



Trust, Respect & Opportunity

ANNUAL SCHOOL REPORT



2024

School Overview

Aveley Primary School, is an established Independent Public School, located approximately 26 km north-east of the Perth CBD. Our school is located east of Ellenbrook and south of The Vines. Aveley opened in 2012, catering for 180 students. We currently provide quality education for over 630 students with a diverse range of needs and cultural backgrounds. With excellent modern facilities and well-maintained grounds, we have a highly experienced team of teachers and support staff who provide challenging, innovative and supportive learning environments inside and outside the classroom. We provide specialised learning programs in Music, Digital Technologies, Languages (Indonesian), Physical Education, Visual Art and Health. We encourage in students the ability and willingness to be lifelong learners and work closely with families and the school community to prepare our students for a productive and successful future.

Aveley Primary School provides rich and authentic learning experiences and is proud to be acknowledged as a Visible Learning school. Visible Learning means an enhanced role for our teachers as they become evaluators of their own teaching and make learning visible and achievable for all students.

Our vision is built on the pillars of Trust, Respect & Opportunity

Trust

We are a learning environment where students, staff and parents feel safe, heard and valued.

Respect

We treat others like they matter by listening, honouring boundaries and acting with kindness.

Opportunity

Fairness and accessibility for all. We support each other to develop our full potential and take pride in our different strengths.

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Relationships and Partnerships

- We are responsive to the diverse needs of our students and work collaboratively and respectfully with staff, families and community. We support our students and families through productive and genuine partnerships.

Learning Environment

- We strive to create a safe and caring learning environment for students and staff through shared expectations of behaviour, prioritising well-being and using whole school approaches to promote student engagement.

Leadership

- We understand the importance of collective leadership, where responsibility is shared, and staff skills and expertise are valued.

Use of Resources

- We have processes for financial management that support decision making in collaboration with staff and community. Resourcing is allocated to maximise learning.

Teaching Quality

- We invest in our teachers through performance and development, and professional learning to build a culture of high expectations and reflective practice.
- We prioritise evidence-based whole school approaches, collaboration and data driven decision making.

Student Achievement and Progress

- We use a wide range of school-based and systemic data to analyse student achievement and progress. Data collected is valued, relevant and used to inform planning.

Principal's message

2024 was another successful and productive year at Aveley. We remain committed to making a meaningful impact by fostering a learning environment where students feel safe, valued, and empowered to navigate both academic and personal challenges. We believe that every member of our school community plays a vital role in cultivating a culture that supports excellence.

We will continue the implementation of an Instructional Coaching model, an investment that will enhance curriculum leadership and strengthen lesson delivery across the school. This program has been extended to include more teachers as Instructional Coaches for 2025 and will align with the Department's Teaching for Impact to strengthen teaching and learning.

As we prepare for a Public School Review in 2025, our staff have been working diligently to refine strategies that drive ongoing school improvement. Our Business Plan was revised by all stakeholders to reflect the future direction of APS and will anchor our strategic planning over the next four years.

We continue to look at ways to improve our data collection and use a wide range of school-based and systemic data to analyse student achievement and progress. NAPLAN results, alongside school-based assessments, have informed our self-review process and targets and in 2025 we will be able to compare results to indicate progress.

We reviewed our Leadership Strategy, underpinned by our pillar of Opportunity, highlighting the importance of collective leadership, where responsibility is shared, and staff skills and expertise are valued.

2025 will bring the implementation of Real Schools – a partnership program that supports a restorative approach to behaviour through the application and development of useful practical ways to create authentic, productive relationships with students. Staff are excited to undertake this professional learning that will empower them in the classroom and provide a consistent and robust approach to creating a supportive classroom culture.

Aveley PS is fortunate to have a hardworking and dynamic staff, committed to providing a wide range of learning experiences to cater for the diversity and needs of our students. I thank them for their commitment in every class, every day.



Roz Berrigan
Principal

School Board Chair report

In a first for Aveley PS we had a large number of parent nominations for our two vacant positions. A vote was required to determine who would fill the two positions. As a result of the vote, we welcomed Kylie McGrath and Natasha Mutch onto the board, along with our staff representative: Dale Dickson and Principal: Roz Berrigan. I nominated and was elected Board chair for a 4th year, which is an honour.

This year we continued our journey through the school holding our meetings in various classrooms. This gave us the opportunity to view the learning our children are doing at APS. We acknowledge country at the start of each meeting, with a member of the board presenting one aligned with their workplace.

As our meetings continued throughout the year, we always started with finance updates, went through the school's annual report from 2023, received a school update on important information and the upcoming events which were happening at APS.

Roz shared how the staff reviewed the current business plan and worked on developing the new plan. We look forward to delving into the plan in greater detail in 2025 to discussion each of the drivers and how these are being met or continue to be worked towards.



Finally, we completed the mandated Board tasks throughout the year with confirmation of school development days, agreeance around the school's request for Contributions and Charges, presented with NAPLAN data, along with the student personal items list for 2025.

I would like to take the time to acknowledge our 2017 – 2024 Principal Michelle Murray and her quiet step away from the Department after many years of service.

The Board would like to say what an honour it has been working with Michelle and express our gratitude for her hard work throughout her time at Aveley. Thank you for the time, effort, professionalism and skill you have given to Aveley Primary School whilst Principal. We wish her all the very best for this next phase.

I would like to thank our parent representative Nicole Patterson, who withdrew from her position at the beginning of 2024, slightly before her tenure ended. Nicole held her position for almost three years, and we would like to thank her for her dedication to the School Board.

We would like to say thank you to our parent representative Sara Mayes upon her withdrawal from the board at the start of Term 4. Sara joined the board at the beginning of 2023. We would like to thank Sara for her time, contributions and professionalism she maintained whilst on our School Board. I would now like to thank each of you for the time you give to attend the meetings, the ideas you bring, the voice – as a parent and staff you provide in support of our school and community.

Susan Taylor
School Board Chair



Staff Photo Book Parade 2024

Highlights of 2024

STEM Expo & Open Night

On Wednesday 6 November, we hosted our annual Open Night evening, and STEM Expo. This is our favourite event of the year, as we love inviting everyone into our school to celebrate the amazing efforts of our students. We love seeing past students, new students, extended families, guests all coming together at our school. We saw so many students beaming with pride as they went from their classroom to specialist classrooms, to the STEM Expo and more! Thank you to our incredible P&C and School board members for supporting us with their raffle and stalls.



Ellenbrook Metronet

APS was front and centre with the launching of the Morley–Ellenbrook line. Students and staff participated in a commercial for the launch. Mr Spencer was approached to coordinate the choir performance at the formal launch and the MetroNet float for the Channel 7 Christmas Pageant. A big thank you to Mr Spencer, parents and students who committed to these events outside of school hours, in promotion of our school.

Bali Sister School

Our P&C generously raised funds for our Bali Sister School to contribute to minor works at the school. Some staff visited during the July holidays to gift the donation and supply other resources.



Harmony Day

Students participated in activities celebrating our diversity and embracing the theme of 'Everyone Belongs' in our school and country, together.



Global Languageut Indonesian Competition

Aveley PS came third out of 100 schools (globally) in the recent Global Languageut Competition and 4 of our students placed in the top 30 students in the leaderboard. This truly is a fantastic achievement. Well done to Ibu Yang and her students.

Book Parade



Colour Run

Our inaugural Colour Run Event organised by our P&C was resounding success, raising a significant amount for our school. It will be a fixture for 2025.



Aveley Carols - Choir Performance

It was amazing to see and hear our choir performing at the hugely popular Aveley Carols. Everyone on stage sounded amazing even though the weather was unpredictable!



ANZAC Service

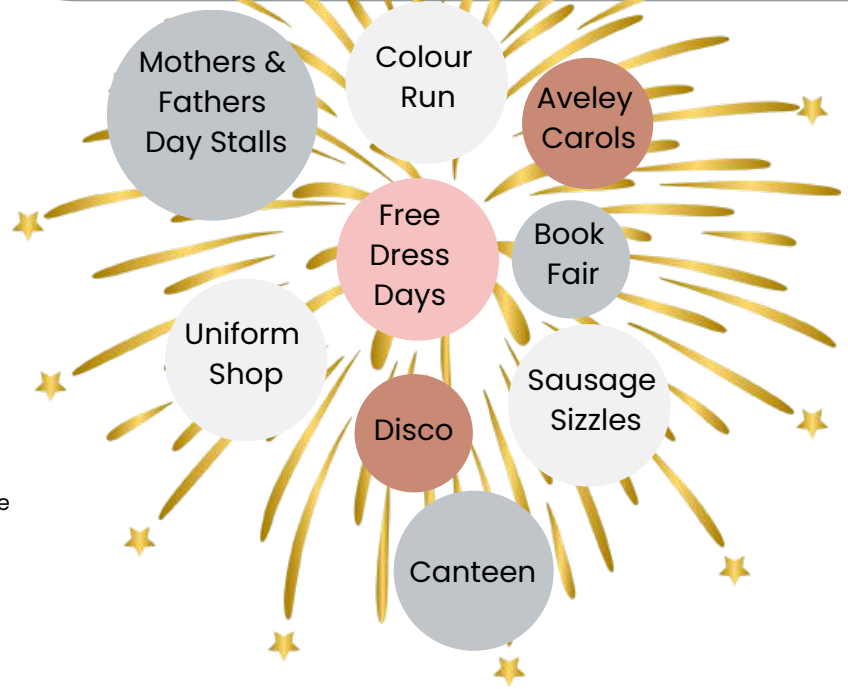


I would like to thank Mr Nathan Watson, Arielle Watson's father who read the Ode at our ceremony. It was a very moving and reverent service.

NAIDOC Celebrations

Students across our school participated in a range of activities promoting cultural understanding, appreciation and responsiveness, including listening to Dreamtime stories, learning Aboriginal symbols and Noongar words, researching Indigenous Legends and various art activities.

Thank you to our P&C for organising these events!



Achievements in Sport

EISA Summer Carnival – overall winners past three years (2022 – 2024)
2024 notable results
Basketball – winner
Tee ball – winner
Cricket – runner up

Winter Carnival – overall winners past three years also (2022 – 2024)
2024 notable results
AFLW – winner
AFL – runner up
Netball – winner
Hockey – winner
Soccer – runner up

Interscholar athletics 2024 – runner up overall

APS House Carnival 2024

– Pegasus overall winners after seven years in a row by Orion

APS Cross Country 2024 – Orion have won the last eight in a row



Happy Kids Club

Aveley Primary School is committed to student health and well-being. One program that has been implemented over the last few years is called The APS Happy Kids Club.

The objective of the program is to provide students with the opportunity to work together to learn and collaborate, aiming to teach them a diverse range of life skills including planning, preparing, developing and maintaining a water wise garden, food preparation, building, painting and mentoring.



Make –a– move Dance Performance

In Term 1, 2024, our Kindergarten to Year 6 students participated in the Make a Move Performance Program, funded through our wellbeing grant. This engaging program focused on developing students' movement skills, coordination, and confidence through dance and performance. The program also promoted personal and social development, encouraging teamwork, resilience, and self-expression. Each class worked towards a final performance, which was showcased to a buddy-class and parents. The program was well received by students, staff, and families, enriching our school's focus on student well-being and engagement in the performing arts.

Achievement

NAPLAN 2024

Comparative Performance Summary

	Year 3		Year 5	
	2023	2024	2023	2024
Numeracy	-0.3	0.7	-1.0	-0.4
Reading	-0.2	0.4	-1.3	-0.5
Writing	0.6	0.5	-0.8	0.4
Spelling	0.6	0.9	-0.2	1.0
Grammar & Punctuation	-0.5	0.8	-0.6	-0.4

- 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

2023 and 2024 Comparative performance calculations are based on index of Socio-Educational Advantage (ICSEA) only. Due to the new scale, comparisons between 2023 and previous years should not be made. 2023 and 2024 data are displayed separately from previous years.

Average Test Score

NAPLAN	Numeracy			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	390	461	410	472
WA Public School Average Score	398	480	394	480

Percentages of Students - Proficiency Levels (School)

NAPLAN	Numeracy			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	7	4	9	11
Strong	47	51	59	44
Developing	29	26	23	32
Needs Additional Support	17	19	9	13

Average Test Score

NAPLAN	Spelling			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	408	478	416	503
WA Public School Average Score	396	485	392	482

Percentages of Students - Proficiency Levels (School)

NAPLAN	Spelling			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	16	11	22	27
Strong	50	59	48	51
Developing	27	19	24	16
Needs Additional Support	7	11	6	6

Average Test Score

NAPLAN	Reading			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	383	458	397	468
WA Public School Average Score	390	484	387	477

Percentages of Students - Proficiency Levels (School)

NAPLAN	Reading			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	10	5	19	7
Strong	46	57	47	56
Developing	34	21	24	27
Needs Additional Support	10	16	10	10

Average Test Score

NAPLAN	Writing			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	420	452	418	483
WA Public School Average Score	408	474	405	473

Percentages of Students - Proficiency Levels (School)

NAPLAN	Writing			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	11	5	13	10
Strong	67	44	67	59
Developing	20	32	16	26
Needs Additional Support	1	19	5	6

Average Test Score

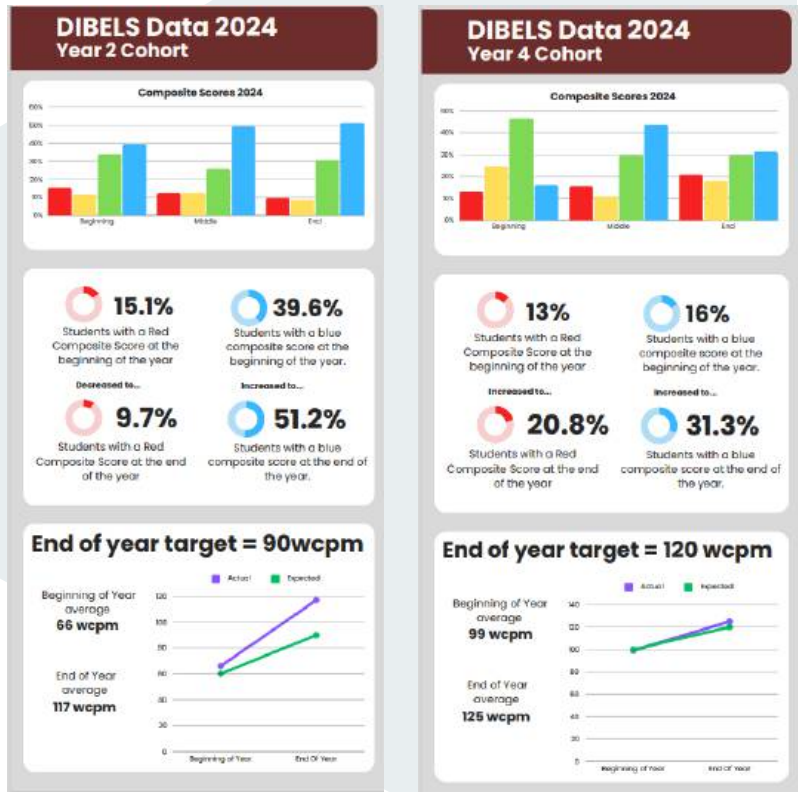
NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
School Average Score	380	471	417	476
WA Public School Average Score	397	487	395	487

Percentages of Students - Proficiency Levels (School)

NAPLAN	Grammar & Punctuation			
	2023		2024	
	Year 3	Year 5	Year 3	Year 5
Exceeding	6	4	11	9
Strong	31	55	49	41
Developing	49	25	25	39
Needs Additional Support	14	16	15	11

DIBELS Yr 2 and Yr 4 2024

Dynamic Indicators of Basic Early Literacy Skills (Reading)



NAPLAN Yr 3 and Yr 5 Writing

Year 5 NAPLAN Writing	Audience	Text Structure	Ideas	Character and setting	Vocabulary	Cohesion	Paragraphing	Sentence Structure	Punctuation	Spelling
Max Score	6	4	5	4	5	4	2	6	5	6
All Australian Schools Mean	2.99	2.15	2.73	2.31	2.50	2.13	0.82	2.71	2.14	3.42
Group Mean	3.00	2.16	2.78	2.20	2.49	2.14	0.80	2.77	2.10	3.57
Difference	+0.01	+0.01	+0.05	-0.11	-0.01	+0.01	-0.02	+0.06	-0.04	+0.15
Group Mean in 2022 (Year 3)	2.42	1.73	2.28	1.81	2.03	1.94	0.41	2.19	1.91	2.82

Year 3 NAPLAN Writing	Audience	Text Structure	Ideas	Character and setting	Vocabulary	Cohesion	Paragraphing	Sentence Structure	Punctuation	Spelling
Max Score	6	4	5	4	5	4	2	6	5	6
All Australian Schools Mean	2.44	1.82	2.29	1.86	2.05	1.89	0.37	2.18	1.81	2.65
Group Mean	2.37	1.85	2.23	1.90	2.10	1.89	0.54	2.15	1.63	2.69
Difference	-0.07	+0.03	-0.06	+0.04	+0.05	0	+0.17	-0.03	-0.18	+0.04

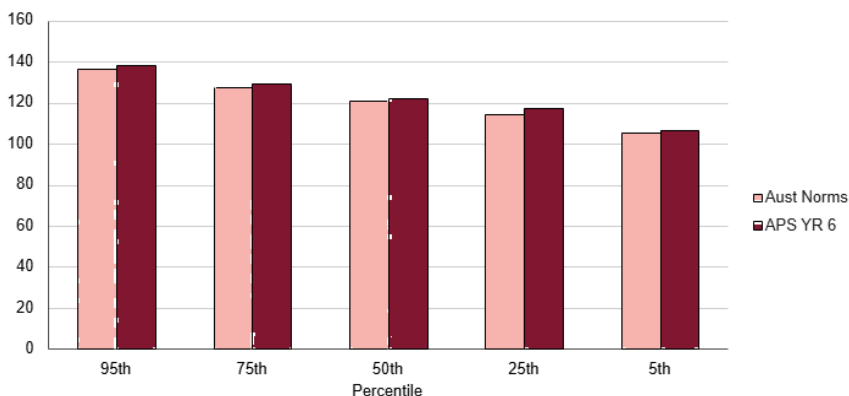
PAT Results MATHS 2024

Progressive Achievement Tests

PATM Norm Sample (targets based on 2022 norms)used i	Year Group	2024 Target (Median PAT Score)	2024 Median Score	Norm difference	Norm Met?	2023-2024 Growth	Additional Info (Abnormalities, high/low progress, particular students etc.)	2025 Target
N/A	PP	95	89.7	-5.3	N/A	N/A		**TBA
99	Year 1	99	100.8	+1.8	Y	+11.1		
108	Year 2	108	108.8	+0.8	Y	+6.2		
115	Year 3	115	113.2	-1.8	N	+7.5		
121	Year 4	121	117.7	-3.3	N	-4.9		
125	Year 5	125	122.9	-2.1	N	+4		
128	Year 6	128	127.5	-0.5	N	+7.1		N/A

PAT Results Yr 6 Science 2024

Year Six Science PAT Data: APS Students compared to Australian Norms



LINES OF INQUIRY

Grade Alignment vs NAPLAN results – How can we ensure accuracy?

- More moderation
- Judging standards used more frequently
- Use of common assessment tasks
- Use of Elastik (aggregate program for assessments)

Students Needing Additional Support

Are these results expected from this cohort of students?

Maintaining or moving students from Strong to Exceeding

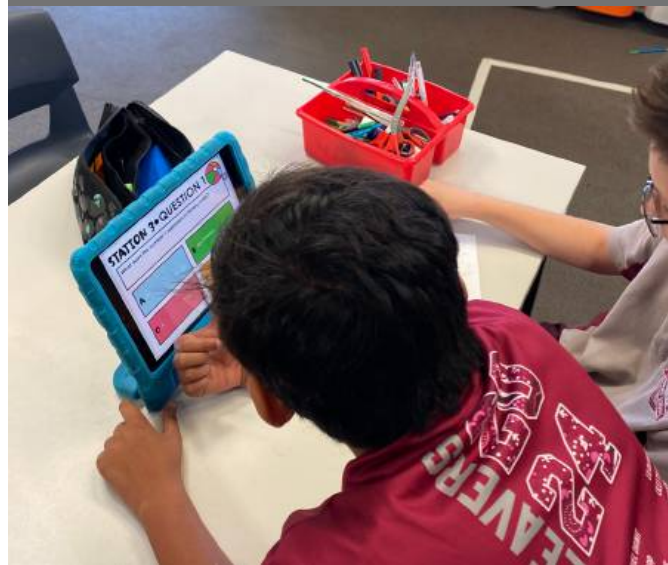
How are we extending these students?

Are there opportunities for extension?

Year 5 Reading

Are we closing this gap?

How are we encouraging and developing reading skills before year 5?



Finance

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	190,061	190,061
Carry Forward (Salary):	257,180	257,180
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	7,109,877	7,109,877
Locally Raised Funds:	215,950	212,000
Total Funds:	7,773,068	7,769,118
EXPENDITURE		
Salaries:	6,708,665	6,708,665
Goods and Services (Cash):	582,951	611,912
Total Expenditure:	7,291,616	7,320,577
VARIANCE:	481,452	448,542

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	190,061	190,061
Carry Forward (Salary)	257,180	257,180
STUDENT-CENTRED FUNDING		
Per Student	5,587,924	5,587,924
School and Student Characteristics	1,211,463	1,211,463
Disability Adjustments	162,498	162,498
Targeted Initiatives	151,656	151,656
Operational Response Allocation	7,265	7,265
Total Funds:	7,120,806	7,120,806
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(310,929)	(310,929)
School Transfers - Cash	300,000	300,000
Department Adjustments	0	0
Total Funds:	(10,929)	(10,929)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	19,920	18,399
Charges and Fees	83,209	87,190
Fees from Facilities Hire	74,545	74,545
Fundraising/Donations/Sponsorships	5,346	20,512
Commonwealth Govt Revenues	3,668	3,668
Other State Govt/Local Govt Revenues	3,000	3,000
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	4,762	4,686
Transfer from Reserve or DGR	21,500	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	215,950	212,000
TOTAL	7,773,068	7,769,118

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	6,177,876	6,177,876
New Appointments	0	0
Casual Payments	528,634	528,634
Other Salary Expenditure	2,154	2,154
Total Funds:	6,708,664	6,708,664
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	71,478	67,816
Lease Payments	58,042	59,286
Utilities, Facilities and Maintenance	134,409	147,167
Buildings, Property and Equipment	84,830	117,111
Curriculum and Student Services	209,652	199,837
Professional Development	20,000	13,376
Transfer to Reserve	0	0
Other Expenditure	4,540	7,318
Payment to CO, Regional Office and Other schools	0	0
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:	582,951	611,911
TOTAL	7,291,615	7,320,575

Attendance

Data indicates a need for improvement in attendance for Pre-primary, Yr 3 and Yr 6. Longitudinal data indicates and overall improvement in attendance since 2022.

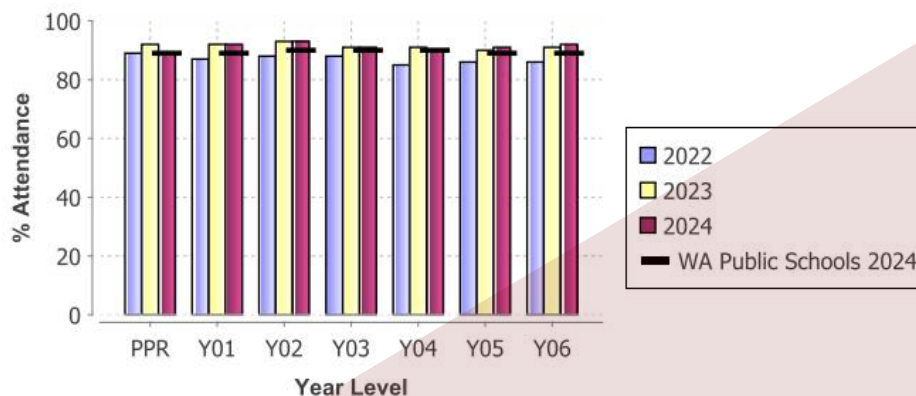
- Continue to monitor whole school and individual attendance data
- Unexplained absences are followed up in a timely manner
- Teachers monitor attendance and inform the Students Services of ongoing concerns
- Promotion of regular attendance through school communication
- Guidelines required for parents to assist them with attendance
- Working with individual families to support them in getting their children to school



Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	45.1%	38.7%	14.3%	2.0%
2023	70.3%	21.6%	7.2%	0.8%
2024	70.9%	18.3%	8.9%	2.0%
Like Schools 2024	68.4%	21.6%	7.6%	2.4%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

Attendance % - Primary Year Levels



Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	89.7%	50	17	8	3	51%	50%
PPR	90.3%	60	28	7	1	69%	31%
Y01	90.9%	56	24	9		62%	38%
Y02	89.3%	52	22	9	3	58%	42%
Y03	91.2%	63	19	9	1	66%	34%
Y04	89.1%	47	14	8	2	58%	42%
Y05	91.1%	54	9	6	1	71%	29%
Y06	89.1%	44	20	10	3	58%	42%
Compulsory	90.2%	376	136	58	11	63%	37%

Recommendations & Priorities for 2025

In line with the strategic directions and plans for public schools 2020–2024, and in consultation with staff, students and the community we have revised our Business Plan that will guide our direction for school improvement over the next four years.

Our 4 year Business Plan outlines our long term strategic planning for school improvement and is organised under the 6 domains for school review:

- Relationships and partnerships
- Learning environment
- Leadership
- Use of resources
- Teaching quality
- Student achievement & progress

We use our annual strategic plan to identify priorities and evidence. Curriculum and resourcing are considered in all our operational plans.



Leadership

We reviewed our leadership structure to better support the implementation of our Business Plan. Aside from our year level leaders, we have;
Curriculum Leaders
Well-Being Leader
Harmony Leaders
Sustainability Leader

Program Kaartdijin (Compass)

“Kaartdijin is the Noongar word for “Wisdom” This will be a new system-wide platform for schools to access student information, manage student profiles, review data and communicate with families. Aveley has been selected for implementation in 2025

Speech Pathologist in Schools (SPiS) Network Pilot

Based on the success of having a speech pathologist on site supporting our Early Childhood, we are part of a pilot for the Department of Education to potentially roll out the program across WA

Harmony

Harmony Leaders will drive awareness and reflection on our Cultural Responsiveness (CR) by developing a Reconciliation Action Plan. We are also part of the Dadirri Cultural Responsiveness Network of Schools.

Real Schools Partnership 2025–2027

We have a partnered with Real Schools to transform and enhance our school culture by giving staff the tools to address behaviour challenges in the classroom

Literacy and Numeracy

Implementation of Word Origins – an evidence spelling program developed by the Dyslexia Speld Foundation in semester for years 3–6.

Review of current Maths practice at APS, coupled with the implementation of Brightpath Maths

MiniLit intervention continues with trained teachers supporting individual stde literacy development in Yr 1

Instructional Coaching

The Instructional coaching program has been expanded for 2025 with 5 more coaches being trained. This approach aligns with the Department’s Quality Teaching Strategy . It will support teachers to reflect and improve on practice.

Learner Dispositions

Our Learner Dispositions are front and centre in every classroom. Visual supports and lesson plans are used to encourage the behaviours in students to set them up as life-long learners

WAO Sings 2025–2027

WAO Sings is a three-year pilot choral program, supported by the Feilman Foundation.

A Choral Director will rehearse weekly, led by the specialist Music teacher, with all year 5 and 6 students at each school throughout the year, leading up to a combined performance in Term 4.

Participating students will learn a diverse range of repertoire across various genres, including opera pieces in French, Italian, German, English, and Noongar.

Sustainability

We have a dedicated Sustainability Leader to promote and embed sustainability practices across our school

Well-Being

We have a dedicated Well-Being Leader to promote well-being and prioritise staff and student well-being through strategies, programs and initiatives