

ARMADALE PRIMARY SCHOOL

# Annual Report 2020



*At Armadale Primary School, student well-being is at the heart of everything we do. The staff provide a supportive and inclusive education program based upon reflective evidence based approaches to teaching and learning.*

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## Principal Welcome – Mr Warren Bachman

It is with great pleasure I present Armadale Primary School's Annual Report for 2020.

The report provides a summary of the school's performance over the past year. It should be noted that for most of the year the school operated in a global pandemic and its daily operations were under the Western Australian COVID-19 guidelines.

Whole-school learning programs were developed by teachers in readiness for the home-learning environment and relayed to parents digitally through Connect.

The National Assessment Program in Literacy and Numeracy (NAPLAN) was suspended due to the pandemic. Therefore, these data sets that inform students' progress and achievement were unavailable for longitudinal comparisons.

Our teachers are congratulated for being reflective and responsive to the needs of students and I would like to acknowledge our supportive P&C for their fundraising efforts and the School Board for their strong governance, support and direction.

I would like to conclude by acknowledging the leadership of Ms Fiona Blundell who led the school over the previous three years as Principal and wish her success for the future.

## Message from the School Board Chair – Mr Wayne Nurse

2020 was a year unlike any that we all would remember, and the COVID-19 pandemic created a many number of challenges, but likewise it also presented opportunities for improvement and development within the school and the school leadership, teaching and support staff are to be commended on their persistent efforts, adaptation to change, continuing to foster an engaging and innovative learning environment in alignment with the school's motto Attitude, Persistence, Success.

The Board would like to recognise and sincerely thank teachers' and those that support them for their efforts over the year. In particular their continuing efforts to help our students strive for their personal best. These attributes are reflected in the pride we have for a school that strives for each child to have an inclusive education, that ensures the growth of the child socially, emotionally and academically.

We also thank our dedicated P&C volunteers that also run and manage many fundraising events during the year along with the Canteen and Uniform Shop and provide such generous support for the worthwhile activities at Armadale Primary School.

The School Board continues to provide sound governance and oversight for the school. We are committed to finding new ways to support the school administration, teachers and ultimately our students in meeting their aspirational goals, as well as a vision for the future ensuring our students have the necessary skills to participate in our wider community and progress into secondary education.

Our school would not be what it is without our students who continue to uphold the values of the school and grow to be wonderful citizens in our community. They individually and collectively continue to shine across learning areas, sporting prowess but also in their growing community participation and work.

Thanks again to the teachers and school staff for their enduring commitment to our children.

## School Context

Armada Primary School is an Independent Public School on Whadjuk Noongar land in Bedfordale. We cater for children from Kindergarten to Year 6. The School operates with a focus on our school motto of Attitude, Persistence and Success. We recognise our community as having a diverse range of cultures and support every student to reach their full potential in a caring, supportive and safe environment.

## Our Shared Beliefs on Teaching and Learning

- Children learn in an environment that is inclusive, safe and where they feel valued and supported.
- Learning experiences should respect and accommodate differences between learners.
- Parents, teachers and students share common goals, interact positively and are mutually supportive.
- Learning should be meaningful, enjoyable, relevant and consistent with the background of the student.
- Parents and teachers work in partnership to develop students who are independent, self-reflective and responsible.
- Parents, teachers and students share and actively promote essential community values.

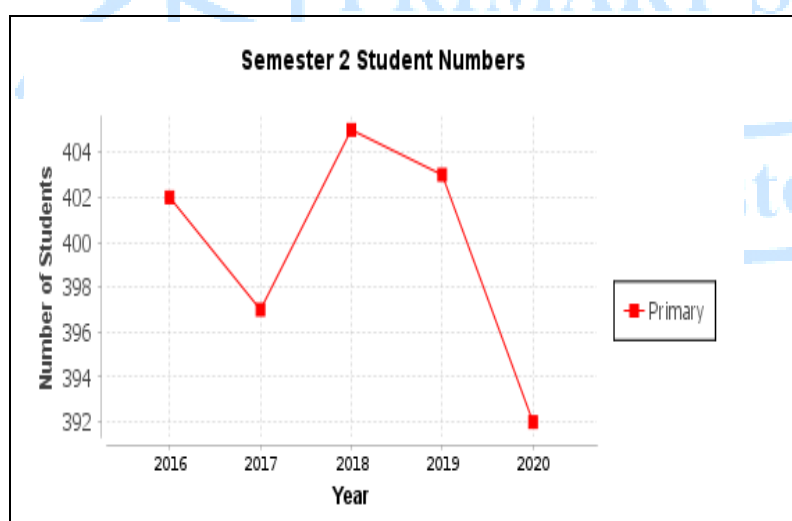
## Student Enrolment (as at 2020 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
	(27)	58	58	58	47	57	57	57	419
Part Time	53								

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

	Kin	PPR	Pri	Sec	Total
Male	30	25	172		227
Female	23	33	162		218
Total	53	58	334		445

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	4	9		15
Non-Aboriginal	51	54	325		430
Total	53	58	334		445



The decline in primary enrolments can be attributed to some or all of the following, please note this is a 2% reduction overall

1. Students are required to attend their local school at compulsory age
2. Demographics of the local area
3. Lack of available land for development purposes includes housing

A decline in enrolments is not reflected in the reputation of the school which is held in high regard within the broader community.

## School Overview

Armadale Primary School employed a total of 51 staff who worked a combined work fraction of 38.3FTE.

Data from the workforce profile indicates a balanced spread of age and experience.

A cooperative, supportive and inclusive culture underpins how staff meet their work requirements.

At Armadale Primary School our specialist, highly qualified, motivated and experienced teachers and education assistants work as a unified team to offer the best learning opportunities for its students. Programs at the school are designed to cater for the intellectual, physical, emotional and social aspects of an individual's development, with an emphasis on the whole child. The school is recognised for its Indonesian Language Program, outstanding Science program, music program and the Hopperoos - a dynamic skipping team who regularly perform for other schools in the region.

Our music program provides opportunities for students to perform at local and state events.

Our aim is to make schooling 'the best days of their lives' by creating a positive, vibrant and safe learning environment where students can achieve success and want to come to school. The school experiences success both academically and on the sporting field, such as in local athletics and swimming events. Academically, many students receive scholarships to a variety of secondary schools and gain entrance into specialist programs such as aviation at Melville SHS and the GATE Program at Kelmscott SHS or Perth Modern School.

The P&C and School Board are very proactive and make a significant contribution to Armadale Primary School in both fundraising and governance. The excellent support supplied to our school by the community and staff ensure that the students enjoy an outstanding education.

The school's architecturally designed brick buildings are built on nine levels and surrounded by picturesque natural bushland. Students are taught in modern air conditioned classrooms and have access to the latest technology ensuring a pleasant environment conducive to learning is created. Outside play grounds offer students physical challenges and have shade protection. Our basketball courts and oval allow students the opportunity to test and develop their skills in a range of sports and is used by community groups.

## Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	93.9%	94%	93.8%	98.2%	88.9%	81.2%	93.9%	93.8%	92.7%
2018	94.7%	93.9%	93.7%	94.1%	87.6%	80.8%	94.6%	93.6%	92.6%
2019	92.6%	93.1%	92.7%	94.2%	86.2%	79.5%	92.6%	92.8%	91.6%

### BUSINESS PLAN TARGETS (2020)

- Reduce unauthorised absences in K-6 by less than 8% by Semester 1, 2020.
- Improve whole school attendance from 92.6% in 2019 to match or exceed whole school attendance in like schools and WA public schools by the end of 2020. (See page 19 for results)



# Teaching and Learning CURRICULUM CONTEXT

## Early Childhood Education

Teachers working in this phase of learning developed a plan in line with The Early Years Learning Framework. This Framework describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The Framework has an emphasis on play-based learning, recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

The school self-assesses its performance against the National Quality Standards (NQS) and makes adjustments to early childhood learning and operations accordingly (see page 20).

## English

In the English learning area, students learn about the English language; how it works and how to use it effectively. They develop an understanding of the way in which language operates as a social process and how to use language in a variety of forms and situations (see page 17).

During 2020:

- ✚ Curriculum Leadership – in response to inconsistent student achievement data in Writing over the previous 3 years, school leaders researched a range of evidence-based teaching approaches to adopt as a whole school approach to improving results in this important area. A group of interested teaching staff took part in a collaborative action learning project in the Hochmann Method ('The Writing Revolution'). This approach focuses on the explicit teaching of sentence and paragraph level concepts in student writing. The positive results from this program have led to 'The Writing Revolution' being adopted as a whole-school approach in 2021.
- ✚ Case Management/Support – classroom teachers worked with focus groups of students who were not making expected progress regardless of achievement, as identified by whole school data.
- ✚ Embedding of whole school resources to cover all aspects of English development and provide differentiated learning for all students. This included resources from the Department of Education and WA Curriculum, Reading Eggs, PLD Literacy, Letters & Sounds, Literacy Pro and Oracy.
- ✚ Promoting the English Curriculum throughout the community – the Oracy Speaking & Listening program was extended to include the Year 5 cohort in 2020, with a poetry focus complementing the Year 6 visual text analysis program.
- ✚ Response to Intervention – the Letters & Sounds program, managed by Mrs Deb Scott, continued to provide identified Year 1-3 students with an evidence-based 'Tier 2' Response to Intervention program.
- ✚ Many of these students no longer require further intervention in 2021 as a result of this program.

## Mathematics

In Mathematics, students learn to use ideas about number, space, measurement, chance and mathematical ways to represent patterns and relationships, as well as to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of students' numeracy and assists learning across the curriculum. (see page 18).

During 2020:

- Curriculum leadership- To continue to build staff capacity in teaching and assessing open ended tasks, a curriculum leader was selected to support staff in assessing against the Math Proficiencies. This teacher was released to work one on one with staff members, as well as analyse and grade work samples. Teachers were identified based on a survey seeking interest in who would require support.
- Promoting the Math Curriculum throughout the Community - During Term 4, students from Kindy to Year 6 participated in the celebration of National Numeracy Week. This included a range of Mathematics activities including lunch time competitions, classroom activities and classes partnering up to complete a Math activity with a student from another year level.
- Resolve- 'Mathematics by Inquiry' is a national program designed to promote relevant, rigorous, and engaging mathematics from Pre Primary to Year 10. A teacher was selected to be the APS Resolve Champion and completed the professional learning required to create resources for staff and lead professional learning. During 2020 that teacher conducted multiple professional learning session for staff, created videos of lessons and supported staff one on one and in small groups.
- Whole School Resources- Resources were purchased to encourage visual mathematics and develop a growth mindset towards Maths. The purpose of the resources purchased was to encourage open ended tasks, problem solving, reasoning understanding and fluency.

## Physical Education

Students in Years 1-6 participate in a minimum of two hours of structured physical activity a week. Sessions taken by Mr Rankin, Mrs Verissimo and Mr Moir included one session of skill based drills and application, while the second session was the application of these skills in game situations.

Students also participated in the In-Term Swimming Program (PP – Year 6), Faction Athletics Carnival (PP – Year 6), Swimming Carnival (Years 3-6) as well as Faction and DDSA Cross Country and Athletics (Yrs 3-6). Unfortunately, due to COVID restrictions, we were unable to run the DDSA Summer and Winter Lightning Carnivals. The school continues to strive to engage all students and ensure every child achieves personal success. Fundamental Movement Skills is the program taught in the early years and is aimed at ensuring that basic locomotor and non-locomotor skills are developed.

*Armada PS experienced its most successful year on the interschool stage taking out the DDSA Cross-Country, Athletics Overall and Athletics Team Events Shields in 2020.*

<b>FACTION SWIMMING CARNIVAL</b> Winner: PLUTO	<b>DDSA ATHLETICS CARNIVAL</b> Placing - Overall Shield: 1 <sup>st</sup> Placing - Team Games Shield: 1 <sup>st</sup> Placing - Most Improved Shield: 6 <sup>th</sup>
<b>FACTION ATHLETICS RESULTS</b> Winner of the Junior Carnival: VENUS Winner of the Senior Carnival: VENUS	



# Faction Carnival





## Science

In the Science learning area students learn to investigate, understand and communicate about the physical, biological and technological world and to value the processes that support life on our planet. Science assists our students to become critical thinkers by encouraging them to use evidence to evaluate our use of science in society and the application of science in daily life.

During 2020:

- ✚ The students at Armadale Primary School attended Science for 1 hour per week in Pre Primary to Year 4 and for 2 hours per week for Years 5 and 6 in a well-resourced, purpose built laboratory with amazing facilities.
- ✚ The focus on teaching Science has been inquiry skills through hands-on activities and investigating current issues such as climate change, COVID-19 and Landcare vegetation.
- ✚ Armadale PS became a WasteWise and WaterWise school. We received accreditation for commitment to these whole-school practices
- ✚ Science Slam was a popular school event. Students talked to an audience through an experiment they undertook and engaged the audience in problem solving.
- ✚ Green Team was delayed and will re-commence in 2021.
- ✚ Year 5 and 6 students were part of a pilot program hosted by the Perth Children's Hospital.
- ✚ A Landcare initiative included the regeneration of perimeter areas of the school at Kulpardi Creek. Native plants were planted to restore creek beds and encourage animal survival.



*Junior Science Slam*



*Senior Science Slam*

## Music (The Arts)

Music is taught across Year 1 to Year 6 by our Specialist Music Teacher Ms Bree Hartley. Lessons are diverse, engaging and hands-on. ICT is incorporated into sessions where appropriate with students becoming familiar with a range of apps and techniques.

In 2020 our Junior Choir was not able to participate in the annual Junior Dale Fest due to COVID-19 restrictions. While many incursions and excursions had to be cancelled in 2020, our students still had many chances to engage with the Music learning area. Our Senior Choir performed at in-school events such as 'Music Count Us In' and the Book Awards Assembly on the last day of school. In addition they were featured at the City of Armadale Carols by Candlelight event at the end of the year.

Once again, the school had a Ukulele Club and School Band that ran during lunchtimes when restrictions allowed. Selected students in Years 5 and 6 also participated in the IMSS (Instrumental Music School Services) program on flute, guitar, brass and clarinet. The major performance of the year for these students was the Annual Music Concert held at the school in November.

The school continues to participate in a number of whole-school singing events including 'Music Count Us In 2020' which involves students singing simultaneously with students from across Australia in November each year. The song this year was the catchy and motivational 'You Won't Bring Us Down'. All students from Years 1 to 6 learnt to not only to sing the song, they also learnt the AUSLAN sign language to go with it.

The Annual Music Concert was a successful evening event in November that gave a relaxed performance opportunity to all IMSS students, the School Band and the Senior Choir. Parents and members of the school community were invited to attend and feedback was warm and positive.

In preparation for NAIDOC celebrations, and as part of embedding Indigenous culture into the classroom, students from Pre-Primary to Year 6 learnt the songs 'Djinda Djinda' (Twinkle Twinkle Little Star) and 'Wandjoo My Friend' in the local Indigenous Noongar language. In addition to the animals explored in the lyrics of 'Wandjoo My Friend' being sung in the Noongar language, students also explored the AUSLAN sign language to go with them. Singing and thinking in three languages all in one song – English, Noongar and AUSLAN – was an excellent learning and brain building activity for students of all ages.





## Technologies

Staff continued to assess and report on Design and Technologies in Semester One and Digital Technologies in Semester Two as part of the Armadale Primary School (APS) Reporting to Parents schedule. The context that was the focus for Design and Technologies in 2020 was Engineering Principles and Systems.

During 2020 teachers at APS were required to adjust their teaching to include online learning experiences for students learning from home. Many teachers used Google Slides or Sways to present their lessons through Connect. Students accessed their home learning activities through Connect and made use of the online programs utilised by APS including Reading Eggs, Literacy Pro and Mathletics to supplement their at-home learning programs.

During the year all students at APS were involved in the creation of a sculpture of an Australian animal inspired by a character from an Indigenous Dreamtime story. Our students were engaged in the learning process and explored sustainability by using recycled materials to create their sculpture.

The finished sculptures were well-received by the school community when exhibited



Students at APS continue to make use of the extensive range of coding equipment purchased in 2018. Coding Club recommenced on a Wednesday during Term 4 for Year 3 and 4 students. Students in the club have been given the opportunity to participate in a range of planned and challenging activities using the Dash Robots and Blue Bots. Students enjoyed challenging their critical and creative skills to solve problems using coding equipment. Staff continue to work to make Coder Dojo available to students after school; however, there is a shortage of coaches in the local area.

In Early Childhood, students have experimented with using Blue Bots to support learning in Literacy and HASS. In the Middle and Upper Years, students have used Blue Bots and Dash Robots to reinforce the coding skills required to prepare them for future school and work expectations. As a result, students have engaged in both independent and collaborative learning experiences that have been integrated with other curriculum learning areas and digital technology processes. Our teachers have continued to guide students through a range of online resources including: GROK Learning, Hour of Code, Scratch Jr unplugged coding learning experiences.



## Indonesian Language

*Halo. Selamat siang. Apa kabar ? (Hello. Good day. How are you ?)*

Students in Years 3 - 6 are learning the Indonesian language (Bahasa Indonesia) under the instruction of Mr Rankin, aka Pak Rankin ('Pak' translates into 'Mr'). The Language program offers enjoyable and challenging tasks that encourage the students to practise using Bahasa Indonesia. Classes are given one language lesson per week, with lessons sixty minutes long. The students are provided with opportunities to practise the following language skills:

- Listen to and speak Bahasa
- View and Read Bahasa
- Write Bahasa
- Translation from Bahasa into English and vice versa.

There is a strong focus on understanding and developing vocabulary used in simple daily conversations. This includes the ever important need for politeness and basic forms of greeting and leave taking. The students learn how to share information about themselves, such as their personal identity, their opinions and preferences, as well as sports and hobbies they enjoy doing. Students also experience how Indonesian people use their language to talk about every day routine activities that they engage in either at home, school or in their larger community. Students practise exchanging basic information that centres around familiar topics such as family, friends, pets, time, the weather, shopping, clothes, food, favourite pastimes and travelling around the community.

Students are also given the opportunity to experience many aspects of Indonesian culture.

Some of these include dressing up in traditional costumes, creating menus and recipe books, singing songs, participating in dances, watching cultural films, reading traditional stories, as well as performing in role plays and making video recordings using iPads. Hopefully once again in 2021, Year 5 students will be able to cook Indonesian food (fried rice and fried noodles) in the classroom.

Students are encouraged to compare the Indonesian and Australian culture and lifestyle. To identify differences and similarities between the two nations. In this way they are guided toward showing acceptance, tolerance and understanding toward cultures other than their own.

*Ayo, mari kita coba belajar Bahasa Indonesia.*

*(Come on, let's all try to learn Indonesian Language)*



*Students learn Indonesian dances.*

## Business Plan 2018 -2020 TARGET Analysis

Targets from the Business Plan for 2018 – 2020 were analysed and reported in the *Annual Report 2019*.

The *2021 – 2023 Business Plan* was developed from the analysis of the data available on school performance, both internal and external, as well as the strategic directions set by the Department of Education

<i>Successful Students</i>	2018-2020 Business Plan <b>Targets NOT ACHIEVED</b>	<i>Action for improvement</i>
<u>Literacy</u>	<i>73% of the tested cohort in Pre Primary achieved moderate, low or very low progress in On Entry (module 1).</i>	<i>School to introduce the Heggerty Approach to Phonemic Awareness (oral language based) into PP-2 classes in 2021.</i>
	<i>The mean score in Spelling for Year 3 was below the WA and Australian mean.</i>	<i>The school will continue to ensure all staff are fully in-serviced in the PLD Literacy approach (K-6).</i>  <i>Letters &amp; Sounds intervention program to continue for identified Year 1-3 students.</i>  <i>Continue with Typing Club (Year 2) and Typing Tournament in Year 4 and Year 5.</i>
	<i>Students across the school made low progress high achievement in Writing, Grammar and Punctuation.</i>	<i>The Writing Revolution program (Hochman Method) to be introduced across all PP-6 classes in 2021. This program focuses on sentence-level and paragraph-level concepts in Writing.</i>
	<i>The progress of students in a stable cohort Year 3 to Year 5 was lower than 'like schools' in Writing and Reading.</i>	<i>Year 1-2 Staff to participate in professional learning with a focus on Text Analysis in Reading during 2021.</i>  <i>Use The Writing Revolution diagnostic test schedule to assist with moderation of Writing P-6.</i>
	<i>The PAT-R Progress Target did not reach the 80% set.</i>	<i>Year 3-6 classes will implement a 'Literature-Based Reading Program' to run alongside the Guided Reading Literacy Blocks to allow teachers to cover higher-level critical literacy concepts in Reading.</i>

<i>Successful Students</i>	2018-2020 Business Plan <b>Targets NOT ACHIEVED</b>	<i>Action for improvement</i>
<u>Numeracy</u>	<i>Students in Year 3 to Year 5 were not progressing as well as like, WA and National schools although achievement was higher.</i>	<i>A more robust program in mathematics across the school with higher order thinking skills to be explicitly taught and embedded in numeracy programs K to Year 6</i>
	<i>The number of students in each cohort did not increase their grade to A or B in Mathematics by 10%</i>	<i>Avoid setting unreasonable, unachievable targets. Student performance is dependent on the student profile in each cohort. This may vary from year to year.</i>

<i>Teaching and Learning</i>	2018-2020 Business Plan <b>Targets NOT ACHIEVED</b>	<i>Action for improvement</i>
<u>Behaviour</u>		<i>Continue to develop and refine an inclusive and supportive behaviour management program across the school, including Good Standing for Year 3-6 students.</i>  <i>The school staff will adopt a new 'Intervention 3 Level system' for dealing with inappropriate behaviour in the classroom and playground.</i>
<u>National Quality Standard</u> NQS	<i>Quality Area 3 – Physical Environment is identified as an area the school needs to 'work towards'.</i>	<i>Re model the Pre Primary grassed area so it is opened up to provide the children with more space to run and to make supervision more effective.</i>  <i>Funding in partnership with P&amp;C and State Government.</i>
<u>HASS</u> Humanities and Social Sciences		<i>Develop scope and sequence documents in teaching History and Geography of Australian states and territories</i>
<u>Science</u>		<i>Green Team will continue to focus on improving environmental awareness</i>



<u>Physical Education</u>		<i>Year 1-3 PE teacher to be provided with professional learning in implementing 'Fundamental Movement Skills' and 'Move to learn' programs in 2021.</i>
<u>Music</u>		<i>Continue to teach children songs with a correlation to the AUSLAN language where possible. Continue to utilise AUSLAN language and incorporate into children's songs where possible.</i>  <i>Continue to promote Music in the broader community through participation in community events.</i>
<u>Languages</u>		<i>Continue the focus on speaking, listening and responding in Indonesian</i>
<u>Technologies</u>		<i>Continue to teach children the value of integrating technology in their learning and utilising this as an essential tool.</i>

## Student Progress and Achievement

### On Entry Assessment

*On-entry is an assessment for learning with the purpose of providing teachers with information about the current skills and understandings of each student in their class, inform the planning and delivery of intentional programs reflective of each child's needs and capabilities, and to identify those students who may require intervention or extension.*

*Each student in Pre Primary completes a literacy and numeracy assessment in March. This data can be used to track progress and make comparisons with similar schools and how the cohort performed in Year 3 national testing (NAPLAN).*

*It should be noted that there is no 'desirable score' or minimum standard for the commencement of Pre Primary. Evidence has shown that a low score at the beginning of Pre Primary does NOT predict a student's capacity to progress through school. Students who commence Pre Primary with a score of 380 for Reading and 350 for Numeracy may require early intervention, especially if teacher evidence supports this.*

*Results:*

*In 2020, FOUR (4) students received a score of below 380 in Reading*

*In 2020 NINE (9) students received a score of below 350 in Numeracy*

### 2020 Median scores:

- Reading: 462 (2019 score was 467)
- Writing: 210 (2019 score was 210)
- Numeracy: 435 (2019 score was 435)

## Recommendations for 2021

- Students who scored below the recommended scores listed above to be placed on a Group Education Plan and progress monitored during 2021 by the classroom teacher and Language Development Coordinator (LSC)
- Armadale Primary School to enter a Service Plan with South East Metro Language Development Centre, Professional Learning provided to Early Childhood (ECE) staff based on point of need identified by the school for Literacy.
- To continue to build staff capacity and pedagogical knowledge in Literacy. Provide professional learning and support to all ECE staff during termly Learning Team meetings.
- ECE staff to participate in professional learning and apply this to their everyday teaching practices and group education plans. Focus on Explicit Instruction and Differentiation.

## Learning Growth at Armadale Primary School

### *Progressive Achievement Test (PAT) Results* – Comparison Chart 2018-2020

		2018	2019	2020*		2018	2019	2020
<i>Reading</i>	<i>Aust. Mean*</i>	434	432	110		509	506	124.5
	WA Mean	423	425.1	N/A		502	502.6	N/A
	School Mean*			111.5				120.5
<i>Numeracy</i>	<i>Aust. Mean*</i>	408	408.1	110.9		494	495.9	122.7
	WA Mean	403	403.7	N/A		490	490.3	N/A
	School Mean*			111.5				120.7

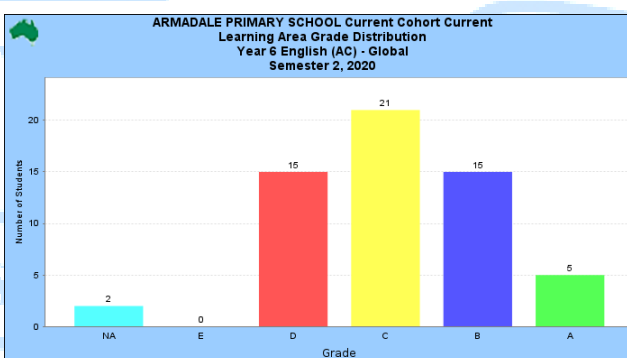
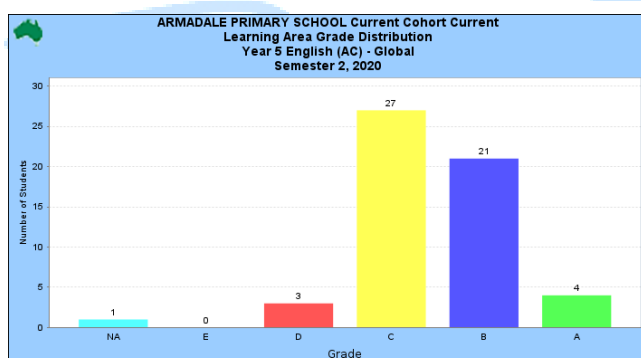
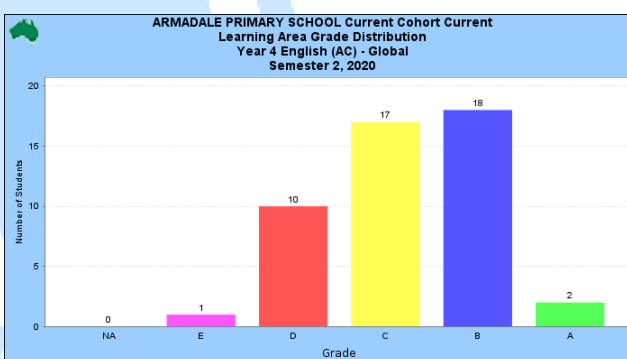
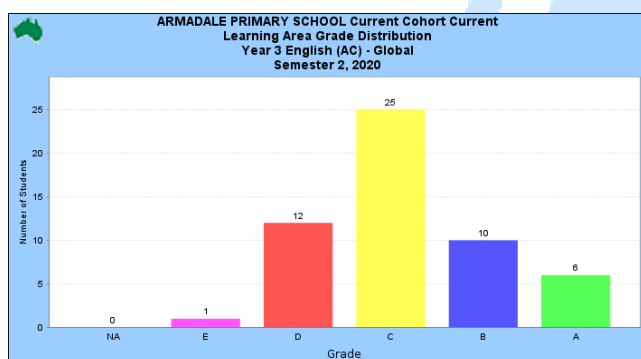
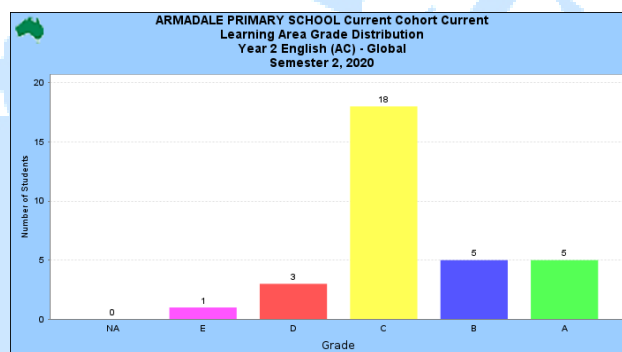
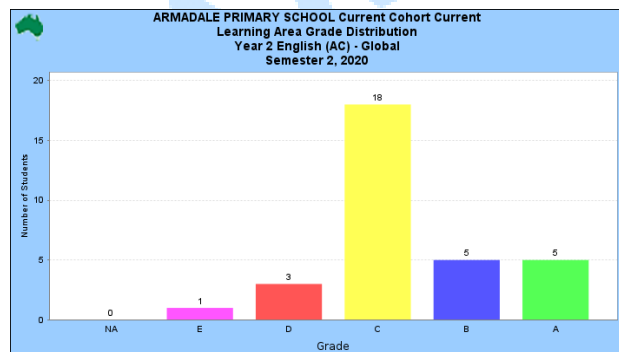
As NAPLAN was suspended in 2020 due to the COVID-19 pandemic, Armadale Primary School utilised internal standardised assessments such as Progress Achievement Tests (PAT) to inform future planning. The table above allows some comparison over a three year cycle.

The **English** learning area covers Reading, Writing, Spelling, Viewing and Speaking & Listening.

Below is a snapshot of the overall grade allocation by APS teachers (Year 1-6) in Semester 2, 2020.

#### Recommendations:

- Provide targeted intervention programs for students requiring additional phonics instruction.
- Focused support for Year 1 and 2 teachers in text analysis and the Gradual Release Model in reading.
- Literacy Blocks will be developed in each Teaching Block that contain common elements.
- Introduce revising and editing processes across the whole school.
- Support the implementation of the Heggerty Phonemic Awareness Curriculum in K, PP, Year 1.

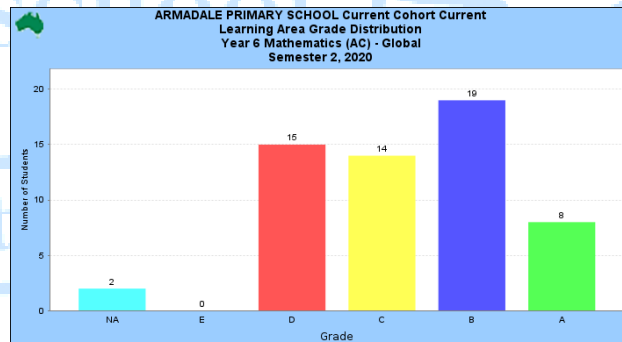
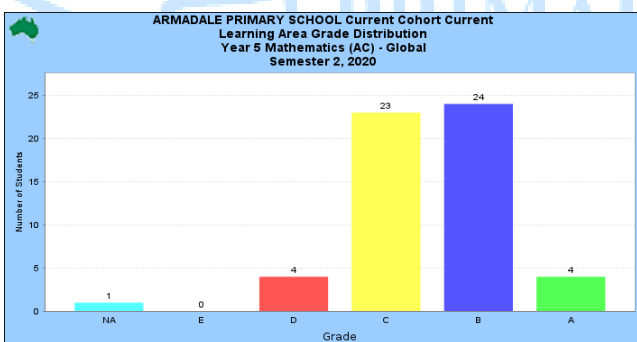
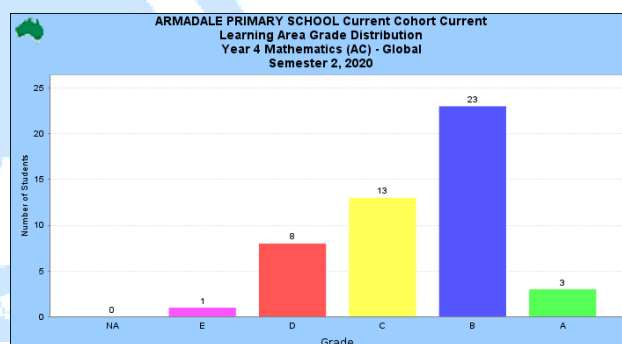
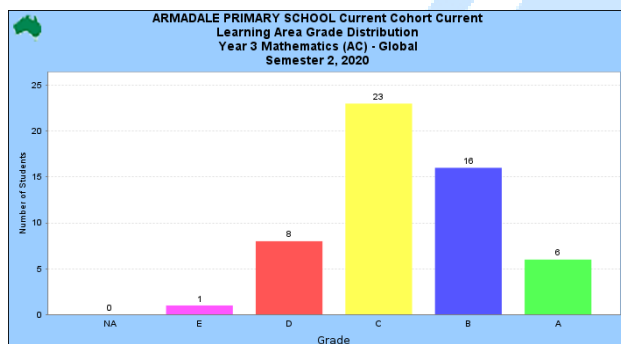
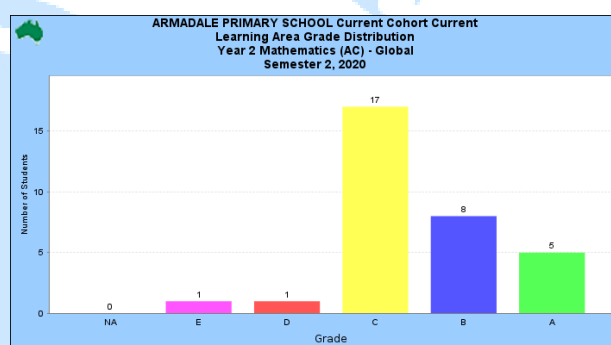
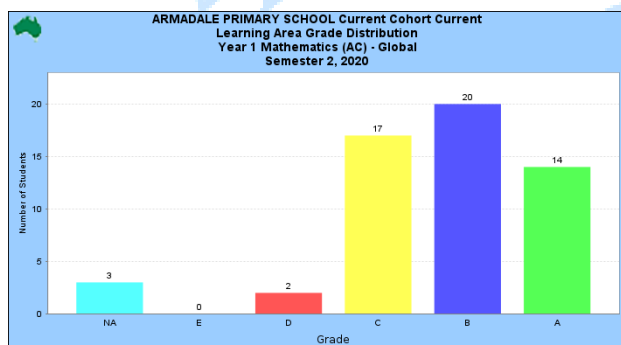




The **Mathematics** learning area incorporates the teaching of Number, Space, Measurement and Chance & Data in a teaching model that is both integrated and singular. The performance of numeracy across the school in 2020 was generally high with most students achieving above the expected standard for their year.

#### Recommendations:

- Collaborative moderations using open-ended tasks to assess mathematics proficiencies.
- Teachers to follow a Scope and Sequence of teaching mental computation strategies across the school.
- Three identified teachers to apply professional learning from the ELM (Empowering Leadership in Mathematics) professional learning to support teacher growth/student performance.



## Student Non-Academic Improvement Targets

### 2020 ATTENDANCE IMPROVEMENT PLAN

Each year the school sets a number of improvement targets based on historical and/ or the previous year's data.

In 2020 the school implemented a range of strategies, including incentives for high or improved levels of attendance, both on an individual and class level. Many of these incentives were presented at assemblies by an Assistant Principal, helping to emphasise to students the importance of regular attendance.

Target	Result	Achieved?
Regular Attendance of current students to increase from 81% (2019) to 83% or higher in 2020.	76%	Not Achieved
Unexplained half day absences for current students to be reduced in 2020: Semester 1: 8% or less	1%	Achieved
Semester 2: 8% or less	1.5%	Achieved
The Regular attendance for the Pre-Primary cohort to increase from 83% in 2018 to 90% in 2020.	92.6%	Achieved

Attendance rates were heavily impacted by disruptions caused by COVID-19 restrictions.

A growing trend of vacations taken during the school term continued but eased in 2020 due to restricted overseas and interstate travel impacted by COVID-19.

#### Recommendations:

1. Continue to work alongside parents of students who continue to remain under the 90% (regular) attendance level throughout 2021.
2. Assistant Principal's to initiate Attendance Plans for students in the '70% and below' category. A joint approach in collaboration with parent/carer.
3. Formal written notification required from the parent to the Principal prior to taking vacation leave so there is a shared understanding that the family are responsible for missed school work.

*All teaching staff employed by the Department of Education and working at Armadale Primary School meet the professional requirements to teach in Western Australian Public Schools. Their qualifications can be found on the public register at the Teacher Registration Board of Western Australia (TRBWA).*

## National Quality Standard (NQS)

The staff in Kindergarten through to Year 2 participated in a continuous, ongoing review of the seven 'Quality Areas' and Elements of the National Quality Standard. This is a review process that allows identification of areas for improvement and action in Early Childhood Education.

The Quality Area targeted in the NQS plan includes a strong emphasis on the physical environment

Quality Area		2019	2020
QA1	Educational program and practice		
QA2	Children's health and safety		
QA3	Physical environment		
QA4	Staffing arrangements		
QA5	Relationships with children		
QA6	Partnership with families and community		
QA7	Leadership and service management		

The NQS plan is monitored by the school and strategies are implemented and reviewed annually.

	Above Required
	At Required
	Below Required

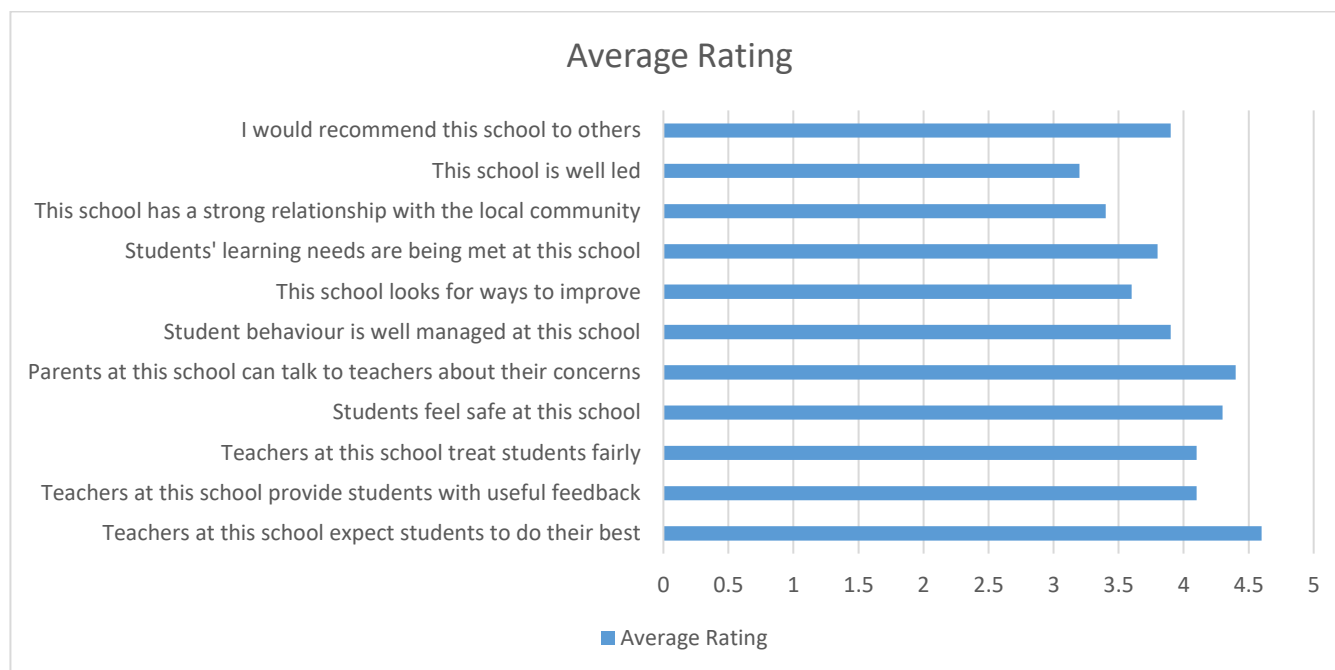
### Recommendation:

QA3 – Physical environment: Work with the P&C Association to improve outdoor space in Early Childhood to include natural features/structures within the physical environment – K-2 staff to provide outside experiences that encourage creativity, promote imaginative play, innovation and relationship building.

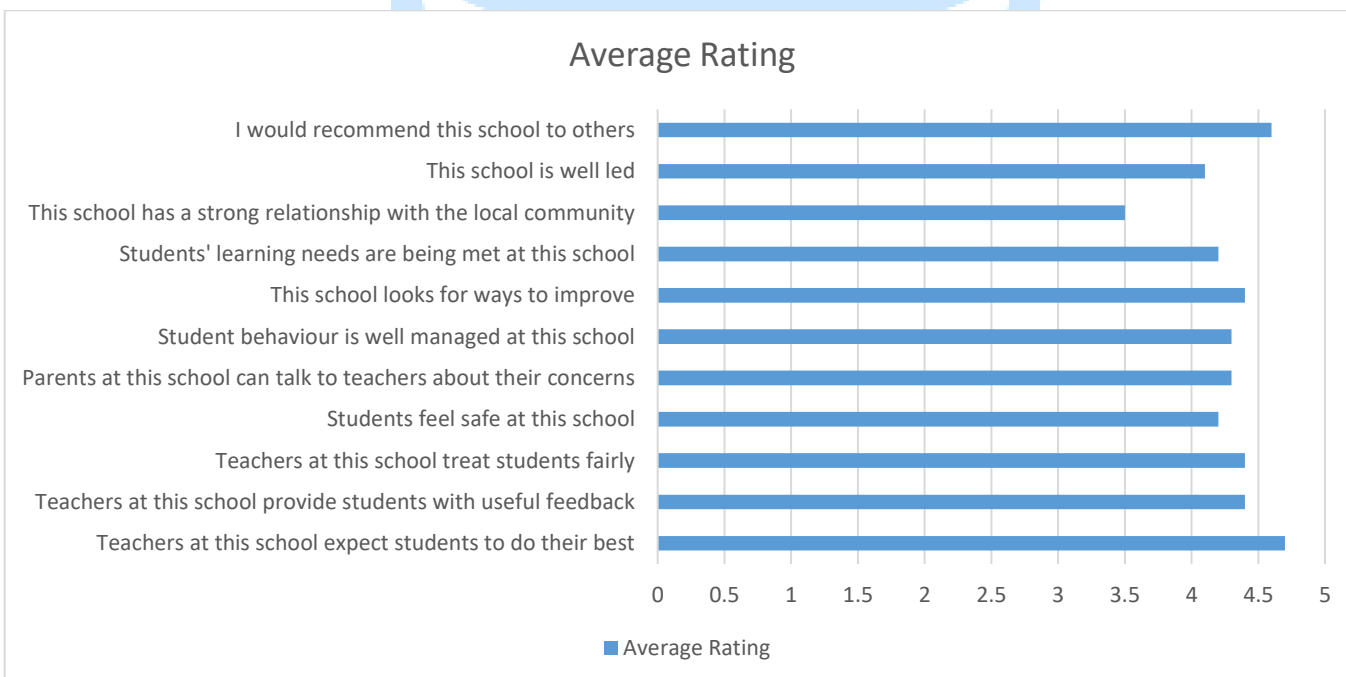


# 2020 National School Opinion Survey

## Parent Response to 2020 National School Opinion Survey



## Staff Response to 2020 National School Opinion Survey



### ***Comment***

***The partnership between home and school is an essential component in improving student performance. This will be an ongoing priority over the duration of the new Business Plan.***

# Financial Summary

Armadale Primary School Financial Summary – 31 December 2020

## REVENUE

### Cash and Salary Allocation

#### VOLUNTARY CONTRIBUTIONS

Budget \$13 600  
Actual \$13 909

#### CHARGES AND FEES

Budget \$48 210  
Actual \$35 451

#### FEES FROM FACILITIES HIRE

Budget \$5 000  
Actual \$9 901

#### FUNDRAISING/DONATIONS

Budget \$4 400  
Actual \$12 955

#### OTHER REVENUE SOURCES

Budget \$7 729  
Actual \$6 640

	ACTUAL	BUDGET
Total Locally Raised Funds	\$112 455	\$112 455
Opening Balance	\$ 87 073	\$ 87 073
Student Centred Funding	\$200 000	\$211 513

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<b>Total Cash Available</b>	<b>\$411 041</b>	<b>\$411 041</b>
<b>Total Salary Allocated</b>	<b>\$3 887 007</b>	<b>\$3 887 007</b>

## EXPENDITURE

### Cash and Salary Allocation

#### ADMINISTRATION

Budget \$8 650  
Actual \$6 976

#### LEASE PAYMENTS

Budget \$7 000  
Actual \$6 805

#### UTILITIES

Budget 1899  
Actual

#### BUILDINGS/EQUIPMENT

Budget \$88 000  
Actual \$77 438

Budget \$12 000  
Actual \$2 96

#### CURRICULUM/STUDENT SERVICES

Budget \$40 000  
Actual \$37 338

#### STAFF PROFESSIONAL DEVELOPMENT

Budget \$8 000  
Actual \$6 548

#### OTHER EXPENDITURE

Budget \$207 230  
Actual \$209 891

## CASH POSITION

GENERAL FUND BALANCE \$63 080.78      ASSET REPLACEMENT RESERVES \$82 203

BANK BALANCE (unpresented cheques) \$143 421.93

TOTAL BANK BALANCE \$144 623.55

# Highlights & Celebrations of 2020

Year 6 Councillors at Araluen Remembrance Day



NAIDOC Incurion



Cross Country



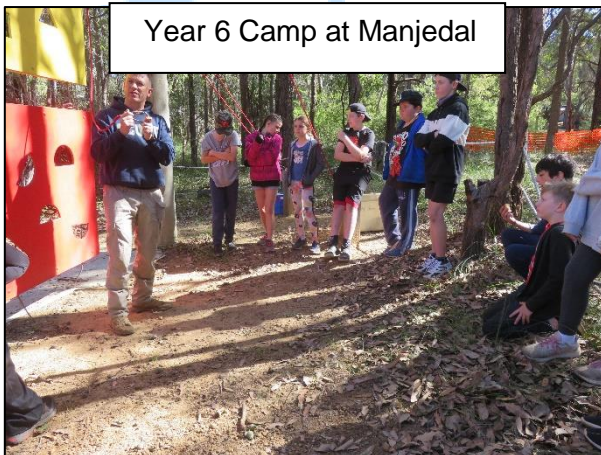
Junior Science Slam



Year 6 Dinner Dance



Year 6 Camp at Manjedal



Year 6 Water Fun Day



Senior Science Slam





## School Board Endorsement

*The School Board at Armadale Primary School endorses the 2020 Annual School Report and verifies the involvement of staff and parents in developing this document.*

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Mr Warren Bachman  
Principal, Armadale PS

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Mr Wayne Nurse  
School Board Chair

### Staff Representatives

Miss Julie Clark  
Mr Grant Moir  
Mrs Marlene Salbie  
Ms Fiona Blundell

### Parent Representatives

Mrs Amie Steele  
Mr Jamie Ainger  
Mrs Fiona Rogerson  
Mrs Lauren Madden  
Mrs Prue Pike



*Music: Count Us In – Celebration Day November 2020*