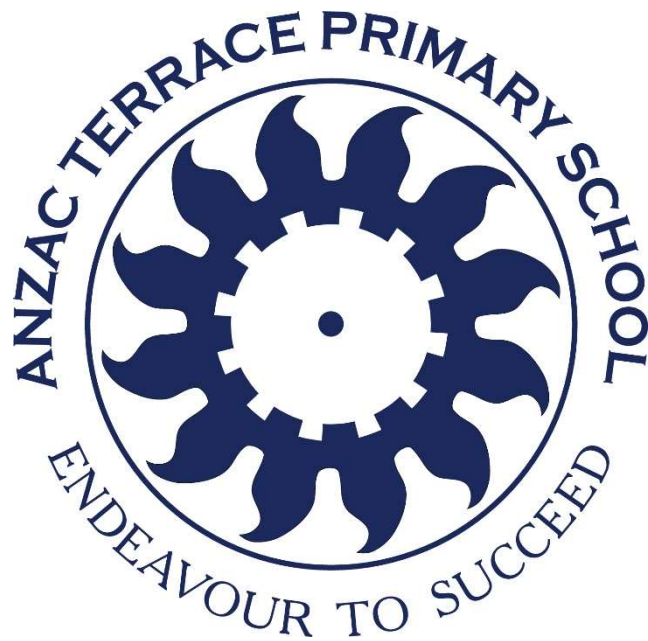


# *Anzac Terrace Primary School*



## *Annual Report*

**2020**



## ***From The Principal***



It is with great pleasure, that I present to you the Anzac Terrace Primary School 2020 Annual Report. Our annual report provides our community with information about the performance of our school in key areas over the course of the 2020 school year; and what a year it was !!

I would like to acknowledge the wonderful contribution made by Ms. Jessica Ericson (Parents & Citizens Presidents) and the other magnificent members of our P&C. I would also like to acknowledge Mr. Dan Orkney (School Board Chair) Ms. Tamara Breen (Secretary) and all School Board members for their support and hard work in 2020.

Stuart Blackwood  
Principal

## ***School Context & Vision***

Anzac Terrace offers a comprehensive primary education for children from Kindy to Year 6 and is situated at the western end of the Town of Bassendean.

We continually strive to teach the “whole student” through a strong focus on literacy and numeracy development, having developed core curricula to explicitly support these learning areas. We have a strong pastoral care program, emphasising positive behaviours, values and social skills. The school has an outstanding Visual Arts program and both a Junior and Senior Choir who perform for local groups and in festivals. We have a whole school Japanese Language program and have developed a sustainable garden program.

The school has excellent facilities which cater for the diverse range of learning programs offered, including purpose-built Music, Art and Craft, Library, Technology and Early Childhood learning areas. In addition, the school has a comprehensive ICT network, including wireless, with a computer laboratory, interactive whiteboards in all teaching areas and iPad technology. A fully enclosed, carpeted assembly area complements these facilities. The school is set in a lovely garden environment with extensive grounds and play areas.

Our highly effective parent bodies continually work with school staff to plan and improve our grounds, buildings and resources to provide a healthy and safe environment for all students.

### **Our Mission**

Our mission is to develop the potential of individual students so they can maximise educational opportunities in order to play an active part in civic and economic life.

### **Our Purpose**

- ☺ To develop academic excellence.
- ☺ To develop fundamental values, and social and emotional skills.
- ☺ To promote physical well-being for a healthy lifestyle.
- ☺ To foster individual creative expression.

### **Our Values**

At Anzac Terrace PS, we are committed to ensuring that all our students leave our school well prepared for their future. Accordingly, we are committed to the values that we believe are essential in achieving the best possible outcomes for all students ...

- ☺ Positivity towards all Learning
- ☺ Striving for Excellence in all that we try
- ☺ Equity for all Students
- ☺ Care for all Students.

### ***Year in View***



Mindfulness Yoga



Recycling Project



NAIDOC

## Highlights of 2020

COVID hit all schools hard; in and out of lock-down caused a lot of school events to be cancelled. In saying that, 2020 was a standout year for us, highlighted by Anzac Terrace achieving IPS status in the middle of a pandemic.

Below are some of our highlights :-

**IPS** – In 2020 Anzac Terrace applied (successfully) to become an Independent Public School. This was our third attempt and involved all Board members and prominent staff members. It was something our Board had strived to achieve over a number of years, and to finally be recognised as an Independent Public School was an outstanding achievement for the wider Anzac Terrace community.

**Public School Review** – All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. Our school performance rating determined through our self-assessment submission and validated by the review team was **"Effective"** ... the highest ranking a school can attain. A mighty effort during a pandemic !!

**Extra-Curricula Activities** – The Chess Club, Coding Club and Book Club continue to be highlights for our students. Thanks to the generosity of our staff to provide these extra curricula activities to enhance student learning.

**Edu-Dance** – Edu-Dance continues to be our greatest attraction of all our school events. Even in the midst of a pandemic, parents are literally hanging from the rafters to get a glimpse of the performances.

**Leadership** – Leadership Days and Year 6 Camp, continually provide students with the opportunity to grow their leadership skills. Students really look forward to these events. These events fortify our efforts to educate the whole child.

**Special Days** – Through the coordination of our hard working staff we took part in a number of special days in 2020 ... NAIDOC, Harmony Day, Book Week, Healthy Breakfast, Walk To School Day ... just to name a few.

**COVID-19** – Dealing with COVID yet thriving as a school, that's how 2020 and how we managed a pandemic was described to us. Ensuring student and staff well-being was our number one priority.

**Educating the Whole Child** – In 2020 we gave much more focus towards educating the whole child. We introduced programs like Mindfulness Yoga and our Learning Dispositions.

## Student Attendance

### Primary Attendance Rates

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	79.1%	11.5%	6.2%	3.2%
2019	73.1%	18.7%	5.0%	3.2%
2020	78.6%	12.3%	7.9%	1.2%
Like Schools 2020	80.3%	14.8%	3.9%	1.0%
WA Public Schools	75.5%	15.7%	6.1%	2.7%

Note the 2020 attendance rates have excluded Week 7-10 of Term 1.

With COVID, it is hard to read much into our attendance data. In total, we had 19 students who had 100% (non-lockdown) attendance, this is a great effort!! We had 61.5% of students who had 95% attendance or better. Considering the year, this is cause for celebration. 2021 will see a greater emphasis on moderate to severe attendance.

**CREATING  
BRIGHT MINDS  
FOR A BRIGHTER  
FUTURE**

### Year in View



Harmony Day



Leadership Day



Science Fair



Book Week



Edu-Dance Concert



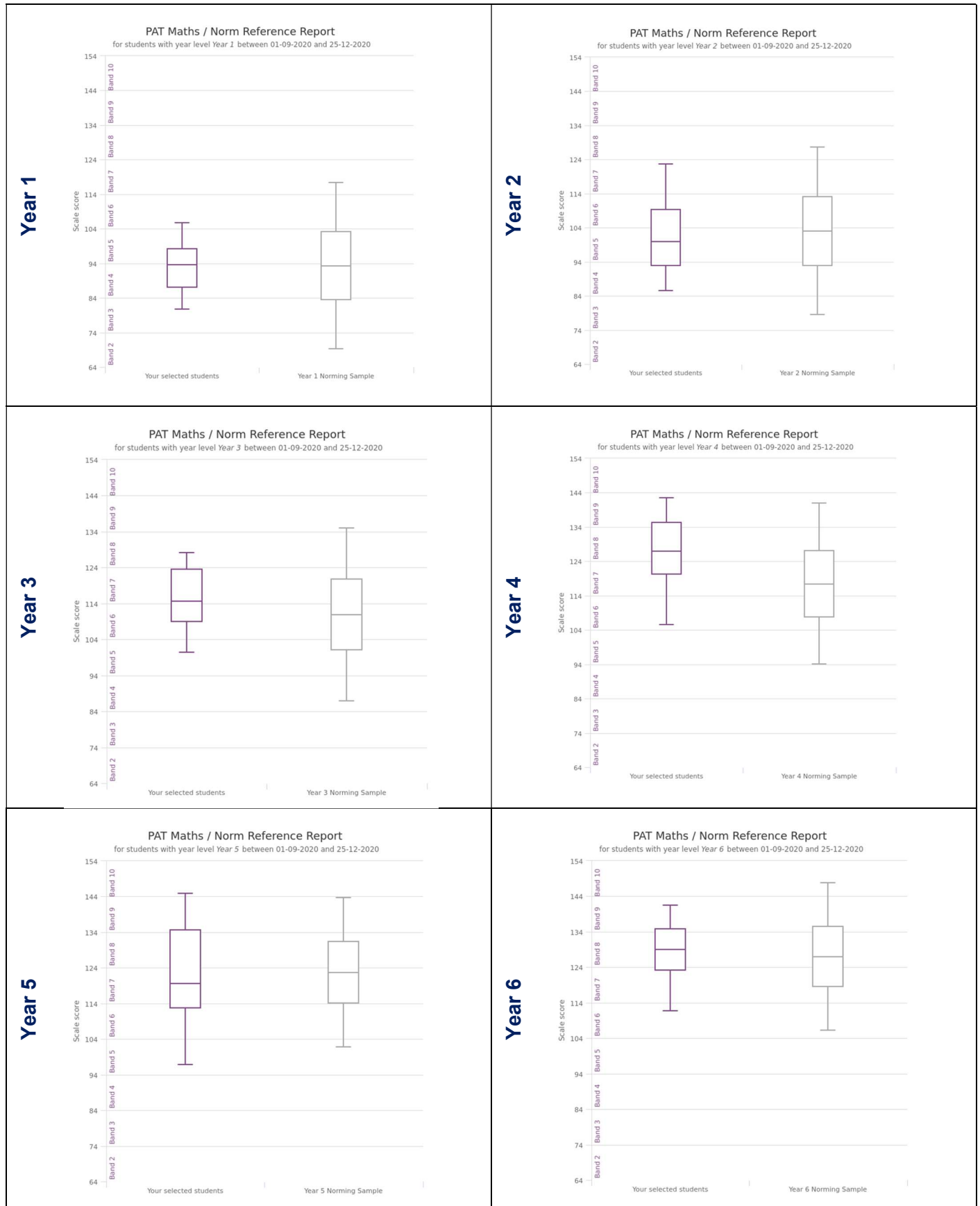
NAIDOC



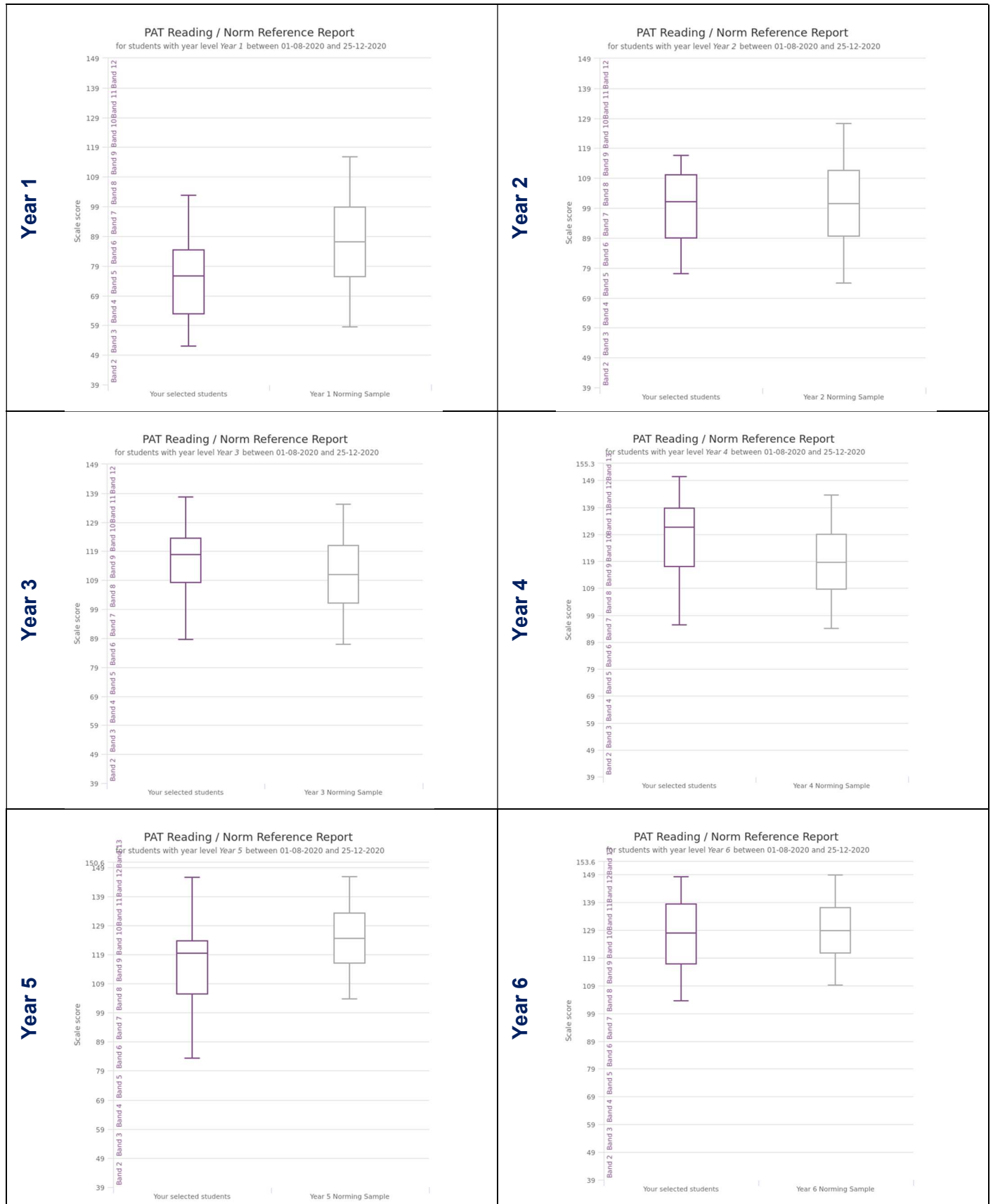
## Student Testing Overview

Due to COVID restrictions, NAPLAN testing did not take place in 2020. However, for the first time, we did venture into Progressive Achievement Testing (PAT). All students from Year 1 to 6 took part in Numeracy, Reading and Spelling tests. We are able to utilise these results to compare to the rest of Australia both at a year level and individually. The results are as follows :-

### Numeracy

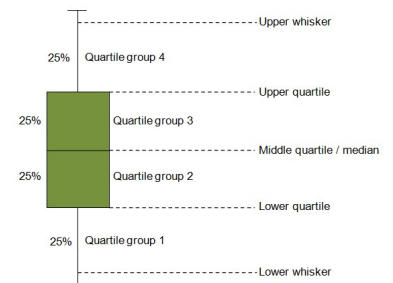


## Reading



## Reading the graphs

The above results are represented in a Box and Whiskers graph. The purple boxes are our results, whilst the black represents the rest of Australia. The extreme of the whiskers show our highest and lowest scores in these tests. For the tests, we have only compared the median scores to ascertain how Anzac Terrace compares to the average Australian scores. (Pretty good if you ask me). We will have longitudinal data after we receive 2021 results which will give us a better insight into our rankings.



## Mathematics 2020 Overview

In 2020, Anzac Terrace appointed a new Numeracy Coach to continue on with the role that had been created in 2018. Administration requested that a whole-school Scope and Sequence document was to be created. The purpose of this was to assist staff in interpreting the curriculum and to provide resources and examples of activities and strategies that would assist them in teaching each concept. Staff were also supported in working towards a more hands-on approach to teaching in the hope that they would become less reliant on a Mathematics textbook in our gradual transition to going without one in 2022. A whole-school lesson framework document was also created to ensure staff were sequencing and planning for lessons in the same format to provide consistency and quality teaching for our students.

Numeracy resources were relocated, replenished and reorganised in a location where they would be more accessible to staff and better tracked through our library system. Teachers were asked to make requests for new resources to ensure that they had everything they needed for quality teaching and hands-on learning. Each classroom was provided with a Mathematics box full of everyday Numeracy resources such as playing cards, place value charts, dice and strategy posters.

All teaching staff were surveyed to find out how they were planning, teaching and assessing for Maths in order to forward plan and provide them with the support they needed. Staff were asked what resources they were using or would like to use, how they were planning their sequence of taught concepts, how often they were utilising the current textbook and their opinion on our current program. They were also given the opportunity to suggest other resources that they have trialled and found useful.

The game Numero was reintroduced and all staff attended a Professional Development session with Julie Richards where they were taught the rules of the game and how to use it for differentiation and developing students' mental computation skills. Our existing decks of cards were reorganised and distributed along with new resources such as rules posters and strategy cards.

All students took part in beginning and end of year PAT testing to allow for whole-school analysis, forward planning by staff and administration and to identify students who require support and extension. Due to COVID-19, no NAPLAN testing occurred. During this time staff were provided with support to plan and prepare for online learning. This included sourcing, providing, adapting and creating resources such as interactive Math slides and activities that could be sent home to parents.

Our school Numeracy Coach attended the Mathematics Association of Western Australia (MAWA) end of year conference. A membership for MAWA was purchased to allow all staff to access the multitude of resources and Professional Development opportunities they provide.

### Future plans/recommendations

- Numero Club to be started in 2021
- Transition to not having a student workbook in 2022- research other online programs
- All staff to be provided with a printed and filed copy of the Scope and Sequence document and lesson framework



**Mikhala Stacey**  
Numeracy Coach

## Digital Technology 2020 Overview

In 2020 Anzac Terrace Primary School employed a Digital Technologies Coach to develop a scope and sequence that not only fit the current needs of our students but allowed for the wide range of skills and knowledge that be will essential for the future. Curriculum Overviews were created that were teacher and student friendly aligning with the SCSA DT Curriculum, containing weekly lesson plans, resources and assessment for each year level, kindy to Year 6. A whole school overview to include a variety of coding programs was developed. To prepare students with online NAPLAN writing, a focus on word processing was also deemed important for ATPS and Typing Tournament was our method of choice to improve keyboarding skills.

Teachers were surveyed to get an understanding of their current DT abilities and how we can help them to feel confident implementing Digital Technologies into their timetables. Many teachers lacked self-confidence but were willing to learn. Then COVID hit and the coaching timetable we had planned to use throughout the year was changed so we could get our teachers competent with digital teaching and online learning as fast as possible. Many sessions were spent working together to create usable digital documents that could be used at home by students. COVID also highlighted the importance of students being able to email and access Connect independently from Year 3 and this was added to the DT Scope and Sequence, along with lessons introducing cyber safety and digital citizenship from Kindy.

Connect is ATPS's method of choice for parent and student communication. We use the Education Department online platform to send home notices and documents regularly to keep parents and care-givers informed. All classrooms use Connect regularly and upper-school classrooms utilise Connect as part of their homework routine in preparation for high school.

### Digital Technology and Professional Learning

Teachers and Teacher's Assistants were provided with Webex and Connect Classroom professional learning to help prepare for online learning and distance teaching.

Teachers also worked side by side with our coach to implement our updated whole school Digital Technologies program. Using the I-Do, We-Do, You-Do model, teachers had the opportunity to observe lessons being taught in the computer lab and then teach alongside our DT coach so they would have the capabilities to implement the program in their classes in 2021.

### After-school Coding Club

Year 3-6 students voluntarily participated in a variety of coding activities. Creativity, problem solving and teamwork are at the core of the weekly sessions and the students enjoy working with coders of varying expertise and ages. Students delved into the coding side of Scratch, Minecraft, Robotify and Lego Mindstorm EV3 applications.

### Future Recommendations

- Further develop teacher capacity in Digital Technologies
- Effective use and Integration of DT across all subject areas
- Review and Refine current DT Scope and Sequence
- Continued professional learning for teachers in DT and Coding and Robotics
- Update Coding and Robotics Resources
- E-boards rollout into classrooms
- Purchase of more iPads for upper school classrooms
- Upgrade of computers throughout the whole school
- Third Party Services policy implementation



**Simone Irvine**  
Digital Technologies Coach



## Literacy 2020 Overview

The position of 'Literacy Coach' was created in 2019 and continued in 2020 to bring about the coordination of Literacy policies and to coach staff with a view to encouraging school-wide uptake of standardised programs and practices. ATPS follows an 'Explicit Teaching' pedagogy with an emphasis on the gradual release model: Teach/Explain; Guided Practice; Revise (I Do, We Do, You Do).

In-class coaching, Professional Learning and collaborative working parties have been utilised to support Literacy programs across the school. 'Seven Steps to Writing Success' is consolidated through a short burst writing program; 'Stop, Drop and Write' Years 2-6 and 'Stop, Drop and Talk' Years K-1. Other programs embedded across the school are: 'Letters and Sounds', 'Anzac Actions', 'Reading Rockets'.

### Key Achievements:

- Literacy Scope and Sequences K-6 implemented.
- Kindy Receptive Language Assessment. Assessment for 'At Risk' students by Speech Pathologist. Results and information provided to parents.
- Letters and Sounds embedded across K-3, Yr4-6 support students.
- Letters and Sounds Kindy Orientation.
- Letters and Sounds Assessment introduced (K-3, 4-6 support)
- 'Anzac Actions' - in class demonstrations. 'Anzac Actions' supports phonemic awareness.
- Literacy Slides K-Yr 6 for 'Explicit Teaching'. Demonstrated in class.
- 'Stop, Drop and Write'/'Stop, Drop and Talk'. Weekly in class support for Writing.
- Moderation of Narrative Writing Yr 2-6 implemented. Professional Learning and Rubric for Narrative Writing provided.
- 'Reading Rockets' - Community involvement program supporting struggling readers continues to improve outcomes for students.

### Future Recommendations:

- Teacher Resource/ Information Hub.
- L&S Tracking Booklets passed on as part of Assessment Schedule.
- 'L&S Working Party' to meet once per term.
- Anzac Actions and Kung Fu Punctuation for Seniors
- Resource Trolleys for L&S consumables.
- 'Reading as a Focus' in 2021. Resourcing and Professional Learning.
- Refine Narrative Writing Moderation.
- Expand Scope & Sequence to include ATPS supporting resources.
- Induct new staff.

Sue Ashmore  
Literacy Coach





## Aboriginal Education 2020 Overview

Our school continued to implement Aboriginal education into all learning areas wherever possible. We followed the school's Aboriginal Education Scope and Sequence. HASS and English were common learning areas where Aboriginal Education was possible to include.

Our Aboriginal artist in residence became a more frequent and valuable staff member. Staff were able to run ideas passed him and he gave insightful information for us to implement according to the Noongar culture. The children admired his artwork. His mural which took months to complete is on permanent display in our front office. This was an amazing learning journey for the whole school. Students watched, questioned and learned about all the symbols in the mural and appreciated their meanings. This gave more significance to the mural knowing the length and process to complete, and the understanding of the symbols.



The six signs we have around the school also acknowledge his art skills and we can constantly remind ourselves of the six Noongar seasons and their meanings.

Our Aboriginal residence visited all the classes. He took small groups and whole classes to participate in various Aboriginal cultural activities and discussion about Aboriginal life and culture. The children discussed symbols and learned how these symbols tell a story; performed and danced using tapping sticks and wrote their own stories using Noongar symbols.

For NAIDOC week we were fortunate to have Gina Williams and Guy Ghouse perform songs in English and Noongar. The children actively participated and enjoyed listening to their performance and Dreamtime stories.

In Visual Arts the children completed artwork on the theme "The Land", in conjunction with the NAIDOC theme. Junior primary focused on WA, the Wargyl and the Swan River. The Middle primary children focused on our country, "Australia" with all its flora, fauna and surrounding waters. The Upper primary viewed the Bassendean area which is a significant resting place for the Wargyl. They recognised the importance of the Swan River and how the aborigines utilised the land.

For Aboriginal Literacy Day classes read and listened to Dreamtime stories. Various language activities occurred to coincide with the books viewed. The Year Four children entered a Literacy competition through the ABC. They designed a mural in which each child drew an Australian animal, wrote the word in Noongar and decorated using dot and line designs. Our Aboriginal artist in resident assisted this project which is on permanent display in their learning area.

We continue to say the "Acknowledgement of Country" at assemblies and significant occasions. We have a large mural of the words, on the wall in the assembly area. Our children continue to speak simple Noongar greetings. The Kindy and Pre-Primary children know their numbers to 10. Children can recognise a lot of Noongar symbols.

At the end of year awards, we present the "Young Aboriginal Achievement Award" to an Aboriginal student who has presented strong work ethics, attends school regularly and is a positive role model for other Aboriginal children.

Our focus for 2021 will be to further our knowledge of the Aboriginal culture and implement it whenever possible into our teachings.

Magdalene McCulloch  
Aboriginal Education Coach

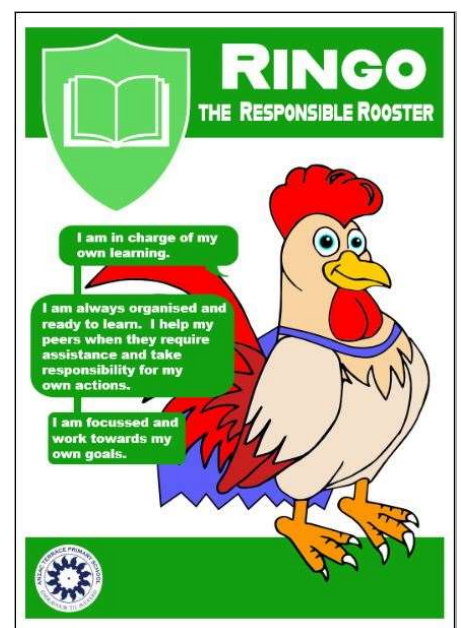
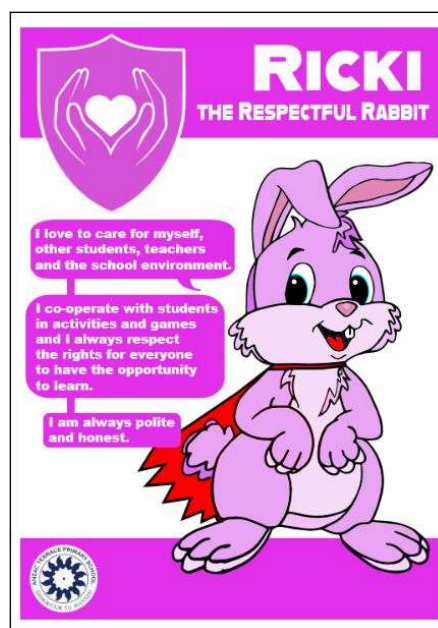
## Year 7 Destinations

Destination Schools	Male	Female	Total
4022 Hampton Senior High School	7	9	16
4026 John Forrest Secondary College	1	6	7
4020 Governor Stirling Snr High Sch	3	2	5
4051 Morley Senior High School		3	3
1074 Guildford Grammar School	2		2
4038 Mount Lawley Senior High School	1	1	2
1304 Swan Christian College	2		2
4209 Aveley Secondary College		1	1
4169 Cannington Community College	1		1
4027 Kalamunda Senior High School	1		1
1396 Kennedy Baptist College	1		1

As is the case most years, the majority of our students transitioned to our local high schools, Hampton SHS and John Forrest SC. Two students were offered full scholarships to private schools whilst three were selected for Gifted And Talented Education or Academic Extension Programs.



## Learning Dispositions



2020 saw the introduction of our Learning Dispositions. The dispositions were introduced after many data analysis meetings showed the majority of students did not have the skill-set to deal with social and societal situations. The first three dispositions (resilience/respectful/responsible) were chosen specifically to deal with what was deemed immediate need. Students were taught the skills through a series of explicit instructions lessons. 2021 will see the introduction of another two Learning Dispositions.



## National School Opinion Survey

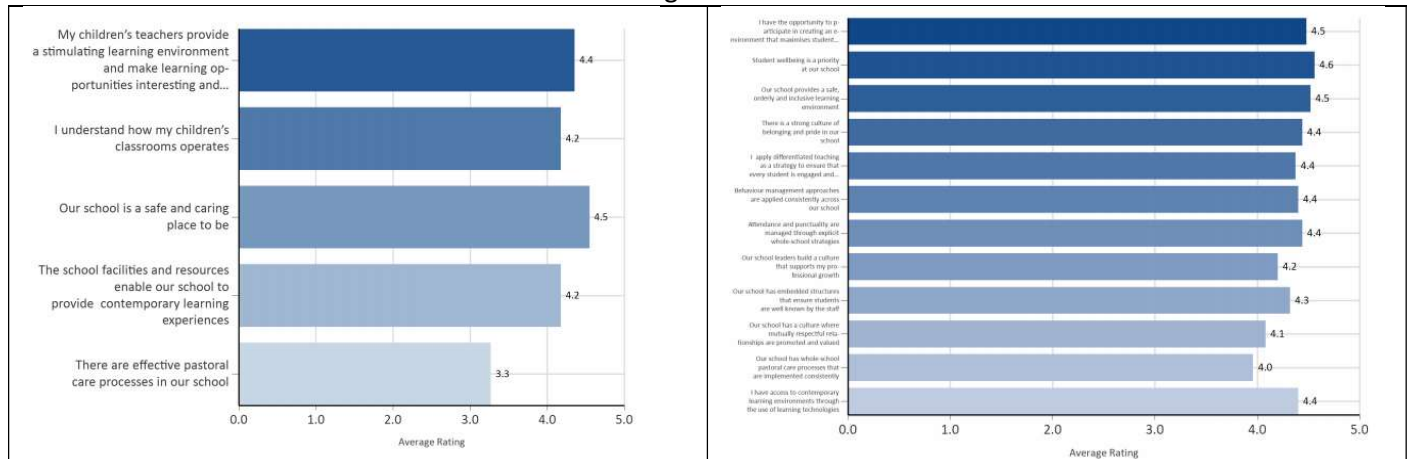
All government Schools are requested to conduct a survey (using the National Survey Tool) about their effectiveness every two years. As we had to survey the school community as part of the IPS process, it was decided to present that data instead of the usual School Survey questions.

The two surveys asked different questions for different audiences. The three areas that were constant in the surveys were Learning Environment, Relationships, and Leadership.

### Anzac Terrace PS School Culture Community Survey

### Anzac Terrace PS School Culture Staff Survey

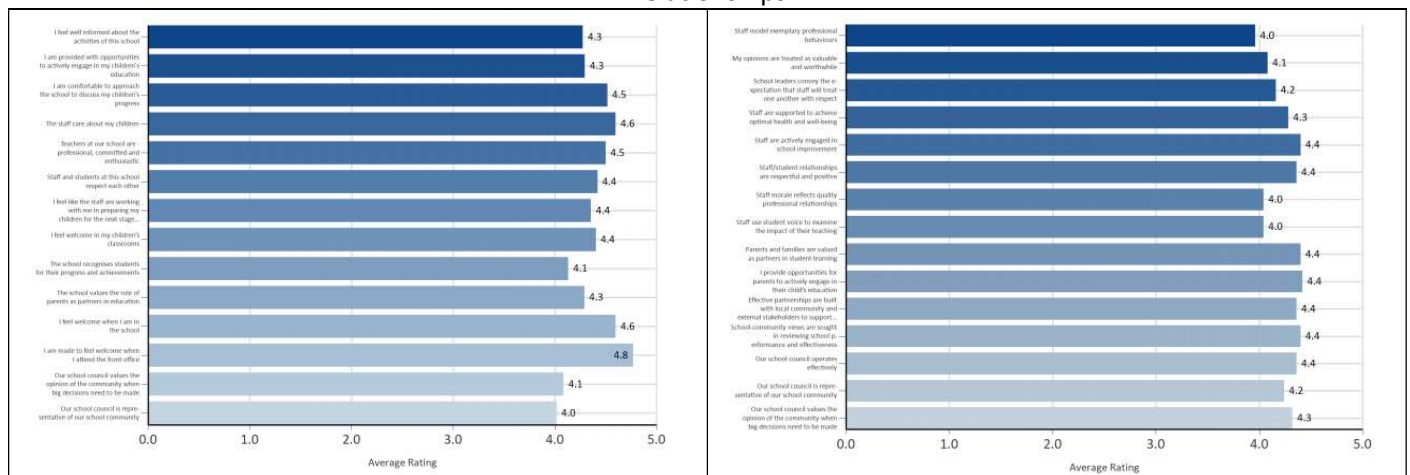
#### Learning Environment



What is clearly evident in both surveys is :-

- The lack of understanding/knowledge of our current pastoral care services
- The need for a Chaplain
- The high satisfaction with the safe/caring environment we provide
- The wonderful classroom spaces

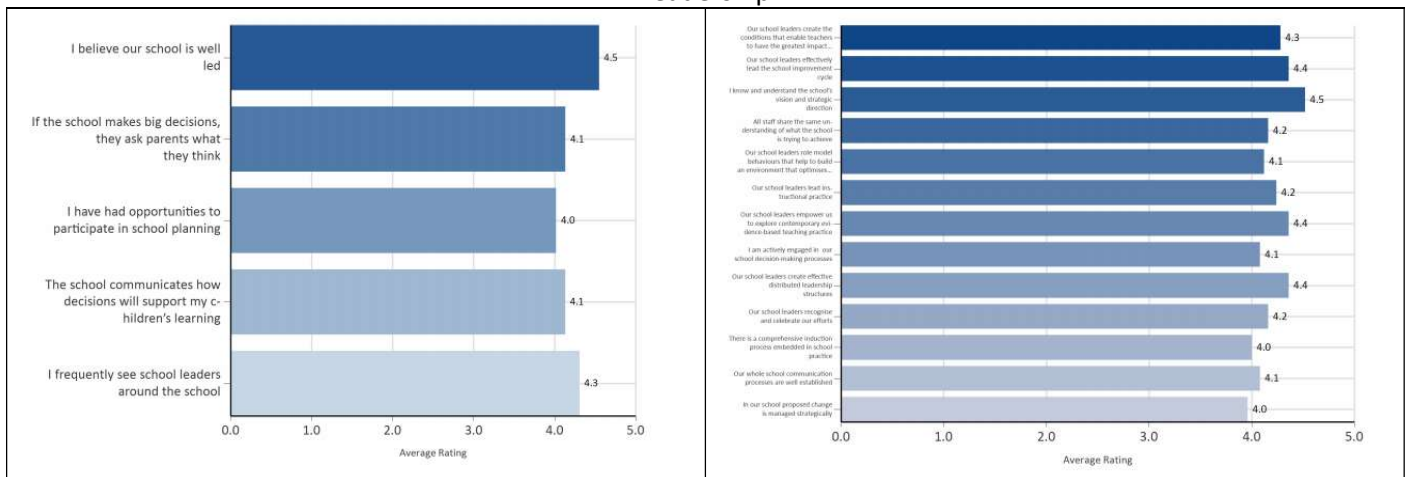
#### Relationships



What is clearly evident in both surveys is :-

- Our School Board needs greater diversity
- Families feel welcome at ATPS
- The staff care about the students
- Staff/Student/Parent relationships are respectful

## Leadership



What is clearly evident in both surveys is :-

- Greater opportunity is needed to give all stakeholders a say in school planning
- The School is well led
- Our School Vision is clear
- School Leaders are present

### Other areas of celebration (comments from community and staff)

- You can feel the good vibe in the school. It feels like teachers are well listened by the direction and the staff is respected by the students. Well done.
- My daughter had a negative start to life and has combated alot through her younger years and being accepted into this school was the beginning of something special. she has grown and the school has supported her in all the help she has required in many ways I am extremely grateful for this.
- Very collaborative and wanting a parent partnership. Mr Blackwood is a great leader, hands on and practical. Plus is always very visible around the school and we love the extra curricular activities.

### Other areas requiring work or better communication (comments from community and staff)

- In regards to teaching it is highly dependent on the teacher. For example this year my child has a very good teacher who provides lots of communication and feedback. This was not the case last year. Culturally, the school seems to be Christianity focused, for example the 'real meaning of Easter' is taught, however to the best of my knowledge, no other cultures have had their celebrations covered
- Unless I reach out and speak to the teacher I don't ever hear from them telling me what my child is good at or needs help with.
- I am not familiar with the school's plan. This has never been presented or mentioned to me. I do not know where to access the school's plan.





# Anzac Terrace Primary School Annual Report 2020



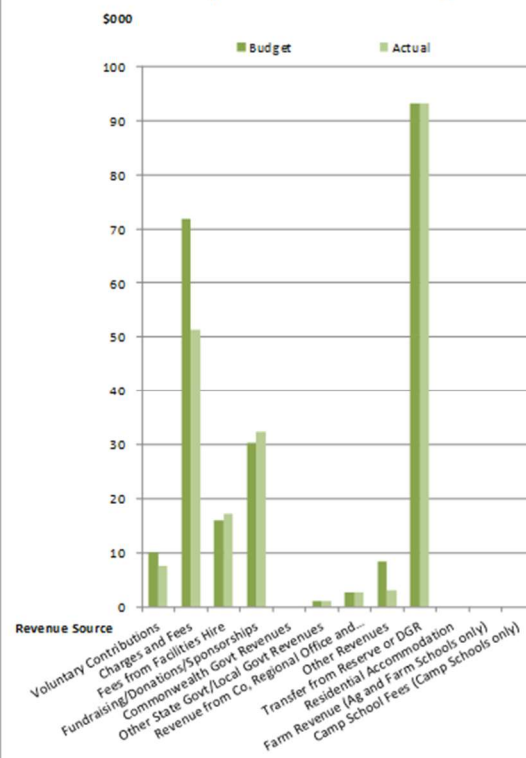
## Finance

### Anzac Terrace Primary School Financial Summary as at 31 December 2020

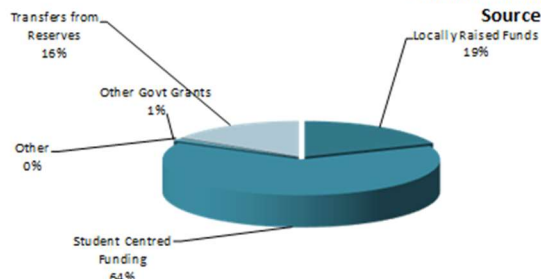


	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 10,000.00	\$ 7,705.00
2	Charges and Fees	\$ 71,852.16	\$ 51,410.37
3	Fees from Facilities Hire	\$ 16,000.00	\$ 17,272.72
4	Fundraising/Donations/Sponsorships	\$ 30,313.15	\$ 32,310.91
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,653.65	\$ 2,653.65
8	Other Revenues	\$ 8,423.36	\$ 3,070.19
9	Transfer from Reserve or DGR	\$ 93,102.55	\$ 93,102.55
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 233,344.87</b>	<b>\$ 208,525.39</b>
	<b>Opening Balance</b>	<b>\$ 60,597.65</b>	<b>\$ 60,597.65</b>
	<b>Student Centred Funding</b>	<b>\$ 368,176.60</b>	<b>\$ 368,176.60</b>
	<b>Total Cash Funds Available</b>	<b>\$ 662,119.12</b>	<b>\$ 637,299.64</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 662,119.12</b>	<b>\$ 637,299.64</b>

Locally Generated Revenue - Budget vs Actual

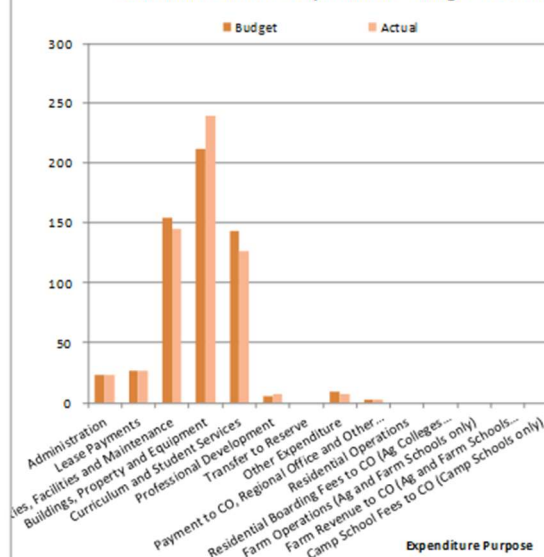


Current Year Actual Cash Sources

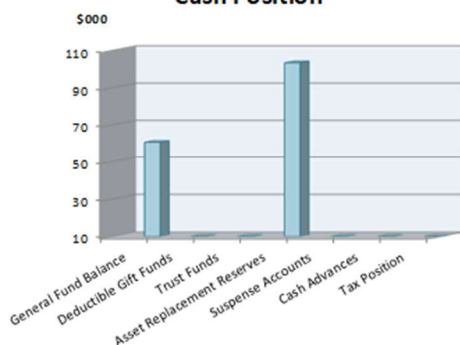


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 23,322.00	\$ 22,801.57
2	Lease Payments	\$ 26,954.00	\$ 26,955.16
3	Utilities, Facilities and Maintenance	\$ 154,148.36	\$ 144,896.84
4	Buildings, Property and Equipment	\$ 211,744.55	\$ 238,770.45
5	Curriculum and Student Services	\$ 143,079.15	\$ 126,443.47
6	Professional Development	\$ 5,910.00	\$ 7,177.22
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 9,500.00	\$ 7,155.51
9	Payment to CO, Regional Office and Other Schools	\$ 2,326.65	\$ 2,526.52
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 576,984.71</b>	<b>\$ 576,726.74</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 576,984.71</b>	<b>\$ 576,726.74</b>
	<b>Cash Budget Variance</b>	<b>\$ 85,134.41</b>	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 157,226.20
Made up of:	\$ -
1 General Fund Balance	\$ 60,572.90
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 103,258.63
5 Suspense Accounts	\$ (2,864.33)
6 Cash Advances	\$ -
7 Tax Position	\$ (3,741.00)
<b>Total Bank Balance</b>	<b>\$ 157,226.20</b>

## *From The School Board*

2020, wow, what a year! It was a year like no other and it changed our lives as we knew them forever. In the midst of the COVID-19 pandemic, we participated in the Public School Review; a rigorous process that aims to acknowledge the achievements of the school and gives feedback to support the Principal and staff with their improvement planning. The excellent feedback we received from the Department of Education was a testament to the hard work and commitment of all staff members at Anzac Terrace Primary School.

Despite COVID-19, the School Council forged ahead with its application to become an Independent Public School (IPS). Again, this was a rigorous process that required countless hours of work from staff, School Council members and the IPS committee. As the Chair of the School Council, it was an honour to work alongside Mr Blackwood and the other council members to successfully attain IPS status. Thank you also to the parents, staff and community members who took the time to complete the school survey. Your feedback is pivotal to the future improvement planning at Anzac Terrace.



Amidst these achievements, 2020 was a difficult year for all of us. As COVID-19 wrapped itself around the world, we faced many challenges ensuring our students continued to receive a quality education despite lockdowns, the implementation of remote learning and enhanced health and safety measures. A huge thank you to our cleaners, who became the most valued members of our staff, working seemingly around the clock to keep our children safe. As we emerged from remote learning, pick-up and drop-off became an exercise in military precision. Thank you to the staff who flanked all corners of the school, rain, hail or shine, to ensure our students made it safely to their classrooms. With the support of staff and parents, it didn't take long before it was all smooth sailing and the kiss and drop zone has become a popular process for school drop-off and pick-up.

I would also like to thank the P&C, and our President Jessica Ericson, for their continuing commitment to Anzac Terrace. They are a dynamic and vibrant group of volunteers who met every challenge 2020 brought. Their commitment and flexibility ensured that important events such as the Mother's Day Stall went ahead, albeit a little belatedly.

Finally, a very special thank you to Mr Blackwood and the School Board for their hard work during this trying and testing year. I would like to once again congratulate the staff on their successful application to become an Independent Public School and look forward to serving the school community in my role as School Board Chairperson in 2021.

Dan Orkney  
ATPS Board Chair

## *The Final Word*

Even in these uncertain times, Anzac Terrace Primary continues to strive for excellence in all areas. Creating bright minds for a brighter future is our objective. Student academic achievement continues to be our motivation, with the education of the "whole student" our focal point. (The COVID Pandemic has seen a greater focus in this area.)

As a staff, we will always emphasise our school values of positivity toward learning, striving for excellence, equity and care in all facets of our endeavour to ensure we are focussed on student achievement (both academic and non-academic), with teaching/learning programmes that are both engaging and meet the needs of every student.



We would like to commend this report to the Anzac Terrace Primary School Community.

Stuart Blackwood  
Principal

Dan Orkney  
School Board Chair

Jess Ericson  
P&C President

Elizabeth Page  
Staff Representative