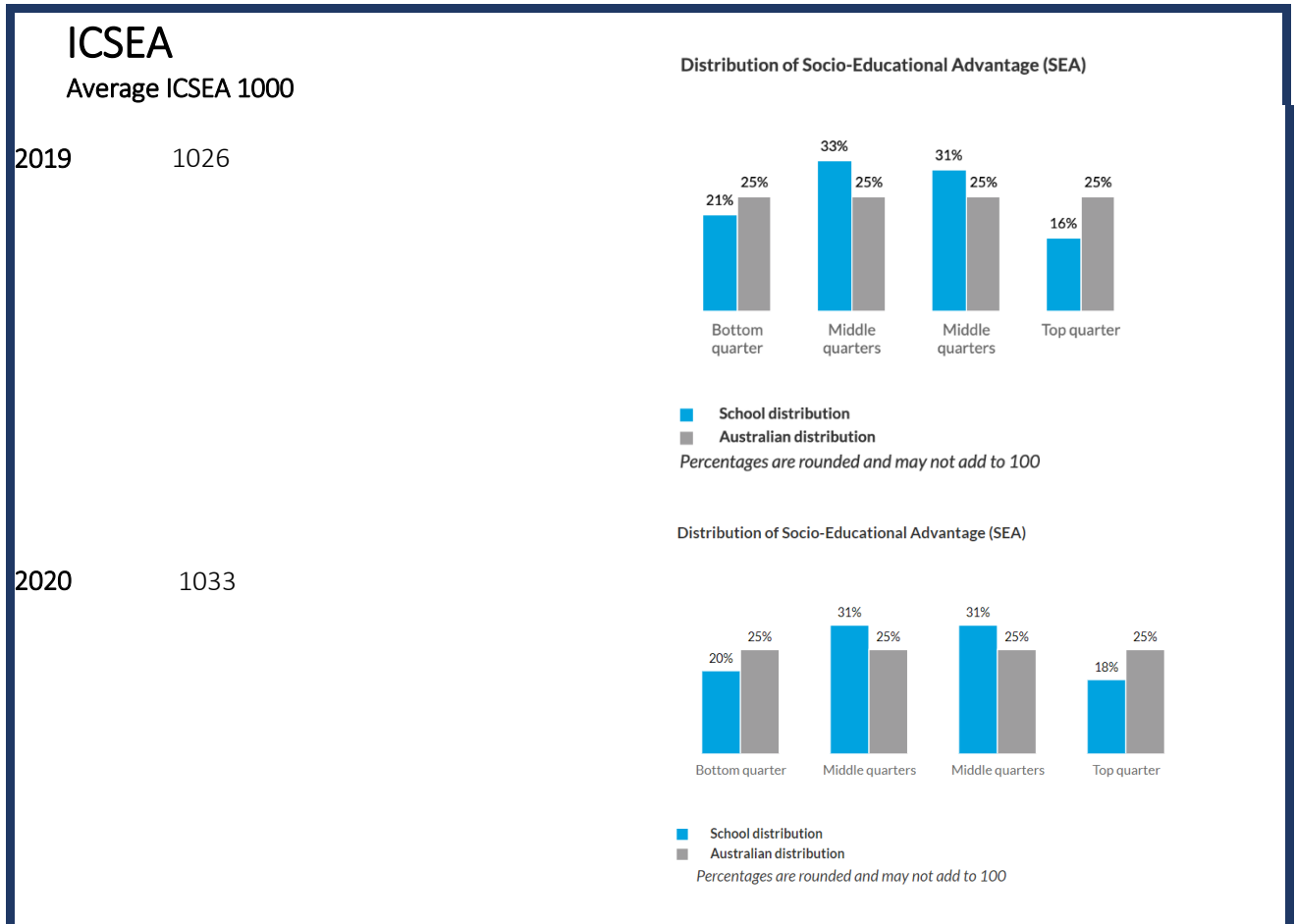Ashdale Primary School is committed to collaborating with other schools to continuously improve school practices and approaches. As part of the Ashdale cluster of schools, we work alongside three local primary schools (Landsdale Primary School, Madeley Primary School and Carnaby Rise Primary School) and our feeder high school (Ashdale Secondary College) to maximise teacher expertise and effective resource utilisation.

In 2014 Ashdale Primary School was appointed as a Teacher Development School (TDS) for its capability to support educators from other schools across the state in their implementation of curriculum and technology. Initially this was in HASS and in 2018, we were recognised in Special Education Needs and Digital Technology.
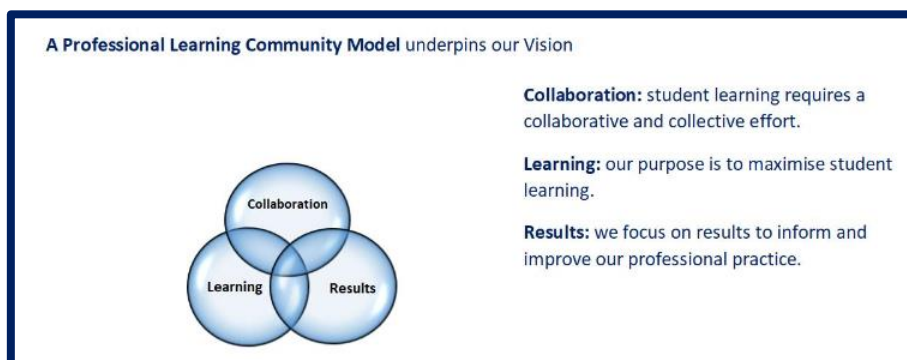
School Context

The **Index of Community Socio-Educational Advantage (ICSEA)** provides an indication of the socio-educational backgrounds of students. ICSEA values are calculated on a scale which has a median of 1000. **ICSEA values** typically range from approximately 500 (representing extremely 'educationally disadvantaged' backgrounds) to about 1300 (representing schools with students with very 'educationally advantaged' backgrounds).

ICSEA

Average ICSEA 1000

2019	1026

Distribution of Socio-Educational Advantage (SEA)

	Bottom quarter	Middle quarters	Middle quarters	Top quarter
School distribution	21%	33%	31%	16%
Australian distribution	25%	25%	25%	25%

■ School distribution
■ Australian distribution
Percentages are rounded and may not add to 100

2020	1033

Distribution of Socio-Educational Advantage (SEA)

	Bottom quarter	Middle quarters	Middle quarters	Top quarter
School distribution	20%	31%	31%	18%
Australian distribution	25%	25%	25%	25%

■ School distribution
■ Australian distribution
*Percentages are rounded and may not add to 100*

Language Background other than English

Ashdale Primary School has students from a diverse range of backgrounds and this has created a culturally rich school community. Teachers embrace opportunities to incorporate aspects of culture in classroom activities, making links to children's home lives. All students are encouraged to share and be proud of their heritage through whole school events such as Harmony Day which showcase our community's diversity through sharing in multicultural performances and cuisine.

Language background other than English

■	Yes	(50%)
■	No	(49%)
	Not stated	(1%)

50%
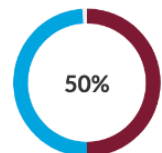
The Strategic Plan 2019-2021

The *Strategic Plan 2019-2021* provides a clear direction for the school. 2020 marked the second year of implementation. The *Strategic Plan* was constructed using the *National School Improvement Tool* (NSIT, ACER 2013). The NSIT is an evidence-based framework which outlines nine domains to reflect and track progress on the effectiveness of school's efforts towards improvement. The *Annual Report* reflects the work completed in this school year and reflects upon the three-year *Strategic Plan*.

DOMAIN 1: An Explicit Improvement Agenda

Key Achievements in 2019-2020

- Explicit targets for Numeracy, Literacy and Science.
- Targets communicated to staff, parents and the community.
- Staff are committed to improving student learning.
- Clearly articulated student well-being targets.
- Professional learning communities (school and cluster).
- Use of common assessment tasks/moderation practices.
- Differentiated planning and teaching (EALD resources, ABLEWA resources).
- Attendance data tracking.
- Induction and support for whole school approaches, with a focus on Kagan and Instructional Intelligence.
- Range of assessment data used to monitor student achievement and guide planning.
- Use of curriculum and year level data coaches to drive data analysis and improvement plans.
- All year teams are clearly focused on improving reading and implementing common, evidence based approaches.

Recommendations for 2021
Continue to consolidate the achievements throughout 2021 and measure the effectiveness of the targets.

DOMAIN 2: Analysis and Discussion of Data

Key Achievements in 2019-2020

- A systematic plan for the collection and analysis of data in literacy, numeracy, well-being and attendance.
- Regular collaborative team meetings (school and cluster) for staff to discuss curriculum, assessment and achievement.
- Continued training and use of year level data coaches to lead data analysis and discussions about achievement, whilst developing the capacity of colleagues.
- Additional training for data coaches in CNAP, Datahub and EdCompanion to support teacher leadership and expertise.
- Collaborative Team meetings are aligned to the PLC principles. They link back to discussions about data, results and now include more moderation of judgements.

Recommendations for 2021
Work towards using existing sets of data to identify talented and gifted students.

DOMAIN 3: A Culture That Promotes Learning

Key Achievements in 2019-2020

- A variety of opportunities for caregivers and community members to be involved in school initiatives such as "Support a Reader" etc.
- Whole school, target group and individual opportunities for home and school to work together (e.g. numeracy extension/remediation classes, parent-teacher conferences, Learning Journey evenings, use of Connect as an online communication tool with parents etc.).
- An active Engagement Team, with staff representatives from across the school.
- An active Workload Advisory Committee to maximise staff well-being and morale.
- Continuing to embed the Ashdale PERCS whole school values approach across the school and community.
- The use of the Response to Intervention model and ABLEWA resources to foster differentiation for students K-6.
- The on-going work of the Health and Well-being Steering Committee (parent, staff and community members), particularly in collaboration with canteen staff.
- Leadership and support through the TDS initiative in SEN and Digital Technologies.
- Introduction of whole school approaches to Instructional Intelligence via team meetings.

Recommendations for 2021

Continue to support staff in their learning linked to Literacy, Numeracy and Wellbeing.

DOMAIN 4: Targeted Use of Resources

Key Achievements in 2019-2020

- Targeted use of resources according to the Response to Intervention model whereby 100% of students receive access to high quality teaching.
- Systemic strategies for identifying student needs and school-wide approaches to differentiation such as:
  - The Abilities Based Learning and Education (ABLEWA)Support Program.
  - Pre-Lit, Mini-Lit, Multi-Lit and Mac-Lit small group intervention Programs.
  - Numeracy Extension and remediation programs.
  - STEM and Science Programs through partnerships with Ashdale Secondary College.
- Cyber-safety student and parent information sessions in collaboration with the Ashdale Cluster schools.

Recommendations for 2021

Continue to review and adjust Tier 1 support (quality teacher instruction) and Tier 2 support (Learning Support Assistants embedded as in class support).
Investigate 'Period 0' for withdrawal support for intervention.
Investigate and develop a strategy to support staff teaching Talented and Gifted students.

DOMAIN 5: An Expert Teaching Team

Key Achievements in 2019-2020

- Regular school and cluster level opportunities for staff to collaboratively analyse student data, plan and review teaching/learning programs and refine pedagogical knowledge and skills across year levels and learning areas using a Professional Learning Community (PLC) framework.
- Utilisation of TDS Team members to enhance teacher knowledge and skills.
- On-going professional learning in whole school approaches such as instructional intelligence, coaching, differentiation, Kagan etc.
- The on-going implementation of curriculum and pedagogical leaders across the school and cluster.
- The promotion of Level 3 Classroom Teacher and Senior Teacher status through mentoring and support for aspirants.
- The opportunity for Level 3 Classroom Teachers and Senior Teachers to undertake leadership roles across the school and cluster.
- Additional training in PLC leadership for all year leaders to ensure meetings reflect the three ideas of collaboration, learning and results.
- Use of school based Speech Therapist to upskill K-6 staff in how to best meet the oral language needs of EAL/D learners.
- Introduction of a three year Performance Management and Development cycle that aligns to school and individual staff needs.

Recommendations for 2021

Continue to support staff in the use of data through collaborative team meetings and PL .
Support Identified staff to work with North East Metropolitan Language Centre 'Speech Pathologist Program pilot to support Language and Literacy development at our school.
Introduce a Literacy Teacher to work with students in Year 1-Year 4 during library sessions to promote literature based learning.
Establishment of a "Lead Special Needs Education Assistant" to provide additional leadership/support to staff, families, students and external service providers.

DOMAIN 6: Systematic Curriculum Delivery

Key Achievements in 2019-2020

- Teachers have a shared understanding of "what" and "when" to teach through the use of K-6 planning and assessment documents.
- Evidence based practices such as:
  - Literacy and Numeracy Blocks.
  - Letters and Sounds.
  - Talk for Writing & Seven Steps to Writing Success.
  - Instructional Intelligence Approaches.
  - Backward design model (defined goals, appropriate assessments, aligned lesson, intentional teaching).
  - The promotion of higher level thinking and deep conceptual understandings across year levels/learning areas through whole school scope and sequence documents.
- The implementation of the Ashdale Cultural Framework.
- Assessment processes that are aligned with the curriculum to monitor learning and identify gaps in knowledge and understanding.

Recommendations for 2021

Continue to use the Connect platform to support teaching and learning teams, in the event online learning is required.
Support staff in the implementation of quality assessments for decoding and fluency. Use data to inform PL and support.

DOMAIN 7: Differentiated Teaching and Learning

Key Achievements in 2019-2020

- Regular opportunities for teachers to collaboratively share: how they use student data to create relevant learning experiences; how they document this information; and, how they impart it to key stakeholders.
- Use of a lesson design model and supporting instructional intelligence practices to ensure all students are engaged, challenged and extended (e.g. Bloom's Taxonomy, cooperative learning etc.).
- Highly trained data coaches leading in the analysis of a range of system and school initiated assessments such as On-Entry, NAPLAN, PAT-R, PAT-M etc. and then creating improvement plans using Best Performance software for individuals and groups of students.
- Use of the Response to Intervention model with links to the NCCD throughout the school.
- Literacy and numeracy intervention programs.

Recommendations for 2021

Providing staff in Year 1-Year 4 with additional support during key learning in literacy and numeracy.
Review the RTI for next strategic plan.

DOMAIN 8: Effective Pedagogical Practices

Key Achievements in 2019-2020

- The executive team and school leaders support each other to establish and communicate clear, shared expectations about the use of effective strategies by: modelling and supporting colleagues with the implementation of evidence based whole school approaches such as lesson design, literacy and numeracy blocks, cooperative learning etc.
- Providing on-going school and cluster based professional learning.
- Implementation of a reflection, peer observation, feedback and coaching model.

Recommendations for 2021

Build on the current pedagogical framework and streamline through a Cluster Approach (LEARN model).
Improve the engagement, achievement and wellbeing of students by increasing the number of staff with Classroom Management Strategies (CMS) training and those that are Conferenced Accredited Trained (CAT).
Continue to invest in peer coaching and review the current model for the next strategic plan.

DOMAIN 9: School-Community Partnerships

Key Achievements in 2019-2020

- Continuation of authentic partnerships with parents, families, local businesses (e.g. Fresh Fridays, Bunnings), cluster schools (e.g.POLT meeting, Cluster PL), community organisations (e.g. ECU, Wanneroo Library) and health providers (e.g. School Nurse) to improve opportunities and outcomes for students.
- The establishment of the cluster "Postcode 6065" initiative to:
  - Promote positive home-school links prior to children starting kindergarten.
  - Promote positive child development practices to caregivers.
  - Make links between caregivers and community organisations (e.g. Wiggles and Giggles, Library etc.).
- Involvement in the ECU Intern Program for pre-service teachers.

Recommendations for 2021

Continue to work with existing partnerships. Complete 2021 AEDC and use data to create a more streamlined Cluster Approach to transition to school for 2021 kindy students. Begin to identify key staff to play a more active role in ECU partnerships.

Highlights of 2020

LITERACY - Never Stop Reading

Our focus on reading incorporated many engaging initiatives to motivate and inspire our students to read. The students participated in a **'Read-a-thon'** and were sponsored to read as many books as they could in the two weeks either side of the Term 3 school holidays. This was a successful experience with children pushing themselves to read a variety of texts to extend their interests. We celebrated **Book Week** with the theme 'Curious Creatures, Wild Minds' where the students and staff dressed in creative ways and there was a lot of reading activities throughout recess and lunch breaks. The annual Book Fair raised over $4000 to go towards new books for our library.

A joint venture between the school and P&C saw the development of every class having access to a **class library.** These libraries are now providing the students with access to popular and age-appropriate books to read in their classrooms. Our **Reading Academy** is an exciting program for our Year 1 and Year 2 students to be tutored by a Year 5 or Year 6 buddy. This takes place before school, in the library and has really supporting our students to become more fluent and independent readers.

NUMERACY – Mathematics Competitions

The Mathematical Association of Western Australia (MAWA) has awarded **Ashdale Primary School with Bronze status as a Maths Active School.** This recognises that our school actively extends students and teachers beyond the usual mathematics classroom. This achievement was due to student participation in a local mathematics talent development activity and selected students participating in state and national mathematics activities.

Ashdale Primary School submitted several entries into the Western Australian Maths Talent Quest competition held by MAWA. The 2019 submissions were incredibly successful with credits, distinctions and high distinctions being awarded, along with some student's projects being entered into the National competition. This year, not only did the students once again receive credits, distinctions, high distinctions and nominations for the National competition, they collectively earned our school the title **'School of the Year for 2020'. What a simply outstanding result!!**

SUSTAINABILITY

Community Garden

2020 saw the continued hard work of students, staff and community to grow and develop our Community Garden. A stunning dragon fruit was successfully transplanted into the garden by Year 5 students. We are hoping it will fruit in 2021!

Recycling

Recycling is a very important message we share with our community. Ashdale Primary School is doing its part to stop recyclable items ending up in landfill. The students have created a number of places for our community to recycle used or unwanted items.

The Recycling Hub currently recycles the following:

- Lions Recycle for Sight Program
- Mobile Phones & Accessories
- Oral Care (No longer taking cardboard boxes/packaging)
- Bread Tags
- Pens & Markers
- Dish & Air Care Products
- Batteries

Waste Wise Wednesdays

Ashdale Primary School is continuing to implement sustainable practices by adopting the Waste Wise Wednesday lunch initiative. The healthy zero waste lunch day encourages our students and school community to reduce the amount of waste we produce.

SCIENCE- Science Week

Students celebrated the theme of 'Deep Blue: innovations for the future of our oceans. Classes across the school engaged in learning about our oceans. It was wonderful to see the way this theme was taught across different learning areas to create connected learning programs for the students.

FACTION CARNIVAL

To ensure we were able to host our annual faction carnival in a COVID-safe manner, we modified the format, to still allow for families to come and watch their children participate. Whilst it was not the usual 'whole day' experience we are accustomed to, it was great to see our students get out there and have a great time, competing for their faction and demonstrating the Ashdale PERCS (perseverance, excellence, respect, cooperation and self-discipline).

Special Events

Harmony Day

Our school community has over 50 languages, other than English, spoken in homes. We love the diversity of our school culture and Harmony Day is a great opportunity to celebrate this. This week, LA32 hosted a wonderful assembly about cultural diversity and our

students wore traditional clothing or orange t-shirts to recognise this celebration. There was a lot of energy in the undercover area as the children enjoyed the assembly. Dr Anne Aly MP presented our school with an Australian Aboriginal flag and the Western Australia state flag on behalf of Mrs Margaret Quirk MLA. At recess, the canteen spoilt us for choice by providing delicious foods, from different cultures, in recognition of this great day!

ANZAC Day

We were unable to host our annual ANZAC ceremony, however the Art Team created beautiful poppies in recognition of ANZAC Day (25th April). The Year 1's created water colour poppies, Year 3's created mixed collage poppies and Year 4's created soft pastels with black pva glue.

YEAR 6 CAMP

Over 100 students and 10 staff members will again spend two nights and three days at the Kerem Camp site. The camp challenges the students with many outdoor activities which require a little tenacity and open-mindedness. We often see students blossom when given these opportunities. The motto of Camp Kerem is "Bring out the Best at Kerem"!

YEAR 6 Graduation and Celebration Assembly

We were fortunate enough to participate in our Graduation and Celebration Ceremonies in the last week of school. Whilst the events looked a little different this year, the ceremonies were dignified and respectful and the students certainly enjoyed their moment in time.

Building Improvements

This year, we saw significant improvements across a range of areas of the school.

The **Science Room** received an upgrade. Carpets were replaced with multipurpose flooring, desks and chairs replaced with higher desks and stools, access to water was made available and the creation of a lab storage area has resulted in an amazing Science Lab room, which now matches the fabulous curriculum delivered in this space.

The school and P&C had two joint ventures to create additional shade to protect the children while they are at play. The first structure is a permanent fixture, located over a paved area between the community garden and library. The second shaded area included the addition of shade sails over the sandpits in the early childhood nature play area.

The **school canteen** extensions were completed in 2020. This was another joint project between the school and P&C. An original storeroom (previously housing the school uniform shop) has now extended the canteen area to enable more onsite cooking. This has resulted in more variety and healthier, fresh foods provided as options for our students. The improved kitchen area is a very welcomed addition to our school.

Late in 2020, the planned improvements to an existing building commenced to provide an additional space to meet the needs of our students. The enclosed alcove has created office space for our therapists and visitors to support students in a quiet, uninterrupted space. LA10 will become a hub for intervention, breaks and targeted therapies.

Academic Data

NAPLAN Data

The National Assessment Program- Literacy and Numeracy (NAPLAN) is a national assessment of Year 3, 5, 7 and 9 students, which occurs annually in Term 2, Weeks 3-4. The assessment measures whether students are meeting important educational outcomes. We are able to access the data of our Year 7 secondary students to track progress and achievement from Year 3- Year 7. NAPLAN did not take place in 2020 and therefore there is no data included in this report.

At Ashdale Primary School, we have two sets of data we focus on for our Year 3 and Year 5 targets.

- Percentage of students meeting the **Australian minimum standard**, for Year 3 and Year 5.
- Percentage of students in **Year 3 'band 5 and above'** and in **Year 5 'band 7 and above'**

YEAR 3 TARGETS

The percentage of Year 3 students in Bands 5 and above will be equal to or better than *like schools* in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation.

	Bands	Reading		Writing		Numeracy		Spelling		G & P	
		Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS
2017	5/6	44	40	49	60	35	34	46	49	59	50
2018	5/6	50	37	42	33	37	26	45	50	45	44
2019	5/6	50	48	54	52	39	41	45	48	56	58
2020											

In 2019 the percentage of Ashdale students in Bands 5 and 6 was better than *like schools* in Numeracy, Spelling and Grammar and Punctuation. This was an improvement from 2018 results.

The percentage of Year 3 students above the Australian Minimum Standard will be equal to or better than like schools in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation.

	Reading		Writing		Numeracy		Spelling		G & P	
	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS
2017	89	90	93	98	86	83	87	93	85	87
2018	86	83	90	87	86	82	86	87	85	83
2019	89	84	94	95	89	88	88	89	89	88
2020										

In 2019 the percentage of Ashdale students above the National Minimum Standard was lower than *like schools* in Reading, Numeracy and Grammar and Punctuation.

NAPLAN Data cont'…

The percentage of Year 5 students in Bands 7 and above will be equal to or better than like schools in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation.

	Bands	Reading		Writing		Numeracy		Spelling		G & P	
		Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS
2017	7-10	34	20	12	6	24	24	29	32	30	16
2018	7-10	34	27	14	7	23	24	29	30	34	27
2019	7-10	89	84	83	80	90	86	90	91	85	78
2020											

In 2019 the percentage of Year 5 students in Bands 7 and 8 was higher than *like schools* for Spelling. In the areas of Reading, Writing, Numeracy and Grammar & Punctuation there was a lower percentage of students in Bands 7 and 8 than *like schools*.

The percentage of Year 5 students above the Australian Minimum Standard will be equal to or better than like schools in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation.

	Reading		Writing		Numeracy		Spelling		G & P	
	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS	Like Schools	Ashdale PS
2017	84	84	86	85	84	84	87	94	76	74
2018	84	85	79	77	83	83	86	91	83	88
2019	90	91	83	80	90	86	90	91	85	78
2020										

In 2019 the percentage of Year 5 students above the National Minimum Standard was better than *like schools* in Reading and Spelling. The percentage of Ashdale's Year 5 students above the National Minimum Standard was lower than *like schools* for Writing, Numeracy and Grammar and Punctuation.

NAPLAN Data cont'…

The percentage of Year 7 students in Bands 8 and above will be equal to or better than WA Public (WAP) Schools in Reading, Numeracy, Spelling and Grammar & Punctuation.

	Reading		Writing		Numeracy		Spelling		G & P	
	WAP Schools	Ashdale PS	WAP Schools	Ashdale PS	WAP Schools	Ashdale PS	WAP Schools	Ashdale PS	WAP Schools	Ashdale PS
2017	34	11	16	20	27	39	32	27	24	16
2018	25	19	14	19	27	44	30	39	27	26
2019	26	24	N/A	N/A	33	40	30	30	26	25
2020										

In 2019 the percentage of Year 7 students in Bands 8-10 was better than WA Public (WAP) Schools in Numeracy and Spelling. The percentage of Year 7 students in Bands 8-10 was slightly lower than WA Public (WAP) Schools for Grammar & Punctuation and Reading

PAT Data

At Ashdale Primary School, we measure student progress annually in November using the online Progressive Achievement Tests (PAT) in Reading, Maths and Science. The data collection tracks progress and is linked to the Australian Curriculum. This year, Curriculum Leaders set improvement targets to measuring student progress from one year to the next using school P-6 PAT-R (Reading) and PAT-M (Mathematics) assessment data. The tables below show the percentage of students (stable cohort) who achieved the targets from 2019 scores to 2020. Assessment data will be used to create individual, group and cohort improvement plans across Reading and Mathematics for 2021.

PAT- Maths

Student Performance- Percentage of Students: Met the Expected Scaled-Score

	Year 2	Year 3	Year 4	Year 5	Year 6
PAT Maths met expected scaled-score	103	111	117	123	127
% of students who achieved the target 2019	56%	60%	50%	40%	55%
% of students who achieved the target 2020	57%	60%	64%	36%	57%

Student Performance- Percentage of Students: Achieved Target Growth

	Year 1 - Year 2	Year 2 - Year 3	Year 3 - Year 4	Year 4 - Year 5	Year 5 - Year 6
PAT Maths target growth (scaled points)	10pts	8pts	6pts	6pts	4pts
% of students who achieved the target 2019	24%	69%	58%	33%	85%
% of students who achieved the target 2020	16%	61%	54%	26%	68%

Student Performance- Percentage of Students: Any Growth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of students achieved growth	90%	70%	94%	79%	59%	86%

PAT- Reading

Student Performance- Percentage of Students: Met the Expected Scaled-Score

	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5
PAT Reading met expected scaled-score	79	92	103	112	120	126
% of students who achieved the target 2019	31%	26%	37%	45%	49%	33%
% of students who achieved the target 2020	24%	19%	50%	47%	53%	38%

Student Performance- Percentage of Students: Achieved Target Growth

	Year 1 - Year 2	Year 2 - Year 3	Year 3 - Year 4	Year 4 - Year 5	Year 5 - Year 6
PAT Reading target growth (scaled points)	11pts	9pts	8pts	6pts	3pts
% of students who achieved the target 2019	61%	76%	43%	39%	79%
% of students who achieved the target 2020	65%	53%	68%	54%	60%

Student Performance- Percentage of Students: Any Growth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% of students achieved growth	89%	89%	87%	92%	72%	74%

PAT- Science

Student Performance- Percentage of Students: Met the Expected Scaled-Score

	Year 4	Year 5	Year 6
PAT Science met expected scaled-score	118	121	124
% of students who achieved the target 2019	38%	26%	31%
% of students who achieved the target 2020	40%	21%	33%

Non-Academic Data
Attendance Data

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	94.3%	93.8%	93.8%	94.2%	86.8%	81.2%	94.3%	93.5%	92.7%
2018	94.2%	93.8%	93.7%	95.8%	87.6%	80.8%	94.3%	93.6%	92.6%
2019	93.4%	92.8%	92.7%	86.0%	84.8%	79.5%	93.3%	92.6%	91.6%

The 2020 attendance rates were not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	84.0%	11.5%	3.9%	0.6%
2018	80.7%	15.9%	3.4%	0.0%
2019	77.6%	17.7%	3.7%	1.0%
Like Schools 2019	74.4%	19.7%	4.9%	0.9%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

Wellbeing and Engagement Census

The words wellbeing, engagement, character strengths, resilience, positive education and social and emotional skills are often used interchangeably. These terms each refer to a broad set of skills that help people succeed at school and later in adulthood. Since 2013, South Australian schools across the education system have been working to measure wellbeing and engagement for middle and senior years' students. The number of schools participating in the collection of this data has steadily grown and most government schools now participate. This data collection aligns with a growing evidence base about the value of 21st Century skills for workplace and communities in the future (what people know, how people perceive the environment and how they learn new skills).

Commencing in 2019, we survey our Year 5 and 6 students annually to measure and track their wellbeing. The results from this survey inform our future planning. The tool we use is called the Wellbeing and Engagement Census. This measures;

- Emotional wellbeing
- Engagement with school
- Learning Readiness
- Health and wellbeing out of school

Number of Students Who Participated in Wellbeing and Engagement Census

Year/ Term	Year Level	Ashdale Primary School		
		Number of Valid Survey Responses	Number of Enrolments	% Participation
2020	Year 5	116	126	92%
	Year 6	104	110	95%
	Total	220	236	93%
2019	Year 5	99	110	90%
	Total	99	110	90%

Overview of Results

High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information

Emotional wellbeing

Emotional wellbeing							Year/Term
Happiness	99	79	38	46%	37%	18%	2020
	48	37	12	49%	38%	12%	2019
Optimism	88	82	46	41%	38%	21%	2020
	44	41	13	45%	42%	13%	2019
Satisfaction with life	79	86	52	36%	40%	24%	2020
	45	36	18	45%	36%	18%	2019
Emotion regulation	68	87	60	32%	40%	28%	2020
	42	41	16	42%	41%	16%	2019
Absence of sadness^	97	81	39	45%	37%	18%	2020
	48	39	12	48%	39%	12%	2019
Absence of worries^	74	86	56	34%	40%	26%	2020
	37	26	36	37%	26%	36%	2019

Engagement with school

Engagement with school							Year/Term
Important adults at school	121	90	9	55%	41%	4%	2020
	62	36	1	63%	36%	1%	2019
Connectedness to adults at school	127	68	19	59%	32%	9%	2020
	69	27	3	70%	27%	3%	2019
Emotional engagement with teachers	155	50	8	73%	23%	4%	2020
	82	17		83%	17%		2019
School climate	78	108	32	36%	50%	15%	2020
	39	50	10	39%	51%	10%	2019
School belonging	87	79	50	40%	37%	23%	2020
	55	31	13	56%	31%	13%	2019
Peer belonging	104	80	36	47%	36%	16%	2020
	50	35	14	51%	35%	14%	2019
Friendship intimacy	144	47	27	66%	22%	12%	2020
	71	20	8	72%	20%	8%	2019
Engagement (flow)	51	88	76	24%	41%	35%	2020
	21	43	35	21%	43%	35%	2019
Absence of physical bullying^	109	86	23	50%	39%	11%	2020
	45	47	7	45%	47%	7%	2019
Absence of verbal bullying^	88	85	44	41%	39%	20%	2020
	30	48	21	30%	48%	21%	2019
Absence of social bullying^	109	88	20	50%	41%	9%	2020
	40	41	18	40%	41%	18%	2019
Absence of cyberbullying^	149	51	16	69%	24%	7%	2020
	68	24	7	69%	24%	7%	2019

Learning readiness							Year/Term
Perseverance	87	103	28	40%	47%	13%	2020
Perseverance	45	45	7	46%	46%	7%	2019
Cognitive engagement	108	74	32	50%	35%	15%	2020
	56	35	8	57%	35%	8%	2019
Academic self concept	136	62	19	63%	29%	9%	2020
	70	26	3	71%	26%	3%	2019

| Health and wellbeing out of school							Year/Term
Overall health	56	108	53	26%	50%	24%	2020
	24	55	20	24%	56%	20%	2019
Body image	100	89	25	47%	42%	12%	2020
	63	25	10	64%	26%	10%	2019
Nutrition - breakfast	154	24	35	72%	11%	16%	2020
	77	11	11	78%	11%	11%	2019
Sleep	122	33	59	57%	15%	28%	2020
	55	21	22	56%	21%	22%	2019
Music and arts	115	46	55	53%	21%	25%	2020
	60	19	20	61%	19%	20%	2019
Sports	117	44	55	54%	20%	25%	2020
	57	21	19	59%	22%	20%	2019
Organised activities	176	20	21	81%	9%	10%	2020
	84	8	7	85%	8%	7%	2019

Discussion of Results

The results indicated that despite 2020 being an unusual time, with a lot of challenges competing for attention, the students at Ashdale Primary School continued to record high levels of wellbeing. In the category of **Emotional Wellbeing**, students nominated 'Happiness' as an area of comparatively high wellbeing, whilst 'Emotional Regulation' was an area for future focus. When reflecting on the category of **Engagement with the School**, students identified positively with 'Emotional Engagement With Teachers' however data indicated a decrease in feelings of 'School Belonging' from 2019. The category of **Learning Readiness** showed that many students held a positive 'Academic Self Concept' but the area of 'Cognitive Engagement' showed a decrease in favourable responses. Finally, the **Health and Wellbeing Out of School** category indicated that students participated in 'Organised Activities', that 'Body Image' and 'Sleep' were not areas that students reflected such high levels of wellbeing. This data will be used as a stimulus to guide discussion and planning around student health and wellbeing.

National School Opinion Survey Data

The **National School Opinion Survey** collects and analyses important school opinion information. Collection of this data allows us to monitor and evaluate changes, over time. The survey is conducted during Term 3. Year 5 and Year 6 students are surveyed during class time and we collect survey results from families when they attend our annual Learning Journey evening.

Overall, all survey data collected demonstrates all three groups (students, staff and community) have high levels of satisfaction regarding the areas surveyed.

Student Survey Data **2019:** 201 participants **2020:** 207 participants

National School Survey: Student Results
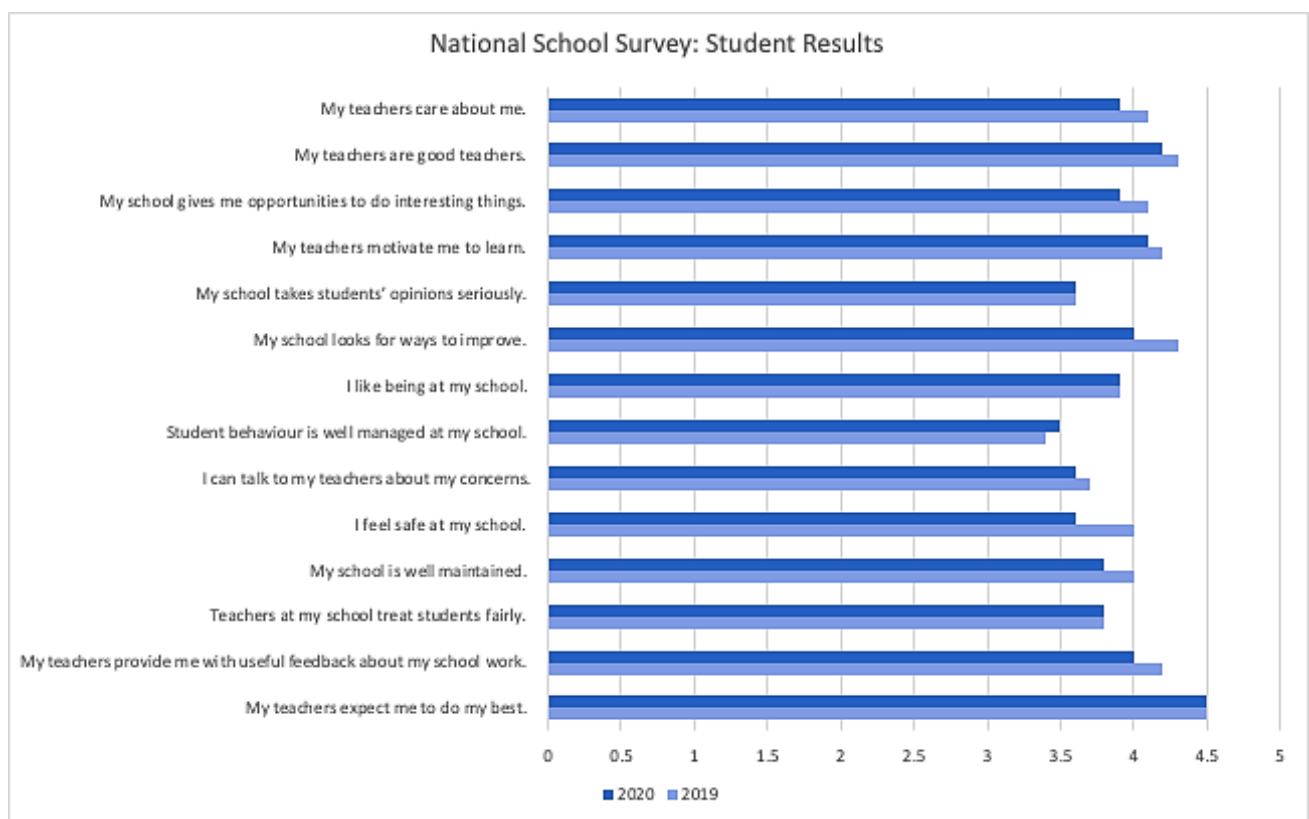
Staff Survey Data **2019:** 57 participants **2020:** 48participants
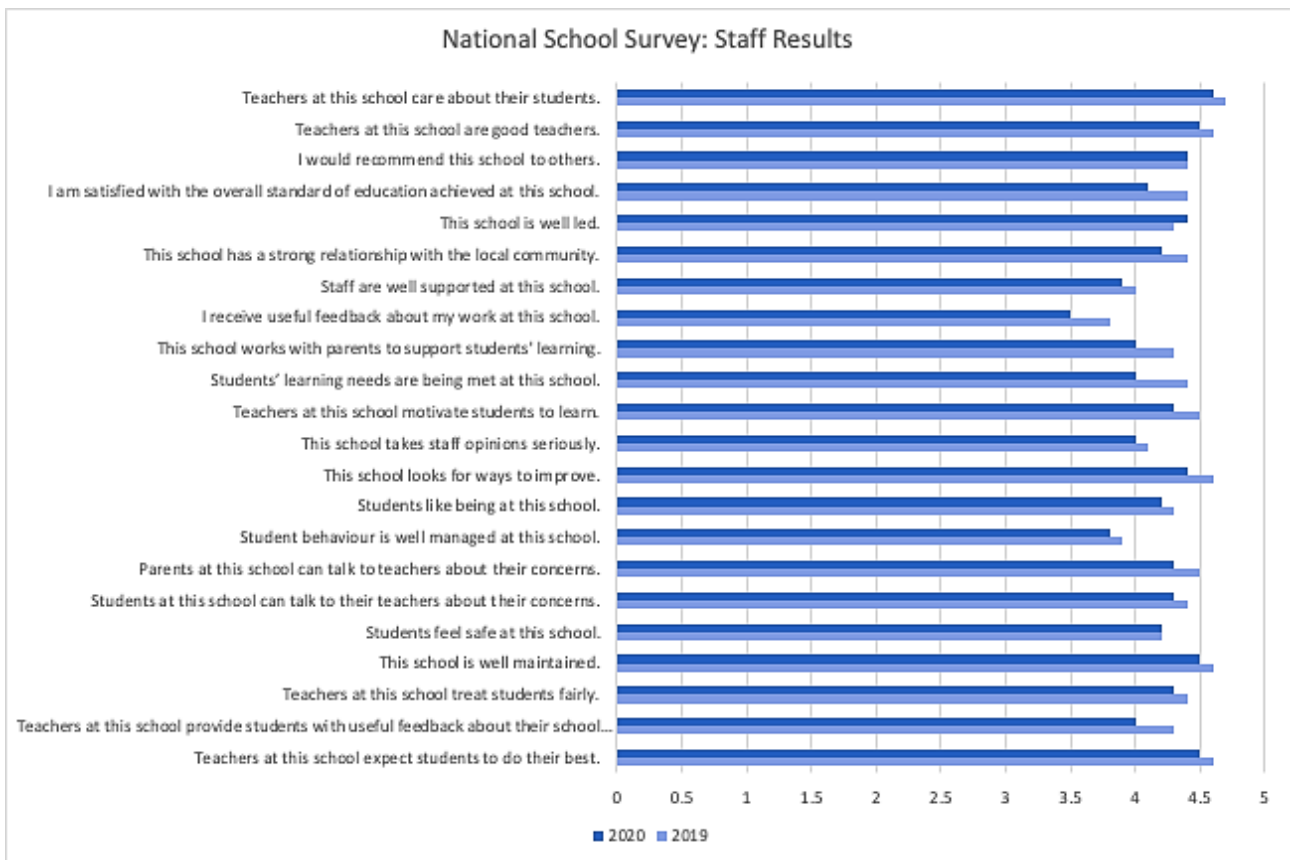
Further investigation into the staff survey questions related to the two lowest scoring areas (student behaviour and receiving feedback) were further analysed to create action plans to support better results for 2021.

I receive useful feedback about my work at this school - staff survey

Community Survey Data 2019: 198 participants **2020:** 88 participants

National School Survey: Parent/Carer Community

Teachers at this school care about my child.
My child's teachers are good teachers.
I would recommend this school to others.
I am satisfied with the overall standard of education achieved at this school.
This school is well led.
This school has a strong relationship with the local community.
This school works with me to support my child's learning.
My child's learning needs are being met at this school.
My child is making good progress at this school.
Teachers at this school motivate my child to learn.
This school takes parents' opinions seriously.
This school looks for ways to improve.
My child likes being at this school.
Student behaviour is well managed at this school.
I can talk to my child's teachers about my concerns.
My child feels safe at this school.
This school is well maintained.
Teachers at this school treat students fairly.
Teachers at this school provide my child with useful feedback about their school...
Teachers at this school expect my child to do their best.

■ 2020 ■ 2019

Throughout the COVID19 period, we frequently communicated and consulted with our community, to ensure we were meeting the needs of our school community.

168 families completed the feedback survey, regarding the school's response to the 'Learning at Home' preparation (reflecting on the end of Term 1 and start of Term 2).

RESULTS- some of the feedback we received from our community

Did you feel the school prioritised your child/ren's health and saftey during the COVID19 period?

More Details

- ● Yes   166
- ● No   2

Please rate the quality of the communication you received throughout the changes.

More Details

168
Responses

★ ★ ★ ★ ★
4.65 Average Rating

Do you now feel more confident using Connect for communication?

More Details

- ● Yes   152
- ● No   16

Did your child/ren complete the work packages provided?

More Details

- ● Yes   119
- ● No   49

Please rate the overall presentation, content and amount of work provided in the work packages.

More Details

119
Responses

★ ★ ★ ★ ☆
4.32 Average Rating

Please rate how engaged your child was with the work provided.

More Details

119

Responses

★ ★ ★ ★ ☆

4.04 Average Rating

How would you rate working at home with your child/ren?

More Details

119

Responses

★ ★ ★ ⯪ ☆

3.59 Average Rating

11. Did you receive support at home from the school's 'Learning at Home Team'?

More Details

● Yes   57
● No   62

*NOTE: not all families kept students at home for the Learning at Home period.

School Board

The school board of a public school works with the school community to achieve the best outcomes for students. Our board plays an important role in contributing to good school governance so that school resources are used efficiently and community expectations and the school's priorities reflect the needs of students. The functions of the school board are covered by legislation and include both approval and advisory roles. Some of the matters boards may make decisions on include fees and charges, book lists, sponsorship and dress codes. School Boards make these decisions with the principal who ensures the decisions adhere to legislative and policy requirements. Principals also seek the advice of the board so as to understand local community views. The school board does not intervene in the control or management of the school. This is the role of the principal.

School Board Report

School Board Report 2020 - Sarah Ryan (School Board Chair)

Term 1 Achievements

- Change of leadership: Tony secured 6 month secondment on 'Public School Review' board; Christy Craig took over position as Principal.

Term 2 Achievements

- WEBEX meetings were initiated.
- Welcome to Co-opted member: Gifted and Talented representative.
- 2019 Annual Report presented.
- School Board supports continuing nomination for School of the Year award.
- Covid directives discussed. -Open Community meeting postponed due to Covid.
- Science of Reading presentation (Shelley Laver).

Term 3 Achievements

- Voluntary Contributions and Charges discussed.
- Marketing and Branding Sub-Committee report.
- Delivery and Performance review discussed.

Term 4 Achievements

- Annual Community Meeting held: Focus on Mental Health and Wellbeing; Reading; Role of the School Board. National Schools Survey discussed. - Wellbeing survey discussed.

What Worked Well in 2020:

- Communication during Covid shutdown via WEBEX was appreciated by members.
- Meetings were organised and chaired efficiently.
- Work done by sub-committees; ie-School Board Promotion, Gifted and Talented.
- Board members regularly attended meetings.
- Guest presenters added expertise and variety ie: Science of Reading.
- Participation by board members in presentations to the board and wider community.
- Community meeting was informative and enjoyable.
- Members following School Board Norms and Protocols was evident ie; respect, active listening, participation and contribution during meetings.
- Variety of topics.
- School was open to and acted on feedback from the board.

Even Better if in 2021:

- More attendance from the community at open board meeting.
- Continue following School Board Norms and Protocols.
- Continue addressing school initiatives and programs by school staff and board members.
- More updates from admin regarding staffing changes or anything relevant.

Partnerships

Ashdale Primary School has many partnerships, which have continued to develop throughout 2020. These include;

- Ashdale P&C
- Edith Cowan University
- Ashdale Cluster- Secondary STEM Extension
- City of Wanneroo – Year 6 Leaders
- Chaplaincy
- School of Instrumental Music (SIMS)
- OSH Club
- Community Health Nurse

Secondary School Destination Data (2020)

130 Students 69 Males, 61 Females

Destination Schools	Male	Female	Total
Ashdale Secondary College	61	55	116
Mercy College	2	1	3
Warwick Senior High School		2	2
Woodvale Secondary College		2	2
Aveley Secondary College	1		1
Balga Senior High School		1	1
Churchlands Senior High School		1	1
Greenwood College		1	1
Joseph Banks Secondary College	1		1
Kingsway Christian College		1	1
Mandurah Catholic College		1	1
Newman College	1		1
St Mark's Anglican Com School	1		1

Ashdale Secondary College is the destination secondary school for most of our students, who live in the local intake area. Our 2020 data illustrates that approximately 90% of our students went on to Ashdale Secondary College. This is a significant statistic as it demonstrates the reputation Ashdale Secondary College has established for the high-quality, innovative and contemporary teaching and learning programs offered at their school.

Ashdale Primary School, together with Ashdale Secondary College, Madeley Primary, School, Landsdale Primary School and Carnaby Rise Primary School, form the Ashdale Cluster. This means the five schools have a Strategic Plan and work hard to provide a clear, shared vision to provide students with a streamlined Kindy- Year 12 education.

Statement of Financial Position

Ashdale Primary School- Financial Summary as of 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 32,622.00	$ 32,622.00
2	Charges and Fees	$ 45,289.00	$ 45,288.33
3	Fees from Facilities Hire	$ 44,977.00	$ 44,977.27
4	Fundraising/Donations/Sponsorships	$ 67,035.00	$ 67,034.89
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 7,600.00	$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	$ 277.00	$ 277.41
8	Other Revenues	$ 67,580.80	$ 56,335.06
9	Transfer from Reserve or DGR	$ -	$ -
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 265,380.80	$ 247,634.96
	Opening Balance	$ 142,770.58	$ 142,770.58
	Student Centred Funding	$ 684,437.00	$ 684,437.02
	Total Cash Funds Available	$ 1,092,588.38	$ 1,074,842.56
	Total Salary Allocation	$ 7,422,435.00	$ 7,422,435.00
	Total Funds Available	$ 8,515,023.38	$ 8,497,277.56

Locally Generated Revenue - Budget vs Actual

Current Year Actual Cash Sources
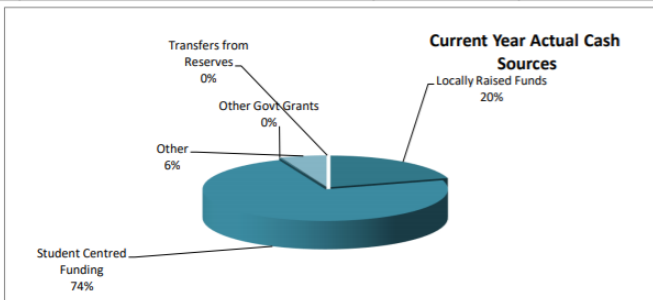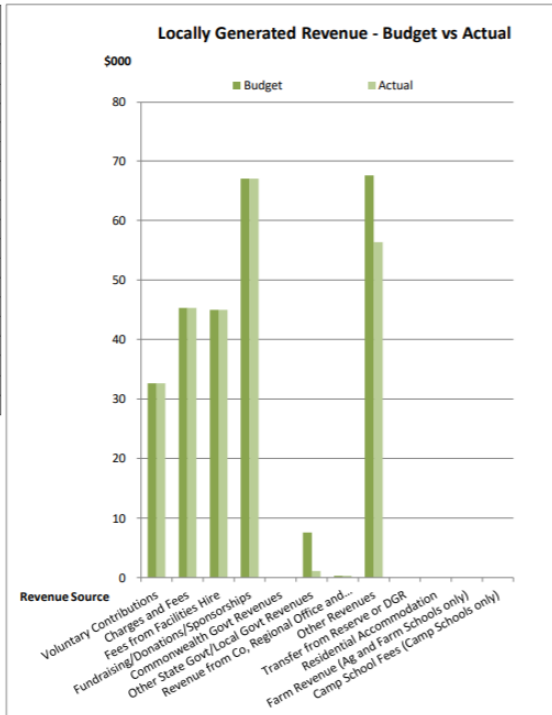
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 26,044.00	$ 33,718.36
2	Lease Payments	$ 47,800.00	$ 32,570.64
3	Utilities, Facilities and Maintenance	$ 222,068.91	$ 237,298.13
4	Buildings, Property and Equipment	$ 273,274.31	$ 273,792.37
5	Curriculum and Student Services	$ 262,464.75	$ 285,613.23
6	Professional Development	$ 43,104.00	$ 14,621.49
7	Transfer to Reserve	$ 95,000.00	$ 95,000.00
8	Other Expenditure	$ 12,612.00	$ 10,399.08
9	Payment to CO, Regional Office and Other Schools	$ 13,985.50	$ -
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	$ 996,353.47	$ 983,013.30
	Total Forecast Salary Expenditure	$ 7,332,162.00	$ 7,332,162.00
	Total Expenditure	$ 8,328,515.47	$ 8,315,175.30
	Cash Budget Variance	$ 96,234.91	

Goods and Services Expenditure - Budget vs Actual
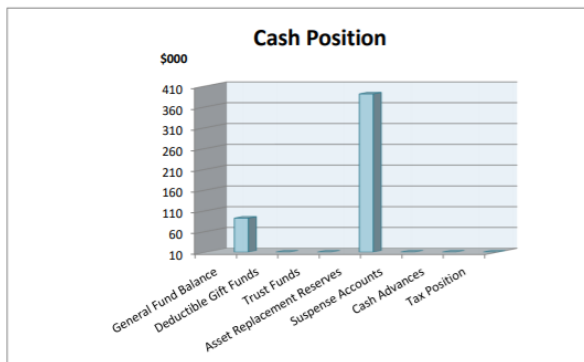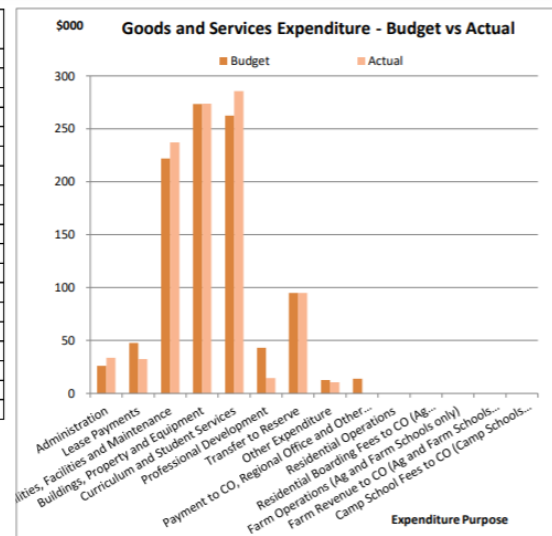
Cash Position

Cash Position as at:		
Bank Balance	$	481,948.63
Made up of:	$	-
1 General Fund Balance	$	91,829.26
2 Deductible Gift Funds	$	-
3 Trust Funds	$	-
4 Asset Replacement Reserves	$	390,523.87
5 Suspense Accounts	$	2,165.50
6 Cash Advances	$	-
7 Tax Position	$	(2,570.00)
Total Bank Balance	$	481,948.63

Public School Review- Key Findings

A Public School Review was conducted at Ashdale Primary School in July 2019. The School's performance rating was deemed to be EFFECTIVE in the areas of:

- school performance
- relationships and partnerships
- learning environment
- leadership
- use of resources
- teaching quality
- student achievement and progress

The key findings were as follows:

Relationships and partnerships
Engaging and courteous relationships are evident between staff and students with the 'student voice' acknowledged.
School Board representatives engage actively in consultation about school direction. They are well trained, committed to their role and add value to the school improvement process through 'round table evaluations'.
Communication processes are well-established and respected by the school community.
The P&C is dedicated to the work of the school and supports key initiatives linked to the strategic plan. Members engage the community successfully in support of key events.
A mutually beneficial partnership is being developed with Edith Cowan University (ECU) in support of pre-service teachers.
Authentic and productive partnerships have been established with 'cluster' schools to align operations to strategic plan initiatives.

Continue to build and maintain partnerships with relevant community groups including ECU through the Intern Program.

Learning environment
A safe, friendly, calm and orderly learning environment is embedded.
Student services staff have identified and provided quality intervention programs and support strategies for SAER[1] through Response to Intervention (RTI). This is acknowledged through the school's role as a Teacher Development School.
The RTI model integrates a range of evidence-based systems and programs for targeted intervention and support.
The effective engagement policy with attention to the PERCS[2] virtues plays an important role in behavioural learning and management.

Continue to support staff through the RTI model and ABLEWA[3] resources to develop the knowledge and skills to cater for the range of student abilities.

Leadership
The Principal leads staff in facilitating a culture that promotes learning.
Staff actively share various leadership opportunities, roles and responsibilities as part of a structured distributed leadership model.
A defined vision for professional learning communities (PLCs) for both Ashdale Primary School and the Ashdale Cluster is built on the principles of collaboration, learning and results to enhance teaching and learning for local students from Kindergarten to Year 12.
Regular opportunities are provided for staff at school and cluster levels to collaboratively: analyse student data; plan and review teaching and learning programs; and refine pedagogical knowledge and skills across Year levels and learning areas using the PLC framework.
An explicit improvement agenda has united staff in their commitment to improved student performance in literacy, numeracy and wellbeing.
Comprehensive Ashdale Cluster plan initiatives align with the school strategic plan to provide clarity of direction with reference to the NSIT.

Embed teacher reflection, observation, feedback and coaching processes across the school through whole-school documentation, professional learning and ongoing support.

Use of resources
Evidence-based decision making underpins high quality resource management and deployment.
Workforce management is strategic and agile in providing sustainable teaching and learning programs and informing budget planning.
The MCS[4] plays a key role in strategic resource management and is recognised as an integral part of the leadership team.
Resourcing is targeted to support essential personnel and programs aligned to school priorities.
The L3CT[5] Aspirant Program is an effective school-based opt-in mentoring program that supports the capacity building of teachers to evidence their leadership skills.

Continue to develop and refine mentoring processes for L3CTs.

Teaching quality
Curriculum leaders provide quality instructional professional learning, feedback and support aligned with school-wide improvement priorities.
There is an alignment between evidence-based whole-school practices including lesson design and the backward design model and systemic requirements and the Western Australian Curriculum.
Student performance is assessed consistently and data are organised, analysed and interpreted to monitor and set measurable improvement targets.
The school has engaged Best Performance for staff to use Data Hub successfully to consolidate a range of student assessment data.

Implement a three year performance development process to support and sustain the individual improvement of all staff.

Student achievement and progress
Student progress and achievement has been higher when compared with Western Australian Public Schools in all but two assessments in NAPLAN[6] Year 5 to Year 7 since 2015.
School performance is understood by most staff who are developing a shared responsibility for making performance improvements.
A systematic plan has been implemented for the collection and analysis of data in literacy, numeracy, wellbeing and attendance.
Trained Year level data coaches lead data analysis and discussions about achievement of individuals and groups of students, whilst developing the capacity of colleagues.
A range of assessment data, common assessment tasks and moderation practices are used to monitor student achievement, identify gaps in knowledge and understanding and guide planning for improvement.

Enhance the individual and collective accountability of staff for student achievement data and their responsibility for the impact of planned responses.
Provide additional training for data coaches in CNAP[7] and Data Hub to further enhance teacher leadership and support.
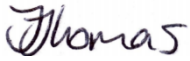
Endorsement

As members of the school and the community, we endorse the Ashdale Primary School 2020 Annual Report.

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Mrs Christy Craig (Principal)

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Mrs Sarah Ryan (School Board Chair)

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Mrs Tania Thomas (P&C President)