

# 2025 ANNUAL REPORT



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2025 has been a year of purposeful growth and innovation for our school community. As our school continues to expand, our focus has remained steady: providing high-quality learning experiences, nurturing strong values, and ensuring every child feels connected, challenged, and supported. This year has been characterised by thoughtful refinement, strengthening what works, responding to feedback, and building foundations that position us strongly for the future.

Some of our students embraced opportunities to extend their learning beyond the classroom. Participation in academic competitions, including Science challenges, Lego League and Numero competitions, showcased their curiosity, problem-solving skills, and willingness to take intellectual risks. These experiences reinforced our belief that students thrive when given opportunities to apply learning in authentic and challenging contexts.

In 2025 we also launched our school enrichment program, creating structured extension pathways for students requiring additional academic challenge. The program has had a strong first year and will be further refined in 2026 to expand its reach and impact.

We continued to evolve how we celebrate student effort and character. Through consultation with families, staff, and the School Board, we reviewed our HEART card recognition process to ensure it remains meaningful and aligned with our shared values. Community feedback informed the design of a new merit system to be introduced in 2026, strengthening how we acknowledge achievement, behaviour, and contribution to our school culture.

A significant development in 2025 was the growth of our Two-Way Science initiative. Staff engaged in professional learning to deepen culturally responsive practice, and we began our On Country Learning program, taking students into the bushland adjoining the school to explore local flora and fauna. These learning experiences foster respect for the environment, connection to place, and appreciation of Aboriginal perspectives. This work represents an important step in embedding authentic cultural learning within our curriculum and strengthening student identity and belonging.

Significant improvements to our physical environment were completed in 2025, enhancing safety, access to learning spaces, and student wellbeing. Through election commitment funding, we constructed new Kiss and Drive shelters and a covered area at the front of the school. These upgrades have improved daily operations in our growing school and provide increased protection from weather conditions for students and families. It encourages the use of our kiss and drive, which is desirable to address our parking challenges.

Across the year, our staff demonstrated professionalism, adaptability, and an unwavering commitment to continuous improvement. As a growing school, we recognise the importance of prioritising carefully and working with clarity of purpose. Our collective focus remains on delivering consistent, high-quality instruction, strengthening relationships, and ensuring that our initiatives are sustainable and meaningful.

As we look toward 2026, we are confident in the direction we are heading. We will continue refining our enrichment pathways, strengthening values-based recognition systems, and deepening culturally responsive learning. Most importantly, we remain committed to creating an environment where every student is known, supported, and challenged to achieve their best.

I extend my sincere thanks to our staff, families, School Board, and P&C for their partnership and trust. The progress of 2025 is a shared achievement, and the strength of our community gives us great confidence for the work ahead.



# School Context

Aspiri Primary School is a Level 6 Independent Public School located in the growing southern suburb of Piara Waters. Since opening in 2018 with 160 Kindergarten and Pre-primary students, our school has expanded significantly and now serves a vibrant community of more than 1,010 students from Kindergarten to Year 6. We are the second biggest primary school in Western Australia.

Our school community is defined by its rich cultural and linguistic diversity. Students at Aspiri represent over 52 language backgrounds, reflecting cultures from across the globe. We celebrate this diversity as a strength that enhances learning, broadens perspectives, and fosters deep respect and understanding among our students and families.

At Aspiri, we are united by a shared commitment to excellence and collective efficacy. We believe in achieving success together through collaboration, clarity of purpose, and high expectations for all. Our work is guided by the principle of doing the right work, the right way, for the right reasons. We draw on Patrick Lencioni's model for effective teams to build trust, accountability, and strong professional relationships. Restorative practices are embedded across the school, strengthening relationships and promoting a safe, inclusive, and values-driven learning environment.

A growth mindset underpins our approach to teaching and learning. We prioritise coaching, mentoring, and ongoing professional development to ensure staff remain informed by contemporary research and evidence-based practice. Data-informed decision making drives school improvement, ensuring targeted support and high levels of achievement for every student.

Our curriculum is enriched by specialist programs in Auslan, Music, The Arts, Dance, and Physical Education. Students also benefit from academic extension opportunities and extracurricular programs such as Lego Club and Drumbeat.

Technology is purposefully integrated into learning through our managed 1:1 iPad program for students in Years 3–6, strengthening digital literacy, collaboration, and innovative thinking across the curriculum.

Sustainability remains an integral part of our school culture, with student-led environmental initiatives and recycling programs embedded into everyday practice.

At the heart of our community are the Aspiri HEART Values, which guide our actions and shape the character of our students:

- **H – Honesty**
- **E – Excellence**
- **A – Attitude**
- **R – Respect**
- **T – Teamwork**

Aspiri Primary School is a dynamic and future-focused learning community where diversity is celebrated, collaboration is valued, and excellence is pursued in all aspects of school life.



## → 2025 Enrolment Profile

Classification	Year Level								Total
	K	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Funded Students	107	117	138	138	122	142	133	111	<b>1008</b>
Aboriginal Students	1	1	1	1	1	1	2	3	<b>11</b>
EALD Students		42	33	17	3	1	4	1	<b>101</b>
Disability - Level 1		1	6	3				1	<b>11</b>
Disability - Level 2	1	1		1	3	4		3	<b>13</b>
Disability - Level 3					1		1	1	<b>3</b>
Unfunded Students					1				<b>1</b>
<b>Total Students</b>	<b>107</b>	<b>117</b>	<b>138</b>	<b>138</b>	<b>123</b>	<b>142</b>	<b>133</b>	<b>111</b>	<b>1009</b>

## → 2025 Employment Profile

	Staff	No	FTE
Administration Staff	Principals	1	1
	Associate Principals	4	3.8
	<b>Total Administration Staff</b>	<b>5</b>	<b>4.8</b>
Teaching Staff	Level 3 Teachers	2	1.8
	Other Teaching Staff	56	50
	<b>Total Teaching Staff</b>	<b>58</b>	<b>51.8</b>
Allied Professionals	Clerical / Administrative	7	6.0
	Gardening / Maintenance	1	0.6
	Other Allied Professionals	25	20.4
	<b>Total Allied Professionals</b>	<b>33</b>	<b>27</b>
<b>Total</b>		<b>96</b>	<b>83.6</b>

# Student Wellbeing

## Attendance

At the conclusion of 2025, APS had 1034 students enrolled from Kindergarten to Year 6. The overall attendance rate for 2025 was 92.6%, reflecting an increase from 92.5% in 2024. This upward trend in attendance has been consistent since 2022. While our attendance rate remains slightly below the target of 94%, it is almost 1.0% higher than the average attendance rate for Like Schools, and 3.5% higher than WA Public Schools which stands at 89.1%. A primary factor influencing our attendance rate is the continued occurrence of extended vacations overseas. The Aspiri Primary School community is diverse, with many families maintaining strong connections to their countries of origin or where family connections lie. To manage the impact of these extended absences, we have continued to establish and refine clear policies and procedures relating to vacation leave.

## → Attendance Rate

Year	School	WA Public Schools
2023	91.8%	88.9%
2024	92.5%	89.4%
2025	92.6%	89.1%

## → Attendance Rate- Primary Year Levels

Year	PPR	Y1	Y2	Y3	Y4	Y5	Y6
2023	90%	91%	92%	92%	93%	93%	93%
2024	92%	91%	92%	94%	94%	93%	93%
2025	92%	93%	92%	93%	93%	93%	92%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

## → Key Achievements and Impact

Teachers receive attendance reports on 2 occasions each term to action any downwards or attendance trends or unexplained absences. This process led to the identification of students of concern, prompting targeted inquiries. Teachers would then consult with their Line Manager (Associate Principal) and together would be responsible for what actions were to be taken next if the initial investigations or steps taken by the teacher were not successful. These proactive measures significantly contributed to the reduction of unexplained absences and ensured that students with persistent attendance issues were appropriately investigated.

In 2025, the APS Student Attendance Policy was revised to provide greater clarity on the roles and responsibilities of staff members. The processes for following up on unexplained absences were further streamlined to ensure efficiency. Further to this, a documented plan for attendance was created to address severe risk attendance cases which would be discuss with parents/carers at a case meeting.

Additionally, APS ongoing transition to a deeper use of the Compass platform for recording student attendance, with all staff continuing to under professional development to ensure proficient use of the new system, made for successful and easy recording of attendance overall.

Lastly, in attempt to emphasise the importance of students at school to experience face to face learning, approval for requesting approval for extended vacations through the Principal has been limited to 2 weeks (10 days) per student per year in attempt to keep students' attendance rate above 90% and not at risk. This demonstrates our continued ongoing commitment to understanding our community's diversity however continuing to promote an attend rate of over 90% to minimise academic disruptions.

## → Future Directions / Next Steps

Our target of 94% or above will remain the same in 2026 with the following actions occurring:

- **Application for Extended Vacations:** Families continue to utilise the established procedures for requesting approval for extended vacations through the Principal – this approval is sent through to Aspiri PS Admin for processing and is considered of up to for 2 weeks of approval depending on the length of the request made.
- **Community Education:** Ongoing efforts to educate the community on the importance of consistent school attendance remain a priority.

- **Attendance Tracking:** All staff members consistently use Compass to register and monitor student attendance.
- **Follow-Up on Unexplained Absences:** There is a continued emphasis on teachers following up with families regarding unexplained absences.
- **Absence Follow-Up Letters:** Student absence follow-up letters are generated twice per term to ensure consistent communication with families.
- **Absentee reports:** Teachers receive Absentee reports 3 times a term to stay on top of attendance trends and percentages and to communicate with families regarding these where required.
- **Termly Oversight:** Associate Principals continue to oversee student attendance on a termly basis within their respective lines of management.

## HEART and Restorative Practice

In 2025, Aspiri Primary School made the strategic decision to formally transition toward becoming a Positive Behaviour Support (PBS) school. This included establishing a PBS team, delivering initial professional learning to team members, strengthening implementation of the HEART values framework, and expanding restorative practices across the school and wider community. This work aimed to improve behavioural consistency, student voice, relational trust and staff capability, aligning directly with our Business Plan priorities for wellbeing, engagement and strong community partnerships.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Provide an inclusive, fair and equitable environment for all students, cultivating a sense of belonging through HEART values.			
Implement restorative practice as a whole school approach, to provide positive behaviour support and cultural responsiveness			

**Focus Areas:** Student wellbeing and Engagement / Leadership Development / Community Engagement

### → Key Achievements and Impact

In alignment with our Business Plan target to create a consistent, positive and inclusive learning environment, 2025 focused on establishing strong foundations for sustainable whole-school behaviour reform.

#### Strategic PBS Foundations

- Formal commitment to becoming a PBS school.
- Establishment of a PBS team to guide implementation using data-informed and consultative processes.
- Delivery of initial professional learning to team members to build shared understanding of PBS principles and consistent behavioural expectations.

This strengthened leadership capacity and created clarity around whole-school direction.

#### Student Voice and HEART Identity

Students were actively involved in strengthening the visibility of HEART values through the development of HEART value characters.

- Students submitted designs representing each value.
- The PBS working party shortlisted five entries per value.
- A whole-school voting process (Kindergarten - Year 6) determined final selections.

This initiative strengthened student ownership, belonging and connection to school-wide expectations.

#### Recognition Systems Review and Community Consultation

In 2024, staff, students and families were surveyed regarding the HEART card merit system.

Results indicated support for retaining the system with refinements to improve clarity and consistency. Throughout 2025, the efficacy of these findings was monitored and considered through consultation and feedback processes.

A follow-up parent survey conducted toward the end of 2025 confirmed strong support for changing the recognition system. This data-informed validation provided confidence to make changes to the system moving forward. The consultative approach strengthened transparency and trust with the school community.

### **Restorative Practices Implementation**

Restorative practices were further embedded through targeted professional learning for staff and a Parent Hub information session to support community understanding of relational approaches to behaviour.

Notably, a significant number of staff identified restorative practices as a focus within their Performance Management goals, demonstrating whole-school commitment and positioning this work as a professional priority.

Staff professional learning focused on restorative conversations, relational accountability and consistent language across classrooms. Early implementation indicates increased staff confidence in managing low-level conflict and a gradual shift from reactive discipline responses toward restorative dialogue.

The Parent Hub provided families with insight into the school's restorative philosophy, strengthening alignment between school and home.

Collectively, these initiatives strengthened shared language, predictability and relational safety across the school.

## Evidence and Data Sources

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- Compass behaviour incident data
- Stakeholder survey data (2024) and parent re-survey data (2025)
- Staff professional learning reflection summaries (PBS and restorative practices)
- Parent Hub engagement and feedback
- Student voice processes (HEART character design and voting)
- Behaviour matrix draft documentation

## Reflection on Effectiveness

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The most significant impact in 2025 was establishing strategic direction supported by consultation and shared commitment. The formal decision to transition to PBS, alongside the formation of a leadership team, provided structure and accountability for behaviour reform.

The use of stakeholder survey data, followed by re-surveying parents to confirm efficacy before making system changes, strengthened the integrity of decision-making and demonstrated genuine community partnership.

Restorative practices professional learning and the Parent Hub initiative enhanced relational alignment between staff and families. While implementation is still developing, there is growing consistency in behaviour language and increased staff confidence in managing conflict through relational approaches.

Continued structured implementation and coaching will be required to embed these practices consistently across all year levels.

## Future Directions / Next Steps

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Going forward, the focus will shift from foundation-building to structured implementation. This will include:

- Ongoing PBS professional learning for staff.
- Staff and community consultation to draft, refine and finalise the Behaviour Matrix.
- Development of a whole-school PBS lesson schedule for explicit teaching of behavioural expectations.
- Implementation of a refined recognition system, including HEART faction tokens to acknowledge positive behaviours.
- Continued embedding of restorative practices through coaching, modelling and consistent language use.
- Strengthened data analysis processes to proactively identify and respond to behavioural trends.
- This next phase will further strengthen consistency, student self-regulation, relational trust and positive school culture, directly supporting improved student wellbeing and engagement outcomes aligned to the Business Plan.

## Increase Capacity of Student Services

With the continued growth of student enrolments at Aspiri Primary School, an increase in numbers of students with different learning needs has risen. This has triggered an identified needs to increase the capacity of Student Services at Aspiri PS. It is noted in the Aspiri Primary School Business Plan under Effective Leadership that increasing personnel and building the capacity of our Student Services team to develop and respond to tiered intervention in which the implementation of in 2025 big strides forward were taken.

2025 was big year of growth for Student Services at Aspiri. Firstly, a dedicated Student Services Associate Principal was employed to lead and build capacity in this area with the aim to support, students, staff and families as best as possible. With this, also for the first time, an official Learning Support Coordinator was appointed 4 days a week to support initiatives and directions driven by the Student Services AP. Together with the employment of a new Chaplain 3 days a week and the continued support of the School Psychologist, a newly structured Student Services team was formed. This straight away met the Business Plan effective leadership initiative of increasing personnel on the student services team.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Increase personnel, and build the capacity of our Student Services team, to develop and respond to tiered intervention			
Engage in professional learning to strengthen staff capacity to teach students with a disability, neurodiversity or imputed disability			

**Focus Areas:** Teaching and Learning Excellence in Every Classroom / Effective Leadership



### Key Achievements and Impact

- Developing a Student Services Guide Document for all staff to reference for all student services needs
- Refining and educating staff of the Documented Plan processes
- Clearer and more effective case management processes including student referrals
- Baseline data collection methods investigated for tracking Student Services interventions
- Upskilling several different staff members working with students with disability and learning difficulties
- Engaging outside agencies such as SSEN D to working with students to achieve more targeted outcomes
- Create a more authentic Chaplaincy program that targeted all students at some level
- New documentation to support students such as One Page Profiles for transition and QDTP documents for students achieving below the expected standard

Through all this development of the Student Services space, there was a profound impact on students, families and the school practices more broadly as there were more obvious supports, greater knowledge and specialised expertise ready to face any challenge that was encountered throughout the year. There was a calmer learning environment generally with students around the school having more targeted, individualised learning programs.

## → Evidence and Data Sources

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To make more informed decisions, some data sources we have developed to support our progress are:

- Student services tracking document (spreadsheet)
- More refined Compass entry procedures
- More refined Student Database systems i.e. collation and storing of documented plans
- Experimentation of ABLEWA assessment to target more student specific learning outcomes
- Greater range of observation tools and resources for teaching staff to access to create interventions and supports for students at academic risk.

## → Reflection on Effectiveness

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Over the year, there were many positive impacts seen across the school with the refinement of the Student Services area. Most notably, staff capacity in managing students with high level needs developed to higher level, growing success with managing these students at school every day. This was through providing adequate supports such as SSEN D referrals, Special Needs Allied Professional time and training, documented plan support and resources allocation increases. Additionally, teaching staff having access to a Learning Support Coordinator provided a level of confidence for staff knowing there were supports in place for them. Lastly, a huge amount of professional development has been undertaken in areas such as Autism, ADHD, resource management, Team Teach to name a few which has contributed greatly to staff capacity building when working with students with varying needs.

## → Future Directions / Next Steps

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Some adjustments going forward that need to be made is triaging of cases to continue to action highest priorities first and maximise use of human resources, continue to educate staff in disability and their understanding of adjustments they can make and tools they can use as well creating effective documented plans to outline goals and strategies that are highly relevant to the students needs.

Some future steps and next directions for 2026 will be:

- Continue to investigate and action ABLEWA assessment practices for more targeted goals for students with disability
- Experiment with a targeted program run through Special Needs Allied Professionals with children with disabilities to improve basic participation skills for classrooms.
- Professional Development for staff continuing through programs such as Team Teach and Joondalup Foundations Skills Assessment program.
- Structured collaborative sessions for Special Needs Allied Professionals to upskilling them in targeted areas.

# High Impact Teaching

## English

Following our comprehensive 2024 review of Aspiri PS English policies and practices, 2025 has been a pivotal year of research, consultation and implementation.

Our focus has been on finalising our Kindergarten to Year 6 English block structure and embedding evidence-based instructional practices consistently across the school. This work represents a significant school improvement initiative. We have established clear expectations of best practice and strengthened alignment between policy and classroom instruction to ensure coherence and consistency. Our approach aligns closely with the Department of Education Quality Teaching Strategy, reinforcing our commitment to teaching and learning excellence.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
By 2027 NAPLAN scores will exceed that of like schools			
School data demonstrates year-on-year progress for all students			

**Focus Areas:** *Teaching and Learning Excellence in Every Classroom*

## → Key Achievements and Impact

In 2025, we continued to strengthen our priority focus of Teaching and Learning Excellence in Every Classroom, with significant progress in English. Whole-school practice was aligned with current research and evidence-based literacy instruction through the launch of our English Policy and the finalisation of a consistent K-6 English Block structure.

Aligned with the Aspiri PS Business Plan 2025–2027, we implemented a whole-school fluency model, explicit handwriting instruction, and a structured phonics approach using Letters and Sounds. An English Playbook was developed to support high-quality, direct teaching practices and ensure consistency across classrooms.

A key milestone was our successful internship with the Centre for Excellence in the Explicit Teaching of Literacy. This partnership provides targeted professional learning, coaching and feedback, further strengthening our explicit literacy practices.

Targeted intervention was prioritised with the introduction of MultiLit Tier 2 programs. Approximately 10% of students accessed support through MiniLit Sage (Years 1–2) and MacqLit (Years 3–6), with all allied professionals trained to ensure consistent delivery.

To enhance early identification, we introduced DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as a universal literacy screener from Pre-primary to Year 6. Staff undertook professional learning to build assessment and data analysis capacity, with DIBELS embedded into our whole-school assessment schedule from 2026 onwards.

Professional learning remained central to implementation. Staff were supported to deliver structured, explicit instruction, including the introduction of The Writing Revolution to strengthen writing across all year levels and learning areas.

A comprehensive review of English resources aligned materials with the Science of Reading. This included purchasing decodable readers, novel sets and quality online texts. Our Book Fair raised \$6,436, directly supporting these acquisitions. The English Committee also repurposed early years readers to align with structured literacy, and our Home Reading Policy was updated to reflect the use of decodable texts.



# Evidence and Data Sources

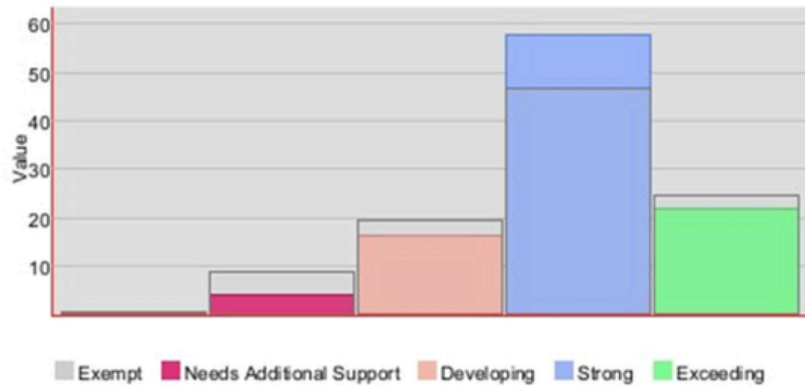
- NAPLAN
- PAT – Reading
- Heggarty Phonological Awareness Assessment

## Year 3 Reading - NAPLAN

National Mean	Like School Mean	Aspiri PS Mean
402	415	426.01

### Reading - Proficiency

Filters : All Students

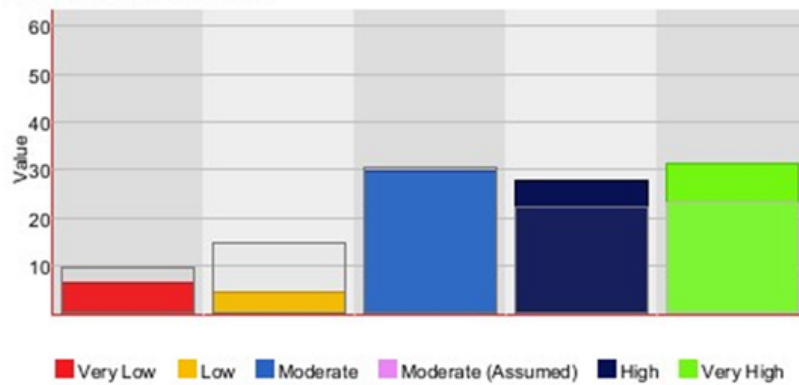


PROFICIENCY	YEAR 3 APS	COMPARISON
Exceeding	22%	24.7%
Strong	57.7%	46.8%
Developing	16.3%	19.3%
Needs Additional Support	4.1%	8.7%
Exempt	0%	0.4%

- 79.7% proficiency (exceeding and strong) compared to 71.5% for like schools

### Reading - Progress

Filters : All Students



PROGRESS	YEAR 3 APS	COMPARISON
Very High	31.5%	22.9%
High	27.8%	22.3%
Moderate	29.6%	30.6%
Low	4.6%	14.6%
Very Low	6.5%	9.6%

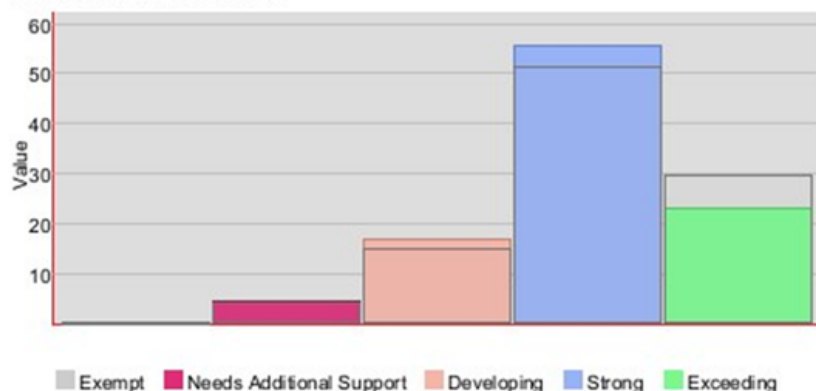
- 59.3% of students demonstrating very high/high progress compared to 45.2% in like schools

## Year 5 Reading - NAPLAN

National Mean	Like School Mean	Aspiri PS Mean
492	512.41	501.79

### Reading - Proficiency

Filters : All Students

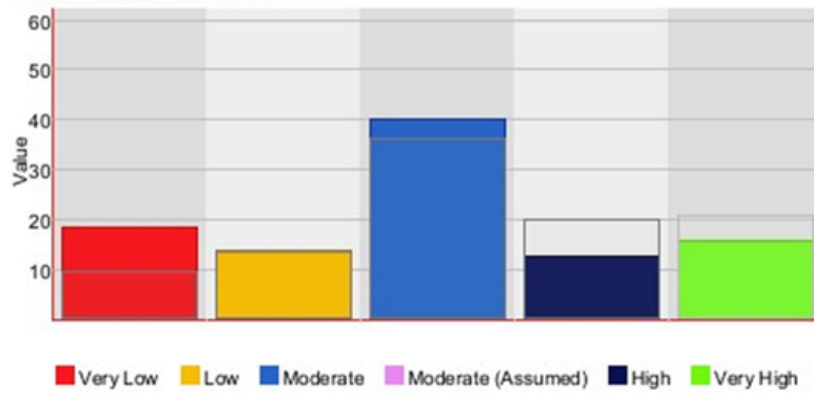


PROFICIENCY	YEAR 5 APS	COMPARISON
Exceeding	22.9%	29.5%
Strong	55.7%	51.3%
Developing	16.8%	15%
Needs Additional Support	4.6%	4.2%
Exempt	0%	0.1%

- 78.6% of students demonstrated reading proficiency compared to 80.8% in like schools

## Reading - Progress

Filters : All Students



PROGRESS	YEAR 5 APS	COMPARISON
Very High	15.8%	20.8%
High	12.5%	19.8%
Moderate	40%	36.2%
Low	13.3%	13.8%
Very Low	18.3%	9.4%

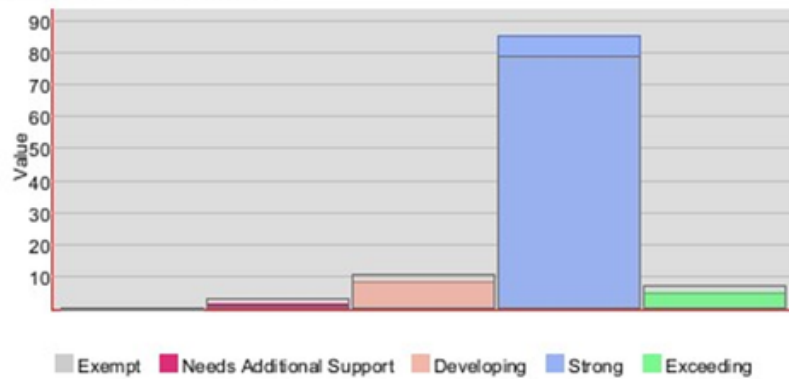
- 28.3% of students demonstrated very high/high progress compared to 40.6% progress for like schools
- 27.1% of students demonstrated low/very low progress compared to 23.2% for like schools

## Year 3 Writing - NAPLAN

National Mean	Like School Mean	Aspiri PS Mean
414	425.30	433.32

### Writing - Proficiency

Filters : All Students



PROFICIENCY	YEAR 3 APS	COMPARISON
Exceeding	5.0%	7.3%
Strong	85%	78.6%
Developing	8.3%	10.5%
Needs Additional Support	1.7%	3.1%
Exempt	0%	0.4%

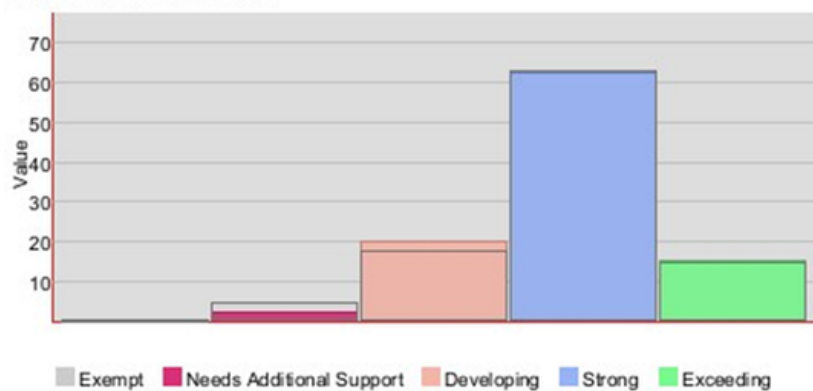
- 90% of students demonstrates writing proficiency (exceeding and strong) compared to 85.9% of students in like schools

## Year 5 Writing - NAPLAN

National Mean	Like School Mean	Aspiri PS Mean
480	497.42	500.62

### Writing - Proficiency

Filters : All Students

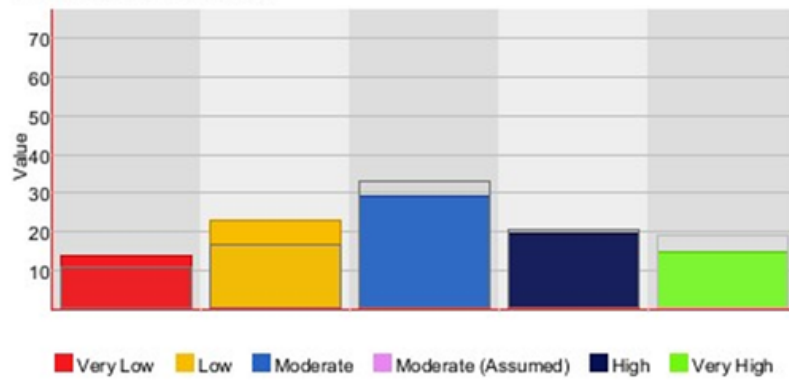


PROFICIENCY	YEAR 5 APS	COMPARISON
Exceeding	15.4%	14.8%
Strong	62.3%	63%
Developing	20%	17.5%
Needs Additional Support	2.3%	4.7%
Exempt	0%	0.1%

- Our students' writing proficiency was in line with like schools with 77.7% compared to 77.8%

## Writing - Progress

Filters : All Students



PROGRESS	YEAR 5 APS	COMPARISON
Very High	14.5%	18.8%
High	19.7%	20.5%
Moderate	29.11%	32.9%
Low	23.1%	16.8%
Very Low	13.7%	10.9%

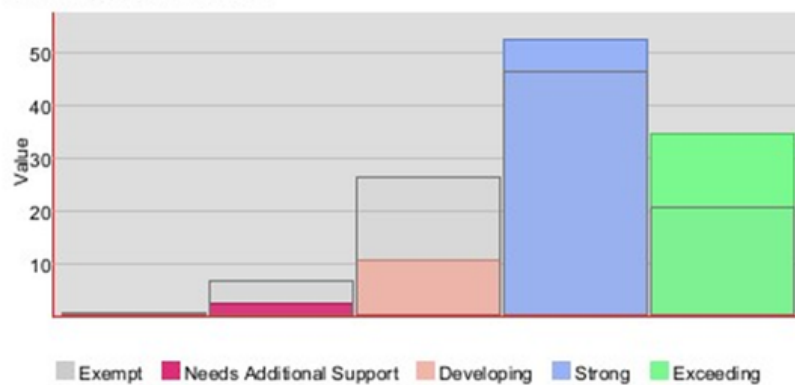
- 34.2% of our students demonstrated very high/high progress compared to 39.3 for like schools
- 36.8% of students demonstrated low/very low progress compared to 27.7 for like schools

## Year 3 Spelling - NAPLAN

National Mean	Like School Mean	Aspiri PS Mean
405	416.53	453.16

### Spelling - Proficiency

Filters : All Students



PROFICIENCY	YEAR 3 APS	COMPARISON
Exceeding	34.4%	20.5%
Strong	52.5%	46.3%
Developing	10.7%	26.2%
Needs Additional Support	2.5%	6.5%
Exempt	0%	0.4%

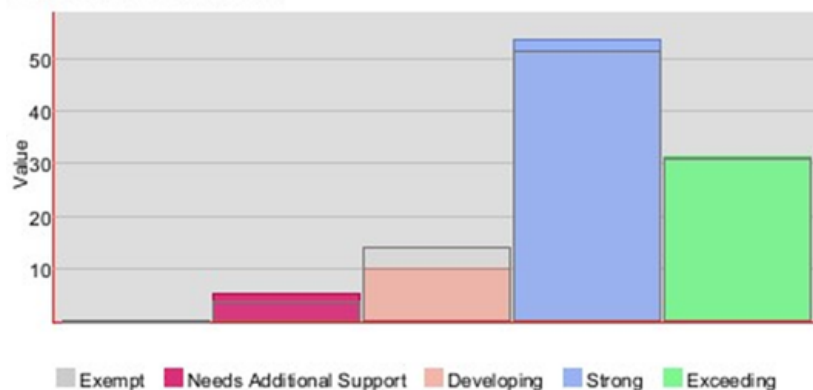
- 86.9% of our year 3 students demonstrated spelling proficiency compared to 66.8% of like schools

## Year 5 Spelling - NAPLAN

National Mean	Like School Mean	Aspiri PS Mean
487	514.08	516.32

### Spelling - Proficiency

Filters : All Students



PROFICIENCY	YEAR 5 APS	COMPARISON
Exceeding	31.3%	30.7%
Strong	53.4%	51.3%
Developing	9.9%	14.1%
Needs Additional Support	2.3%	4.7%
Exempt	0%	0.1%

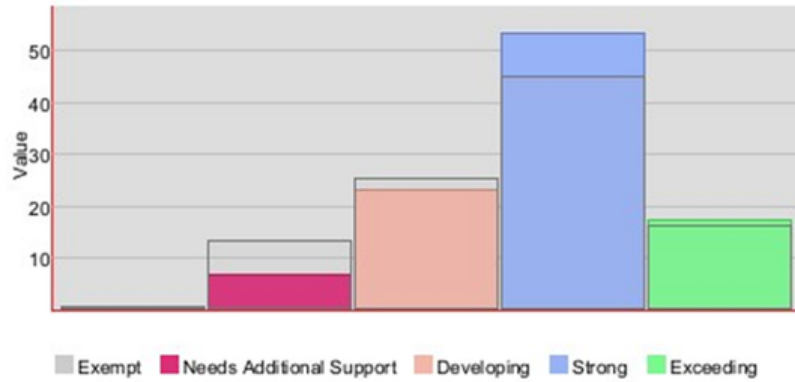
- 84.7% of our Year 5 students demonstrated spelling proficiency (exceeding and strong) compared to 82% in like schools

## Year 3 Grammar - NAPLAN

National Mean	Like School Mean	Aspiri PS Mean
492	512.41	501.79

### Grammar - Proficiency

Filters : All Students



PROFICIENCY	YEAR 3 APS	COMPARISON
Exceeding	17.2%	16.1%
Strong	53.3%	45%
Developing	23%	25%
Needs Additional Support	6.6%	13.3%
Exempt	0%	0.4%

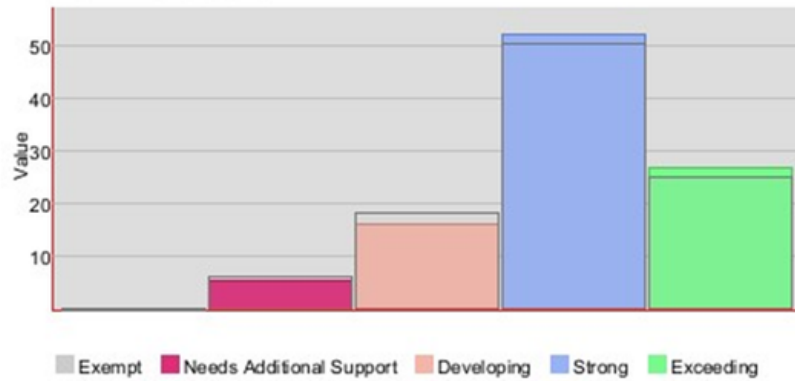
- 70.5% of students demonstrated grammar proficiency compared to 61.1% in like schools

## Year 5 Grammar - NAPLAN

National Mean	Like School Mean	Aspiri PS Mean
497	525.90	532.62

### Grammar - Proficiency

Filters : All Students

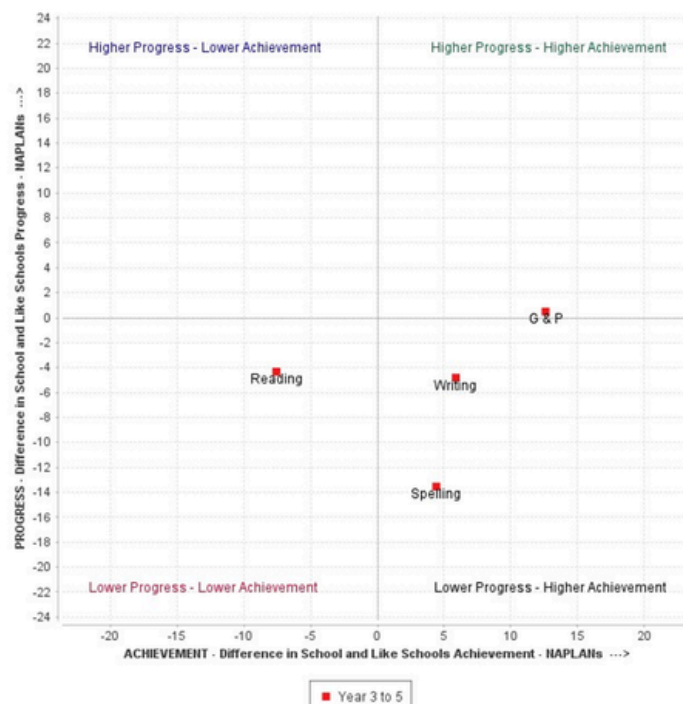


PROFICIENCY	YEAR 5 APS	COMPARISON
Exceeding	26.7%	25.2%
Strong	51.9%	50.2%
Developing	16%	18.2%
Needs Additional Support	5.3%	6.4%
Exempt	0%	0.1%

- 78.6% of students demonstrated grammar proficiency compared to 75.4% of like schools

### Student Progress and Achievement Compared with Like Schools

NAPLAN Reading, Writing, Spelling and Grammar & Punctuation Year 3 2023 to Year 5 2025



## Heggerty Phonological Awareness End of Year Assessment (Kindergarten)

Demonstrated proficiency	
Onset fluency	30.3%
Blending syllables	26.3%
Isolating final sounds in words	6.6%
Segmenting words into syllables	23.7%
Segmenting words into phonemes	6.6%

### → Reflection on Effectiveness

Achievement in Year 3 remains strong across reading, writing, spelling and grammar/punctuation, with NAPLAN results exceeding those of like schools.

In Year 5, achievement in reading, writing, spelling and grammar/punctuation is broadly comparable to like schools, with only a minor variance of approximately 2–3%. However, longitudinal data indicates the Year 5 reading achievement and progress are low, particularly when measured against expected growth from Year 3 (2023) to Year 5 (2025). While overall performance levels remain acceptable in comparison to similar schools, the rate of growth in reading across this cohort is below expectation and is an area of concern. Progress in writing, spelling and grammar/punctuation is also lower than anticipated, despite overall achievement remaining high.

In response, we have strengthened our commitment to ensuring every student at Aspiri learns to read and write with confidence and proficiency. Significant professional learning in 2025 supported a transition to consistent, evidence-based, high-impact instructional practices, with full implementation scheduled for 2026.

PAT Reading data shows achievement remains above the national mean; however, a narrowing gap between Aspiri PS and national averages indicates slowing growth.

This trend, alongside NAPLAN data, has reinforced and validated our 2025 strategic shift toward implementing consistent, evidence-based, high-impact instructional practices across the school.

In 2025, 72 students in Years 1–6 participated in targeted MultiLit intervention alongside whole-class instruction. Twenty-five students completed the program, with others continuing into 2026. Demand exceeded available resources, highlighting the need for stronger early identification, particularly in the early years where intervention has the greatest impact.

### → Future Directions / Next Steps

In 2026, we will continue to strengthen our whole-school English approach, with a clear focus on embedding agreed practices within our English Block frameworks. Our work will centre on consistency, high-impact instruction and the systematic use of data to inform teaching and intervention.

Our key next steps include:

- Full implementation of DIBELS screening three times per year for all students from Pre-primary to Year 6, ensuring early identification of students requiring additional support or extension.
- Building staff capacity in data literacy, strengthening teachers' ability to analyse assessment data, make informed instructional decisions, and utilise progress monitoring tools to evaluate the effectiveness of targeted interventions.
- Strengthening our phonics approach, in Pre-primary to Year 2 through ongoing collaboration with experts from the South East Language Development Centre, ensuring alignment with evidence-based practice and supporting improved student outcomes.

- Trialling Kindergarten to Year 6 scope and sequence documents to promote consistent, high-quality instructional practice and clear progression of skills across year levels.
- Implementing explicit teaching of phonological awareness in Kindergarten, supported by regular formative assessment to monitor student progress and refine instruction.
- Embedding daily review as a whole-school instructional routine within the English Block to consolidate learning, strengthen retention and support mastery.
- Continuing the implementation of MultiLit, with a strong emphasis on early years intervention to ensure timely, targeted support for students at risk.

## Mathematics

At Aspiri Primary School, Mathematics remains a strategic priority through the implementation of consistent, whole-school approaches grounded in evidence-based best practice. In alignment with the focus area ‘*Teaching and Learning Excellence in Every Classroom*’, the school is committed to delivering structured Mathematics blocks aligned with the Western Australian Curriculum, ensuring all students access rigorous and engaging learning experiences. Through collaborative planning, data-driven practices, and targeted interventions, the school aims to improve achievement and progress across all year levels. The report highlights our achievements towards the goals set for 2025.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Implement effective whole school approaches to English, Maths and Science			
Implement an instructional coaching approach to develop staff in English and Mathematics			

**Focus Areas:** *Teaching and Learning Excellence in Every Classroom*

### → Key Achievements and Impact

This year, significant progress was made in Mathematics in alignment with our focus area ‘*Teaching and Learning Excellence in Every Classroom*’. A whole-school scope and sequence was implemented to ensure consistent curriculum delivery across all year levels. Daily Review practices were embedded to strengthen retention and retrieval of mathematical concepts, supported by professional learning for staff. The introduction of Mathletics provided an engaging digital platform for differentiated learning, complemented by staff training and parent workshops to enhance home–school partnerships.

Teachers adopted the Concrete–Representational–Abstract (CRA) approach to deepen conceptual understanding and support diverse learners. Survey results indicated strong teacher knowledge of CRA and its importance, with many successfully embedding strategies into daily lessons.

Targeted interventions, including Bond Blocks, supported students requiring additional assistance in number sense and foundational skills. Assessment data showed every student improved from Pre-Test to Post-Test, confirming the effectiveness of these strategies. Teachers also reported increased engagement during Mathematics lessons.

The data from NAPLAN shows that many Year 3 and 5 students are performing strongly in Numeracy, with a significant proportion in the Strong proficiency band and a notable group in Exceeding. Compared to like schools, we have a slightly higher percentage of students in the Strong category, indicating solid achievement across the cohort.

In 2025, PAT Maths results show strong growth across all year levels, with most cohorts meeting or exceeding national standards.

Year 1 and Year 2 achieved excellent progress, with Year 2 now performing above national norms. Years 3-5 recorded significant gains, and Year 6 showed solid improvement, all remaining above national expectations.

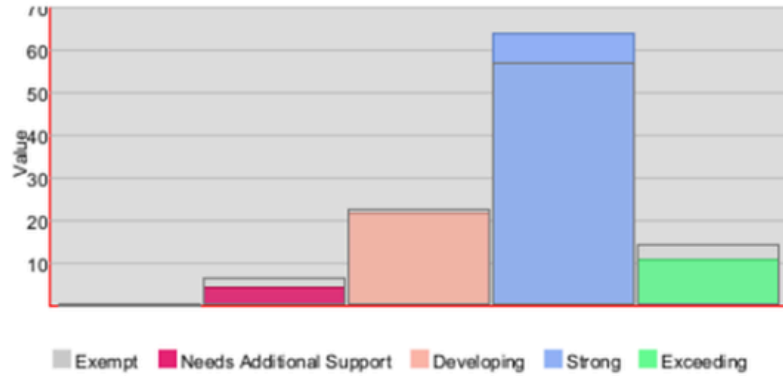
These initiatives reflect our commitment to academic challenge and align with priorities of Excellence in Teaching and Learning, Success for All Students, and Building Teacher Capacity, demonstrating measurable progress toward whole-school improvement goals.

## → Evidence and Data Sources

- Student achievement data - NAPLAN, PAT, Bond Blocks and Report Marks
- Staff surveys

### Numeracy - Proficiency

Filters : All Students

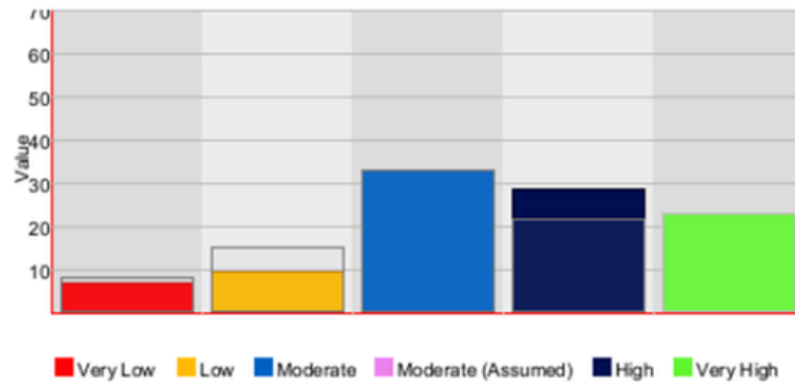


PROFICIENCY	YEAR 3 APS	COMPARISON
Exceeding	11%	14.10%
Strong	63.60%	56.70%
Developing	21.50%	22.30%
Needs Additional Support	4.10%	6.40%
Exempt	0%	0.40%

- 6.9% more students at Aspiri in Strong than like schools
- 3.1% less students in Exceeding than like schools

### Numeracy - Progress

Filters : All Students

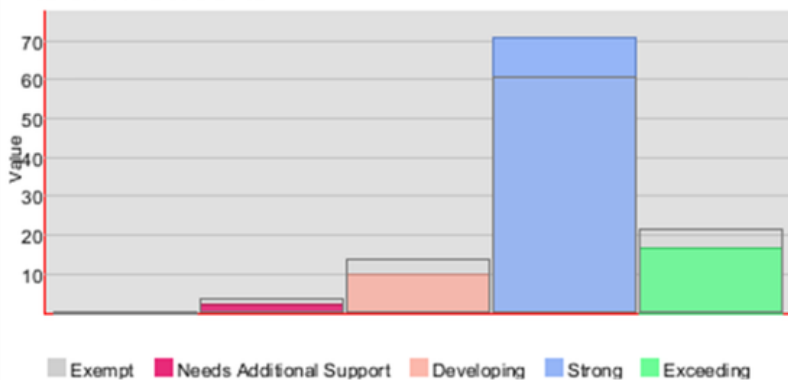


PROGRESS	YEAR 3 APS	COMPARISON
Very High	23%	22.80%
High	28.30%	21.60%
Moderate	33%	32.80%
Low	9.40%	14.80%
Very Low	7%	7.90%

- 84% of students made Moderate to Very High progress
- 6.7% less students in Low and Very Low progress than like schools

### Numeracy - Proficiency

Filters : All Students

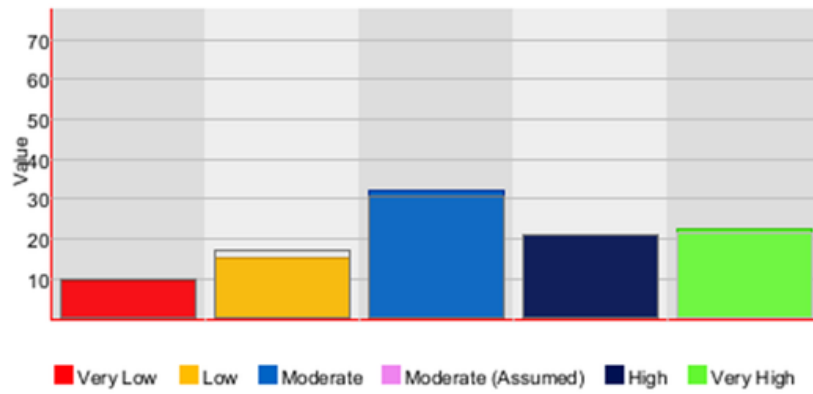


PROFICIENCY	YEAR 5 APS	COMPARISON
Exceeding	17%	21.50%
Strong	70.80%	60.90%
Developing	10%	13.80%
Needs Additional Support	2.30%	3.70%
Exempt	0%	0.1%

- 4.5% less students at Aspiri Primary in Exceeding compared to like schools
- 9.9% more students at Aspiri Primary in Strong compared to like schools

## Numeracy - Progress

Filters : All Students

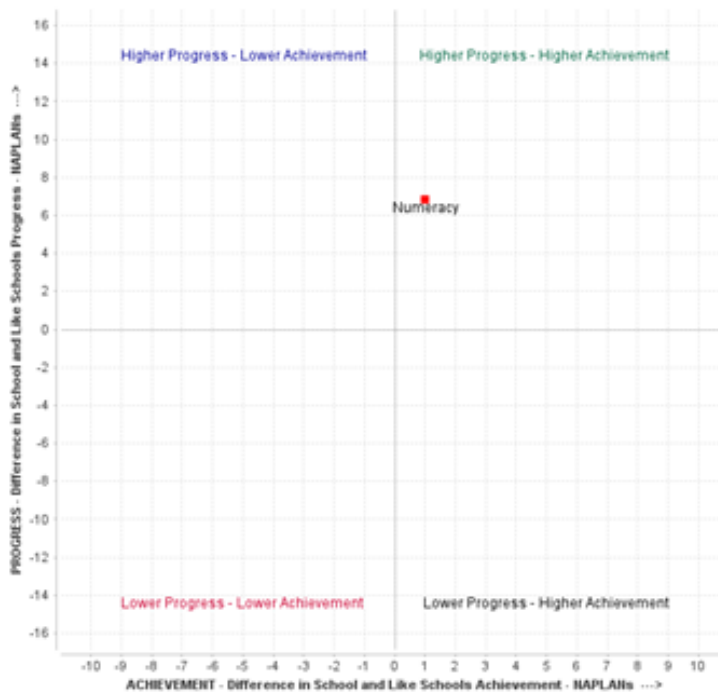


PROGRESS	YEAR 5 APS	COMPARISON
Very High	23%	21.40%
High	21.00%	20.90%
Moderate	31.90%	30.60%
Low	15.10%	17.10%
Very Low	9%	10.10%

- Aspiri Primary Year 5 students progress is above like schools in the Very High, High and Moderate categories

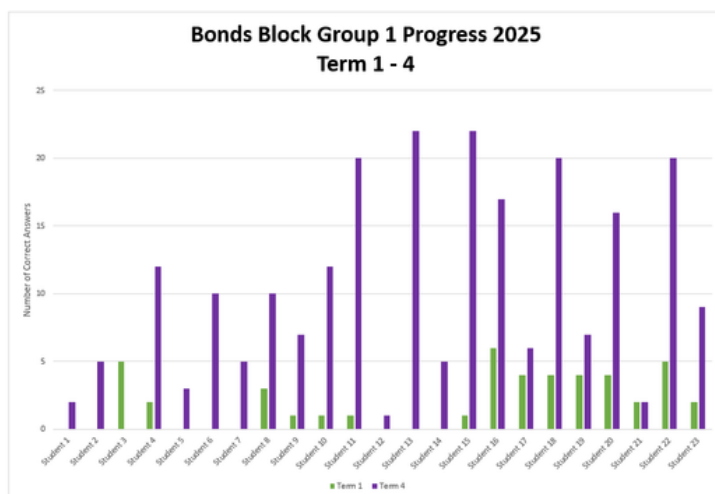
### Student Progress and Achievement Compared with Like Schools

NAPLAN Numeracy Year 3 2023 to Year 5 2025



- Aspiri Primary data shows the students in Year 5 making higher Progress and High Achievement.

## Bond Block Intervention



- 87% of students showed progress
- 13% of students showed little or no progress



## Reflection on Effectiveness

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NAPLAN Numeracy data shows strong performance, with most students in the Strong band and many in Exceeding, placing Aspiri Primary at or above like schools. Few students need extra support, reflecting effective teaching and interventions.

PAT Numeracy data shows high achievers continued to excel; however, an increase in students making no progress in Years 4-6 highlights the need for targeted intervention. Overall, 84% of students made progress during 2025, reinforcing the importance of differentiation, enrichment, and early support to sustain growth.

Daily reviews have had a positive impact on retention and fluency by reinforcing previously taught concepts, improving automaticity, and reducing cognitive load during new learning. Continuing this practice will maintain consistency, strengthen number sense, and enhance overall confidence in problem-solving.

Bond Blocks has significantly improved mathematical understanding and should be continued, with targeted support for students showing minimal progress and Tier 1 implementation across Year 1 classes to strengthen foundational skills.

Mathletics has proven to be an effective tool for supporting numeracy learning. Teachers value its structured, curriculum-aligned activities, which complement classroom instruction and provide meaningful practice.



## Future Directions / Next Steps

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In 2026, we will continue implementing a whole-school scope and sequence to maintain consistent curriculum delivery across all year levels. Regularly review and refine the sequence to ensure alignment with curriculum updates and best practice, and support teachers through collaborative planning and moderation to sustain consistency and quality.

We will continue to integrate CRA within explicit instruction by modelling lessons, providing targeted professional learning, and embedding CRA stages into existing teaching practices. Use coaching cycles, peer observation, and collaborative planning to build teacher confidence and ensure sustainable implementation.

We will focus on increasing high achievers through enrichment that builds advanced reasoning and problem-solving.

We will continue differentiation for developing learners and extension for advanced students, using NAPLAN, PAT, and classroom data to target those near exceeding.

We will strengthen teacher capacity with professional learning on evidence-based strategies like CRA.

Members of the Math Committee will prioritise strengthening their capacity to teach mathematical reasoning and problem-solving, ensuring these skills are central to future instructional practices.

We will promote collaborative moderation for consistency and challenge.

We will implement Tier 1 Bond Blocks across all Year 1 classes to strengthen foundational number sense and fluency. Provide professional learning and modelling to ensure consistent delivery, embed daily practice routines, and monitor progress through regular assessments to track impact and adjust support as needed.

# Early Childhood & Play Based Learning

In 2025, the Early Childhood team leaders continued to strengthen and refine their shared vision for high-quality play-based learning at Aspiri Primary School. Building on the foundational work undertaken in 2024 from the Early Childhood working party, the Kindergarten to Year 2 teams further aligned their practices, environments and resource allocation with the National Quality Standards (NQS) framework. This ongoing investment has supported the enhancement of engaging, child-centred learning spaces that reflect contemporary research and best practice.

Significant progress was made in strengthening and embedding high-quality early childhood practices across the school.

The Early Childhood working party continued to refine a shared framework that reflects contemporary research, the National Quality Standards and the developmental needs of our students. This work has had a tangible impact on learning environments, staff capability and whole-school understanding of early years pedagogy.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Develop and implement an Early Years Learning Policy and National Quality Standard to guide early childhood educators' teaching and learning approaches			

**Focus Areas:** *Teaching and Learning Excellence*

## → Key Achievements and Impact

- Continued collaboration to explore and align shared Early Childhood practices across K-2, building consistency in approach and understanding.
- Establishment of an NQS-aligned play space for Year 1 and Year 2 students to access during recess and lunch, extending play-based principles beyond the early years classrooms.
- Introduction of outdoor provocations outside each Kindergarten and Pre-primary classroom to promote purposeful play and engagement during break times.
- School-based visits involving working party members to strengthen shared practice and build collective efficacy.
- Completion of a three-day Early Years Learning Framework professional learning course by all Kindergarten and Pre-primary teachers and allied professionals.
- Whole-staff professional learning, focusing on blended pedagogy from K-6, and strengthening understanding of intentional and play-based teaching approaches.
- Classroom observations and collaborative planning to embed play-based learning within the English block, including the development of a visual framework to support Pre-primary teachers with practical implementation.
- Commenced a partnership with the Language Development Centre to support proficiency in Phonological Awareness in Kindergarten.
- Development of a clear Early Childhood vision statement to be launched in 2026, guiding the formalisation of the school's Early Childhood philosophy.

## → Evidence and Data Sources

**NQS Mid Year Audit**

STANDARD 1.1 PROGRAM: The educational program enhances each child's learning and development.		Kindy	PP	Year 1	Year 2
Element 1.1.1 Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.				
Element 1.1.2 Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.				
Element 1.1.3 Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.				
Determination STANDARD 1.1		Working Towards			

STANDARD 1.2 PRACTICE: Educators facilitate and extend each child's learning and development.		Kindy	PP	Year 1	Year 2
Element 1.2.1 Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.				
Element 1.2.2 Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.				
Element 1.2.3 Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.				
Determination STANDARD 1.2		Working Towards			

STANDARD 1.3 ASSESSMENT AND PLANNING: School Administrators and educators take a planned and reflective approach to implementing the program for each child.		Kindy	PP	Year 1	Year 2
Element 1.3.1 Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.				
Element 1.3.2 Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.				
Element 1.3.3 Information for families	Families are informed about the program and their child's progress.				
Determination STANDARD 1.3		Working Towards			
QUALITY AREA 1 DETERMINATION		WORKING TOWARDS			

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY					
STANDARD 2.1 HEALTH: Each child's health and physical activity is supported and promoted.		Kindy	PP	Year 1	Year 2
Element 2.1.1 Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for rest and relaxation.				
Element 2.1.2 Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.				
Element 2.1.3 Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.				
Determination STANDARD 2.1		Working Towards			

Standard 2.2 SAFETY: Each child is protected.		Kindy	PP	Year 1	Year 2
Element 2.2.1 Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.				
Element 2.2.2 Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.				
Element 2.2.3 Child protection	School administrators, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.				
Determination STANDARD 2.2		Meeting			
QUALITY AREA 2 DETERMINATION		WORKING TOWARDS			

QUALITY AREA 3: PHYSICAL ENVIRONMENT					
STANDARD 3.1 DESIGN: The design of the facilities is appropriate for the operation of a school.		Kindy	PP	Year 1	Year 2
Element 3.1.1 Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.				
Element 3.1.2 Upkeep	Premises, furniture and equipment are safe, clean and well maintained.				
Determination STANDARD 3.1		Working Towards			

STANDARD 3.2 USE: The school environment is inclusive, promotes competence and supports exploration and play-based learning.		Kindy	PP	Year 1	Year 2
Element 3.2.1 Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.				
Element 3.2.2 Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.				
Element 3.2.3 Environmentally responsible	The school cares for the environment and supports children to become environmentally responsible.				
Determination STANDARD 3.2		Working Towards			
QUALITY AREA 3 DETERMINATION		WORKING TOWARDS			

QUALITY AREA 4: STAFFING ARRANGEMENTS					
STANDARD 4.1 STAFFING ARRANGEMENTS: Staffing arrangements enhance children's learning and development.		Kindy	PP	Year 1	Year 2
Element 4.1.1 Organisation of educators	The organisation of educators across the school supports children's learning and development.				
Element 4.1.2 Continuity of staff	Every effort is made for children to experience continuity of educators at the school.				
Determination STANDARD 4.1		Meeting			

STANDARD 4.2 PROFESSIONALISM: School administrators, educators and staff are collaborative, respectful and ethical.		Kindy	PP	Year 1	Year 2
Element 4.2.1 Professional collaboration	School administrators, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.				
Element 4.2.2 Professional standards	Professional standards guide practice, interactions and relationships.				
Determination STANDARD 4.2		Working Towards			
QUALITY AREA 4 DETERMINATION		WORKING TOWARDS			

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN					
STANDARD 5.1 RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN: Respectful and equitable relationships are developed and maintained with each child.		Kindy	PP	Year 1	Year 2
Element 5.1.1 Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.				
Element 5.1.2 Dignity and rights of the child	The dignity and rights of every child are maintained.				
Determination STANDARD 5.1		Meeting			

STANDARD 5.2 RELATIONSHIPS BETWEEN CHILDREN: Each child is supported to build and maintain sensitive and responsive relationships.		Kindy	PP	Year 1	Year 2
Element 5.2.1 Collaborative learning	Children are supported to collaborate, learn from and help each other.				
Element 5.2.2 Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively.				
Determination STANDARD 5.2		Meeting			
QUALITY AREA 5 DETERMINATION		Meeting			

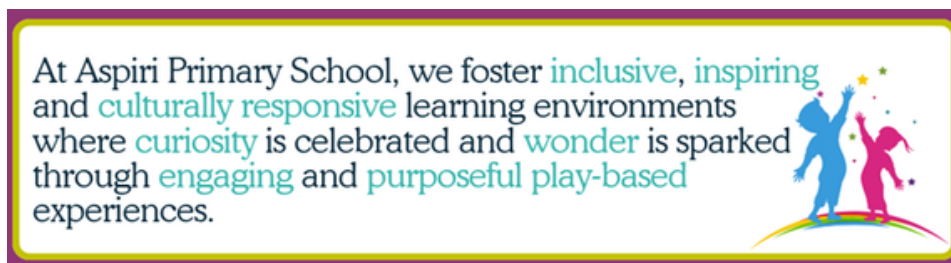
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES					
STANDARD 6.1 SUPPORTIVE RELATIONSHIPS WITH FAMILIES: Respectful relationships with families are developed and maintained and families are supported in their parenting role.		Kindy	PP	Year 1	Year 2
Element 6.1.1 Engagement with the school	Families are supported from enrolment to be involved in the school and contribute to school decisions.				
Element 6.1.2 Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.				
Element 6.1.3 Families are supported	Current information is available to families about the school and relevant community services and resources to support parenting and family wellbeing.				
Determination STANDARD 6.1		Meeting			

STANDARD 6.2 COLLABORATIVE PARTNERSHIPS: Collaborative partnerships enhance children's inclusion, learning and wellbeing.		Kindy	PP	Year 1	Year 2
Element 6.2.1 Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.				
Element 6.2.2 Access and participation	Effective partnerships support children's access, inclusion and participation in the program.				
Element 6.2.3 Community engagement	The school builds relationships and engages with its community.				
Determination STANDARD 6.2		Working Towards			
QUALITY AREA 6 DETERMINATION		WORKING TOWARDS			

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP					
STANDARD 7.1 GOVERNANCE Governance supports the operation of a quality school.		Kindy	PP	Year 1	Year 2
Element 7.1.1 School philosophy and purpose	A statement of philosophy guides all aspects of the school's operations.				
Element 7.1.2 Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality school.				
Element 7.1.3 Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the school.				
Determination STANDARD 7.1		Working Towards			

STANDARD 7.2 LEADERSHIP Effective leadership builds and promotes a positive organisational culture and professional learning community.		Kindy	PP	Year 1	Year 2
Element 7.2.1 Continuous improvement	There is an effective self-assessment and quality improvement process in place.				
Element 7.2.2 Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.				
Element 7.2.3 Development of professionals	Educators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.				
Determination STANDARD 7.2		Working Towards			
QUALITY AREA 7 DETERMINATION		WORKING TOWARDS			

## Vision Statement Creation - Term 4



## → Reflection on Effectiveness

Aspiri Primary School has continued to strengthen its early childhood practices, with clear commitment to student wellbeing, play-based learning, and continuous improvement. Student agency is strongly promoted in Kindergarten and Pre-primary classrooms, with routines adapted to meet individual needs and strong foundations established at the beginning of the year to build positive relationships. Well-established emergency procedures and accessible student medical information further support a strong culture of care and safety.

Significant enhancements have been made to the physical environment within the Early Learning Centre, including indoor and outdoor provocations and inquiry spaces that promote purposeful play. Collaboration is developing across the Early Childhood team through shared planning, school-based visits, and professional learning. Communication with families is supported through Seesaw, parent workshops and active engagement in community and cultural events.

The development of a clear Early Childhood vision statement provides a strong foundation for the creation of our Early Childhood philosophy.

The vision articulates our shared beliefs, values and aspirations for young learners at Aspiri Primary School, ensuring collective efficacy and direction. This clarity will now guide the formal development of the philosophy, supporting consistent practice, informed decision-making and a cohesive approach to early years education across the school.

## → Future Directions / Next Steps

In 2026, our focus will centre on strengthening consistency, clarity, and quality across Early Childhood and the early primary years. Building on the foundations established in 2025, we will refine our shared vision, strengthen accountability, and continue aligning practice with the National Quality Standards to ensure high-quality outcomes for all students.

### Focus areas for 2026:

- Extend play-based approaches into Years 1 and 2, strengthening the balance between explicit teaching and purposeful play.
- Improve evaluation and assessment cycles to ensure planning is responsive, data-informed and clearly aligned to student needs.
- Further develop Year 1 and 2 learning environments, including additional resources that promote purposeful play and physical development.
- Increase opportunities for physical activity, alongside intentional time for rest and regulation across the day.
- Implement a structured Phonological Awareness (PA) focus in Kindergarten to strengthen early literacy foundations for Kindergarten and Pre-primary students.
- Ensure all students confidently know and can apply the Peggy Lego prompts by the end of Year 2, embedding a consistent language of learning across classrooms.
- Continue the development of a formal Early Childhood philosophy, led by the established working party, with clearly defined roles and NQS champions supporting staff.
- Strengthen staff accountability through clear expectations, performance development processes and collaborative review of practice.
- Utilise the NQS verification process to reflect on our current practices, affirm strengths and identify clear next steps for continued improvement.

## Academic Challenge & Enrichment

At Aspiri Primary School, many students consistently achieve high academic results, however, our macro-level data indicated that their overall progress was limited compared to their achievement levels. In previous years, the school's focus primarily centred on supporting students at academic risk and closing lower achievement gaps, which led to high-achieving students not being consistently extended. In alignment with the Aspiri Primary School Business Plan focus area 'Teaching and Learning Excellence in Every Classroom', the school has taken action to 'Implement ways to differentiate teaching and learning in the classroom, providing academic challenge and enrichment for students.' The Report indicates the achievements made in enhancing the learning experiences of our high-achieving students, highlighting the commitment of our school to ensure a culture of academic challenge is consistently embedded across all learning areas.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Implement ways to differentiate teaching and learning in the classroom, providing academic challenge and enrichment for students			

**Focus Areas:** *Teaching and Learning Excellence in Every Classroom*

The vision articulates our shared beliefs, values and aspirations for young learners at Aspiri Primary School, ensuring collective efficacy and direction. This clarity will now guide the formal development of the philosophy, supporting consistent practice, informed decision-making and a cohesive approach to early years education across the school.

## → Key Achievements and Impact

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This year, Aspiri Primary School implemented a range of initiatives, including the introduction of the Enrichment Program, which offered 100 positions to high-achieving students in Years 4- 6. The initiative targeted learners across subjects and skillsets, nurturing excellence in Art, English, Mathematics, Music and Physical Education. Student feedback indicated increased motivation and engagement due to the program's challenging curriculum, while community feedback reflected 100% support for continuing the program in 2026.

Measurable outcomes across learning areas further highlight the program's impact. In Physical Education, students excelled with the PE group winning the Football Gala Day, and interschool teams securing victories in flag belt and soccer competitions. In English, the school hosted its first-ever competition debate, attracting spectators from years 1- 6, fostering public speaking and critical thinking skills. The Music group delivered a school song, reflecting the school's HEART values, while the Art students prepared an exhibition showcasing their creative achievements across the terms. Our PAT data across Years 4- 6 showed a visible increase in students making progress across the top achievement bands in both English and Mathematics.

## → Evidence and Data Sources

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- Student achievement data- PAT, NAPLAN, Report Marks
- Parent, staff and student feedback surveys
- Interschool competition results

## → Reflection on Effectiveness

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Strategies with the greatest impact included immersive experiences that allowed students to apply their knowledge in new contexts, such as school projects, excursions and incursions. Smaller class numbers enabled tailored support, ensuring students could be challenged appropriately and receive targeted guidance, which was reflected in student feedback reporting increased motivation and interest in learning.

For future implementation, several adjustments have been recommended to further improve program effectiveness. Reducing the number of subjects offered will minimise interruptions to regular classroom learning. Selecting students at the end of 2025 will ensure equitable participation and prevent over-concentration from one class. Only students from Years 5 and 6 will be selected, allowing the program to maintain suitable rigor and pace. Additionally, ongoing support for teachers in their Tier 1 teaching and differentiation will help target high-achieving students within their regular classroom, ensuring enrichment extends beyond the program and into everyday learning experiences.

## → Future Direction / Next Steps

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In 2026, the Enrichment Program will continue to focus on high-achieving students in Years 5 and 6, with selection completed at the end of 2025 to ensure equitable participation and minimise classroom disruptions. The program will offer a reduced range of subjects; English, Mathematics, and Physical Education, allowing for more focused, high-quality sessions.

Program development will be supported by updated policies and the use of data to monitor outcomes and inform decisions.

Feedback cycles with students, staff, and the community will continue to ensure the program meets the needs of all participants. Staff professional growth will be strengthened through collaboration, shared reflection, and peer observation, embedding best practice and maintaining a culture of academic challenge and engagement across the school. There is also potential to establish partnerships with other schools offering similar programs, fostering shared learning.

## EAL/D

At Aspiri Primary School, our school community is diverse, with families representing a wide range of cultural, linguistic, and learning backgrounds. Our current calculated rate of students identified as EAL/D learners is 38%, reflecting the varied language acquisition needs and learning experiences within the school. In alignment with the Aspiri Primary School Business Plan focus area ‘Teaching and Learning Excellence in Every Classroom’, the school is committed to ‘Providing a teaching and learning environment that is responsive to the diverse needs of EAL/D students to improve learning outcomes.’

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Providing a teaching and learning environment that is responsive to the diverse needs of EAL/D students to improve learning outcomes			

**Focus Areas:** *Teaching and Learning Excellence in Every Classroom*

### → Key Achievements and Impact

This year, Aspiri Primary School implemented strategies to provide a teaching and learning environment responsive to the diverse needs of EAL/D students, in line with the Business Plan. Staff focused on Tier 1 explicit teaching, particularly in English, implementing evidence-based approaches such as The Hochman Method of sentence-level writing instruction and in the lower years commenced upskilling in oral language development and phonemic awareness. All approaches align to best practice for EAL/D students.

For upper primary students, our school’s sociolinguistic profiles were used to investigate learner backgrounds and inform and plan for tailored supports.

The Special Needs Allied Professionals (SNAP) team focused on expanding their knowledge during collaborative meetings, ensuring they were responsive to the needs of the students they work with formally and incidentally.

Select staff additionally attended targeted EAL/D professional learning sessions to maintain alignment with current research and inform future planning.

To accurately measure the EAL/D and LBOTE population in our school, enrolment procedures have been refined and will continue to be tracked in 2026.

### → Evidence and Data Sources

- Student achievement data- PAT, LBOTE NAPLAN, Report Marks
- Admissions data
- Progress Map- printed form
- Socio-linguistic profile



## Reflection on Effectiveness

A key success this year has been establishing a stronger emphasis on oral language in the early years, shifting classroom expectations to prioritise its development. This focus supports EAL/D students through the silent period and facilitates code-switching as they develop English proficiency.

Observations and staff feedback indicate that students are beginning to engage more confidently in verbal interactions, demonstrating greater participation and willingness to use English in classroom settings. Staff have also increased their recognition of oral language in supporting overall literacy development.

Refinement of the admission process has ensured accurate identification and funding for EAL/D students entering Kindergarten in 2026, allowing targeted support to be allocated from the start of their schooling. However, a review of students from Pre-Primary to Year 6 is required to ensure that all eligible students are identified, funded, and supported appropriately, providing consistency in intervention and maximising learning outcomes across the school.



## Future Directions / Next Steps

In 2026, the focus will be on consolidating oral language development in the early years while extending targeted support for EAL/D students across Pre-Primary to Year 6. Whole-staff professional learning will continue to build capacity to implement consistent, evidence-based Tier 1 teaching practices that meet the diverse needs of EAL/D learners.

Refinement of the admission and identification processes will ensure an accurate indication of students eligible for EAL/D funding, while digital Progress Map tracking will provide formalised, accessible monitoring of student growth. This will allow staff to identify progress, implement targeted interventions, and inform data-driven teaching strategies.

Collaboration between teachers, leadership, and allied professionals will strengthen consistency across classrooms and support collective decision-making. These strategies will collectively improve student outcomes, enhance staff capability, and maintain alignment with the Business Plan, ensuring EAL/D students consistently access the curriculum and achieve measurable learning outcomes.

## Peer Observation

This year, Aspiri Primary School implemented a whole-school Peer Observation trial based off individual needs, after our success with using Daily Reviews in Mathematics as our peer observation focus in 2024.

The aim of the 2025 Peer Observation trial was to refine the process we have and seek feedback from staff to help with this, as well as establishing a feedback culture that supports individual performance.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Implement and refine our Peer Observation and Coaching strategies to consolidate a culture of continuous teacher growth			
Develop a feedback culture, both positive and constructive with the aim of improving individual and collective performance			

**Focus Areas:** Teaching and Learning Excellence in Every Classroom / Effective Leadership / Culture



## Key Achievements / Evidence and Data Sources

The Teaching and Learning Excellence goal aspect of “implementing and refining our Peer Observation process” has been achieved, with the “consolidating a culture of continuous teach growth” needing more time to be fully embedded into our school. This aligns with the second target of “developing a feedback culture...with the aim of improving individual and collective performance”, as not all staff engaged in a peer observation this year.

The Classroom Observation and Feedback Working Party that began in 2023 have worked collaboratively to create a policy and templates that outline Aspiri’s Peer Observation process. Last year, the Mathematics Committee trialled following our process to engage staff in peer observations on Daily Reviews in Mathematics, which was a success. In alignment with our Business Plan target to implement and refine our Peer Observation culture, this year we asked staff to engage in at least one peer observation in an area of their choice, and we sought feedback at the conclusion of the trial. Staff were provided with the observation templates and process documents to support their participation, and Team Leaders were employed to motivate and encourage their team members to engage. Suggestions were made to staff about possible foci, based on whole-school priorities, such as Restorative Practices, the Science of Reading practices and the CRA model in Maths. Staff could also choose to focus on a Performance Management goal, as a way to help engage staff in purposeful observation practices. Reminders about the trial were included in our whole-school communication forum, Keeping Up With Aspiri Primary, regularly.

At the end of the trial, a survey was sent to all staff and 16 people responded. Of the 16, 11 engaged in a peer observation, with 100% of these staff members having been observed (observee) and 73% observed others (observer). On a scale of 1-5, 10 staff members rated their feeling of being observed as a 4 or 5 (top end of the scale) and 7 people rated observing others as a 5, with only one staff member rating observing others as a 1. When asked if they’d choose to engage in a peer observation again, 13 said yes, 2 said maybe and 1 said no. The staff gave an average rating of 4.64 for the easy use of the templates provided, and a 4.36 for how beneficial they felt the data they received from their peer was, which is a positive sign moving forward. Some staff commented that their reason for not engaging in a peer observation during the trial was due to business, however, shared their view that the process would be beneficial in the future.

Other feedback shared include how they would like to have allocated time slots to engage in observations, scheduling it regularly into terms, and it being beneficial to improving practice. This feedback and the reflections shared are encouraging as the school moves ahead into 2026 with Peer Observations as a whole-school practice.

Additionally, Aspiri’s Graduate Mentor (a new role and process this year) utilised the Peer Observation process and templates to support our 9 current graduates.

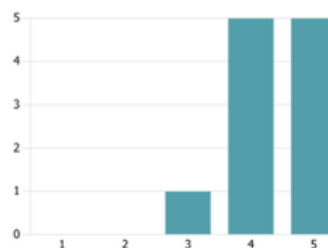
On top of the Peer Observation trial run for all staff, most graduate teachers also engaged in termly peer observations this year (with others choosing to work on their graduate portfolio). The pre- and post- observation documentation was used to set goals, followed by using the range of templates available to collect relevant data. Similarly, the aim was to create a culture of continuous growth and a feedback culture that improves practice, as outlined in the Business Plan.

7. How did you feel about having someone observe you?

[More Details](#)

[Insights](#)

4.36  
Average Rating

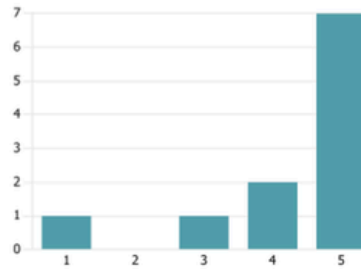


8. How did you feel about having to observe someone else?

[More Details](#)

[Insights](#)

4.27  
Average Rating

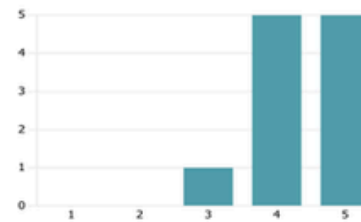


9. How beneficial did you find the data you received from your peer?

[More Details](#)

[Insights](#)

4.36  
Average Rating



11. Will you choose to engage in the Peer Observation process again in the future?

[More Details](#)

Yes	13
No	1
Maybe	2



## → Reflection on Effectiveness

The aim of developing a feedback culture to improve individual and collective performance, as outlined in our Business Plan, has begun to be embedded at our school. We successfully engaged several staff in the peer observation process, where they noted positive reflections about how observations ensure consistency, support staff and provide feedback on teaching practice. It is common for a small percentage of staff at Aspiri to respond to surveys sent out, so although only 16 staff responded, there were many conversations had between staff, our Instructional Coach and with the leader of the Peer Observation Working Party that indicate many more participated in the peer observation trial.

## → Future Directions / Next Steps

Moving forward, committees and working parties striving to implement whole-school change (e.g. new/improved/consistent practices) or to improve individual and collective performance for continued teacher growth, as stated in the business plan, are encouraged to utilise the policy (process and templates) to drive this. Staff have had two opportunities to engage with the process over the last two years (Mathematics Daily Reviews in 2024 and an area of one's choice in 2025) with positive feedback and success shared from staff involved.

Next year, the English Committee are looking to create whole-school consistency with engagement norms and daily reviews, utilising the existing peer observation process and creating specific checklists to ensure improved practice. Team Leaders have also been encouraged in Leadership Meetings to promote peer observations within their teams to promote and embed collaboration and a feedback culture across the school.

# Community Engagement

## School Board - Chair's Report

2025 was a year of growth, achievement, and strategic progress for our school. With enrolments reaching approximately 1,030 students, Aspiri is now the second largest primary school in WA, reflecting the rapid expansion of the Piara Waters community and the school's strong reputation. Throughout this growth, the Board has focused on strong governance, strategic oversight, and ensuring that every decision keeps students at the centre.

Sustainable growth planning remained a key focus for the Board in partnership with Ms. Mularczyk and her team. Rising enrolments continue to challenge facilities, classroom spaces, and traffic management, making careful forward planning, clear communication, and community cooperation essential.



The school led several important initiatives reflecting its commitment to growth, inclusion, and student development. A significant milestone this year was Aspiri's formal transition into a Restorative School. Embedding restorative practices into everyday culture and behaviour expectations has helped students build positive relationships, resolve conflict constructively, and develop accountability, supporting our long-term vision of capable, empathetic, and community minded learners. Other key initiatives included the new Business Plan cycle, setting clear improvement priorities and long-term direction, the 2024/25 Reconciliation Action Plan, and participation in the Department of Education's Two-Way Science initiative. In a school community as culturally diverse as ours, these initiatives are particularly significant, demonstrating a commitment to inclusion, respect, and ensuring all students feel valued and represented. The introduction of the Enrichment Program for Years 4-6 and the pursuit of a potential partnership with Curtin University to enhance literacy teaching further extended learning opportunities for students and professional development for staff. Across these areas, the Board is proud of the school's leadership, vision, and the meaningful opportunities provided for students to learn, grow, and engage with the wider community.

Throughout the year, students engaged in a wide range of excursions, incursions, and competitions, linking classroom learning with real-world experiences and proudly representing the school. Community involvement also remained strong, with families supporting initiatives such as Operation Sunshine WA, Christmas Appeal, and participating in events like the inaugural Pancake Day. The P&C's ongoing fundraising further enhanced student learning and school resources, reflecting the generosity, spirit, and engagement of our school community.

As the Board reflects on 2025, we extend our sincere gratitude to Ms. Mularczyk, executive team, teachers, support staff, P&C, volunteers, and all members of the school community for their professionalism, commitment, and care.

The Board has been fortunate to witness the work being done, the results already achieved, and the plans for the future, ensuring the school continues to progress as we all want it to. 2025 was a year of meaningful growth and purposeful progress, and the Board remains committed to supporting Aspiri's continued development in 2026, ensuring strong academic outcomes, student wellbeing, and sustainable operations as our community continues to grow.

**Jasvinder Singh**  
Chairperson, Aspiri Primary School Board.

# Parents & Citizens Association

As we reflect on 2025, it is with great pride and gratitude that we had another successful year for the Aspiri Parents & Citizens Association (P&C). This year has continued to build on our strong foundations of growth, collaboration and community spirit.

As the representative body of parents, the Aspiri P&C works in partnership with the school to support the academic development of our students and contribute to the ongoing improvement of school facilities and resources. Through fundraising initiatives, community events and volunteer engagement, we remain committed to strengthening our school environment and enriching the educational experience of every child.

Our focus throughout 2025 has been on fostering meaningful connections within our school community. We have worked to build inclusive relationships, celebrate the diversity of our families, and create opportunities for parents and carers to be actively involved in school life. By modelling teamwork, generosity and community pride, we aim to set a positive example for our children.

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The events and fundraisers organized throughout 2025 were met with enthusiastic support from the school community with multiple events that took place during the year, ranging from simple "free dress" days, which requested a gold coin donation, to the Mother's and Father's Day stalls to the Disco and our largest fundraiser, the Colour Splatacular School Run 4 Fun, where students sought sponsorships from family and friends to participate. These initiatives culminated in an impressive fundraising total of **\$77,080.10** raised in 2025.

Thanks to these efforts, the P&C was thrilled to contribute **\$34,359.00** back to the Aspiri school community. These funds have been allocated to several key initiatives as shown in the table below including giving back to the school community with hosting a free Festive Outdoor Movie event on the last day of school to thank all Parents, volunteers, Teachers and Staff for the wonderful year.

2025 Donations to the School			
Year 6 Camp	\$5,004	Book award	\$30
Year 6 Camp Bus	\$1,000	EDU Marking	\$14,000
Author Visit	\$600	Choir Shirts	\$2,500
ANZAC Day Wreath	\$201.90	Printing	\$200
Year 6 Leadership Conference	\$1,000	Mia Mia Verandas	\$8,025
Year 6 Graduation	\$2,000	<b>TOTAL</b>	<b>\$34,359</b>

P & C Events & Fundraisers 2025			
Voluntary Contributions	\$8,072.27	Icy Pole Fundraiser	\$1,076.40
Crazy Hair Day	\$655.25	Art Fair Cookies & Jibblets	\$597
Easter Raffle	\$3,332	P&C Free Dress Day	\$1,547.70
Mother's Day Stall	\$10,606.78	Bookfair	\$9,569.68
Pyjama Day	\$665.90	Second-hand Uniform	\$656.68
Cookie Dough - Year 6 Camp	\$1,152	P&C Disco	\$8,033.70
Sausage Sizzle - Year 6 Camp	\$5,856.83	Colour Splatacular School Run 4 Fun	\$13,406.33
Father's Day Stall	\$10,150.14	Festive Free Dress Day	\$483.30
Athletics Carnival Cake Stall	\$1,218.17	<b>TOTAL</b>	<b>\$77,080.10</b>

## → Volunteer Support

The success of the P&C is only possible because of the dedication and generosity of our parent volunteers. From coordinating events and managing sub-committees to supporting fundraising initiatives and attending meetings, your time, skills and enthusiasm form the backbone of everything we achieve. Every contribution—big or small—has made a tangible difference to our students and the wider school community.

## → In Appreciation

On behalf of the Aspiri P&C, I extend a heartfelt thank you to all families who have supported our events, volunteered their time, or contributed in any way throughout 2025. Together, we continue to strengthen our community and ensure Aspiri Primary School remains a thriving and supportive place for our children to learn and grow.

## Parent Hub

In 2025, the Aspiri Parent Hub continued to strengthen partnerships between home and school by offering workshops focused on child development and learning. These sessions provided parents with insight into classroom practices at Aspiri PS, along with practical strategies to support learning at home.

A program of events was released each term, with parents able to book sessions to secure their place. To maximise accessibility, both morning and evening workshops were offered, with a particular focus on the priority areas of literacy and numeracy.

## → Key Achievements and Impact

In 2025, we continued to strengthen our priority focus of Teaching and Learning Excellence in Every Classroom, with significant progress in English. Whole-school practice was aligned with current research and evidence:

- Nine workshops offered through the school year
- Guest speakers facilitating workshops
- Ongoing focused on literacy, numeracy and cybersafety
- New initiatives highlighted through Real Schools



## Evidence and Data Sources

- Online bookings via TryBooking
- Parent Feedback Surveys

	Parent Hub Event	# Bookings
Term 1	Supporting Early Readers	5
Term 2	ADHD and Me (Guest Presenter)	40
	Supporting Early Readers	17
Term 3	Mathletics	32
	Think U Know - Cybersafety	18
	The What, Why, How of Phonics	13
	NAPLAN	6
Term 4	Real Schools - Restorative Practice	17
	BYOD - Bring Your Own Device Session	72

### Survey comments from attendees:

“Sessions like this help us stay connected and understand what our kids are learning at school and how we could better support them. Sessions like this are amazing. Please bring more in.”

“Helping me to help my children”

“Very useful and reassuring to help our child”

“Very helpful to teach the children”

“The session was very informative and will surely help me improve my child’s understanding of phonics”

“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”

“Being a first parent, the session was really helpful and I have learnt some tricks of reading which I can use to improve my children’s reading skills.”



## Reflection on Effectiveness

Although bookings were strong across sessions, actual attendance averaged approximately 50% of registrations. Promotion occurred through the school newsletter, Seesaw and Facebook. Attendance varied depending on the topic, with higher booking numbers not consistently translating to attendance on the day. Given the size of the Aspiri community, overall participation rates were low.

Feedback from attendees remained very positive. Parents who participated expressed appreciation for the quality of the content and valued the opportunity to better understand learning at Aspiri and how to support their children at home.



## Future Directions / Next Steps

In 2026, we will continue to build momentum in our Parent Hub space by:

- Continue offering parent workshops aligned to classroom learning priorities
- Introduce online delivery options alongside face-to-face sessions to increase accessibility
- Expand workshop topics to reflect all school priority areas
- Target specific parent cohorts to strengthen engagement and responsiveness
- Provide coordinated opportunities for parents to visit classrooms following workshops to deepen understanding of teaching and learning practices

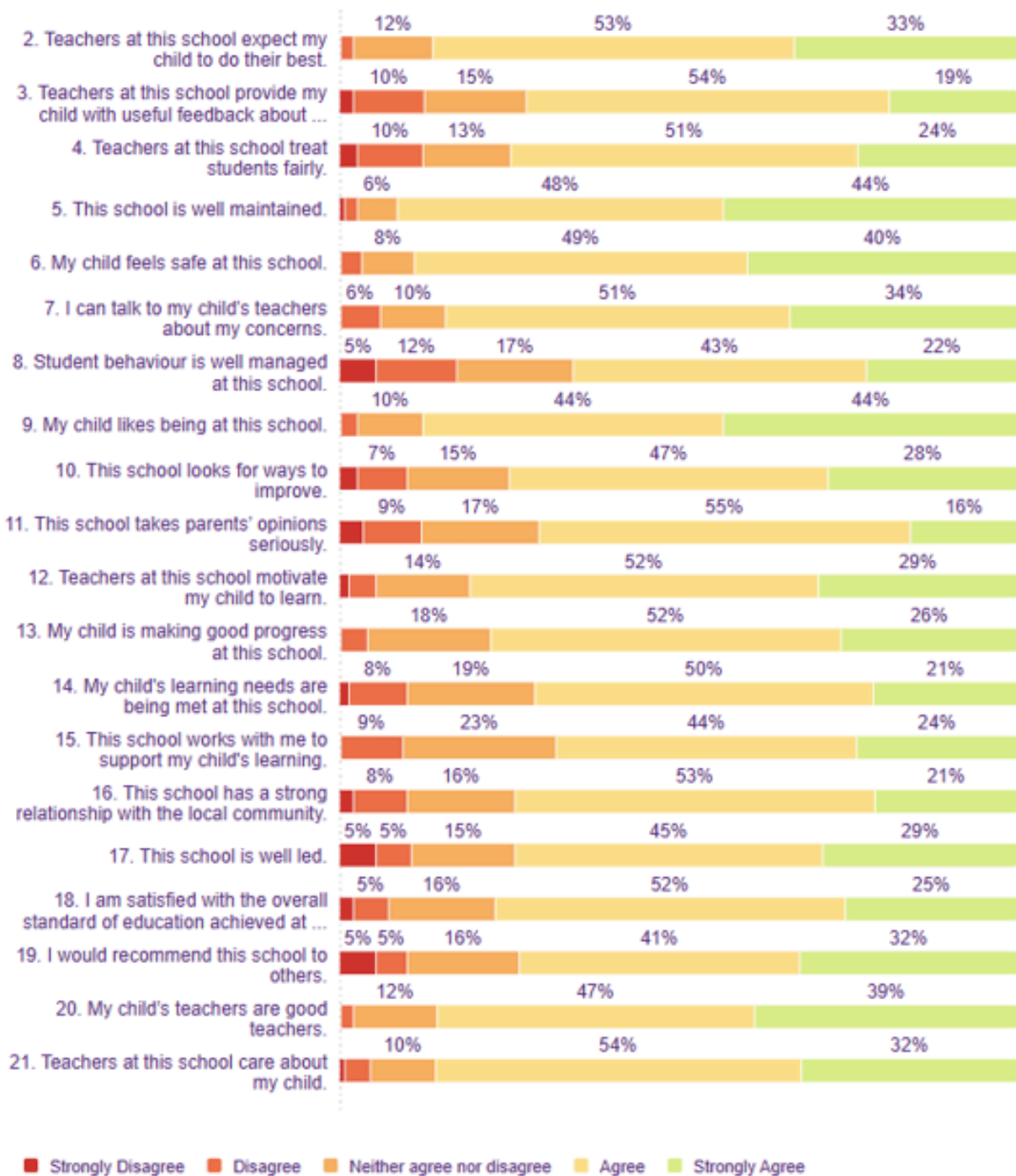
# Community Survey

In alignment with the Aspiri Primary School Business Plan, a key focus for 2025 was strengthening authentic partnerships between school and home to enhance student engagement, wellbeing and academic progress. This included building effective communication processes, ensuring families felt supported in their child’s learning journey and increasing opportunities for parent voice in school improvement. Parent perception data collected through the National Schools Opinion Survey (NSOS) was used as a primary measure of progress in strengthening trust, communication and collaboration between staff, families and the broader school community.

## → Key Achievements and Impact

In alignment with our Business Plan target to strengthen partnerships between school and home, parent survey data indicated positive perceptions across several key domains related to communication, student wellbeing and teaching quality.

Response % Stacked Chart



These results also suggest a strong sense of trust in the learning environment and positive student engagement outcomes (see table- highlighted in green).

- 6. My child feels safe at this school – Mean: 4.3
- 5. This school is well maintained – Mean: 4.3
- 9. My child likes being at this school – Mean: 4.3
- 2. Teachers expect my child to do their best – Mean: 4.2
- 20. My child’s teachers are good teachers – Mean: 4.2
- 21. Teachers care about my child – Mean: 4.1
- 7. I can talk to my child’s teachers about my concerns – Mean: 4.1
- 12. Teachers motivate my child to learn – Mean: 4.0
- 13. My child is making good progress at this school – Mean: 4.0

The survey data identified opportunities for further development in strengthening consistency of practice and shared understanding between school and home, with parents recognising the school’s commitment to continued improvement in the areas below: (see table- highlight in red)

- 8. Student behaviour is well managed at this school – Mean: 3.7
- 14. My child’s learning needs are being met – Mean: 3.8
- 15. This school works with me to support my child’s learning – Mean: 3.8
- 10. The school looks for ways to improve – Mean: 3.9

## → Evidence and Data Sources

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- National Schools Opinion Survey (Parent Data)
- Parent perception data on safety, wellbeing and communication
- Parent feedback on student progress and learning support
- Parent responses regarding school leadership and improvement
- Engagement and satisfaction indicators

## → Reflection on Effectiveness

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Parent survey data indicates that strategies aimed at strengthening communication and building positive relationships between staff and families have had a measurable impact on parent confidence in the school. High agreement in areas relating to student safety, teacher care and student enjoyment of school suggests that wellbeing initiatives and inclusive classroom practices are supporting a positive school culture. However, slightly lower mean scores in behaviour management and collaborative support for learning indicate a need to improve shared understanding between school and home around behaviour expectations and differentiated learning support. Increasing opportunities for parent engagement in learning conversations and through parent hubs may strengthen perceptions that individual learning needs are being consistently met.

These findings suggest that while relationship-building strategies are effective, greater clarity and consistency in communication around student learning and behaviour will enhance overall partnership effectiveness.

## → Future Directions / Next Steps

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In 2026, the school will continue to strengthen partnerships with families through improved communication processes and increased opportunities for parent voice in decision-making and learning support. As part of this, the school will begin its journey towards implementing a whole-school Positive Behaviour Support (PBS) framework to promote consistent behaviour expectations and proactive approaches to student wellbeing.

A focus will be placed on clearly communicating behaviour expectations and approaches to differentiation to ensure families feel confident in how student needs are supported.

This will include strengthening collaborative practices between teachers and families to support student learning goals and wellbeing outcomes. Continued use of parent perception data will inform improvement planning to ensure consistency in practice and contribute to improved student outcomes, strengthened staff capability and enhanced school-home partnerships.

## Science and On Country Learning

The Cultural Responsiveness Committee is dedicated to fostering an environment that values and respects cultural diversity. Its role is to ensure that culturally responsive practices are embedded throughout classrooms across the school. The committee prioritises professional learning to seek guidance and build meaningful relationships with Aboriginal and Torres Strait Islander community members. It is committed to strengthening the cultural identity and well-being of Aboriginal students, while also providing non-Indigenous staff, students, and community members with a broad understanding of Aboriginal histories, cultures, and languages. In 2025 the committee has worked in partnership with the Science and Sustainability Committee on the Ngaparrtji Ngaparrtji Two-way Science initiative. This cross collaboration aimed to develop the capacity of teachers to understand and embed Aboriginal and Torres Strait Islander knowledge and perspectives in the curriculum.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Seeking guidance and building strong relationships with Aboriginal and Torres Strait Islander community members			
Integrate scientific knowledge with Noongar cultural perspectives, ensuring a deep and meaningful connection to learning on Country			
Through Two-way Science we will empower our students to become culturally responsive learners who respect, understand, and care for Country			
All staff adopted a culturally responsive approach by welcoming Aboriginal and Torres Strait Islander service providers into the school			

**Focus Areas:** *Connection With Community*

### → Key Achievements and Impact

In line with our Business Plan goal of seeking guidance and building strong relationships with Aboriginal and Torres Strait Islander community members, a small number of staff actively participated in the Ngaparrtji Ngaparrtji Two-way Science program developed by Statewide Services. A small working party was formed to develop a Vision Statement for Two-way Science at Aspiri Primary School:

*Our Two-way Science program seeks to integrate scientific knowledge with Noongar cultural perspectives, ensuring a deep and meaningful connection to learning on Country. Through explicit planning and collaboration, we aim to engage in genuine community consultation, prioritizing resources and services created and provided by Aboriginal community members, with a strong focus on those offered by the Whadjuk Noongar people.*

*We are committed to fostering authentic learning experiences in local natural environments, including the nature reserves around Aspiri, as we explore, investigate, and strengthen our partnership with the City of Armadale. Through Two-way Science we will empower our students to become culturally responsive learners who respect, understand, and care for Country.*

This initiative provided valuable opportunities for staff to connect with Aboriginal Elders and engage in meaningful ‘On Country’ experiences. The program was integrated into Lower Primary science lessons, utilising available resources. A key focus was on Country learning, with students from Pre-Primary to Year 3 attending bushwalks and curriculum-aligned learning activities with Piara Waters Nature Reserve.

Throughout the year, staff adopted a culturally responsive approach by welcoming Aboriginal and Torres Strait Islander service providers into the school.

Achievements include:

- Staff and students were introduced to Greg Nannup, who facilitated hands-on learning about Aboriginal culture through storytelling and sharing histories and traditions.
- Year 3 students participated in workshops with the Water Corporation that focused on water in Aboriginal culture.
- Yirra Yaakin Theatre Company and Wadumbah Aboriginal Dance Group performed for staff and students, using traditional knowledge and storytelling to authentically highlight the significance of Aboriginal culture.
- A morning tea was held for Aboriginal families and local elders to build relationships and seek guidance.
- The committee connected with local schools, such as Riva Primary School and Neerigen Brook Primary School to network and share knowledge and practice.
- The committee purchased resources, including literature, posters, puppets and puzzles. Committee members reached out to the Deadly Science team for resource support. The school was kindly gifted books and Lego from the Deadly Science team.
- A whole school approach to Reconciliation Week and NAIDOC was committed to by all staff across the school.
- Committee members have worked towards building relationships within the community and seeking partnerships with other schools in the area. Staff are collaborating with teachers at Cecil Andrews High School who are involved in the Stars Foundation.
- The Early Childhood committee team have created a cultural responsiveness vision.

## → Evidence and Data Sources

In term 4, the Cultural Responsiveness Committed surveyed staff. Data revealed an increase in staff reciting the Acknowledgement of Country and incorporating Aboriginal and Torres Strait Islander histories and cultures into their planning. There was also a slight rise in the use of Aboriginal and Torres Strait Islander languages within classrooms. Overall, staff expressed satisfaction with the guidance and resources provided by the committee, while noting a desire for more professional learning opportunities—particularly those involving Elders on Country and additional classroom support.

**Sources of evidence:**

- Survey data shows an increase of 9% of teachers are implementing an Acknowledgement of Country at the beginning of the school day.
- Survey data shows an increase of 13% of teachers are embedding Aboriginal and Torres Strait Islander histories and culture into their planning up to five times a week.
- Survey data shows a 3% increase in staff embedding Aboriginal and Torres Strait Islander language into the classroom environment.
- Survey data shows that 79% of staff know that the school has collaborated with Aboriginal and Torres Strait Islander people to deliver authentic learning opportunities.
- Survey data shows that 58% of staff are actively accessing the resources provided by the Culturally Responsiveness team.
- Cultural Responsiveness and Science committee members enrolled on the Ngararrtji Ngararrtji Two-way Science Program
- Cultural Responsiveness and Science committee members attended the Ngararrtji Ngararrtji Two-way Science Program professional learning workshop in June and conference in September.

- Teachers and parents attending on Country bushwalks noted the high levels of student engagement.
- The committee gained approval from Gina Williams to adopt the song, Wanjoo and permission to sing the song at assemblies and other school events.
- Utilised the Partnership Acceptance Learning Sharing (PALS) funding to have a permanent wall display of the Wanjoo song lyrics fixed in the undercover area.
- The committee has sourced accurate information on Aboriginal and Torres Strait Islander histories and cultures by using culturally appropriate resources supplied by official sources.
- A whole school approach to restorative practise has been implemented by all staff that supports the work of the Cultural Responsiveness committee.
- Two-way Science leaders, Anna Brenkley and Julie Meggs presented at the Staff Development Day in term 4. They reflected on the 2025 goals and achievements and shared new knowledge.
- Committee members have utilised the schools staff communication tool (KUWAP), and shared updates, significant dates and resources.
- Committee members ensured that all events/news at Aspiri representing Aboriginal and Torres Strait Islander histories, and cultures were published on social media.

## → Reflection on Effectiveness

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Staff engagement and motivation have significantly increased, making learning more meaningful and ensuring teachers connect the curriculum to students' lives and cultures. In 2025, both committees have focused on building strong relationships within the community and creating authentic learning opportunities through a holistic approach. By integrating students' cultural backgrounds, experiences, and perspectives into curriculum and teaching practices, we have demonstrated our commitment to fostering a strong sense of belonging.

The committee has also prioritised equipping staff with the cultural competence needed to successfully embed Aboriginal and Torres Strait Islander cultures into their planning. Welcoming Aboriginal and Torres Strait Islander people into the school has had the greatest impact on both staff and students, as these interactions provided authentic and meaningful learning experiences. Presenting to staff learnings and curriculum links has furthered embedded culturally responsive teaching approaches within the school.

Both committees have faced challenges building relationships with Aboriginal families and community members. This is key to further developing and broadening the scope of Two-way Science in 2026. Another challenge was that only one science teacher participated in the Ngaparrtji Ngaparrtji Two-way Science professional learning. This limited the effectiveness and impact on students. Moving forward, it is essential that all science teachers receive training and commit to the program.

As we continue our reconciliation journey, it is essential for all staff to commit to building relationships with Aboriginal and Torres Strait Islander community members. When staff are fully engaged in this process, they will gain confidence and become more motivated to embed Aboriginal and Torres Strait Islander culture into everyday learning experiences.

## → Future Directions / Next Steps

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In 2026, staff will continue to participate in authentic professional learning through the Ngaparrtji Ngaparrtji Two-way Science Program. Staff are committed to inviting an Aboriginal Elder to join all staff for an on-Country experience at Piara Waters Reserve. These opportunities empower staff with the confidence to share Aboriginal histories and cultures with their students. It is important that both the Cultural Responsiveness Committee and Science and Sustainability Committee continue to work collaboratively. Both committees have budget significant resources in order to engage the expertise of Aboriginal educators in 2026.

The committee will maintain its support for staff by providing guidance on embedding Aboriginal and Torres Strait Islander histories and cultures into planning, ensuring classrooms remain responsive to diverse student needs. Authentic resources, including small world play items, dolls, puzzles, and books will continue to be sourced for use across all classrooms.

Early Years educators will receive targeted assistance to integrate Aboriginal and Torres Strait Islander cultures through play-based learning.

The committee will also sustain regular consultation with Aboriginal and Torres Strait Islander families regarding school projects and invite them to ongoing meetings to strengthen relationships. Additionally, the committee will work closely with community members to explore how student voice can be incorporated into culturally responsive learning environments.

# Leadership Development

## Staff Wellbeing & Self Care

This year, Aspiri Primary School had a strong focus on staff wellbeing and self-care.

Our main focus was to introduce staff to the Department of Education’s ‘Staff Health and Wellbeing Strategy 2023-2027’, as this has not been touched on previously, as well as increasing our staff’s awareness of wellbeing and self-care.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Staff and students will reflect on the five dimensions of wellbeing to maintain wellness on the continuum			
Implement professional development and learning on wellbeing and self-care			

**Focus Areas:** Wellbeing

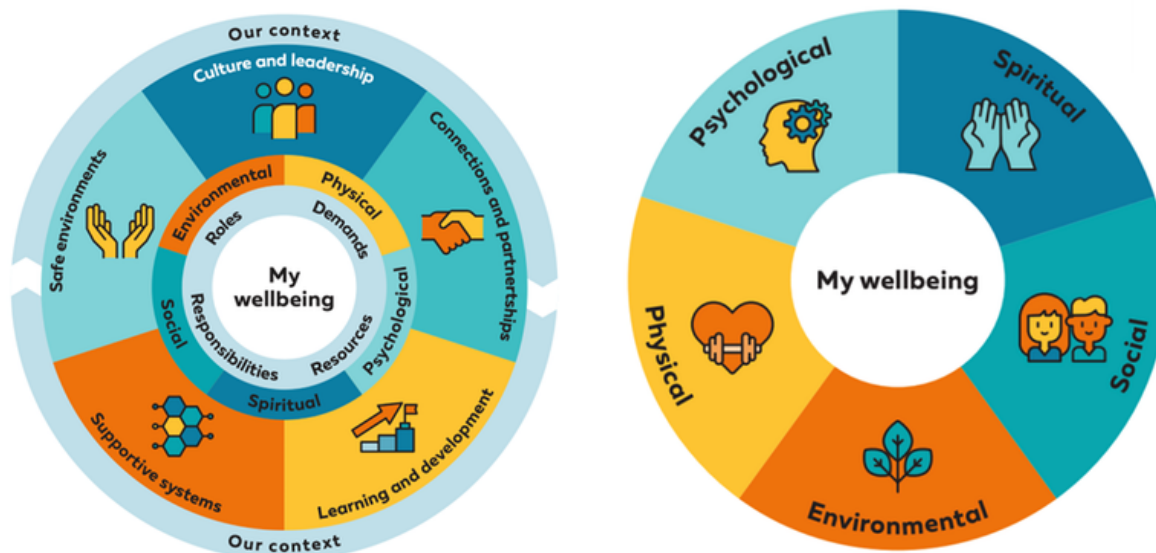
### → Key Achievements and Impact

This year we have achieved most elements of the two wellbeing goals in our business plan; staff reflecting on the five dimensions of wellbeing and the wellbeing continuum, and implementing professional development on wellbeing and self-care. We had staff reflect on student wellbeing across the five domains, however, did not get students to share their input on this.

To begin the year, a Wellbeing Working Party of 13 staff members was formed. Within this team, we had representation from teachers, education assistants and school officers. Together, we analysed the DoE’s wellbeing strategy and our business plan, and identified the key ideas we wanted to convey to all staff, being:

1. the five dimensions of wellbeing, and
2. the wellbeing continuum.

At staff development days across the year, staff were introduced to these two foci. The DoE's wellbeing model was presented to show what contributes to collective wellbeing. However, there was a specific focus on an individual's wellbeing, as the centre of the wellbeing model, including five dimensions: psychological, physical, spiritual, environment and social. After learning more about this, staff worked together to generate different ways each domain of wellbeing could be fostered. Ideas were collated through a Padlet, e.g. setting boundaries, speaking to trusted friends, volunteering, practising mindfulness, spending time with friends and family, and going on nature walks. Staff were asked to reflect on each domain and set a personal goal, by choosing something from the Padlet to help nurture their wellbeing.



From this, the Wellbeing Working Party created a Wellness Week schedule of suggested activities that staff could choose to engage in to support their wellbeing. Each day promoted one of the five domains, as a remind that each aspect of wellbeing is as important as the other, which reinforces our business plan targets.

Many staff engaged with these initiatives. The most popular was socialising at Yochi with 17 staff attending, the Walk & Talk at the beach had 9 attendees and 3 staff did yoga at school, with some choosing to do it in their own time.

The DoE's wellbeing continuum was another concept that was shared at a staff development day to promote how one's wellbeing fluctuates and is influenced by various external factors.

The continuum ranges from 'well' to 'unwell', with the employee experience being described as 'flourishing' to 'suffering'. Staff collaborated in small groups to generate other words to describe how they might feel along the continuum. Ideas were collated and a poster was shared in Keeping Up With Aspiri Primary so all staff could save a copy and refer back to.





Additionally, the Working Party implemented other wellbeing initiatives including: a weekly coffee van, a Staff Breakout Room for quiet downtime, PeopleSense posters displayed in bathrooms, and a Wellness Jar full of motivational quotes that remains in the staffroom, available to everyone.

This year, the Wellbeing Working Party consulted staff to gather all the positive ways Aspiri currently nurtures student wellbeing across the five domains, which features in our business plan. Before we implement new student wellbeing initiatives, we wanted to analyse which areas are currently nurtured in our school. We celebrated the wide range of ways we currently support student wellbeing, including offering extracurricular clubs such as dance, choir, Numero and Lego League; a P&C who plan Colour Runs, discos and dress up days; a Green Team who promote a sustainable environment; performances on Multicultural Day to celebrate diversity; and restorative circles to check in and out each day.

### Student Wellbeing Across the DoE's 5 Domains

Physical	Psychological	Spiritual	Social	Environmental
<ul style="list-style-type: none"> <li>Running Club</li> <li>Dance Groups</li> <li>Sport events, e.g. cross country, athletics carnival, Summer and Winter carnivals</li> <li>Walk and Roll Wednesdays</li> <li>FMS in ECE</li> <li>PE lessons</li> <li>Performing at assemblies</li> <li>Brain breaks</li> <li>Playgrounds and play equipment, e.g. oval, basketball court, NQS Zone, Loose Parts</li> <li>Crazy Helmet Day</li> <li>Bike racks for students to ride to school</li> <li>Scoot at School</li> <li>Auslan at assemblies (movement)</li> <li>Swimming lessons</li> </ul>	<ul style="list-style-type: none"> <li>Brain breaks</li> <li>Check-in and check-out circles</li> <li>Breathing strategies, e.g. box breathing</li> <li>Mindfulness</li> <li>Engaging in R U OK? Day</li> <li>Lunch time Library access</li> <li>Loose Parts and the NQS Zone play area</li> <li>Excursions to link classroom learning with the real world</li> <li>Student Services team</li> <li>Chaplain</li> <li>Sensory room</li> <li>Enrichment classes</li> <li>Differentiation for SEN students</li> <li>Calm areas in classrooms</li> <li>Library open at break times for chill-out time</li> </ul>	<ul style="list-style-type: none"> <li>Reflections, e.g. check-in and check-out circles</li> <li>Mindfulness and meditation brain breaks</li> <li>Breathing strategies, e.g. box breathing</li> <li>School chaplain</li> <li>Learning on country and having access to local nature reserve (Science)</li> <li>Celebrating and respecting diverse cultures and religions in our school</li> </ul>	<ul style="list-style-type: none"> <li>Choir</li> <li>Art Club</li> <li>Lego League</li> <li>Numero Club</li> <li>Chess Club</li> <li>Auslan Club</li> <li>Fundraiser events</li> <li>School events, e.g. Multicultural Day celebrations, Book Week, Crazy Hair Day, free dress days</li> <li>House Shirt Fridays</li> <li>Drumbeat</li> <li>Student Services team</li> <li>Aspiri Talent Show</li> <li>Ricky Grace basketball</li> <li>Year 6 Camp</li> <li>Buddy class activities</li> <li>P&amp;C Disco</li> <li>Circle time – have a yarn</li> <li>Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Green Team</li> <li>Science Week</li> <li>Waste-Free Wednesdays</li> <li>Book corners</li> <li>Calm down corners</li> <li>Student work on display</li> <li>Co-created visible learning, e.g. anchor charts</li> <li>Play areas e.g. plane, boat, nature play, playground, climbing frame, NQS zone, chess set, four square, oval, basketball courts, grass, sandpits, loose parts, bike tracks</li> <li>HEART values displayed on buildings</li> <li>Auslan visual display on building</li> <li>Student leader plaques on display in undercover area</li> <li>Garden beds</li> <li>Bush Tucker garden</li> <li>Sensory room</li> <li>Multiple language art display</li> </ul>



## Evidence and Data Sources

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At the end of the year, staff were surveyed to obtain feedback and the results are below:

- A key achievement this year was sharing the DoE's Wellbeing Strategy and focusing on the 5 domains. All staff displayed high engagement in the PL sessions with many staff commenting on how learning about this positively impacted their wellbeing and/or understanding of wellbeing. Having all-staff PL on wellbeing help raise the profile of wellbeing in our school.
- 89% of staff who completed the end of year survey responded that there are currently wellbeing initiatives for staff at Aspiri. Most staff wanted to see a week of no meetings continue, with a week of suggested wellbeing activities and having an early finish the next two voted initiatives.
- Staff agreed that this year there was less of a focus on student wellbeing, as the survey data shows how only 58% of staff believe there are student wellbeing initiatives in our school.
- Nearly everyone feels wellbeing is of high importance for both staff and students, and that having a week of no meetings supports teacher-wellbeing.
- 47% of the staff feel unsure about the difference between a Wellness Week and Blackout week, with some commenting on the need for greater clarity on what a wellness week is/should be and what is expected during this time.
- Staff have a mixed preference of what "Wellness Week" should be moving forward, split between wanting a week that promotes wellbeing (having no meetings plus activities that encourage health and wellbeing) and a week of purely no meetings.
- Overall, there was a positive reaction to how beneficial the wellbeing focus has been this year, with many staff responding they felt the benefits of the wellbeing initiatives, whilst some commented that they did not feel the benefits. This indicates that a continued focus on staff wellbeing should occur in the future to ensure all staff can feel the benefits of a wellness week.



## Reflection on Effectiveness

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Implementing whole school professional learning was beneficial in outlining a consistent message that Aspiri values staff wellbeing, as well as assisting staff to understand how their individual responsibility of wellbeing contributes to the collective wellbeing culture of our school. Asking staff to reflect on what we already do to support student wellbeing signalled how we value this aspect of our collective wellbeing by seeking baseline data to use moving forward. Additionally, consulting staff about how they feel and what they suggest demonstrates how we value their input to build a wellbeing culture.

As a result of implementing PL on the DoE's five domains of wellbeing and the wellbeing continuum, as well as having a Wellness Week and other initiatives, shows an increase in the discussions and awareness of wellbeing and self-care around the school. The survey data collated highlights the benefits staff have felt as a result of having a wellbeing focus, indicating how 2025 has been an effective year. The feedback has also demonstrated room to continue improving and refining wellbeing in our school.



## Future Directions / Next Steps

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In 2026, the Wellbeing Working Party aims to continue raising the profile of wellbeing in our school through staff, student and community wellbeing, and continue to follow the DoE's Wellbeing Strategy.

The Working Party recommends revisiting the five domains and the wellbeing continuum across the year. With some staff commenting that they did not feel the benefits from the wellbeing focus this year, reviewing the DoE's Wellbeing Model is recommended to emphasise how wellbeing is an individual's and collective responsibility.

The Staff Wellbeing Plan that was developed and trialled by the Working Party in 2025 is recommended to be implemented across the whole school in 2026 in an all-staff meeting. This aims to support staff in their individual responsibility of wellbeing. By having strategies and supports outlined in their plans, staff can be proactive in reflecting on and supporting their wellbeing across the year.

Based on staff feedback, Wellness Weeks will be adapted from twice termly to once a term. The Leadership Team have also placed a Wellbeing check-in and check-out on meeting agenda templates for 2026, to ensure wellbeing is at the forefront and revisited frequently.

The Wellbeing Working Party sought feedback from staff about student wellbeing and the data collected indicated more work needs to be done in this space. Student wellbeing will continue to be explored in 2026. Strengthening collaboration with the PBS Committee and our whole-school Restorative Practices approach may be required to ensure a consistent and manageable approach to student wellbeing in the school.

## Developing a Collaborative Working Culture

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Build capacity of middle tier leaders			
Develop a collaborative working culture			
Use Patrick Lencioni's 5 behaviours to maximise team productivity			

**Focus Areas:** *Effective Leadership - Capacity & Culture*

### → Key Achievements and Impact

In 2025, a deliberate focus was placed on strengthening a collaborative working culture as a foundation for high-performing teams. Guided by Patrick Lencioni's model, the school prioritised building trust, encouraging constructive professional dialogue, and fostering collegiate commitment. A central element of this work was embedding kindness as a cultural anchor. Staff were supported to engage in challenging conversations with empathy and professionalism, ensuring that constructive conflict strengthened rather than damaged relationships.

A significant investment was made in the targeted coaching of middle leaders and the executive team through an external consultant. Coaching focused on improving meeting structures, promoting healthy professional challenge, and keeping teams aligned with agreed school priorities. Leaders reported increased clarity in their leadership and greater confidence in navigating professional dialogue. This work reinforced our motto, *Aspire to Achieve Together*, and strengthened collective efficacy across leadership.

Staff collaborated to develop shared cultural imperatives that articulate expectations around communication, professionalism, and collective responsibility. A new school-wide decision-making framework was introduced to clarify roles, reduce ambiguity, and ensure collaboration is purposeful. Feedback gathered through leadership meetings and Workload Advisory Surveys indicated that structured collaboration reduced workload through shared planning and distributed expertise. Refinements to the collaboration policy ensured alignment with sustainable workload practices and Department of Education expectations regarding professionalism and teamwork.

## → Evidence and Data Sources

- Leadership meeting feedback and reflections
- Workload Advisory Meeting Survey results
- Coaching reflections from middle leaders and executive staff
- Staff feedback on collaboration structures
- Refinement of collaboration policy and development of cultural imperatives with staff

## → Reflection on Effectiveness

The most effective aspect of this work was embedding kindness as a guiding principle for collaboration. This created psychological safety and allowed teams to engage in professional challenge without fear of judgement. Coaching strengthened leadership capability and improved the quality of team facilitation.

The development of shared cultural imperatives and a decision-making framework provided clarity that reduced ambiguity and decision fatigue.

Staff feedback confirmed that purposeful collaboration strengthens practice while reducing workload when structures are clear. The ongoing challenge remains balancing increasing professional demands with sustainable collaboration. However, the progress made demonstrates that a culture grounded in trust, clarity, and kindness is both achievable and impactful.

## → Future Directions

In 2026, the focus will be on consolidating collaborative structures and embedding the cultural imperatives into daily practice. Leadership coaching at points of need, will continue to strengthen facilitation skills and sustain high-performing team behaviours. The decision-making framework will be reviewed in practice to ensure it supports efficiency and clarity. Ongoing refinement of collaboration processes will prioritise workload sustainability while maintaining collective responsibility for school improvement.

## Instructional Model & Coaching

In 2025, Aspiri employed an Instructional Coach for the first time. Understanding that the role of a coach is to support others, a key focus for the Support Team (Instructional Coach, Graduate Mentor and Peer Observation leader) was to clarify and outline the various methods of support available to staff at Aspiri. The creation of a support policy was the aim, to echo the school's business plan targets of developing a culture of continuous growth and an instructional coaching approach to develop teaching practice.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
·Develop an explicit instruction model that supports staff teach in a consistent, direct and structured way			
·Implement an instructional coaching approach to develop staff in English and Mathematics			
·Implement and refine our Peer Observation and Coaching strategies to consolidate a culture of continuous teacher growth			
Develop a collaborative working culture			
Develop a feedback culture, both positive and constructive with the aim of improving individual and collective performance			

**Focus Areas:** Teaching and Learning Excellence in Every Classroom / Effective Leadership - Culture



## Key Achievements and Impact

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In alignment with our business plan target to develop a culture of collaboration, the Support Team met frequently throughout 2025 to plan, create and finalise a policy that outlines the range of support available at Aspiri and differentiate between each support role. To do so, we consulted the Executive team with draft versions and applied continuous feedback, before reaching a finalised policy that accurately encapsulates support at Aspiri. The policy includes an Aspiri Support flow chart, a document outlining the methods of support available for all staff and graduate teachers, the Peer Observation process, Graduate support information, the role of Champions, the Instructional Coaching process, and a Playbook of critical resources.

The Instructional Coaching component is a vital part of this policy, as it outlines the role and process of this new method of support on offer to staff. This year, our Instructional Coach, along with other school leaders, attended professional learning on Jim Knight's Impact Cycle, run by Growth Coaching International. This collective learning conveyed the effectiveness of coaching and reinforced that coaching is the vehicle through which to drive improvement in schools. Throughout the year, our coach engaged in a range of cycles to define what the Aspiri coaching approach would be to ensure it met the needs of our school. Networking with other schools with embedded coaching models informed our decisions on what Aspiri's coaching process would be. Aligning with Jim Knight's Impact Cycle, Aspiri's Instructional Coaching process involves 5 steps: Establish, Identify, Learn, Improve and Reflect. Teachers can opt in to this process to work 1:1 with the coach to enhance teaching and learning. In 2026, coaching will also be offered at a cohort or year level, to target improvements in student data across a whole cohort. We believe this is an effective next step in maintaining our focus on teaching and learning excellence in every classroom. Establishing the Aspiri coaching process supports the business plan target of "Implement an instructional coaching approach to develop staff" and "Develop a feedback culture, both positive and constructive with the aim of improving individual and collective performance".

Publishing the Aspiri Support Policy is a key achievement in preparation for 2026. The policy will be presented at the first Staff Development Day to inform staff of the supports on offer and introduce Aspiri's Impact Coaching process.

The goal is that staff will engage in the range of supports on offer to improve individual and collective practice, a culture of continuous growth, and developing a feedback culture within our school, as per the targets in our business plan.



## Evidence and Data Sources

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- Aspiri Primary School's Instructional Coaching Process
- Aspiri Staff Support Policy



## Reflection on Effectiveness

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The development of the Aspiri Staff Support Policy ensures that various support processes and roles in the school are clear and staff are aware of how they can access support and the different types of support available.

It also serves to clarify the role of Instructional Coach. These supports positively impact the school's culture of continuous growth, feedback and collaboration and have a positive effect on teaching and learning, which are key targets in our business plan. Staff have engaged well with graduate mentoring, peer supports and instructional coaching this year, and these supports are well placed to have wider impact in 2026 and beyond.



## Future Directions / Next Steps

The Aspiri Staff Support Policy will be presented to all staff at the beginning of 2026. All staff will be encouraged to utilise the range of supports on offer e.g. engaging in Instructional Coaching, peer observations, working with the graduate mentor or seeking support from their Line Manager.

In 2026 targeted work will continue developing an explicit instruction model that supports staff to teach in a consistent, direct and structured way. This will support the ongoing work of both the English and Maths committees. We will embed explicit instruction through coaching cycles and peer observation, with a focus of feedback for impact.

## Graduate Support

In 2025, we introduced the role of a Graduate Mentor and a mentoring process to support our graduate teachers. This supports both business plan targets, as it involves working collaboratively through peer observation, coaching and mentoring to improve teacher practice. The termly graduate/Graduate Mentor process involved graduate teachers setting a goal based on foundational classroom management strategies, whole school approaches and/or AITSL priorities, followed by an observation and feedback cycle. The Aspiri Peer Observation process was implemented throughout each termly cycle with graduate participants for continuous teacher growth, aligning with our Teaching and Learning Excellence business plan target.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Implement and refine our Peer Observation and Coaching strategies to consolidate a culture of continuous teacher growth			
Develop a collaborative working culture			

**Focus Areas:** *Teaching and Learning Excellence in Every Classroom / Effective Leadership - Capacity & Culture*



## Key Achievements and Impact

In alignment with our Business Plan target to implement and refine our Peer Observation and Coaching strategies to consolidate a culture of continuous teacher growth, high participation of graduates engaging each term in the graduate/Graduate Mentor process contributed to the achievement of this target.

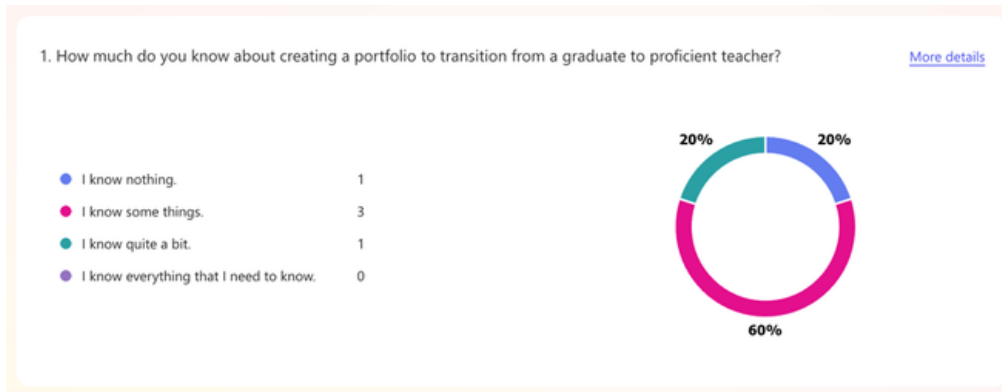
During the Term 2 observation and feedback process with the graduate mentor and teachers, some staff shared their interest in learning more about the portfolio that is required to be submitted before transitioning from a Graduate to Proficient level. A survey was sent out to these staff members to seek more information about their needs in Term 3 and an optional Professional Learning session was held in response. The session covered what a portfolio is, what evidence can be included and how to write an effective 'SAO'. This came from the survey feedback which indicated that there was a range of understanding and knowledge about these areas. 60% of graduates responded that they were unsure how to write a 'SAO' and specified their interest in learning more about the structure and evidence of the portfolio.

7 of the 10 Term 3 Aspiri graduates attended the session, which was a high up-take, and they were highly engaged. The feedback provided at the end was overwhelmingly positive, sharing that it was beneficial in generating a range of scenarios they could write about and helped them prepare for their transition from Graduate to Proficient.



# Evidence and Data Sources

- Survey data
- Resources shared
- Graduate participation in the termly Graduate/Graduate Mentor process



9. How can I support you in creating your portfolio?

5 Responses

ID ↑	Name	Responses
1	anonymous	the structure of the portfolio, and the best evidence to support
2	anonymous	Examples, ideas for each point to collect evidence on.
3	anonymous	Things I should include in my portfolio
4	anonymous	N/A
5	anonymous	Some sit down time together to debrief and palm out ideas for my SAO and start to write them

2025 Graduate/Graduate Mentor process participation				
	Term 1	Term 2	Term 3	Term 4
Number of Aspiri graduate teachers who engaged in the graduate/ Graduate Mentor Process	10/10	10/10	7/10	7/9
	100%	100%	70%	78%



## Reflection on Effectiveness

As a result of facilitating the graduate portfolio Professional Learning session, the teachers who attended felt supported by the Graduate Mentor and more prepared to transition from Graduate to Proficient. They were appreciative of the session, indicating that dedicating a time for the Graduate Mentor to work closely with them was an effective way to build a collaborative working culture that focused on teacher growth. This is in line with our business plan targets, as effective collaborative discussions were had, helping the graduates to devise a list of scenarios and examples that they could use to evidence the standards. The teachers shared that the resources shared were helpful and liked the idea of tracking evidence across the standards.

Additionally, referencing our Culture business plan target, 7 of the 9 Term 4 graduates attended the Term 4 Aspiri Graduate Teachers' Breakfast, promoting a collaborative working culture with an opportunity to share a 2025 classroom success.



## Future Directions / Next Steps

With the recently finalised Aspiri Support Policy to be introduced at the beginning of 2026, through the policy's Aspiri Support Flowchart and the listed Graduate Methods of Support (APS and DoE options), graduate teachers will be well informed of support available at Aspiri, strengthening achievement of the Business Plan's Teaching and Learning in Every Classroom goal.

In 2026, the Graduate Mentor will continue to work with the Aspiri Graduates, following the Peer Observation process. Support with graduate portfolios will continue, as the Graduate Mentor has identified past graduate teachers who have given their permission to share their portfolio with others as examples. The resources and presentation about graduate portfolios from this year's PL have been saved on our school shared drive, to allow our current and future graduates to access these resources as a method of support. Additionally, the Executive Team have been made aware of the success of the support offered this year and have access to these resources to support teachers in their line of management.

## Strong Safety Culture

In 2025, Aspiri Primary School strengthened a whole-school safety culture that recognises safety as both a psychological and physical priority. Our Business Plan outcome is to ensure students and staff operate in an environment where expectations are clear, relationships are strong, and systems support optimal learning and performance.

Three interconnected priorities shaped this work:

1. Strengthening psychological safety and high-performing leadership teams
2. Maintaining rigorous Work Health and Safety processes
3. Developing a Positive Behaviour Support framework aligned with our HEART values

Together, these priorities reinforce safety as a lived value embedded in relationships, behaviour expectations, and organisational systems.

Business Plan Target			
	NOT ACHIEVED	PROGRESSING	ACHIEVED
Lead our workplace with a strong safety culture			

**Focus Area:** Culture

## Psychological Safety & Leadership Effectiveness

### → Key Achievements and Impact

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In alignment with our Business Plan priority to build high-performing teams, the Executive Team partnered with Data Drives Insights to measure and strengthen psychological safety. The Team Pulse Survey provided evidence-based insight into trust, communication, and leadership functioning.

The data was used as a growth tool rather than evaluation. Results informed shared leadership goals and were supported by targeted executive coaching.

This process strengthened clarity, accountability, and professional confidence within the leadership team. Leaders reported increased alignment around expectations, improved communication practices, and a stronger collective approach to decision-making.

This work contributed directly to a culture where staff feel safe to raise concerns, engage in professional dialogue, and contribute to school improvement. The partnership has laid a foundation for sustained high-performing teamwork.

### → Evidence and Data Sources

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- Data Drives Insights Team Pulse Survey results
- Executive coaching reflections
- Leadership feedback and self-evaluation
- Executive Team perception of psychological safety

### → Reflection on Effectiveness

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The most impactful element was positioning data as a development tool. Leaders engaged openly with feedback, which strengthened trust. Coaching reinforced reflective leadership habits and improved collective efficacy. This work confirmed that psychological safety is a prerequisite for sustained improvement and high performance.

### → Future Directions

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In 2026, the Executive Team will continue the Data Drives Insights process to consolidate high-performing team behaviours and leadership capability. A priority will be the development of a shared school vision to strengthen unity, clarity, and collective efficacy across the school.

## Positive Behaviour Support Values & Development

### → Key Achievements and Impact

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Student safety was advanced through the continued development of Positive Behaviour Support (PBS) aligned with the HEART values. Values were translated into student-friendly language and visual characters, providing children with a shared framework for behaviour, belonging, and emotional regulation.

PBS was intentionally aligned with restorative practice principles, ensuring behaviour is taught explicitly and conflict is addressed constructively. Staff reported increased consistency in behaviour language across classrooms and playgrounds, supporting a safer and more predictable environment for students.

This work represents the foundation phase of a long-term whole-school behaviour framework.

## → Evidence and Data Sources

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- Behaviour tracking data
- Staff and community feedback on behaviour consistency
- Classroom and playground monitoring

## → Reflection on Effectiveness

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The development of shared behavioural language reduced ambiguity and strengthened student understanding of expectations. Alignment with restorative practice reinforced relational safety and dignity. While the framework is still emerging, early consistency gains indicate strong potential for sustained improvement.

## → Future Directions

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In 2026, PBS will expand into a whole-school social and emotional learning curriculum. This includes explicit behaviour teaching, structured PBS lessons, a behaviour matrix, and a unified recognition system to ensure consistency and predictability for all students.

## Work Health & Safety

### → Key Achievements and Impact

---

Physical safety remained a standing priority in 2025. The Work Health and Safety Committee met regularly to review risks, monitor incidents, and implement preventative adjustments across the school. Play spaces and supervision structures were refined to support safer movement, inclusion, and positive peer interaction.

This proactive approach ensured safety remained embedded in operational decision-making rather than reactive compliance.

### → Evidence and Data Sources

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- WHS Committee records
- Incident reports and monitoring
- Site risk reviews

### → Reflection on Effectiveness

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Regular review cycles strengthened shared accountability for safety. Preventative adjustments reduced risk exposure and reinforced a culture where safety is everyone's responsibility. This has included changes to student play areas and the duty rosters.

### → Future Directions

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In 2026, the school will continue refining Work Health and Safety processes to ensure systems remain responsive, preventative, and aligned with best practice. Greater focus will be placed on psychological safety risk planning for all staff. Psychological safety has been assessed by the WSH committee, however 2026 will see staff input to this process

This work represents the foundation phase of a long-term whole-school behaviour framework.

# School

## School Grounds Improvement

### New Under Cover Area (School Funded)

In 2025, the school proudly invested in the construction of a new undercover area, fully funded through school raised contributions. This purpose built space significantly enhances our capacity to support high quality teaching and learning by providing a safe, weather protected environment for lessons, physical education, assemblies, and whole school activities. The addition of this facility ensures students can engage in learning and play throughout the year, while also expanding opportunities for collaborative and community based events. This project reflects our continued commitment to improving school infrastructure and creating flexible spaces that enrich the educational experience for all students.



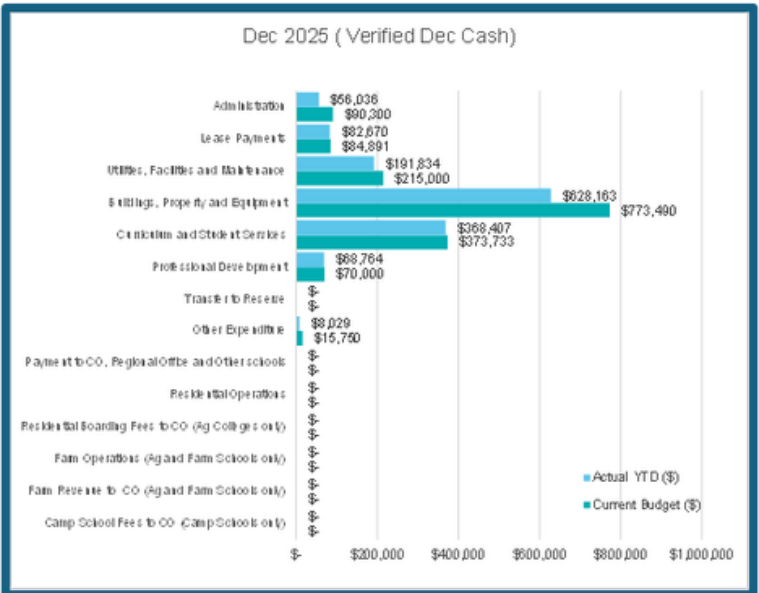
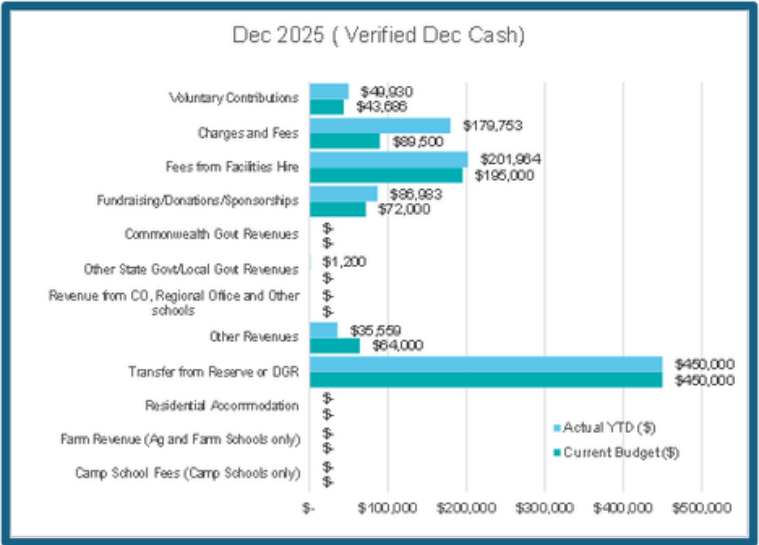
### New Transportables

Installation of 2 additional transportables to support enrolment growth. Mia Mia 15 & Mia Mia 16.



# Finance Summary

INCOME - Dec 2025 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	215,094	215,094
Carry Forward (Salary)	546,626	546,626
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	8,781,705	8,781,705
School and Student Characteristics	1,021,272	1,021,272
Disability Adjustments	176,878	176,878
Targeted Initiatives	495,805	495,805
Operational Response Allocation	88,378	88,378
<b>Total Funds:</b>	<b>10,564,038</b>	<b>10,564,038</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(400,000)	(400,000)
School Transfers - Cash	400,000	400,000
Department Adjustments	0	0
<b>Total Funds:</b>	<b>0</b>	<b>0</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	43,686	49,930
Charges and Fees	89,500	179,753
Fees from Facilities Hire	195,000	201,964
Fundraising/Donations/Sponsorships	72,000	86,983
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	1,200
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	64,000	35,559
Transfer from Reserve or DGR	450,000	450,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>914,186</b>	<b>1,005,389</b>
<b>TOTAL</b>	<b>12,239,944</b>	<b>12,331,147</b>



	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	9,149,197	9,149,197
New Appointments	0	0
Casual Payments	965,409	965,409
Other Salary Expenditure	12,419	12,419
<b>Total Funds:</b>	<b>10,127,025</b>	<b>10,127,025</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	90,300	56,036
Lease Payments	84,891	82,670
Utilities, Facilities and Maintenance	215,000	191,834
Buildings, Property and Equipment	773,490	628,163
Curriculum and Student Services	373,733	368,407
Professional Development	70,000	68,764
Transfer to Reserve	0	0
Other Expenditure	15,750	8,029
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
<b>Total Funds:</b>	<b>1,623,164</b>	<b>1,403,903</b>
<b>TOTAL</b>	<b>11,750,189</b>	<b>11,530,928</b>

