

ARDROSS PRIMARY SCHOOL

An Independent Public School



ANNUAL REPORT 2018



Department of
Education

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From the Principal

It is a privilege to provide you with Ardross Primary School's 2018 Annual Report.

It is an honour to lead this wonderful school. I extend my sincere thanks to the school administration, School Board, the Parents and Citizens Association and our highly dedicated staff for their tireless effort in enacting the school's Business Plan and supporting our school throughout 2018.

Our School Board has achieved a great deal over the course of 2018. This is a credit to all board members and Mr Geoff Cooper – School Board Chair Person, who so ably leads our meetings. I would also like to thank the Parents and Citizens (P&C) president Mrs Marie Ainsworth for her commitment and drive in supporting numerous community and fundraising events over 2018.

Our P&C committee members again worked passionately with the community in order to raise enough funds to support school initiatives and programmes. I also would like to acknowledge the outstanding support provided to our school from parents and carers throughout the course of 2018. I continue to be impressed with the strong sense of community that exists within our school.

As a school of 430 students, we are very proud of the culture that exists within the school and the achievements of both the staff and students.

The Annual Report provides parents and the wider community with information about our school, the learning programs we provide and the performance of the student population. It also reviews our progress towards achieving our areas of focus and targets set in our Business Plan 2018-2020. The report provides us with the opportunity to celebrate our successes and achievements and includes information about the future actions to be taken in 2019 to improve student achievement and further enhance the school's effectiveness. This report should be read in conjunction with the Ardross Primary School Business Plan 2018-2020

The Ardross Primary School Business Plan 2018-2020 communicates to staff, parents and the community our strategic direction and what we aim to achieve over a three year period. The 2018 - 2020 Business Plan was developed with significant input from staff and School Board members. As principal, I regularly report to the School Board on the school's progress towards the implementation of strategies within the Business Plan, as well as on the achievement of milestones and targets.

Ardross Primary School has a clear vision and purpose, focused on excellence in teaching and learning. Through our motto - **Motivate Educate Celebrate** - we aim to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own learning, and to adapt to a changing world.



Sue Mikkelsen-Taylor
April 2019

From the Chairperson



The evolution of Ardross Primary continued rapidly in 2018. Indeed, the pace of change at the school was quite an eye opener as a new board member.

Under the strong guidance of Principal Sue Mikkelsen-Taylor, who is now in her second full year at the school, there were ongoing changes to teachers' classes, school procedures and engagement with the school community.

A significant new initiative was the use of a facilitated consultative forum – the “conversation café”. The parent feedback was used to underpin changes to communications strategies and to provide useful input to the curiously named three year school ‘business’ plan. This was added to staff and key stakeholder input to set our goals for 2018-20 under four key pillars – as detailed elsewhere in this report.

Last year there was also an impressive commitment of staff teaching leaders to deliver more consistency in educational levels across the school. New strategies, such as the implementation of consistent terminology between years and collaboration of teaching staff in key curriculum areas, all combine to strengthen educational outcomes at the school that are the result of much hard work behind the scenes by our teachers. Some of this progressive change is not always easy, but the school must strive to keep abreast of developments in our community's expectations and educational strategies.

Another ‘eye opener’ has been to observe the ongoing commitment of the teachers, administrative staff and volunteers to run a professional and caring school at Ardross. The dedication of these individuals at Ardross Primary (sorry – too many to name) has been highly impressive. I further acknowledge the success and quality of the work of the P&C last year, led so capably by the outgoing Marie Ainsworth, to support so many worthwhile initiatives at the school.

In 2018 we also started to develop a better relationship with the City of Melville – something that will develop further in 2019. We are getting our views noticed as our Board developed multiple submissions focusing on pedestrian linkages to the school and parking. Changes are now being actioned by local government.

I acknowledge the important contributions of all our 2018 School Board members:

Angela Tooker	Denelle Ellery	Hannah Brown	Sue Mikkelsen-Taylor
Angela Treloar	Denise Moore	Kelvin Sun	Zoe Zmitkova
Cathy Riley	Eve Tweedie	Larisa Motton	

In 2019, our Board will be looking at areas identified for attention under our school business plan and to account for our NAPLAN results in 2018. Our many school policies will be updated when required. We will also be actively engaging with the City of Melville on sustainability initiatives to do with transport, environmental areas and planning.

Finally, remember that our board members all welcome feedback from parents so please contact relevant Board members with any issues you'd like to raise in 2019.

Thank you for your support.

Geoff Cooper
Chair Person – Ardross Primary School Board

Our Vision

"To provide an inclusive, collaborative and dynamic learning environment where students are enriched with the values and skills to become active citizens; sensitive to the importance of sustainability and to our changing world."

**High Quality
Teaching &
Learning**

**Positive
Collaborations
& Partnership**

**Social &
Physical
Sustainability**

**Strong
Governance &
Leadership**

MOTIVATE

-

EDUCATE

-

CELEBRATE

Our Pillars

High Quality Teaching and Learning

At Ardross Primary School, students are supported by passionate educators who provide engaging and effective learning programs which utilise evidence-based teaching strategies.

Positive Collaboration & Partnerships

Our school recognises the value that quality partnerships contribute to a successful school. This includes effective relationships between staff, students, parents and the broader community.

Social & Physical Sustainability

Our school advocates for sustainability through our connection to the environment and our local community, through the development of social and emotional resilience, and by nurturing a social conscience within all our students.

Strong Governance & Leadership

At Ardross Primary School we are committed to empower excellence in teaching and learning through proactive and consultative school leadership and governance practices.

Staffing

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	3	3.0	0
Other Teaching Staff	19	17.2	0
Total Teaching Staff	22	20.2	0
School Support Staff			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	17	9.6	0
Total School Support Staff	21	12.6	0
Total	46	35.8	0

Staffing Narrative 2018

Ardross Primary School has a group of dedicated and highly professional staff. All staff meet the requirements to teach in Western Australia public schools and can be found on the Teachers Registration Board of WA.

Mrs Catherine Bishop retired at the end of 2018 after 13 years at Ardross Primary School. Mrs Denelle Ellery undertook the role of deputy principal before Mr Mirabella was appointed.

In 2018 two new deputy principals were appointed.

- Mr Robert Marshall - Curriculum
- Mr Tony Mirabella - Student Services.

Staff are given the opportunity to enhance their leadership skills and pursue leadership roles throughout the year. Our leadership structures include; Curriculum teams, Phase of Learning leaders, Leadership Team, Administration Team and Executive Team.

Staff are involved in a range of professional learning opportunities which link directly to our School Business Plan. In 2018 these included;

- iSTAR
- IEPs smart goals
- Aboriginal Cultural Framework
- Team Teach
- Gate Keeper
- National Quality Standards
- Cracking the Code

Enrolment

In 2018 the school operated with:

- 13.5 Primary classes
- 2.0 Kindy classes
- 2.5 Pre-primary classes
- Total of 435 students

Student Numbers (as at 2018 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(19)	56	37	52	60	61	53	79	417
Part Time	37								

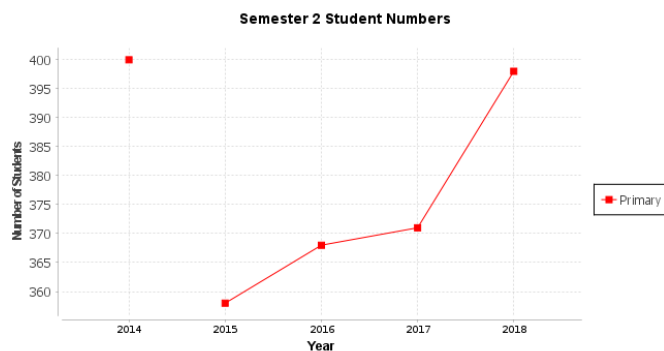
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	16	30	174		220
Female	21	26	168		215
Total	37	56	342		435

Enrolment Trend 2014 – 2018

Student Numbers - Trends

Semester 2 ▾



Semester 2	2014	2015	2016	2017	2018
Primary (Excluding Kin)	400	358	368	371	398

The steady increase in enrolments may be attributed to the urban infill across the City of Melville, especially in the Ardross intake area, and also the close association with Applecross Senior High School, offering primary enrolment for siblings accessing the Gifted and Talented programs.

The Year 6 cohort of students was very large. There may be negative impact on enrolments when they begin high school in 2019. Although Ardross receives many

enquiries and applications for enrolments from outside our intake area, as a Local Intake School, Ardross PS has not been in a position to offer as many “out of area placements” due to increasing enrolment pressures.

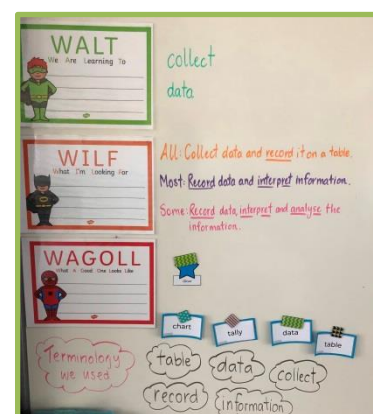
Pillar 1 – High Quality Teaching & Learning

At Ardross Primary School, students are supported by passionate educators who provide engaging and effective learning programs which utilise evidence-based teaching strategies.

Thank you to the staff of Ardross PS for their continued commitment to ensuring high quality teaching and learning across the school. 2018 was a year of self-reflection on your school's implementation of the WA Curriculum and the learning structures and programmes we have in place.

Our school undertook a guided reflection process of our beliefs and expectations across all eight learning areas. From this work, staff developed clear Whole School Approaches (WSAs) for each of the eight curriculum areas. These WSAs link our school's beliefs regarding teaching and learning with system requirements, and outline the key strategies, programmes and structures our staff expect to be implemented across all classrooms at Ardross PS.

Supporting this was the introduction of the iSTAR Model of Connected Practice. The introduction of this model was to provide teachers and students with shared language and familiar structures, and to make the learning more visible. In 2018, the focus was on the introduction of WALTs, WILFs, WAGOLs and TIBs as part of numeracy learning. By the end of the year, all teachers had iSTAR central to their numeracy teaching and learning, and students were openly discussing learning goals and assessing their own progress within individual lessons.



Early literacy skills were a focus, and this included the introduction of “Cracking The Code” for all Kindergarten students with support from the South Metropolitan Language Development Centre. This programme allowed for targeted intervention for all Kindergarten students at point of need and proved very successful. We will be continuing with this initiative in 2019.

Work was also undertaken to review and clearly document the school's curriculum programmes for Sustainability and Indigenous Studies, and to develop a clear curriculum guide to support teachers in the implementation of the Technologies learning area. These curriculum maps highlight curriculum links, provide suggested content, outline expected programmes and provide recommended resources to support teaching in learning in these three priority areas.

Ardross Primary School has a strong ongoing commitment to the support of all students identified as being at risk, both academically and within the social and emotional context. This commitment is supported through a comprehensive identification process that uses academic data, teacher judgments and ongoing social emotional checklists to monitor the wellbeing of our students.

Students are supported through a wide range of interventions through ongoing streamlining of referral processes. This includes prompt and targeted intervention by the Student Services team to support teachers in the provision of appropriate programs for students and the provision of short term counselling for students experiencing difficulty in managing their emotions or dealing with stressful life situations. Onward referrals to outside agencies for further intervention and support for students and families through the School Based Chaplaincy Service are also available.

2018 Highlights & Successes

- Visiting author during Book Week
- Faction and Interschool Sports Carnivals
- RoboCup Junior WA Winners (Junior Rescue), Top 10 Finish at Nationals
- Australian Maths Competition – Cohort Score Top 25% Nationally
- Year 4, 5 and 6 Camps
- Appointment of two Deputy Principals specialising in Curriculum and Student Services
- Completion of intensive iSTAR professional learning



2019 Priorities

- Expansion of iSTAR model to include Science Learning Area.
- Implementation of Higher Order Thinking Skills Programme in Upper Years.
- Further develop the integration of digital technologies into learning programmes.
- Implementation of Curriculum Maps for Technologies, Sustainability, and Indigenous Studies.
- Upskilling of staff and development of a Whole School Plan for the Teaching of Writing for introduction in 2020.
- Development of Curriculum Maps for Mental Maths, and Grammar & Punctuation for introduction in 2020.
- Development of a new Play-Based Learning Policy and Programme (K-2) for introduction in 2020.

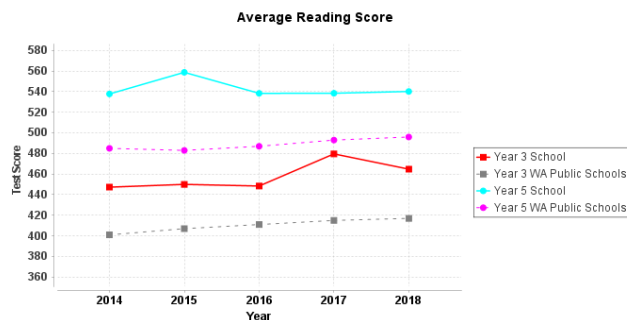


School Academic Performance Information

Within our 2018-2020 Business Plan, our school identified the following academic targets to be met by the end of 2020. This section outlines our first measures towards these targets.

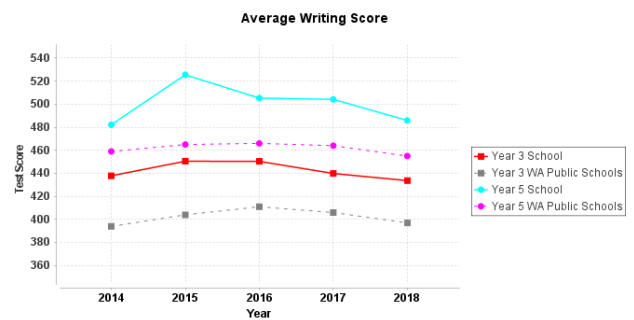
	Achieved		Moderate Progress		Limited Progress
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Year 3 & Year 5 NAPLAN mean scores (for all areas) to be at least 12% above the WA Mean.



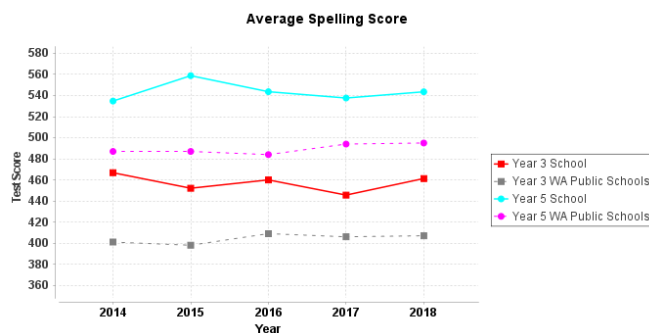
Reading

Year 3: +11.5% Year 5: +8.9%



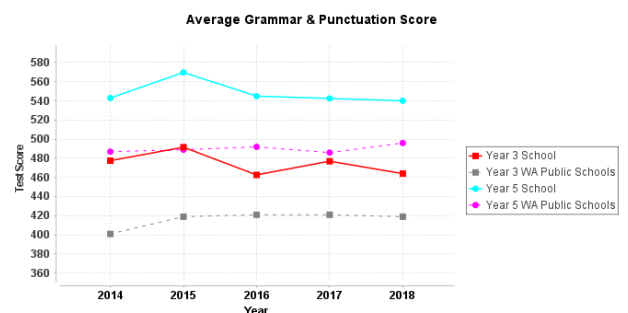
Writing

Year 3: +9.3% Year 5: +6.8%



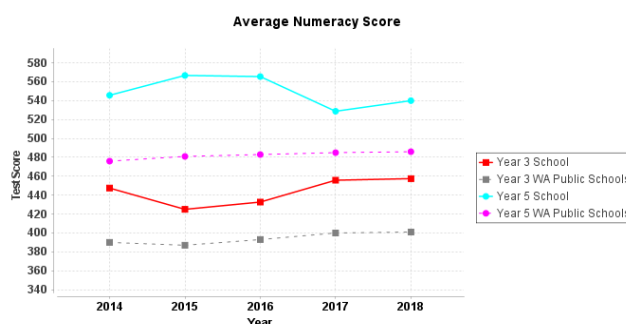
Spelling

Year 3: +13.3% Year 5: +9.9%



Grammar & Punctuation

Year 3: +10.7% Year 5: +8.9%



Numeracy

Year 3: +14.2% Year 5: +11.5%

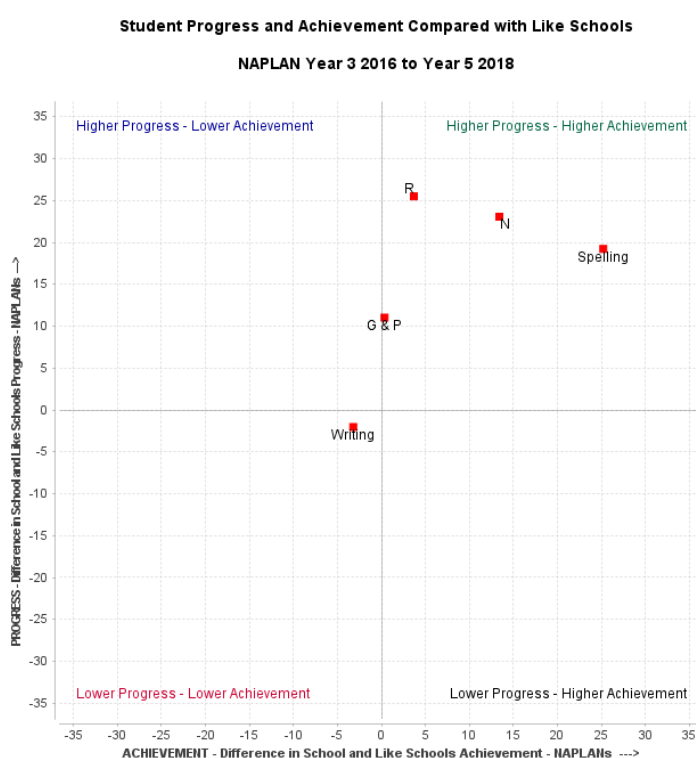
In 2018, Ardross PS made progress towards achieving the target of all areas being 12% above the WA mean. While the target was met in Year 3 Numeracy and Spelling, improvements in mean score were also achieved in Year 5 Reading, Spelling and Numeracy.

Year 3 & 5 NAPLAN mean scores (for all areas) to be at least 10% above the Australian Mean.

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
APS Mean	465	540	434	486	461	544	464	540	458	540
Aus Mean	434	509	407	464	417	502	431	504	408	494
% Diff.	7%	6.1%	6.6%	4.7%	10.6%	8.4%	7.7%	7.1%	12.3%	11.3%

In 2018, Ardross PS made some progress towards achieving the target of all areas being at least 10% above the Australian mean. Results in Numeracy and Spelling (both Year 3 & 5) have either met or made progress towards meeting the target.

Average growth between Years 3 & 5 (as measured by NAPLAN) to be at or above the WA Like School mean growth.



In 2018, Ardross PS made significant progress towards achieving the target of growth to be at or above like schools. Above average growth was measured in four out of the five NAPLAN areas.

What Is The Data Telling Us?

Students at Ardross PS have continued to achieve significantly higher academically results when compared to both the WA and Australian Means. Consistent approaches in the instruction of reading, spelling and mathematics have seen positive outcomes achieved in all of these areas. Mathematics is an area in which we need to celebrate our successes, with our students achieving and progressing significantly above the comparative means set for our school.

Staff have noted results in Writing and Grammar & Punctuation have a downward trend. The need for a more consistent approach to the teaching of these areas has been identified and prioritised for 2019 and 2020. The lack of growth in recent years with Reading is to be monitored and reviewed.

At least 65% of students (Pre-primary to Year 6) to have demonstrated achievement beyond the WA Curriculum Achievement Standards for their year level in English, Mathematics and Science.

English

	2018				
	A	B	C	D	E
PP	12.7%	41.8%	40%	5.4%	0%
1	15.8%	34.2%	36.8%	13.2%	0%
2	30.8%	40.4%	26.9%	1.9%	0%
3	32.2%	35.6%	27.1%	5.1%	0%
4	35.5%	22.6%	41.9%	0%	0%
5	19.2%	44.2%	32.7%	3.9%	0%
6	21.0%	46.9%	32.1%	0%	0%
Overall	24.3%	38.3%	33.8%	3.5%	0%
	62.6%				

While the majority of Ardross PS students continued to achieve beyond the achievement standards in English, Mathematics and Science, our school has not yet met our target of 65%.

Mathematics

	2018				
	A	B	C	D	E
PP	14.3%	37.5%	42.8%	5.4%	0%
1	15.8%	36.8%	44.7%	2.6%	0%
2	28.8%	38.5%	32.7%	0%	0%
3	28.8%	35.6%	28.8%	6.8%	0%
4	35.4%	24.2%	35.4%	4.8%	0%
5	21.2%	34.6%	40.4%	3.9%	0%
6	32.9%	30.5%	34.1%	2.4%	0%
Overall	26.4%	33.4%	36.4%	3.7%	0%
	59.8%				

Science

	2019				
	A	B	C	D	E
PP	14.5%	36.4%	45.5%	3.6%	0%
1	5.3%	47.4%	42.1%	2.6%	0%
2	25.0%	51.9%	21.2%	0%	0%
3	32.2%	40.7%	25.4%	1.7%	0%
4	21.3%	36.1%	42.6%	0%	0%
5	11.6%	36.5%	50.0%	1.9%	0%
6	19.6%	33.3%	46.9%	0%	0%
Overall	19.4%	39.5%	39.5%	1.5%	0%
	58.9%				

What Is The Data Telling Us?

It should be noted that in 2018 there was a reduction of students achieving below the achievement standards, indicating that remedial intervention strategies have been proving effective. The data indicates that the school needs to place further emphasis on extension and enrichment within classroom learning programmes.

Pillar 2 – Positive Collaboration & Partnership

Our school recognises the value that quality partnerships contribute to a successful school. This includes effective relationships between staff, students, parents and the broader community.

Partnerships with Parents

At Ardross Primary School, we are proud of the relationship we have with our parent community.

In 2018 we identified an opportunity to improve how we, as a school, communicates and engages with parents, families and the broader community in order to generate greater investment and support for the school and its students. By optimising its community capacity the school will generate enhanced educational outcomes.

Our school gathered data on what is working well, identifying opportunities for improvement and developing key school values that will provide the foundation for school decision making and future engagement by conducting;

- Interactive staff “Buy-in” Workshop
- School Board Workshop and
- Community Conversation Café

Key findings included;

- The most common work used by both staff and parents to describe the school was ‘welcoming’
- Face to face contact with school staff was identified by parents as by far the most important method of communication
- The school website was consistently brought up as an issue in regards to communication
- Staff, school board and parents saw room for the school’s engagement with external stakeholders to be improved
- There was a desire to refresh the school’s brand, in particular the logo which was seen as outdated
- Both parents and staff identified parent’s time constraints as a major limitations to parental involvement

As an outcome of this initiative we are in the process of developing a new school logo, updating the website, engaging in opportunities to be involved with external providers and offering ‘Conversation Cafes’ once a term.

Conversation Cafes

During 2018 community members were invited to attend Conversation Cafes.

Term 1	Inaugural Conversation Café to identify opportunities for improvement and developing key school values
Term 3	Our School Business Plan – An open discussion



Parent Information Sessions

Parents are invited to attend a number of opportunities to visit their child’s classroom and meet with their child’s teacher. At the beginning of the school year, the teachers invite parents to an Information Session to discuss the upcoming year. During the middle of the year parents and students were again invited to meet with the teacher and discuss the educational outcomes that relate directly to school reports. Parents are encouraged to make appointments with teachers.

Parents and Citizens Association (P&C)

The Parents & Citizens' Association (P&C) is an organisation of the school community open to parents, guardians, school staff and community members.

The P&C promotes the interests of the school by:

- bringing about closer cooperation between the parents or carers of the students attending the school, the staff, students and community
- assisting in providing facilities and amenities for the School
- fostering community interest in education and school issues.

It is the P&C's goal that these activities will support the school staff, lead to the improvement of the facilities and enhance the quality of learning that our children receive.



We cannot underestimate the contribution the P&C makes to our school and I encourage every parent to attend a meeting.

Partnerships with community

City of Melville

As a school we are building relationships with our local government body, the City of Melville. This has involved;

- discussions and concerns regarding the redevelopment of Links Road
- population growth targets which may have an impact on future student numbers
- Project Robin Hood grants

Woolworths

In partnership with the P&C, Woolworths has donated a large amount of foods including catering for our initial Conversation Café, fruit for students and water. Their generosity is acknowledged.



Partnerships with education

Applecross Network

Ardross PS continued to be an active member of the Applecross Schools of Excellence Network. Our partners in this network are:

- Applecross SHS
- Brentwood PS
- Applecross PS
- Booragoon PS
- Winthrop PS
- Mount Pleasant PS

As a network we are involved in;

- Principals network
- Deputy Principal networks
- Whole network professional development days
- Sharing of expertise

Applecross Senior High School

As neighbouring schools we have the opportunity to share a number of resources.

- Swimming Pool
- Meeting rooms
- Knowledge and expertise
- Educational programs

Gunma Kokusai Academy Cultural Exchange Program – GKA

We were excited to welcome students from Gunma Kokusai Academy to our school as part of their cultural exchange. Nine students enjoyed the experience of living with an Australian family for 15 days and being an integral part of learning at Ardross Primary School. This was reciprocated as our students were able to learn from their Japanese friends.

2018 Highlights & Successes

- Conversations Cafes
- Class Assemblies
- Faction & Interschool Sports Carnivals
- P& C/Whole School Fundraising Events
- Community sharing - Maggie Dent
- Art Blast
- Sonshine Radio and Coffee Morning
- Japanese Exchange program
- Sharing of resources with Applecross SHS

2019 Priorities

- Enhance Conversation Cafes
- Build a comprehensive stakeholder data base
- Sports carnivals continue to be inclusive of all students
- Encourage parent participation within the school
- Build on relationships with community service
- Refine our communications policy



Pillar 3 – Social & Physical Sustainability

Our school advocates for sustainability through our connection to the environment and our local community, through the development of social and emotional resilience, and by nurturing a social conscience within our students.

In 2018, we farewelled Mrs Cath Bishop. In her many years at Ardross PS, Mrs Bishop introduced and spearheaded our school's identity as a school prioritising social and physical sustainability, with a particular focus on environmental sciences and indigenous studies.



Our flagship program in this pillar is the River Rangers Program. This primary-based cadet program involves our students from Kindergarten to Year 6 working with the Department of Biodiversity, Conservation and Attractions to engage and educate the next generation of children to help us protect our local rivers and empowers students to actively investigate local issues and design, evaluate and share the results of their projects with other schools and the wider community.

In 2018, our students undertook the following environmental/revegetation planting and environmental studies initiatives at:

Who?	Where?	In Partnership With...
All Students	Ardross PS & Al Richardson Reserve	City of Melville
Year 3	Deep Water Point	City of Melville
Year 4	York	Local Farmers
Year 5	Hillarys (Year 5 Camp) Anketell North	Cottesloe Coast Care, Dept of Fisheries Dept of Biodiversity, Conservation and Attractions
Year 6	Moore River (Year 6 Camp) Bullcreek	South East Regional Centre for Urban Landcare (SERCUL)

These initiatives were managed and coordinated by our Sustainability Coordinator, Mr Bruce Ivers. In addition to managing the nursery and coordinating our planting initiatives, our Sustainability Coordinator assisted in organising Indigenous cultural awareness sessions and worked with students in the cultivation and preparation of seedlings. In Term 4, the school began a new tender process for this position which will be finalised in Term 1, 2019.

We are proud to have won the Environmental section of the PALS Reconciliation Awards. The Partnership, Acceptance, Learning and Sharing (PALS) program encourages Western Australian schools to develop projects that promote reconciliation in their local school. The environmental section is about creating, improving and developing a welcoming school and community environment that encourages participation from Aboriginal people and encourages the sustainable use of natural resources. Our Year 5's participated in the Trees4Change program earlier in the year which formed the basis of our application. Selected students joined admin in attending the awards ceremony at Yagan Square.



Student Services

Thanks go to Mrs Denelle Ellery and Mr Tony Mirabella for their work in leading the review and update of our school's policies and procedures relating to Student Services. This work will ensure that the additional supports we provide for students at educational risk and students with additional needs (including disability resourcing, academic remediation and enrichment, and pastoral care) are clear, scaffolded and shared. These updated practices will be fully implemented from 2019.

Chaplaincy Program

This year, with support from the P&C, our school was again able to offer a chaplaincy service through Youthcare for three days a week. Our school chaplain, Mr Nathan Hoyle, provided general pastoral to individual students (when requested) and ran programs targeting student engagement and supporting students socially and emotionally.



2018 Highlights & Successes

- Produced and planted 14 400 seedlings
- Revegetation Planting projects at Deepwater Point, York, Anketell North, Bullcreek and Hillarys
- Winner of the Environment section of the PALS Reconciliation Awards
- Student Services Policies and Procedures
- Chaplaincy program catered for individual needs of students enhancing positive mental health and wellbeing

2019 Priorities

- Full implementation of the new Student Services Policies and Procedures
- Finalise the tender process for the Sustainability Coordinator role
- Allocation of Sustainability Lead Teacher.
- Development and implementation of new Sustainability Policies and Procedures
- Monitoring and raising awareness of student and staff mental health



Attendance

Student attendance rates continue to be high with 95.6% attendance rates compared to 92.6% across the state and 95.4% of like schools.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2016	95.9%	95.1%	93.7%	94.9%	84.6%	80.7%	95.9%	95.0%	92.6%
2017	95.6%	95.4%	93.8%	97.3%	87.7%	81.2%	95.6%	95.3%	92.7%
2018	95.7%	95.5%	93.7%	92.9%	90.1%	80.8%	95.7%	95.4%	92.6%

Business Plan 2018-2020 Target - Maintain a Whole School Attendance Rate (including Indigenous Students) above 95%

In 2018, Ardross PS met the target of whole school attendance being above 95%. It should be noted that when broken down by semester, whole school attendance in Semester 2, 2018 was below the target (94.4%)

89.7% of students were regular attendees. Students who are identified as being “at indicated risk” in attendance, (attending less than 90%) are monitored by classroom teachers and the Deputy Principal, and followed up where appropriate.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	89.8%	8.8%	1.3%	0.0%
2017	88.0%	9.8%	2.1%	0.0%
2018	89.7%	9.1%	1.2%	0.0%
Like Schools 2018	88.5%	9.6%	1.6%	0.3%
WA Public Schools 2018	77.0%	15.0%	6.0%	2.0%

Business Plan 2018-2020 Target – Percentage of students at indicated risk to be below 10%.

Business Plan 2018-2020 Target – Percentage of students in the moderate and severe risk categories (combined) to be below 2%.

In 2018, Ardross PS met the targets of less than 10% of students at indicated risk, and less than 2% of students at moderate/severe risk.

Analysis of the 2018 attendance data has indicated that student illness was the most common reason for student absence. A number of students who fell into the at risk categories also missed school due to unauthorised vacations during the school term.

Pillar 4 – Strong Governance & Leadership

At Ardross Primary School we are committed to empower excellence in teaching and learning through proactive and consultative school leadership and governance practices.

Distributed Leadership

As outlined in the Department of Education's 'Directions for Schools Focus 2019' it is imperative that as a school we identify and support the development of staff with strong leadership potential. In 2018 aspirant leaders were given the opportunity to nominate for leadership roles and lead the teaching and learning of the school. Roles included;

- Phase of learning teams (POLT)
- Curriculum teams
- Student Services committee
- Leadership Team (encompassing POLT leaders, deputy principals and principal)
- Executive/Administration (Manager Corporate Services, deputy principals and principal)

Management of Resources

Public school funding is allocated to public schools for each student enrolled, additional funding for students requiring extra support and departmental initiatives;

- The principal ensures that school priorities are aligned to funding
- Curriculum leaders are responsible for approving and tracking expenditure in their areas of responsibility
- Student characteristics funding is used to support the children for whom it is intended.

Finance Committee

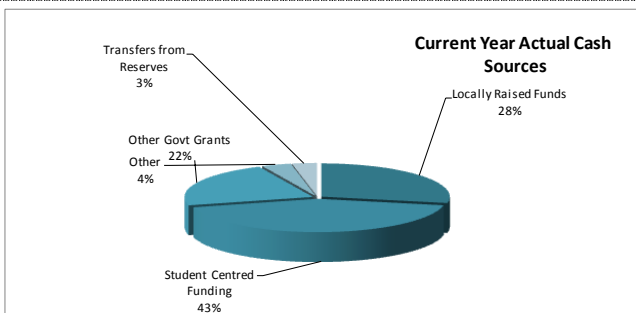
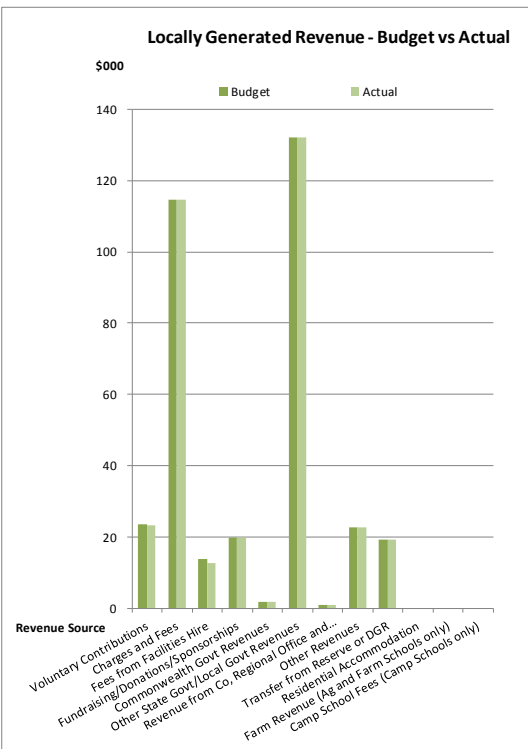
The role of the finance committee is to assist the principal in the exercising of their governance responsibility in the management of the school's financial affairs. Membership consists of; principal, manager corporate services, school board representative and three to five staff members. The principal shares minutes of meeting with the school board.

The following page contains our school's financial summary for 2018.

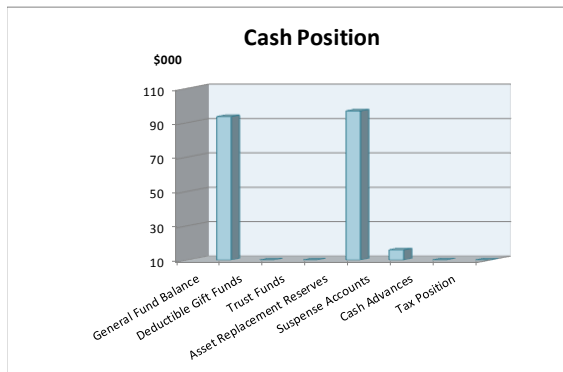
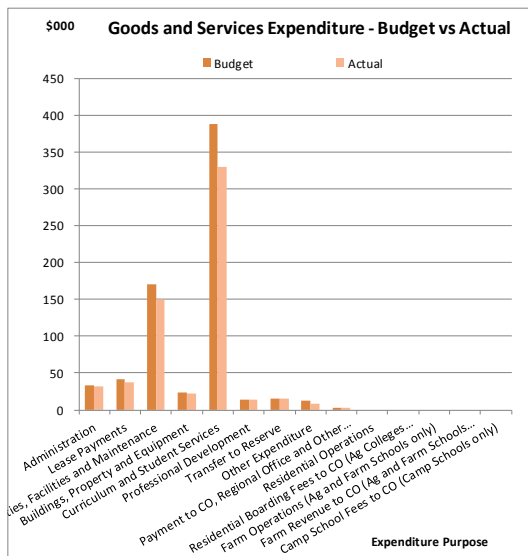


Ardrross Primary School Financial Summary as at 31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 23,562.00	\$ 23,325.00
2 Charges and Fees	\$ 114,502.00	\$ 114,576.75
3 Fees from Facilities Hire	\$ 13,909.00	\$ 12,727.30
4 Fundraising/Donations/Sponsorships	\$ 19,791.00	\$ 19,791.56
5 Commonwealth Govt Revenues	\$ 1,778.00	\$ 1,777.94
6 Other State Govt/Local Govt Revenues	\$ 132,050.00	\$ 132,050.00
7 Revenue from Co, Regional Office and Other Schools	\$ 832.00	\$ 832.22
8 Other Revenues	\$ 22,728.00	\$ 22,632.16
9 Transfer from Reserve or DGR	\$ 19,156.00	\$ 19,156.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 348,308.00	\$ 346,868.93
Opening Balance	\$ 96,304.00	\$ 96,303.54
Student Centred Funding	\$ 259,581.67	\$ 259,581.67
Total Cash Funds Available	\$ 704,193.67	\$ 702,754.14
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 704,193.67	\$ 702,754.14



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 33,275.00	\$ 31,196.38
2 Lease Payments	\$ 42,000.00	\$ 36,847.68
3 Utilities, Facilities and Maintenance	\$ 170,668.00	\$ 149,461.04
4 Buildings, Property and Equipment	\$ 23,875.21	\$ 22,420.48
5 Curriculum and Student Services	\$ 387,802.00	\$ 329,927.88
6 Professional Development	\$ 13,824.00	\$ 13,305.76
7 Transfer to Reserve	\$ 15,000.00	\$ 15,000.00
8 Other Expenditure	\$ 12,550.00	\$ 8,019.22
9 Payment to CO, Regional Office and Other Schools	\$ 3,159.00	\$ 3,158.62
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	\$ 702,153.21	\$ 609,337.06
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 702,153.21	\$ 609,337.06
Cash Budget Variance	\$ 2,040.46	



Cash Position as at:	
Bank Balance	\$ 203,314.23
Made up of:	
1 General Fund Balance	\$ 93,417.08
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 96,745.02
5 Suspense Accounts	\$ 15,912.13
6 Cash Advances	\$ -
7 Tax Position	\$ 2,760.00
Total Bank Balance	\$ 203,314.23

National School Opinion Survey

All parents were given the opportunity to complete the Ardross Primary School Community Survey. 42 community members contributed to the below data. The data is presented in percentage.

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Teachers at this school expect my child to do their best.	2	-		43	55
Teachers at this school provide my child with useful feedback about their school work	2	2	14	45	
Teachers at this school treat students fairly	2	7	10	43	38
This school is well maintained.	2	12	7	40	38
My child feels safe at this school.	2	2	4	26	64
I can talk to my child's teachers about my concerns.	2		2	31	64
Student behaviour is well managed at this school.	2	5	7	62	24
My child likes being at this school.	2		7	29	62
This school looks for ways to improve.	2	2	12	40	43
This school takes parents' opinions seriously.	2	2	17	52	26
Teachers at this school motivate my child to learn.	2	2	2	55	38
My child is making good progress at this school.	2	2	5	55	36
My child's learning needs are being met at this school.	2	2	7	52	36
This school works with me to support my child's learning.	2		16	43	36
This school has a strong relationship with the local community.	2	7	5	45	40
This school is well led.	10	2	2	48	38

I am satisfied with the overall standard of education achieved at this school.	2	2	5	43	48
I would recommend this school to others.	2	2	4	36	55
My child's teachers are good teachers.	3		4	29	64
Teachers at this school care about my child.	2		3	33	60

The 2018-2020 Business Plan outlined the following target related to the National School Opinion Survey:

Survey results indicate (through mean results of 4.0 or better) that our school community agree with the following statements:

This school works with me to support my child's learning	4.0
This school has a strong relationship with the community	4.1
There is clear and open communication between the school and the community	-
This school is well-led	4.0
I am satisfied with the overall standard of education achieved at this school	4.3
I would recommend this school to others	4.3

In 2018, Ardross PS met the targets of 4.0 or better mean results for our school community survey. The statement without a result is to be a manual inclusion in the 2020 National School Opinion Survey.

It should be noted these results are based on the second distribution of the survey, during which we received 42 responses. This was done due to concerns the initial distribution may not be truly representative as only twelve responses were received.

2018 Highlights & Successes

- Distributed Leadership teams are active
- Development opportunities are available for aspirant staff
- School Board members worked cohesively to ensure the best outcomes for students at Ardross PS

2019 Priorities

- Build on opportunities for Aspirant leaders in the school by engaging in networks
- Executive team will continue to actively ensure that decisions drive high performance
- School Board under the guidance of School Board Chair will ensure they work cohesively to ensure the community works together for the best outcomes of students

GLOSSARY OF EDUCATIONAL ACRONYMS

DOE	Department of Education
DOTT	Duties Other Than Teaching
DPA	Delivery Performance Agreement (mandated document signed by all IPS schools, outlining the school's accountability measures)
EAL/D	English as a second language/dialect
IBP	Individual Behaviour Plan
ICT	Information and Communications Technology
IEP	Individual Education Plan
NAPLAN	National Assessment Program Literacy and Numeracy
PL	Professional Learning
SAER	Students at Educational Risk
SCSA	School Curriculum and Standards Authority (a branch of the Department of Education, which is the governing body for curriculum and assessment)
SEN	Special Educational Needs
STEM	Science, Technology, Engineering and Maths
WSA	Whole School Approach

iSTAR ACRONOYMS

iSTAR	Inform/Inspire, Show/Share, Try/Transfer, Apply/Action, Review/Revise
WALT	We Are Learning To (the overarching topic/concept for the lesson)
WILF	What I'm Looking For (differentiated learning goals for the lesson)
TIB	This Is Because... (real-world application of the learning)
WAGOLL	What A Good One Looks Like (concrete examples to show what is expected for each WILF)



The Ardross Primary School Annual Report 2018 has been presented to, and endorsed by the 2019 School Board

Sue Mikkelsen-Taylor

Principal

Date: 9th April 2019

Geoff Cooper

School Board Chair

Date: 9th April 2019