



ASHFIELD PRIMARY SCHOOL

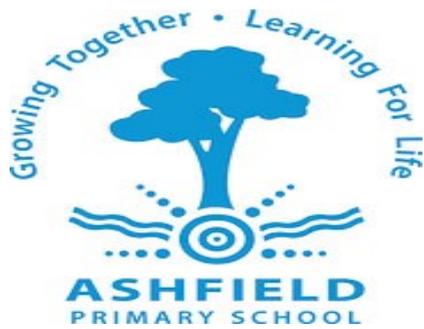
Growing Together—Learning for Life



ANNUAL REPORT 2021

ASHFIELD PRIMARY SCHOOL
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Our SCHOOL

Ashfield Primary School is a Level 4 primary school which caters for 100 students from Kindergarten through to Year Six. Our students come from many different nationalities which creates a rich diversity.

The average Index of Community Socio-Educational Advantage (ICSEA) across Australia is 1000. Ashfield Primary School currently has an ICSEA of 962. When 'like schools' are referred to in this document they are compared to schools with a similar ICSEA.

Ashfield Primary School was established in February 1955.

Ashfield is a very small suburb that is surrounded by four distinct boundaries. The school's catchment area extends to Wyatt Road and Wright Crescent in the west (Tonkin Highway), to Shackleton Street in the east, Guildford Road and the Perth/Midland railway line in the North and Swan River in the South.

From the Principal

Welcome to Ashfield Primary School's Annual Report for 2021. The year was one of relative stability and significant progress with the Bridge to Literacy Program. The School was involved in its first Public School Review. Behaviour issues continued to decline, parent involvement in the School was strong. The School Council began a process of review of its processes and structure and the P&C continued to be very supportive of the School. Wanslea began operations at the School providing out of hours care for students of families around the area. The School managed to get through without being interrupted significantly by the COVID 19 Pandemic. It has come to grips with cleanliness regimes that ensure on-going safety for students and staff with regular cleaning of hands and extra cleaning conducted across the school.

The staff at Ashfield continue to impress with their professionalism and dedication to ensuring that the students at Ashfield are catered for with programs that address their needs. With small numbers of teachers they are all actively engaged in evolving programs and monitoring progress to ensure they are heading in the right direction. Miss Carmen van de Linde was rewarded with achieving Level 3 Teacher status; an accomplishment that many do not achieve in one year.

Another significant achievement for the School is the introduction and publication of Reconciliation Action Plan (RAP). The plan ensures that the School has Aboriginal Culture and understanding embedded in our curriculum, professional learning and in the way we conduct events at the School. The Committee for formulating and producing the plan was well lead by Mikayla King a member of our staff. Our RAP was published by Narragunnawali with out the need to make any alterations; a testament to the thorough and meticulous effort in developing the plan.

The School has also formed a committee composed of all staff to begin strengthening our behaviour plan called Positive Behaviour Support . This is a program that has been developed by the Department to build the teaching of positive behaviour to students. Solid ground work has already been put into place with the development of "The Ashfield Way" and the PBS program will build on that program over time. The program is about teaching the behaviours we expect from our students, it also teaches them how to conflict solve and avoid allowing issues to grow. The process will take time because each element of the program has to be planned thought through and trialled before if is adopted completely. The program also allows for constant review to ensure that it is working at its best.

I am excited for what lies ahead as we continue our focus on maintaining our academic results, developing high quality teachers, developing strong relationships and providing a safe place with a caring environment for our students at school. That being said, we will continue to encourage the belief that 'every child matters, everyday' and 'every child can achieve'.

David Sawers Prinicpal



OUR CORE VALUES

Our core values assist to build the foundation in which we develop strong academic, social and emotional skills to build life long learners.

RESPONSIBILITY

We will take responsibility for our learning, for our behaviour and our future.

PERSERVERANCE

We aim for our students and staff to not give up, try different strategies when problem solving and not be discouraged by failure.

RESPECT

We will treat ourselves, others, the community and the environment with respect. We will also acknowledge the right of others to have different views or opinions.

RESILIENCE

We will bounce back from adversity, learn from our mistakes and challenge ourselves to achieve our best.



OUR SCHOOL COMMUNITY

The Ashfield school community is comprised of the following key stakeholders:

1. Students
2. Staff
3. Parents, Grandparents & Carers
4. Our local and broader community
5. School Council Members
6. P&C Members
7. Swan Valley Network

OUR STUDENTS—STUDENT PROFILE

At Ashfield Primary we focus on the “whole child” and provide meaningful learning experiences for every child to develop academically, socially, emotionally, and physically.

At the beginning of the school year we had 105 students enrolled at census a drop of 17 students from 2019. Overall enrolment numbers have remained consistent over the course of the year, however transiency remains an issue for the school.

Indigenous enrolments remained at 31% and 4% were identified as special

Student Numbers (as at 2021 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(7)	12	15	16	10	13	11	15	99
Part Time	13								

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

	Kin	PPR	Pri	Sec	Total
Male	8	7	44		59
Female	5	5	38		48
Total	13	12	80		105

	Kin	PPR	Pri	Sec	Total
Aboriginal	3	4	23		30
Non-Aboriginal	10	8	57		75
Total	13	12	80		105

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Through the Student Centred Funding Model we operated with five classes. A Kindy class lead by Mrs Dunn, Pre-Primary and Year1 Class lead by Mrs Frazer, a Year 1 and 2 Class lead by Miss Kwawegan, a Year 3 and 4 class lead by Miss van de Linde, and a Year 5 and 6 class lead by Mr Leslie.

Ms Lucina Henry our Aboriginal and Islander Education Officer for second and third term and then Derek Nannup in forth term continued in their role and were a valuable link to our local community.

Various staff were provided with opportunities for leadership development during the year. Ms Lisa Clements held the position of Deputy Principal at Yarralinka Primary School for the whole year. Miss Carmen Van de Linde applied for and achieve a Level 3 Classroom teacher status which is an achievement that she can be proud of. She also spent the year leading the School through the Literacy program. Mr Leslie continued in his role of leading the Numeracy Committee to ensure that staff were up-to-date with the latest strategies for developing mental mathematical skills. Mrs Frazer lead the Early Childhood Program and assisted Miss Van de Linde with the Literacy Committee. Miss King lead the newly formed Reconciliation Action Plan Committee and had our plan published with Narragunwalli. Nunnagunwalli is the National Reconciliation in Education body responsible for overseeing all School Reconciliation Action Plans.



2021 Whole School Professional Development

- RAP—Blanket Activity
- Positive Behaviour Support
- Literacy Bridge to literacy Program
- Performance Management
- Explicit Teaching
- Record Keeping
- RAP Development of Acknowledgement of Country for staff
- Trauma
- Paul Swan—Basic Number Facts Program
- Letters and Sounds
- Protective Behaviours

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	7	4.8	1
Total Teaching Staff	8	5.8	1
School Support Staff			
Clerical / Administrative	2	1.6	0
Gardening / Maintenance	1	0.5	0
Instructional	1	0.4	1
Other Non-Teaching Staff	5	3.4	0
Total School Support Staff	9	5.9	1
Total	19	13.7	2

PARENTS, GRANDPARENTS AND CARERS

Having parents, grandparents and carers involved in the school creates a welcoming community feel in the school. In addition it provides avenues for greater communication between the parent groups, the teachers and the students.



Parents and families play an important role in supporting their child's education. Research has shown that when schools and families work together, children achieve better results, stay in school longer, are more engaged with their school work, go to school more regularly, behave better, and have better social skills.

Parent engagement in the school is significant. Many visitors to the school comment that there is a very positive "feel" to the School. Comments from the NQS review team support this with the following comment; "Families appeared relaxed and comfortable in the school environment and a sense of "belonging" prevailed - they welcomed us as visitors to the school (Element 6.1.2 and Element 6.1.3)."

OUR LOCAL AND WIDER COMMUNITY

For the fourth year in a row more than 100 volunteers have offered their time and resources to assist our school. Previous partnerships were strengthened and expanded upon, with some new partnerships being formed with community members and organisations. In particular, this year we formed a new partnership with Wanslea, an After School Care Provider. This partnership will allow parents to have easy access to after school care in the same location that their children attend school. We have worked on joint projects to help encourage parents to enrol their children at Ashfield and at Wanslea, such as the regional Children's Week Display at Ashfield Fields.

The Perth Wildcats

We were very fortunate to continue the Wildcats Aspire Program for a fourth year. The Aspire Program encourages students to attend school and strive to be the best they can be in their academics. Members of the Wildcats visited the school regularly and assisted in the Year 3/4 and 5/6 classes to help students improve reading and writing skills. After six weeks the team all came to the school and played against the students from those classes in a game of basketball in front of their parents. The program culminated with all of the Year 3-6 students being given tickets to attend a Wildcats game of basketball at Perth Arena.

Local Sporting Clubs

Ashfield Primary School has also established links with various local sporting clubs. Many of these come into the school and deliver sporting programs to our students.

- Swan Districts Football Club
- Lacrosse WA
- West Coast Eagles
- Baseball WA
- Western Australia Cricket Association



Story Dogs

2021 was the fourth year we have had the Story Dogs Program running at Ashfield Primary school. The program allows students to read to a trained story dog volunteer and their dog. The aim of the program is to increase confidence, self-esteem and improve reading skills. We have seen a definite improvement of confidence in the students who participated in the program.

Hawaiian Bassendean

This year the generosity of Hawaiian Bassendean provided the School with funds to assist our Year 5 and 6 students to attend a camp at Dwellingup in fourth term.



Reside

Daniel Amato from Reside is an active community member within our school. Daniel assists with Breakfast Club on Monday mornings, and helps out at sports carnivals.

Manna Inc.

A strong partnership continued with Manna. Manna continues to donate food for our Breakfast Club to allow it to operate five mornings a week. This food is also used to provide additional recess and lunches for our students.

EdConnect

Edconnect is a volunteer program providing volunteers to schools. The volunteers support students with one to one mentoring, classroom activities or individual student programs.

Trinity College

We continued a partnership with Trinity College, where students from Year 11 volunteer on a weekly basis and provide assistance in the Breakfast Club and in the classrooms. They work together with staff in small group learning areas such as reading and mathematics.

The Institute of Indigenous Wellbeing and Sport Program

The Institute conducts a Young Achievers Club for our Aboriginal students from Year 3 and up. They attend every Monday afternoon and provide opportunities for our Aboriginal students to participate on cultural activities and sports. The program culminates with an interschool Aboriginal sports competition. This year they were runners up in the competition and they all displayed phenomenal sportsmanship.



The Winners and Runners Up on such a wonderful day At Kwinanna

SCHOOL COUNCIL

The School Council consists of members from the school executive, teaching staff, parents and community members who volunteer their time in this important role. Ms Rochelle Burley was elected as School Council Chair.

During second term the School underwent a Public School Review. The report of the review was very positive and encouraging. As the principal was absent at the time the Review Team deemed it necessary to return after twelve months to ensure that the new principal was leading the School in the right direction. As a council we were able to build on existing strengths and identify areas to improve upon to further advance our governance and support the school's vision. A committee was formed to review the structures and processes of the council. The committee met every two weeks and examined the different aspects of the council and how it ran. As a result planning for meetings has been enhanced and the Principal meets at least one week in advance of any meeting with the chair to discuss the content of each meeting. The committee has also reviewed and updated the Code of Conduct, The Terms of Reference, and determined the general content of each meeting across the year. We have increased the number of meetings to two per term. We voted to include a representative from Wanslea to sit on the Council as a community member.

The council now opens with a Acknowledgement of Country and includes as a standing item a report from the Reconciliation Action Plan (RAP) Committee in order to increase inclusivity of elements of culture.

On a sad note the council said goodbye to Demelza Ireland who had been a member of the Council for 16 years. I would like to acknowledge the contribution that Dimelza had made in that time; she has been a strong guiding force who will be missed.

School Council Members 2021:

Council Chair:	Rochelle Burley
Secretary:	Rochelle Burley
Parent Representative:	Demelza Ireland Robert Colquhoun
P&C Representative:	Kylie Turner
Principal:	David Sawers
School Staff:	Sussan Frazer Darius Schwarz

Local Communities Grant

The School was granted \$30 000 as part of a Local Communities Grant from the State Government. The money was put towards installing a large fan in the undercover area. The fan cost the School \$13000 to have it supplied and installed but it has made a big difference to the comfort level in the undercover area during hot weather.

The rest of the money has been allocated to provide a figure of eight bike path in the Junior Primary area. The path will be used by the Junior students and for Bike education lessons for the older students.. Provision of the bike path has been delayed but should be completed by the end of first term 2022.

STUDENT ACADEMIC PERFORMANCE

ON-ENTRY

The main purpose of the On-entry Assessment Program is to provide teachers with information about the skills and understandings that a child brings to school. Conducting this assessment early in the year ensures that the classroom teacher has information about the current skills and understandings of each child to assist in the planning and development of targeted learning programs that address the needs of each individual and identify children who may require early intervention or extension. The assessment measures Literacy and Numeracy skills.

As a school we assess not only the Pre Primary students but also the Year 1 and 2 students. Assessment in these year levels allows us to track individual student achievement from year to year as we lead into NAPLAN. It identifies growth and identifies the strengths and weaknesses in all students, which allows teachers to intervene at an early age. 2019 is the first year that on entry assessment can be mapped against like schools.

Data shows that there are large fluctuations in the different cohorts that enter the school. This can partly be explained by the fact that the overall numbers for each cohort are low and one or two students can make a difference to overall results. They are also effected by a large transient turnover of 37.3% This means that there is a high change over of students through each year group Programs are devised to address the needs of individual students which is demonstrated by the number of IEPs that have been developed for those students where needed. The School's ICSEA value has also steadily increased from 909 in 2018 to being at 962 in 2021. This means that the list of schools we are compared to is changing. The yearly Progression chart demonstrates that teachers at the school are aware of the needs of those students and produce programs that ensure they catch up quickly. For our Year ones strong progress is made and the students start to catch up to students from like schools over time.

Yearly Progression by Cohort								
	Pre-Primary		Year 1		Year 2			
	2019	Like Schools	2020	Progress	Like Schools	2021	Progress	Like School
Speaking & Listening	487		647	160		650	3	
Reading	440	439	523	83	502	525	2	516
Writing	184	210	348	164	391	367	19	507
Numeracy	393	408	476	83	391	507	31	545
	Pre-Primary		Year 1					
	2020		2021					
Speaking & Listening	464		622	158				
Reading	458	439	542	84	502			
Writing	227	210	463	236	391			
Numeracy	437	408	538	101	391			

2021 STRATEGIC PLAN KEY FOCUS AREA REVIEW

KEY FOCUS AREA #1: SUCCESSFUL STUDENTS - NUMERACY

Academic Achievement Target #1:

To increase performance of Year 1 and 2 students to achieve at or above “Like Schools” in the on-Entry Assessment

Status: Not Achieved

Outcome: Year 1 students were 46 points **above** like schools

Year 2 students were 49 points behind like schools.

Results show that there has been real progress from 2019 to 2020.

Numeracy	2020	2021
Year 2		
Score	402	507
Like Schools	566	556
Difference	-164	-49
Year 1		
Score	450	538
Like Schools	487	492
Difference	-38	46

On-Entry Score Comparison Yr 1&2.

The table above demonstrates that there is progress for the same group of students from 2020 to 2021. The year ones are now 46 points in front of those students from like schools and the Year 2 students have closed the gap with like schools by 115 points.

Academic Achievement Target #2: 80% of Year 1 and 2 students to achieve 80 or more on-entry points or above in Numeracy On-Entry Assessment conducted at the beginning of Term1.

Status: Not Achieved

Outcome: 63% of the Year 1 students achieved progress of more than 80 points and the average achievement for the whole groups is 88 points.

70% of the Year 2s achieved more than 80 points progress with the average for the group at 113 points.

Achievement Target #3: To increase performance in Numeracy with Year 3 and 5 to achieve at or above ‘Like Schools’ in NAPLAN.

Status: Not Achieved

Outcome: Year 3s are 17.35 points behind Like School

Year 5 s are only 6.83 points behind Like Schools

Academic Achievement Target #4

- 80% of Year 3 and 5 students to achieve at or above the National Minimum Standard (NMS) in NAPLAN - Numeracy.

Status: Achieved

Outcome: 89% of Year 3 students were at or above the NMS

87.5% of year 5 students were at or above the NMS.

Academic Achievement Target #5

- To improve the correction rate for Year 3 and 5 students in Number and Algebra to 60% in Numeracy NAPLAN Assessment.

Status: Not Achieved

Outcome: Year 3 students achieved 48% but only 3% behind the state average.

Year 5 students achieved 49% only 3% behind the state average.

Focus Area Achievement Target # 6

- 80% of Pre Primary - Year 2 students will demonstrate annual improvement with their addition and subtraction and 80% of Year 3 - 6 students will demonstrate annual improvement with their recall of basic number facts for all four operations as tested using the Westwood Number Facts assessment.

Westwood Number Facts 2021	+	-	×	÷
Room 14	88%	69%	100%	56%
Room 11	94%	88%	94%	76%
Room 8 (Yr 2)			60%	56%
Room 8 (Yr 1 & 2)	100%	71%		
Room 3	71%	86%		

Status: Not Achieved

Outcome Year 3-6 students achieved well in Addition and Multiplication, however there was less improvement than expected with subtraction and division facts. 92% of Year 2 students improved with addition and 75% improved with subtraction.

LITERACY

Academic Achievement Target # 7: Year 1 students to increase by 60 on-entry points or more in ON-Entry Reading Assessment from Pre-Primary.

Status: Target Achieved

Outcome: Average reading results increased from 468 in 2020 to 542 in 2021 an increase of 74 points

Academic Achievement Target #8: 80% of Year 2 students to increase by 30 On-Entry points or more in Reading Assessment from Year 1

Status: Target Achieved

Outcome: All students increased On-Entry scores by more than 30 points.

The overall average increase per student was 58 points

Academic Achievement Target # 9: 80% of Year 1 students to achieve 200 on-entry points or more in Writing Assessment from Pre-Primary

Status: Target Achieved

Outcome: Overall students achieved 209 points increase from Pre-Primary to Year 1.

Focus Area Achievement Target # 10

- 80% of Year 2 students to increase by 100 on-entry points or more in On-Entry Writing Assessment from Year 1.

Status: Target Achieved

Outcome: All students achieved better than expected and average gain was 202 points per student.

Focus Area Achievement Target # 11

- To increase performance of Year 1 and 2 students to achieve at or above 'Like Schools' in all areas of On-Entry Literacy Assessment.

Status: Not Achieved

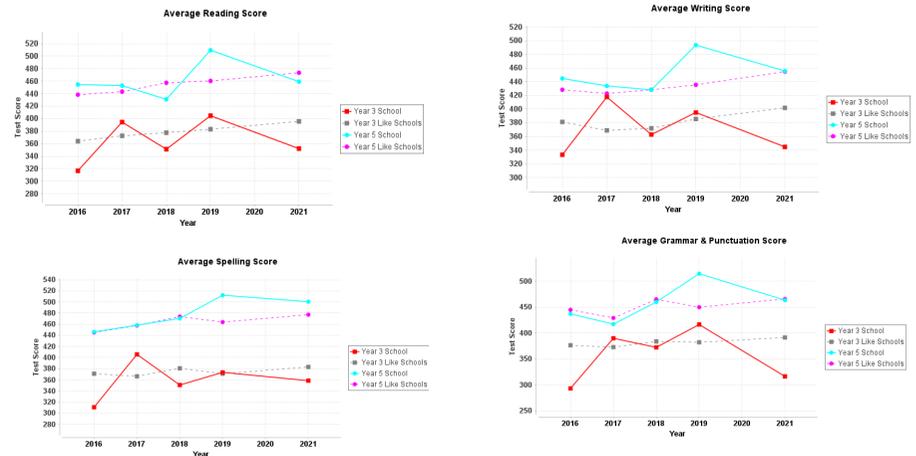
Outcome: See table below

	2020	Like Schools	2021	Like School
Year 2				
Reading	388	537	525	529
Writing	165	541	367	524
Year 1				
Reading	468	502	542	504
Writing	254	411	463	430

The table illustrates that whilst the target has not been achieved sound progress is being made towards achieving and that the Year 1s have achieved better in both reading and writing for 2021

Focus Area Achievement Target # 12

- To maintain and strengthen performance of all Year 3 and 5 students in all areas of Literacy to achieve at or above 'Like Schools' in NAPLAN.



Status: Not Achieved

Outcome: The above graphs indicate that there has been a drop in performance for Year 3 cohort in comparison to like schools. The transiency rate for the School was 37.4; three new students started during the year and three left. To address the issue the new Literacy program, "Bridge to Literacy," was introduced at the beginning of the year and will take time to have the desired effect. The Year 5 students have achieved close to expected level when compared to like schools.

Focus Area Achievement Target # 13

- 80% of Year 3 and 5 students to achieve at or above the National Minimum Standard in all areas of Literacy in NAPLAN.
- **Status:** Not Achieved
- **Outcome:**

Yr 3	%students at or above NMS	Yr 5	% students at or above NMS
Reading	100%	Reading	75%
Writing	89%	Writing	88%
Spelling	89%	Spelling	88%
Grammar & Punctuation	66%	Grammar & Punctuation	50%

Year 3 students exceeded the target for all areas except Grammar & Punctuation.

Year 5 students achieved the target for Writing and Spelling.

Plans are in place to address Writing Data through the Bridge to Literacy Program. Once Writing has been embedded the School will target Reading.



NON ACADEMIC PERFORMANCE - BEHAVIOUR

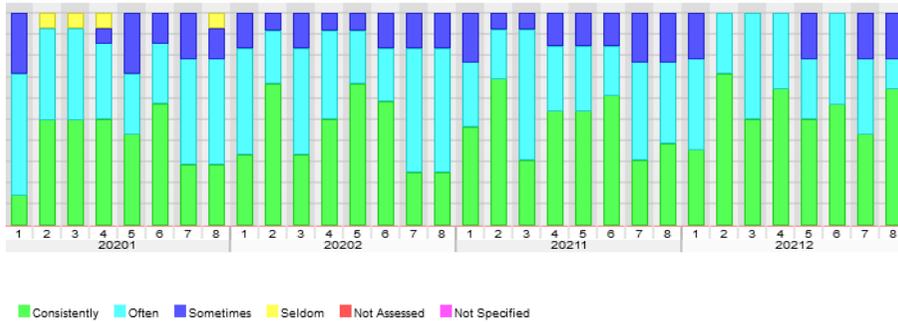
Managing student behaviour continued to be a key focus throughout the year as we set high expectations for our students in order to prepare them to be respected and contributing members of our community. Reflective behaviours continued as our whole school behaviour system, which allowed students the opportunity to reflect and change their behaviour. Expectations were explicitly taught to the students and reinforced daily. Immediately a positive impact of student behaviour was noticed. Towards the end of 2021 the School decided to build on the progress already made with the “Ashfield Way” and the Positive Behaviour Support program (PBS) began with staff taking their time to examine and develop a range of behaviours that they want to see demonstrated at the school. The program is a long term initiative taking two years to completely develop. The Ashfield Way supports the philosophy of PBS . Over time the program will develop a behaviour program that is about educative, emphasising and rewarding the behaviours we want the children to display.

Overall behaviour continued to improve and suspensions were down again. In 2021 there was a reduction of 10% in the number of suspensions and the number of suspensions for physical aggression also dropped by 18%..

Our Good Standing process continued to have a positive impact on student behaviour. The majority of the students who lost their Good Standing were able to redeem their Good Standing and attend the reward held at the end of the term. Good Standing rewards included an excursion to Bounce, and a movie at the cinema in Midland .



The ABE data below shows that the number of students developing improved Attitude, Behaviour and Effort for the Year 5 class over the course of the past 2 Years. It is pleasing to note that the number of students recording “Consistently” and “Often” is growing over time.



NON ACADEMIC PERFORMANCE

- Attendance

Attendance continued to be a strong focus across the year.

Attendance 2021 By Year Group								
Kindy	Pre-Prim	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Overall
81%	79%	81%	80%	74%	83%	80%	77%	80%

We have had a number of complex cases during the year and the School has worked closely with Parents and support services to assist those students who have had a number of issues that have prevented them from attending.



Current Programs and Events that encourage student attendance:

- Story dogs
- Wildcats Aspire Program
- NAIDOC Week
- Book Week
- Science Week
- Your Move
- Interschool Events
- Aboriginal Dance
- Harmony Week
- Eagles Rock My School
- Spelling Bee
- National Day of Action against Bullying and Violence
- Volunteer and Mentor Program
- ANZAC Day
- Marngrook Football Program
- Young ICT Explorers
- Wildcats Skill Clinics
- Breakfast Club
- Year 5/6 Camp
- Eagles Cup and Dockers Shield
- Interschool Sports Carnivals
- Faction Sports Carnivals and Events
- World Poetry Day
- WACA Cricket Clinics
- Reconciliation Day
- Fremantle Skills for Schools
- Indigenous Boys and Girls Groups
- Cyril Jackson Mentor Program
- Good Standing Rewards Days
- Sporting Schools after school
- Rugby, AFL & Netball
- NAIDOC Billboard Design
- Swans Football Clinic
- Lynx Basketball Clinic
- Fremantle Dockers Player Visit and Clinic
- Welcome to Country and Smoking Ceremonies

SAER

Non-Academic Achievement Target #9: Meet the individual needs of all students identified as being 'at-risk'.

Status: Target achieved

Outcome: Students that were identified 'at-risk' were placed on an individual education program to ensure their educational, social and emotional needs were being met. A high number of students were referred to the school psychologist which continues to be a area of concern due to the school psychologist allocation of half a day each week. The school chaplain also provided pastoral care for students.

KEY FOCUS AREA #2: HIGH QUALITY TEACHING

Key Focus Area Achievement Target #1: To develop high quality teachers and effective teaching and learning programs that create inclusivity, engagement and challenging programs to continue to improve student outcomes and develop successful students.

Status: Target achieved

Outcome: The focus to develop high quality teachers and effective teaching and learning programs continues to be a focus. Teachers engaged in a rigorous performance management program, participated in professional learning at school, with the Swan Valley network or in their own time. Our staff are very dedicated to improve their own professional development. This year saw the development of the Bridge to Literacy Program lead by Ms Van de Linde. Our plans and programs have proved successful with positive academic results. As mentioned previously, all teaching staff had the opportunity to take on leadership roles within the school either in Administration or Curriculum Leadership, furthering their career development in their profession and having a positive impact on our students. Ms Van de Linde also applied for and achieved a Level 3 Teacher status which is very difficult to achieve in one year. Congratulations are due to her. She has also been supported by the rest of the staff who have worked hard to ensure that the new program is implemented with integrity. We look forward to continuing the program and seeing it embedded across the School to provide consistency and natural progression according to the needs of the students.

Miss King was successful in leading the Reconciliation Action Plan committee which led the publishing of our Plan with Narragunnawali.

KEY FOCUS AREA #3: ENGAGE COMMUNITY & STRONG PARTNERSHIPS

Key Focus Area Achievement Target #1: Maintain and improve community partnerships to improve student learning and engagement.

Status: Target achieved

Outcome: The school was able to maintain and strengthen the positive community partnerships that had previously been established and establish new partnerships with the community. For the fourth year in a row, over 100 volunteers, volunteered their time in some way, shape or form across the school. New partnerships were established with Volunteering WA, and Reside.

The School Council embarked on a process of reviewing all of its processes to develop a baseline of understanding for the current suite of policies and supports in relation to family engagement.

Key Focus Area Achievement Target #2: An increase of parent communication and engagement at whole school events. Increase the number of parents using Connect.

Status: Target achieved

Experience with Connect has not been well received by the parents. As a result we have tried using Seesaw and MGM Outreach to send out text messages to parents. Both these methods have had a positive impact.



KEY FOCUS AREA #4: STRONG SCHOOL CULTURE, PRIDE & RENEWAL

Key Focus Area Achievement Target #1: Develop a positive reputation in the wider Ashfield Community.

Status: Target Partially Achieved

Outcome: Whilst the students, staff and parent community have succeeded creating school with a positive culture, warm atmosphere, positive behaviour and excellent results academically and on the sporting field, this is only seen by the immediate school community. This needs to be a focus moving forward, to communicate our success, change in culture to the wider community and what a fantastic school we are as we target perspective parents and families, to make our school the 'school of choice' in the area. The introduction of Afterschool Care program provided by Wanslea for 2021 has helped by allowing more parents to come to Ashfield knowing that they can have their children looked after with out the need to have them picked up and transported elsewhere.

The process has been steady but it is being noticed by those from outside the school. A quote taken from our NQS Audit illustrates how the School is beginning to widen its outlook; "Families appeared relaxed and comfortable in the school environment and a sense of "belonging" prevailed - they welcomed us as visitors to the school (Element 6.1.2 and Element 6.1.3). ...Access to extra agency support is undertaken in a timely manner. Students have access to a School Dental Clinic, health nurse, Chaplain and school psychologist. Effective working relationships have been developed with the Department of Communities (Element 6.2.2). Local community members volunteer in the Breakfast Club. After school sports programs are supported by local clubs. The school has an active Parents and Citizens Association and Uniform Shop. The school has worked closely with the local Aboriginal community to identify and align aspirations with the Aboriginal Cultural Standards Framework. A Reconciliation Action Plan Group is led by the Year 1 teacher (Element 6.2.3) ."

Key Focus Area Achievement Target #2: Engage students in positive experiences and activities to develop school pride and identity.

Status: Progressing towards target

Outcome: Ashfield Primary School continues to offer a variety of experiences for all students. We continue to place a large emphasis on interschool sport and school representation at these carnivals where we are able to instil school pride and build a positive culture. A variety of Good Standing reward events were planned, numerous classroom incursions and excursions, whole school events such as the Christmas Concert, Whole School Excursion to Spare parts Puppet Theatre, participation in Cultural events such as NAIDOC Week and Harmony Day.

Key Focus Area Achievement Target #3: Investigate opportunities for school to facilitate improvements in targeted areas around the school.

Status: Progressing towards target

Outcome: We continue to strive towards school renewal and opportunities to improve facilities. In 2022 we were able to have a large fan installed into the undercover area via a Community Grant from the State Government. The fan has made a big difference especially during the hot weather and provides an alternative space for physical education lessons when it is very hot. This will continue to be a key focus as we move forward, as the age of the school requires constant improvement towards facilities. Facilities that were improved in 2021 were: the New fan in the undercover area and an upgrade of the junior classes toilet blocks.



THE REPTILE INCURSION WAS A HIT.

Interschool Sport

T-Ball Netball Lacrosse Soccer
Boys and Girls Cricket
Eagles Cup Football
Cross Country Athletics
Girls Football Eastern Conference
Docker's Cup
Cricket State Finals

Faction Sports

Faction Football Faction Cricket
Faction Cross Country
Faction Athletics

Before & After School Sports

Athletics
Maarli Moodijt (Swan District Football Club)
NRL. Netball. AFL

Community Events

Harmony Day
Perth Wildcats Game Wildcats Aspire Program
ANZAC DAY
NAIDOC Week
Town of Bassendean Council Event
Marngrook Program and Halftime Game (NAIDOC Round)

Academic

Spelling Bee
Science Week
Book Week
ICT Young Achievers
Bassendean Arts Awards
World Poetry Day

Good Standing Rewards

Bounce
Movies at the Cinema

Graduation

Graduation & Lunch
Graduation Activity Day

Whole School Activities

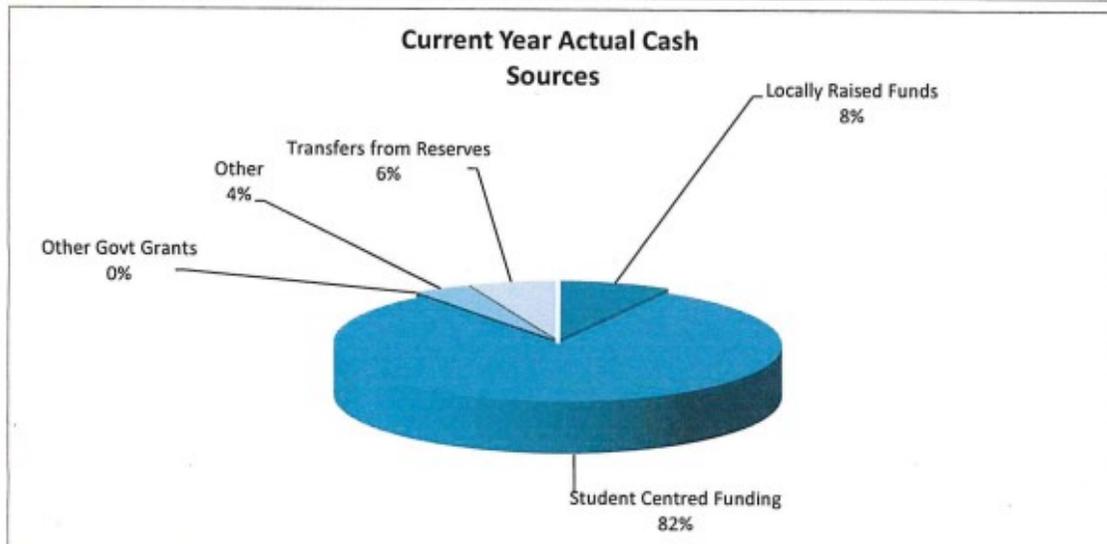
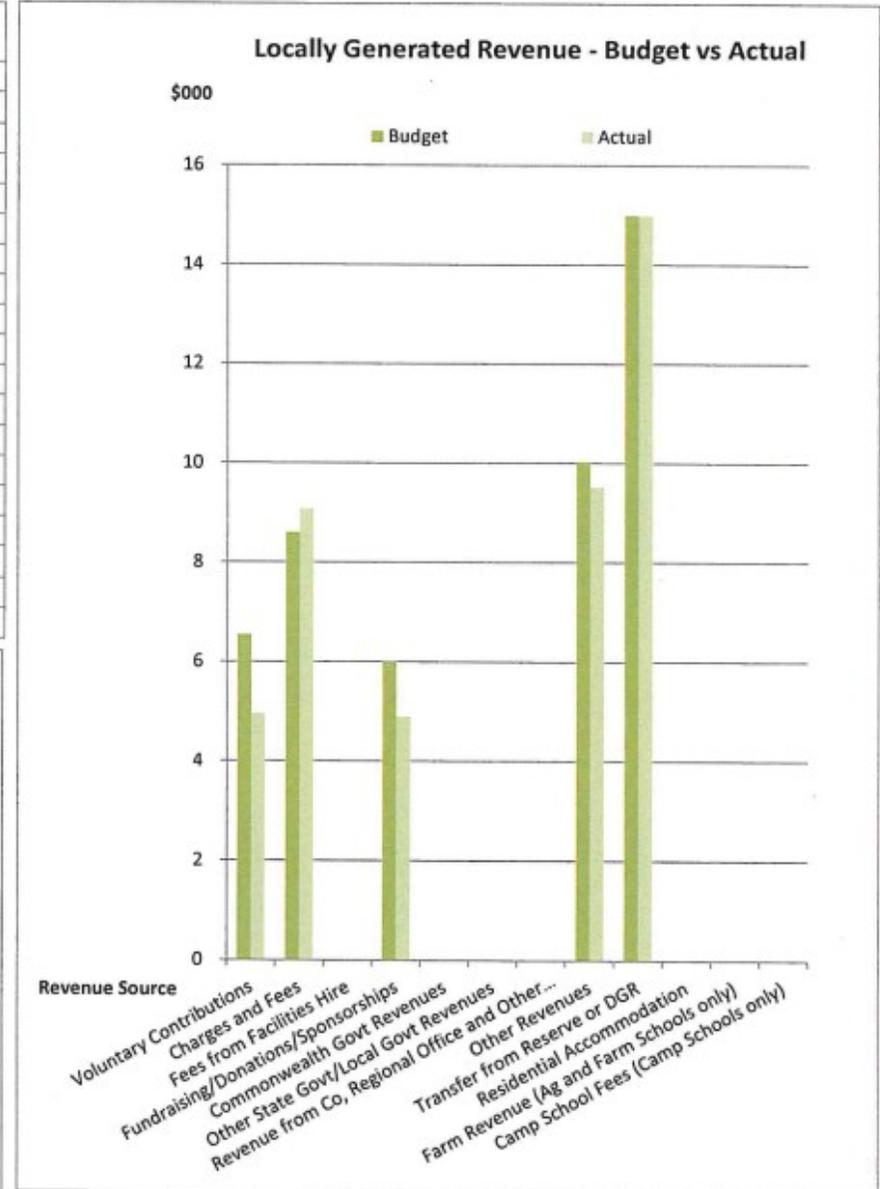
Breakfast Club
Attendance Rewards
Noongar Sports Lunchtime Games
Girl's Group
Father's Day Breakfast
Mother's Day Afternoon
Christmas Concert
ANZAC Day
Harmony Day
Cultural Celebration—Smoking Ceremony and Welcome to Country
Open Night - Learning Journey
Your Move Program
Eagles Rock My School
National Day of Action against Bullying and Violence
Story dogs
NAIDOC Week
Breakfast Club
WACA Cricket Clinic
Reconciliation Day
Indigenous Boys and Girls Groups
Aboriginal Dance
Volunteer and Mentor Program
Cyril Jackson Mentor Program
Spare Parts Puppet Theatre Excursion

Insert your School
Logo Here or
Delete if not
required

Ashfield Primary School

Financial Summary as at Enter date. For example 31/12/2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 6,540.00	\$ 4,960.09
2	Charges and Fees	\$ 8,600.00	\$ 9,070.28
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 6,000.00	\$ 4,888.88
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 10,022.00	\$ 9,517.26
9	Transfer from Reserve or DGR	\$ 15,000.00	\$ 15,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 46,162.00	\$ 43,436.51
Opening Balance		\$ 7,147.00	\$ 7,147.13
Student Centred Funding		\$ 192,892.00	\$ 192,891.89
Total Cash Funds Available		\$ 246,201.00	\$ 243,475.53
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 246,201.00	\$ 243,475.53



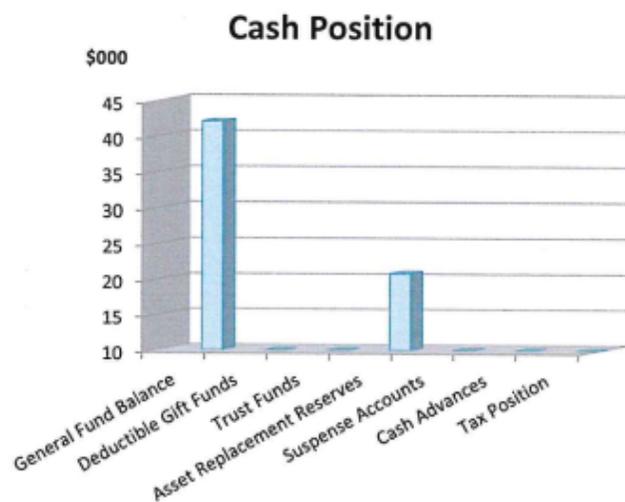
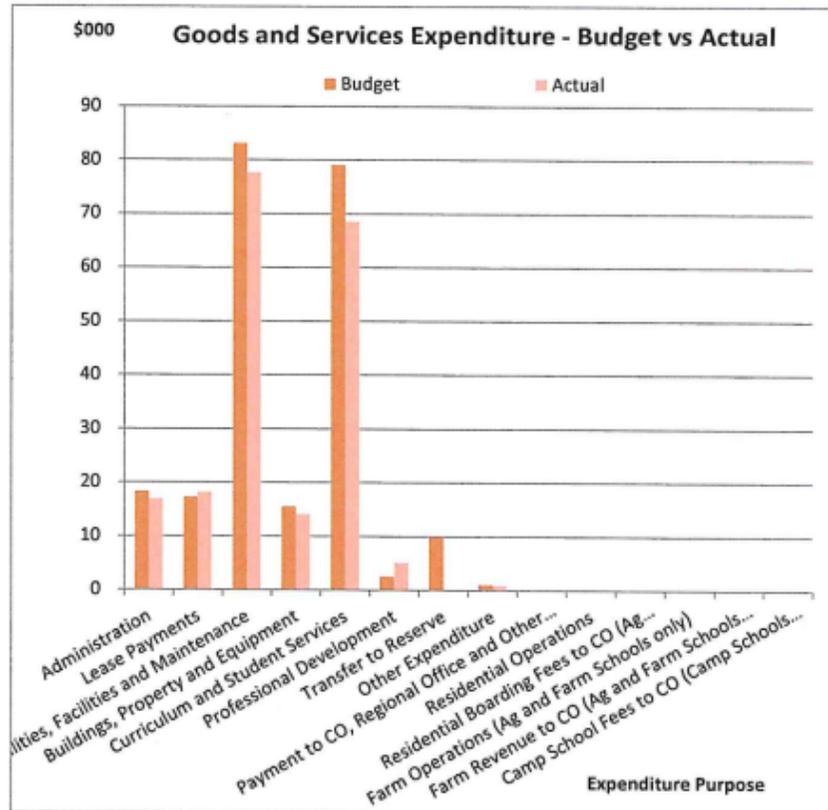
Insert your School
Logo Here or
Delete if not
required

Ashfield Primary School

Financial Summary as at

Enter date. For example 31/12/2021

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 18,300.00	\$ 16,901.11
2	Lease Payments	\$ 17,293.00	\$ 18,187.13
3	Utilities, Facilities and Maintenance	\$ 83,043.00	\$ 77,622.21
4	Buildings, Property and Equipment	\$ 15,500.00	\$ 14,061.68
5	Curriculum and Student Services	\$ 79,033.00	\$ 68,603.99
6	Professional Development	\$ 2,500.00	\$ 5,082.01
7	Transfer to Reserve	\$ 10,000.00	\$ -
8	Other Expenditure	\$ 1,010.00	\$ 912.40
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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		\$ 226,679.00	\$ 201,370.53
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 226,679.00	\$ 201,370.53
Cash Budget Variance		\$ 19,522.00	



Cash Position as at:	
Bank Balance	\$ 59,210.60
Made up of:	
1 General Fund Balance	\$ 42,105.00
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 20,902.38
5 Suspense Accounts	\$ 70.22
6 Cash Advances	\$ -
7 Tax Position	\$ (3,867.00)
Total Bank Balance	\$ 59,210.60