

Annual Report 2024



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PRINCIPAL ADDRESS

ASHBURTON DRIVE PRIMARY SCHOOL

It is with great pleasure I present the 2024 Annual Report for Ashburton Drive Primary School. This report will highlight events and achievements throughout the school year as well as some priorities for our future planning. This document is further supported by the 2024-2026 Business Plan.

I would like to acknowledge the outstanding dedication of all staff and members of our community. The combined efforts have advanced our improvements in making a positive impact on student growth, in-line with our plans and policies.

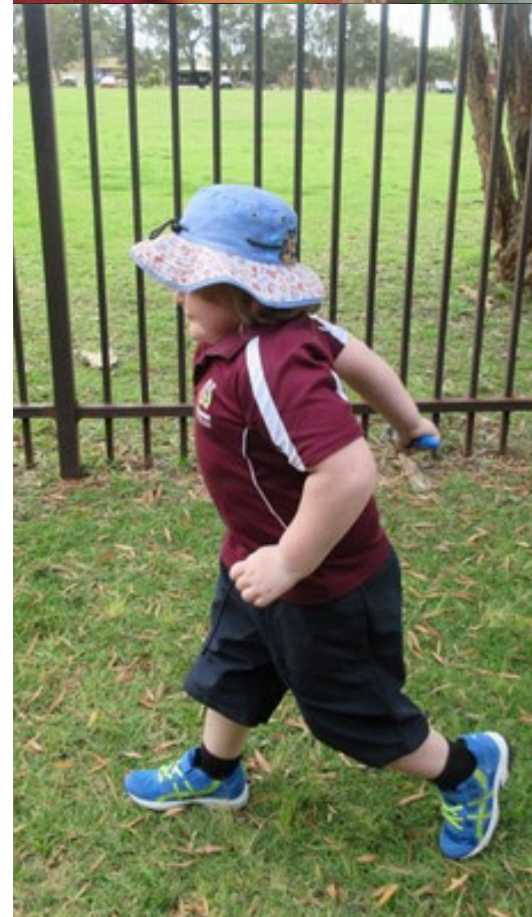
Our WA Positive Behaviour Support program (WA PBS) is in its twelfth year and underlies all learning areas and programs. Our school-wide expectations of Act Responsibly, Do Your Best, Participate Positively and Show Care and Respect are explicitly taught and promoted at every opportunity.

Choir, Chaplaincy, Drumbeat, Personal Best Club, Breakfast Club, Dance, Swimming Lessons, NAIDOC Week, Harmony Day, ANZAC Day, Book week, Open night, SIMS Guitar and Brass and Interschool Carnivals were some of the many ways we were able to provide further opportunities to our students.

The P and C collaborated to organise a number of fundraising events. The School Board met regularly to discuss the practices impacting our students, budgets, school plan as well as future growth and improvements.

Community links with the Gosnells Child and Parent Centre, Southern River College and many counselling services continued to assist the school with many programs for our community.

Heather Fallo
Principal



Our Community

Ashburton Drive Primary School was opened in February 1986 and became an Independent Public School in 2018. It is a level 5 school situated in the south eastern suburb of Gosnells and is part of the South Metropolitan Region.

The school is built upon historic farming land with a diverse wetlands located adjacent to the school. Abundant wildlife provides numerous opportunities for sustainable learning. The Western Australian Positive Behaviour Support (WA PBS) birds were chosen as they reflect our connection to this environment.

Our students are provided with opportunities across all curriculum contexts, including specialist instruction in the areas of Physical Education, Performing Arts, AUSLAN and Science.

Our Staff

It is with gratitude for their contribution to our community that we said good luck to Keeleigh Mccauley, Pryanshika Prasad, Zoey Dewar and Santha Ramen and a very sad farewell to Zachary Edgelow. Throughout 2024 we also said good luck to Norma Rule, Penny Scalise, Liesel Kent, Olivia DiLena, and Jessica Pontre.

A huge congratulations to Mrs Loxley who is expecting her second child.

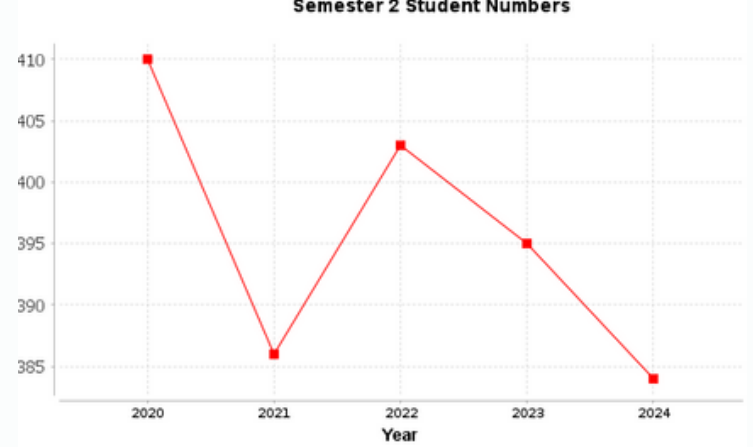
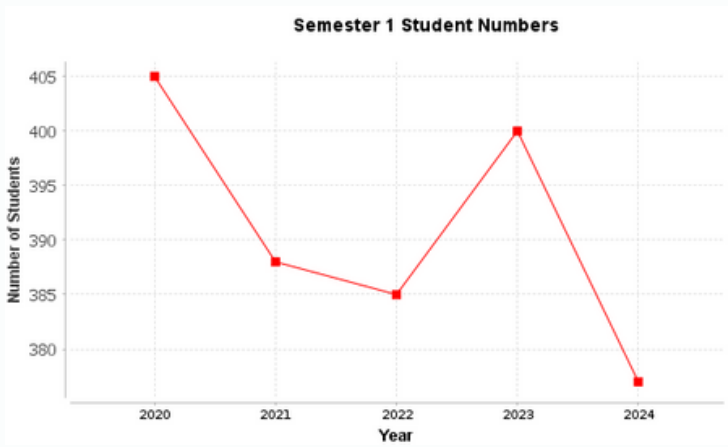
Miss Oakleigh Green and Miss Caitlin Campbell became permanent teaching staff.

School Chaplain

Pastoral care programs are an integral part of our school in addressing the social and emotional needs of students. Assisting students to have a positive attitude to school which in turn leads to improved educational progress.

In 2024, we utilised the services of YouthCare to provide a chaplain for three days a week. The Chaplain had regular, informal contact with staff, students and parents and supported them in crisis situations and, where necessary, referred them to other agencies for further assistance. The Chaplain also worked one-on-one with students who required counselling or support, in individual and group contexts.

Enrolment Trends



At the commencement of the year, 377 PP-6 students were enrolled. At the end of Semester 2, 385 PP-6 students were enrolled at Ashburton Drive PS. These figures exclude our 41 part time Kindergarten students.

- 48% are male and 52% female.
- 17% Aboriginal enrolment.
- 34% EALD enrolment

Student Attendance Rates

Staff collaborated to implement strategies to promote, prevent and resolve regular attendance to strengthen family connections.

The 2024 student attendance rate of 87.3%, is consistent with 87.4% in 2023. A sustained approach to promoting regular attendance, including follow-up on unexplained absences, resulted in a significant shift of moderate and indicated at-risk students attending school more regularly. ADPS achieved its target of maintaining a whole-school attendance rate equal to or above that of comparable schools in 2024 with 87.3% compared to 86.9% for like schools.

Key initiatives included enhanced case management for students needing support, trauma-informed practices, the Complex Behaviour Support Project, and ongoing improvements in identifying and supporting students at educational risk.

These initiatives provided a focused approach to individual case management of at-risk students. While overall attendance is consistent, we are committed to improving attendance, particularly for students in the 'Indicated' category. Regular attendance rates for Aboriginal students continued to be a key focus throughout 2024.

In 2025 we will identify and support students in the 'Indicated' category to prevent attendance from declining further and continue to provide a welcoming culture.

	Attendance Categories			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	55.5%	21.8%	15.2%	7.5%
2024	53.8%	26.3%	13.5%	6.4%
Like Schools 2024	54.9%	24.6%	14.1%	6.4%

Student Achievement-NAPLAN

Important Notes

- NAPLAN Online has changed significantly from its previous iterations and 2024 should be viewed as a fresh starting point
- The previous band system has changed to 4 proficiency standards – Exceeding, Strong, Developing and Needs additional support. This system is not directly comparable to previous years band system
- The timing of NAPLAN Online has also changed from the beginning of term 2 to the second half of term 1. This is important to note as it reflects a different developmental period of the year than any previous test.
- No NAPLAN-to-NAPLAN progress or previous proficiency levels will be reported until 2025.

Raw data scores below indicate we achieved above like schools in all areas

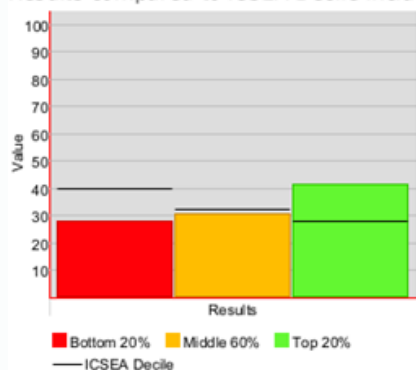
Test Domain	Year 3		Year 5	
	School	Like School	School	Like School
Numeracy	384	366	463	444
Reading	374	354	458	440
Writing	391	380	466	443
Spelling	390	360	470	451
G&P	372	352	463	443

Student Achievement-On Entry

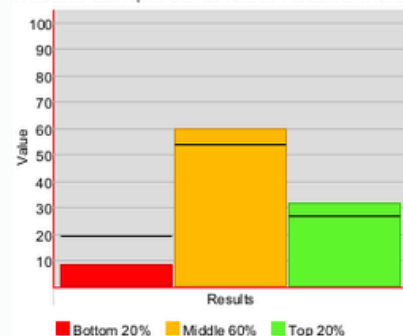
Ashburton Drive Primary School experienced solid growth in 2024, as reflected in the On Entry Data collection process. The tables below highlight the continued positive performance and progress in Numeracy, Reading, and Writing for both Pre-Primary and Year 1 students. Notably, ADPS's performance when compared to that of other schools with similar ICSEA deciles, is a celebration point at Ashburton Drive Primary School.

An analysis of longitudinal data shows improvements across all four domains, with the most notable growth occurring in Numeracy between 2023 and 2024. This trend suggests that the school's emphasis on early intervention is having a positive impact on student development, and this focus will remain a priority into 2025.

On-Entry - Writing
Results compared to ICSEA Decile including data from other schools



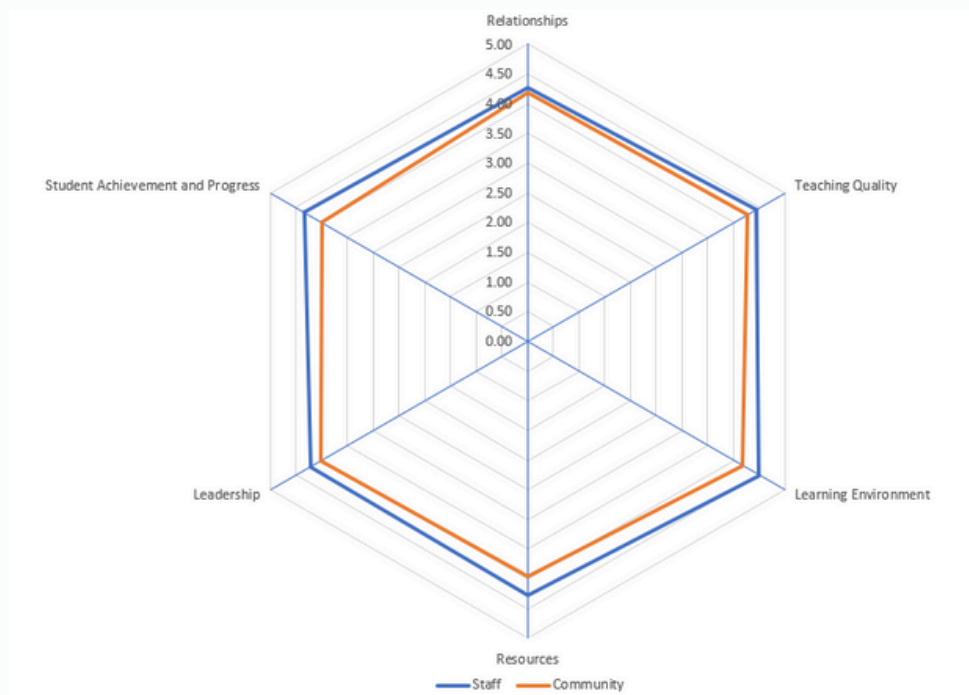
On-Entry - Writing
Results compared to ICSEA Decile including data from other schools



School Survey Data

The School Culture Survey was conducted in 2023.

There are two responder groups with similar questions in each survey: parents and staff.



Emerging Themes

Celebrations

- School Board Operations, representation and opinion seeking endeavours.
- Seeking feedback from parents about aspirations.
- Pastoral Care Processes.

Further progress required

- Impact of resourcing for teaching and student needs are visible.
- There is a comprehensive induction process embedded in school practice.



English Report



This year in the English learning area, students in Kindergarten to Year 2 were introduced to the Heggerty program. This evidence-based program focuses on early literacy and language skills such as rhyme and listening for sounds within words. It is designed to give early years students a strong foundation for reading and writing success. The Heggerty program has proven to be engaging and fun, with students at all levels and from all language backgrounds able to participate effectively.

Students in Years 3 to 6 were involved in literacy warm-ups each morning. Warm-ups are short, concise literacy sessions before the longer literacy block. These sessions allow students the opportunity to process and apply literacy skills that have already been taught so that there is a constant cycle of revision, and new concepts are not forgotten.

Two special weeks in the English learning area were celebrated this year, the first being Book Week. The theme for Book Week this year was 'Reading in Magic'. To match with the theme, students were invited to 'Design a Sock for Dobby' and 'Find the Magical Wizard' each day in the library. A whole school book parade was also held, with students dressing up as their favourite book character.

During Literacy Week, a 'Mystery Book Competition' was held. Students were read a story without being shown the cover of the book. They then had to create their own images from the story using their imaginations to design a front cover. Some amazing cover designs were created which showcased the students' comprehension of the story.

Existing whole school programs continued with success this year, including Talk for Writing, Words their Way and Letters and Sounds.

Mathematics Report

Key initiatives this year have included the Light House Math program, which promotes methodical problem-solving and teamwork; the Numero program, aimed at developing a wide range of math skills in an engaging, play-based format; and the Rock Star Math program, designed to improve multiplication skills through competition and engagement.

Light House Math Program

The Light House Math program emphasizes teamwork and problem-solving, encouraging students to work together to tackle complex mathematical challenges. This year, two teachers successfully completed training for the program, equipping them with advanced skills to enhance student learning. Coaching for this program is set to be implemented next year, further strengthening our focus on practical, team-based learning approaches.

Mathematics Open Night

In partnership with Scitech, we hosted a Mathematics Open Night to engage the wider community in the exciting world of mathematics. This event helped foster a greater appreciation for math in a fun and interactive way, providing both students and parents with opportunities to explore mathematical concepts outside the classroom setting.

Numero Program

The Numero program, a play-based learning initiative, was successfully rolled out across the school this year. This engaging game has proven effective in helping students develop a wide range of mathematical skills while having fun. With resources purchased for every classroom, most classes now have a set of Numero materials, allowing students to participate and enjoy the program together, often shared between two classes.

Rock Star Math Program

The Rock Star Math program continued to show impressive results in enhancing multiplication skills. Students competed in multiplication "battles", fostering healthy competition and improving engagement. Trophies were awarded to the top three students and the most improved students in each year level, providing recognition and motivation for continuous improvement.

The PAT M (Progressive Achievement Tests in Mathematics) data for 2024 shows notable results:

- Desired Results (2024):
 - Year 3: 110
 - Year 5: 120
- Actual Results (2024):
 - Year 3: 108.9 (slightly below the desired result)
 - Year 5: 123.5 (above the desired result)



While Year 3 students came in just below the expected level, they are still making progress toward meeting the target. Year 5 students exceeded expectations, reflecting the success of our programs and teaching approaches.

Science, Sustainability and Technology (SST) Report

In 2024, Ashburton Drive Primary School achieved significant progress in Science, Sustainability, and Technology through innovative and inspiring initiatives.

A major milestone in Science was participating in the trial NAPLAN Science testing for Year 6 students. This provided a valuable benchmark to track and compare student progress with similar schools nationwide. Additionally, we introduced Progressive Assessment Testing (PAT) for Year 6 Science and incorporated Elastik to identify strengths and areas for growth. These tools ensure our programs support high standards and drive student success.

We also integrated Inquisitive, an online platform, into our Science curriculum to simplify concepts and engage all learners. A key highlight was the hands-on biology lessons at Swingler Reserve, where students explored habitats, discussed biomes, and used AI tools to identify plants and animals as Citizen Scientists. These activities sparked curiosity and made science relevant and exciting for students.

In Sustainability, we celebrated a partnership with the City of Gosnells and the Armadale and Gosnells Landcare Group, planting over 500 saplings around local wetlands. This initiative, which was featured in the local newspaper, provided students with a hands-on opportunity to practice environmental stewardship. Additionally, our collaboration with SERCUL to rehabilitate the Noongar Seasons Garden deepened students' understanding of Indigenous culture and sustainable practices.

The launch of Waste-Free Wednesdays was another success. Building on a 2023 waste audit targeting single-use plastics, students have significantly reduced plastic waste in their Wednesday lunches by choosing plastic-free alternatives. Our student 'Waste Warriors' further champion sustainability by actively keeping the school grounds clean.

In Technology, we proudly launched the inaugural Ashburton Drive Robotics Club. Over two terms, Year 5 and 6 students learned coding and robotics, culminating in their participation in the First Lego League Tournament at Armadale High School, where we fielded three teams. Additionally, the school upgraded classroom desktop computers, enhancing teachers' ability to deliver engaging, technology-rich lessons.

Through these initiatives, Ashburton Drive Primary School has enhanced its reputation as a leader in Science, Sustainability and Technologies education. We continue to inspire students to be curious, environmentally conscious, and active contributors to their community.



Relationships and Partnerships Report

The Relationships and Partnerships Committee has had a very busy year! We have continued towards our ongoing goals of working collaboratively and harmoniously with the school community, and developing a culture that promotes the positive wellbeing of our staff and students.

In Term 2, we held our inaugural ADPS Wellbeing Week. This week saw staff, students, parents and carers participate in different wellbeing activities held before school. We hosted bookclub and breakfast, dance club in the undercover area, games and pilates! Students also participated in wellbeing activities within their classrooms. It was great to see so many of our students and their families participate over this spectacular week, and notice an improved sense of wellbeing all round!

In May, ADPS celebrated our First Responders. Students were encouraged to dress as a first responder or in green, to say thank you for all their hard work and dedication. Students raised \$225 which was donated to Fortem Australia.

R U OK Day? Was held on the 12th of September, with students participating in classroom activities to promote meaningful connections and conversations with others. Our community raised \$186.70 which was donated to the R U OK Organisation to help further their vision of 'a world where we are all connected and protected from suicide'.

Parents are encouraged to take a copy of our updated External Agencies booklet that can be found in reception. This booklet aims to provide the community of ADPS with information for local support agencies.

Ashburton Drive PS will continue to promote the Department of Educations 'Connect and Respect' policies, to remind all community members that 'every student, staff member, parent or carer has the right to feel safe and be safe in our school'.

We look forward to continuing our collaborative practices in 2025.



Music and Special Programs Report

Music education in primary school is more than just learning to sing or play an instrument; it's a dynamic way to support children's overall development. Music fosters creativity, critical thinking, and emotional intelligence, while also teaching discipline, teamwork, and perseverance as students collaborate to make harmonious sounds.

At Ashburton Drive, whole-school singing is a celebrated tradition. During our NAIDOC Assembly, every student proudly performed 'Kolbang Australia Kwop' (the National Anthem in Noongar) and 'Wanjoo' by Gina Williams. Additionally, our school assemblies have featured each class rehearsing and delivering outstanding performances, whether through theatre, dance, or song, for the school community.

This year, students from Years 1 to 6 enjoyed a captivating performance by the West Australian Symphony Orchestra, learning about classical instruments and music fundamentals. The Puppets and Clowns program continued, where students practiced performance skills in puppetry and clowning, promoting our WA PBS Values through engaging assembly skits.

Year 4 students joined our School Choir, expanding it to include Years 4 to 6. The choir had the honour of performing the National Anthem, 'My Island Home,' and 'I Am Australian' at the City of Gosnells citizenship ceremony, a multicultural event that was both educational and inspiring. The choir also delivered heartfelt performances at the ANZAC ceremony, NAIDOC Assembly, and Year 6 Graduation. We're proud that several graduating students were accepted into the Music Inspire program at Southern River College for 2025. The Instrumental Music School Services (IMSS) program continued, offering Brass & Classical Guitar tuition to selected Year 5 and 6 students. Our talented instrumentalists showcased their skills at the Endeavour Awards and the Year 6 Graduation.

Looking ahead to 2025, we're excited to stage another school musical, inviting students from different year levels to participate.



Leadership Report

In 2024, the Leadership Committee focused on a variety of targets from the Business Plan (2024-2026). These included the Future Leaders Framework, Classroom Management Strategies training for staff, embedding and maintaining the Effective Utilisation of Education Assistants in the classroom and maintaining and upskilling our Student Leaders. Our middle leaders attended professional development related to the role of leadership in our school system.

This year, our Year 6 students participated in programs that consisted of them being immersed in leadership training in the following areas – Leadership, Citizenship and Ethics. Our student leadership groups include School Councillors, Faction Captains, and a Student Voice Committee all of whom are peer elected. Student Councillors continued to assist at whole school events and Faction Captains shone on their big day, the sports carnival. The Student Voice Committee met weekly to discuss issues and ideas from their respective classrooms and matters related to Personal Best. The Student Voice Committee then informed their classmates of any information required. The student leaders have been working hard through the year both independently and with guidance from staff to ensure the voices of all our students are heard. Student leaders have been given opportunities to present to peers, staff and within the community including a School Board Meeting.

The Leadership Committee will continue to work consistently and collaboratively throughout 2025, focusing on targets determined by the Business Plan. Year 6 students will be given the opportunity to develop and maintain leadership skills whilst participating in student leadership programs. The leadership roles will influence the development of our learning environment which is responsive to everyone's needs and aspirations.

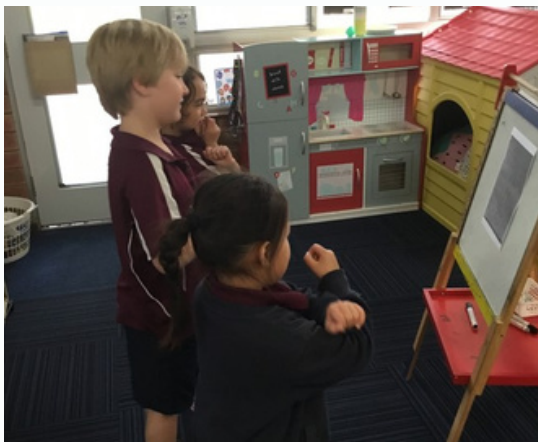


Learning Environment Report

The Learning Environment Team at Ashburton Drive Primary School has developed a comprehensive plan to support student transitions, increase engagement, and improve consistency in classroom practices. Key initiatives include establishing streamlined transition processes between different year levels, from Kindergarten entry to secondary school transition. Policies and procedures are being created to standardise handovers, enhance the use of student profiles, and gather teacher feedback on these transitions, while also increasing parental engagement in the Kindergarten transition process.

To improve student attendance and engagement, the team is focused on the consistent implementation of attendance and SAER (Students at Educational Risk) policies. Targeted intervention programs aim to support SAER students, with data tracking by staff to monitor progress. The school also plans to audit its communication policies and update parent-teacher handbooks, ensuring clarity and consistency in information shared with families.

Further, the team is committed to fostering uniform learning environments across classrooms. This includes peer-to-peer walkthroughs and the introduction of a Learning Environment checklist, ensuring clear expectations are met school-wide. By these means, Ashburton Drive Primary aims to create an inclusive, consistent, and supportive environment that enhances student success and parental involvement.



Languages Other Than English - Auslan Report

Ashburton Drive Primary School has continued with Auslan as part of the LOTE curriculum in 2024, with all students from Years 1-6 participating in weekly one-hour lessons. These lessons focused on understanding and respecting Deaf culture, language, and the Deaf community. Students enhanced their Auslan skills through a variety of media, including interpreted video performances by the Deaf community, games, and digital tools.

The curriculum covered Deaf culture, vocabulary, and the five key aspects of signing: handshape, orientation, location, movement, and expression. Students focused on both understanding (comprehending signs) and communicating (signing). Vocabulary was taught using visual prompts, teacher demonstrations, and resources such as the "Signbank" online dictionary and student Auslan dictionaries. Topics covered this year included following instructions, everyday words, objects, animals, family, sports, weather, Australian states, capital cities, and countries. The ABC iView series Sally and Possum, featuring Deaf characters using Auslan, helped students recognise familiar signs and learn new vocabulary related to the topics.

Students practiced their signing in individual, partner, small group, and whole-class activities. Open-ended tasks allowed them to extend their learning, and they also recorded themselves signing to improve their technique and fluency. Coinciding with the 2024 Paris Olympic Games, the older students explored the challenges Deaf athletes face in sports, studying Deaf Olympians and the adjustments needed for inclusion. This helped the students understand the barriers Deaf athletes face and the importance of creating accessible environments for them.

Students have shown enthusiasm and pride in their Auslan lessons, often sharing their skills outside the classroom. Their positive feedback reflects their enjoyment and success in learning. Looking ahead to 2025, students will further develop their understanding of Deaf culture and have more opportunities for authentic interactions with Deaf community members and Auslan interpreters.



Aboriginal Education and Cultural Diversity Report

This year, the Aboriginal Education and Cultural Diversity Leadership group has made significant strides in fostering a deeper understanding of Indigenous culture and enhancing our school's commitment to cultural inclusivity. A major highlight of our work was the creation of our school's draft Reconciliation Action Plan (RAP), a foundational step in embedding respect, relationships, and opportunities within our school community. The RAP development required dedication and collaboration, and it serves as an enduring blueprint for inclusive education. Throughout this process, our team has been devoted to ensuring that every aspect reflects the diverse voices within our community and aligns with the vision of reconciliation.

In addition to the RAP, our team was fortunate to participate in an insightful professional learning experience with Greg Nannup from Indigenous Tours WA, held at Point Walter in Bicton. During a 90-minute bushwalking session, Greg led us on a journey through the history and natural beauty of the area, offering perspectives on local Noongar culture and traditions. We explored local plants, learned about their uses, and listened to the powerful Dreamtime stories connected to Blackwall Reach and the Point Walter sandbar. Greg also introduced us to the 'kissing trees' and shared the ancient marriage system practiced by Aboriginal peoples, deepening our appreciation for the unique cultural narratives of this land.

The bushwalking session concluded with an artefact's presentation, where we gained hands-on experience with tools and items significant to Noongar people. This immersive professional learning has been invaluable for our team, providing us with knowledge and experiences that we can pass on to our students and colleagues. As a result, our group feels more equipped to create a respectful and inclusive environment that honours Aboriginal heritage. We look forward to building on these foundations and continuing to promote a school culture where all students can feel proud of and connected to Australia's rich Indigenous history.



Physical Education Report

Physical Education emphasizes body movement, understanding movement concepts, and learning through physical activity. At ADPS, we engage students in Physical Education through various methods. Each Year 1-6 class participates in at least one specialised physical education lesson each week, with Year 5 and 6 students enjoying an additional sports lesson during senior sport. These lessons enable students to practice and refine a variety of skills and sports. Kindergarten and pre-primary students engage in physical activities with their classroom teachers, following a structured 'scope and sequence' document.



Throughout the year, many of our students also participate in specialised clinics, school and interschool carnivals, swimming lessons, and the dance program. Many of this year's highlights include the numerous opportunities for students to take part in these curricular and extra-curricular events. Some of these events included clinics such as an AFL clinic by the WA Football Commission and a basketball clinic led by Year 12 students from SEDA, a specialized sports college. Throughout the year, select students proudly represented our school at interschool events, including the summer carnival (cricket, softball, volleyball), winter carnival (soccer, AFL, hockey, and netball), interschool cross country carnival, and interschool athletics carnival. These events provide students with the chance to engage in physical activities beyond their regular lessons, fostering friendly competition with local schools.

Looking ahead to 2025, our goal is to further enhance our students' physical capabilities through the diverse Physical Education avenues available at ADPS. We aim to continue offering opportunities for participation in clinics, carnivals, swimming, and dance programs. We are excited to witness our students' ongoing development, both physically and emotionally, in the Physical Education setting and throughout the school.



Respectful Relationships Report

Ashburton Drive Primary School (ADPS) is proud to have fully embraced the Respectful Relationships Education (RRE) Program throughout 2024. Guided by our vision to empower students with the skills, attitudes, and knowledge needed to engage in respectful relationships, our school is committed to building a foundation that promotes respect and equality. This primary prevention initiative focuses on instilling these values from an early age, aiming to prevent family and domestic violence before it begins by nurturing a culture of respect and understanding.

Throughout the year, our RRE team has been instrumental in advancing this cause across the school. Teachers received essential resources, including detailed lesson plans and ongoing professional development during staff meetings, which enabled effective, consistent program implementation in classrooms. ADPS also engaged actively in the “16 Days in WA” campaign, participating in activities to promote awareness of the importance of respect and equality within our community. Furthermore, our ongoing participation in the ACTION RESPECT Initiative will provide vital funding and support, helping us extend RRE activities and events over the course of a couple years.

The program has inspired a notable shift within our school community, with students and staff actively engaging in conversations about respect, equality, and inclusion. By fostering these values in the school environment, ADPS is committed to equipping students with the lifelong skills they need to navigate relationships with understanding and respect. As we look toward 2025, we remain dedicated to enhancing the program’s reach, strengthening our impact, and supporting the next generation in building a kinder, more equitable world.



WA Positive Behaviour Support Report

In 2024, ADPS has continued to promote the school values through our fortnightly focus, which is advertised on Now Targeting charts in each classroom and on the morning PA announcements each day. This is reinforced throughout the school via explicit teaching. Each focus is chosen by the WA PBS committee using school-wide data.

The WA PBS committee updated the Behaviour Support Matrix to consolidate and condense the foci, producing an easier-to-read document for our students. The four bird mascots were also added, providing a visual link between the mascots and the school values. The school's WA PBS Handbook and Behaviour Policy were updated to meet the school's behaviour expectations of our students.

Personal Best rewards continued at the end of each term for students who had been upholding the school values of Act Responsibly, Do Your Best, Participate Positively, and Show Care and Respect with an over 90% participation rate. In Term 1, the K-P students were rewarded with messy play, while Years 1-6 enjoyed laser tag on the oval. Term 2 saw the whole school watch a movie in their pyjamas with a snack. The Years P-6 showed off their dance moves at a disco in the undercover area while the kindergarten students enjoyed cuddling farmyard animals in Term 3. Term 4's reward had everyone getting wet and enjoying a soft serve ice-cream. The Personal Best forms allow students to reflect on their own behaviours in relation to the school values and to consider which areas they could set personal goals to improve in.

Our Student Voice Committee (SVC) provided valuable input into our school processes. They collected feedback regarding our Personal Best activities to help us plan for 2025. The committee members were also tasked with auditing their peers' knowledge of the school mascots, the school values and dojo distribution. This provided beneficial input into the students' exposure to the language around our whole school behaviour system.

W.A.P.B.S. is a vital part of our school ensuring feedback to students on their behaviour and developing their values. It is visible within our school with bright posters inside and outside of classrooms, the language used by teachers and the allocation of rewards. Students look forward to hearing their names, or the names of their peers, announced on the P.A. as winners of our daily green token draw.



Early Years Report

With a new Business Plan, 2024 saw the development of a refreshed Operational Plan with new goals to work towards. The Early Years team has been focusing on developing goals to further improve National Quality Standards areas 1 and 2 but to also bring in a focus of areas 4 and 6. The team is excited for 2025.

As part of National Quality Areas 4 and 6, the Early Years team is working alongside other teams in the school to enable further parent interactions. The team has arranged events focused on Mother's Day, Father's Day and Grandparent's Day, with plans to extend this to cultural celebrations in 2025. These quality areas promote that teachers have common time during the week to collaborate and ensure consistency of learning across year levels, we endeavour to continually upskill staff to ensure best practices. The Early Years team aims to celebrate the bank of knowledge available from our teaching staff and wider community and will continue to set goals to utilise it.

The spending of the 2024 Early Years budget was targeted to supporting student agency. Once teachers had requested the items required to improve educational outcomes and meet NQS standards in their classrooms, students were asked what they would like to see around the school. This resulted in a range of fine motor skill activities, imaginative play, STEM, and sporting equipment purchased. With the student voice in the selection of resources, students have been taking ownership over managing and respecting the resources.

With the development of the refreshed Operational Plan, the team looks forward to working towards the 2025 targets and goals. The team is showing a focus on a strategic direction for student learning, celebrating the knowledge in our school community and ensuring consistency is met across year levels.



Finance Report

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	224,005	224,005
Carry Forward (Salary):	251,912	251,912
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,842,189	4,842,189
Locally Raised Funds:	177,198	191,972
Total Funds:	5,495,305	5,510,078
EXPENDITURE		
Salaries:	4,516,311	4,516,311
Goods and Services (Cash):	708,741	594,412
Total Expenditure:	5,225,052	5,110,724
VARIANCE:	270,252	399,355
INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	224,005	224,005
Carry Forward (Salary)	251,912	251,912
STUDENT-CENTRED FUNDING		
Per Student	3,496,808	3,496,808
School and Student Characteristics	1,068,766	1,068,766
Disability Adjustments	52,559	52,559
Targeted Initiatives	234,008	234,008
Operational Response Allocation	3,146	3,146
Total Funds:	4,855,287	4,855,287
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(359,652)	(359,652)
School Transfers - Cash	360,000	360,000
Department Adjustments	(13,445)	(13,445)
Total Funds:	(13,097)	(13,097)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	9,156	9,256
Charges and Fees	80,201	89,139
Fees from Facilities Hire	13,636	13,636
Fundraising/Donations/Sponsorships	22,180	22,219
Commonwealth Govt Revenues	1,709	1,709
Other State Gov/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schoo	5,092	5,092
Other Revenues	40,724	46,421
Transfer from Reserve or DGR	4,500	4,500
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	177,198	191,972
TOTAL	5,495,305	5,510,079
EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,999,061	3,999,061
New Appointments	0	0
Casual Payments	509,841	509,841
Other Salary Expenditure	7,409	7,409
Total Funds:	4,516,311	4,516,311
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	25,007	30,573
Lease Payments	38,532	25,820
Utilities, Facilities and Maintenance	228,217	245,529
Buildings, Property and Equipment	145,664	61,401
Curriculum and Student Services	202,623	165,255
Professional Development	8,300	7,908
Transfer to Reserve	15,006	15,006
Other Expenditure	45,333	42,860
Payment to CO, Regional Office and Other schools	60	60
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	708,742	594,412
TOTAL	5,225,053	5,110,723