



ANNUAL REPORT 2021

ARDROSS PRIMARY SCHOOL

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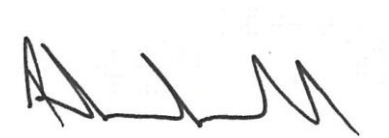
46 Links Road, Ardross WA 6153



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The Ardross Primary School Annual Report 2021 has been reviewed and endorsed by the 2022 School Board.



Robert Marshall (Principal)



Geoff Cooper (School Board Chairperson)



FROM THE PRINCIPAL



It is my pleasure to present the 2021 Annual Report for Ardross Primary School.

2021 marked our school's 60th year of providing a high-quality education to the children of Ardross. Our anniversary events were a wonderful opportunity for our students, our staff and our school community to reconnect with former friends, teachers and colleagues, to explore the history of our school and local area, and to celebrate the successes of the past 60 years.

In addition to revisiting and celebrating our school's past, we also looked to the future with the implementation of our new 2021-2023 Business Plan. Developed in partnership with our School Board, it lays out our school's commitment to ***High Quality Teaching & Learning, Positive Collaboration & Partnerships, Fostering an Inclusive Learning Environment***, and to ***Strong Governance & Leadership***. I invite to you read this annual report to explore our school's 2021 actions within these four pillars.

I would like to take this opportunity to acknowledge the efforts of the staff of Ardross PS, who continued to go above and beyond. 2021 was meant to be a year in which our world returned to normal following the COVID-19 pandemic, however throughout the year the impact was only felt harder by all. Thanks to our dedicated staff, Ardross PS was able to ensure our students had ongoing support and access to teaching and learning.

Our school would not be what it is without the ongoing support from our school community. I would like to thank our School Board, led by chairperson Mr Geoff Cooper, for their commitment to providing a balanced and considered voice on behalf of our school community in setting and reviewing our strategic directions.

I would also like to thank our dedicated P&C, under the leadership of Mrs Anna Belton and Mrs Alice Brennan, for their efforts to ensure all in our school community continued to enjoy a sense of belonging and connection.

As we move into the 2022 school year, I look forward to building on our successes with the students, staff and school community as we ***Motivate – Educate – Celebrate***.

Robert Marshall

Principal, Ardross PS

FROM THE SCHOOL BOARD CHAIRPERSON



It was the second year where the school was affected by pandemic restrictions. There was the ongoing uncertainty of so called “snap lockdowns” overhanging the school calendar, accompanied by evolving public policy goals and changing expectations.

To the credit of our teaching staff, they remained focused on the delivery of the core curriculum to maintain high levels of academic achievement, as we enacted our new three-year business plan. Our teachers worked diligently to allow for online teaching to accommodate disrupted attendance.

Meanwhile, the School Board introduced a voluntary contribution for environmental and sustainability initiatives which was invested in more energy efficient lighting that will benefit our budget in the years ahead and assist in reducing our school’s carbon footprint. Thank you to all the parents who paid the levy. The school also received additional funding totaling \$120 000 for STEM resources and minor works initiatives which will help support our continued commitment to improved sustainability here at Ardross Primary School.

The Board updated and modernised its Terms of Reference for the first time since 2012. The Terms of Reference now, among other things, formally allow for electronic meetings and voting. I would like to acknowledge the strong contributions of three parent representatives who finished their terms on our School Board - Paul Crawshaw, Alex Smith and Zoe Zmitkova – all of whom have helped to improve our school in recent years. Thank you also to our teacher and administrative representatives – Kellie Foote, Fiona Schaper and Denise Moore – for their ongoing dedication.

We have welcomed two new parent representatives in 2022 – Matt Snare and Jamie-Lee Cavill Chin – seen the return of Denelle Ellery as a staff representative, and welcomed two new staff representatives – Gemma Clarkson and Nicola Rowden. Our substantive principal, Sue Mikkelsen-Taylor, finished 2021 to depart on a well-earned break, with our deputy principal, Robert Marshall, stepping up into the principal role in 2022.

I would also like to acknowledge the hard work and dedication of our P&C in 2021, so capably led by Alice Brennan and Anna Belton, to support our school resourcing and to continue to build the wonderful community spirit at Ardross Primary School.

2022 will see our school undertake a Public School Review, and progress a number of important works projects what will facilitate learning for our children in the years ahead.

Finally, I encourage all parents to continue to provide regular feedback to our Board members in 2022 to contribute to the ongoing success of our school.

Geoff Cooper
School Board Chairperson, Ardross PS

OUR VISION & STRATEGIC FRAMEWORK

Our latest strategic plan was launched in 2021. Building on the gains of the previous three years, our **2021-2023 Business Plan** is comprised of four pillars which support our school's vision.

At Ardross Primary School we are committed to providing an inclusive, collaborative and dynamic 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.



OUR PILLARS

High Quality Teaching & Learning	Positive Collaboration & Partnerships
Improving teaching and learning outcomes in all classrooms.	Promoting clear and open communication between the school and the community. Shared ownership maximises outcomes for students.
Fostering an Inclusive Learning Environment	Strong Governance & Leadership
Enhancing social, emotional and academic outcomes for students so that everyone feels supported and valued.	Promoting a culture of proactive and consultative leadership with coordinated and responsive school planning.

The Ardross Primary School **Business Plan 2021-2023** is available through our school website.

ENROLMENT

In 2021, Ardross Primary School had a total enrolment of 401 students, comprising 361 full-time students (PP-Year 6) and 40 part-time students (Kindergarten).

During Semester 2, the decision was made to undertake an enrolment push for 2022 kindergarten students. In 2022, the school is running with three kindergarten classes and will continue to seek increased enrolments in the early childhood moving into 2023 and beyond.

Student Numbers (as at 2021 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	48	40	48	63	49	59	54	381
Part Time	40								

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

	Kin	PPR	Pri	Sec	Total
Male	23	21	164		208
Female	17	27	149		193
Total	40	48	313		401

	Kin	PPR	Pri	Sec	Total
Aboriginal			3		3
Non-Aboriginal	40	48	310		398
Total	40	48	313		401

The school ran the following class structure:

2022 Destination Schools for Year 6 Cohort:

Year Level	Classroom	Year Level	Classroom
K(a)	Room 12	3	Room 6
K(b)	Room 12	3	Room 9
PP	Room 15	3/4	Room 17
PP	Room 16	4	Room 5
1	Room 10	4/5	Room 3
1	Room 13	5	Room 4
2	Room 7	5/6	Room 19
2	Room 8	6	Room 20

Destination Schools	No. Students
Applecross Senior High School	35
Wesley College	3
All Saints' College	2
John Curtin College of the Arts	2
Perth Modern School	2
Rossmoyne Senior High School	2
Kennedy Baptist College	1
Aquinas College	1
Christ Church Grammar School	1
Churchlands Senior High School	1
Corpus Christi College	1
Dianella Secondary College	1
Santa Maria College	1
Interstate	1



"The thing I enjoy most about learning at Ardross PS is that all the teachers are understanding and teach you lots."

5

- 2020/2021 Student Survey Response

STAFFING

Ardross Primary School has a team of dedicated and professional staff who are committed to shared leadership, collaborative practices, and the coaching and mentoring of colleagues.

There were some staffing movements during 2021, primarily around the leadership roles with both substantive deputies out of the school during Semester 2.



The staffing movements and appointments through the year are detailed below:

Semester 1

Leaving the School			Joining the School	
Staff	Role	Reason	Staff	Role
Vicki Aloisi	Education Assistant	Resigned	Alice Chesterfield	Deputy Principal (Student Services)
Davis Kokkattil Ouseph	Gardener/Handyperson	Move to Hedland SHS	Eva Chung	Teacher Year 4, Year 4/5
			Scott Griffiths	Gardener/Handyperson
			Julian Oversby	Education Assistant (Special Needs)
			Amelia Thorn	Teacher Year 5

Semester 2

Away from the School			Joining the School	
Staff	Role	Reason	Staff	Role
Alice Chesterfield	Deputy Principal (Student Services)	Leave	Desley Delic	Teacher Year 4/5
Scott Griffiths	Gardener/Handyperson	Leave	Denelle Ellery	Deputy Principal (Curriculum)
Robert Marshall	Deputy Principal (Curriculum)	Secondment to Central Office	Mandy Fletcher	Deputy Principal (Student Services)
Fiona Schaper	Teacher – Year 3/4	Fixed-term move to Booragoon PS	Mark Matison	Gardener/Handyperson
			Nicola Rowden	Teacher Year 3/4

“Friendly staff in all areas; office, teachers, specialists and support staff. They are all approachable and helpful”

- 2020/2021 Parent/Community Survey Response

PILLAR 1: HIGH QUALITY TEACHING & LEARNING

At Ardross Primary School there is a shared ownership over student achievement and progress. Students are supported by passionate educators who provide motivating and effective learning programs which utilise evidence-based teaching strategies.

Connected & Engaging Curriculum

In addition to the full implementation of the **Western Australian Curriculum** and the **Early Years Learning Framework**, classroom learning programs continued to include the implementation of the **iSTAR Model of Connected Practice**. For 2021, staff focused on student engagement in the visible learning goals.



To further support connected practice, Lead Teachers provided support to staff in the continued implementation of the **Ardross PS Approach to Mental Maths**, **Seven Steps for Writing Success**, and **Safe4Kids Protective Behaviours**. STEM was also introduced as an additional specialist subject, running in addition to the Science and Technologies classroom programs.

The integration of digital learning technologies continued to be a priority, especially to ensure continuity of teaching and learning in the event of disruption or temporary school closure due to the ongoing COVID-19 pandemic. During Semester 2, the school reviewed and updated its remote learning plan, with staff and students continuing to build their capacity to engage in and enhance learning through digital technologies.



A highlight of 2021 was being featured on ABC TV's Gardening Australia. This feature focused on the school's integrated environmental sciences program, and the role of our school's native garden area as an outdoor classroom. Thank you to Mr Rhys Crosswell and Mr Bruce Ivers for their assistance in the filming and for helping share the wonderful work our students and staff have been engaging in.

You can revisit this feature here -

<https://www.abc.net.au/gardening/factsheets/outdoor-classroom/13660634>

Differentiated Learning

Students continued to have access to quality differentiated learning through regular classroom programs. Student engagement in differentiated learning goals was a focus for our school's implementation of the **iSTAR Model of Connected Practice**.

Our **Higher Order Thinking Skills (HOTS)** program continued in 2021 under the direction of Dr Auriol Heary. This program provides identified students with further opportunity to extend their imaginative, critical and reflective thinking skills through project-based learning.

In 2021, our school commenced implementation of the **MacqLit** literacy intervention program to provide further targeted support for identified students.

"What I enjoy most about learning is that they take everyone's different levels to account and make sure that everyone is up to speed and on the same page."

- 2020/2021 Student Survey Response

Building Capacity

In 2021, identified lead teachers were provided release time to support improving practice in curriculum priority areas through research, coaching/mentoring, and ensuring suitable resourcing.

Staff engaged in professional learning targeting priority areas. These included:

- WA Curriculum Support Materials
- Seven Steps for Writing Success
- Letters & Sounds
- Cracking the Code
- Protective Behaviours
- MacqLit
- Protective Behaviours

In Semester 1, **Professional Learning Teams** engaged in self-driven action learning projects focusing on the teaching of phonological awareness (K/PP), teaching and assessment of mental computation (Years 1/2), the use of the **Brightpath** in writing moderation (Years 3/4), interactive workbooks (Years 5/6), and the **Aboriginal and Torres Strait Islander Histories and Culture** cross-curriculum priorities (Specialists).

2022 Priorities

- Ensure a consistent approach to the teaching and assessment of Writing, including moderation using the Brightpath assessment tool.
- Ensure a connected and consistent whole-school approach to phonological awareness development and spelling.
- Continue to develop a shared understanding and connected instructional strategies for the teaching of Mental Computation.



PILLAR 2: POSITIVE COLLABORATION & PARTNERSHIPS

Our school recognises that a positive school climate and quality partnerships are powerful influences of a school's success. Our school strives to continually strengthen effective relationships between staff, students, parents and the broader community to support improved student outcomes.

Professional Engagement

Active collaboration and connection between staff played an important role in ensuring consistent practice, school improvement, and in promoting positive staff health and well-being. Staff were provided the opportunity to work collaboratively through a number of ways this year including:

- Shared DOTT time (Duties Other Than Teaching)
- 60% of staff meeting time allocated to Professional Learning Teams
- Participation in school committees

Ardross Primary School continued to be an active member of the Applecross Schools of Excellence Network; including our principal, Mrs Sue Mikkelsen-Taylor, continuing in the role of Network Principal. Ardross PS staff worked collaboratively with our colleagues within the network focusing on the following priority areas:

- Students at Educational Risk
- Culturally Responsive Leadership
- Transition to High School
- Developing Future School Leaders

Connection Between Home & School

Based on community feedback, our school, in partnership with the School Board, reviewed our Communications Policy and processes in 2020. These were actioned in 2021, to ensure more effective communication and to further strengthen the partnership between parents and the school. Connect, Facebook and the school's website are now the main modes of communicating information about our school with the community.

Our school continued its successful **Community Café** events throughout the year, with over 250 parents attending across the events. These events provide opportunities to engage our school community in key programs and initiatives within our school. Thank you to those parents who attended, and to the staff who facilitated these sessions. In 2021, our school hosted community cafes covering the following topics:

- 2021-23 Business Plan
- Positive Behaviour Support (PBS)
- NAPLAN Online
- EAL/D Reporting
- Protective Behaviours

Community Participation

As in previous years, our school continued its participation in the Cadets WA: River Rangers program. Our students engaged in conservation projects in partnership with the City of Melville, Shire of Harvey and the Friends of Point Walter. As part of these projects, students participated in the cultivation of seedlings for planting, and actively participated in planting these seedlings on sites at Deepwater Point, Point Walter and Myalup.

The Parents & Citizens' Association (P&C) continued to provide active support to our school and our students throughout the year. In addition to general fundraising efforts, the P&C assisted the school to provide valued services within our school including:

- Coordination and running of the Uniform Shop
- Partnering with a local café to provide a lunch order service.
- Funding an additional day of Chaplaincy
- Funding additional ICT Support time.

"The P&C support the school extremely well and help create a great community."

*- 2020/2021 Parent/Community
Survey Response*



In Term 4 our school was proud to participate in the official opening of Links Road as a **Safe Active Street**. The official opening was hosted in the Listening Circle within our native gardens, and we were pleased to host special guests from the City of Melville, Department of Transport, Applecross Senior High School, Over 55s Cycling and Cycling Without Age.

2022 Priorities

- Maintain and strengthen the Professional Learning Team (PLT) Structures.
- Increase participation in Community Cafes through identification of shared priority topics, and establishing consistent scheduling based on community feedback.



PILLAR 3: FOSTERING AN INCLUSIVE LEARNING ENVIRONMENT

Our school provides a safe, positive learning environment based on the idea that every student has the right to learn. A student's physical, mental, emotional and social well-being are important pre-requisites to learning, and we provide supports for all students, particularly those at educational risk.

Expert Support

Our school continued its commitment to engaging and collaborating with both Department of Education Support agencies and external service providers to best address the individual needs of students. This included working with the School Psychology Service, Schools of Special Educational Needs, and Community Health.

Our pastoral care continued to be enhanced through the chaplaincy program, and we thank the P&C for providing funding to support an increase in chaplaincy time to three days a week. Our chaplain, Mr Nathan Hoyle, provided general pastoral care and social/emotional support to individual students (upon request), and ran programs targeting student engagement, positive mental health, and peer collaboration.



Inclusivity

Our school continued to refine our processes for the identification and case management of students at educational risk. The Student Services team, consisting of the Student Service Deputy, School Psychologist, Chaplain, EAL/D Lead Teacher and the Learning Support Coordinator (LSC), met regularly to ensure that students were able to access the appropriate supports to promote growth and success.

In 2021 our school began a rejuvenation of the student leadership roles, with great focus on engaging and empowering our student leaders in initiatives to benefit the school. This included the Literacy Captains supporting younger students at the Before-School Reading Club, and the Environmental Councillors beginning work on a digital guided tour of our native gardens.

"Sense of community and belonging. Relaxed and well-organised with room for children to explore, discover and learn whilst promoting self-esteem and confidence."

- 2020/2021 Parent/Community Survey Response

Positive Culture

In 2021, our school continued its implementation of the **Positive Behaviour Support (PBS)** whole school approach to student behaviour. Each fortnight our school prioritises a new focus behaviour from our **School Behaviour Matrix**.

In Semester 1, students engaged in weekly PBS assemblies with our PBS Lead Teacher, Ms Hannah Brown. In Semester 2, these lessons shifted into the classrooms, with teachers making use of lessons and resources developed by our PBS Committee.

Respect <i>We show regard, thought and consideration</i>	Responsibility <i>We do what is expected in an honest and reliable manner</i>
Resilience <i>We have the strength to learn, grow and develop</i>	Safety <i>We act safely and show care for others</i>



2022 Priorities

- Continue the phased roll out of the Positive Behaviour Support (PBS) initiative, prioritizing engagement strategies and data-driven decision-making.
- Identification and implementation of authentic opportunities to recognise and celebrate Indigenous culture with the school community.
- Ongoing review of processes and supports for the development and implementation of targeted interventions to support students at educational risk.

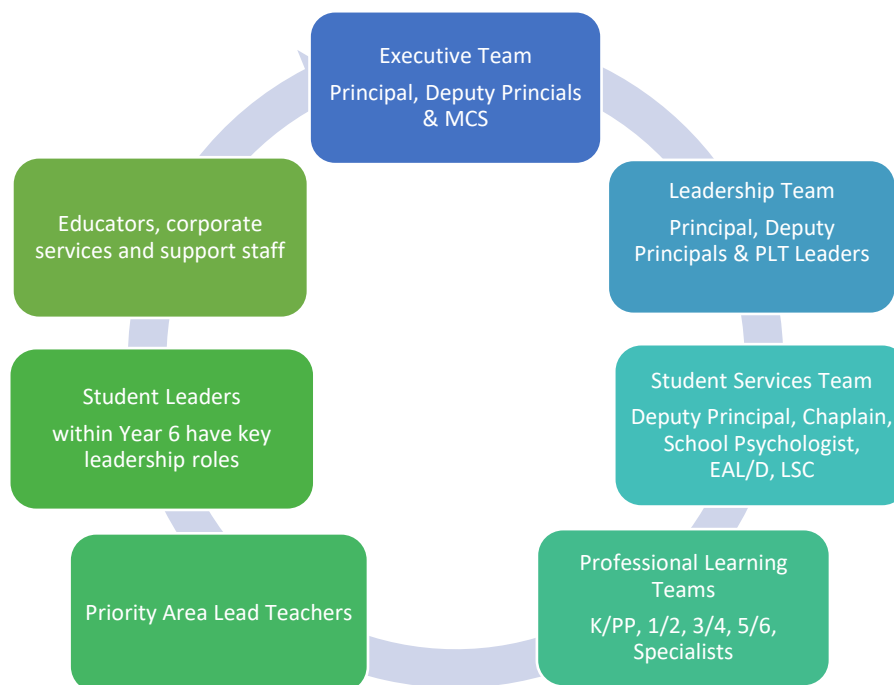


PILLAR 4: STRONG GOVERNANCE & LEADERSHIP

We seek to empower excellence through proactive and consultative school leadership and governance practices. Leaders in our school strive for clarity of vision and foster a shared sense of direction, ensuring the resources of our school are allocated and used to support programs to maximise student outcomes.

Empowering Leadership

All staff are encouraged and are given opportunities to use their leadership talent and expertise to enhance school improvement and student outcomes. In 2021, our school had the following distributed leadership structure:



Priority Area Leader Teachers were responsible for leading the planning, implementation and review of identified areas for improved teaching and learning within our school. In 2021, a more formal process was implemented to raise accountability. Lead Teachers met with either the Principal or the Deputy Principal (Curriculum) twice a term to discuss the actions and outcomes in their priority area.

Our school was an active participant in the **Applecross Schools of Excellence Future Leaders** initiative, with four teachers being identified as high potential future leaders and school leadership acting as mentors for participants from our school, and from other schools within our network.

Informed Decision-Making

Regular reviews of the school's workforce requirements and finance were undertaken throughout the year.

These review processes included:

- Weekly review meetings between the Principal and the Manager Corporate Services.
- Twice-termly Finance Committee Meetings.
- Review of operational spending by Deputy Principals, Priority Area Lead Teachers and Curriculum Coordinators
- Finance reports presented for review at each School Board meeting.



School improvement was supported with priority areas being allocated increased cash and staffing time (for improved resourcing, staff professional development, and release time for priority area lead teachers).

Reflective Practices

In 2021, our School Board continued to contribute to strong governance, ensuring that the school's actions were in line with the school's strategic direction, identified priorities, and community expectations. Some of these activities included:

- Review of NAPLAN data against the targets outlined in the 2021-2023 Business Plan
- Providing feedback on grounds and minor works projects
- Updated the school's Healthy Food & Drink Guidelines

2022 Priorities

- Raise accountability within the school's distributed leadership model.

"(I enjoy) the increasing interest in the staff towards school improvement and improving practice. Being part of the evolving practices and processes is exciting and motivating

- 2020/2021 Staff Survey Response

60TH ANNIVERSARY (1961-2021)

Our school officially celebrated its 60th Anniversary during Term 3. Our current school community was joined in the celebrations by former staff and students (including two former students who found their names in behaviour records from the 1970s).

The event was full of both the old and the new, with open classrooms, Japanese tea ceremony, music performances by the choir and instrumental ensembles, and art displays taking place throughout the grounds, while the library hosted a display of the school's historical archives and the time capsule. Our wonderful native gardens were featured, and the Year 6 students shared the local history through their Two Rivers performance.



After the formal speeches and cake-cutting, the event was capped off with present and former staff, special guests and the community sharing in celebratory refreshments and a community sundowner.

I would like to acknowledge the efforts of our 60th Anniversary organising committee for their time and efforts in planning and running this wonderful celebration of our school. Thanks also to the P&C for their support of the event.



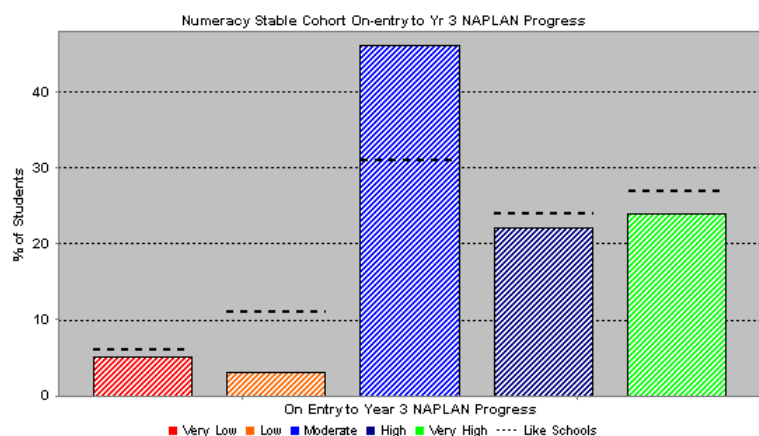
SCHOOL PERFORMANCE TARGETS

Within our 2021-2023 Business Plan our school identified the following academic and non-academic targets to be met by the end of 2023. This section outlines our first measures towards these targets.

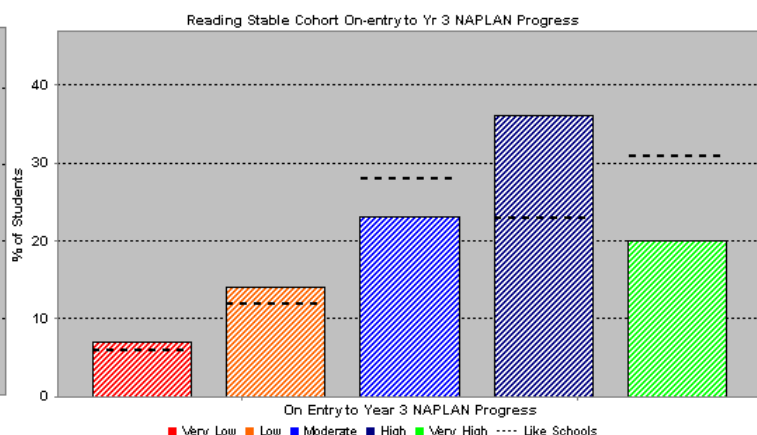
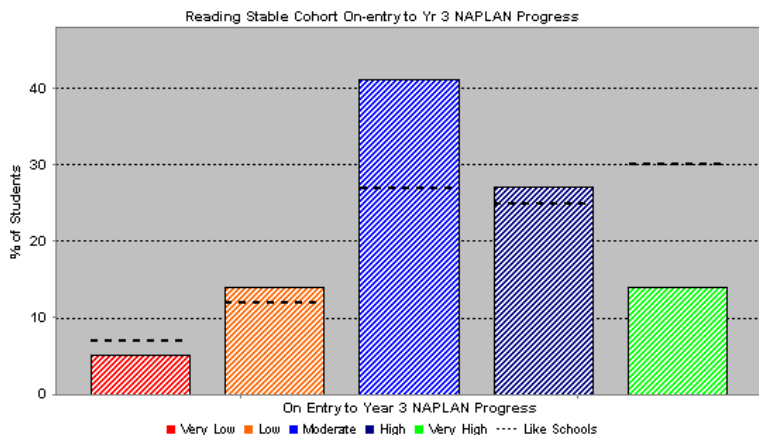
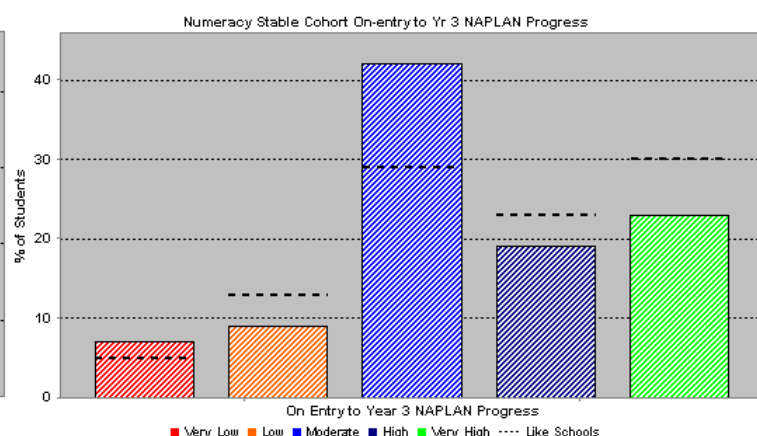
Academic Targets

Increase percentage of students demonstrating high/very high progress between Pre-Primary (On-Entry Assessment) and Year 3 (NAPLAN)

2019 (Baseline)



2021

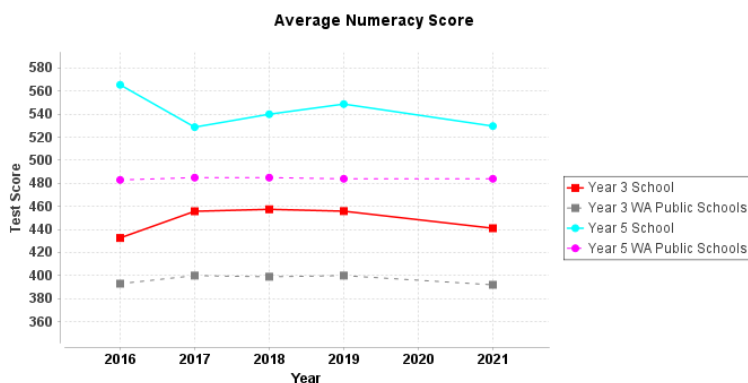
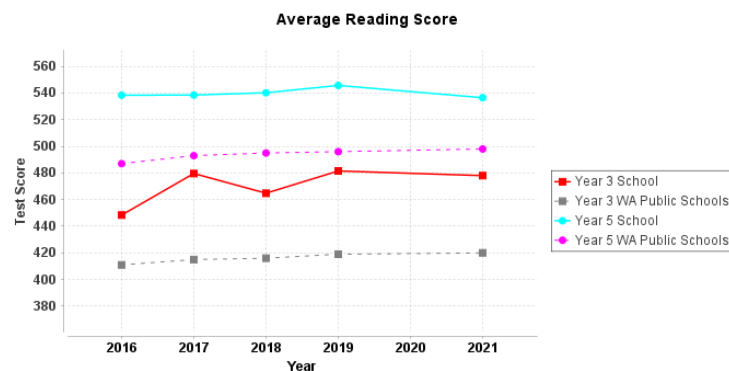
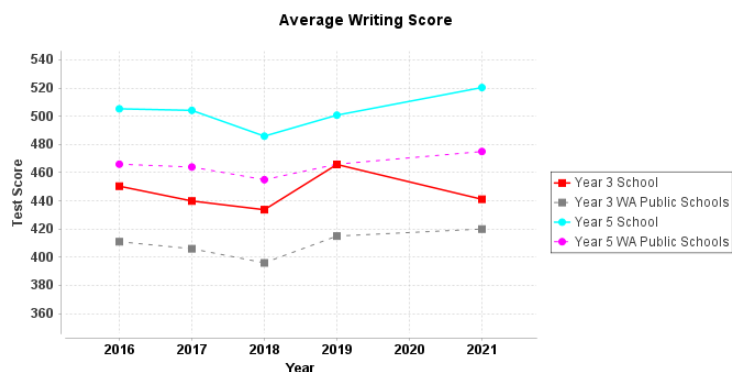


In 2019, Ardross PS had 44% of students who had achieved either 'high' or 'very high' progress between Pre-Primary and Year 3 in both Reading and Numeracy. No NAPLAN testing was completed in 2020 due to the COVID-19 pandemic, so the school is unable to measure growth using these measures for the 2020 Year 3 cohort.

In 2021, Ardross PS had 43% of students achieve 'high' or 'very high' progress in Numeracy, and 55% of students achieve 'high' or 'very high' progress in Reading.



Show continued improvement in student achievement (as measured by NAPLAN) in Writing, Reading, and Numeracy (Years 3 & 5)

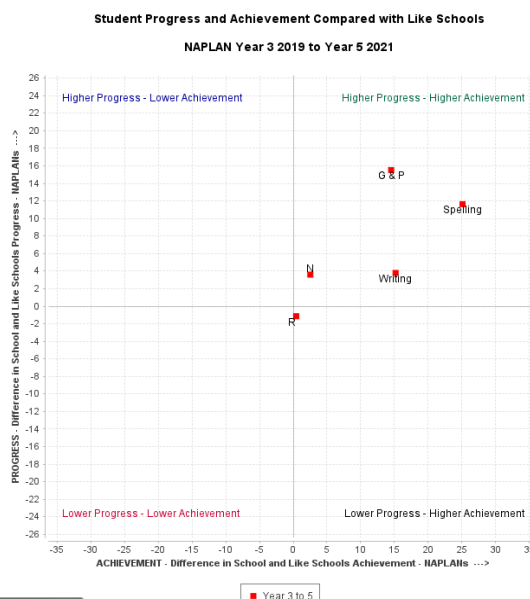
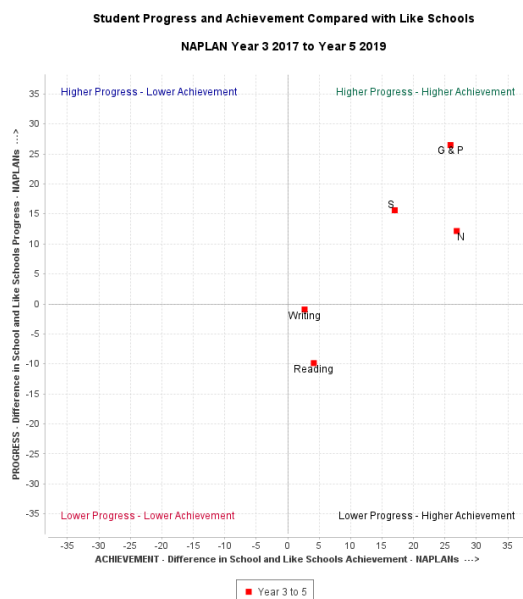


While Ardross PS continues to achieve results well above the WA Public Schools mean, improvement in 2021 was only seen in Year 5 Writing (the highest mean score since 2015).

Our school has continued to demonstrate high level achievement and high progress in the majority of NAPLAN assessment areas.



Mean growth (as measured by NAPLAN) between Years 3 & 5 to be at or above that of WA 'Like Schools'



Following final assessments each year, at least 65% of students to have demonstrated achievement beyond the Achievement Standards for their year level in English, Mathematics and Science.

English

	2021				
	A	B	C	D	E
PP	4.5%	27.3%	59.1%	9.1%	-
1	11.5%	42.4%	26.9%	19.2%	-
2	23.3%	36.7%	36.7%	3.3%	-
3	21.3%	39.3%	31.1%	6.6%	1.6%
4	29.2%	37.5%	29.2%	4.1%	-
5	28.1%	35.1%	33.3%	3.5%	-
6	25.0%	40.4%	32.7%	-	1.9%
Overall	22.6%	37.5%	33.8%	5.4%	0.7%
		60.1%			

While the majority of Ardross PS students continued to achieve beyond the achievement standards in English, Mathematics and Science, our school has made limited progress towards meeting our target of 65%.

Mathematics

	2021				
	A	B	C	D	E
PP	6.5%	45.7%	47.8%	-	-
1	10.0%	42.5%	45.0%	2.5%	-
2	37.5%	35.4%	27.1%	-	-
3	36.5%	31.7%	23.8%	6.3%	1.6%
4	26.5%	44.9%	22.4%	6.2%	-
5	23.3%	30.0%	41.7%	5.0%	-
6	37.0%	22.2%	37.0%	1.9%	1.9%
Overall	26.4%	35.3%	34.4%	3.3%	0.5%
		61.7%			

When compared to overall grades in 2020, there has been decrease in English (63.5% in 2020) and Science (61.7% in 2020), with the only increase occurring in Mathematics (59.3% in 2020).

It should be noted that there was continued reduction in the percentage of students achieving below the achievement standards further indicating that remedial intervention strategies are having a positive impact.

Science

	2021				
	A	B	C	D	E
PP	17.4%	28.3%	52.2%	2.2%	-
1	-	47.5%	50.0%	2.5%	-
2	16.7%	39.6%	43.7%	-	-
3	20.6%	39.7%	38.1%	-	1.6%
4	22.4%	36.7%	38.8%	2.1%	-
5	18.6%	40.7%	40.7%	-	-
6	24.1%	33.3%	37.0%	3.7%	1.9%
Overall	17.8%	37.9%	42.3%	1.4%	0.6%
		55.7%			

As in 2020, the data indicates that the school needs to continue its emphasis on academic extension and enrichment in core curriculum areas.

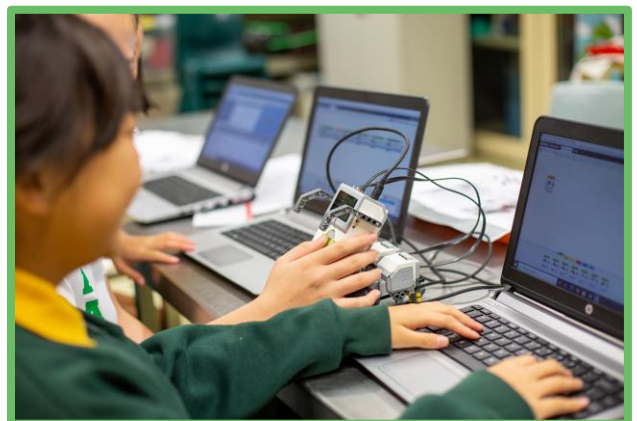


Actions for 2022

Ardross Primary School students continue to achieve results above the state means, however measuring success against our academic targets shows

The following our strategies are to be implemented in 2022 as part of building on our current level of progress and achievement:

- Development of a clear, connected approach to the teaching of phonics in the early years, incorporating the Cracking the Code, and Letters & Sounds curriculum programs.
- Continuation of the MacqLit literacy intervention program.
- Professional Learning Teams to engage in supported action learning targeting key priority curriculum areas.
- Maintain STEM as an additional specialist subject (in addition to the classroom Science and Technologies learning programs) with teachers and classes working in partnership with the specialist teacher.
- Consolidate the EAL/D support structures to provide students with intensive, targeted intervention programs.



"If you get something wrong the teachers don't judge you, they help you improve."

- 2020/2021 Student Survey Response

Non-Academic Targets

Whole school attendance rate to be above 95%

	Ardross PS	Like Schools	All WA Schools
2019	95.4%	94.1%	91.6%
2020	95.1%	95.2%	91.9%
2021	95.4%	94.6%	91.0%

Student attendance rates continue to be high with an attendance rate for 2021 of 95.4% compared to 91% across the state and 94.6% of 'Like Schools.' It should also be noted that this attendance rate was consistent across the entirety of the year and comparable across all year levels.



Percentage of students in the indicated risk category of attendance to be below 8%.



Total percentage of students in the moderate/severe risk categories of attendance to be below 2%.



90.8% of students were regular attendees, which is the highest it has been since 2015.

Students who are identified as being “at risk” in attendance (attending less than 90%) are monitored by classroom teachers and the Deputy Principal, with follow-up and case management.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	89.5%	9.7%	0.8%	0.0%
2020	85.7%	11.4%	2.4%	0.5%
2021	90.8%	7.8%	1.4%	0.0%
Like Schools 2021	85.7%	11.8%	1.9%	0.6%
WA Public Schools	71.0%	19.0%	7.0%	3.0%



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

	<i>2020/2021</i>	<i>2022</i>
<i>This school works with me to support my child's learning.</i>	4.1	
<i>This school has a strong relationship with the local community.</i>	4.0	
<i>There is a clear and open communication between the school and the community.</i>	Not assessed	
<i>This school is well led.</i>	4.0	
<i>I am satisfied with the overall standard of education achieved at this school.</i>	4.1	
<i>I would recommend this school to others.</i>	4.2	

The National School Opinion Survey (NSOS) is run every two years. Parents will be invited to participate in the NSOS during Semester 1, 2022. Staff and senior students are also given the opportunity to provide feedback on the school, its successes, and its areas for improvement.



"Ardross PS has a great energy and I think the principal is leading the school well in the journey to continually develop, engage and motivate students...I have seen a big shift in teaching and learning since we first arrived."

- 2020/2021 Parent/Community Survey Response

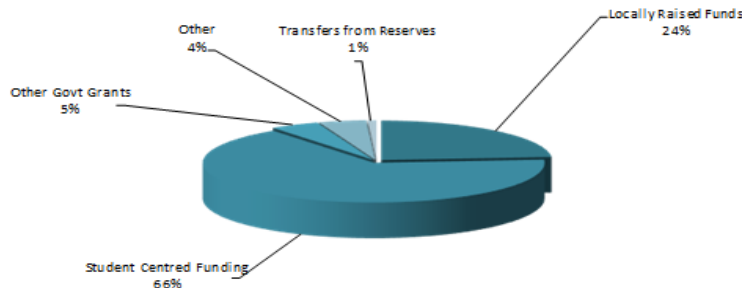


FINANCE REPORT

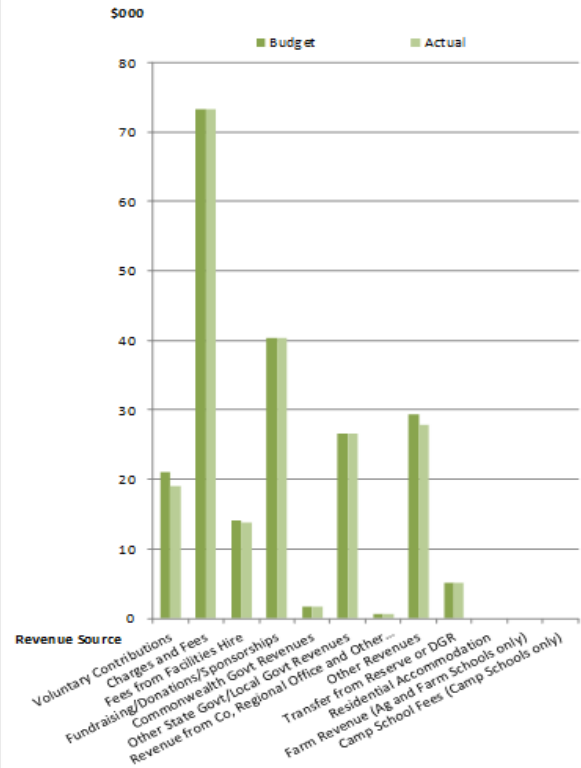
The following is our school's financial summary as at 31st December, 2021.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 21,060.00	\$ 18,990.00
2	Charges and Fees	\$ 73,251.00	\$ 73,252.44
3	Fees from Facilities Hire	\$ 14,091.00	\$ 13,818.20
4	Fundraising/Donations/Sponsorships	\$ 40,418.00	\$ 40,417.20
5	Commonwealth Govt Revenues	\$ 1,650.00	\$ 1,649.96
6	Other State Govt/Local Govt Revenues	\$ 26,538.00	\$ 26,538.34
7	Revenue from Co, Regional Office and Other Schools	\$ 571.00	\$ 571.12
8	Other Revenues	\$ 29,349.00	\$ 27,906.70
9	Transfer from Reserve or DGR	\$ 5,135.00	\$ 5,135.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 212,063.00	\$ 208,278.96
	Opening Balance	\$ 69,332.00	\$ 69,332.14
	Student Centred Funding	\$ 408,907.67	\$ 408,907.67
	Total Cash Funds Available	\$ 690,302.67	\$ 686,518.77
	Total Salary Allocation	\$ 4,287,167.00	\$ 4,287,167.00
	Total Funds Available	\$ 4,977,469.67	\$ 4,973,685.77

Current Year Actual Cash Sources

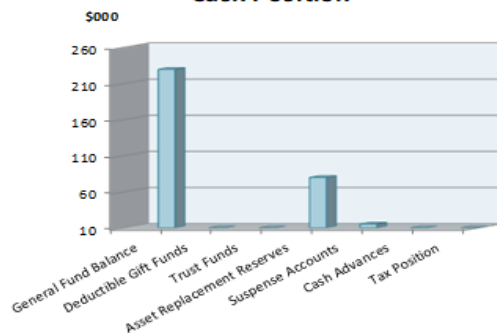


Locally Generated Revenue - Budget vs Actual

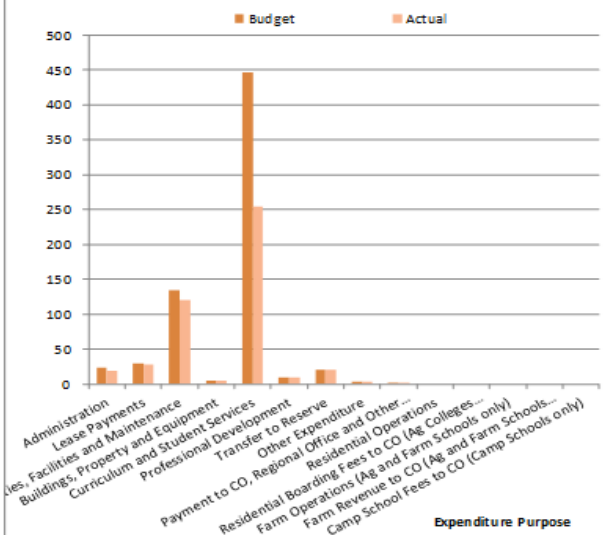


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 22,610.00	\$ 17,976.34
2	Lease Payments	\$ 30,000.00	\$ 28,084.76
3	Utilities, Facilities and Maintenance	\$ 133,579.00	\$ 120,581.57
4	Buildings, Property and Equipment	\$ 5,320.00	\$ 5,320.45
5	Curriculum and Student Services	\$ 446,063.67	\$ 253,173.81
6	Professional Development	\$ 8,603.00	\$ 8,536.93
7	Transfer to Reserve	\$ 19,500.00	\$ 19,500.00
8	Other Expenditure	\$ 3,067.00	\$ 2,929.19
9	Payment to CO, Regional Office and Other Schools	\$ 865.00	\$ 865.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 669,607.67	\$ 456,968.05
	Total Forecast Salary Expenditure	\$ 3,716,328.00	\$ 3,716,328.00
	Total Expenditure	\$ 4,385,935.67	\$ 4,173,296.05
	Cash Budget Variance	\$ 20,695.00	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 321,784.40
Made up of:	
1 General Fund Balance	\$ 229,550.72
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 79,800.02
5 Suspense Accounts	\$ 15,261.66
6 Cash Advances	\$ -
7 Tax Position	\$ (2,828.00)
Total Bank Balance	\$ 321,784.40