



ARDROSS PRIMARY SCHOOL

Independent Public School

ANNUAL REPORT

2024



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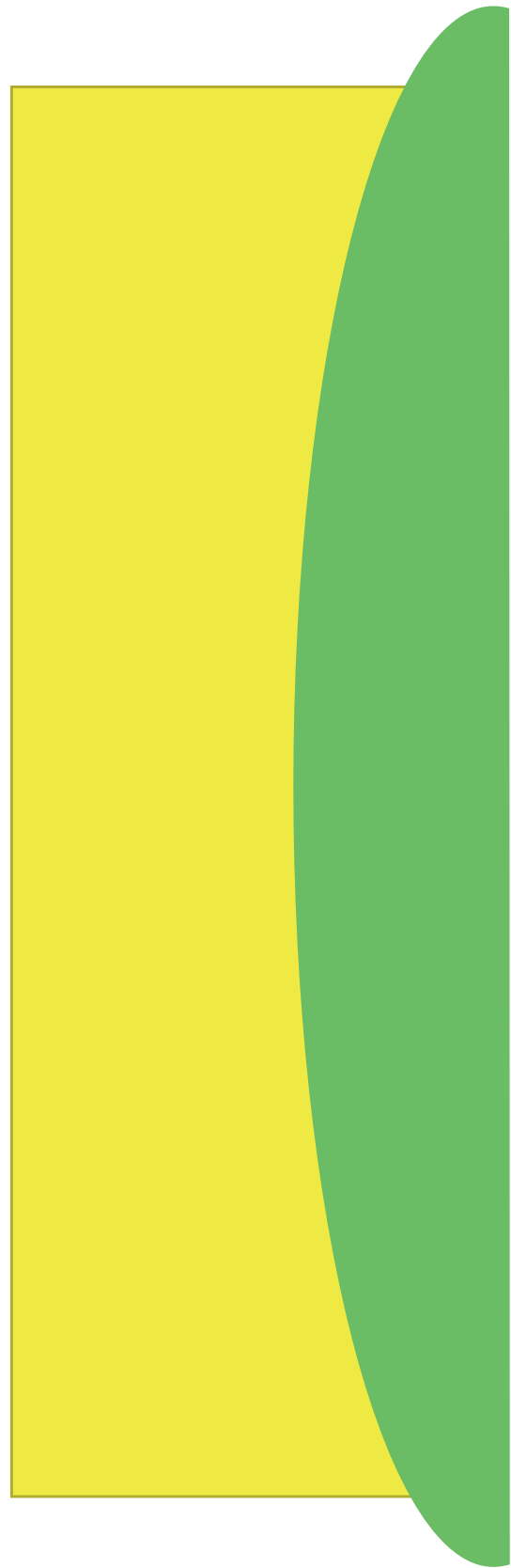
The Ardross Primary School Annual Report 2024 has been reviewed and endorsed by the 2025 School Board.

S. Mikkelsen-Taylor 26.5.25

Sue Mikkelsen-Taylor (Principal)

Jane Gibberd 26.5.25

Jane Gibberd (School Board Chairperson)



FROM THE PRINCIPAL

I am proud to present the 2024 Annual Report, which highlights Ardross Primary School's exceptional performance. Our unwavering commitment to fostering a collaborative learning environment allows students and staff to acquire new skills, assume leadership roles, and build self-confidence. Our school motto, 'Motivate, Educate, Celebrate' is deeply embedded in every aspect of our learning and within each classroom.

The dedication of our caring staff, the enthusiasm of our students, and the unwavering support of our community all contribute to a robust learning environment. We place immense importance on nurturing the whole child, providing a high-quality educational program and an emotionally supportive learning environment for all the children in our care.

Our dedicated teachers and allied professional staff recognise that a positive mental health environment must complement academic excellence. We achieve this through a comprehensive approach to student well-being, ensuring each child feels valued and supported.

Our school thrives thanks to the ongoing support of our community. I extend my gratitude to our School Board, led by chairperson Mrs. Jane Gibberd, for their balanced guidance in setting and reviewing our strategic directions. The tireless efforts of our Parent and Citizens Association (P&C) ensure that everyone in our community continues to enjoy a sense of belonging and connection. A special thank you to Mrs. Cindy Webster for her exceptional leadership.

As we move forward into 2025, I eagerly anticipate building on our successes with the continued collaboration of our students, staff, and community. Together, we will continue to motivate, educate, and celebrate every achievement, fostering a nurturing and academically enriching environment for all.



Sue Mikkelsen-Taylor
Principal, Ardross PS

FROM THE SCHOOL BOARD CHAIRPERSON

This annual report highlights our school's achievements and progress over the past year, showcasing a culture of excellence fostered by our dedicated and collaborative school community.

Schools are guided by common performance indicators outlined by the Department of Education when striving for excellence. The Standard has been drawn from the School Improvement and Accountability Framework and describes school performance indicators across five domains: teaching, learning environment, leadership, resources and relationships. The Board is proud to contribute to the pursuit of excellence at Ardross through our role in establishing and reviewing the school's objectives, priorities and performance across these domains.

In 2024, the School underwent a Review, and the Board has reflected on its outcomes to inform the new School Business Plan for 2024-2026.

The Board's members were: Principal Sue Mikkelsen, Deputy Principal Fiona Schaper, teachers Nicola Rowden and Lisa Calder and parents Jamie-Lee Cavi-Chin (secretary), Lucy Dias, Jamie Hood, Matt Snare and Tracy Wyld. I acknowledge the outstanding contributions made by departing Board members Lucy Dias, Tracy Wyld, Nicola Rowden and Lisa Calder – thank you. We are pleased to welcome to the Board in 2025 Lee-Anne Downey, Joshua Raven, Jasreen Sethi and Adam Tho.

The past year has been a productive one for the Board. We updated policies, including the Homework Policy, which was revised to reflect a flexible, evidence-based approach, recognising the varying needs of students and their family circumstances. A new Diversity, Inclusion, and Belonging Policy was drafted to reinforce the school's values and ensure compliance with relevant regulations in recognition of the changing cultural perspectives on gender and inclusion. The Board sub-committees explored opportunities for sponsorship and advertising and achieved some great work in the area of sustainability, renewing our Waste Sorted accreditation and executing grants to minimise school waste and support local biodiversity.

The School Board enjoyed a fruitful relationship with the P&C, and we acknowledge the outgoing President of the P&C, Cindy Webster, for her leadership. Working together, the Board and P&C brought together the perspectives of the whole school community to prepare a business case for infrastructure upgrades to meet the current and future needs of the school. This documentation enabled the Member of Bateman, Kim Giddens MLA, to advocate on our behalf for state government funding for much

needed upgrades, including air-conditioning and an outdoor classroom to support STEM education. It is also important to acknowledge all the hard-working P&C volunteers who support the school budget through fund-raising, provide services such as the Uniform Shop, and bring the school community together through initiatives such as the Ardross Dads Squad.

This annual report not only provides an opportunity to reflect on the successes of the previous year, but to look for opportunities for improvement. This pursuit fosters a culture of excellence, where individuals are motivated by the satisfaction of reaching their full potential. In a school setting, such a culture is vital, as students learn through modelled behaviour.

I would like to commend our Principal Sue Mikkelsen, our dedicated teaching staff, parents and students for continuing to contribute to a culture of excellence that promotes accountability, continuous improvement and a shared commitment to achieving high standards. I'm looking forward to the year ahead and wish the whole school community well.

Mrs Jane Gibberd

School Board Chairperson

OUR SCHOOL MOTTO





The Ardross Primary School motto is 'Motivate - Educate - Celebrate'

OUR SCHOOL VISION

At Ardross Primary School, we are committed to providing an inclusive, collaborative and dynamic environment where students are enriched with the values and skills to become active citizens, sensitive to the importance of sustainability and our changing world.

OUR VALUES

ARDROSS PRIMARY PBS MATRIX

	RESPECT	RESPONSIBILITY	RESILIENCE	SAFETY
AS CITIZENS	<ul style="list-style-type: none"> We are supportive, inclusive, and kind to others We always use manners We greet school staff, students and community members We speak and listen to others online as we would in person We talk to staff/students in a polite manner 	<ul style="list-style-type: none"> We take ownership of our belongings, behaviours and engagement We are on time to class, meetings and additional activities We show initiative We care for the environment We wear our school uniform with pride 	<ul style="list-style-type: none"> We persevere with work and relationships We pursue our personal best no matter what, where or with who We set goals and strive to achieve them 	<ul style="list-style-type: none"> We use school facilities appropriately We respect other peoples personal space by keeping our hands, feet and objects to ourselves We report unsafe situations and damage
LEARNING AREAS	<ul style="list-style-type: none"> We are active listeners and thoughtful speakers We change our volume to suit the task We acknowledge and respect the opinions of others We raise our hands to speak We enter the class ready to learn 	<ul style="list-style-type: none"> We are prepared and organised We do our personal best and present our work at our highest standard We complete assigned homework tasks We follow staff directions 	<ul style="list-style-type: none"> We persist when things get challenging We are positive toward learning We are participants in every lesson We learn from our mistakes 	<ul style="list-style-type: none"> We use equipment sensibly with care We stay on designated websites and applications when using technology
OUTSIDE AREAS	<ul style="list-style-type: none"> We include, cooperate and share with others We establish and follow fair game rules We look after the school environment We wait patiently in line for sporting equipment and lunches 	<ul style="list-style-type: none"> We seek help from the duty teacher when needed We use our break times for food and toilet first, before playing We carry out additional roles and responsibilities with consideration 	<ul style="list-style-type: none"> We attempt to resolve conflicts ourselves and seek help when needed We show sportsmanship 	<ul style="list-style-type: none"> We stay in school boundaries We use playground equipment carefully We wear our hats in outside areas We play with age appropriate peers 
TRANSITIONS & WHOLE SCHOOL	<ul style="list-style-type: none"> We move quietly when walking around the school We wait politely (for assembly to begin and in-between speakers) We sing the national anthem with pride 	<ul style="list-style-type: none"> We wait quietly on the verandah before the bell or siren is rung We move from activity to activity in a timely manner 		<ul style="list-style-type: none"> We line up calmly, quietly and sensibly We walk on the verandahs We walk our scooters and bikes through the school grounds
	Nollamara	Coojong	Balga	Polgart

CONNECTED AUTONOMY

As an Independent Public School (IPS) within the West Australian Public School system we are committed to implementing and supporting system priorities and initiatives.

Every student, every classroom, every day


Strategic directions for public schools 2020–2024

The Western Australian public school system is a major contributor to the State's prosperity and growth as a fair society promoting the wellbeing and participation of all its citizens.


Our aspiration is for every student to:

Unlock and fulfil their learning potential	Be equipped with contemporary and emerging work capabilities	Develop the personal and social attributes that form the basis for future wellbeing	Achieve year on year growth in their learning throughout their schooling	Be well prepared to take the step beyond school into further education, training or work
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Our improvement drivers:



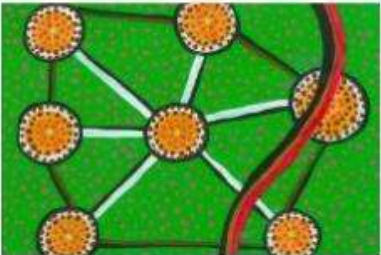
1 Provide every student with a pathway to a successful future.




2 Strengthen support for teaching and learning excellence in every classroom.




3 Build the capability of our principals, our teachers and our allied professionals.



4 Support increased school autonomy within a connected and unified public school system.



5 Partner with families, communities and agencies to support the educational engagement of every student.



6 Use evidence to drive decision-making at all levels of the system.

Our success will:

1. Enable Aboriginal students to succeed as Aboriginal people
2. Ensure students are on track in the early years for continued success in school
5. Improve student attendance
6. Increase student participation in STEM
7. Increase retention and achievement of students to Year 12

OUR STRATEGIC FRAMEWORK

Our latest Business Plan was launched this year. Building on the gains of the previous three years, our **2024-2026 Business Plan** comprises seven domains:

- Teaching Quality
- Learning Environment
- Relationships and Partnerships
- Leadership
- Governance and use of resources
- Student Achievement and Progress
- School Performance and Targets



Please visit our website to view our School Business Plan 2024- 2026 [APS website](#)

ARDROSS PRIMARY SCHOOL IS A CULTURALLY RESPONSIVE SCHOOL

The students, staff and families at Ardross Primary School are committed to developing, incorporating and applying culturally inclusive and responsive attitudes, values and behaviours throughout our school and community.

Through whole-school planning, professional learning, and teaching and learning practices, we embed and foster an understanding and appreciation of diverse cultures and the importance of all Australians developing an understanding of and respect for Aboriginal and Torres Strait Islander histories, perspectives, and cultures.

We strive for connections and recognise and value the importance of establishing and nurturing relationships built on trust and mutual respect with our local Aboriginal and Torres Strait Islander families and communities. We consider this essential for developing a deeper understanding of Australia's First People.

Our school's focus is aligned with our School Business Plan: We will continue to support and implement strategies from our current Reconciliation Action Plan. We will focus on creating opportunities to collaborate with local communities, including our Aboriginal community, to determine aspirations and maximise opportunities for all students.

We are proud of Our 'Ardross Primary School Acknowledgement of Country'. This was a collaboration between all staff and students.



Ardross Primary School Acknowledgment of Country

Ardross Primary School would like to acknowledge the Whadjuk people of the Noongar Nation for the land surrounded by Derbarl Yerrigan and Yagan Mia on which we safely play, learn and grow.

We pay our respects to all Elders past, present and emerging as we walk together in the spirit of reconciliation.

We will go gently, with caring hearts, looking after babin-a (friends), barna (animals), boorna (trees), bilya (rivers) and all of boodja, that we live on and share today.

STUDENT NUMBERS AND CHARACTERISTICS

In 2024, Ardross Primary School started the year with a total enrolment of 403 students. Enrolment numbers increased through the year, with final enrolments of 445 students, comprising 405 full-time students (PP-Year 6) and 40 part-time students (Kindergarten).

ICSEA stands for the Index of Community Socio-Educational Advantage. ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA isn't a school rating.

ICSEA	2024 Cohort (released March 2025)	1142 (1)
	2023 Cohort (released March 2024)	1144 (1)
	2022 Cohort (released March 2023)	1139 (1)
	2021 Cohort (released March 2022)	1138 (1)
	2020 Cohort (released March 2021)	1140 (1)
Student Transiency	2024	6.9% (2)
	2023	10.2% (3)
	2022	10.9% (3)
	2021	6.4% (1)
	2020	8.0% (3)

Student Profile

Semester 2, 2024	Number	%
Full Time Students	441	
Students with a Disability	7	1.6%
Aboriginal Students (Sem 1, 2024)	7	1.6%
Part Time (Full Time Equivalent) Students	40 (20)	

	Kin	PPR	Pri	Sec	Total
Male	22	21	183		226
Female	18	22	175		215
Total	40	43	358		441

2025 Destination Schools for Year 6 Cohort:

Destination Schools	Male	Female	Other	Total
4002 Applecross Senior High School	20	14		34
1299 Corpus Christi College	1	1		2
4042 Perth Modern School	1	1		2
1107 Aquinas College	1			1
1085 Chisholm Catholic College		1		1
1063 Christian Brothers' College	1			1
1405 Divine Mercy College		1		1
4206 Fremantle College	1			1
4025 John Curtin College Of The Arts		1		1
1396 Kennedy Baptist College	1			1
4034 Melville Senior High School	1			1
1008 Santa Maria College		1		1
4168 Shenton College		1		1
1279 Southern Hills Christian College	1			1
1406 Tranby College		1		1
1154 Wesley College	1			1
4126 Willetton Senior High School	1			1

STUDENT ATTENDANCE

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	91%	93%	89%	94%	91%	92%	91%
2023	91%	93%	95%	93%	93%	94%	95%
2024	91%	91%	93%	94%	93%	94%	93%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%

Ardross Primary School has implemented several positive attendance strategies, including:

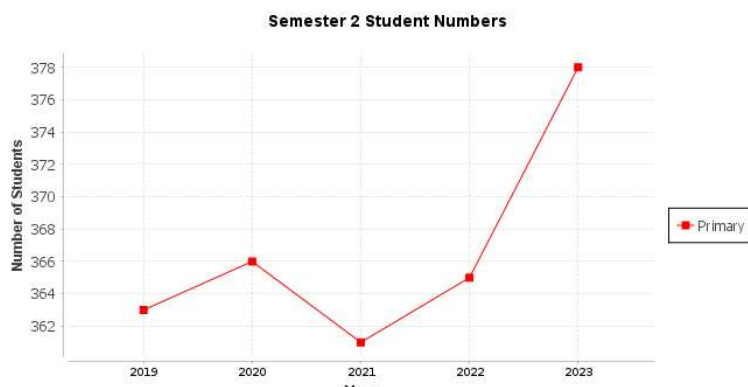
- Using an SMS messaging service to inform parents of absences.
- Providing notes for late arrivals.
- Sending regular letters to parents about unexplained absences.
- Regularly monitoring attendance by team leaders.
- Engaging early with parents of students at risk due to declining attendance.
- Educating parents on the positive correlation between regular attendance and academic achievement.

- Utilising the Department of Education's attendance resources to support families struggling with regular attendance.

The school works with families of children in the moderate to severe attendance category to create attendance plans. It also collaborates with the SSEN Behaviour and Engagement team to improve attendance when necessary. The school remains committed to restoring attendance levels in the moderate to severe category to pre-COVID percentages.

ENROLMENT TRENDS

In 2024, we experienced a continued upward trend in our student numbers, with 445 at the end of the school year.



WORKFORCE COMPOSITION 2024

Ardross Primary School has a team of 53 merit-selected staff dedicated to fostering a collaborative culture.

All teaching staff are registered with the Western Australian Teacher Registration Board and possess the necessary teaching qualifications. They are highly proficient, committed to lifelong learning, and have fully embraced the Western Australian Curriculum and the latest research-based approaches to enhance student learning.

Our allied professionals also receive ongoing professional development, enabling them to be highly effective educators alongside the teachers. This is evident in our intervention programs such as MiniLit, MacqLit, and Cracking the Code.

The staff at Ardross Primary School are dedicated professionals who prioritise shared leadership, collaborative practices, and the coaching and mentoring of their colleagues.

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	3	2.4	0
Other Teaching Staff	23	18.9	0
Total Teaching Staff	26	21.3	0
School Support Staff			
Clerical / Administrative	4	2.5	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	19	11.2	0
Total School Support Staff	24	14.3	0
Total	53	38.6	0

EFFECTIVE LEADERSHIP

Ardross Primary School is dedicated to enhancing the leadership skills of its staff. In 2024, the school continued its commitment to developing middle leaders by collaborating with the Applecross Network, which has a robust program for identifying and supporting high-potential leaders through the WA Future Leaders Framework.

In 2025, each identified middle leader will receive professional learning opportunities to develop their leadership skills and will be assigned a mentor to support their leadership development plans. Ardross PS has teacher-leaders who oversee Positive Behaviour Support (PBS), Wellbeing, Students at Educational Risk, English as an Additional Language or Dialect, and quality teaching through our Centre of Excellence model.

We have 3 Level 3 Classroom teachers who provide additional support for teachers in the areas of Technology, HASS and Science.

Deputy Principals also participate in Deputy Principal Network Meetings. As the Network leader of the Applecross Network, the Principal collaborates with lead principals from the South Metropolitan Region to develop priorities in Networks, Cultural Responsiveness, Wellbeing, Complex Case Management, and Attendance/Behaviour.

STUDENT SERVICES

The Student Services portfolio has expanded to meet the growing needs of students requiring support. In 2024, the team included a Deputy Principal, a School Psychologist, a Chaplain and two early childhood teachers. Throughout the year, they provided additional assistance to many students in the classroom.

Extensive support from the School of Special Educational Needs: Disability (SEND) was given during 2024 to assist teachers in developing student profiles and work process plans for high-needs Students at Educational Risk (SAER). The teachers involved conducted a session with all staff to inform them of the new process and documentation.

To better support students, the school created additional spaces, such as sensory zones at sporting events and faction carnivals, offering alternative areas for students needing breaks. Staff designed these spaces collaboratively to accommodate students with diverse needs. Special Needs Education Assistants and Student Services staff successfully supported students using these areas.

The Student Services team regularly reviews the student services policy and procedures document.

Additionally, the school psychologist conducted professional learning sessions for staff on school development days, focusing on student well-being, social and emotional learning, and neurodiversity.

YEAR 6 STUDENT LEADERSHIP

Over the past year, the Ardross School Captains have demonstrated exceptional leadership and have effectively represented the student body. Their roles included:

- Student Captains
- Faction Captains
- Environmental Captains
- Literacy Captains
- Technology Captains
- Arts Captains
- Music Captains
- LOTE Captains

The School Captains played a crucial role in various special events throughout the year. For instance, during the ANZAC ceremony, they ensured flag protocols were followed, assisted with the laying of wreaths, and helped Mrs. Schaper run the ceremony. The Music Captains were particularly enthusiastic about creating podcasts and sharing their music with the community.

Mrs. Mikkelsen-Taylor met with the School Captains once a term for lunch, providing an opportunity for them to share their experiences and insights as leaders. Most captains enjoyed their leadership roles and felt they made a positive impact on the school.

As the end of 2023 approached, the School Captains collaborated with staff and Yr 5 students to select the incoming 2024 Ardross Captains. This change allowed the outgoing captains to mentor the new leaders, ensuring a smooth transition and sharing valuable knowledge while still at school.

ENGLISH 2024 Key Initiatives and Achievements

Priorities Introduction to Daily Warm Ups across the school.

Key Initiatives

- This Year APS was selected in Round Two with the Centre of Excellence in the Explicit Teaching of Literacy. The internship offers comprehensive professional development, empowering our two selected interns to enhance their skills. This enables them to effectively assist the rest of the staff in implementing evidence-based literacy strategies, ultimately improving student outcomes.
- Synthetic phonics programs such as Cracking the Code, Letter and Sounds, and Soundwaves are delivered across year levels.
- Resourcing of curriculum-aligned novels (Year 2-6) and decodable readers (K to Yr 3) were purchased by the English Committee for use in all classrooms to support evidence-based teaching pedagogy and practices

Achievements

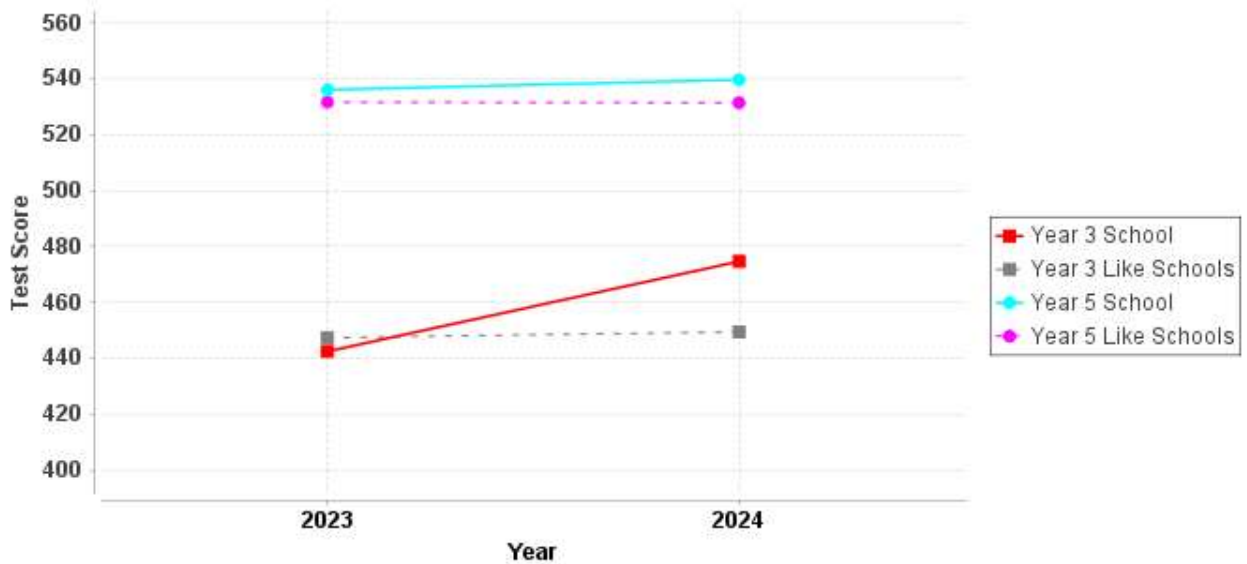
- Whole-school development of Daily Warm-Ups as part of implementing an explicit teaching approach to literacy.
- The school identified mentor teachers Blythe Maley, Gemma Clarkson, and Sandy Counsel to support teachers in adopting evidence-based practices in literacy.
- A synthetic phonics program scope and sequence was written and implemented across the school
- All staff received professional learning in Seven Steps Writing to ensure fidelity in embedding the school's writing scope and sequence

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	481 and above	35%	35%	44%	36%
Strong	368 - 480	46%	49%	53%	49%
Developing	282 - 367	15%	13%	4%	10%
NAS	281 and below	4%	3%	0%	4%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	555 and above	42%	39%	43%	39%
Strong	448 - 554	46%	50%	52%	49%
Developing	377 - 447	9%	9%	4%	9%
NAS	376 and below	3%	2%	2%	3%

Average Reading Score

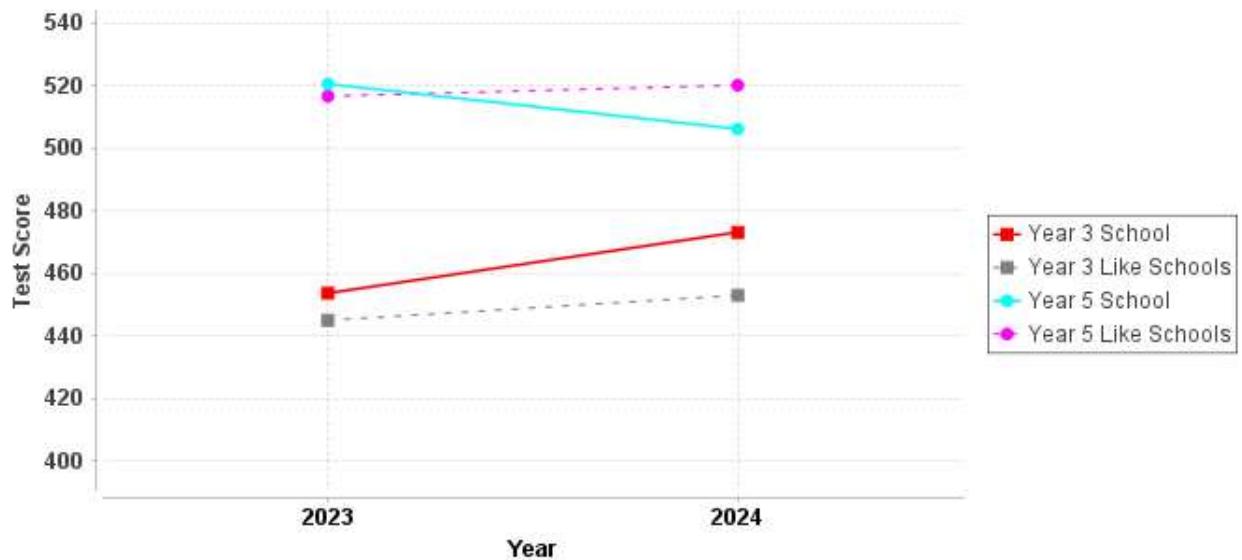


Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	503 and above	23%	18%	29%	21%
Strong	370 - 502	73%	73%	69%	73%
Developing	296 - 369	4%	6%	2%	5%
NAS	295 and below	0%	3%	0%	2%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	30%	21%	18%	24%
Strong	455 - 569	52%	62%	68%	64%
Developing	385 - 454	16%	13%	11%	10%
NAS	384 and below	1%	4%	4%	2%

Average Writing Score



MATHEMATICS 2024 Key Initiatives and Achievements

Priorities

Full implementation of the Western Australian Curriculum in line with the Australian Curriculum Version 9

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Implementation of Department of Education Quality Teaching Model in Numeracy

Key Initiatives

- Across PP-Year 6, teachers are teaching key learning concepts in Number, Algebra, Measurement, Geography, Statistics and Probability in line with the Western Australian Curriculum and making consistent judgements about the student performance using the Judging Standards.
- Classroom teachers differentiate their lessons to include and extend all abilities from K-6. We have continued to adopt a whole school approach to the teaching of mental maths skills using our whole school scope and sequence document, Think Mentals and Paul Swan games. Teachers in early childhood are teaching maths knowledge and understanding through concrete materials and hands-on activities. Teachers in Years 2-6 are using the Mathletics program to offer innovative and interactive learning experiences for their students. As a whole school, teachers are using Matharoo to develop critical thinking skills and teach students to understand and solve real-world problems.

Achievements

- The students consistently do well in all strands of mathematics. Teachers foster a positive attitude toward mathematics and instil in students a love of learning in this curriculum area. The grade allocations for Semester 1 show that 60% of students from PP-Yr6 achieved an A or B grade.

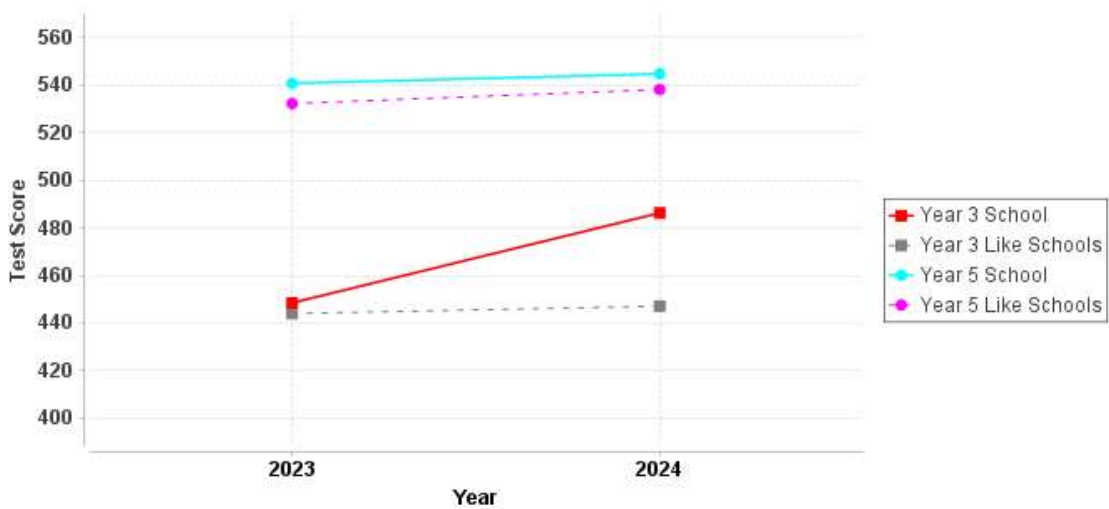
Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	493 and	29%	25%	39%	24%
Strong	378 - 492	52%	59%	56%	61%
Developing	311 - 377	15%	12%	6%	12%
NAS	310 and	4%	4%	0%	3%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2023		2024	
		Sch	Like Sch	Sch	Like Sch
Exceeding	577 and	31%	25%	34%	30%
Strong	451 - 576	57%	63%	54%	57%
Developing	386 - 450	7%	9%	13%	11%
NAS	385 and	4%	3%	0%	2%

Average Numeracy Score



ENGLISH AS A SECOND LANGUAGE/DIALECT (EALD)

2024 Key Initiatives and Achievements

Priorities

- Target explicit implementation program for EAL/D students
- EAL/D Progress Maps used for planning and reporting
- High-impact EAL/D strategies used cross curricula in classroom learning programmes
- Build EAL/D parent/community support, participation, and two-way communication

Key Initiatives

- Implementation of explicit reading intervention program across EALD Year 1-2 students using MiniLit
- Trialing of vocabulary and grammar explicit teaching program 'Word, Grammar and Fun'
- Continuation of the Before School Reading program for students identified as needing support to develop reading fluency and in-context vocabulary understanding.
- Parent Information Session on how to support children from an EAL/D background.

Achievements

In Semester 2, 2023, the evidence-based MiniLit program was trialled in the small group EALD program as a Tier 2 small group reading and intervention program for students in the bottom 25% of the expected range for their age group in Years 1 and 2. Explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading. Data collected across the semester showed strong gains in most of the students. It was implemented in 2024 across Yr 1-2 EAL D students. Data collection has identified the students who have not achieved the expected benchmarks and facilitated identifying and discussing concerns with class teachers and the Student Services Team.

TECHNOLOGIES 2024 Key Initiatives and Achievements

Priorities

- The priorities for Technologies in 2024 include continued implementation of the WA Curriculum-Technologies and integration of digital technologies across all learning areas. In addition to this, the principles and initiatives of STEM and the school's Kitchen Garden continue to drive teaching pedagogy and planning.
- As recommended by the Public School Review, auditing, maintaining, and upgrading existing infrastructure remains a high priority to ensure an effective and stable network for all school areas. This has included considering a Bring Your Own Device program to be implemented in 2025.

Key Initiatives include the development of a whole-school scope and sequence that integrates STEM and the school's Kitchen Garden, the development of a whole-school soft skills scope and sequence that outlines the progression of skills from Kindy-Year 6, identification of technology coaches in Junior and Senior year levels, implementation of JAMF as a device management tool and the implementation of a one-year trial of the Bring Your Own Device program for 2025

Achievements

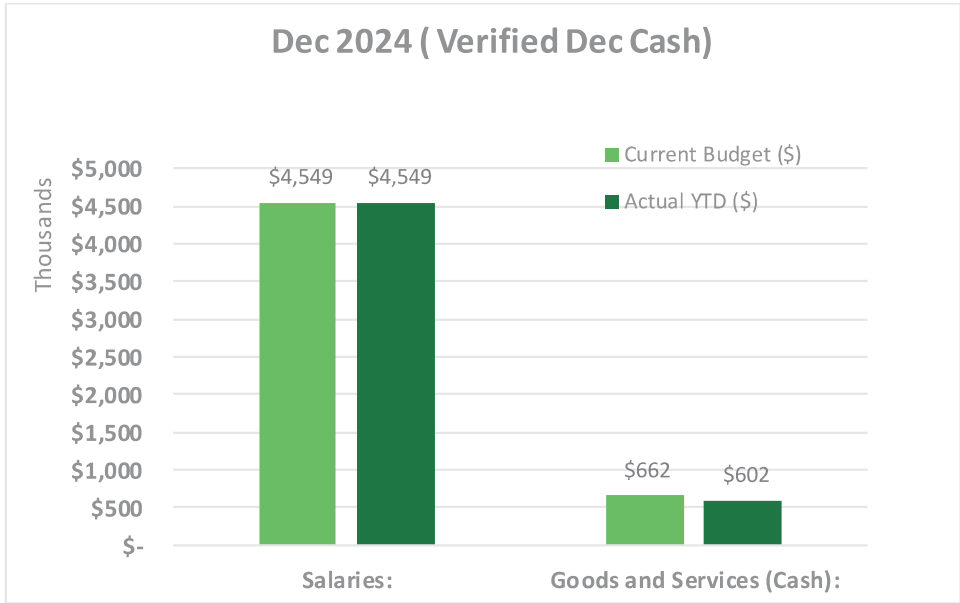
With the implementation and development of an integrated, whole-school scope and sequence, teachers have continued to work collaboratively to plan and deliver engaging learning experiences. Support has been provided to teachers by members of the Technologies Team to ensure that student outcomes are assessable for reporting in the areas of Digital and Design Technologies. Students in Year 6 continue to participate in the Robo Cup competition, and the junior classes designed scarecrows, with the winning entry being displayed at the Perth Royal Show.

FINANCE REPORT

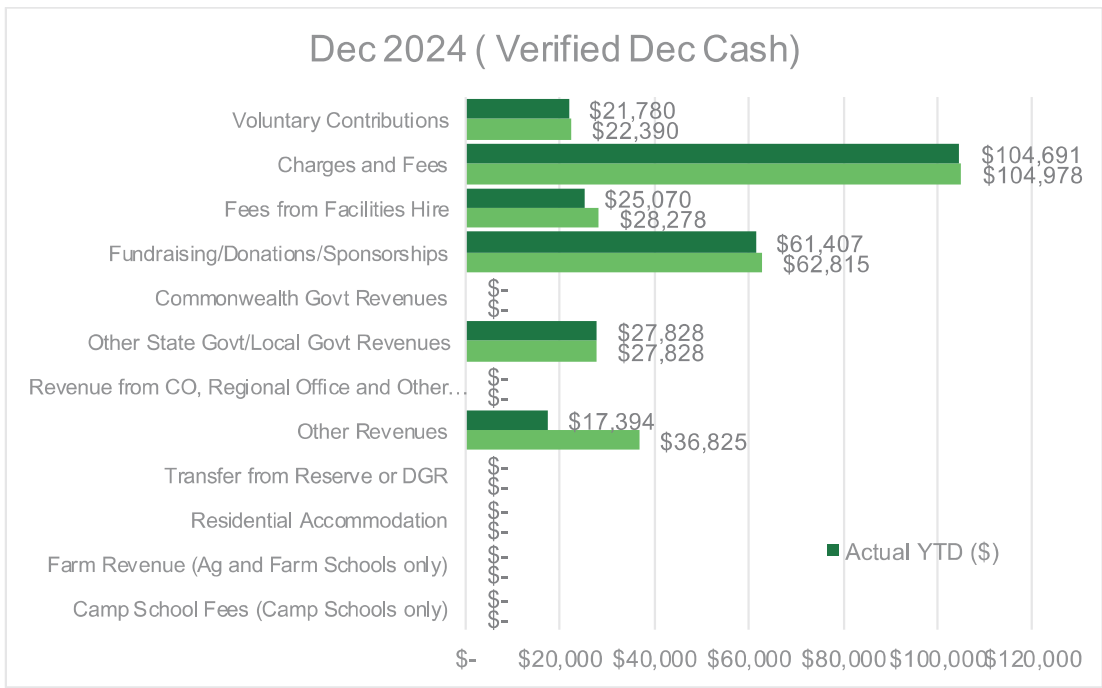
Ardross Primary School maintained a sound financial position in 2024. The school's finances were under the continual scrutiny of the Principal, Manager of Corporate Services (MCS), the Finance Committee and the School Board. All aspects of the Funding Agreement for Schools were met in 2024. Guided by the strategic improvement plan and business plan priorities and targets, the principal and MCS ensure that decisions about the allocation of financial, physical, and human resources are evidence-based, focusing on improving student outcomes. Student characteristics and targeted initiatives funding were astutely used to support identified students, maximising resourcing and support in improving student outcomes. The school works in partnership with the community and continues to be fortunate in receiving financial support from the Parents and Citizen's Association, with funding directed to grounds enhancement projects, graduation, and physical resources for the benefit of all students. The information below outlines the fiscal position of Ardross Primary School as of December 2024.

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	139,848	139,848
Carry Forward (Salary):	57,394	57,394
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,819,431	4,819,431
Locally Raised Funds:	283,114	258,170
Total Funds:	5,299,788	5,274,843
EXPENDITURE		
Salaries:	4,548,759	4,548,759
Goods and Services (Cash):	662,395	601,876
Total Expenditure:	5,211,154	5,150,635
VARIANCE:	88,634	124,209

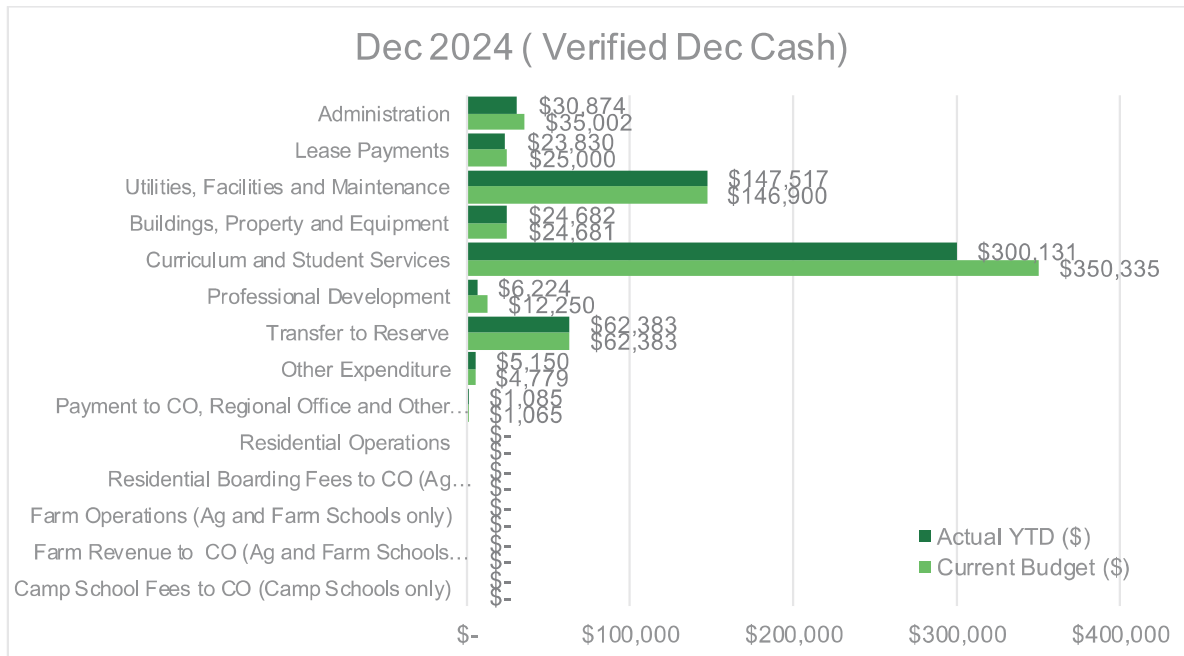
Goods and services vs Salary Expenditure



Locally Generated Revenue – Budget vs Actual



Goods and Services Expenditure – Budget vs Actual



Annual Report completed 26/05/25