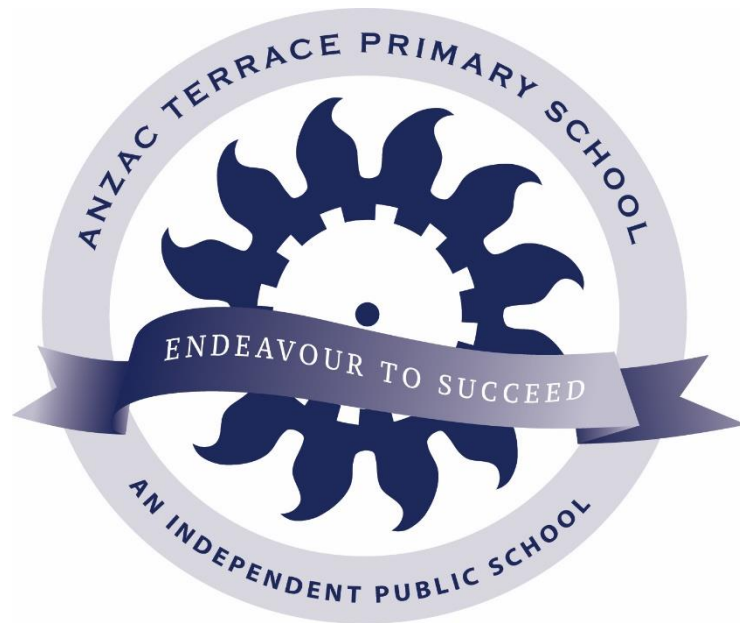


Anzac Terrace Primary School



Annual Report

2023



From The Principal



Kaya to our wonderful Anzac Terrace Primary School community.

The 2023 Annual Report will provide an overview of how ATPS has continued to shine as it has for many years, with many highlights and reasons to celebrate.

I wish to acknowledge the wonderful leadership provided by Mr Stuart Blackwood over the past 10 years, helping shape ATPS into the magnificent school it is today with such a strong representation within our local community.

I also thank the community for welcoming me into the role of Principal from Term 2 and the support provided to me by our fantastic School Board led by James McLaughlin and the brilliant P&C steered so well by Mandy Gratzer.

The ATPS school community should be extremely proud of the magnificent community atmosphere that has been maintained and the outstanding achievement of the students throughout the year as depicted in the Annual Report.

Peter Harty
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.

Our Learning Dispositions

Year in View

Healthy Breakfast

Year 6 Camp

Colour Run

Highlights of 2023

2023 saw us celebrate some spectacular events as we returned back to business as usual after COVID. We gathered for our annual events, such as Edu-Dance and sporting carnivals, but we also tried our hand at some new activities.

Throughout all of these events the Anzac Terrace Way shone brightly through the whole school community. We thank the many volunteers who assisted in making many of these events possible!

Below are some of our highlights:

Special Days – 2023 saw another year of special days coordinated by our amazing staff. NAIDOC Day was celebrated a little different with a special assembly held followed by a day of rotational activities. Book Week was celebrated with author visits from James Foley and Kylie Howarth. Harmony Day, Science Week, Healthy Breakfast, Walk To School Day were also celebrated.

Edu-Dance – Edu-Dance continues to be one of the greatest attractions at Anzac Terrace. In 2023 we changed the way our concert looked and held one whole school evening concert on the newly resurfaced basketball court in the junior area. Our community spirit shone through with around 800 family members attending.

Extra-Curricula Activities – Running Club, Numero Club, Book Club and Lego 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.

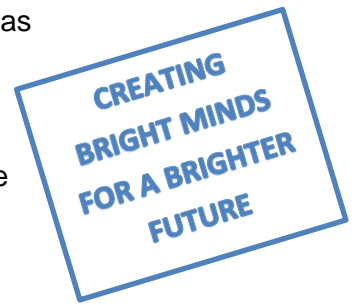
Leadership – ATPS continually provides students with the opportunity to grow their leadership skills. Year 6 camp is an event that all students really look forward. Again, this year we travelled to Ern Halliday Camp School in Hillarys. Coordinated by our Year 6 teachers, the camp provides fantastic facilities and great activities for the students to grow and develop.

Mr. Merrells – We were again lucky enough to engage the services of Leigh Merrells who has helped us to learn so much more about the Noongar Culture. Leigh volunteered his time at Anzac Terrace to work with students and staff and teach us about art, culture, language and customs of the Noongar people. We are eternally grateful to Leigh; Anzac Terrace is a stronger school thanks to his contributions.

Arludo Challenge – Year 5/6 students in Room 14 entered the Arludo Challenge competition where students designed a science-based game to enter. One of our groups made it all the way to the final and won a trip to Sydney where the winners were announced. The group came second winning a year's subscription to Arludo for the school.

RAC Futures Challenge – Our Year 5/6 HOTS (Higher Order Thinking Skills) students were part of the inaugural challenge held by RAC. The program encourages students to develop those out the box thinking skills by developing a project to promote sustainable travel for the future.

One Big Voice – Our Senior Choir attended the One Big Voice Festival held at RAC Arena. Coordinated by our Music Specialist, students learnt the songs and choreography to perform alongside 70 other schools.



Year in View



NAIDOC Day



Senior Choir – One Big Voice



Buddy Classes



Book Week



Edu-Dance Concert



RAC Futures Challenge

Student Testing Overview

Comparative Performance Summary

	Year 3	Year 5		Year 3	Year 5
	2023	2023		2021	2021
Numeracy	1.6	0.7	Numeracy	-1.3	1.0
Reading	1.2	1.2	Reading	-0.4	0.3
Writing	1.2	0.4	Writing	-0.7	0.5
Spelling	1.0	1.4	Spelling	-0.4	-0.1
Grammar & Punctuation	1.3	0.7	Grammar & Punctuation	-0.1	-0.3

■ 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
 If blank, then no data available or number of students is less than 6

In 2023 there was a change to the timing of the NAPLAN testing and the levels in which performance was recorded, reducing from ten proficiency levels to four levels of achievement.

This has resulted in the resetting of some performance monitoring tools, including the ability to compare progress over time.

The Comparative Performance Summary for each testing area and grade indicates how the group achieved compared to their predicted mean score.

This same measure in 2021 demonstrated most areas were at the expected performance level with the exception of Numeracy.

In 2023, our Year 3 group had an outstanding result, well above anticipated achievement levels. Our Year 5's were also strong across most areas.

Numeracy

Comparative Performance for Numeracy

Numeracy	Performance	Students	Numeracy	Performance				Students			
	2023	2023		2017	2018	2019	2021	2017	2018	2019	2021
Year 3	1.6	38	Year 3	-1.0	-0.6	0.0	-1.3	42	36	52	50
Year 5	0.7	52	Year 5	0.8	1.6	0.4	1.0	37	35	44	50

■ 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
 If blank, then no data available or number of students is less than 6

The whole-school Numeracy approach continues to be refined however the planning documents put in place over the past few years has seen some consistency in the approach to teaching mathematical concepts. Our Year 5 students were in the top end of the expected performance range with the Year 3 cohort significantly above the expected performance.

Reading

Comparative Performance for Reading

Reading	Performance	Students	Reading	Performance				Students			
	2023	2023		2017	2018	2019	2021	2017	2018	2019	2021
Year 3	1.2	38	Year 3	0.2	-1.3	0.9	-0.4	43	38	52	49
Year 5	1.2	52	Year 5	-0.1	0.4	0.0	0.3	38	36	44	50

■ 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
 If blank, then no data available or number of students is less than 6

Our Reading results are starting to reflect the impact of the intervention strategies such as Reading Rockets that have been put in place to support identified students at risk.

Very pleasing results for both year groups, with both exceeding expected performance levels for the first time in many years.

The school is still developing the whole-school strategies within Reading and have commenced trials of assessment tools to even better identify student performance levels then appropriate strategies to apply to support their progress.

Writing

Comparative Performance for Writing

Writing	Performance	Students
	2023	2023
Year 3	1.2	38
Year 5	0.4	52

Writing	Performance				Students			
	2017	2018	2019	2021	2017	2018	2019	2021
Year 3	0.3	-0.4	0.2	-0.7	43	39	52	50
Year 5	-0.4	1.0	-0.5	0.5	38	36	44	50

■ 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
 If blank, then no data available or number of students is less than 6

Spelling

Comparative Performance for Spelling

Spelling	Performance	Students
	2023	2023
Year 3	1.0	38
Year 5	1.4	51

Spelling	Performance				Students			
	2017	2018	2019	2021	2017	2018	2019	2021
Year 3	0.3	-1.1	0.8	-0.4	43	35	52	50
Year 5	0.8	0.9	-0.5	-0.1	38	36	44	50

■ 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
 If blank, then no data available or number of students is less than 6

Grammar & Punctuation

Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance	Students
	2023	2023
Year 3	1.3	38
Year 5	0.7	51

Grammar & Punctuation	Performance				Students			
	2017	2018	2019	2021	2017	2018	2019	2021
Year 3	0.0	-0.7	0.5	-0.1	43	35	52	50
Year 5	0.8	1.5	-0.9	-0.3	38	36	44	50

■ 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
 If blank, then no data available or number of students is less than 6

The whole-school **Writing** program, utilising the 'Stop Drop and Write' strategy has seen some very strong levels of consistency of students writing. The Literacy plan has also provided a consistent approach to the teaching of **Spelling and Grammar and Punctuation**. Our Year 3 cohort again made significant achievement above expected performance levels in all areas with the Year 5 group having a strong performance against expectations in Spelling, with a moderate performance, yet still at expected level, for Writing.

NAPLAN Summary

2023 was a magnificent year for student performance in NAPLAN, especially for our Year 3 cohort.

This is very pleasing and a sign that the early intervention strategies and refinement of teaching and learning in the early years is beginning to have a strong impact.

In recent years, there has been a trend of students in Early Childhood averaging below expectations, by the time they reached Year 3 they were beginning to meet expectations, then by Year 5 they were either at or above expectations as a cohort.

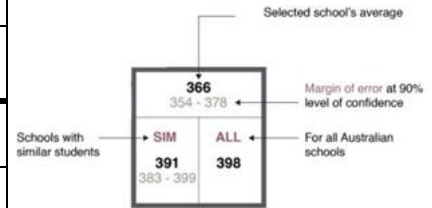
2023 results indicate they have made excellent progress in those earlier years, a sign of the impact of whole-school planning and quality intervention programs. Anzac Terrace Primary School should be very proud of the impact they are having on student progress and achievement as vindicated by the 2023 NAPLAN results.

Lines of inquiry

- Aligning whole-school Literacy planning with evidence-based research related to the Science of Reading.
- Review assessment tools within Literacy and Numeracy to enable stronger ability in identifying individual student and group needs.
- Explore the Numeracy programs being utilised across the school to ensure it complements the existing whole-school Numeracy approach.
- Continue to refine the Literacy plans approach to the explicit teaching of phonics and increase the knowledge and capacity of staff within this area.
- Continue to build the student's use of technology skills to ensure they are not disadvantaged within the online testing regime.

My School Comparative Graph

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	419 397 - 440		436 419 - 454		421 402 - 441		434 411 - 457		432 413 - 450	
	Sim 405	All 405	Sim 415	All 416	Sim 404	All 404	Sim 411	All 411	Sim 407	All 407
Year 5	507 491 - 524		484 468 - 500		517 501 - 532		504 486 - 522		494 479 - 509	
	Sim 493	All 496	Sim 480	All 483	Sim 491	All 489	Sim 495	All 497	Sim 482	All 488



The My School table above compares us with both Like-Schools All Schools across Australia (rather than just Western Australia). The results confirm that we are outperforming the average of Australian Schools in all five curriculum areas in both Year 3 and Year 5. This is an outstanding result that is reflective of the outstanding programs implemented with ATPS in recent years.

Year 7 Destination Schools

2023 school destinations of the 2022 student cohort

Year Level : Male: 23 Female: 25 Total: 48

Destination Schools	Male	Female	Total
4026 John Forrest Secondary College	7	12	19
4022 Hampton Senior High School	3	7	10
4020 Governor Stirling Snr High Sch	5		5
1223 La Salle College	2	2	4
1378 John Septimus Roe Ang Com Sch	2		2
1100 Aranmore Catholic College		1	1
4209 Aveley Secondary College	1		1
4004 Balcatta Senior High School		1	1
4077 Exmouth District High School	1		1
1074 Guildford Grammar School	1		1
4025 John Curtin College Of The Arts		1	1
1102 Mazenod College	1		1
1149 Mercedes College		1	1

Our Year 6 cohort had a diversified range of destination high schools in 2023, with John Forrest Secondary College (40%) and Hampton Senior High School (20%) still as the dominant local feeder schools.

The diversity of the remaining 40% of students ranged from parent relocation to personal religious choice.

Government High Schools were strongly reflected as a preferred pathway.



Attendance

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	92.2%	92.2%	92.4%	74.4%	87.4%	76.8%	91.5%	92.0%	91.0%
2022	86.8%	88.6%	88.3%	64.4%	81.9%	69.5%	85.5%	88.3%	86.6%
2023	90.6%	90.4%	90.3%	75.4%	82.5%	74.3%	89.6%	90.0%	88.9%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	71.8%	20.1%	5.6%	2.5%
2022	45.6%	33.5%	15.7%	5.1%
2023	64.7%	21.4%	10.4%	3.6%
Like Schools 2023	62.3%	26.4%	9.3%	2.0%
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%

Attendance Categories	Percentage of Attendance
Regular	90-100%
Indicated - At Risk	80-89%
Moderate - At Risk	60-79%
Severe - At Risk	0-59%

Attendance Summary

Overall attendance was just under (0.4%) of the 'like schools' average and above the 'WA Public Schools' average. This is a positive trend, however the school is still aiming to return to pre-COVID attendance rates above 92%.

ATPS has narrowed the gap from 17% to 7% below 'like schools' in the area of Aboriginal student attendance. The school is slightly above 'WA Public Schools' rates but still significantly below the 'like schools' average.

Regular attendance returned to a sound position of just under 65%, 2.5% above 'like schools'.

There was also a reduction in the 'Indicated' risk category from the previous year which was also 5% below 'like schools'. Both 'Moderate' and 'Severe' categories reduced from the previous year, however, are slightly above 'like school' averages.

Our Business Plan Target for student attendance is to be at or above like schools across all categories.

Action

- Focusing on promoting and supporting regular attendance with targeted intervention provided for students identified at risk.
- Continue to build relationships and provide support for families to engage more regularly with school.

National School Opinion Survey

In 2023 the school was undertaking a School Review, where we self-assess our school's performance across specified domains, providing evidence for the review team to acknowledge the achievements of the school and provide feedback.

One of the strong indicators is the results from the School Culture Surveys which provide a broader lens of opinions against the identified review domains.

The Anzac Terrace PS community provided a fantastic response rate to the survey, 139 parents and 37 staff in total, resulting in valuable feedback both for the review, but more importantly identifying areas for improvement.

Below is the summary of the surveys under the review domains.

Summary of Survey Responses

Reflection and Lines of Inquiry	Action
RELATIONSHIPS	
<ul style="list-style-type: none"> A strength of the community as reflected in the ratings. 	<ul style="list-style-type: none"> Exploration of increasing student voice within the school with its inclusion with the school's new Business Plan.
LEARNING ENVIRONMENT	
<ul style="list-style-type: none"> ATPS remains a safe learning environment where student wellbeing and care is a priority. Pastoral care rated lower by both staff and community. 	<ul style="list-style-type: none"> Immediate increase in allocated support by creating Student Wellbeing Officer role over 3 days. Prioritising of Health & Well-being committee to research and implemented evidence-based whole-school programs.
SCHOOL WIDE APPROACHES TO TEACHING & LEARNING	
<ul style="list-style-type: none"> Collectively another positive area of feedback with responses suggesting the staff have sound knowledge and understanding of curriculum and planning. Significantly low community response regarding teachers asking for aspirations of their child. Staff feedback indicates some concern with feedback and the recognition of quality teaching practice. Both response groups indicate the limited existence or understanding of a whole-school pedagogical framework or common approach to how students are taught. 	<ul style="list-style-type: none"> All staff requested to ensure they have provided opportunity to meet with every child's parent/carer to provide feedback and individualise responses. New leadership structures developed to enable greater focus on effective instructional leadership. Review of existing pedagogy with particular focus on the development of an agreed and consistent approach across the school.
RESOURCES	
<ul style="list-style-type: none"> Community are less aware of the resourcing of the school as reflected in lower ratings and comments. Staff feel greater resourcing to maximise student health & well-being. 	<ul style="list-style-type: none"> Greater communication of school operations and funding to be explored. Resourcing of student health & well-being prioritised within the school's new Business Plan.
LEADERSHIP	
<ul style="list-style-type: none"> Very low response rate to induction process. Community responses indicate a greater desire to be involved within school planning and decision making. Staff responses demonstrate a number of concerns with the leadership support and action to improve staff performance. 	<ul style="list-style-type: none"> Immediate action to implement a formal induction process. Communication and consultation further enhanced for most whole-school decision making processes. Significant changes in leadership in 2023 with a focus on addressing staff concerns and increasing consultation and support.
STUDENT PROGRESS & ACHIEVEMENT	
<ul style="list-style-type: none"> Community responses suggest they have less understanding of school planning and seek greater information on whole school performance with high expectations for student achievement. Staff generally satisfied with their use of data to support student achievement and progress. 	<ul style="list-style-type: none"> Explore and increase communication around school achievement, performance and expectations. Refinement of collaboration processes along with reviewing our school assessment tools will assist in greater understanding of student needs and how to target improvement.



Anzac Terrace PS
Financial Summary as at 31st December 2023



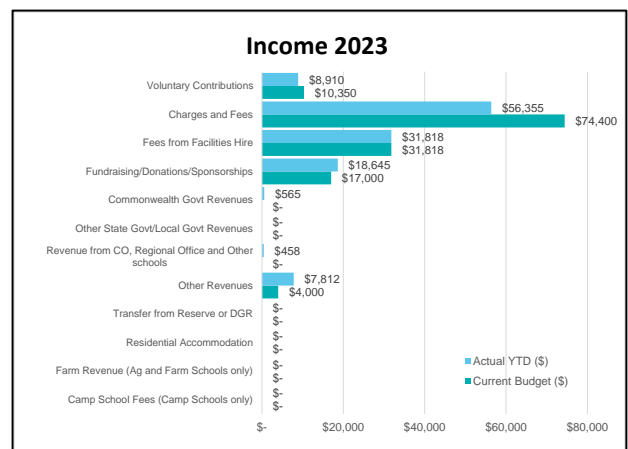
ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	69,857	69,857
Carry Forward (Salary):	86,397	86,397
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,880,873	3,880,873
Locally Raised Funds:	137,568	124,563
Total Funds:	4,174,695	4,161,690
EXPENDITURE		
Salaries:	3,578,934	3,578,934
Goods and Services (Cash):	439,048	379,812
Total Expenditure:	4,017,983	3,958,746
VARIANCE:	156,712	202,943

INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	69,857	69,857
Carry Forward (Salary)	86,397	86,397
STUDENT-CENTRED FUNDING		
Per Student	2,996,742	2,996,742
School and Student Characteristics	765,363	765,363
Disability Adjustments	(2,261)	(2,261)
Targeted Initiatives	145,414	145,414
Operational Response Allocation	0	0
Total Funds:	3,905,258	3,905,258
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(224,385)	(224,385)
School Transfers - Cash	200,000	200,000
Department Adjustments	0	0
Total Funds:	(24,385)	(24,385)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	10,350	8,910
Charges and Fees	74,400	56,355
Fees from Facilities Hire	31,818	31,818
Fundraising/Donations/Sponsorships	17,000	18,645
Commonwealth Govt Revenues	0	565
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	458
Other Revenues	4,000	7,812
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	137,568	124,563
TOTAL	4,174,695	4,161,690

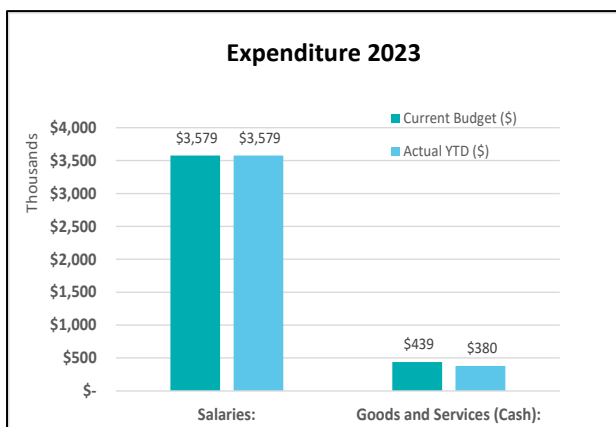
Bank Account Balances (Cash)	
Bank Account	\$ 103,071.26
Investment Account(s)	\$ 0.00
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 103,071.26

*Reserve balances are included in the total

Reserve Account Balances	
BF&I Add/Improve Reserve	\$ 8,487.00
CompEquipResourceReserve	\$ 12,002.69
Furniture&Fittings Resource Re	\$ 9,744.00
Air Conditioning Reserve	\$ 9,100.00
Plant & Equipment Reserve	\$ 10,000.00
Total for all Reserve Accounts	\$ 49,333.69



EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,244,033	3,244,033
New Appointments	0	0
Casual Payments	334,870	334,870
Other Salary Expenditure	31	31
Total Funds:	3,578,934	3,578,934
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	17,320	16,063
Lease Payments	31,149	31,306
Utilities, Facilities and Maintenance	120,418	114,955
Buildings, Property and Equipment	87,215	74,147
Curriculum and Student Services	156,247	125,962
Professional Development	6,000	4,244
Transfer to Reserve	0	0
Other Expenditure	17,700	11,393
Payment to CO, Regional Office and Other schools	3,000	1,741
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:	439,049	379,811
TOTAL	4,017,983	3,958,745



The school met its financial requirements under the **Funding Agreement for Schools** which requires **96%** of the funds allocated for the year to be spent within that year AND the carry over of cash and salary to be **under 10%**:

2023 Budget	\$ 4,005,436	2023 Carry Forward	\$ 205,587
Minimum Expenditure of 96%	\$ 3,845,218	2022 Budget	\$ 3,706,640
Total Expenditure 2023	\$ 3,958,746	% of 2022 budget	6%

School Review

Public school reviews provide feedback for principals, school staff and the school community to help improve school performance.

ATPS received a glowing review, highlighting many positive aspects that have seen the school maintain strong performance since the previous review in 2020.

Below are the six domains of performance reviewed along with recommendations from the process for continued school improvement and refinement:

➤ **Relationships and Partnerships**

- Provide further opportunities for parent/carer feedback and promote events that can be enhanced with parent participation and assistance where required.
- Maintain and expand the diversity of the School Board as tenures become available and increase community awareness of the function and outcomes of the Board.

➤ **Learning Environment**

- Review the existing positive behaviour processes and develop into a behaviour policy and procedures.
- Place a focus on promoting regular attendance with targeted intervention provided for students identified at risk due to attendance.



➤ **Leadership**

- Provide the opportunity for staff to become curriculum leaders and support them with a range of professional development opportunities, building their capacity to lead whole-school direction.
- Introduce an explicit change model to guide the implementation of major school initiatives, ensuring decision making is based on evidence from data on student performance and aligned with current research.

➤ **Use of Resources**

- Provide clearer communication with the school community on spending and the use of resources, including articulating budgets for strategic priorities in business and operational plans.
- Complete the Reserve Funding Plan, determining and allocating the specific levels of funding required annually to meet replacement reserve needs.

➤ **Teaching Quality**

- Implement a collaboratively developed common whole-school pedagogy, aligned to the Quality Teaching Strategy's Teaching for Impact statement.
- Strengthen the current collaborative DOTT time through the determination of an agreed schedule that includes data analysis, moderation, planning and sharing of best practice.

➤ **Student Achievement and Progress**

- Conduct a review of the current assessment schedule, determining the value of the data provided by each assessment, its use and the accuracy of its implementation.
- Establish a central assessment database to assist the analysis of individual and cohort longitudinal data.

A more detailed copy of the School Review is available at the following link:

[Independent Review Report Anzac Terrace Primary School \(det.wa.edu.au\)](https://det.wa.edu.au)

The school was recommended for a return review in 3 years, indicating validation and confidence in the school's self-reflection processes currently in place.

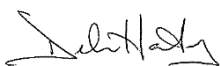
Our school community is very proud of the outcome of the review and thankful to the members that participated in the process.

The Final Word

2023 was another significant year of achievement for Anzac Terrace Primary School with outstanding academic results as represented by NAPLAN data, a very positive School Review process and the continuation of a strong community connection.

The community should feel proud and confident that ATPS will continue to be a pivotal component in the lives of the students lucky enough to call Anzac Terrace PS their school.

As leaders and representatives of ATPS we would like to thank all staff, students and community members for the fantastic contributions made throughout the 2023.



Peter Harty
Principal

James McLaughlin
School Board Chair

Mandy Gratzer
P&C President

Amanda McAlpine
Staff Representative

