



Aveley Primary School

School Report

2017



Inspired by Pablo Picasso

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Success for all our children built on ...

TRUST, RESPECT, OPPORTUNITY...

Core Values

Learning:

At APS we have a positive approach to learning and encourage it in others. We build on what we already know. This is both a shared and individual responsibility.

Excellence:

At APS we have high expectations, set standards of excellence and strive to achieve them. These challenge all of us to be the best we can be.

Equity:

At APS we recognise our differing individual and collective circumstances and needs. We are dedicated to ensuring the best outcomes for all members of our school community.

Care:

At APS we feel respected and capable. We treat each other with care and our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working with each other for our common good.



The Annual School Report

The School Report is a mandated accountability document that is provided to the Department of Education and to the school community. This report demonstrates our achievements for the 2017 school year and highlights our ongoing commitment to enhancing the educational outcomes for all of our students.

As a school we continue to strengthen our working relationships with students, staff, parents and the wider community. Aveley Primary School acknowledges and thanks all members of the community for their contribution to improving the outcomes for all of our students.

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1: The School and its Context

Our school's motto of **'Success for all our children built on TRUST, RESPECT, OPPORTUNITY'** outlines the vision we all support with students, staff and the community working together in the interest of student progress and development.

Aveley PS opened its gates to one hundred and eighty students, to commence providing quality education in first class facilities for children in the suburb of Aveley, on 1 February 2012. We ended the 2016 school year with just fewer than six hundred students (358 students in Kindergarten to Year Two), with a plan to cater for approximately 780 by the close of 2017.

The ongoing future student growth of our school will be reassessed following the planned opening of a nearby new public primary school which will cater for Kindergarten and Pre-primary students in 2018 and then Kindergarten to Year 6 from 2019.

To support our rapidly growing school, our leadership team continued to assemble a strong and diverse team of teachers and support staff. Working with our students, parents, teachers and local community we maintained a focus on establishing data driven, high but achievable targets for the delivery of educational programs, social and emotional growth and the continued development of a supportive school culture.

Our highly effective teachers ensured clear planning to achieve required outcomes in a positive, engaging environment, ensuring safety and support to meet the diverse learning needs of all students. Within each class our teachers utilised their skills along with the support of colleagues and the leadership team to teach, assess and report on required outcomes. We maintained a focus on literacy and numeracy instruction across all years with each student's progress being monitored to ensure they built on current skills and knowledge. Our school provided four specialist areas of Music, Indonesian as a Language other than English, Physical Education and Visual Art. All students participated in a range of learning activities designed to reinforce the expectations of the DoE's *Classrooms First initiative* and *Strategic Plan for WA Public Schools 2016-2019, High Performance – High Care*. These programs were supported by a range of incursions and excursions.

To cater for significant student growth throughout 2017, six additional purpose-built transportable classrooms were added to the modern facilities already in place in our school.

Our school continued toward a strong participative and consultative approach to school decision-making through the Aveley Primary School Board. The Board provided community perspectives on a range of issues through elected parent and community representatives. Our school was strongly supported by an active and dedicated Parents and Citizens Association which provided support through a number of fundraising initiatives.

We expanded our successful and innovative bring your own device program, allowing children to better integrate ICT across all subject areas and share their learning experiences with family and friends. Our school also continued down the path of reducing our carbon footprint through a number of sustainability initiatives, including being a member of the Low Carbon Pilot School group.

To find out more about our school, contact our school office, follow us on Facebook, download our school app or check out the school's webpage at www.aveleyprimaryschool.com.



2017 saw us say thank you and farewell Mrs Vicki Healey after 41 years in the teaching profession. Vicki retired satisfied with her achievements over this time.

Courtesy of Community Newspaper Group

2: Academic & Non-academic Achievement

Curriculum

During May 2017, students in Years 3 & 5 were involved in NAPLAN Testing covering Literacy (Reading, Writing, Spelling and Grammar & Punctuation) and Numeracy.

A review of the school's performance in these tests follows:

Percentage of Students Above the National Minimum Standard Aveley PS/Like Schools (*) in 2017

(The *minimal national standard* is the minimum standard to be achieved for a child to make progress).

	Numeracy			Reading			Writing			Spelling			Grammar & Punctuation		
	APS	Like Schools	WA	APS	Like Schools	WA	APS	Like Schools	WA	APS	Like Schools	WA	APS	Like Schools	WA
Year 3	82	84	82	79	87	84	87	92	90	81	83	82	80	85	80
Year 5	88	82	80	75	80	78	79	81	79	85	82	82	73	74	71
Average	85	83	81	77	84	81	83	87	85	83	83	82	77	80	76

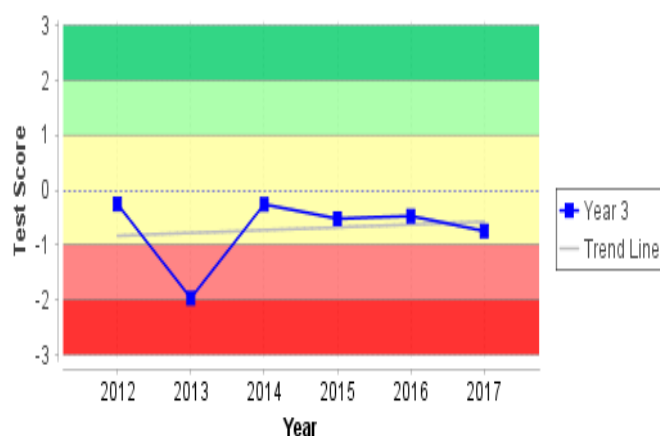
(*) The comparative analysis and the 'Like-School' calculations are based on the My School Index of Community Socio-Educational Advantage (ICSEA).

The 2017 results indicate that APS performed within the expected range, although marginally below like-schools in all areas tested other than Numeracy.

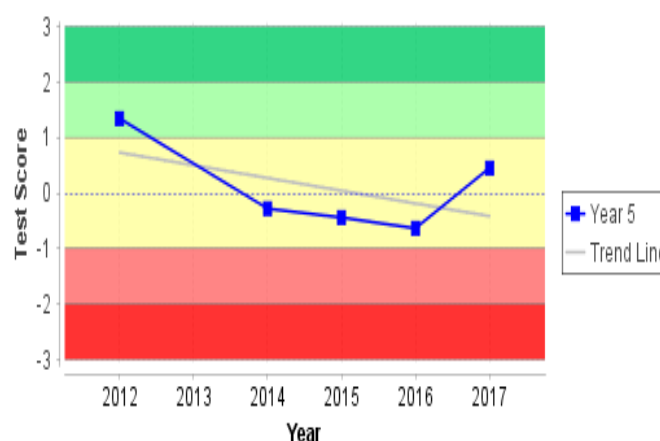
Longitudinal Trends

NUMERACY

Numeracy Performance



Numeracy Performance



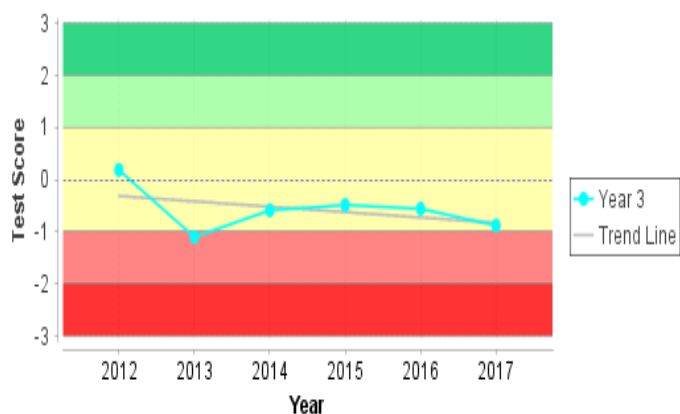
82% of Year 3 students tested were above the national minimum standard in numeracy. This was marginally lower than like-schools (84%) and equal to WA schools (82%). The Year 3 results indicate an upward trend over the previous five years.

88% of Year 5 students tested were above the national minimal standard in Numeracy. This is higher than both like-schools (82% and WA schools (80%). Although there is a downward trend, the 2017 results are within the upper limits of expected scores.

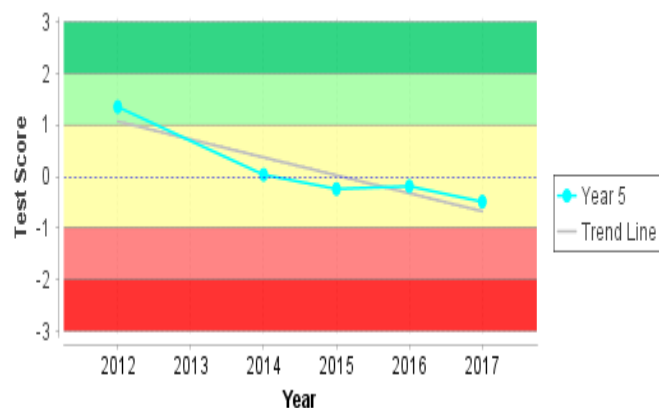


READING

Reading Performance



Reading Performance

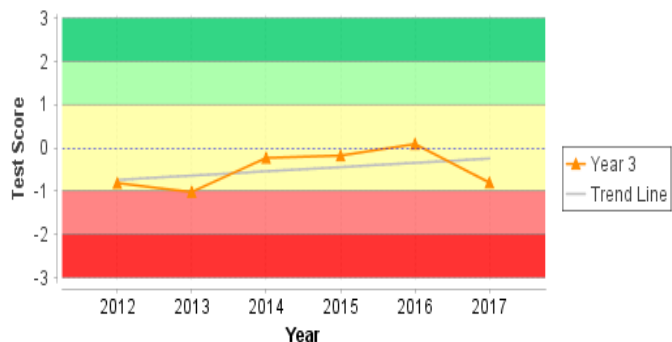


79% of Year 3 students tested in Reading were above the national minimum standard. This was significantly lower than both like schools (87%) and WA schools (84%). The Year 3 results indicate a downward trend over the previous five years.

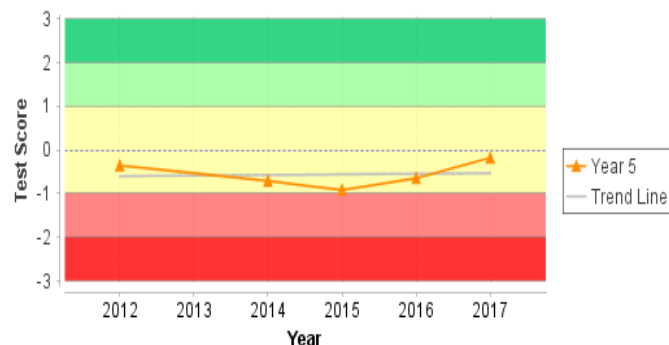
75% of Year 5 students tested in Reading were above the national minimum standard. This was significantly lower than like schools (80%) and marginally lower than WA schools (78%). The Year 5 results indicate a downward trend over the previous five years.

WRITING

Writing Performance



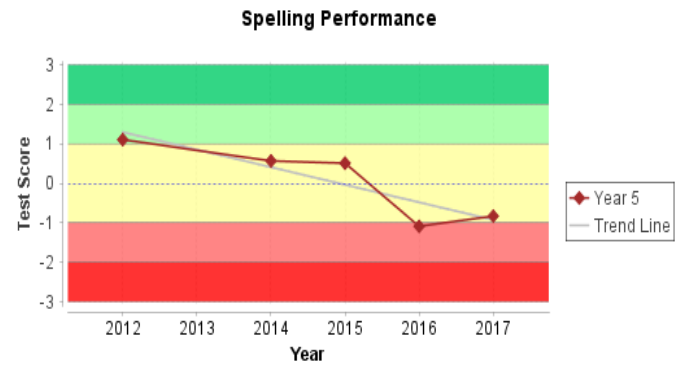
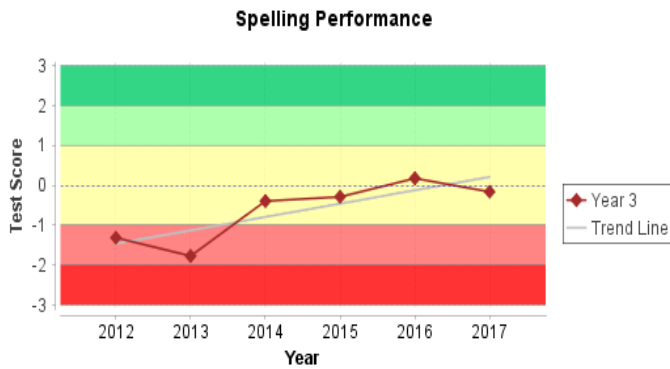
Writing Performance



87% of Year 3 students tested were above the national minimum standard in writing. This is lower than both like-schools (92%) and WA schools (90%). The Year 3 results indicate an upward trend over the previous five years.

79% of Year 5 students tested were above the national minimum standard in writing. This is marginally lower than like-schools (81%) and equal to WA schools (79%). The trend over time in Year 5 results has remained consistent.

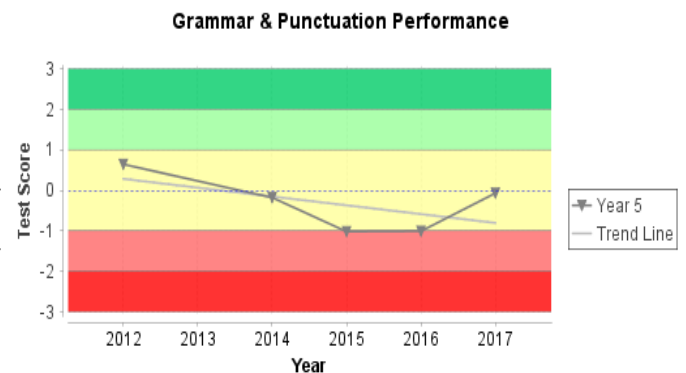
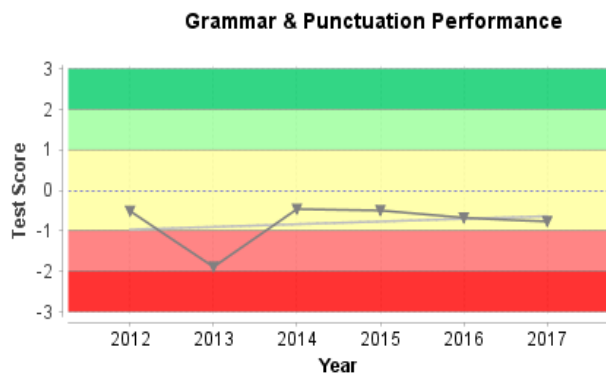
SPELLING



81% of Year 3 students tested in Spelling were above the national minimum standard. This is slightly lower than both like schools (83%) and the state average of 82%. The trend from 2012 to 2017 for Year 3 indicates significant gain from below expected to marginally above expected performance.

85% of Year 5 students tested in Spelling were above the national minimum standard. This is marginally above both like schools and WA schools (82%). Although positive results were achieved in 2017, there is a significant downward trend from above expected to marginally below expected performance over the last five years.

GRAMMAR & PUNCTUATION



80% of Year 3 students tested were above the national minimum standard in Grammar and Punctuation in 2017. This is lower than like-schools (85%) and equal to WA schools (80%). The trend from 2012 to 2017 for Year 3 indicates a slight upward trend, although still below expected performance.

73% of Year 5 students tested were above the national minimum standard in Grammar and Punctuation in 2017. This is minimally lower than like-schools (84%) and slightly higher than WA schools (71%). The trend from 2012 to 2017 for Year 5 indicates a downward trend.

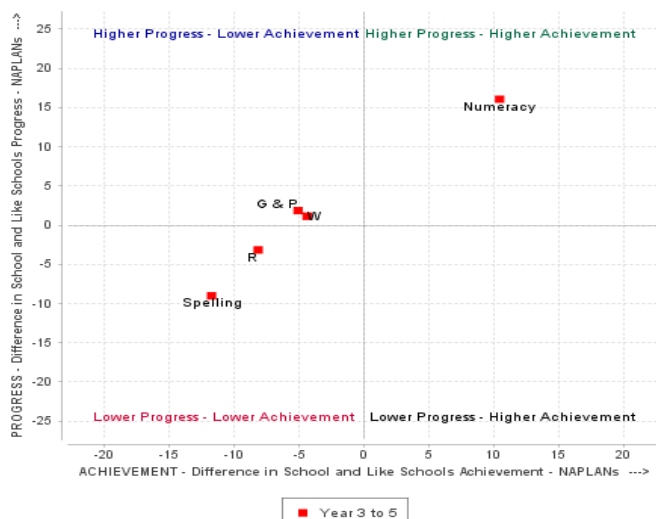


Working on the 2017 Waste Audit and another new classroom.



Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2015 to Year 5 2017



Overall Analysis

Following an ongoing commitment to improving students' English and Mathematics standards, based on comparative data from the last three years, our school's NAPLAN results indicate that Aveley Primary School continues to perform within the expected range and is generally comparably to like schools. Particular improvement is noted in Year 5 Mathematics, Writing and Grammar & Punctuation. There is concern with overall downward trends in Year 3 & 5 Reading and Year 5 Grammar & Punctuation and Spelling.

More detailed analysis of the NAPLAN data has been carried out by teaching staff. This, along with other data collected from across the school, will continue to inform and prioritise planning toward specific areas in the teaching and learning program and specific cohorts of students as well as contributing to whole school planning for 2018 and beyond.

Behaviour Management

Aveley Primary School continued to build on the provision of a safe and caring environment for our students during 2017. Data indicated that a small number of students repeatedly displayed inappropriate behaviour in the playground and/or classroom.

Updated *APS Behaviour Guidelines*, implemented in 2016, have continued to become embedded in our everyday practice throughout 2017. The explicit teaching and reinforcing of the negotiated Behaviour Matrix provides a clear understanding of the behaviour expected in our school. This behaviour is continually reinforced throughout our school.

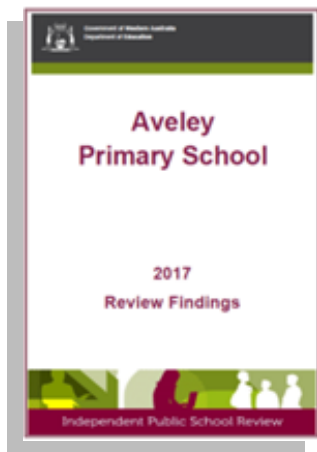
Our school will continue to apply proactive strategies to the management and modification of student behaviour and ensure a consistent approach between the playground, support classes and classroom. Managing and tracking student behaviour will remain a priority for 2018.

Attendance

In 2017 our school's regular attendance data indicates we performed better than both like schools and WA Public Schools. We continued to focus on lateness and attendance 'tracking', with the view of ensuring students are connected to school to further develop their academic and social outcomes. Regular contact and follow up with families with attendance issues was maintained. Our school will continue to focus on providing a safe, effective and engaging environment to support student attendance in 2018.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	83.5%	14.2%	1.9%	0.2%
2016	83.3%	13.3%	2.9%	0.3%
2017	84.1%	12.9%	2.7%	0.3%
Like Schools 2017	76.6%	17.1%	4.9%	1.4%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

Attendance (%) Comparison to WA Public Schools - 2017



APS DES Review

Aveley Primary School underwent a detailed Independent Public School Review in 2017. The purpose of this review is to provide assurance to the principal and school community, The Board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

The full review, review summary and DPA are available to view on our web page at <https://aveleyprimaryschool.com/>

3: Recommendations for 2018

In line with Department of Education strategic documents (Classrooms First, Focus 2018, Directions for Schools & High Performance – High Care: Strategic Plan for WA Public Schools 2016 – 2019) the focus areas for Aveley Primary School for 2018 and beyond are:

Maintaining and strengthening student progress and achievement in all Learning Areas, with a focus on English and Mathematics by:

- continued provision for distributed leadership and embedding our Learning Area/Phase of Development teams to ensure a clear, evidence based and focused approach to curriculum improvement.
- embedding updated Learning Area plans in English and Mathematics to ensure a clear whole school approach.
- continuing to embed whole school approaches for HASS (Humanities and Social Sciences), Science, Technologies (Digital & Design), Health & Physical Education, The Arts and Languages.
- providing opportunities for staff to continue to investigate and use a range of student online resources, including exemplars, for planning, teaching and assessment with a focus on the areas of English and Mathematics.
- continuing to refine our Performance Development/Management Process through reflection against the AITSL Teaching Standards alongside accountability.
- embedding our school's SAER and Attendance Guidelines to ensure a case management approach is followed for students at educational risk.
- continuing to provide opportunities for staff to build skills, knowledge and processes through Professional Learning and Peer Collaboration.

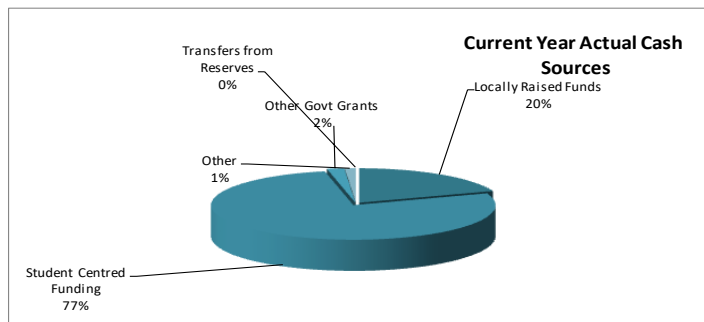
Maintaining and strengthening student engagement, including behaviour by:

- investigate planning, teaching and assessment options around an increased focus on students' Attitude, Behaviour & Effort (ABE).
- supporting teachers' development of classroom management skills and whole school pro-social and emotional wellbeing programs.
- embedding the updated Positive Behaviour and Attendance Guidelines, including explicit teaching of expected behaviours through the agreed Behaviour Matrix.
- continuing with the whole school approach to tracking student engagement (attendance and behaviour), and
- working together – staff, parents, students, community, external agencies – to provide the most effective school environment to support all of our students.

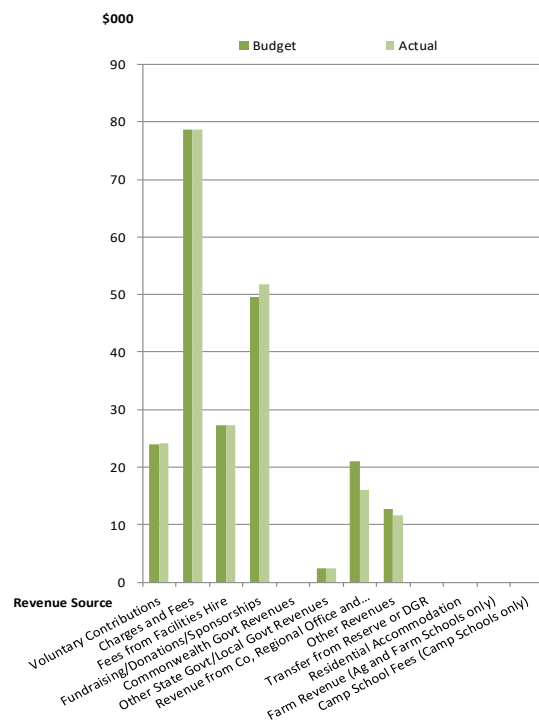
4: Finance

Aveley Primary School Financial Summary as at 31 December 2017

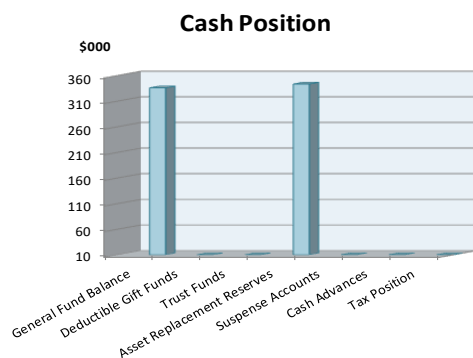
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 23,910.00	\$ 24,110.50
2	Charges and Fees	\$ 78,599.00	\$ 78,759.14
3	Fees from Facilities Hire	\$ 27,273.00	\$ 27,272.72
4	Fundraising/Donations/Sponsorships	\$ 49,495.00	\$ 51,706.39
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,475.00	\$ 2,475.00
7	Revenue from Co, Regional Office and Other Schools	\$ 21,000.00	\$ 16,000.00
8	Other Revenues	\$ 12,661.00	\$ 11,643.16
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 215,413.00	\$ 211,966.91
	Opening Balance	\$ 82,153.00	\$ 82,153.18
	Student Centred Funding	\$ 717,856.00	\$ 722,855.52
	Total Cash Funds Available	\$ 1,015,422.00	\$ 1,016,975.61
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,015,422.00	\$ 1,016,975.61



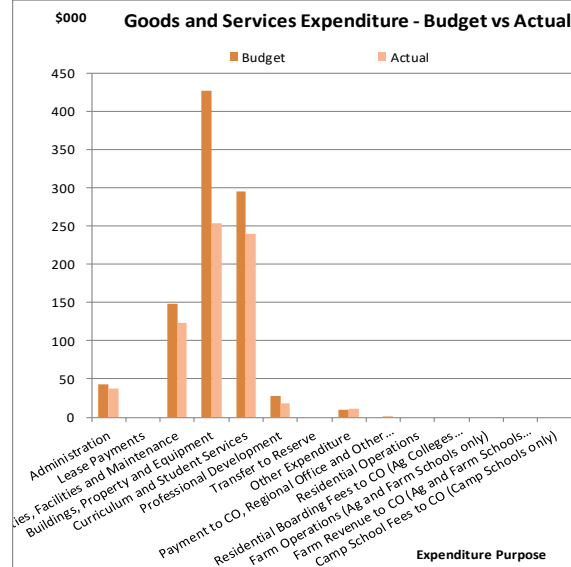
Locally Generated Revenue - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 43,220.00	\$ 37,107.80
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 147,610.00	\$ 122,684.34
4	Buildings, Property and Equipment	\$ 425,947.00	\$ 252,910.95
5	Curriculum and Student Services	\$ 294,935.00	\$ 239,114.42
6	Professional Development	\$ 28,000.00	\$ 18,545.93
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 9,020.77	\$ 10,680.85
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 60.87
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 948,732.77	\$ 681,105.16
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 948,732.77	\$ 681,105.16
	Cash Budget Variance	\$ 66,689.23	



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 681,620.97
Made up of:	\$ -
1 General Fund Balance	\$ 335,870.45
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 343,176.00
5 Suspense Accounts	\$ 4,849.52
6 Cash Advances	\$ -
7 Tax Position	\$ 2,275.00
Total Bank Balance	\$ 681,620.97

5: Highlights of 2017

Further to our ongoing curriculum improvement focus, our school continues to build on providing a safe, effective and engaging environment through the provision of a range of extra curricula activities. In 2017 some of these have included ...

Our students participated in **Edu-Dance**, a creative hip-hop dance program designed for primary school students. This fun and energetic dance program was a hit with students and families.



As an accredited Waste Wise School and with our ongoing commitment to embed waste minimisation practices within our school, we held our first '**Waste Free Wednesday**' in Term 2. Data is collected through annual Waste Audits to track our progress. Thank you to Mrs Griffiths for coordinating this for our school.

Our school continued to progress our sustainability initiatives, including students caring for a number of **newly planted fruit trees**. Mrs Cullen's (G9) class enjoyed tasting some mandarins from their tree. These students described the fruit as easy to peel, with the taste being a little bit sour then becoming sweet. They have enjoyed watching the fruit grow and thought it was great that was just outside their classroom. Thank you to Mr Longbottom for planting these trees.



Our Jump Jam teams had some valuable exercise while practicing their routines each week. Our **Jump Jam Team** enjoyed the opportunity to join other schools to be taught by Mr Jump Jam, Brett Fairweather. They enjoyed a fun day whilst refining their performance skills. Thank you to Mrs Forbes for coordinating Jump Jam for interested students.

"Experiencing '**The Cultural Wonders of Bali**' was the theme of our cultural show in the Performing Arts Centre at Ellenbrook Secondary College. Aveley Primary School was very lucky to work collaboratively with Eling Nusantara Foundation from Bali and Ms Rose Ngatikao of Indonesian Dance Studio Perth in presenting this awesome event. Thank you to Ibu Yang for coordinating this event.



The **2017 House Cross Country** event was one of many sporting events held in 2017. Other events included the Summer and Winter Interschool Carnivals and Interschool Athletics Carnival. Students also participated in the House Athletics carnival. Thank you to Mr Harvie for coordinating our sporting events.



CoderDojo is our after school Coding Club. This club was available for students in Years 2 – 6 every Thursday after school. Students were busy developing their coding skills as well as learning how to make games in this time. They have also had the opportunity to program the Spheros and Dot and Dash robots. There was some really interesting creations and ideas. Thank you to Miss Dunning for coordinating CodoDojo in our school.



Members of our school community planted out the first stage of our **Indigenous Bush Food Garden**. We look forward to adding more plants to this garden as time goes on. Thank you to those who helped out and to Mrs Solig for coordinating the PALS Grant to fund this initiative.

Wakakirri is an Australian National Story-Dance festival. Our Wakakirri Team's show was titled 'What Could the Future Bee'. *The presentation told the story of Bees being a small part of our world, but a large part of our ecosystem. The performance demonstrated that we don't often consider consequences of decisions that make our lives easier, some of which can have long lasting implications ... a story of the vital role our black and yellow friends play in the ongoing sustainability of our world.*

Aveley Primary School were 2017 Finalists with the judge for the evening described the performance as, "... an impressive performance, extremely well-rehearsed and polished." Thank you to Mr Spencer for his work on preparing and producing our 2017 Wakakirri Performance.



Year four and five students headed to the fire devastated area of Yarloop to **plant trees**. They were accompanied by the **CO2&U (Low Carbon Schools Pilot Program)** students.

The **CO2&U** students meet fortnightly to discuss and coordinate sustainability ideas to contribute to reducing the carbon footprint at our school. Check out the following link which showcases some of our students' involvement in this project.

<http://news.curtin.edu.au/stories/low-carbon-schools-empowering-tomorrows-sustainability-champions/>

Thank you to Mrs Hewitt for coordinating the tree planting expedition and her work with the CO2&U Team.





Our Year 6 students enjoyed a great week on **camp at Fairbridge Village**. They had many stories to tell after they caught up on some sleep the following weekend. Thank you to the Year 6 parents for providing an opportunity for their children to attend this memorable experience. Thank you also to Mrs Williamson, Mrs Watson, Mr Harvie, Mr Del Nero, Mr Anderson and Mr Tullio for supporting our students at camp for the week.



Success for all our children built on ...

TRUST, RESPECT, OPPORTUNITY...