



Aspiri

Primary School

Aspire to achieve together

**ANNUAL REPORT
2022**

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PRINCIPAL REPORT

The 2022 Aspiri Primary School Annual School Report has been designed to consider the performance of our school against our 2022 to 2024 Business Plan.

The report will summarise school progress against the four Aspiri Primary School Business Plan pillars of:

- Successful Students
- Excellence in Teaching and Learning.
- Engaged Parents and Community.
- Effective Leadership

The report will incorporate the following:

- contextualised information about student achievement in academic domains
- progress on identified priorities
- school annual accounts summaries

In addition to this report, detailed, evidence-based information is provided through Schools Online and supported through school data contained in the My Schools website.

This information allows parents, carers and members of the wider community to not only reflect on our successes, but also to provide us with the opportunity to recognise areas of need. Implementing the recommendations of 2022 ensures the Annual School Report is a valuable instrument for the future educational development of the whole school community.

This Annual School Report is not a stand-alone document and, to gain maximum benefit, should be used in conjunction with other information, including student school reports, three-way-conferences, learning journeys and progress reports for your child, newsletters and other school documents.

As Principal, I have prepared this report with the assistance of our staff and School Board. It will enable the reader to identify that given our context, the standards of student attendance, engagement and achievement at Aspiri Primary School are meeting expectations, at school, region, state, and national levels and are of a high quality.

Noel Morgan, Principal.

SCHOOL OVERVIEW

Aspiri Primary School is an Independent Public School located in the southern suburban region of Piara Waters catering for children from Kindergarten to Year 6, with an enrolment of almost 800 students in 2022.

Achieving excellence in customer service and community inclusiveness is an important feature of our school within a very diverse and multicultural environment supporting children from over 52 different language backgrounds and from every continent on our planet. It is this diversity that defines us, and we are proud of our partnerships with community organisations such as the Malayalam Community Language school which hosted over 150 students each weekend in order to promote and preserve the Malayalam language and culture.

The focus at our school continues to be upon the 'whole child'. We endeavour to build positive partnerships with parents and the community while providing a caring, supportive and mutually respectful learning environment. Our school environment supports each child every day to achieve excellence, their personal best and fulfil their potential. Our school is committed to pursue excellence no matter what a child's capabilities and this is done collaboratively within a vibrant, creative team with staff empowered to make decisions best suited to the needs and interests of each student.

Our school includes five standard teaching and learning blocks, areas designed for specialist classes such as early childhood, visual arts, music and/or physical and health education, an enclosed assembly / all-purpose area, a fully equipped commercial standard canteen, library, and basketball / tennis courts. We share the use of the adjacent community oval and function rooms via an arrangement between the Department of Education and the City of Armadale.

We are a modern, state-of-the-art facility that incorporates information and communications technology infrastructure that ensures that every child has the opportunity to engage with cutting-edge technology that will prepare them for the future, with our students from year four onwards participating in a BYOD program.

Our carefully selected staff work to achieve the very best a modern education can offer in this progressive age while reflecting the values and aspirations of our diverse community and our motto, *Aspire to Achieve Together*.

SCHOOL BOARD CHAIRPERSON'S REPORT

COVID continued to have an impact on our school in 2022, particularly across Semester One. Fortunately, conditions improved enough to enable the Board to meet in person across the year with only one meeting cancelled due to the impact of the pandemic. The Board remained focused and strived to ensure all elements of its role were met. The year saw the Board continuing to be immersed in ongoing management of forecast models of enrolments and growth, financial planning and oversight, and providing guidance and support in times of increased and ongoing demands of school management.

Ongoing issues with parking and traffic management around the school were mitigated to a degree with the arrival of the long-awaited Kiss and Drive zone at the front of the school and a continued focus on educating the broader community on safe driving practices in and around a busy school. In terms of our size, net enrolments reduced by around 200 in 2022 due to the opening of another Primary School in the near vicinity, however, as continued growth was maintained across the year, the school remained at the 800 mark. This growth whilst not unexpected, presented opportunities for input from the Board in relation to school operations and buildings planning. In addition, the Board maintained its focus on the support of the school and remained engaged in the following key elements of its role:

- Oversight of the creation of the revised Aspiri Primary School Business Plan 2022-2024
- Continued financial planning oversight with review and ratification of budgets and budget planning.
- Receipt of updates in key areas such as school strategic target progress, staffing, key school initiatives and activities.
- External agency engagement, in particular with City of Armadale and State Government lobbying and engagement to review and implement traffic issues mitigations.

Whilst there is more that could be mentioned the Board would like to ensure a special mention goes out to the Teachers, Administration team, Support staff and Cleaners. 2022 continued to be difficult and challenging and I can't express enough the sincere gratitude to the entire Aspiri Primary School team. Yet again, their commitment throughout these most extraordinary times was evident and more than should be reasonably asked.

To the Parents, Carers, P&C and Community Volunteers the Board would like to give a very big thank you for your time, effort and commitment that you provided over the course of 2022.

The Board would also like to extend its sincere thanks to the school Executive team. To our Principal, Noel Morgan and Associate Principals Kim Snowden, Alison Cole, Rachel Bennion and Chloe Liebeck as well as our Manager of Corporate Services, Jackie Adams thank you for your tireless work and dedication to Aspiri Primary School.

Michael Wiltshire. Chairperson, Aspiri Primary School Board.

P&C REPORT

2022 saw the retirement of the outgoing P&C President, Vicki Golder. In addition, our Secretary, Mel Dahlstrom stepped down having been in the role for several years.

On behalf of Aspiri Primary School we would like to thank Mrs Golder and Mrs Dahlstrom for their dedication and support of our school across several years and in setting the cornerstones in place for the strong team it has become.

A subsequent election resulted in Kate Gnanapragasam elected as President, Jess Della Posta, Vice President and Lynn Grieve elected as Secretary. Evelyn Monkhouse was re-elected as Treasurer. New committee members include Nivalda Taylor, Raquel North and Rev Baburajan

Across the year we saw the P&C committee continue to grow in membership and all members have been committed and dedicated to the planning and successful coordination of events across the year which raised over \$30,000. These included activities such as:

- Crazy Hair and Free Dress days
- Raffles
- Mother's and Father's Day stalls
- Disco with Mr Whippy and Candy bar
- Colour Run
- Cake stalls

This result is amazing and is a fantastic effort by everyone involved.

Using additional funds carried over from 2021, the P&C proudly contributed more than \$ 38,000 to projects at the school across 2022. These included:

- A new Nature Playground
- Playground equipment (train and car)
- Science equipment
- Playground shade
- A mural depicting a welcome message from many of our key language groups in the school.
- End of year awards and Graduation activities.

We would like to thank all of our members and the wider community for their endless support; and to those who have often stepped in to assist with the events on the day and behind the scenes.

Funds raised are put directly back into the school and the students are already reaping the benefits through new library books, play equipment, sport trophies and the wonderful school mural.

We hope that 2023 will see the committee to continue to grow and in turn are able to host many exciting fundraising events for the students.

STUDENT NUMBERS 2022 (Data source: Schools Online)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(50)	115	136	121	101	102	63	56	744
Part Time	100								

Kindy enrolment was capped at 100 due to capacity limits. Overall school reached 795 students across 2022.

WORKFORCE COMPOSTION (source: Schools Online)

	Number	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	3.6	0
Total Administration Staff	5	4.8	0
Teaching Staff			
Other Teaching Staff	47	41.2	0
Total Teaching Staff	47	41.2	0
School Support Staff			
Clerical / Administrative	5	4.4	0
Gardening / Maintenance	1	0.4	0
Other Allied Professionals	15	12.6	0
Total School Support Staff	21	17.4	0
Total	73	63.4	0

The Executive team remained stable in 2022 and consisted of 1 Principal, 3.6 Associate Principals and an MCS. The gender profile for the Executive team is: Male 20%Female 80% with the Principal being male. This is not an atypical combination.

There remained a lower representation of male primary teachers at Aspiri PS and this is a system

wide phenomenon. Currently the percentage of male teaching staff stands at approximately 10% of total teaching staff, similar to that of the previous iteration of this report.

Non-teaching staff comprises of Front Office staff, Library, EAs, gardening/ maintenance and cleaning staff. The profile is Female: 80%, Male: 20%

As noted in the updated (2022) Workforce Management Plan, there remains a satisfactory balance between experienced and early career teachers, which supports quality engagement and succession planning as well as corporate initiatives to develop staff. Given the proven professional capacity of our Executive team members (Associate Principals) to develop Graduate and Early Career teachers this may provide opportunities to recruit in this age and experience cohort and continue to influence our age profile.

STUDENT ATTENDANCE (Data source: [Schools Online](#))

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	94.3%	94.4%	93.2%	90.8%	81.9%	77.6%	94.3%	94%	91.9%
2021	94.7%	93.3%	92.4%	92.5%	83.9%	76.8%	94.6%	93.1%	91%
2022	89.3%	90.4%	88.3%	81.6%	82.2%	69.5%	89.3%	90.2%	86.6%

Analysis

On balance, regular attendance was slightly below our targets (89.3% vs 94 %). This aligned to a similar trend across Like Schools and WA schools.

This was due to the latent impact of COVID early in 2022 and then families taking advantage of renewed access to overseas travel in order to visit their families in Asia and Europe later in the year.

The school board remained satisfied that the school was meeting its targets and there were no significant concerns, particularly given the impact of COVID 19. The overall high rate of attendance has supported quality teaching outcomes across the school.

Identified actions for 2023

As it was in 2022, there will remain a focus maintained on teachers managing “Unexplained Absences” and a whole school priority of moving “Indicated” Absences down to below 10% therefore improving the rate of “Regular” attendance across 2023.

How non-attendance is managed by the school

An explanation of a student’s absence is required to be provided to the school within three days from the start of the absence. This may include via a note/email/phone/Seesaw message or by contacting emergency contacts. Where a response is not received, follow-up is undertaken by the teacher in the first instance and a log of attempted contact (including the date, time and method of contact) is kept. Each 5-week cycle, school officers generate a report of unexplained absences and distribute follow up notes home to parents. Should these not be returned, and

absences remain as unexplained, an Associate Principal will make direct contact with the family to investigate reasons for non-attendance.

Students identified as having 'moderate' or 'severe' attendance issues, see the Associate Principals working with families to organise a parent/teacher meeting at the earliest opportunity to identify issues concerning the student's absences and plan improvement strategies. This also involves a follow up Case Conference where appropriate, to follow up strategies and/or create a Responsible Parenting Plan as required.

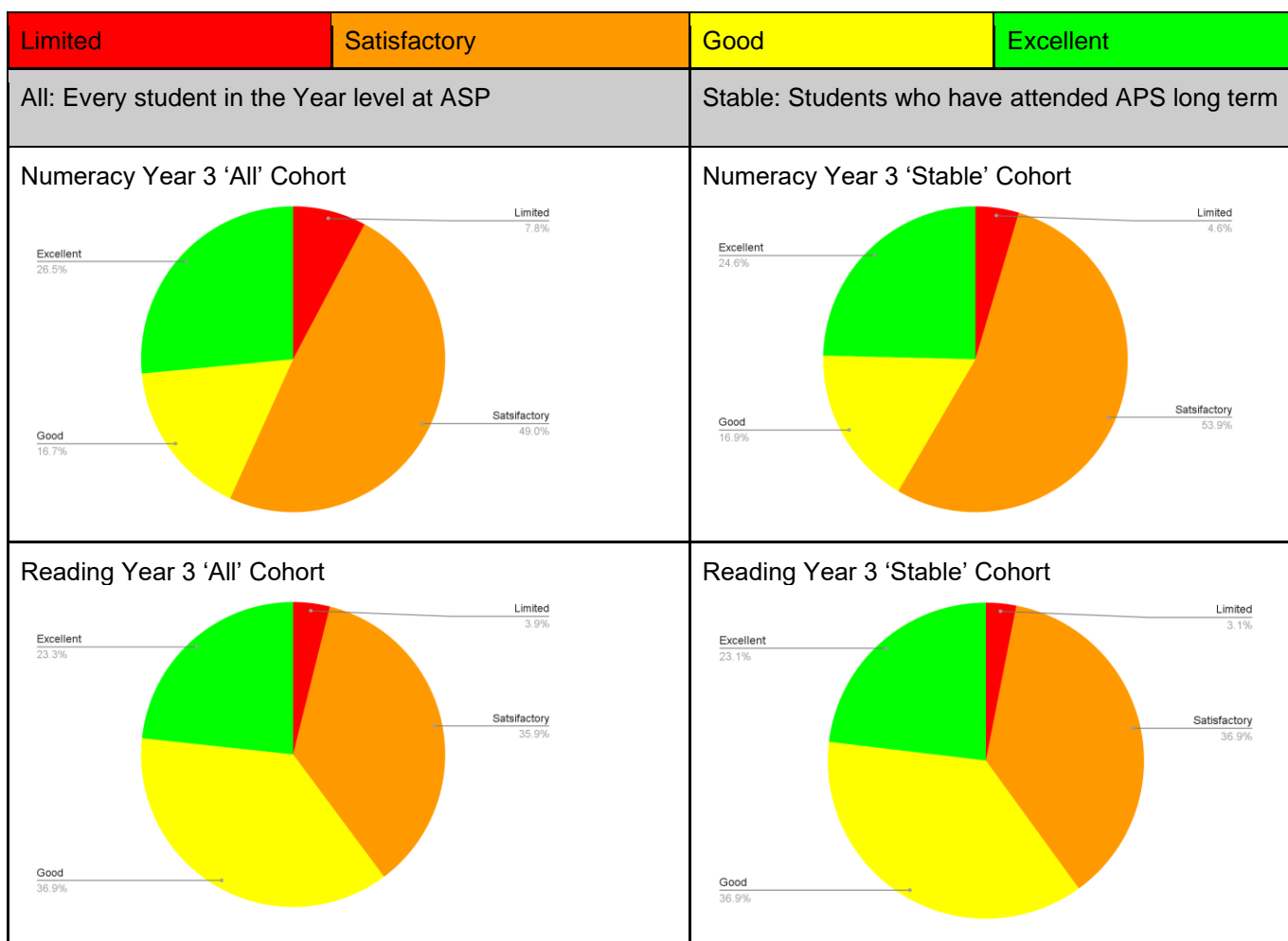
The school maintains a focus on "Unexplained Absence" mitigation.

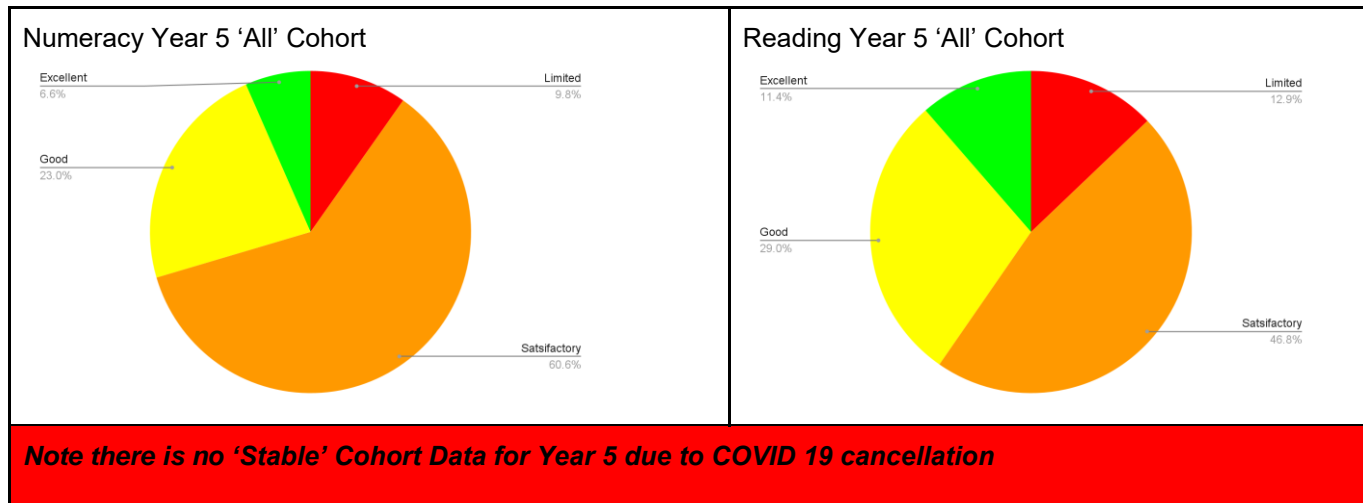
ASPIRI PRIMARY SCHOOL BUSINESS PLAN 2022-2024 : Academic Targets

- 85% of students make moderate or above level progress in NAPLAN – years 3 and 5.
- 100% of students can articulate what they are learning and identify individual learning goals.
- 90% or above of students in years 1 -6 demonstrate academic progress across PAT cycles.

Student Achievement and Progress NAPLAN (Data) (source: Schools Online, SAIS)

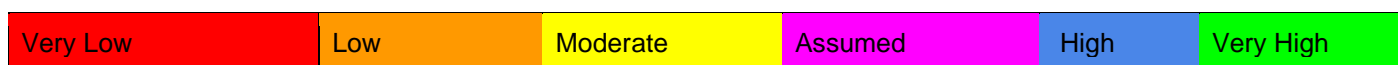
Achievement Data- 2022



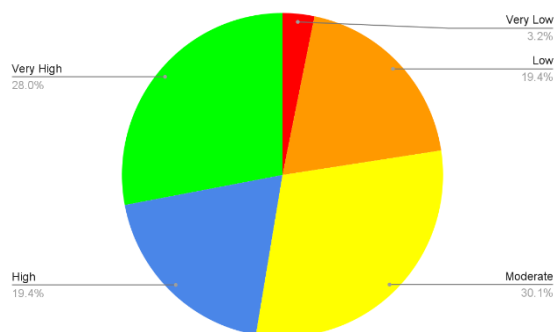


Progress Data – 2022

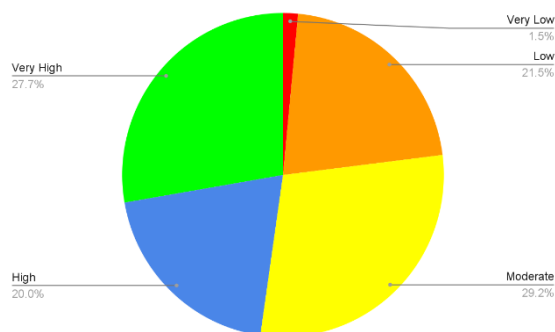
- 85% of students make moderate or above level progress in NAPLAN – years 3 and 5 (Business Plan Target)



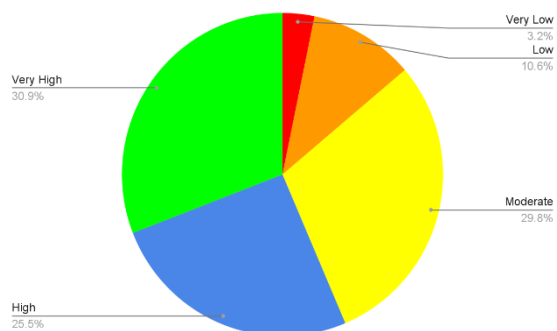
Numeracy Year 3 'All' Cohort



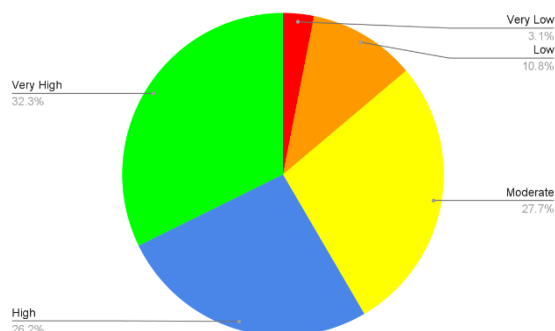
Year 3 Numeracy 'Stable' Cohort



Reading Year 3 'All' Cohort



Reading Year 3 'Stable' Cohort



Note, there is no 'Progress' Data available for Year 5 due to COVID 19 cancellation 2020

For 2022, we have again incorporated 2 sets of NAPLAN data. The first set contains Pie Graphs demonstrates **academic achievement** based upon pure NAPLAN test grades. It is important to include this data as our 2022-year 5 cohort could not produce “Stable Cohort or “Progress “data due to COVID, and NAPLAN testing being cancelled in 2020.

In addition, 2022 saw the first time our “foundation” kindergarten (2018) students experienced NAPLAN as Year 3’s.

2022 was the first year NAPLAN was successfully undertaken online with no adjustments due to COVID.

Analysis: Achievement data.

Overall data is very positive with all charts demonstrating levels of achievement at predominantly satisfactory level and better.

In fact, the results show that on average 46% of our students in years 3 and 5 achieved Good or Excellent achievement, an outstanding result.

In year three a quarter of our students recorded “excellent results across literacy and numeracy tests.

Analysis: Progress data (A Business Plan target set of data)

Progress data is of particular importance as it is a sample of students who have been tested twice in NAPLAN (mostly at Aspiri Primary school) For year three it is an amalgamation of their On Entry test scores and their year three NAPLAN results. Progress data is of particular importance in terms of determining school impact as it is expected that students not only do well each year (achievement) but continue to improve year on year (make progress). It is a measure of the efficacy of school teaching strategies and use of the curriculum.

Unfortunately, progress data was not available for year 5 in 2022 as they did not undertake NAPLAN testing in year three in 2020 due to its cancellation (COVID).

The Year 3 data that we do have indicates quality outcomes for our year three students. On average 82% of our students demonstrated Satisfactory, high or very high progress. This is slightly under our target of 85% however when considered in the context of COVID disruptions across the three years, it is a very positive outcome. Again, it is worth noting that on average 52% of our year three students made high to very high progress.

Numeracy remains an identified area of opportunity for further improvement and focus across both year three and year five cohorts (and by extension – the whole school). Nearly 8% of year three students recorded limited achievement – although the stable cohort was less than this total with only 5 % recording limited achievement. Approximately 22% of all year three students made low to very low progress and this was the same for our stable cohort group. In year five, 19% of the students demonstrated limited achievement in numeracy testing.

Reading achievement for the year five (and by extension all upper primary groups) cohort also demonstrates a need for focus with 13% of students demonstrating limited achievement.

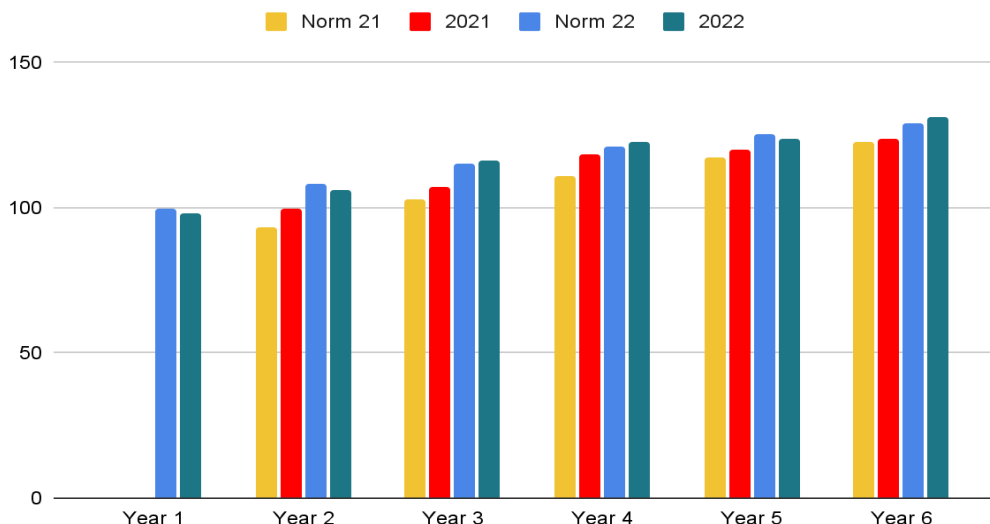
Identified actions for 2023

Numeracy across the school will remain a key focus in Business and Operational Plans across all years of school. All staff to be provided support to implement targeted diagnostic assessment with SENA and formative assessment utilising PAT.

Attention will also be given to literacy across the upper primary classes, particularly for those students new to Aspiri Primary School. It is expected that stable cohort data for year five in 2023 will demonstrate a decline in students recording limited achievement across years.

2022 PAT Testing: Mean Scores: Mathematics

Business Plan: 90% or above of students in years 1 -6 demonstrate academic progress across PAT cycles.



National Av 21	Aspiri PS 2021	National Av 22	Aspiri PS 2022
	Not available	99.5	97.92
93.2	99.6	108.3	106.2
103	107.43	115.4	116.5
110.9	118.6	121.1	122.8
117.4	119.9	125.5	123.5
122.7	123.6	128.9	131.4

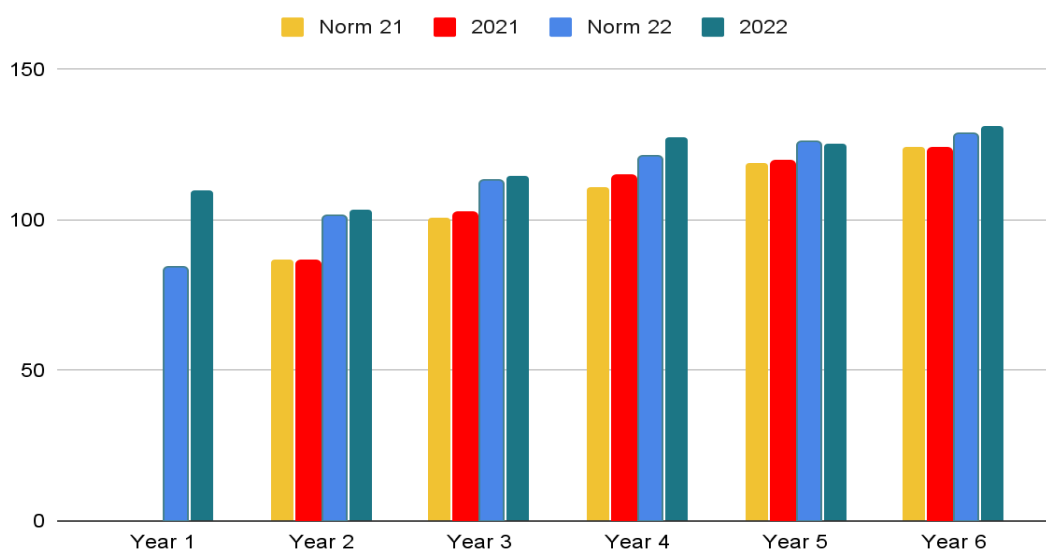
In Mathematics, all classes with successive year data indicate solid progress from testing in 2021 to testing in 2022. (Colour coded).

In addition, most cohorts gained mean scores above the National average across both 2021 and 2022. The only exceptions being year 2 and year 5 in 2022. Even these scores were only marginally below National averages.

This is a quality outcome for Aspiri Primary School as Mathematics has been a strategic focus at Aspiri Primary school across both years.

Reading

	National Av 21	Aspiri PS 2021	Nat Av 22	Aspiri PS 2022
Year 1		Not available	84.2	109.9
Year 2	87.1	86.4	101.1	103.5
Year 3	100.5	102.6	113	114.8
Year 4	110.9	114.9	120.9	127.5
Year 5	118.7	119.6	125.8	125.5
Year 6	124.5	123.6	128.8	131.5



In Reading, testing cumulative data from all classes with successive year means indicate moderate to good progress from testing in 2021 to testing in 2022. (colour coded).

In addition, most cohorts gained mean scores above the National average across both 2021 and 2022. The only exceptions being Year 2 and Year 6 in 2021 and Year 5 in 2022.

Again, as with Mathematics these scores were only marginally below National averages. This data indicates that the approach to literacy at Aspiri Primary school is of high quality and continues to provide outcomes for students at our expected high levels and above National norms.

Teacher Judgements.

The following table is a summary of teacher judgments from Semester Two reports to parents. The solid columns represent Aspiri Primary School data and the shaded columns Like Schools data. The table also includes Attitude, Behaviour and Effort summaries for the same year groups.

Cohort: Reported Cohort Semester 2, 2022 Reporting Period: Semester 2, 2022

School Summary

Results compared to Like School excluding data from other schools



Overall, teacher judgments that formed the basis of reports sent home to parents in Semester Two 2022 indicate solid overall achievement by our students across both academic and non-academic domains.

How to read the table:

Grades for each year group are summarised for each subject in the main table.

Green columns represent A grades, Blue = B grades, Yellow = C grades, Red = D grades and Purple = E grades

Aspiri Primary school data is represented by the solid columns and Like School comparisons are represented by the shaded columns.

In addition, arrows to the side of each box represent Aspiri Primary Schools achievements against Like Schools. Up arrows for higher achievement, sideways arrows for similar performance and down arrows for lower performance.

Non-Academic data in the form of Attitude, Behaviour and Effort graphs summarising the performance of each year group are featured at the bottom of the summary document.

Green columns represent students always displaying good behaviour, high achievement and high effort.

Light blue columns indicate students mostly displaying those behaviours.

Dark blue represents students often displaying the qualities.

Red indicates students seldom demonstrating the expected qualities.

Summary:

Academic.

Overall students achieved very sound results indicated by graphs showing mainly B and A grades being awarded. This was followed by the next largest category of grades awarded being C grades. This was particularly evident in both Mathematics and English. Science demonstrated more of a concentration of C grades across all year groups, and this can be attributed to a more consistent approach to the teaching of Science via dedicated science teachers now available. This was also evident in HASS outcomes and remains a focus of our curriculum development across the school.

In terms of Like School comparisons, Aspiri Primary School outperformed most Like School groups, particularly across our early childhood and middle primary school groups. These groups predominantly consist of students who have been at Aspiri Primary School for the longest periods and consecutive years and have been exposed to our way of teaching the longest. Again, the exception being in the domain of HASS. Analysis of the weaker outcomes of students in upper primary years can be explained by the fact that many of these students have been at Aspiri Primary School for shorter periods of time and their core knowledge and skills will take a longer period to align to our expectations. In addition, it is considered that our teachers are more circumspect when it comes the awarding of grades, particularly As and Bs in comparison to Like Schools.

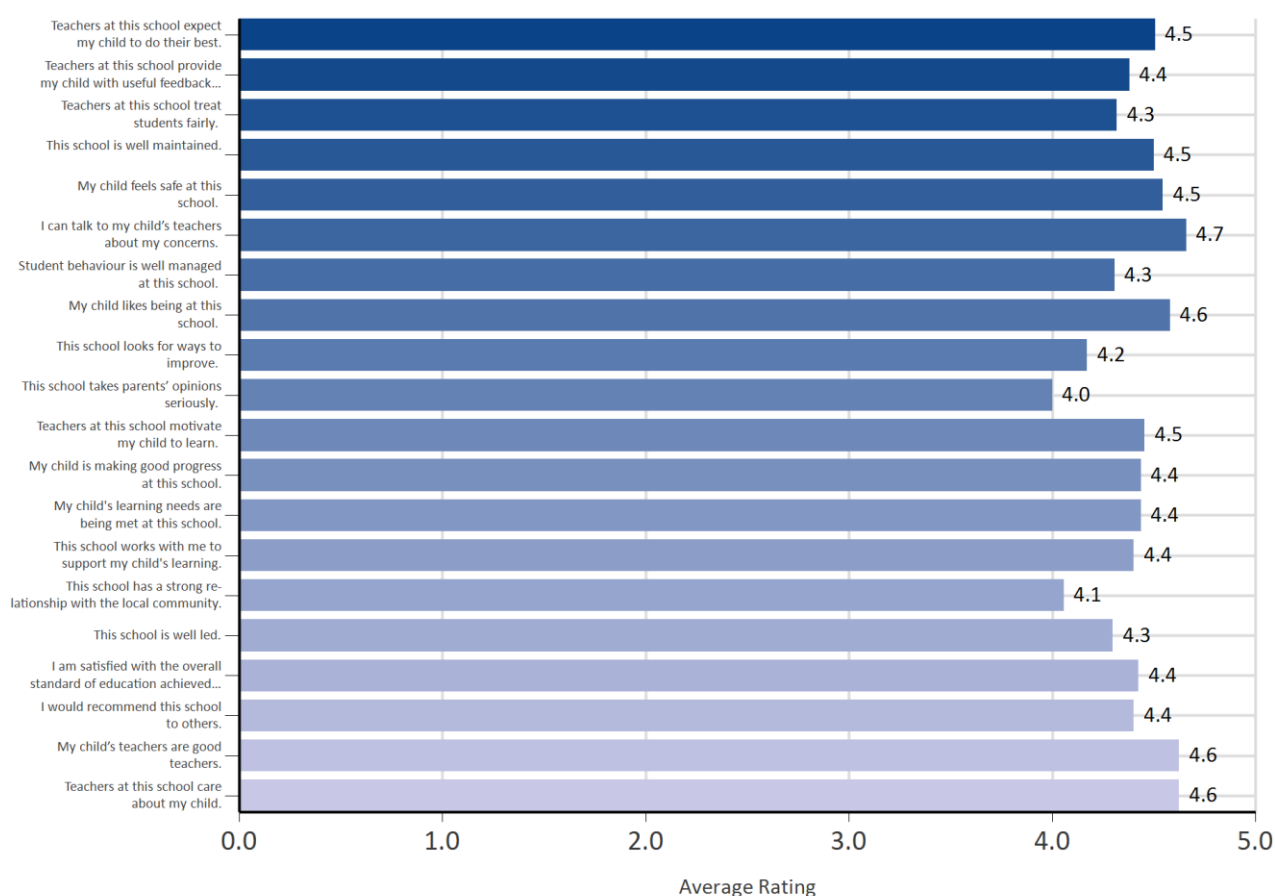
Non-Academic:

Attitude, Behaviour and Effort judgements made by teachers indicate that - across all year groups they support the notion that our students, almost always bring a very positive attitude to class and school, demonstrate very good behaviour, and apply themselves to their very best most of the time. This aligns to our very high expectations of students, staff and the community in these domains and is an enabler of quality experiences at school, high academic achievement and great citizenship now and into the future for all students.

Attendance data:

Summary Attendance data for Semester two 2022 was not available for this chart at the time of production of this report, however it is summarised in an earlier section having been available in another reporting function available to schools.

PARENT SATISFACTION WITH THE SCHOOL (DATA source: National School Opinion Survey) Parent Opinion Survey 2022



Analysis

Data reflects that the majority of parents are highly satisfied with Aspiri Primary School with a mean of 4.4 rating. Parents identified being able to talk to teachers about their concerns (4.7), Good teachers (4.6), Teachers care about their children (4.6), and their children like being at our school (4.6) as key areas of strength. Taking parents opinions seriously (4.0) was the lowest scoring area.

Identified actions for 2023

Maintain a focus upon quality and timely 2-way communication with our community and stakeholders, particularly so that parents feel that their opinion and input is being heard, considered and where appropriate acted upon.

In addition, the school will maintain a focus upon engaging with a wide cross section of our multicultural community in a meaningful manner in the form of parent meetings and surveys.

The school will continue to provide educative and informative engagement for parents by continuing initiatives such as the successful Triple P parenting programs, quality classroom communication via the successful Seesaw platform, newsletters Board and P&C communications and community events.

Relationships and Partnerships

Aspiri Primary School has established a culture of high expectations. We have developed staff and parent handbooks to clearly communicate expectations and school processes. We have collaboratively created Staff Agreements which are consistently reviewed to provide opportunities for new staff to have ownership. We have collected feedback from students, staff and the school community identifying areas of strength and areas for improvement.

Communities of Practice (COP) have been established for learning teams to collaborate, analyse data, engage in professional learning and build collective efficacy to impact student learning. Careful timetabling of DOTT provides release time for all staff to have their weekly COP meetings weekly, including specialist teachers, mainstream allied professionals and special needs allied professionals. Group norms are created within in each COP.

Building relationships with our school community has been centred on the belief that actions matter, no matter how small. We always have members of the Executive Team positioned around the school to greet families and students as they arrive at school each and every day. Our front office staff welcome visitors with a smile and we pride ourselves on all staff warmly acknowledging others as they move throughout the school. This has always been noted by visitors and highly valued by our school community.

With the exception of the last two years, due to Covid restrictions, we have hosted a beginning of the year Welcome BBQ in conjunction with parent information sessions. We have held inaugural events, such as the School Concert and Festival of the Arts, as well as regular additions to our school calendar, such as Running Club. Throughout 2020 to now, our events have been either cancelled or delivered in an online format. This has been to varying levels of success, impacting upon school-home relationships as well as the momentum of establishing school traditions.

The suite of Triple P (Positive Parenting Program) workshops have been offered to our community each semester. Parents have expressed interest in attending school information sessions, focused on the literacy and numeracy approaches used throughout Aspiri Primary School, however this has yet to be actioned.

Aspiri Primary School provides good quality communication and uses a number of ways to communicate with key stakeholders. For staff, a weekly communication meeting is held at recess to provide an open forum for sharing information and queries. A rotational roster ensures everyone can attend over the weeks and notes of meetings are posted on our Aspiri Staff Facebook page. Seesaw is our main communication platform with parents and remains their preferred option. Regular school newsletters (digital link emailed to parents) are well received and we have seen a steady increase in posts/comments/likes/shares on our school Facebook page.

At Aspiri we celebrate diversity and support an inclusive culture, prioritising whole school events on the term planners to celebrate Harmony Day, NAIDOC and a Multicultural Week. In 2021 we formed a Multicultural Parents Forum to further strengthen our multicultural relationships.

We have established relationships with some organisations and are continuing to look for new opportunities. We have been working with Notre Dame University to take on pre-service students since the foundation year. Aspiri Primary School staff have also taken on guest presenter roles to share best practice in literacy with university cohorts. Our most recent partnership involves the Malayalam Language School, where over 200 students from the local community, attend our site on the weekends.

The Director General's "Statement of Expectations"

A part of the Governance model for schools incorporates the Director General's "Statement of Expectations" (for Principals and Schools). This incorporates a series of categories aligning to the Department of Education's Focus and Strategic planning documents with each divide into a range of sub-categories.

The following is a part of the school's governance and accountability processes and outlines the schools progress towards each of the expectations contained within the Department of Education document.

This document forms a part of the regular reporting process to our School Board and is included to demonstrate the schools progress in maintaining alignment to Department requirements and expectations.

The Director Generals Statement of Expectations 2021- 24 Monitoring Tool: Aspiri Primary School 2022.

Focus	Information/ data source	Status	Comment
Identify and meet student needs. -Principals are expected to lead their staff to:			
<ul style="list-style-type: none"> understand the literacy and numeracy needs of every student so that they can be supported to develop foundational competencies 	System based standardised testing. School based formal and informal assessment		Reviewed regularly via COP and whole school meetings
<ul style="list-style-type: none"> create a safe and orderly learning environment 			Reviewed several times per term.
<ul style="list-style-type: none"> increase the number of students regularly attending school 	School level system-based Attendance data Monitored by Admin at all levels		No issues at this time. Exceeding plan targets
<ul style="list-style-type: none"> A high performance - high care culture based on strong individual case management is evident 	SAER team in place, IEPs, Strategic and classroom planning		Ongoing
<ul style="list-style-type: none"> use available data and evidence to identify students who are at high risk of not achieving and design strategies to engage them in their education 	Various data sources. Analysed by staff, SAER team and admin		Ongoing
<ul style="list-style-type: none"> equip students with the capabilities required to succeed in the contemporary work environment 			
<ul style="list-style-type: none"> equip students with opportunities to develop STEM skills across the curriculum 	Data via teacher reporting process and COP meetings		Science specialists in place to support
<ul style="list-style-type: none"> create an environment that develops student wellbeing including the promotion of optimism, resilience, confidence and self-efficacy 	Attitude/ Behaviour / Effort / Attendance data Psych. (Additional FTE in 2021).		Chaplain recruited- trial 2022. Extend into 2023 and up FTE
<ul style="list-style-type: none"> develop and apply their understanding of Aboriginal histories and experiences, cultures and languages, and family relationships to enable Aboriginal students to thrive academically and socially. 	HASS operational plan/ teacher judgements.		in place now via a whole school plan.

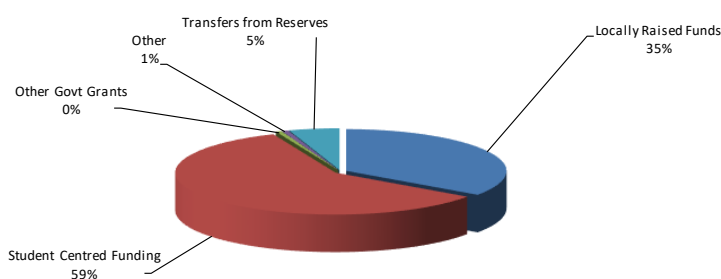
Lead School Improvement - Principals are expected to:			
<ul style="list-style-type: none"> lead the development and implementation of a school plan that contains specific targets related to improvement of student achievement, attendance and retention, along with the priorities and strategies to achieve them 	Whole school data (typically as presented in the Annual Report)		22-24 Business plan in place and ratified.
<ul style="list-style-type: none"> consult with school staff in the design of school development opportunities that contribute to the targets/aspirations of the school plan 			Input continues for new plan
<ul style="list-style-type: none"> base the school plan on a thorough self-assessment of current school performance using the Department's Electronic School Assessment Tool 	Whole school data in place Assessment schedule in place Data Lead role in place		ESAT tool in place. Staff teams monitoring. Will be incorporated into 2022-24 Bus plan
<ul style="list-style-type: none"> ensure that the school plan reflects the obligations contained in this Statement 			Incorp into new Bus plan
<ul style="list-style-type: none"> take account of the outcomes of the Public School Review in the development of their school plan. 	Public School review postponed due COVID. Now due 2023 from which point data will be available for incorporation into planning docs.		Public Sch Review scheduled for term 1 2023. First for APS.
Build the capacity of our people- Principals are expected to:			
<ul style="list-style-type: none"> establish a school culture that builds the capability of all staff to maximise their impact on student learning and wellbeing 	School has a professional; learning culture and processes embedded with all staff.		PL/ COP / Staff meetings with targeted PL content/ External PL/Leadership group.
<ul style="list-style-type: none"> ensure teachers are monitoring the learning of their students and using evidence to employ teaching strategies to enable every student to progress. 	Data: Individual, classroom, whole school. Data and records shared at COP meetings		Teachers monitor according to schedule. Data lead role coordinates
<ul style="list-style-type: none"> create opportunities for teachers to collaborate on the use of student achievement data to inform and share high impact teaching strategies 	Regular COP meetings. DARTS. Whole school level		COP meetings Whole sch PD days Admin at school and like school level
<ul style="list-style-type: none"> ensure the focus of school networks is on student achievement 	Nicholson Network Strategic plan is aligned.		School is aligned to Nich Network Strategic plan. Updated Sem 2 2022
<ul style="list-style-type: none"> construct systems for all staff to receive feedback and engage in professional learning to improve their contribution to the school's teaching and learning programs 	Performance Management Plan. New template driven version Sem 2 2022 onwards.		Admin and staff led. Revised format Sem 2 2022 as per mandated DoE/EBA requirement.
<ul style="list-style-type: none"> support their teachers in the use of evidence informed classroom pedagogy 	COP meetings AP and teacher led. Strategic and Operational plans reference.		
<ul style="list-style-type: none"> promote a culture of collective responsibility for occupational health and safety and implement related processes 	OH&S Plan. Staff member trained and manages.		Dedicated staff lead. Reports to admin and staff. Regular Audits.
<ul style="list-style-type: none"> implement the actions identified to address violence in schools 	DoE 10-point strategy.		Aligned and supported. Not a priority at this time. Monitored.

<ul style="list-style-type: none"> self-reflect on their professional practice using the Principal Performance Improvement Tool (PPIT) and Department personal attributes 	In use.		Principal aligns and reports to Board Chair.
<ul style="list-style-type: none"> develop workforce practices that support diversity of school staff. 	Staff led Workforce Plan		Workforce plan updated constantly to reflect changes in staffing and needs
Strengthen educationally powerful connections- Principals are expected to:			
<ul style="list-style-type: none"> engage with families, carers and communities to better understand the aspirations, interests and needs of their students 	Schedule of Surveys. Anecdotal input		To implement culturally aligned focus groups..
<ul style="list-style-type: none"> work in partnership with other government agencies and support services to assist children 	Admin working with several External and Allied agencies concurrently		On a needs basis. Child support via SAER committee.
<ul style="list-style-type: none"> create opportunities to work collaboratively with local communities, including Aboriginal communities, to determine aspirations and set directions for students 	Survey outcomes. Anecdotal records. Student engagement		Malayalam Lang School project sem 2 21. Cultural Engagement group in place.
<ul style="list-style-type: none"> collaborate with other public school Principals to ensure that schools do not operate in isolation or in competition with each other 	Nicholson Network		Admin and staff are active participants in Network meetings, forums and PL events
<ul style="list-style-type: none"> pursue industry and business partnerships that enhance educational opportunities for students. 	Partnerships with External Agencies.		City of Armadale Your Move Be You OHSC Local member Bunnings Woolworths Others.
Meet Policy, Industrial and Legislative Requirements - Principals are expected to:			
<ul style="list-style-type: none"> adhere to all legislation, industrial regulations and policies that apply to their role, unless they have had an alternative policy position formally endorsed through the Department 	Aligned		Ongoing monitoring and action when required.
<ul style="list-style-type: none"> when invited, and available to do so, participate in the development of new or revised Department policy. 	As required		Principal ensures alignment.
Embed strong governance through the school board- Principals are expected to			
<ul style="list-style-type: none"> provide the school council/board with information on its functions as prescribed in the School Education Act 1999, School Education Regulations 2000 and Department of Education policy 	Board minutes.		New Board members training complete.
<ul style="list-style-type: none"> ensure that the school council/board Chair notes the Statement and takes part in the functions as prescribed in the School Education Act 1999, School Education Regulations 2000, and school council/boards information package 	Compliant. Minuted		Noted 2021.
<ul style="list-style-type: none"> work with the school council/board Chair to promote and advocate for the school in the community 	Ongoing.		Principal and Chair meet regularly. Work with all clients.
<ul style="list-style-type: none"> ensure an induction is provided for new members who join the school council/board. 	On going		All members compliant. New Board members trained in 2021

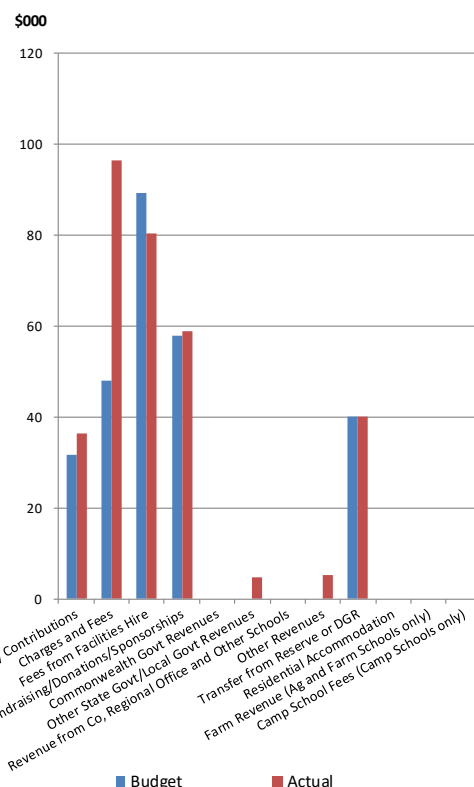
Aspiri Primary School
Financial Summary as at
31.12.2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 31,710.00	\$ 36,360.50
2	Charges and Fees	\$ 48,000.00	\$ 96,535.24
3	Fees from Facilities Hire	\$ 89,200.00	\$ 80,372.72
4	Fundraising/Donations/Sponsorships	\$ 58,000.00	\$ 58,910.44
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 4,657.02
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ -	\$ 5,226.82
9	Transfer from Reserve or DGR	\$ 40,000.00	\$ 40,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 266,910.00	\$ 322,062.74
	Opening Balance	\$ 93,108.00	\$ 93,107.89
	Student Centred Funding	\$ 459,125.00	\$ 462,024.64
	Total Cash Funds Available	\$ 819,143.00	\$ 877,195.27
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 819,143.00	\$ 877,195.27

Actual Year to Date by funding sources

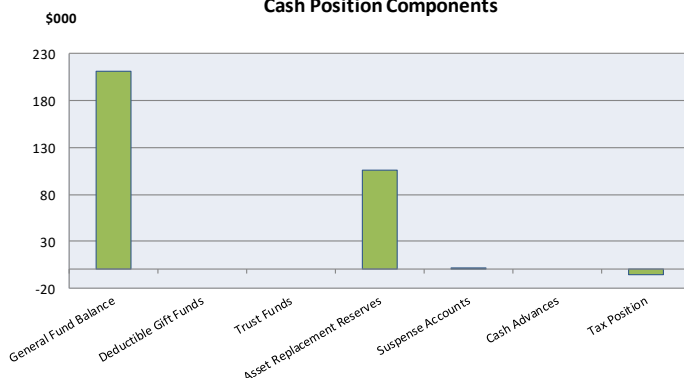


Locally Raised Revenue - Budget vs Actual

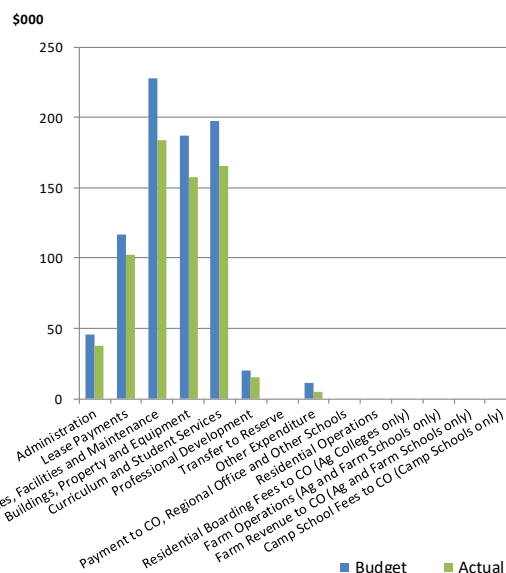


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 45,500.00	\$ 37,412.78
2	Lease Payments	\$ 116,851.00	\$ 101,950.85
3	Utilities, Facilities and Maintenance	\$ 227,500.00	\$ 183,730.96
4	Buildings, Property and Equipment	\$ 187,000.00	\$ 157,660.75
5	Curriculum and Student Services	\$ 197,700.00	\$ 165,674.56
6	Professional Development	\$ 20,000.00	\$ 14,871.46
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 11,500.00	\$ 5,237.03
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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	\$ 806,051.00	\$ 666,538.39
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 806,051.00	\$ 666,538.39
	Cash Budget Variance	\$ 13,092.00	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 312,036.15
Made up of:	
1 General Fund Balance	\$ 210,656.88
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 105,590.00
5 Suspense Accounts	\$ 969.27
6 Cash Advances	\$ -
7 Tax Position	\$ (5,180.00)
Total Bank Balance	\$ 312,036.15

Ratified:

Kim Snowden, Principal, Aspiri Primary School.

Date:

Michael Wiltshire, School board Chairperson, Aspiri Primary School.

Date: