2023 ANNUAL REPORT

Table of Contents

Table of Contents continued

Principal's Report

Kristy Mularczyk

Our Annual Report provides details of student academic and non-academic achievement and highlights major achievements in the areas of school and student performance, financial and workforce management. This report will outline the progress we have made to date in relation to the outcomes and performance targets set within our Business Plan, which commenced in 2022 and is a 3 year plan.

2023 saw the foundation Principal, Noel Morgan retire in Term 1. As foundation Principal, highly respected by his school community, Mr Morgan led the opening of Aspiri Primary School (APS) which occurred in 2018. Mr Morgan with his team of Associate Principals, led with a focus on 'achieving together' and the 'whole child'. On his departure, the school staff and community thanked Mr Morgan for his wonderful leadership and wished him well in his retirement. I was appointed to commence as Principal in Term 2 of 2023. It has been a privilege to get to know and become part of such a diverse school community.

Leading Cultures of Teaching Excellence is a program organised by Department of Education. Prior to my commencement at APS, I was involved with this Department of Education initiative and able to bring my involvement in the program to benefit staff at APS. There are 3 tiers of the Leading Cultures of Teaching Excellence professional learning program. Tier 1 provides Principals with the understanding of the critical elements of a performance and development culture and how to design and lead a culture of teaching excellence. Tier two supports the school's instructional leadership team to lead a high performance and development culture within their teams. In 2023, we completed both Tier 1 and Tier 2 which has impacted our school improvement planning and future 2024 and beyond. We took onboard the virtue of 'doing the right work, the right way for the right reasons' in a dedicated pursuit of deep learning for all students.

During 2023, the English committee began planning a more rigorous approach to the implementation of Letters and Sounds, a systematic approach for teaching children in Years K-3 to read using phonics. This is aligned with the Department of Education's new Phonics initiative.   A similar focus was planned in Years 3-6 using 'The Components of Spelling'. Staff experimented with a diagnostic tool, created by one of our staff members, to gather very specific data and direct teaching in the classroom.

The Math committee began a review of current practice and commenced research on the implementation of Daily Reviews, with the intent to reduce cognitive load for students, improve fluency and move knowledge to long term memory by repeatedly practising and using it.

Our school continued its ongoing commitment to cultural responsiveness, with a particular focus on the Aboriginal Cultural Standards Framework. The front entrance of the school boasts wonderful art and a welcoming space that was designed by one of Aspiri's parents. This is an ongoing project that will continue to grow over the years.

Finally, the school participated in a School Review Term 1 of 2023. It was a wonderful experience for staff and the community, with many commendations made. The next school review is scheduled for 2026.

I hope you find the Annual Report to be informative, transparent and clear about school achievement and direction. Together we will continue to challenge our thinking, make decisions based on research and work collaboratively to ensure performance is outstanding, care is high and staff and students in our community have the opportunity to excel.

Kristy Mularczyk

School Context

APS is a Level 6 Independent Public School situated in the south metropolitan area of Perth in Piara Waters. We are a highly multicultural community, with families having strong ties to a diverse range of countries around the world, with approximately 52 different spoken languages through the APS community.

Our school opened in 2018 for Kindergarten and Pre-Primary with approximately 160 students and then expanded to catering for students from Kindergarten to Year 6 the following year. The student enrolments have rapidly increased over the past six years to nearly 900 students.

APS staff and students are constantly being challenged to set high expectations for themselves and adapt a growth mindset to teaching and learning. Our staff are continuing to develop and embed their knowledge and understanding of pedagogical approaches which have a high impact on student outcomes. We have a philosophical belief that no students should be left behind and that students are the core focus of everything we do.

Establishing a new school has involved recruiting teachers, allied professionals and support staff, bringing them together to create a shared vision and direction. Our staffing profile is heavily weighted with early career teachers as well as young staff who are now taking leave to start their families. These factors, together with a rapidly growing student population, has resulted in a landscape of consistent staffing changes, recruitment processes and the establishment of new teams.

→ 2023 Enrolment Profile

Classification	Year Level								Total
	K	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Funded Students	117	118	114	136	134	104	99	61	883
Aboriginal Students	1	1	1	1	1	2	1	1	9
EALD Students		42	20	17	5				84
Disability Level 1		1	1	3		2			7
Disability Level 2	2	3	2	3		1	2		13
Disability Level 3			1		1			1	3
Unfunded Students		1					1		2
Total Students	117	119	114	136	134	104	100	61	885

→ 2023 Employment Profile

	Staff	No	FTE
Administration Staff	Principals	1	1.0
	Associate Principals	3	2.8
	Total Administration Staff	**4**	**3.8**
Teaching Staff	Level 3 Teachers	1	1.0
	Other Teaching Staff	53	46.4
	Total Teaching Staff	**54**	**47.4**
Allied Professionals	Clerical / Administrative	4	3.0
	Gardening / Maintenance	1	0.4
	Other Allied Professionals	21	17.9
	Total Allied Professionals	**26**	**21.3**
Total		**84**	**72**

Successful Students

Attendance

→ Attendance Rate

Year	School	WA Public Schools
2021	94.6%	91.0%
2022	89.3%	86.6%
2023	91.8%	88.9%

→ Attendance Rate- Primary Year Levels

Year	PPR	Y1	Y2	Y3	Y4	Y5	Y6
2021	93%	95%	95%	96%	94%	96%	94%
2022	88%	89%	91%	90%	89%	89%	91%
2023	90%	91%	92%	92%	93%	93%	93%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

→ Analysis

Business Plan Targets			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Maintain or increase student attendance rate of 94%			

By the end of 2023, APS saw 885 students enrolled from Kindergarten through to Year 6. With increasing student numbers, our attendance rate for 2023 was 91.8% which sat slightly below our target of 94%. Although we have experienced a decline in attendance, this did align to a similar trend across like schools and WA schools. With there being a significant growth in our student numbers, the last two years has also seen the reopening of travel for Western Australians post Covid-19, which we believe has resulted in a lot of our families returning home. 2023's attendance data outlined a high number of students with approved vacation and in Semester 2, this figure doubled.

→ Key strategies/initiatives implemented in 2023

In Term 3, Associate Principals were given attendance data within their line of management areas to flag any students that had less than a 90% attendance rate of unauthorised absences. This helped with the mitigation of "unexplained absences" and a process that will continue into 2024.

→ Recommendations for 2024

Our target of 94% or above will remain the same in 2024 with the following actions occurring:

- Updating and reviewing the attendance policy.
- A clear outline reflected in the policy identifying timelines, roles and responsibilities, which will assist in streamlining the process.
- A continued focus on our teachers following up "Unexplained Absences".
- Student absence follow up letters being generated twice a term, instead of once a term.
- Associate Principals to follow up student attendance termly within their line management allocations.

Students at Educational Risk (SAER)

→ Key strategies/initiatives implemented in 2023

- The SAER Team consisting of the school Psychologist, Associate Principals and the SAER Coordinator met fortnightly to review and update important data and information relevant to students' progress.
- A working party was established to complete a review of the Students at Education Risk policy and procedures.
- Documented Plans were reviewed and updated and the need for consistent documents for plans such as toileting was highlighted.
- A new procedure for onsite therapy requests was implemented.
- Formal role allocated for student services leadership.
- Successful Triple P sessions run throughout the year by the school Psychologist.
- Streamline the SAER process with a consistent approach to documented plans.
- Budget for SAER Coordinator to have a weekly release day in 2024 to support staff.
- Provide professional learning to staff.
- Apply to be part of the RAFT program.

Behaviour and Wellbeing

At APS we believe every child deserves a nurturing environment to learn. Student wellbeing is our priority, as we recognise that learning thrives when children feel safe and happy at school. Our Student Behaviour and Wellbeing Policy sets clear expectation and boundaries and offers positive incentives for responsible behaviour, fostering a culture of respect and consideration for others.

→ 2023 Goals

In 2023, we revised the Student Behaviour and Wellbeing Policy, encompassing Behaviour Management, Good Standing, and Preventing and Managing Bullying policies. This objective was accomplished with a draft prepared during the year for implementation in 2024.

2023 also saw the installation of visual displays showcasing the H.E.A.R.T. values: Honesty, Effort, Attitude, Respect, and Teamwork. A logo representing these values, incorporating the community's cultural backgrounds, was also developed. This signage is prominently displayed in the school's undercover area and on an exterior building facing the visitor walkway.

To further promote positive engagement and reduce overcrowding during play times, was a nature playground for Year 5 and Year 6 students was built. This initiative, guided by student voice, successfully resulted in disperse students and minimising undesirable behaviours in the designated play areas.

→ Behaviours - Statistical Overview

Code	0	1	2	3	4	5	6	7	8	9	Other	Suspen-sions	Intend to Suspend	Withdra-wals
Pre-Primary		1		1			2			2	1			1
Year 1				8		1	1			17		2		1
Year 2				12			1			22	1			1
Year 3		1		24	6	1	8			52	3	1		4
Year 4		3		33	3	6	4			67	14			6
Year 5		3		3	1	1	1			27	1		1	1
Year 6	2			11	4	1	5			12	3			1
TOTAL	2	7		91	14	10	22			199	23	3	1	15

→ Analysis

In 2023, there were 3 suspensions. Some other negative behaviours were recorded.

The top 3 negative behaviour codes entered were:

- 199 entries for Code 9: negative behaviour – other.
- 91 entries for Code 3: physical aggression towards students.
- 22 entries for Code 6: violation of Code of Conduct or school/classroom rules.

Code	Description	Code	Description
0	E-Breaches	5	Damage to or theft of property
1	Physical aggression towards staff	6	Violation of Code of Conduct or school/classroom rules
2	Abuse, threats, harassment or intimidation of staff	7	Possession, use or supply of substances with restricted sale
3	Physical aggression towards students	8	Possession, use or supply of illegal substances(s) or objects
4	Abuse, threats, harassment or intimidation of students	9	Negative behaviour - other

→ Key strategies/initiatives implemented in 2023

- The five H.E.A.R.T. values are reinforced throughout the school via signage, white cards, daily rhetoric from staff, and assembly certificates.
- Classrooms use the 1, 2, 3 Magic behaviour management process, solidifying a whole school approach consistent for students and staff. This in-class behaviour system is used to reinforce behaviour that should 'stop' and promote positive behaviours that should 'start'.
- Classroom behaviour management strategies are largely effective, with a focus on instructional strategies and restorative practices across the school.
- The revised Student Behaviour and Wellbeing Policy aligns to the Department of Education's guidelines, released on physical violence and bullying. It also includes Good Standing and Preventing and Managing Bullying.
- Purchase and installation of the new senior naturescape playground.

→ Recommendations for 2024

- Establish and maintain comprehensive data sets which include SIS targets, H.E.A.R.T. cards, and student survey results.
- Establishment of a 'Student Behaviour and Wellness' working party to enhance the effectiveness of the management system including:
  - Refinement of minor and major behaviours, implementing a check-in system for minor behaviours and addressing major behaviours.
  - Refreshing the school's H.E.A.R.T. Behaviour Matrix to clarify expected behaviours.
  - Implementation of a whole-school process to explicitly teach behaviours outlined in the Behaviour Matrix.
  - Review of the whole school achievement card merit system (H.E.A.R.T. cards).
- Conduct professional development sessions during staff meetings and/or collab teams to target areas of behaviour using data from SIS records, H.E.A.R.T. cards and student survey results.
- Ongoing promotion of behavioural expectations through signage, consistent distribution of H.E.A.R.T. cards, and display of the Behaviour Matrix in classrooms.
- Continued promotion of positive and respectful interactions among staff, students, and parents.
- A restorative practice focus.

Student Voice

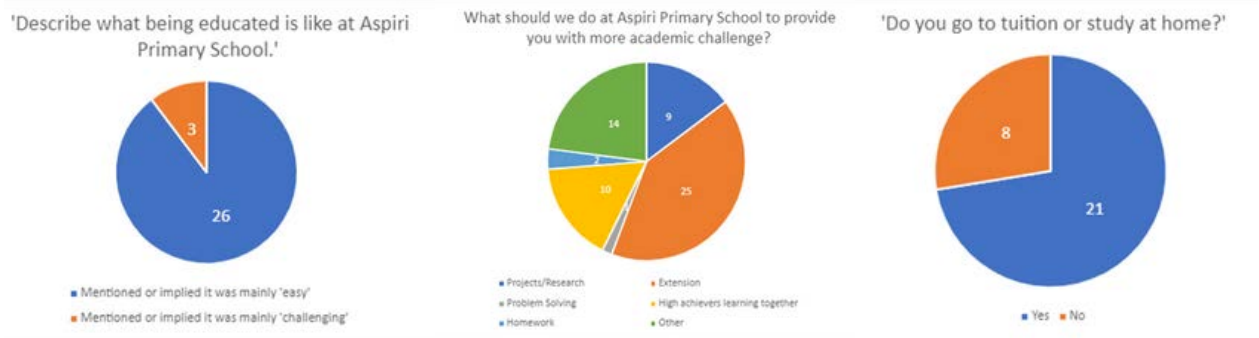| Business Plan Targets			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Demonstrate an increase and strengthen the use of student surveys for feedback to educators on performance and classroom culture.		●	
Develop a student leadership policy encompassing student voice and feedback which provides a range of authentic student leadership opportunities.		●	

→ Analysis

2023 saw a progression towards APS developing a student leadership policy encompassing student voice and feedback.

Snapshot of high achieving student survey data

'Describe what being educated is like at Aspiri Primary School.'

- Mentioned or implied it was mainly 'easy'
- Mentioned or implied it was mainly 'challenging'

What should we do at Aspiri Primary School to provide you with more academic challenge?

- Projects/Research
- Problem Solving
- Homework
- Extension
- High achievers learning together
- Other

'Do you go to tuition or study at home?'

- Yes
- No

→ Key Strategies/initiatives implemented in 2023

- The Year 5 and 6 students were surveyed to find out what they would like in the senior play areas. The students were then given the opportunity to design a new adventure playground in the senior play area.
- Students in Year 6 had the opportunity to design their Year 6 Leavers Shirts. Students chose design elements from a range of students' designs and these were incorporated into their 2023 Leavers Shirts.
- At the end of 2023, students who performed highly in PEAC testing (Verbal Reasoning and Mathematical Reasoning or both) were interviewed about academic challenge and what this could look like for them in the future at APS. Their responses were collated, and all ideas will be considered moving forward into 2024.
- A staff leadership role was implemented to oversee the advancement of Student Leadership in 2023.
- Student leaders attended the GRIP Student Leaders Conference in Term 1.
- Student leaders took on a number of responsibilities within the school including but not limited to, running assemblies, opening the school gates and assisting in the running of sporting events.

→ Recommendations for 2024

- Survey staff to gather data on their understanding of student voice and identify any barriers to the effective implementation of student voice in the classroom.
- Explore what supports are needed for student voice to be effective and meaningful at APS.
- Allocate financial resources to carry out student voice activities in the school.
- Professional learning to staff in this area.
- Staff to assist in the development of student leadership policy.

Excellence in Teaching & Learning

English

→ 2023 Goals

Business Plan Targets			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
85% of students make moderate or above progress in NAPLAN Years 3,5,7			

Progress is unable to be determined due the changes in NAPLAN scaling.

### → Analysis

On-Entry Data 2023

Reading

	Public School Mean	ICSEA Decile Median	Aspiri Primary School Median
Pre-Primary	450	462	439
Year 1	510	523	550
Year 2	545	559	568

ICSEA refers to Index of community social educational advantage.

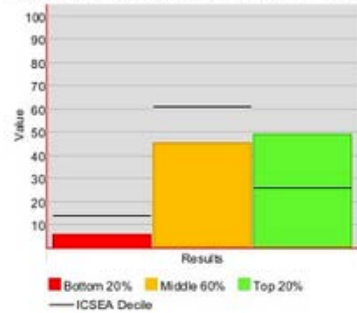|	Pre-Primary	ICSEA Decile
Top 20%	13%	28%
Middle 60%	65%	60%
Bottom 20%	22%	12%

On-Entry - Reading
Results compared to ICSEA Decile including data from other schools
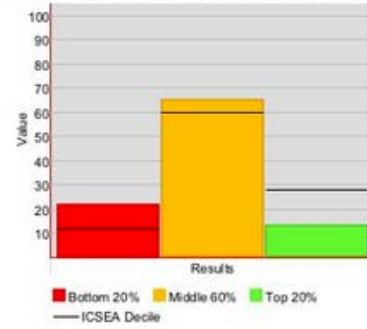
15% below ICSEA

10% above ICSEA

On-Entry - Reading
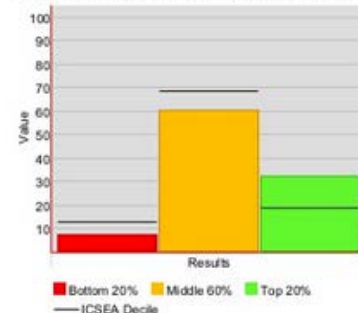Results compared to ICSEA Decile including data from other schools

	Year 1	ICSEA Decile
Top 20%	49%	26%
Middle 60%	45%	61%
Bottom 20%	5%	14%

15% above ICSEA

9% below ICSEA

	Year 2	ICSEA Decile
Top 20%	43%	19%
Middle 60%	80%	69%
Bottom 20%	10%	12%

On-Entry - Reading
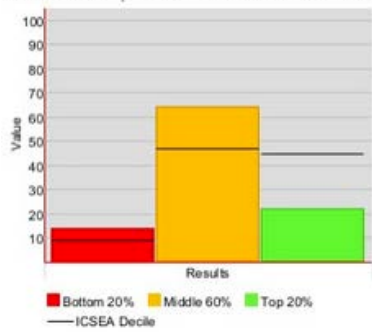Results compared to ICSEA Decile including data from other schools

24% above ICSEA

2% below ICSEA

Writing

	Public School Mean	ICSEA Decile Median	Aspiri Primary School Median
Pre-Primary	210	210	176
Year 1	450	489	541
Year 2	541	572	659

On-Entry - Writing
Results compared to ICSEA Decile including data from other schools

	Pre-Primary	ICSEA Decile
Top 20%	22%	45%
Middle 60%	64%	47%
Bottom 20%	14%	9%

23% below ICSEA

5% above ICSEA

	Year 1	ICSEA Decile
Top 20%	55%	29%
Middle 60%	44%	60%
Bottom 20%	2%	11%

On-Entry - Writing
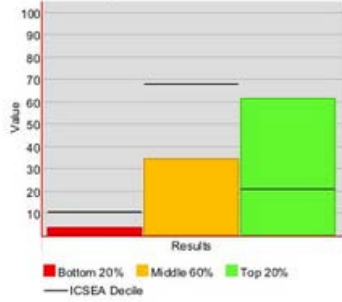Results compared to ICSEA Decile including data from other schools
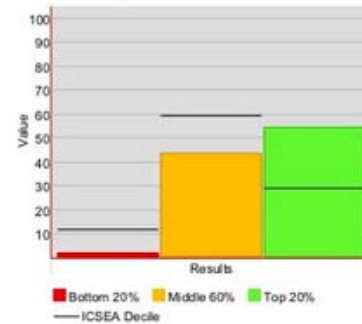
26% above ICSEA

9% below ICSEA

On-Entry - Writing
Results compared to ICSEA Decile including data from other schools

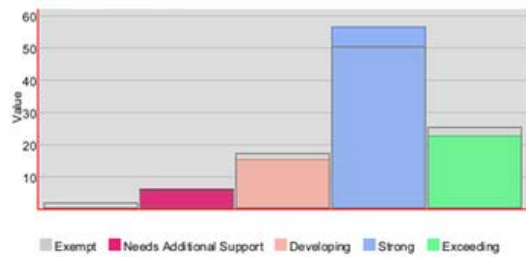|	Year 2	ICSEA Decile
Top 20%	68%	21%
Middle 60%	35%	68%
Bottom 20%	4%	11%

47% above ICSEA

7% below ICSEA

Naplan 2023

Year 3 Reading

Cohort: Year 3 ASPIRI PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03
Reading - Proficiency
Filters : All Students

PROFICIENCY	YEAR 3 APS	LIKE SCHOOLS
Exceeding	22.6%	25.3%
Strong	56.4%	50.3%
Developing	15%	17.1%
Needs Additional support	6.0%	5.6%

79% of students in the exceeding and strong proficiency bands. 6.4% more students in strong compared to like schools.

Cohort: Year 3 ASPIRI PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03
Reading - Progress
Filters : All Students
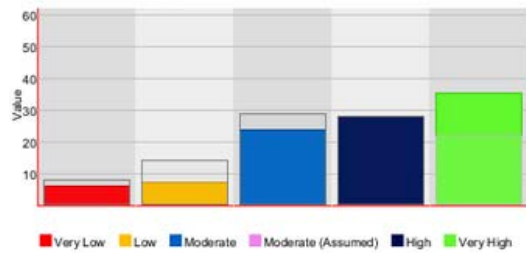
PROGRESS	YEAR 3 APS	LIKE SCHOOLS
Very High	35.1%	21.6%
High	28.1%	27.8%
Moderate	23.7%	28.5%
Low	7%	14.2%
Very Low	6.1%	7.8%

13.3% more students in very high progress compared to like schools. 13.8% more students in very high/high progress compared to like schools. 8.9% less students in low/very low progress compared to like schools.
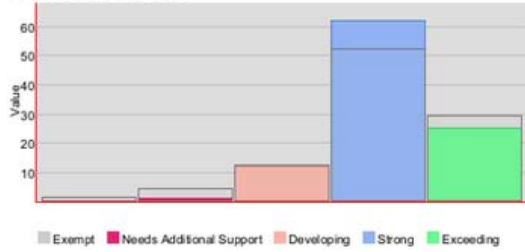
Year 5 Reading

Cohort: Year 5 ASPIRI PRIMARY SCHOOL Y05 2023 Reporting Period: 2023 Y05

Reading - Proficiency

Filters : All Students

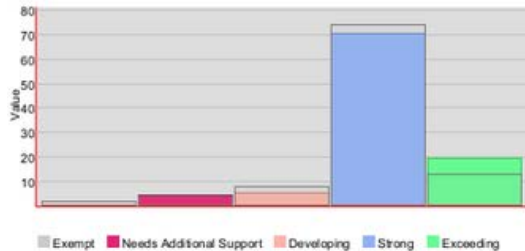| PROFICIENCY	YEAR 5 APS	LIKE SCHOOLS
Exceeding	25%	29.6%
Strong	62%	52.4%
Developing	12%	12.4%
Needs Additional support	1%	4.3%

10% more students in strong proficiency band than like schools. 4.6% less students in exceeding band than like schools. 3.3% less students in needs additional support proficiency than like schools.

Year 3 Writing

Cohort: Year 3 ASPIRI PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Writing - Proficiency

Filters : All Students

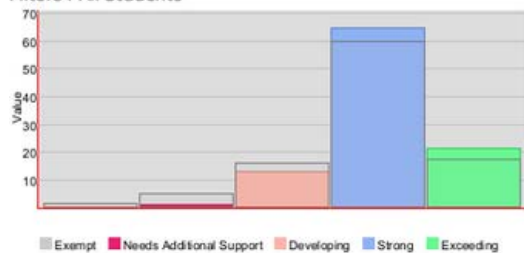| PROFICIENCY	YEAR 3 APS	LIKE SCHOOLS
Exceeding	19.5%	12.9%
Strong	70.7%	74%
Developing	5.3%	7.7%
Needs Additional support	4.5%	3.7%

90.2% students in the exceeding and strong proficiency bands. 9.8% less students in the developing/needs additional support bands.

Year 5 Writing

Cohort: Year 5 ASPIRI PRIMARY SCHOOL Y05 2023 Reporting Period: 2023 Y05

Writing - Proficiency

Filters : All Students

PROFICIENCY	YEAR 5 APS	LIKE SCHOOLS
Exceeding	21.2%	17.6%
Strong	64.6%	59.8%
Developing	13.1%	16%
Needs Additional support	1%	5.1%

85.8% of students in the exceeding and strong proficiency band. This is 8.4% more than like schools 4.1% less students needing additional support than like schools.

Year 3 Spelling

National Mean	Like School Mean	Aspiri Primary School Mean
404	427.70	447.34

PROFICIENCY	YEAR 3 APS
Exceeding	29%
Strong	50%
Developing	16%
Needs Additional support	5%

Year 3 spelling is above both the national and like school means.

Year 5 Spelling

National Mean	Like School Mean	Aspiri Primary School Mean
490	507.82	536.47

PROFICIENCY	YEAR 5 APS
Exceeding	37%
Strong	57%
Developing	5%
Needs Additional support	1%

Year 3 spelling is above both the national and like school means.

Year 3 Grammar

National Mean	Like School Mean	Aspiri Primary School Mean
409	432.89	445.83

PROFICIENCY	YEAR 3 APS
Exceeding	14%
Strong	53%
Developing	25%
Needs Additional support	8%

Year 3 grammar is above both the national and like school means.

Year 5 Grammar

National Mean	Like School Mean	Aspiri Primary School Mean
496	521.66	543.42

PROFICIENCY	YEAR 5 APS
Exceeding	27%
Strong	58%
Developing	14%
Needs Additional support	1%

Year 5 grammar is above both the national and like school means.

→ Key Strategies/initiatives implemented in 2023

- Staff trialled a digital recording template for CoST (Components of Spelling Test) to improve the analysis of phonological, orthographical and morphological components of spelling.
- 'Aspiri Parent Hub' was launched with parent workshops on reading in the early years. Morning and evening workshops offered.
- Staff attended PAT-Adaptive professional learning and trialled the PAT-Reading Adaptive Test, including draft templates to analyse student data.

- English committee members visited other schools to observe the consistent implementation of Daily Reviews and Letters and Sounds.
- Bump-it-up Walls visible in all Pre-primary to Year 6 classrooms to scaffold students' writing development.
- Strengthened community partnerships with the local library through 'Better Beginnings', 'Ripper Readers' and local library membership.
- Book Fair continued its success with $11,134 raised for our school library.
- Opportunities provided for high achieving students to submit entries to the Armadale Young Writers Award.
- Author visits were held for both junior and senior students.
- Year 4 students participated in the 2023 Prime Minister's Spelling Bee and we celebrated nine students becoming state finalists.
- Students were involved with the 2023 CBCA Book Awards, with Year 5/6 students taking on the role of shadow judges.

→ Recommendations for 2024

- Build rigor and fidelity into our CoST and Letters and Sounds programs from Kindergarten to Year 6.
- Development of Letters and Sounds/CoST scope and sequences to enable collaborative planning and a more consistent approach for cohorts.
- Implement the Heggarty Phonemic Awareness Assessment in Kindergarten.
- Implement a consistent approach to Daily Reviews across the school.
- PAT-R to be included in the Whole School Assessment Schedule (Yr1-6) and data analysed using a template to identify students, establish targets and implement evidence-based strategies.
- Use NAPLAN and PAT-R data to focus on extending and increasing the progress of students in the top bands.
- Professional learning for all staff (teachers and allied professionals) focusing on best practice in reading and writing, to strengthen whole school approaches and ensure alignment to the most up-to-date research.
- Expand the literacy topics on offer to parents through the 'Aspiri Parent Hub'.

Mathematics

→ 2023 Goals

Business Plan Targets			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
85% of students make moderate or above progress in NAPLAN Years 3,5,7			

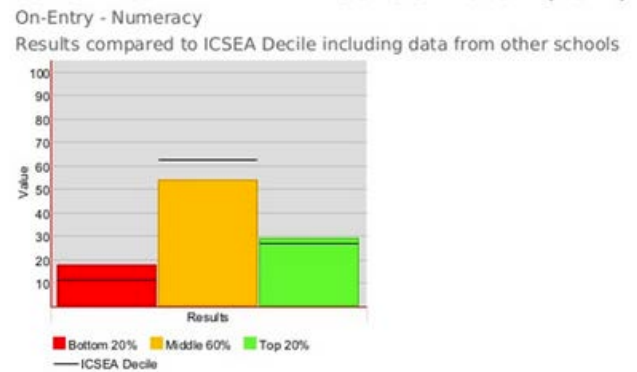Progress is unable to be determined due the changes in NAPLAN scaling.

→ Analysis

On-Entry Data 2023

Numeracy

	Public School Mean	☆ ICSEA Decile Median	Aspiri Primary School Median
Pre-Primary	435	442	429
Year 1	503	518	523
Year 2	582	598	598

☆ ICSEA refers to Index of community social educational advantage.

	Pre-Primary	ICSEA Decile
Top 20%	29%	27%
Middle 60%	54%	62%
Bottom 20%	17%	11%

On-Entry - Numeracy
Results compared to ICSEA Decile including data from other schools

2% above ICSEA

6% above ICSEA

On-Entry - Numeracy
Results compared to ICSEA Decile including data from other schools
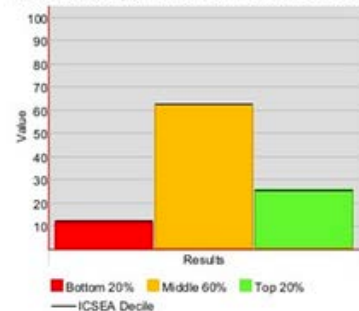
	Year 1	ICSEA Decile
Top 20%	25%	25%
Middle 60%	63%	63%
Bottom 20%	12%	12%

Equal to ICSEA

Equal to ICSEA

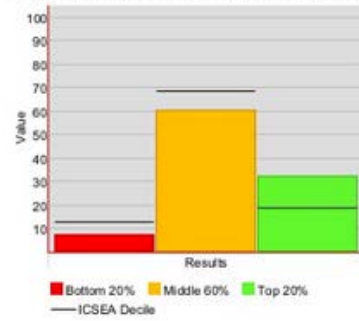|	Year 2	ICSEA Decile
Top 20%	25%	24%
Middle 60%	59%	63%
Bottom 20%	16%	14%

On-Entry - Reading
Results compared to ICSEA Decile including data from other schools

1% above ICSEA

2% above ICSEA
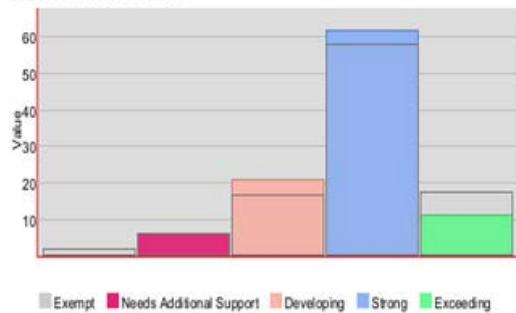
NAPLAN 2023

Year 3

Cohort: Year 3 ASPIRI PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Numeracy - Proficiency
Filters : All Students

PROFICIENCY	YEAR 3 APS	LIKE SCHOOLS
Exceeding	11.3	17.7
Strong	61.7	57.8
Developing	21.1	16.7
Needs Additional support	6	6.2

6.4% less students in exceeding compared to like schools. 3.9% more students in strong compared to like schools.

Cohort: Year 3 ASPIRI PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Numeracy - Progress
Filters : All Students

PROGRESS	YEAR 3 APS	LIKE SCHOOLS
Very High	22.6	23.9
High	30.4	23
Moderate	26.1	32.2
Low	10.4	13
Very Low	10.4	8

1.3% less students in very high progress compared to like schools. 7.4% more students in high progress compared to like schools.

Cohort: Year 5 ASPIRI PRIMARY SCHOOL Y05 2023 Reporting Period: 2023 Y05
Numeracy - Proficiency
Filters : All Students

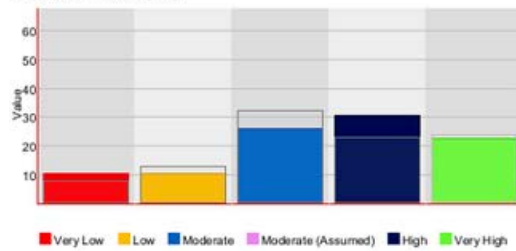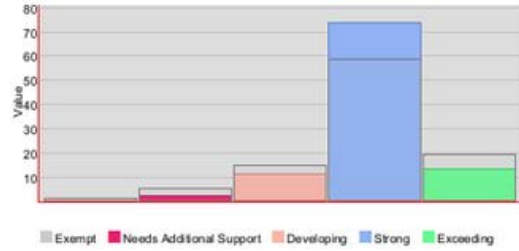| PROFICIENCY	YEAR 5 APS	LIKE SCHOOLS
Exceeding	13.1	19.5
Strong	73.7	58.9
Developing	11.1	15.1
Needs Additional support	2	5.2

6.4% less students in exceeding compared to like schools. 14.8% more students in strong compared to like schools.

→ Key Strategies/initiatives implemented in 2023

- The Math Committees' main focus in 2023 was to begin a review of the existing Mathematics Policy to ensure alignment with update evidence-based practices and begin the consistent implementation of Daily Reviews.
- The Math committee researched best practice in the implementation of daily reviews and had the opportunity to visit another school to see this in action.
- Professional learning by the Maths Committee was provided to staff around the impact of daily reviews.
- Numero resources were updated, and an optional professional learning session was offered to staff allowing new staff to become familiar.
- Parents were given the opportunity to attend an evening session where the Math Committee outlined the aim of Numero and its benefits to improve mental computation as well as teaching them the game.

→ Recommendations for 2024

- Survey staff to gain insight into their current knowledge, practices and confident in implementing daily reviews.
- Provide professional ensuring a consistent approach to daily review will be implemented.
- Design a common planning document for yearly overviews and daily reviews to encourage collaborative planning and a more consistent approach for cohorts.
- Design an observation outline and template to support classroom observations with daily reviews.
- Math Committee to complete classroom observations ensuring consistency with the delivery of daily reviews.
- Math Committee to observe and support teachers in the implementation of daily reviews.
- Use NAPLAN and PAT data to focus on extending and increasing the progress of students in the top bands.

Science

→ Analysis

Year 4 cohort progress comparison

APS Year 4 cohort achieved a mean slightly below the Australian norm, both in the 110-119 band. Our highest scoring student was below the Australian norm, scoring in the 120-129 band, whilst the Australian norm shows a student achi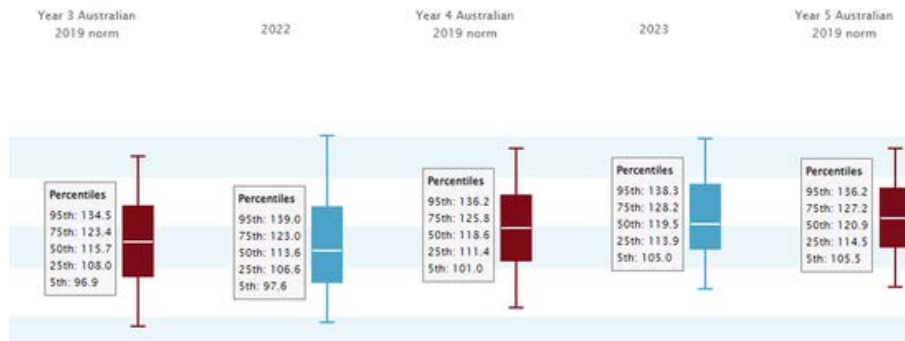eving in the 130-139 band. Our lowest scoring student was almost equal to the Australian norm's lowest result, in the 100-109 band. These graphs indicate we have a smaller range of students achieving above the 120-129 band compared to the Australian norm. Our ICSEA indicates achievement should be above the Australian norm.
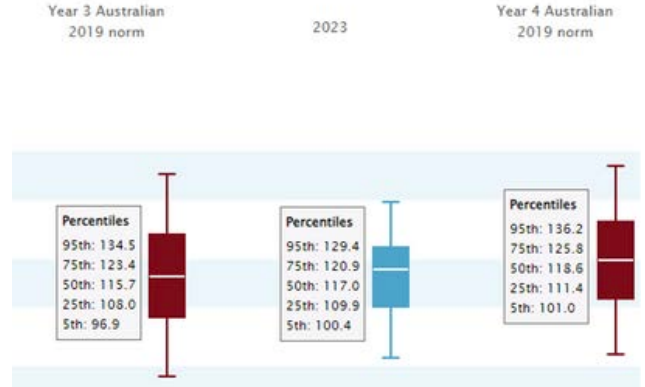
Year 5 cohort progress comparison

APS Year 5 cohort showed improvements in 2023, with the bottom of the box and whisker plot sitting in the 100-109 band compared to the 99 and below in 2022. The majority of our students in this cohort sat slightly higher than the Australian norm, indicating that we are seeing progress. However, our mean is still below the Australian mean.

Year 6 cohort progress comparison

The Year 6 cohort are performing slightly above the Australian norm, with the mean sitting further up in the 120-129 band and each percentile sitting above the Australian norm. Our lowest achieving student scored below the Australian norm, however, the 5th percentile has increased each year since 2021.
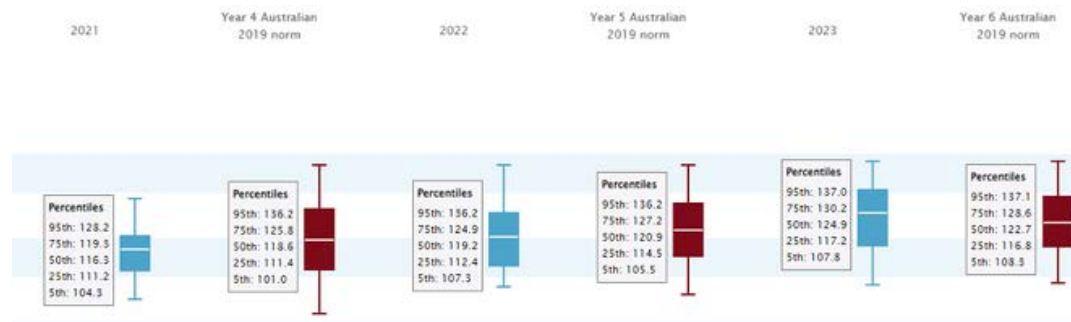
→ **Key Strategies/initiatives implemented in 2023**

- Science specialist attended Bush Blitz Teachlive and integrated the experience into Science lessons, in particular Biological Sciences and the cross-curricular priority Aboriginal and Torres Strait Islanders histories and cultures.
- Continuation of Bin Chicken Recyclers by APS to support cross-curricular priority of sustainability, scientific understanding, and skills in Science as a Human Endeavour.
- Students experienced using a variety of scientific equipment through the hiring of Scitech DIY kits.
- Introduced the new initiative of Energy Heroes to progress our school through the Sustainable Schools of Western Australia (SSWA) roadmap, tapping into the Energy focus for the first time.
- Professional learning to staff was provided about renewable energy.
- Supported staff in integrating the cross-curriculum priority of Sustainability.
- Presented the Bin Chicken Recyclers by APS initiative at the Science Teachers Conference hosted by STAWA and through the Nicholson Network.
- Promoted and engaged the community in collecting plastic bottle tops for recycling.

→ **Key Achievements**

- APS received solar panels through the Schools Clean Energy Technology Fund.
- The committee implemented a new focus in line with our SSWA action plan: Energy Heroes.
- APS was reaccredited as a WasteSorted School and received a five-year accreditation certificate to acknowledge and celebrate our commitment to WasteSorted Schools.
- Sustainability resource documents were shared with all staff to support their integration of this cross-curriculum priority, including information such as lesson plans, books and videos.
- Between 6000 – 7000 plastic bottle lids redirected from landfill through the Bin Chicken Recyclers.

→ **Recommendations for 2024**

- Science specialists to analyse PAT data to identify areas of improvement and strategies to increase student achievement.
- Science specialists to provide classroom teachers with their planning documents each term to allow the opportunity for concepts to be integrated and reviewed, i.e. key words, guided reading texts, math skills.
- Introduce the COWS MOO SOFTLY analogy for students to be able to conduct fair tests and identify variables.
- Reinforce past Sustainability practices: recycling and Energy Heroes for new and existing staff, train staff to be able to use the tabletop granulator and extruder, and educate staff to correctly identify suitable lids for recycling.
- Focus on a new domain in the SSWA framework: Biodiversity.

Technologies

2023 was a year of growth for our staff and students at APS within the Technologies curriculum. This year saw:

- more resources being purchased for both Digital and Design Technologies.
- two community parent hubs being held after hours with a Technologies focus.
- the continuation of the after school Coding & Robotics Club.
- a Digital Technologies assembly held in Term 4.
- a Design Technologies workflow commencing in Semester 2.
- 100% uptake of students in the BYOD program.
- staff undertake professional learning using the SAMR model and Apple Classroom.

→ Analysis

In 2023, the Technologies committee analysed the Digital Technologies grade distributions from students in Years 1-6. The data informed us that 4.8% of students at APS in Years 1-5 received an A grade in Semester 1 for Digital Technologies. With this low percentage, the committee decided to have a Digital Technologies focus in 2024 and ultimately implement strategies and support for teachers in the Digital Technologies area to increase the learning opportunities and improve grades. The following table reflects the data from SAIS.

Cohort	Percentage of A grades
Yr 1	9.7%
Yr 2	7%
Yr 3	3.8%
Yr 4	2%
Yr 5	1.9%
Total	4.8%

→ Key Strategies/initiatives implemented in 2023

- Staff were able to reflect against the SAMR model to ensure Technology lessons offered students opportunities to create, collaborate and evaluate their learning.
- All staff were given the opportunity to learn about Apple Classroom, and how to use it at its simplest form.
- 68% of our Year 4-6 students that applied for the Coding & Robotics club across the duration of the year were able to participate in the club held after school.

- APS held a parent hub evening in Term 2 which had a focus on digital safety and was presented by a representative from the "ThinkUKnow" organisation. This was aligned to a student presentation on digital safety for our Year 3-6 students, which was presented by a member of the Western Australian Police Force.
- The Technologies committee rolled out the Design Technologies workflow sequence which is a six year cycle and stipulates what strand within the Design curriculum each year level is to teach.

→ Recommendations for 2024

In line with the 2024 Technologies Operational Plan:
- there will be a continued focus on all staff using Apple Classroom.
- professional learning provided to all staff focusing on the differentiation between Digital Literacy and the Digital Technologies curriculum.
- APS will move away from a Coding & Robotics Club and introduce a Lego League.
- Implement a whole school moderation task with a focus on digital systems to support consistent grading.
- Whole school focus on digital safety in the first five weeks of the school year.

Classroom Observations and Feedback

→ 2023 Goals

- To build a culture of classroom observations and evidence based feedback.
- Consistent implementation of whole school approaches.
- Professional Learning for staff on Classroom Observations and Feedback.

→ Analysis

In 2023 all staff (leaders, teachers and support staff) at Aspiri were asked to complete a School Culture Survey. The data highlighted that both the Leadership team and Staff rated classroom observation and feedback as low engagement practices. The survey indicated a misalignment between leadership and staff reflections as well as a low engagement level across the board. Not only did this misalignment highlight a need to make Classroom Observation and Feedback a focus for our school, but the low engagement was also a prominent reason to take immediate action.

SCHOOL CULTURE SURVEY 2023	LEADERSHIP	STAFF	VARIENCE
Our staff set goals that/My goals **follow logically from the feedback I receive from my peers, mentors and line managers**	2.7	4.0	-1.3
Our school engages in/I use **classroom observation feedback as a valued opportunity for reflection and goal setting**	2.3	3.8	-1.5
We provide/I receive **feedback on my implementation of school wide pedagogical approaches**	3.3	3.1	0.2
We provide/I receive **feedback on how my teaching impacts on student learning**	3.3	3.0	0.3
We provide specific/The feedback I receive from school leaders motivates and empowers me	3.0	3.5	-0.5
Our staffs/My professional growth and development is supported through self-assessment informed by feedback and learning from peers and others	3.0	3.5	-0.5

→ Key Strategies/initiatives implemented in 2023

To address our Classroom Observation and Feedback requirements:
- We enrolled nine staff members into the Classroom Observation Skills online workshop run by the Professional Learning Institute.
- We learnt about the benefits of classroom observation and the use of GROWTH coaching to facilitate effective feedback.
- We organised a Team Leader meeting that provided leaders with Professional Learning (PL) on GROWTH coaching. Team Leaders practised engaging in GROWTH coaching conversations.
- A Classroom Observations committee (formed by staff) engaged in a follow up meeting to debrief on the PL and discussed where-to-next for APS.
- The committee agreed to upskill all staff to ensure the introduction of classroom observations is received positively and becomes a successful whole-school approach.
- The committee agreed to create a document/policy that outlines what classroom observation and feedback will look like in the context of APS, drawing from the PL and wider research, such as Jim Knight.
- The committee aligned classroom observations and feedback process with the Math Committee's plan to introduce daily reviews in 2024. This new process is an opportunity to trial observations and feedback within the Math Committee, before extending the practice school-wide.

→ Key Achievements

2023 saw a committee of staff attend a Classroom Observation and Feedback online PL. From this, planning begun for 2024, which included liaising with the Maths Committee.

Recommendations for 2024

- The committee of staff who attended the PL meet early in 2024 to create a Classroom Observations and Feedback policy, before hosting a PL for all staff.
- Committee leader to liaise with the Math leader to ensure the process aligns with what the Math Committee plans.
- Staff engage in Math classroom observations.

Communities of Practice (CoP)

2023 Goals

To hold weekly (COP) meetings with the purpose of reviewing data, reflecting on and evaluating the impact of teaching strategies, sharing and discussing research and participating in professional learning targeted to the needs of each teaching team.

Analysis

In 2023, staff were surveyed and two points about collaboration were identified as being rated low on the scale, as well as having a large variance between the opinions of the staff and leadership team. The survey indicated the leadership team feel collaboration is a priority and resourced appropriately, however, staff disagreed. Comments about workload were raised, with staff expressing their interest to work collaboratively on tasks of their choice, such as lesson planning.

SCHOOL CULTURE SURVEY 2023	LEADERSHIP	STAFF	VARIENCE
Staff collaboration is a priority and we resource it appropriately	4.5	3.2	1.3
Staff collaboration is resourced appropriately	4.5	3.1	1.4

Recommendations for 2024

- Reconfigure how staff meetings are structured to maintain Professional Learning for staff and whole school improvement to ensure a consistent approach and pedagogy.
- Team Leaders facilitate collaborative planning meetings as per team requirements.
- Line Managers will need to check in with Team Leaders for updates on year-level progress, data and general business, as required.
- Professional Learning embracing school culture and high performing teams.

Performance Development Process/Review

→ Key Strategies/initiatives implemented in 2023

- A committee of interested staff was formed to review the Performance Management Policies and procedures for Teachers and Allied Professionals.
- The committee met four times throughout the year to work together on writing the policies.
- All staff had the opportunity to have input into the new process during a staff meeting.
- The policy met the new Performance Management mandates set by the Department of Education in 2022.
- The new Performance Management Policy will be fully implemented in 2024.

→ Recommendations for 2024

- Embed new Performance Management Policy into school.
- Provide new staff with the policy at induction.
- Provide support at point of need for staff to implement the policy proficiently.

Engaged Parents & Community

Board Chair's Report

2023 was a year of big steps for the school in a number of different areas that challenged our school brand but made us stronger. The year saw the school Board continue to look into the 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 in school management.

Ongoing issues with parking and traffic management around the school were mitigated to a degree, as there was continued focus on educating the broader community on safe driving practices in and around a busy school.

Another challenge that presented itself this year was the resignation of our founding Principal Noel Morgan and the onboarding of our new principal Kristy Mularczyk who has taken the baton of the running of the school and progressed its development beyond in a number of areas across the school.

Lastly, APS was subject to our first Public School review. This had in itself challenges that hadn't been experienced by the school cohort and was an exciting and nervous challenge which the school did exceptionally well in.

In terms of our size, net enrolments commenced at around 883 students in 2023 due to the opening of another primary school in the near vicinity, however, as continued growth was maintained across the year, the school increased to finish at the 919 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:

- 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.
- Endorsement of Public School review Actions for implementation

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, Cleaners. 2023 continued to be difficult and challenging and I can't express enough the sincere gratitude to the entire APS 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 2023.

The Board would also like to extend its sincere thanks to the school Executive team. To our Principals, Noel Morgan (Term 1) and Kristy Mularczyk, and Associate Principals Kim Snowden, Alison Cole, Rachel Bennion and as well as our Manager of Corporate Services, Jackie Adams. Thank you for your tireless work and dedication to APS.

Michael Wiltshire

Chairperson, Aspiri Primary School Board.

Following the school Board open night in Term 3, the school Board sent a survey out to parents. Below is a summary of the comments made in the parent survey.

1 . Are you interested in finding out more about the Aspiri School Board and the way it functions to support school governance?

Yes 64%

No 35%

Other 1%

What prevented you from attending the Aspiri School Board meeting on Wednesday 1 November 2023?

Largely responses indicated that work and family commitments stopped community members from attending the meeting. One comment indicated they have lack of faith in school leadership and several others indicated sickness. One respondent indicated, "If parents cannot participate or ask questions, I don't think it is much of a useful. Also, when you select Board members next time, you need to send out the profile or some information about the members to be able to choose based on their experience and skills. I have never seen from my experience that school asking parents to choose board members based on the name."

Do you require any addition information about the School Board?

53 people responded with 'no'.

- It would be good to receive the information discussed during the meeting, via email or newsletter type report.
- It would be nice to see published minutes of meetings online regularly.
- If possible, send email to the parents about discussion in the board meeting. In that way parents who were at the meeting can still have all the information they need.
- Everything as I am not sure how I can contribute as a parent.
- The school is doing great so keep it up.
- Not really except about the members selection process. You can check what other schools as what they are doing.
- Email updates preferred.

→ **Recommendations for 2024**

- Continue to share information from meetings in newsletters.
- Minutes to be published on the APS webpage within two weeks of the meeting taking place.
- Advertise meetings on APS Facebook page.
- Introduce Board members with bios on the APS Facebook page.
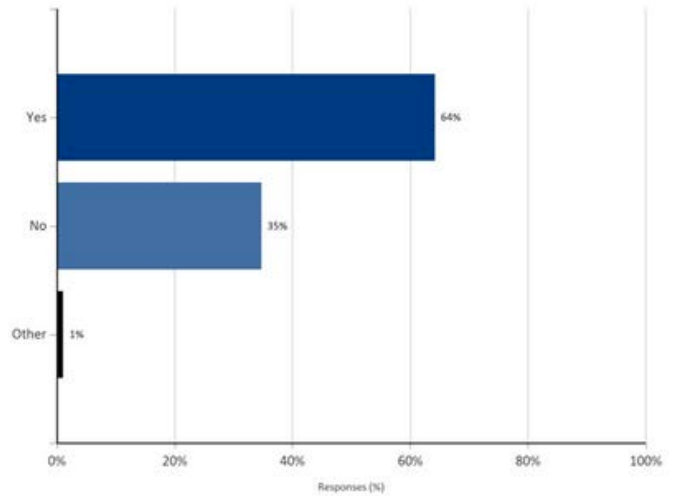
Parent & Citizens Association (P&C)

2023 was a very busy and successful year for the Aspiri Parents & Citizens Association (P&C) with a record number of events held and parent volunteers contributing their time.

As a parent representative body, the Aspiri P&C works together to support our children's learning and enhance school infrastructure (through activities and fundraising), build on our school community spirit, all the while setting a positive example to our children. We aim to cultivate friendships and create a stronger connection to our community, as well as fostering a greater cross-cultural understanding and appreciation of what we all have to offer.

P & C 2023 Income		NET
All Year	Voluntary Contributions	$7,494.50
	Entertainment book	$95
Term 1	Crazy Hair Day	$787.55
	Easter Raffle	$2,511
Term 2	Mother's Day Stall	$4,556.90
	Pyjama Day	$846.80
	Disco	$6,365.65
Term 3	Second-hand Uniform Stall	$790
	Father's Day Stall	$5,245.07
	Athletics Carnival Cake Stall	$1,205
	Free Dress Day	$655.25
Term 4	Colour Splatacular School Run 4 Fun	$17,739.95
	Festive Free Dress Day	$673.30

2023 Donations	
Sporting equipment	$2,500
Interschool sports uniform	$3,000
ANZAC flowers	$105
Library chair	$1,259
Kindy garden	$3,000
Author visit	$600.00
Shade sails	$24,000
Year 6 bus for camp	$1,000
Year 6 graduation	$1,500
Book award	$30
Free community movie night	$6,279.36
TOTAL	**$43,273.36**

The events and fundraisers we held in 2023 were very well received and supported by the school community. The 12 events held throughout the year ranged from a simple free dress days that requested a gold coin donation from those participating, to our largest fundraiser, the Colour Splatacular School Run 4 Fun, which required students to ask family and friends to sponsor their involvement in the event. An incredible grand total $62,121.41 (gross) was raised through fundraising events in 2023.

From these funds, the P&C were delighted to contribute $43,273.36 back to the APS community by way of sporting equipment, furniture, shade sails and experiences for the students.

→ WACSSO Conference

This year was the first time APS had representatives at the annual WACSSO conference. Evelyn Monkhouse (Treasurer) and I attended the Conference held at Crown Perth. WACSSO, the Western Australian Council of State School Organisations is the overarching body that supports public school P&Cs in Western Australia. It was an informative and engaging two-day event that brought together over 250 delegates from both primary and high school P&Cs across the state. We were able to network and learn from other P&C representatives and hear about the successful projects running within their schools.

One of the biggest takeaways from the event was regarding the relationship between a child's sense of belonging and their wellbeing, and how a child's wellbeing is directly impacted by the connection with their community.

→ Parent Survey

2023 saw the P&C wanting to gain a greater understanding of the potential barriers to parental involvement and an online survey to parents was distributed to all families. There were 21 respondents with 15 of those who have not yet been involved in P&C meetings or events. The table outlines those barriers.

Barriers for Volunteering

- Time
- Unsure what is needed
- Not knowing what to expect
- Perceived lack of skill or knowledge
- Not being asked
- Other

→ In Appreciation

There is a large amount of planning and coordination that goes on behind the scenes to run these events for such a big school. On behalf of the school community, I would like to thank all our hard-working volunteers for their tireless efforts over the year. Whether it be for 30 minutes or the whole day, the support does not go unnoticed and is greatly appreciated. In 2023, we had a record number of 60 parents volunteer their time in a wide variety of roles within P&C events. From baking for the Athletics Carnival Cake Stall to providing supervision at the school Disco, whole school P&C events simply cannot happen without the support of the parents and families of the school.

I would like to acknowledge the following P&C members who have given their time in an office bearer and/or coordination roles in 2023:

Treasurer: Evelyn Monkhouse

Vice President: Jess Della Posta

Secretary: Lynn Viljoen

General Committee Members: Raquel North, Rev Baburajan, Kelly Turner, Alysha Frees, Serina Gill, Erin McCormick and Michelle Tyrrell.

Colour Splatacular School Run 4 Fun Coordinator: Raquel North

Mother's Day/Father's Day/Second Hand Uniform Stall Coordinator: Chelsea Stenton

→ Recommendations for 2024

As we look towards 2024 we have some brilliant opportunities for the Aspiri P&C. We would like to achieve the following:

- Create a greater sense of community and foster positive relationships between school families.
- Continue to increase involvement of school families within the P&C at a committee level.
- Continue to increase and improve communication with APS families through our Facebook social media page.
- Create an informative pamphlet to parents about the P&C and the benefits of involvement.
- Continue to have a presence at Kindy Orientation.
- Create partnerships with local businesses and government agencies to support P&C initiatives.
- Network with other schools in our area.
- Have two P&C representatives attend the WACSSO conference.

Kate Gnanapragasam

President, Aspiri Primary School P & C

Parent Hub

The Aspiri Parent Hub was launched in 2023 and offers parent workshops on a range of child development and learning topics. It is an opportunity for families to gain insight into the learning that happens at Aspiri Primary and strategies to support learning at home. A program of events was released each term and parents/carers were able to make a booking to secure a place. Both morning and evening sessions were offered.

→ Analysis

Audience numbers varied according to the topic, with an average of 15 parents at each workshop. Feedback was positive and constructive.
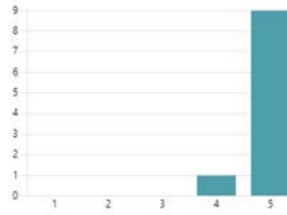
Parent Hub – Week 9, Term 3, 2023
Topic: NAPLAN
Parent Feedback

1. Did today's session help you understand NAPLAN and the way the information is used in schools?

More Details   Insights

4.90
Average Rating

2. Other comments or feedback related to today's Parent Hub session...

6 Responses

ID ↑	Name	Responses
1	anonymous	Very informative
2	anonymous	Good info and length
3	anonymous	Sample question test link to be made available on school website
4	anonymous	nil
5	anonymous	Excellent
6	anonymous	Excellent and great opportunity for parents to understand about NAPLAN, School Results and NAPLAN preparation. Especially, family has the first child to do this NAPLAN.

3. Are you happy for us to publish this comment to promote upcoming events?

More Details

- Yes   8
- No   0

4. What other topics would you like to see presented at the Aspiri Parent Hub?

More Details

- Supporting writing development   9
- Building number skills   5
- Phonics (Decoding) - Cracking t...   5
- Cybersafety   3
- Loose Parts Play   1
- Other   0
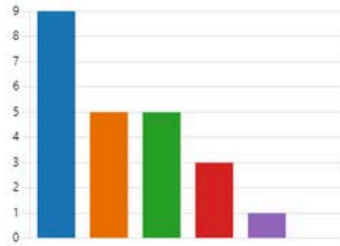
Parent Hub – Week 6, Term 3, 2023
Topic: Supporting Early Readers
Parent Feedback

1. Did today's session help you understand our approach to teaching reading at Aspiri PS?

More Details   Insights

4.77
Average Rating
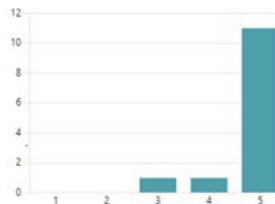
2. Will today's session help you support your child's home reading?

More Details   Insights

4.85
Average Rating
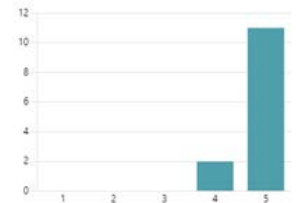
3. Other comments or feedback related to today's Parent Hub session...

10 Responses

ID ↑	Name	Responses
1	anonymous	A very informative and interactive session.
2	anonymous	Great Session. Thank you so much
3	anonymous	Being a first parent the session was really helpful and I have learned some tricks of reading which I can use for improving my daughter's reading skills.
4	anonymous	Great session. provided a lot of insights.
5	anonymous	More informative
6	anonymous	Informative
7	anonymous	Such sessions help parents help their kids. Keep it up.
8	anonymous	It was very helpful. Learned how we can make our kids skilled readers.
9	anonymous	Lots of great information. Thank you. I understand what the school believes about reading and what I can do to support my son at home.
10	anonymous	Thank you for the information and answering my questions

4. Are you happy for us to publish this comment to promote upcoming events?

More Details   Insights

- Yes   13
- No   0

5. What other topics would you like to see presented at the Aspiri Parent Hub?

More Details   Insights

- Writing   9
- Building number skills   1
- Phonics (Decoding) - Cracking t...   3
- Cybersafety   0
- Other   0

→ Key Strategies/initiatives implemented in 2023

- Workshop topics offered in 2023 were:
  - Cybersafety
  - Shared Reading: Building a foundation for reading
  - NAPLAN
  - Learning to Read: Supporting your child's reading at home
  - Numero
  - Bring Your Own Device Program
- The suite of Triple P (Positive Parenting Program) was offered throughout the year including Fear-less – Managing Anxiety. The course was facilitated by the school Psychologist, Jon Heath.

→ Recommendations for 2024

- Continue to offer workshop topics to support literacy and numeracy directions throughout the school.
- Incorporate guest speakers from community and external agencies.
- Broaden the range of topics offered to parents/carers.
- Include opportunities for a range of staff to present to parents (e.g. new school Psychologist).

Chaplaincy Program

→ Key Strategies/initiatives implemented in 2023

- The school employed a second Chaplain to allow students increased access to the Chaplaincy program.
- In 2023, students from Kindergarten to Year 6 had access to a Chaplain for individual and small group sessions.

- Identified Year 6 students were involved in the Growth, Resilience, Integrity, Traction (G.R.I.T) Program run in Term 3. This program supported students in their general social learning and growth, and supports students with their transition into high school.

G.R.I.T Post Workshop Evaluation

Overall, how would you rate the Workshop?

■ Fantastic ■ Helpful ■ Neutral ■ Not Helpful

How confident do you feel about solving problems?

■ Very Confident ■ Confident ■ Unsure ■ Naot at all Confident

How confident do you feel about working in a team?

■ Very Confident ■ Confident ■ Unsure ■ Naot at all Confident

How confident do you feel about coping with change?

■ Very Confident ■ Confident ■ Unsure ■ Naot at all Confident

How confident do you feel about your capabilities?

■ Very Confident ■ Confident ■ Unsure ■ Naot at all Confident

How confident do you feel about the future?

■ Very Confident ■ Confident ■ Unsure ■ Naot at all Confident

→ Recommendations for 2024

- Increase the number of Year 6 students participating in the G.R.I.T Program.
- Introduce the Seasons of Growth program for lower primary students.
- Chaplains to increase their participation in excursions and camps.
- Work with the Chaplains to introduce more small group sessions to continue increase the number of students having access to the Chaplaincy program.

Name on thing you have learned about yourself during the Workshop

■ I'm a good team leader ■ I'm a nice person ■ I can be helpful ■ Teamwork is good

Effective Leadership

Distributed Leadership

What will you see at APS? red – not commenced orange - commenced green - achieved				2023 Evidence
At APS you will see: The school refining and building upon the distributed leadership model.		orange		During school review ASP was commended for the broad distributed leadership model across the school, resulting in the enhanced use of student data, shared decision making and professional learning.
At APS you will see: The school identifying, developing, and supporting aspirant leaders using contemporary models, providing a range of opportunities.		orange		Over the course of 2023, the school continued to strengthen teacher leadership through an allocation of time given for teachers to lead a policy or curriculum areas across the school. An aspirant leader application process occurred with two successful teacher leaders joining the Executive Team. Further expansion will occur in 2024.

Business Plan Targets			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Develop a distributed leadership model which embeds and empowers staff to build their leadership capacity.		(orange)	

→ Recommendations for 2024

- Continue to use PRINT profiling to help staff build strong collegiate relationships understanding self and others.
- Develop collaborate practice guidelines to support staff to work effectively in teams to plan curriculum and ensure consistent curriculum approach across the school.
- Provide opportunities for aspirant teacher leaders to negotiate leadership plans.
- Performance and development model incorporating Classroom observations and Feedback models for staff.
- Embrace a High Performing Team culture, promoting leadership.

- Use and refer to 'Patrick Lencioni's 5 Dysfunctions of a Team' model to create conditions for cohesive school teams and strong professional relationships.
- Create and implement collaborative guidelines to guide high quality collaborative practices with a focus on student learning.
- Expand APS Distributed Leadership Model with additional student services support.

Cultural Responsiveness

→ Analysis

The survey indicates close alignment between the staff and leadership team views relating to the ACSF. Discussion with staff indicates that due to the limited number of Aboriginal students attending the school, they feel unsure if classroom planning is responsive enough.

SCHOOL CULTURE SURVEY 2023	LEADERSHIP	STAFF	VARIENCE
Planning Alignment			
The Aboriginal Cultural Standards Framework informs our Culturally responsive whole school planning	3.3	3.3	0.0
Classroom Planning is Culturally Responsive and builds on the strengths of Aboriginal Students/My classroom planning is culturally responsive to the needs of Aboriginal students	3.3	3.5	-0.2
Our Teaching Staff/I set goals that align with the Aboriginal Cultural Standards Framework	3.0	3.2	-0.2
We/I acknowledge and value the strengths and perspectives of Aboriginal staff, students and families	4.3	4.2	0.1
We/I create and sustain a culturally responsive and culturally safe learning environment	3.7	4.4	-0.7
There is a strong culture of belonging and pride in our school	4.5	4.3	0.2
We/Our school leaders enact culturally responsive leadership practices	3.5	3.9	-0.4
Our staff/ I **establish and maintain positive relationships with Aboriginal students, their families and the local Aboriginal community**	4.0	3.7	0.3
I use data and evidence to inform my practice to optimise Aboriginal student achievement, wellbeing and engagement	3.5	3.4	0.1

→ **Key Strategies/initiatives implemented in 2023**

- Aspiri welcomed Wadumbah Aboriginal Dance group at our Junior and Senior NAIDOC assemblies, where they performed traditional dances and told Dreaming stories. Students were invited onto the stage to dance with the performers and got to ask questions to support their knowledge and understanding of Aboriginal culture and peoples.
- Cyril Yarran, a Noongar man with connections throughout Whadjuk, Binjareb, Yued and Balladong regions in Perth presented a 'Welcome to Country' at the NAIDOC Assembly.
- Some students engaged in responding to music created by Aboriginal and Torres Strait Islander peoples and performed at the NAIDOC assembly.
- Students presented artwork by Jasmyn Ihanimo at the NAIDOC assembly, which represents her Big Nana's story – staff purchased and wore shirts featuring the artwork.
- Receiving PALS Funding gave Aspiri staff an opportunity to work with an Indigenous family within the school community. Artist Jasmyn Ihanimo commissioned a piece of artwork displaying the Six Noongar Seasons and staff worked with Jasmyn and her family to design a landscaped area for the artwork to be placed.
- Staff collaborated with Aboriginal artist Bianca Wilder and had a Noongar Season sign commissioned for an external wall at the front of school.
- Staff purchased a range of literature for the school library about Aboriginal and Torres Strait Islander histories, peoples and cultures.
- Staff applied for and received resources courtesy of Deadly Science to promote Science through Aboriginal and Torres Strait Islander perspectives.
- The RAP committee ensured that every classroom had a hard copy of the Aspiri Acknowledgement of Country to display in the classroom. An expectation was set that all staff and students will implement an Acknowledgement of Country at the start of every day.
- At the start of each Noongar season, an email was sent to all staff to educate and remind us about what each season signifies. This was also published on our school's Facebook page for our community.
- Staff ensured that all events/news at the school representing Aboriginal and Torres Strait Islander histories, and cultures were published on social media and in the local media.
- "RAP in the Classroom" was a series of infographics shared with staff that included strategies, websites and books to embed the cross-curriculum priority: Aboriginal and Torres Strait Islander Cultures and Histories.
- We celebrated National Reconciliation Day by making a whole-school art display of footprints with decorations symbolising our journey to achieve reconciliation in Australia.
- All staff attended a whole day Professional Development at the WA Museum Boola Bardip, where we engaged in the "Introducing Aboriginal Histories and Culture PL".

- The RAP Committee facilitated a staff meeting to upskill all staff on the RAP goals. The session sought staff feedback about how we as a school can further improve our cultural responsiveness and achieve our goals. These were taken into account when creating the Operational Plan for 2024.

→ Recommendations for 2024

- The Committee are encouraged to launch the Reconciliation Action Plan by creating a whole school and/or community event.
- The Committee will continue working with staff to embed culturally responsive practices into the classroom.
- The Committee will incorporate a wide range of perspectives, so we are culturally responsive to all, including Aboriginal and Torres Strait Islander Peoples.
- The committee will create a planning document that is linked to the Aboriginal Cultural Standards Framework.

School Grounds Improvement

New boat sandpit installed for our middle primary students through Creative Play. The P & C funded shade sails over this area.

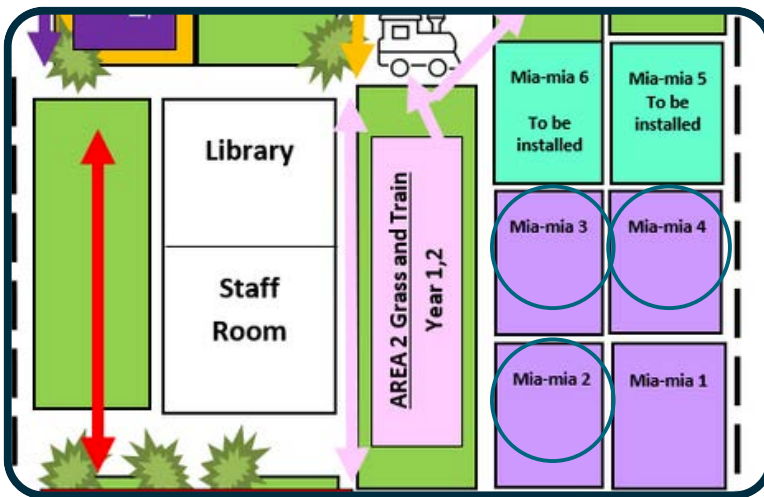HEART signage upgrade in the undercover area to promote the APS HEART values.

New senior playground (near basketball courts) which was designed by our senior students with a monetary contribution from the P & C.

Three transportables were placed in the junior area due to the growth in student enrolments.

APS received a PALs grant which we used to put towards a Six Season garden area at the front of the school.

Front office upgrade that incorporated a fresh paint job using the APS colours and theme.

Financial Summary

INCOME - Dec 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	210,656	210,657
Carry Forward (Salary)	410,124	410,124
STUDENT-CENTRED FUNDING		
Per Student	7,250,083	7,250,083
School and Student Characteristics	829,689	829,689
Disability Adjustments	108,728	108,728
Targeted Initiatives	321,999	321,999
Operational Response Allocation	0	0
Total Funds:	8,510,499	8,510,499
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(640,177)	(640,177)
School Transfers - Cash	641,866	641,866
Department Adjustments	0	0
Total Funds:	1,689	1,689
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	38,640	43,424
Charges and Fees	73,106	107,292
Fees from Facilities Hire	90,000	102,482
Fundraising/Donations/Sponsorships	61,759	71,630
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	11,294	24,406
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	274,799	349,234
TOTAL	9,407,767	9,482,203

Dec 2023 (Verified Dec Cash)

Voluntary Contributions	$67,498 / $67,498	
Charges and Fees		$282,171 / $282,170
Fees from Facilities Hire	$218 / $2,000	
Fundraising/Donations/Sponsorships	$54,313 / $74,313	
Commonwealth Govt Revenues	$- / $-	
Other State Govt/Local Govt Revenues	$6,871 / $6,871	
Revenue from CO, Regional Office and Other schools	$5,747 / $5,747	
Other Revenue	$63,546 / $56,469	
Transfer from Reserve or DGR		$245,678 / $245,678
Residential Accommodation	$- / $-	
Farm Revenue (Ag and Farm Schools only)	$- / $-	
Camp School Fees (Camp Schools only)	$- / $-	

Actual YTD ($)
Current Budget ($)

$- $50,000 $100,000 $150,000 $200,000 $250,000 $300,000

Dec 2023 (Verified Dec Cash)

Administration	$64,139 / $97,031	
Lease Payments	$4,500	
Utilities, Facilities and Maintenance	$438,523	$787,156
Buildings, Property and Equipment	$188,979 / $383,245	
Curriculum and Student Services	$538,396	$891,819
Professional Development	$31,226 / $62,075	
Transfer to Reserve	$66,229 / $66,229	
Other Expenditure	$19,080 / $34,706	
Payment to CO, Regional Office and Other schools	$1,540 / $2,660	
Residential Operations	$- / $-	
Residential Boarding Fees to CO (Ag Colleges only)	$- / $-	
Farm Operations (Ag and Farm Schools only)	$- / $-	
Farm Revenue to CO (Ag and Farm Schools only)	$- / $-	
Camp School Fees to CO (Camp Schools only)	$- / $-	

Actual YTD ($)
Current Budget ($)

$- $200,000 $400,000 $600,000 $800,000 $1,000,000

EXPENDITURE - Dec 2023 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	6,788,588	6,788,588
New Appointments	0	0
Casual Payments	680,485	680,485
Other Salary Expenditure	21,066	21,066
Total Funds:	7,490,139	7,490,139
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	62,059	46,286
Lease Payments	95,320	85,764
Utilities, Facilities and Maintenance	188,000	160,983
Buildings, Property and Equipment	318,400	296,046
Curriculum and Student Services	209,964	226,151
Professional Development	40,000	30,092
Transfer to Reserve	241,359	241,359
Other Expenditure	12,500	7,082
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,167,602	1,093,763
TOTAL	8,657,741	8,583,902

Dec 2023 (Verified Dec Cash)

Current Budget ($)
Actual YTD ($)

	Salaries:	Goods and Services (Cash):
Current Budget ($)	$10,544	$2,329
Actual YTD ($)	$6,839	$1,348

(Thousands: $12,000 / $10,000 / $8,000 / $6,000 / $4,000 / $2,000 / $-)