



# Ashfield Primary School



# Annual Report 2012



## Annual Report 2012

Welcome to the 2012 Ashfield Primary School Annual Report. This report provides information on school performance to the Ashfield Primary School community.

This report is a summative document. If further detail is sought the Principal can expand on, and in detail, show a full breakdown of all data and information.

### Staff

Ashfield Primary staff are committed to providing a quality education for all students. Staff and the school community should be proud of their efforts to establish the partnerships and connections that now exist in the Ashfield community. The staffing has been stabilised with very little turn over of staff for the 2012 school year. The classroom teaching staff, administration and support staff has remained changed at Ashfield.

### School Council

The Ashfield School Council is formulated according to Department of Education policy and guidelines. The Council met monthly throughout 2012 and it was extremely pleasing to see that the Council has built in numbers again. As policy was introduced to the school, the result of either mandatory central office policy plus school based procedures, the Council reviewed and where appropriate endorsed policy decisions. On behalf of the Ashfield school community I would like to thank the School Council members who finished their term on the council in 2012 for their time and effort. I look forward to working with the new and existing members of the 2013 School Council.

### P&C

The P&C continued in 2012 to be a hard working and highly productive group of people. Throughout 2012 they contributed in a number of ways including a significant financial contribution plus volunteering to run key events. The P&C also undertook a key role in the implementation and funding of the new uniform. Thank you on behalf of the Ashfield school community for your hard work and determination. I look forward to seeing the P&C continue to grow in 2013.

### Air-conditioning

During 2012 Ashfield PS underwent an upgrade to the air-conditioning systems. All classrooms, including the Arts Centre, are now air-conditioned.

### Playground

The new playground was built this year. It was great to have everyone's input on the design, particularly the students, as they are the ones who are playing on it.



# Academic Achievement

## NAPLAN

The 2012 NAPLAN results indicate that Ashfield Primary School students are struggling in Literacy (Reading, Writing, Spelling, and Grammar) and Numeracy (Maths). Our low student numbers mean that our NAPLAN results don't provide a full picture of our student achievement. Progress is being made as is indicated by the growing number of yellow and green cells

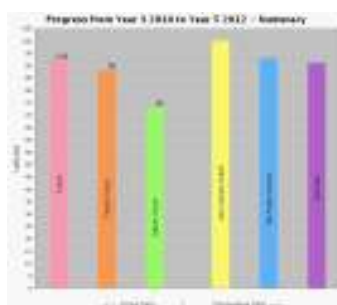
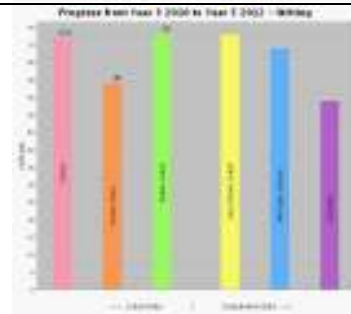
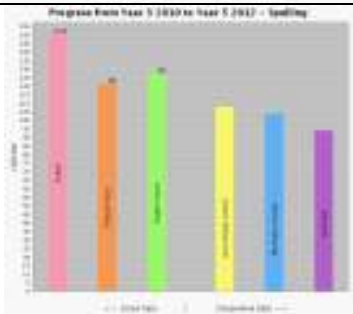
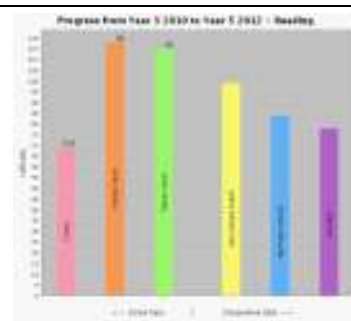
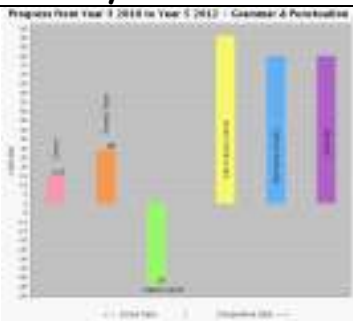
Comparative Performance Summary

	Year 3			Year 5			Year 7		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
Numeracy	-1.2	-2.3	-0.6	-2.7		0.4		-0.7	
Reading	-1.6	-2.4	-1.8	-2.1		-0.2		-3.4	
Writing	-0.9	-2.3	-2.1	0.7		-0.7		-3.1	
Spelling	-2.6	-2.5	-1.8	-0.6		1.7		1.5	
Grammar & Punctuation	-1.3	-2.4	-2.0	-1.4		-2.1		-4.5	

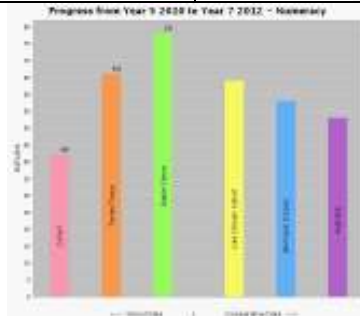
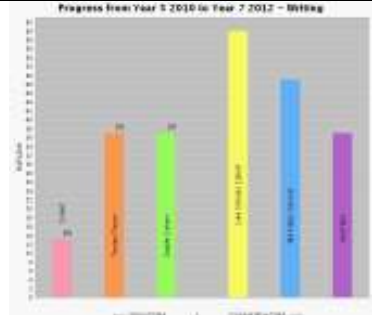
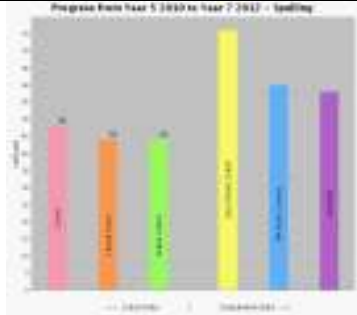
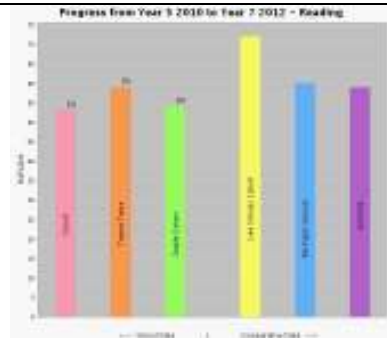
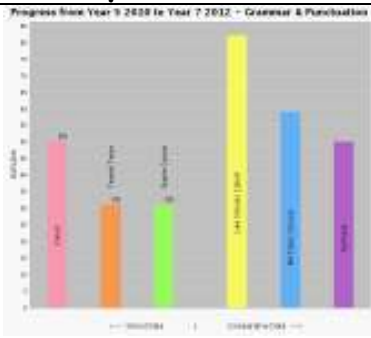
- **Above Expected** - more than one standard deviation above the predicted school mean
- **Expected** - within one standard deviation of the predicted school mean
- **Below Expected** - more than one standard deviation below the predicted school mean
- No data available or number of students is less than 6

However the tables below show that generally the students who stay at Ashfield Primary School for a considerable period of time generally make significant progress as is evident by the year 3-5 and 5 - 7 progress graphs.

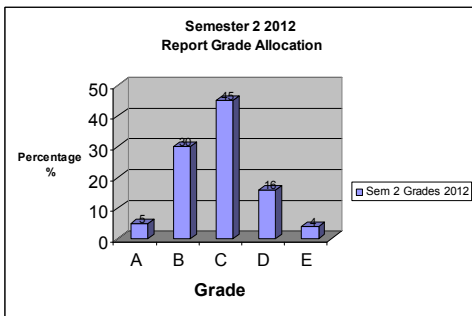
### Ashfield Primary School Student Progress from Year 3 to Year 5



# Ashfield Primary School Student Progress from Year 5 to Year 7

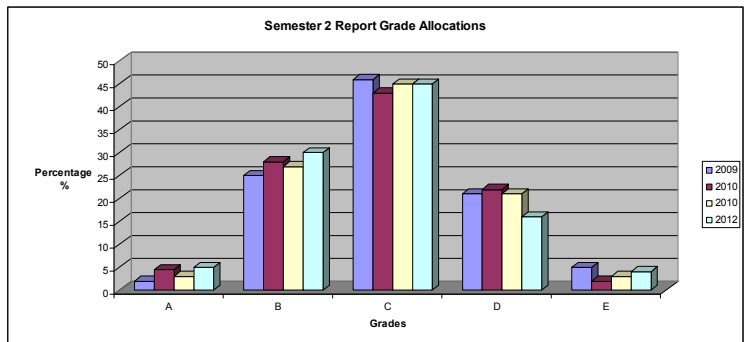


## Teacher Judgements



Semester 2 2012 reports show that the students mainly achieved B, C & D grades in Semester 2. The highest percentage of grade allocation was a C as is evident in the graph.

However, it is pleasing to see that the comparative results between 2009 - 2012 indicate that the students are gradually increasing the number, of A's and B's they are receiving and I expect that this trend will continue.



## 2012 School Priorities

### 1. Literacy

The development of a whole school literacy plan in conjunction with the Literacy Specialist and Key Literacy Leader teachers are the key components of Ashfield Primary School's 2012 literacy priority.

### Literacy

Literacy has again been a priority for Ashfield Primary School in 2012. The major focuses of this priority have been the phonological awareness programme, action learning in semantics and explicit teaching practices.

### Phonological Awareness

During 2012 Ashfield Primary School ran a programme for Kindergarten, Pre-Primary and Year 1 students according to individual needs. All students from K-1 were screened at the beginning and the end of the year.

### Screening Results End 2012

Overall results of test (whole score)

2012 Students	Term 1		Term 4		Comment
	75% or more	Less than 75%	75% or more	Less than 75%	
K	2	13	6	9	
PP	5	11	10	6	
Yr 1	2	4	6	0	This only includes Year One students who need to be involved in the programme (6 students in total)
Yr 2	1	1	2	0	This only includes Year Two students who need to be involved in the programme (2 in total)

The Literacy Specialist Teacher and Key Language Leader provided on going professional development for teachers and education assistants in Phonological Awareness. The Key Language Leader attended a series of network meetings at the NEMLDC based around Phonological Awareness and Oral Language initiatives to help support the staff at Ashfield Primary School.

Phonological Awareness groups ran for 30 minutes each morning of the week and involved a collaborative effort between teachers, administration, education assistants and AIEO

staff. Students were grouped based on their recognised level as shown through screening. Students were assessed regularly and moved through the PA levels accordingly.

## Semantics

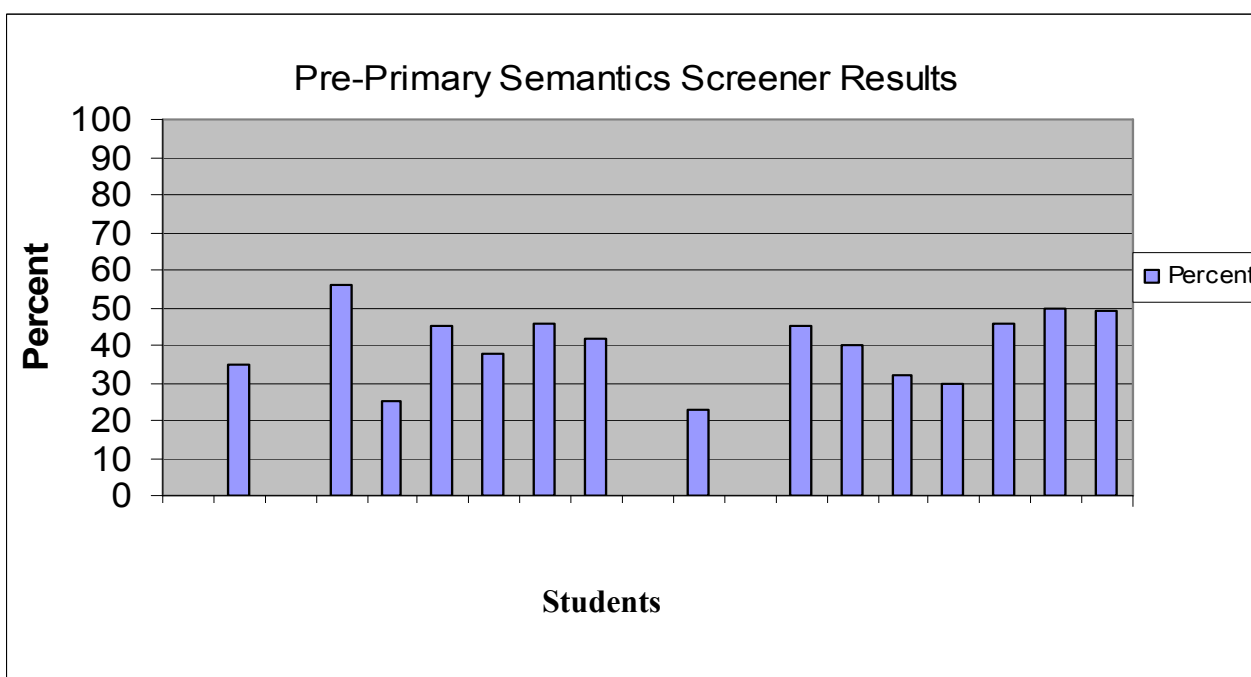
The Key Language Leader also attended the NEMLDC for a range of professional learning sessions around Oral Semantics. In 2012 she screened all K-2 students on the Semantics Screener and used these results to create focus resource packs, Semantics and vocabulary focuses for each class, and to provide specific, tailored professional learning for K-2 staff.

### Screening Results 2012

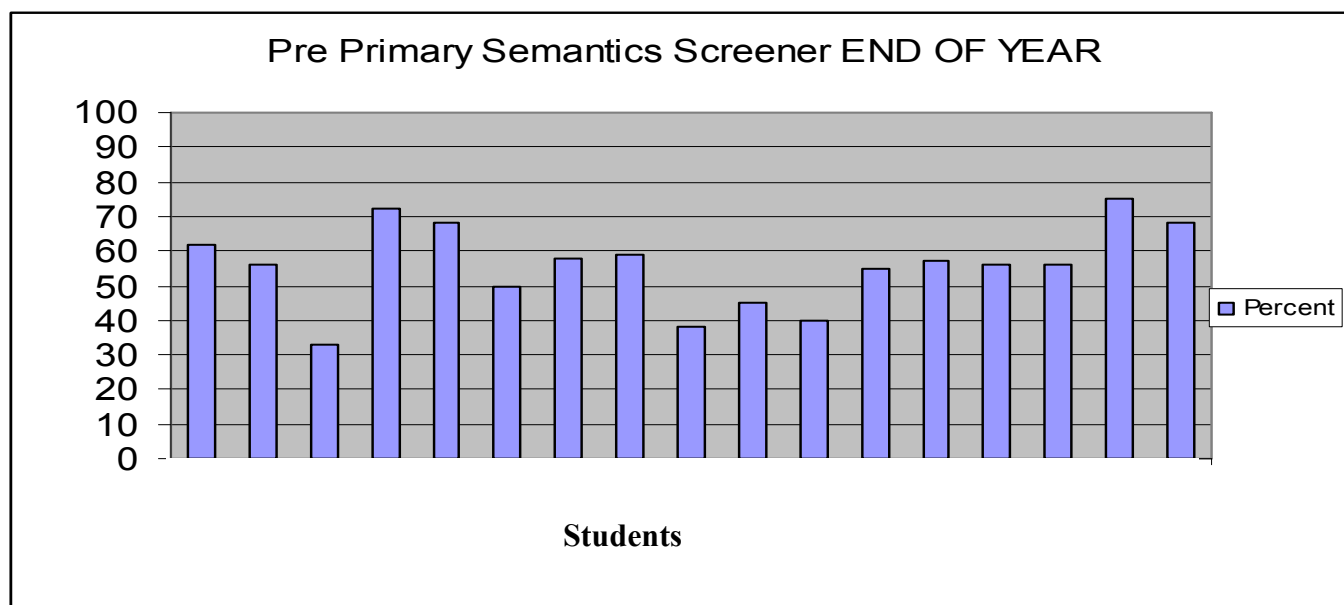
#### OVERALL SEMANTICS RESULTS

##### Pre Primary

##### TERM 1



##### END OF TERM 4 (after explicit Semantics instruction)



Beginning of year average overall score: 40%

End of year average overall score: 56%

Areas of strong growth:

LABELLING AND FUNCTIONS  
CATEGORISATION  
GENERATING MULTIPLE EXEMPLARS  
ASSOCIATIONS AND ANALOGIES

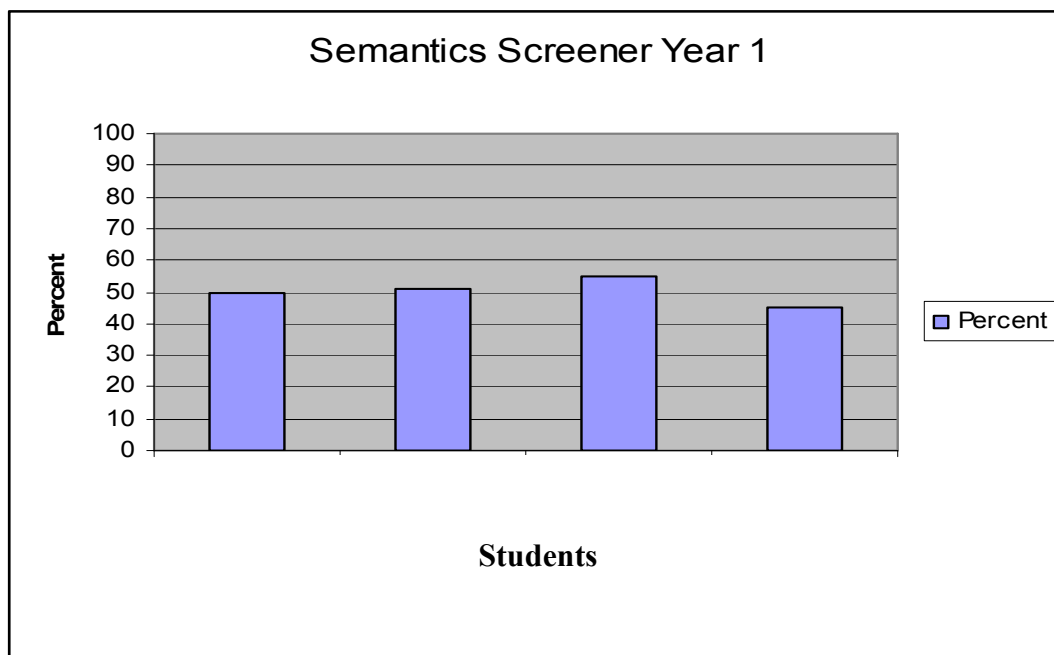
Areas which need more development:

SIMILARITIES AND DIFFERENCES  
DESCRIPTIONS  
DEFINITIONS  
SYNONYMS AND ANTONYMS

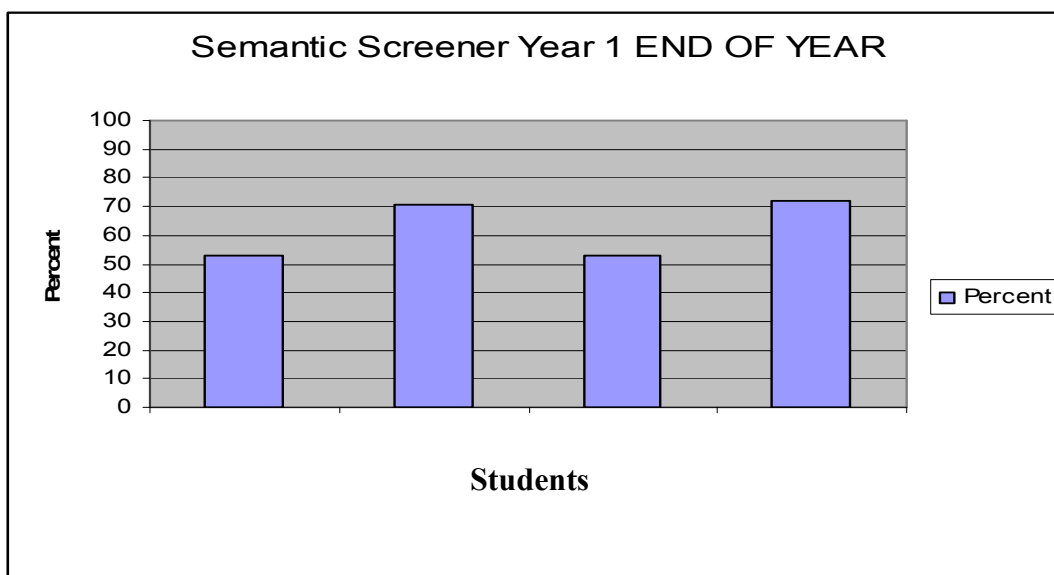
OVERALL SEMANTICS RESULTS

Year 1 (Room 3 only)

TERM 1



END OF TERM 4 (after explicit Semantics instruction)



Beginning of year average overall score: 50%

End of year average overall score: 62%

Areas of strong growth:

LABELLING AND FUNCTIONS  
CATEGORISATION  
GENERATING MULTIPLE EXEMPLARS  
ASSOCIATIONS AND ANALOGIES  
DESCRIPTIONS

Areas which need more development:

SIMILARITIES AND DIFFERENCES  
DEFINITIONS  
SYNONYMS AND ANTONYMS

## EAL/D

In 2012 Ashfield Primary School integrated an EAL/D focus throughout whole school Literacy planning. We were able to recognise a shift in our student enrolments and with a 53% EAL/D cohort, it was important that we included this as a whole school priority. 3 staff members were sent on intensive, specialised EAL/D training to upskill them on the methods for catering for these students and to bring those skills back to staff on a school level. EAL/D students from Pre-Primary to Year 1 were assessed and reported against the ESL Progress Maps in 2012.

## Explicit Teaching

In 2012 Ashfield Primary School continued to adopt Explicit Teaching Strategies as a whole school focus. Professional learning of the 3 cueing systems and the Gradual Release Model (First Steps) in conjunction with the 'I Do, We Do, You Do' model was provided to all staff. Staff continued to use explicit teaching strategies in their classrooms and this was supported by coaching and mentoring from Literacy Specialists.

## Resources

Phonological Awareness and Semantics resources were updated and modified for 2012. The Key Language Leader designed a range of resource packs for use in classrooms. Non-Fiction Big Books were purchased to accompany an already rich range of Fiction Big Books to help teachers deliver shared and modelled reading lessons. The Library borrowing system was updated in 2012 and teachers and education assistants were trained in the use of the new borrowing system to ensure a more efficient use of resources. The teacher resource room was updated and a more efficient borrowing system was implemented in 2012. As the school adopted an EAL/D focus, some modified Aboriginal texts were purchased in 2012. We will continue to build this bank of resources in 2013.

## Assessment

### *On Entry Assessment*

All students from Pre-Primary to Year One were assessed on the On Entry Modules at the beginning and the end of 2012. This followed a recommendation in 2011 which suggested that we use the On Entry Assessment as our whole school data collection tool



for the Early Childhood. In 2013 we will be extending this assessment to our Year Two students.

The On Entry Assessment results at the beginning of the year were used to guide teacher planning throughout Semester 1. The On Entry results at the end of the year were used as whole school data collection to show student growth.

## **2. Numeracy**

The continued development of a whole school numeracy plan in conjunction with the Numeracy Specialist programme were the key components of the Ashfield Primary School 2012 numeracy priority.

During the year the staff started looking at the Australian Curriculum. This was supported by the continuation of the Numeracy monitoring tool. The monitoring tool collects data on every student and determines each student's mathematical understanding and knowledge. This helps teachers to plan and cater for every student's individual needs in the mathematics learning area. It also assists teachers with writing Individual Education Plans and helps target the specific needs of students. The monitoring system helps track every student's progress in mathematics through all their years at Ashfield Primary School. The monitoring tool is passed on to the following year's teacher which enables them to see where each student sits in Numeracy which assists in early planning.

The numeracy specialist assisted teachers with classroom planning, assessment and catering for individual student needs. The Numeracy Specialist also provided support in the classroom for teachers and students.

Numeracy funds were used to continue the upgrade of the schools numeracy centre and to build up resources to support teachers in the implementation of specific numeracy programmes.

Due to the low number of students in years 3, 5 and 7 the NAPLAN results do not give a true account of the students' progress in numeracy. The students who fall below the national minimum standard in years 3, 5 and 7 are being supported through individual education plans and through the SAER programme.

## **3. Behaviour Management**

The continuation of the positive Behaviour Management & Discipline (BM&D) programme (Ashfield Superstars) in conjunction with the review of the whole school BMIS policy are the key components of our 2012 BM&D priority.

### **Behaviour**

The Ashfield Superstars Reward Programme has been in progress for nearly 4 years and still continues to have a huge impact on the students and their behaviour at Ashfield Primary School. A few more exciting changes were added to the rewards programme with the introduction of a fifth prize box, platinum badges and Ashfield Superstar medallions. The students were excited and eager to fill up their reward books with stamps and find

out what prizes were in each prize box. They were also excited to see if they could receive a medallion.

Each student who received Silver, Gold, Platinum and Diamond recognition received their prize, a certificate at assembly, had their name published in the newsletter and had their photo taken and displayed on the Ashfield Superstar Honour board.

The end of term reward excursions continued which rewarded students who had displayed consistent positive behaviour throughout each term. The students were rewarded with excursions to the ice skating rink, giant fun stations, sausage sizzles and theme parks.

The whole school social skills programme was in its second year and continued to be implemented across the school. Each fortnight a social skill was decided on and became the focus across the school. The social skill was taught explicitly in every classroom, spoken about at assemblies and highlighted in the newsletter. The programme was aimed to develop the student's social skills and encourage every child to take turns, follow instructions, share with others, support each other, and listen actively. The implementation of the programme had immediate success and created a positive and inclusive atmosphere throughout the school.

The Reflective Behaviours Programme was also in its third year of implementation and continued across the school with the student now having a clear understanding of the system. The programme was aimed at student's individual behaviour and encouraged the students to reflect on and change their behaviour. The impact of this programme still continues to be effective.

The Reflective Behaviour System helps students being able to make the right choices about their behaviour and understand the impact their behaviour has on their own learning and the other students in the classroom.

Together, these three programmes continue to have an enormous positive impact of the behaviour of the students. The students are all working towards the rewards, the amount and quality of class work has increased and the percentage of detentions and suspensions has significantly decreased over the past four years.

## **Attendance**

Unfortunately with our small numbers the attendance percentages can be skewed and by one or two students. The data shows that the gap between the state averages has increased slightly and it doesn't reflect the good attendance of the majority of students. The continuation of whole school programmes such as Breakfast Club, Morning Fitness, Bluearth and Ashfield Superstars have made a positive effect on student attendance. We are making continual improvements to the attendance of students at Ashfield Primary School. These programmes will continue and it is expected that 2013 attendance results will continue to improve.



	Non - Aboriginal		Aboriginal		Total	
	School	State	School	State	School	State
2007	91.8%	94.1%	87.2%	81.2%	90.8%	93.1%
2008	88.6%	93.6%	72.7%	80.7%	83.6%	92.6%
2009	89.8%	93.9%	79.7%	81.1%	86.8%	92.9%
2010	90.4%	93.9%	83.2%	82.6%	88.3%	92.9%
2011	90.3%	93.7%	84.2%	81.6%	88.1%	92.7%
2012	88.5%	93.3%	77.9%	81.1%	84.8%	92.3%

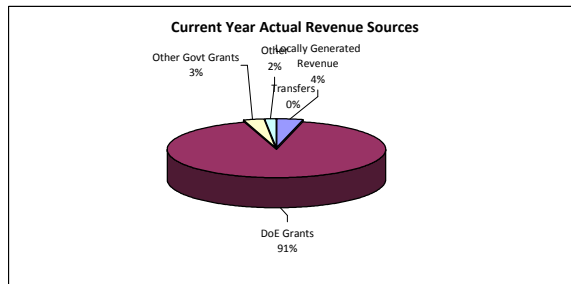
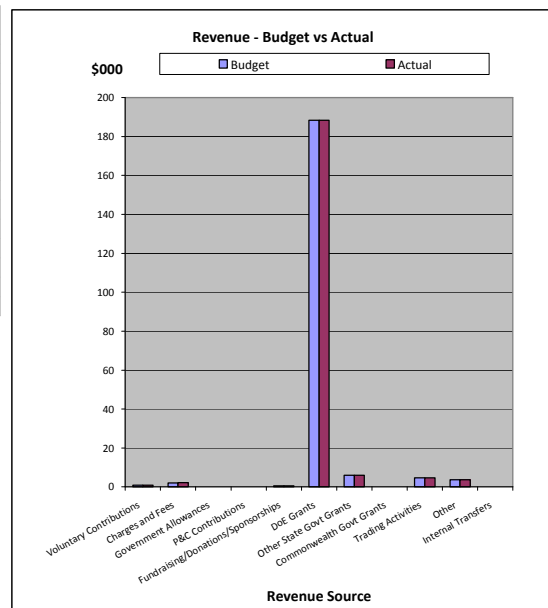
## Finances

### Graph

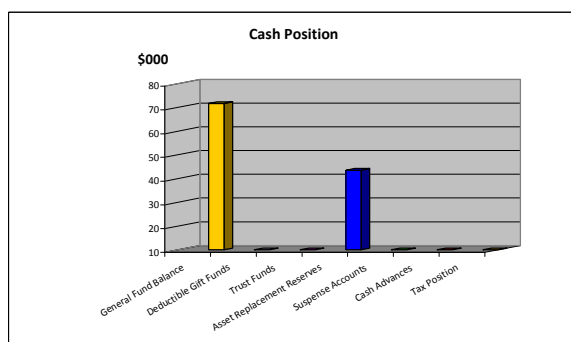
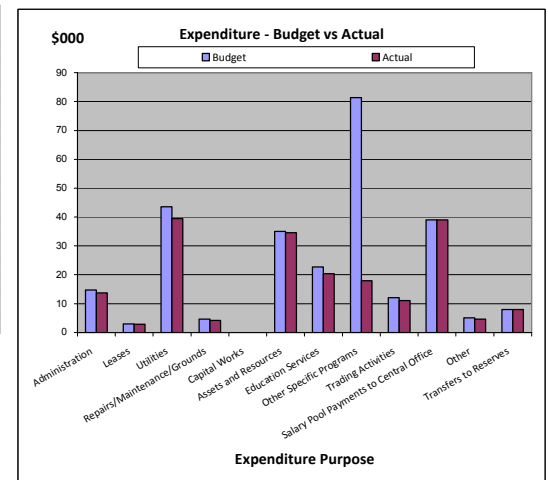


#### Ashfield Primary School

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 940.00	\$ 940.00
2	Charges and Fees	\$ 2,080.00	\$ 2,098.14
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 549.00	\$ 549.05
6	DoE Grants	\$ 188,399.00	\$ 188,398.54
7	Other State Govt Grants	\$ 5,970.00	\$ 5,970.00
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 4,705.00	\$ 4,704.54
10	Other	\$ 3,592.00	\$ 3,595.59
11	Internal Transfers	\$ -	\$ -
	<b>Total</b>	<b>\$ 206,235.00</b>	<b>\$ 206,255.86</b>
	<b>Opening Balance</b>	<b>\$ 61,204.00</b>	<b>\$ 61,204.47</b>
	<b>Total Funds Available</b>	<b>\$ 267,439.00</b>	<b>\$ 267,460.33</b>



	Expenditure	Budget	Actual
1	Administration	\$ 14,750.00	\$ 13,737.94
2	Leases	\$ 3,000.00	\$ 2,872.32
3	Utilities	\$ 43,560.00	\$ 39,505.09
4	Repairs/Maintenance/Grounds	\$ 4,600.00	\$ 4,144.81
5	Capital Works	\$ -	\$ -
6	Assets and Resources	\$ 35,026.00	\$ 34,615.59
7	Education Services	\$ 22,742.00	\$ 20,408.77
8	Other Specific Programs	\$ 81,350.96	\$ 17,872.72
9	Trading Activities	\$ 12,000.00	\$ 11,084.11
10	Salary Pool Payments to Central Office	\$ 39,000.00	\$ 39,000.00
11	Other	\$ 5,100.00	\$ 4,621.31
12	Transfers to Reserves	\$ 8,000.00	\$ 8,000.00
	<b>Total</b>	<b>\$ 269,128.96</b>	<b>\$ 195,862.66</b>



Cash Position as at:		
Bank Balance	\$	113,805.72
Made up of:	\$	-
1 General Fund Balance	\$	71,597.67
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	43,470.29
5 Suspense Accounts	\$	134.59
6 Cash Advances	\$	-
7 Tax Position	\$	1,127.65
<b>Total Bank Balance</b>	<b>\$</b>	<b>113,805.72</b>

## Revenue

The majority of revenue is from Department of Education Grants. In 2012 this totalled \$264 460. This figure is comprised of a number of grants as well as Identified Aboriginal Focus School and Closing the Gap Funding (\$62 013).

\$39 000 was transferred to our salary pool to cater for relief and professional learning by the staff.

## Expenditure

A wide range of Learning and Teaching experiences were supported financially. These included day to day teaching plus a broad range of activities designed to supplement and extend the normal teaching programmes of the school.

## Highlights of 2012

2012 had some significant highlights for Ashfield Primary School.

### New Uniform



The new uniform was introduced this year. The P&C had a fundraising blitz during 2011 and provided a new uniform shirt and hat for each student who enrolled by week 2 of this year.



### NAIDOC



Noongar language has taken off. We were asked to open the Ashfield Community NAIDOC celebration by singing the Kaya (Welcome) Song in language. This was a very proud moment for our school community. We also



participated in the Outback Café with Cyril Jackson Senior Campus. Our students participated in cooking workshops held by Mark Olive and his staff. The Boola Boola Gurlangar Playgroup put on a BBQ for our students during NAIDOC week. It is great to have such a positive



relationship with our local community.

## Class Activities



During 2012 classes were involved in a variety of activities to support the learning and teaching programme. Examples of these include: the Kindy garden, Book Week, visits from the WCE, Constable Care and an Alpacca. We also had some unscheduled visits from some baby dugites.



## Breakfast Club Parent Workshop



Our Chaplain, David Ward, through the Breakfast Club programme ran a healthy cooking parent workshop. Thank you to all the parents who participated. Breakfast Club runs on Wednesday and Thursday mornings, Thank you to our volunteers who help make this programme possible.



## Trunk Art



Ashfield students participated in the Town of Bassendean's Trunk Art project. Miss Read worked with our students to create pieces of art which were then displayed on trees around Bassendean.



## Sports Carnival



Our, now "traditional", tabloid based faction carnival which was introduced in 2009 and was an instant success was run again in 2012. We continued with the traditional running races to conclude the day. It was great to see so many parents involved in the carnival and the students had a fantastic time. The multi-aged teams performed very well and it was encouraging to see the support our senior students gave to the younger ones.



## Parent Survey (Phone)

A phone survey in early 2013 was conducted in order to make sure that everyone who wished to make a comment about the school was able to do so. With this survey we ended up with 31 responses from the 40 families in the school. This is a 78% response rate which is well above expectations. Thank you to all the families that responded to the phone survey.

Listed below is a selection of responses from the 2 questions that were asked.

### Q1 - Name 3 things you like about Ashfield PS

Friendly  
 Helping others  
 The curriculum  
 Programmes for students - such as about bullying etc  
 The teachers and the good environment  
 The ratio of students to teacher  
 Qualified teachers  
 That it is near to home  
 The teachers are nice  
 The lessons are fun  
 The students are friendly  
 The multi-cultural set-up  
 Friendly atmosphere  
 How they teach the kids  
 The teachers are polite  
 The kids are polite  
 The teachers  
 The parents  
 Kids are happy  
 Likes everything  
 School is run brilliantly  
 Good assistance from staff  
 Amenities are very good - gardens & grounds etc  
 Good communication between staff & parents  
 That it is small  
 It is a nice little community  
 Appreciates the effort to have her son here  
 Close to his house  
 The teachers are good  
 Likes the curriculum  
 The Breakfast Club  
 The Choir  
 The staff / teachers  
 Coles Health Plan  
 New deputy fantastic - not that Christiaan wasn't  
 New school fee plan is great  
 Very happy with Ashfield  
 and what they have done for my children  
 Very caring teachers  
 Like what you do with dress code - uniform  
 Like the school discipline - very good  
 Love Ashfield PS - was a student here!  
 Nice students - smile & friendly  
 Everyone laid back - not too tense coming into school.  
 Equality  
 Class sizes

### Q2 - Name 3 things you would like to see changed about Ashfield PS

Nothing  
 Nothing  
 Nothing  
 Nothing  
 Nothing  
 Nothing  
 Nothing  
 Nothing  
 Nothing  
 Nothing  
 Would like to see Stacey back on staff as Hayden relates well to her.  
 At least one or two days notification of parents meetings  
 He wasn't aware of last meeting until it was about to happen  
 Would like to see sails or shade over the play equipment  
 See more computerisation  
 New building  
 more facilities / equipment  
 Can't think of anything at present  
 Canteen  
 Have a zip jacket option for uniform  
 Learn another language alongside Noongar  
 Nothing he would like to change  
 Parking situation - people parking in disabled bays when they shouldn't, motor cycles - dangerous around the children  
 Need to watch the speed limit - parent seen speeding  
 Equipment upgraded - some things very old  
 Unused rooms - could be used for good purpose ie craft  
 Better communication between parents & teachers - address problem directly.  
 To see more parent involvement

The programmes  
 Nice parents  
 The teachers are nice  
 Happy with APS  
 Good area  
 Likes that uniform is enforced  
 Like my son's teacher  
 Close to home  
 Appreciate my son's teacher  
 Good education  
 Teachers are friendly to the kids  
 Have a good system  
 Small school  
 Good communication - newsletter etc  
 Small school  
 Breakfast club  
 Good teachers  
 Very happy with his daughter's learning of English and other development  
 Teachers  
 The uniform  
 The community  
 That it is small  
 That children are known by name to teachers  
  
 The enforcement of uniform  
  
 Staff so friendly  
 Very positive - likes the school size  
 Likes the cultural diversity of the school  
  
 Close to home  
 Likes that the Kindy is enclosed  
 School Choir is great  
  
 Small school  
 Teachers are very warm & friendly  
 Staff always willing to talk & listen  
 School Council is good  
 1. I am happy with the teaching staff my kindy and grade three children have at the school. My children want to go to school because of who their teachers are and enjoy being in their class. I find them to be enthusiastic, patient and caring all of which I think are important qualities to have as teachers. My little boy says he loves kindy because he loves his teachers.  
 2. I like the reward system at the school, it is similar to the programme used at other schools but different rewards. My 3 year old comes home and says he got a "prize for doing the right thing"

Some of the real positives we discussed are; -

Better staff communication

To have more homework  
 Like to see more learn and less play  
 Only issue with parental conflict and bullying by another child but otherwise very happy with the school

Can't think of anything - happy with the school

Canteen

Nothing to change very happy

Bullying aspect

Canteen

Bullying issues

Whilst I support the behaviour model I am concerned by the amount of time that is spent enforcing it.

Keen to promote the school favourably in the community

Prepared to assist in this through the P&C

Keen to promote a healthy image & recipes (newsletter)

More communication with parents re accidents

Teachers to understand kids individual circumstances

Staff play active roll in looking out for kids being bullied

Would like to see the mosquitoes around the school

controlled to prevent children from being bitten

1. The classrooms need more computers.

2. It would be nice more have more special events/ extra curricular activities. I understand this may be difficult due to the small size of the school, lack of funding and possibly lack of community interest. Also need people who would like to organize and run events

3. I am not sure if Noongar should be a compulsory subject particularly for the younger students. They come home asking questions and a bit confused - mixed up about things they hear.

4. School uniform- is expensive (particularly if you have to purchase several) compared to other public schools and school jumpers impractical. Would maybe be better if it was a jacket in a dark colour not a rugby top. Needs to be washed after worn once and is difficult to dry overnight.

We could only come up with a couple of possible improvements;

Welcoming, warm and helpful admin staff from the very first phone call to school (we made phone calls to 6 local primary schools and this was unique to Ashfield), this extended to our first and subsequent visits to the school.

Cleanliness of school grounds

Tidiness of school buildings and facilities –

Openness of teachers –

involvement of Principal in the behaviour reward programmes -behaviour of students inside school grounds -programmes aimed at actively improving community perception of the school -Internal reward programmes for students -Smaller classes, better learning environment, more time for teachers to spend with individual students -pro active teacher (Mrs Fraser) in identifying individual student needs very early.

school contribution policy, including class supplies

- great for working parents like us!

1. Alternative language classes (although my daughter is really enjoying Noongar)

2. Suggestions/ideas for how working parents can contribute to the school, ie homemade supplies for the P&C fundraisers, keeping recyclables, boxes etc for use in craft activities, whether the school garden needs anything... (This one might be more about satisfying my guilt as a working mother, ha ha)

*Outside suggestion:*

Greenery and trees in the quadrangle (ie corners etc)

## **Community Connections**

In 2009 Ashfield Primary School developed a partnership with the Boola Boola Gurlangas Aboriginal playgroup in Ashfield. School personnel visit the playgroup regularly with the aim of supporting each other. In 2012 this partnership continued with Ashfield Primary supporting the playgroup by providing access to its facilities such as the computer laboratory. The playgroup in turn, supported the school by attending the school events.

Through the Aboriginal Directorate we are in the process of developing a community partnership agreement with our Aboriginal families. This consultative process was completed in 2012.

Ashfield PS is a partnership school with the Murdoch University's School of Education. We regularly host student teachers at school which provides them with valuable insights in how schools run and gives them an opportunity to develop their teaching skills.

## **Overall**

The focus for 2013 will remain on Literacy, Numeracy as well as Behaviour Management as these areas are seen as critical for success in all others. Mrs Amy Page our Key Literacy Teacher will continue in this role for 2013.

Ashfield PS "Value Adds" through the provision of a number of programmes designed to address specific school needs. These include an active Chaplaincy programme, Breakfast Club, Aboriginal Language Support classes, Learning Support Coordinator and many other short term programmes which are implemented as the need arises.

## **In conclusion**

2012 was a successful year for Ashfield Primary School. The strength of our school is evident by this occurring in a climate of major change. Building on the strong foundations during our journey of reform I have no doubt that Ashfield Primary School will go from strength to strength in the years to come. In 2013 we will continue this growth with exciting initiatives such the Noongar LOTE and the Bluearth programme. I am encouraged



by the increasing number of students in our junior primary I am hoping that our numbers will continue to grow throughout the school in 2013 and beyond.

The resurgences of both the P&C and School Council are a credit to the parents and staff involved. The P&C has made significant contributions to the school, particularly in regards to fundraising for the new uniforms. Thank you to everyone involved.

I am looking forward to an exciting and productive 2013.

Michael Kovalevs  
Principal

