

Allendale Primary School

AN INDEPENDENT PUBLIC SCHOOL

ANNUAL REPORT 2025



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 2025. Our families live primarily in Wonthella and its surrounding suburbs. APS is part of the Geraldton Network of schools.

OUR MISSION

To provide a high-quality education that empowers every student to reach their full potential. We foster a culture of high expectations and high care, where every decision is made with students at the centre and every minute of learning counts. Allendale Primary is a high-performing public school built on a foundation of high expectations, high care, and high performance. We are driven by a shared belief that students are at the centre of everything we do and that every minute counts. Our dedicated staff work collaboratively to provide quality teaching, foster strong relationships, and create an inclusive environment where every student can thrive. Guided by professionalism, compassion, and a commitment to continuous improvement, APS is proud to be a community that achieves excellence.

OUR VISION

To be a leading public school recognised for exceptional teaching, inclusive practice, and strong academic performance. We strive to create a supportive and inspiring environment where students, staff, and families work together to achieve success. We are stronger as one.



CORE VALUES

HIGH EXPECTATIONS

We set ambitious goals for ourselves and our students, maintaining a commitment to excellence in teaching, learning, and leadership.

HIGH CARE

We show compassion, kindness, and respect in all interactions. Our community thrives on understanding, support, and shared responsibility.

CONTINUOUS IMPROVEMENT

We reflect on our practice, seek feedback, and embrace opportunities for growth. Every staff member plays an active role in the school's ongoing development and success.

COLLABORATION AND TRUST

We believe in the strength of teamwork and open communication. By working together with honesty, humour, and respect, we create an environment where everyone can succeed.



HIGHLIGHTS

- 6th Annual APS Season Launch held at Geraldton Yacht Club
- Achieved at or above like schools in 10/10 NAPLAN testing areas
- Member of The Knowledge Coalition schools partnership
- Visit by Director of Education Lisa Criddle to discuss high performance
- Implementation of 2025 Aboriginal Cultural Standards Framework Action Plan
- Development of The Allendale Way APS Agreed Culture Norms
- Transitioned to new faction names Ilgari, Burlga, Garla and Miruguru
- Announcement of new school uniform policy
- Acquisition of canteen by APS/Education Department
- Full implementation of APS Connected Curriculum document
- Maintained single stream classrooms for fourth consecutive year
- Transition from Compass to Project Kaartdijin
- 'Making a Difference' DOE recognition for FOH and Lead team members
- Continuation of Telethon/Youthcare pastoral engagement officer program
- Continuation of Instructional Coaching using StepLab model
- Development of official APS brand guidelines
- Continued use of Class Solver to effectively develop class lists
- Continued before school Maths Marvels program for Year 3 - 6 girls
- \$4555 raised for cancer research during 'World's Greatest Shave'
- 98% of students maintaining Good Standing across the year
- NAIDOC Week celebrations including 9th 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 2026 enrolments and families
- Year 5 and 6 lightning carnival and Eagles Cup football season
- Year 6 leadership day, graduation and camp to Perth
- Year 6 business challenge raising \$500 for local charity
- Numero team finalists in the state challenge
- Second annual APS Open Day Big Breakfast event
- Whole school PBS, Good Standing and Superdraw rewards
- 'Unique Approaches to School Leadership' presentation by administrators at Midwest Leadership Conference
- Staff room rejuvenation project approved



TEACHING QUALITY

In 2025 APS staff committed to improving the impact of their practice by more effectively meeting students at their individual (academic and social) point of need. The annual mantra **What do you need? How can I help?** promoted teacher curiosity both inside and outside of the classroom and a shared understanding of the different obstacles impacting a student's ability to learn was developed. It also underpinned the school leaders' approach to problem solving and complaint/crisis management, improving relationship building in the wider community with stakeholders feeling like their concerns were more deeply heard and considered.

The APS Connected Curriculum planning approach expanded to include specialist subjects in 2025, highlighting strong opportunities to link knowledge building with core curriculum delivery. Small improvements to the Year 3-6 Knowledge Units were made, centred on feedback received from teachers in the self funded 'Curriculum Catchup' development days. Our Knowledge Coalition partnership expanded to include Morowa District High School, with APS curriculum Deputy Samantha Cousins providing collegiate support in the areas of effective change management and content creation.

The strategic implementation of the Zones of Regulation social and emotional learning program was in direct response to a 2024 Public School Review recommendation. A shared language and understanding of the process of self regulation between students and staff anecdotally resulted in students being primed for effective learning for longer periods of time. A future goal in this area will be demonstrating the impact of the program's implementation through longitudinal behavioural data.



CULTURE

In 2025 Principal Chad Barnes led a collaborative process to develop **The Allendale Way - APS Agreed Cultural Norms**, a document clearly identifying how APS staff are expected to develop and maintain a positive and psychologically safe organisational culture. The creation of a set of shared cultural norms was in direct response to a line of inquiry raised during the 2024 PSR process, that challenged the school's leadership to articulate 'why the school had such a great feel'.

Additionally, the document confirms the agreed conditions needed to ensure every APS student can learn effectively in every classroom, every day.

The Allendale Way - APS Agreed Cultural Norms also underpins the staff induction process, highlighting performance expectations prior to commencement of employment, and is referred to in formal and informal performance management if cultural standards appear like they are not being met.

THE ALLENDALE WAY
APS AGREED CULTURE NORMS (BELIEVE, KNOW, DO)

At Allendale Primary School staff **believe**:

- every student can achieve academically and socially
- the delivery of evidence based whole school programs give students the best chance of success in English and Maths
- high impact instructional teaching strategies have a significant positive impact on student learning
- learning should include authentic Aboriginal perspectives (where possible)
- knowledge rich learning is essential for developing effective comprehension strategies
- students should have many opportunities to retrieve content and link knowledge across learning areas
- tier 2/3 intervention is pivotal in meeting some students at their point of need
- routine and predictability are a pre-cursor for successful learning (lower cognitive load)

At Allendale Primary School staff **know**:

- students need to be regulated and have their basic needs met before effective learning can occur
- parents/carers may need support to access external agencies or programs
- students in crisis find it hard to learn, and make accommodations for this
- students are entitled to a safe and inclusive learning environment

At Allendale Primary School staff **do**:

- agree that students are at the centre of everything we do
- understand there is a responsibility to reflect on their practice and seek to improve
- trust their colleagues to fulfill their role in the school
- communicate with kindness, compassion and respect, whether experiencing success or in crisis
- embrace whole school professional improvement strategies such as instructional coaching
- acknowledge and act on feedback from their line manager in a timely manner
- receive flexibility with regards to leave, if they have followed the process
- actively engage in staff meetings, professional learning or curriculum catch ups
- appreciate humour, at the appropriate moment!
- 'check-in' with their colleagues when something does go wrong, or might be about to go wrong
- ask for help when they need it, either at work or at home

STUDENT ACHIEVEMENT AND PROGRESS

Compare to ● Students with similar background ● All Australian students

Interpreting the table
Selected school's average when compared to students with a similar background

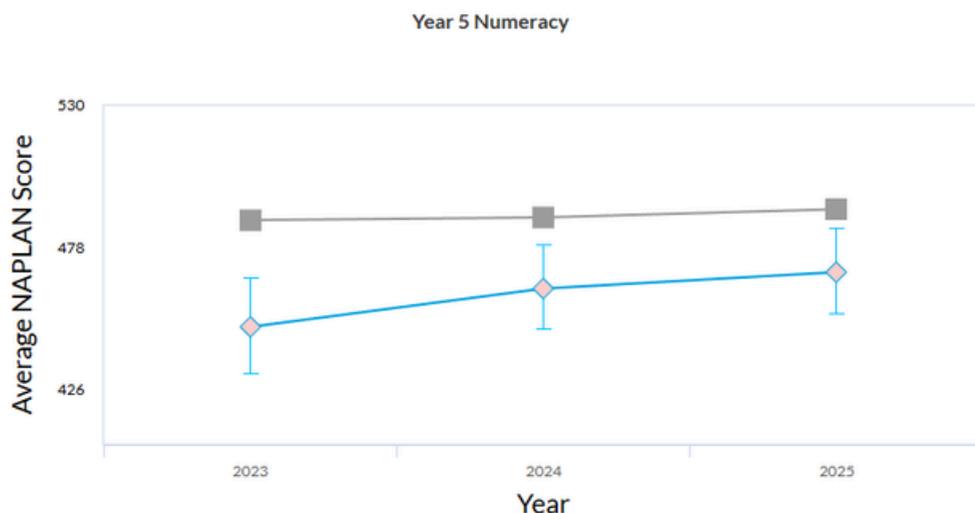
- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

| | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 3 | 326 | 345 | 330 | 325 | 359 |
| Year 5 | 462 | 445 | 472 | 472 | 469 |

In 2025 APS Year 3 and Year 5 students achieved **at or above** like schools in all NAPLAN testing areas. This has now occurred 49 out of the last 50 NAPLAN tests.

2025 was the first opportunity to analyse NAPLAN progress data since the testing was restructured in 2023. Of all Year 5's who tested in 2023 and 2025, 53% made above average progress in Reading, 49% made above average progress in Writing and 57% made above average progress in Numeracy, when compared to students with a similar background.

It was pleasing to see that the whole school 2023 introduction of the PRIME Maths program, continued to have a positive impact on NAPLAN achievement data. In 2025 NAPLAN testing, APS students on average **gained 12 points more than all Australian students** on their Numeracy score between 2023 and 2025 and for the first time in at least 12 years APS students achieved 'close to' the average of all Australian student scores (see graph below). APS Year 3 student achievement followed national trends with a decline in results across all testing areas. Closing the knowledge gap for these students through Tier 2 and 3 intervention will be a central focus in 2026.



RELATIONSHIPS AND PARTNERSHIPS

In 2025 APS maintained a consistent workforce with 3 new teachers joining staff at the beginning of the school year. There were 28 teaching staff appointed in 2025 at a total of 22.7 FTE. Additional support staff were employed across the school year under the special defined project agreement, to accommodate the unplanned enrolment of students with complex needs. Some funding was received from the Department of Communities and the Midwest Regional Education Office to support this.

In Term 3 substantive Deputy Tammie Jones was the successful applicant in a program co-ordinator process for a new build special education facility on the Waggrakine Primary School site. Teacher Miss Kate Cassin was able to backfill the role in Semester 2 whilst a process to find a permanent Deputy Principal was conducted. This process failed to identify a suitable applicant and will be re-run early in 2026.

The school took ownership of the school canteen in Semester 2 after the dissolution of the APS Parents and Citizens association. APS was granted permission to create a canteen supervisor and 2 canteen attendant roles to ensure ongoing food service to its students. All canteen staff were employed on 1 year fixed term contracts to give the school time to understand the canteen's profitability and potential for growth.

In Semester 2 the substantive gardener transferred to another school. APS was unable to immediately backfill the role and operated without a gardener/handyman for a significant portion of Term 4. A head cleaner was appointed in a fixed term capacity, helping to fill the position left vacant due to long term health concerns of the substantive staff member.

APS continued to strengthen its partnerships with other educational organisations and external services in 2025. Ongoing membership in The Knowledge Coalition, a small group of schools working together to develop knowledge rich units for schools in low socio-economic areas, streamlined planning workload for teachers and curriculum leaders. A continued partnership with the Geraldton Buccaneers basketball club saw import players employed as education assistants and youth mentors for at risk students. A collegiate relationship with Morowa District High School was formed, with schools exchanging ideas and resources in the core-curriculum areas.



USE OF RESOURCES

In 2025 APS maintained single stream classrooms for a 4th consecutive year, despite some lower class sizes in the early childhood years. A commitment to streamlining workload for teachers drove this financial decision and was well received by staff.

Additional release time was allocated to teachers leading complex student case management, offsetting the extra time spent planning and attending interagency meetings. Specialist teachers with high preparation loads also received additional release time, as well as those performing additional responsibilities such as the coordination of Year 6 leadership programs and camps. All teaching staff received above the SSTUWA recommended DOTT allocation.

\$52 635.44 was spent on Information and Communication Technologies (ICT) hardware in 2025, strengthening the school's long term infrastructure. 46 student iPads and 10 teacher iPads were added to the current fleet with none being decommissioned in the calendar year. 6 desktop computers were purchased for the student services offices and the library. An additional wireless access point was installed in the canteen and a large TV screen was added to the Principal's office and staff room.

APS met the 96% spend for the 2025 school year whilst maintaining valuable cash and salary carry over totals. These funds were allocated to support a sustainable single stream class structure and cover the cost of whole school curriculum texts such as PRIME Mathematics and Spelling Mastery, which need to be available to students early in the new school year. There were no major infrastructure or capital works project undertaken in 2025.



BUSINESS PLAN

The 2025 APS business plan detailed key focusses within the 6 Public School Review domains, each including an overarching goal, a measureable target, check points for success and a probing question predicting areas requiring future attention. The 2024 APS Public School review (5 year return) informed a number of these goals.

The transition to an annual business plan was successful, providing all staff with increased clarity on the more immediate goals for cumulative improvement. A3 posters were displayed in all classrooms, learning and administration areas, promoting a collective responsibility for implementing the plan across the school year.

- Teaching Quality - **ACHIEVED**
- Learning Environment - **ACHIEVED**
- Student Achievement and Progress - **ACHIEVED** (rebranded Maths Mastery)
- Leadership - **ACHIEVED**
- Relationships and Partnerships - **ACHIEVED**
- Use of Resources - **ACHIEVED**



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2025 BUSINESS PLAN

STRIVE TO SUCCEED What do you need? How can I help?



Student Achievement and Progress

Goal: Reduce the number of students unable to access year level English/Mathematics content.

Target: By the end of 2025, the Connecting Math Concepts intervention program will be fully implemented for Years 3 to 6.

Check Points:

- Progress monitoring and assessment data must inform structural/pedagogical change.
- Introduce Drill and Skill and Mental Set in Maths intervention lessons.

Monitor/Future Attention: What are the attendance trends for students participating in daily Maths/English intervention?

"Driven by high expectations, there is a clear commitment to building a culture of evidence-based decision making and ensuring a sense of collective accountability for student achievement"

Relationships and Partnerships

Goal: Identify key attributes of ongoing positive school culture. Explore how external partnerships can support students to improve attendance.

Target: By the end of 2025, 'The Allendale Way' school culture document will be completed and used for staff inductions and performance accountability.

Check Points:

- Gather feedback from staff regarding positive and developing aspects of current school culture.
- Whole school goal of 85% student attendance annually.

Monitor/Future Attention: Where can we find unique approaches to motivate staff and ensure an ongoing commitment to positive school culture?

"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"

Teaching Quality

Goal: Solidify instructional coaching as a whole school practice.

Target: By the end of 2025, the APS Instructional Coaching Handbook will underpin teaching improvement cycles.

Check Points:

- Each teacher participates in at least one coaching cycle per year.
- Expand video library of best practice teaching at APS.
- Seek feedback regarding the impact of coaching cycles.

Monitor/Future Attention: How does instructional coaching evolve into effective peer mentoring?

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

Learning Environment

Goal: Improve students' ability to self-regulate and make positive choices.

Target: By the end of 2025, APS will implement Zones of Regulation (ZOR) as its whole school Social Emotional Learning program.

Check Points:

- Identify data sets to monitor the impact of ZOR on student behaviour.
- Include Health on APS Connected Curriculum document, link concepts from ZOR, PBS and the Personal, Social and Community Health curriculum.

Monitor/Future Attention: Will we need to repeat the 2025 ZOR scope and sequence in 2026 to establish a strong base understanding of concepts?

"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"

Leadership

Goal: Build the leadership capacity of teachers and support staff to perform higher duties and accept promotional roles.

Target: By the end of 2025, the two Lead EA portfolios will align with academic and social/behavioral intervention respectively.

Check Points:

- Reinstate the Curriculum Executive Team (CET) to support administrators in monitoring whole school teaching and learning approaches.
- Provide opportunities for professional learning and on job experience for emerging and aspirant leaders.

Monitor/Future Attention: How might a change in school leadership affect student performance?

"Led by the Principal and the 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"

Use of Resources

Goal: Restructure support staff allocation to limit transitions and meet students and teachers at their point of need.

Target: By the end of 2025, a trial of the 'teams' approach to resource allocation will be appraised as a sustainable/effective whole school approach.

Check Points:

- Use Microsoft Planner to organise tasks for support staff.
- Introduce team leader role to streamline communication and monitor fair allocation of resources.

Monitor/Future Attention: Can we retain high quality support staff in the current economic climate?

"Decision making is underpinned by an unrelenting focus on maximising student outcomes and ensuring resources are deployed to realise strategic goals and ensure student success"

ATTENDANCE

In 2025 the overall student attendance rate increased by 2.1% to 83.9%, just shy of the 85% target. Whilst still 5.2% below the WA Public School average, this improvement was encouraging considering the number of enrolled students increased from 349 in Semester 1 to 363 at the end of the year. Inhibitors to student attendance included transport challenges, unauthorised vacations, non LIA enrolments and lack of parent support/engagement.

In Semester 2 there were 31 severe attendance cases (student attending less than 60% of school days), 10 less than the previous year. Worryingly, all but one of these students were Aboriginal. The School of Special Education Needs Behaviour and Engagement Aboriginal Youth Support Coordinator program was engaged to help support families with severe attendance, however it lacked organisation or follow through and failed to have an impact. Referrals to the Midwest Regional Education Office for severe cases continued to have minimal impact on student attendance data.

A developing knowledge of the Pulse module in Compass (now Project Kaarditjin) 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.

Attendance

Primary Attendance Rates

| | Attendance Rate | |
|------|-----------------|-------------------|
| | School | WA Public Schools |
| 2023 | 84.1% | 88.9% |
| 2024 | 81.8% | 89.4% |
| 2025 | 83.9% | 89.1% |

Attendance % - Primary Year Levels

| | Attendance Rate | | | | | | |
|------------------------|-----------------|-----|-----|-----|-----|-----|-----|
| | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
| 2023 | 83% | 80% | 84% | 83% | 87% | 85% | 85% |
| 2024 | 82% | 82% | 75% | 85% | 86% | 82% | 79% |
| 2025 | 85% | 81% | 84% | 79% | 83% | 87% | 86% |
| WA Public Schools 2025 | 89% | 89% | 89% | 90% | 89% | 89% | 89% |



FINANCIAL SUMMARY



Department of
Education

Operational-Feb 2026

School Financial Summary

Issued on 17 February 2026

| | | | |
|---------|--------------------------|-------------------------|-------------------------------|
| School: | Allendale Primary School | School Year: | Feb 2026 (Verified Jan Cash) |
| Region: | Midwest Region | Aria: | 2.72 |
| | | Distance to Perth (km): | 372.93 |

One Line Budget

| | Current Budget | Actual YTD | Variance |
|--|----------------------|----------------|-------------------|
| Carry Forward (Cash): | \$ 0 | 231,594 | -231,594 |
| Carry Forward (Salary): | \$ 190,929 | 190,929 | 0 |
| INCOME | | | |
| Student-Centred Funding (including School Transfers & Department Adjustments): | \$ 0 | -124,990 | 124,990 |
| Locally Raised Funds: | \$ 0 | 746 | -746 |
| Total Funds: | \$ 190,929 | 298,279 | -107,350 |
| EXPENDITURE | | | |
| Salaries: | \$ 5,239,197 | 344,437 | 4,894,760 |
| Goods and Services (Cash): | \$ 0 | 8,783 | -8,783 |
| Total Expenditure: | \$ 5,239,197 | 353,219 | 4,885,977 |
| Variance: | \$ -5,048,268 | -54,941 | -4,993,327 |

Student-Centred Funding

| | |
|------------------------------------|----------------|
| Per Student | \$ 0.00 |
| School and Student Characteristics | \$ 0.00 |
| Disability Adjustments | \$ 0.00 |
| Targeted Initiatives | \$ 0.00 |
| Operational Response Allocation | \$ 0.00 |
| Regional Allocation | \$ 0.00 |
| Total | \$ 0.00 |

Minimum Expenditure Requirement Summary

| | |
|---|---------------------|
| Current Budget - SCFM and Locally Raised Funds | \$ 0 |
| Minimum Expenditure Requirement | |
| 98% of current budget | \$ 0 |
| 10% of carry forward | \$ 0 |
| Total Minimum Expenditure | \$ 0 |
| Current Forecast Expenditure | |
| Salaries | \$ 5,239,197 |
| Goods and Services (Cash Expenditure) | \$ 0 |
| Total Forecast Expenditure (cash and salaries) | \$ 5,239,197 |

Bank Account Balances (Cash)

| | |
|-------------------------------------|----------------------|
| Bank Account | \$ 295,750.41 |
| Investment Account(s) | \$ 0.00 |
| Building and Other Funds Account | \$ 0.00 |
| Total for all Bank Accounts* | \$ 295,750.41 |

*Reserve balances are included in the total

Reserve Account Balances

| | |
|---------------------------------------|----------------------|
| BUILDING AND LAND IMPROVE 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 |
| GENERAL CANTEEN RESERVE | \$ 26,665.00 |
| Total for all Reserve Accounts | \$ 100,046.14 |

