



# ANNUAL REPORT 2024



# OVERVIEW

Allendale Primary School (APS) is located in central Geraldton, a coastal town 420 kms North of Perth in Western Australia. It's a Level 5 Independent Public School for Kindergarten to Year 6 with an enrolment of 349 students in 2024. Our families live primarily in Wonthella and its surrounding suburbs. APS is part of the Geraldton Network of schools.

APS is committed to delivering a blend of explicit and direct instruction in the core curriculum areas of English and Maths. All teaching and learning is organised using a connected curriculum approach, providing myriad of opportunities for students to link learning across subjects and commit knowledge to long term memory.

APS is a member of The Knowledge Project, a small group of schools from WA that support each other to develop and deliver integrated, knowledge rich units of learning centered on high quality texts or major historic events.

APS staff consist of skilled graduates and experienced educators who are focused on delivering evidence based approaches, through the use of high impact instructional strategies. Lowering the variance between classrooms using whole school approaches to curriculum delivery is a priority.

The engagement of an instructional coach (0.6 FTE) highlights APS's commitment to quality teaching, aligning with the Department of Education Western Australia's belief that effective educators have a responsibility to evaluate their impact and seek to improve.

Team members support each other and embraced the 2024 mantra of *Think small, and never miss twice*, which highlights the exponential impact regular, small improvements can make to performance over time.

Respect, Courtesy, Responsibility and Honesty underpin APS culture and reflect our overall beliefs as a Positive Behaviour Support school. The Executive Team have high expectations for staff and students, contesting strongly that every student can achieve academic and social success, every single day.

# HIGHLIGHTS

- 5 Year return for Public School Review Accountability Directorate
- Achieved at or above like schools in 10/10 testing areas in NAPLAN (Year 3 and 5)
- Visit by Statewide Service Director Martin Cleary to discuss high performance
- Visit by Director of Primary David Wanstall to discuss high performance
- Visit by Director of Education Lisa Criddle to discuss high performance
- Implementation of 2024 Aboriginal Cultural Standards Framework Action Plan
- Completion of self funded \$380 000 student services wing capital works project
- Completion of self funded Chaplain office, teacher prep room and Maths storeroom
- Completion of ECE sensory garden with Northern Agricultural Catchment Council
- Transition from 3 year to 1 year business plan structure
- Development of APS Connected Curriculum document
- Maintained single stream classrooms for third consecutive year
- Transition from Compass to Project Kaartdijin
- Completed NQS verification
- Joined Telethon/Youthcare pastoral care engagement officer program
- Transition from Core Curriculum Coach to Instructional Coach using StepLab model
- AUSLAN instated as the Language Other than English taught Year 3 - 6
- Continued use of Class Solver to effectively develop class lists
- Continued before school Maths Marvels program for Year 3 - 6 girls
- Additional 4 classroom teachers completed Teachwell training
- 98% of students maintaining Good Standing across the year
- NAIDOC Week celebrations including 8th annual Barndi Mulganhu Birli Banagarri (Good Times Together Cup) and APS 'roo stew cook-up'
- Partnered with SHINE, GSAC, Stars Foundation, Deadly Sista Girlz and Midwest Football Academy
- 100 Days of School celebration
- 3 Ups Kindergarten transition program for 2025 enrolments and families
- Year 5 and 6 lightning carnival and Eagles Cup football season
- Year 6 graduation at new venue, Geraldton Grammar School
- Year 6 leadership day at Geraldton Camp School
- Year 6 business challenge raising \$500 for local charity
- Year 6 camp to Perth
- Champions of Geraldton Year 6 boys basketball, invited to Summer Slam in Perth
- 2 Numero teams making the final of the state challenge
- Inaugural APS Open Day Big Breakfast event
- Whole school PBS, Good Standing and Superdraw rewards
- Joined Ngaparrti Ngaparrti Two Way Science/Reconnect to Country program

# 2024 PUBLIC SCHOOL REVIEW

In September of 2024 APS was reviewed by the Department of Education's Public School Accountability directorate. The review is designed to give assurance to the local community, the Minister for Education and Training and the Director General about the performance of the school in delivering high quality education to students. At the conclusion of the process, the review team determines the timeline in which the school will be next reviewed, either in 1, 3 or 5 years.

Reviewers Kim McCollum (Director) and Jaclyn Huts (Peer) assessed the school's self reflection and visited the school to validate their findings. Staff, students, parents, carers and community partners met with the reviewers and spoke about the school in reference to the six domains outlined in the *Public School Review - The Standard* document (Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality and Student Achievement and Progress).

The reviewers awarded the school a '5 Year Return', putting APS in the top 6% of the 531 schools reviewed since 2020. This result was celebrated with staff and the wider community and represented reward for a long term pedagogical and cultural reform process. The process was endorsed by Deputy Director General Mr Steven Watson.

***"The school has established a strong culture of positive and respectful staff, student and family relationships underpinned by the shared belief that students are at the centre of all decision making".***

***"Driven by a strong moral purpose, staff are attuned to the individual needs of their students and work collaboratively to provide pastoral care and wrap around support ensuring the conditions for students to thrive'.***

***"Led by the Principal and cohesive leadership team, the school has established a compelling vision for student success. This is driven by clear strategic directions, high expectations for staff and students and a commitment to innovation and evidence based practice aligned to the needs of students".***

***"A passionate and skilled staff exhibit a strong commitment to excellence and the delivery of a connected curriculum linked to the students' needs. Shared beliefs about quality teaching underpin consistent school wide practices and the optimising of student learning through explicit teaching and targeted intervention".***



# SCHOOL IMPROVEMENT (ACADEMIC)

In 2024 APS curriculum leaders continued to support teachers to refine the delivery of content in all curriculum areas by embracing the annual mantra 'Think Small and Never Miss Twice'. A collective staff focus on identifying small adjustments to practice that would have ongoing positive impact on student outcomes drove the 2024 improvement agenda. The Teaching for Impact overview document was referenced regularly in collaborative meetings to reinforce the characteristics of an effective teacher.

Consolidating the implementation of PRIME, under the guidance of Instructional Coach Martine Thurkle and Deputy Principal Samantha Cousins, was a 2024 priority in Maths. Adjustments were made in class for students who could not access year level content with support staff using the Maths Online and Ochre resources with these students during independent practice. The Maths Marvels before school program continued to support female students to improve recall of mental computation strategies and basic facts automaticity. Three Numero teams qualified for the state final in Perth where they performed well but did not place.

In English, Knowledge Based Units were introduced in Year 3 – 6. Each unit focused on unpacking a high quality fictional text or an important current or historical event, over a 5 week period. Deputy Samantha Cousins worked with teachers to refine and reorganise the units after they were delivered, acting on feedback to make them more contextually appropriate and accessible for APS students. Tier 2 and 3 UFLI phonics intervention was delivered by support staff each day in the newly built student services hub. Lead EA's ensured the process was data driven, collating and acting on progress data weekly.

The implementation of the APS Connected Curriculum document in 2024 signaled the near completion of a 5 year journey of pedagogical reform. The document explicitly links content in all subject areas thematically, and details a logical order in which to teach it. This methodology promotes long term information retention in students by creating multiple opportunities to retrieve knowledge across different contexts.



# 2024 NAPLAN

## Comparative Performance Summary

	Year 3		Year 5	
	2023	2024	2023	2024
Numeracy	1.1	1.0	1.2	1.7
Reading	0.7	0.5	0.8	0.5
Writing	0.4	0.3	0.8	0.4
Spelling	1.2	0.4	0.0	1.1
Grammar & Punctuation	0.5	0.5	0.8	1.0

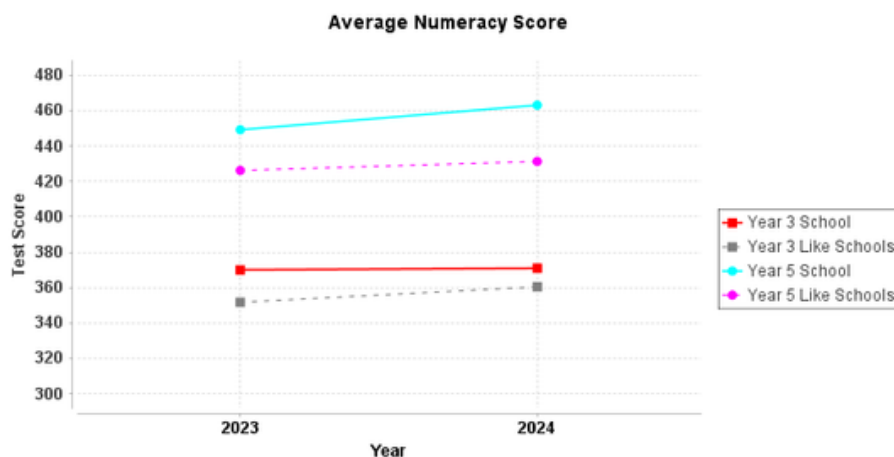
Legend:  
Above Expected - more than one standard deviation above the predicted school mean  
Expected - within one standard deviation of the predicted school mean  
Below Expected - more than one standard deviation below the predicted school mean  
if blank, then no data available or number of students is less than 6

In 2024 APS Year 3 and Year 5 students achieved at or above like schools in all NAPLAN testing areas. This has now occurred 39 out of the last 40 NAPLAN tests sat by Allendale students. Due to new NAPLAN testing conditions implemented in 2023, comparative data across consistent cohorts can not yet be analysed. This means that changes in achievement level in Year 3 and Year 5 from 2023 to 2024 can be attributed to the traits and skills of those specific cohorts only.

It is pleasing to see that the introduction of a completely new approach to teaching year level content in Maths (PRIME), has not had a negative impact on NAPLAN achievement data, with APS achieving between 0.1 and 1.7 standard deviations higher than like schools in NAPLAN over the last 2 years. This is demonstrated below with both year group average score continuing to trend upwards (minimal increase in Year 3).

It should be noted that in 2024, two testing areas fell short of being 'green' by just 0.1 of a standard deviation. This is the difference in a cohort being appraised as achieving 'at' the level of a like school rather than 'above'.

Average Numeracy Score



# SCHOOL IMPROVEMENT (STAFFING)

In 2024 APS maintained a consistent workforce with just 3 teacher transfers occurring. A challenge for the school was retaining high quality support staff, with several education assistants leaving the Department of Education Western Australia for the private sector. This is an issue which Principal Chad Barnes raised with the Director of Education Mrs Lisa Criddle on her visit to APS in Semester 1.

During Term 2 Pre-Primary teacher Mrs Emma Smith accepted a temporary promotional position as Deputy Principal at Beachlands Primary School, an opportunity that became a permanent appointment later in the year. Due to small class sizes, it was decided to merge both Pre-Primary cohorts to cover Emma's absence. This allowed the school to save significant teacher salary, and redirect these funds for additional support staff to assist the classroom teacher with the larger than normal class size.

Mrs Janica Ringwood transferred from APS to the PEAC co-ordinator role after Term 1. Miss Emily Kraljevich relocated to Perth at the end of the year. In her 4 years at APS, Emily was a diligent and hardworking early childhood teacher who displayed leadership attributes, particularly in the development and implementation of Literature Based Knowledge Units.

Miss Marika Calvin resigned from her Aboriginal Education Islander Officer position at the conclusion of the 2024 school year, accepting a position at another government department.

Support staff member Mrs Kerrie Wann retired after more than 3 decades of service to the Department of Education Western Australia, including the last 21 years at APS. Staff and special guests celebrated her career at an afternoon tea function that included speeches and a special presentation.



# SCHOOL IMPROVEMENT (INFRASTRUCTURE)

In February 2024 the self funded Student Services Hub capital works project was completed. The \$380 000 project added 3 UFLI Tier 2 intervention rooms, an office for the school Chaplain, a staff preparation and planning room, an AIEO office and a Maths resource storeroom to the school's physical infrastructure. The intervention rooms service 90 APS students weekly, each attending 5 half hour intensive phonics sessions with targeted progress monitoring. Previous to this build, these sessions occurred in busy common areas, storerooms converted into learning spaces or outside, weather permitting. Floor space was reclaimed from the senior boys and junior girls toilets to create the new rooms.

The Administration block was refurbished and painted in 2024, again this project was self funded. The timber honour boards were removed and replaced with perspex signage, creating a more corporate and professional environment. The space was furnished with new chairs and plants. 10 A2 professional prints were installed throughout the office space and two staff t shirts were professionally framed and hung on the walls. A large smart television was also installed for promotional purposes.

110 Ipad's were purchased and distributed across the school according to the 2024 replenishment plan with each teacher and support staff member having continued access to a personal device. 11 Large flat screen televisions were installed in classrooms and learning spaces, finalising the transition from the Comm Box screens installed prior to 2021.





# BUSINESS PLAN

In 2024 APS began a new business plan cycle, developing and implementing a 1 year plan for the first time. Following a 1 year plan allowed school leaders time to reflect on the success of the 2021 - 2023 cycle and allow the 2024 Public School Review findings to drive the direction of the next long term planning document. The 2024 plan included goals in 4 focus areas (high quality teaching, relationships and partnerships, student achievement and progress and use of resources), each with a target or a series of checkpoints used to indicate success. Additionally, the plan detailed school priorities or issues that may need to be monitored across the year or considered in the medium term.

**By the end of 2024 explicit teaching in English will be complemented by the introduction of knowledge rich units in Years 3 - 6 - **ACHIEVED****

**By the end of 2024 the 5 targets in the APS Aboriginal Cultural Standards Framework Action Plan will be achieved - **ONGOING****

**By the end of 2024 APS will increase its early childhood student numbers - **ACHIEVED****



## 2024 BUSINESS PLAN



### STRIVE TO SUCCEED

**Rationale:** A one-year business plan provides the Principal and leadership teams time to reflect on the progress achieved from 2021-2023 and embrace the upcoming Public School Review to assist in driving the direction of the next three-year business plan cycle

**Mantra:** Think small and never miss twice...



### FOCUS AREAS

#### High Quality Teaching

**GOAL:** To improve students' comprehension skills

##### TARGET

- By the end of 2024, explicit teaching in English will be complemented by the introduction of knowledge rich units in Years 3-6

##### MONITOR/FUTURE ATTENTION

- Age-appropriate content is delivered in PRIME Maths
- Effectiveness of Literature Based Knowledge Units (LBKU's) in Kindy to Year 2
- Consider Steplab Instructional Coaching training and use of video to develop teacher capacity (self-reflection), redefining APS coaching model

#### Relationships and Partnerships

**GOAL:** For Aboriginal students at Allendale Primary to succeed as Aboriginal people

##### TARGET

- By the end of 2024 the 5 targets in the Allendale Aboriginal Cultural Standards Framework Action Plan will be achieved

##### MONITOR/FUTURE ATTENTION

- Use Student Services Hub capital works project to attract new partnerships with external services
- Staff wellbeing and collective teacher efficacy
- Opportunities for knowledge building through incursions and excursions

#### Student Achievement and Progress

**GOAL:** For each student to achieve at least the expected level of year-on-year progress in English and Maths

##### CHECKPOINTS

- Improve PAT results by at least the Australian average (norm) in a 12-month period
- Maintain or improve core curriculum grade level from semester to semester
- Increase the number of students in high or very high progress categories in NAPLAN
- Meet the expected standard of the Phonics check in Year 1
- Graduate Tier 2 English intervention within 20 weeks

##### MONITOR/FUTURE ATTENTION

- How does introduction of knowledge rich units improve writing depth/data?
- How do we unpack comparative NAPLAN data in 2nd year of new model?
- Does the current RTP process need refining?

#### Use of Resources

**GOAL:** To maintain a sustainable single stream classroom structure for duration of next business plan cycle

##### TARGET

- By the end of 2024 APS will increase its early childhood student numbers

##### MONITOR/FUTURE ATTENTION

- The effectiveness of a rigid LIA policy
- Diversify promotional approaches for early childhood students
- Review Kindergarten enrolments schedule

# ATTENDANCE

In 2024 the overall student attendance rate decreased by 2.3%. Worryingly, the annual attendance rate for Aboriginal students decreased by 6.5%. This could be attributed to a 4.2% increase in severe attendance cases from 2023 - 2024. In Semester 2, of the 41 severe attendance cases (student attending less than 60% of school days), 36 students are Aboriginal.

Inhibitors to student attendance in 2024 included transport challenges, unauthorised vacations, non LIA enrolments and lack of parent support/engagement. 6 referrals for assistance to the regional office attendance team and 2 Student Whereabouts Unknown (SWU) applications were lodged throughout the year.

A developing knowledge of the Pulse module in Compass (now Project Kaarditjin) has allowed the APS attendance team to respond to more fine grained attendance data. Parents ability to respond to student absences electronically slightly decreased unauthorised absences from the previous year.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	84.3%	85.7%	88.3%	69.5%	65.0%	69.5%	79.0%	78.2%	86.6%
2023	89.0%	88.7%	90.3%	75.3%	70.0%	74.3%	84.1%	82.4%	88.9%
2024	89.5%	88.1%	91.0%	68.8%	71.9%	74.3%	81.8%	84.0%	89.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	32.2%	35.0%	18.1%	14.7%
2023	51.2%	24.1%	15.4%	9.3%
2024	46.3%	26.1%	14.1%	13.5%
Like Schools 2024	48.7%	24.5%	16.9%	9.9%
WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%

# FINANCIAL SUMMARY



Department of  
Education

Operational-Dec 2024

## School Financial Summary

Issued on 28 February 2025

<b>School:</b>	Allendale Primary School	<b>School Year:</b>	Dec 2024 ( Verified Dec Cash)
<b>Region:</b>	Midwest Region	<b>Aria:</b>	2.72
		<b>Distance to Perth (km):</b>	372.93

### One Line Budget

		Current	Actual YTD	Variance
Carry Forward (Cash):	\$	261,343	261,343	
Carry Forward (Salary):	\$	360,988	360,988	
<b>INCOME</b>				
Student-Centred Funding (including School Transfers & Department	\$	5,038,215	5,038,215	
Locally Raised Funds:	\$	360,898	363,411	-2,513
<b>Total Funds:</b>	\$	<b>6,021,443</b>	<b>6,023,957</b>	<b>-2,513</b>
<b>EXPENDITURE</b>				
Salaries:	\$	4,796,762	4,796,762	
Goods and Services (Cash):	\$	806,913	763,138	43,775
<b>Total Expenditure:</b>	\$	<b>5,603,675</b>	<b>5,559,900</b>	<b>43,775</b>
<b>Variance:</b>	\$	<b>417,769</b>	<b>464,057</b>	<b>-46,288</b>

### Student-Centred Funding

Per Student	\$	2,927,456.00
School and Student Characteristics	\$	1,834,714.02
Disability Adjustments	\$	39,376.60
Targeted Initiatives	\$	224,509.75
Operational Response Allocation	\$	10,112.48
Regional Allocation	\$	1,000.00
<b>Total</b>	<b>\$</b>	<b>5,037,168.85</b>

### Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised	\$	5,114,653
<b>Minimum Expenditure Requirement</b>		
96% of current budget	\$	4,910,066
10% of carry forward	\$	98,269
<b>Total Minimum Expenditure</b>	<b>\$</b>	<b>5,008,335</b>
<b>Current Forecast Expenditure</b>		
Salaries	\$	4,796,762
Goods and Services (Cash Expenditure)	\$	763,138
<b>Total Forecast Expenditure (cash and</b>	<b>\$</b>	<b>5,559,900</b>

### Bank Account Balances (Cash)

Bank Account	\$	165,071.41
Investment Account(s)	\$	0.00
Building and Other Funds Account	\$	0.00
<b>Total for all Bank Accounts*</b>	<b>\$</b>	<b>165,071.41</b>

\*Reserve balances are included in the total

### Reserve Account Balances

RESE	\$	22,287.00
ICT EQUIPMENT RESOURCE RES	\$	14,641.89
FURNITURE AND FITTINGS RES RES	\$	11,999.43
PLANT AND EQUIP RES RESERVE	\$	17,000.37
PHOTOCOPIER	\$	7,452.45
<b>Total for all Reserve Accounts</b>	<b>\$</b>	<b>73,381.14</b>