



# ANNUAL REPORT 2024

## Esperance Primary School

*Inspiring Personal Excellence*

# Annual Report Esperance Primary School 2024

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## JARGON BUSTER!

<b>BMiS</b>	Behaviour Management in Schools
<b>CR</b>	Culturally Responsive
<b>DP</b>	Deputy Principal
<b>ECE</b>	Early Childhood Education
<b>LSC</b>	Learning Support Co-ordinator
<b>LTL</b>	Learning Team Leaders
<b>NQS</b>	National Quality Standards
<b>OE</b>	On-Entry
<b>RTI</b>	Response to Intervention
<b>SAER</b>	Students at Educational Risk

## PRINCIPAL'S COMMENTS

It is with great pleasure that I present the 2024 Annual Report to the Esperance Primary School community. The report is a summary of our achievements and progress against our milestones and targets from the first year of our school's 2024-26 Business Plan. I trust that you will find the report informative, and it provides you with an overview of our 2024 school year.



**PRINCIPAL**

## SCHOOL OVERVIEW

Esperance Primary School is a distinctive school located 740km south-east of Perth on the picturesque southeast coast of WA. Although Esperance Primary School commenced in 1894, a full replacement of the school buildings and grounds began in 2011. Students and Staff commenced learning and teaching in the contemporary buildings mid-2013, with all other facilities and grounds completed in 2014. Our school strives to meet the needs and interests of all students and reflect the values and aspirations of our community.

The school's 2024 student population of 460 students has mainly double streamed K-6 year levels and the socio-economic index (ICSEA) in the median range around 1010.

Esperance PS builds on the foundation laid by parents and encourages parents and carers to become actively involved in school life. The entire staff of Esperance Primary School works tirelessly, and with overwhelming moral purpose, to ensure all children's academic, social and emotional needs are considered, planned for and met. Staff are committed to building positive relationships, with the motivation to inspire personal excellence in every student. The school's dedicated and professional teachers maintain an environment which supports each child every day to achieve their personal best.

The school's Tribes Agreements of Mutual Respect, Attentive Listening, Personal Best, Appreciations / No Put downs and Right to Participate drives the school values and allows students to connect as a community and develop shared responsibility towards each other and the wider community.

Staff employ evidence-based strategies within a defined whole-school approach to maximise the effect they have on student learning. In addition, there is a focus on delivering the highest standards of pastoral care and support services in order to enable our students to thrive.

Esperance Primary School embraces all members of their community and strives to maintain a nurturing and welcoming environment that promotes community partnerships. All parents, School Board and P&C are integral to our school community, and together they are committed to providing the best for our students.

# Annual Report

# Whole School Summary



## ENROLMENTS

Enrolments, once again, remained very steady when compared to previous years. The total enrolment of 460 is very similar to last year's total and possibly reflects the difficulty of new families gaining accommodation in our school's local intake area.

## STUDENT NUMBERS (FTE)

PRIMARY	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
Full Time	(19)	63	52	49	60	68	67	64	442
Part Time	37								

Note: The KIN Full Time student figure represents the Full Time Equivalent of the Part Time students.

	KIN	PPR	PRI	TOTAL
Male	21	32	201	254
Female	16	31	159	206
Total	37	63	360	460

	KIN	PPR	PRI	TOTAL
Aboriginal	1	6	20	27
Non-Aboriginal	36	57	340	433
Total	37	63	360	460



# Annual Report

# Whole School Summary

## ATTENDANCE

Our data shows that our overall attendance data of 91.3% was comparable to our Like Schools and above the WA Public School average of 89.4%. There continues to be a proportion of families taking vacations during school terms and this trend is on the increase from year to year. Unauthorised absences (7%) were well managed through the school

with the Message You system following up on any unexplained absences on the day that it occurs. The school will continue in 2025 to promote messages to our community about the importance of everyday attendance and parents not taking in-term vacations – this strategy is also supported by all Esperance network schools.

## 2024 ATTENDANCE SUMMARY

	NON-ABORIGINAL			ABORIGINAL			TOTAL		
	OUR SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	OUR SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	OUR SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2022	88.9%	88.5%	88.3%	86.7%	80.3%	69.5%	88.9%	88.2%	86.6%
2023	90.5%	90.4%	90.3%	92.8%	80.6%	74.3%	90.6%	90.0%	88.9%
2024	91.5%	91.0%	91.0%	88.4%	84.8%	74.3%	91.3%	90.7%	89.4%



Esperance Primary School Admin Team

# Annual Report Highlights of 2024



# Annual Report Highlights of 2024



Year 5 PEAC Mathematics excursion to ESHS



Year 5 PEAC Mathematics excursion to ESHS



School Fun Run



Harmony Day Celebration



Faction Shirt Celebration



New Faction Shirts



## WHAT WE WILL DO: A Focus on strong and trusting relationships in every classroom

### What Occurred in 2024

High expectations for our staff to develop and nurture strong relationships with our students and messages to our families around supporting the whole child in each class.

Tribes used as our main vehicle for communicating our expectations through community circles and teachers moving students through Inclusion, Influence, and ultimately creating a connected community of learners.

The review of our BMiS policy in mid-2024 focused strongly on restorative practices that aim to maintain relationships between staff and students and student to student.

### Recommendations for 2025

Commence the year with staff focusing on research behind the importance of creating a safe and supportive classroom environment – using TfL, AERO research and feedback from our community and students.

## WHAT WE WILL DO: Implement age appropriate and targeted instruction in Numeracy

### What Occurred in 2024

New staff inducted in WSA in Numeracy and ongoing support provided to all staff to ensure Mathematics processes and practices are consistently embedded in all classrooms.

BrightPath Numeracy assessments added to Whole School Assessment Schedule to assist staff with assessment and moderation practices.

Continued refinement of Numeracy Daily Reviews to ensure consistency and reduced variability in all classrooms.

As part of Performance and Development, the Deputy Principal observed Mathematics lessons in all classrooms and gave feedback to staff.

L3CTs were provided additional time to begin drafting the EPS Mathematics Instructional Handbook outlining the 'why and how' of Teaching Mathematics and EPS.

Resourcing for Split Year Level classes with additional Education Assistant time to assist with the delivery of Origo Stepping Stones.

### Recommendations for 2025

Explore the new Mathematics Curriculum throughout the 2025 Familiarisation Phase to identify changes and or modifications that need to be made to WSA.

Investigate and provide PL opportunities for staff to strengthen Mathematical Fluency practices.

Continue to resource Split Year Level classes with Additional Education Assistant time to assist with the delivery of Origo Stepping Stones.

Deputy Principal to meet regularly with LTs to interrogate data to inform their planning and teaching to improve student outcomes.

Completion of the EPS Mathematics Instructional Handbook outlining the why and how of Teaching Mathematics and EPS.

# Focus Area One

# Success for all Students

## WHAT WE WILL DO: Implement age appropriate and targeted instruction in Literacy

### What Occurred in 2024

In 2024, EPS completed its first 2-year cycle of the Talk 4 Writing rolling scope and sequence, expanding to 2 texts per term to support split-class structures.

Whole class reading was emphasised for Years 3-6, with positive feedback from split classes on new OCHE reading units. Tier 2 vocabulary was integrated into planning to enrich vocabulary development.

Pre-Lit, InitiaLit, and Heggerty programs for K-2 received support from EAs and collaborative teams, effectively catering to student needs. It continued to be refined and adjusted according to the needs of the cohort.

Spelling Mastery continued to show pleasing outcomes for students in Years 3-6. Extension options for Book F were explored for Year 5 students for 2025. Deputy Principal recognised some areas for growth in Spelling Mastery, including tracking documents of student data

MiniLit Sage and SA Speld continued to be used as effective literacy intervention. Consolidation of EA staff running the interventions. 33 students from Year 1-3 accessed MiniLit Intervention in 2024.

The Kindergarten Assessment Tool (KAT) screened oral language and literacy development, helping identify needs for early intervention.

Throughout the year, Brightpath Writing was emphasised with a primary focus on moderating narrative writing. To enhance staff confidence and expertise in evaluating narrative work, professional learning sessions and collaborative meetings were held with a English deputy.

### Recommendations for 2025

Improve the quality of writing instruction by connecting syntax lessons with the overall teaching units.

Review the current Reading instruction and evaluate our existing units.

Continue developing composite class models for InitiaLit to ensure effective implementation in these classrooms

Track Spelling Mastery student progress using live One Drive documents. Adjust the program for students placed in Book A.

Explore novel studies for extension work in 2025 by using OCHE and incorporating vocabulary, spelling, and syntax lessons.

Review changes to the English Curriculum for 2025. Provide staff with opportunities to discuss these changes and consider their effects on literacy approaches across the school.



Visit to Albany Historical Whaling Station during Year 6 Camp



## WHAT WE WILL DO: Catering for all students' individual needs

### What Occurred in 2024

Full implementation of the SAER policy occurred at the start of 2024, with all staff provided with a briefing around the priorities of the plan.

Following the Department's position on documented plans, staff are no longer obligated to provide SEN plans for D and E grade students, as was the case in 2023.

### Recommendations for 2025

Focus on how to support staff to document learning adjustments for our D and E grade students.

Focus on quality differentiation at the classroom level to cater for all students' needs.

## WHAT WE WILL DO: Supporting students to become effective users of technology

### What Occurred in 2024

The school continued with the Bring Your Own Device program for 2024 even with the increasing pressures on parents to meet the costs linked with the purchasing of a device for their child. Uptake for the program was around 85% of our Year 4 parent group.

Teachers regularly plan to integrate technology in a way that transforms learning. Examples of this is presenting written work, mind mapping and use of apps that redefine learning.

### Recommendations for 2025

Accessing quality PL for our staff in the Year 4-6 classes on integrating and embedding ICT into the curriculum.

## WHAT WE WILL DO: Early Childhood is our Focus

### What Occurred in 2024

ECE team from Department and QTS visited the school in Term 1 for filming of our school's teaching and learning delivery – focus was on explicit vs play based approaches.

Vignette of our ECE learning environment and interviews with staff was placed on the QTS Lead Schools resource pages and accolades from both the SWS and ECE Teams were given to the school for the teaching within the early years and the stance taken to balance explicit teaching and foundational curriculum knowledge and the value placed on play based learning.

The school continued to reflect on the transition opportunities for Kindergarten and Pre-primary students. Transition for Kindergarten students was extended by providing two half-day sessions for each group. The second session included a parent information session with external government agencies such as the Child Development Centre.

### Recommendations for 2025

Continue to reflect on our ECE philosophy and link it to the DoE philosophy through the kindergarten guidelines, the EYLF and NQS.

Continue to provide support as a QTS Lead school, supporting quality ECE practice.

Reflect on transition feedback from parents/ carers for the kindergarten transition. Continue to build strong partnerships with Child Development Centre for future transition sessions.

**WHAT WE WILL DO:** **Consolidate staff understanding of data literacy****What Occurred in 2024**

Staff have been using the Whole School Self-Assessment Schedule to implement the suite of assessments necessary to monitor student progress and development. The range of assessments has been consistent over the past 4-5 years. Staff interrogate this data using disciplined dialogue.

A line of inquiry into InitialLit data, including WARL and WARP results, to indicate areas of success and areas for further improvement was identified. Using the three disciplined dialogue questions, what do you see in the data, Why are we seeing this, and What, if anything, should we do about it.

**Recommendations for 2025**

We will emphasise disciplined dialogue among staff regarding lines of inquiry, focusing on the questions: "What does the data reveal, and how does this inform your planning and teaching?"

Action will be taken based on these inquiries.

Resources will be allocated to support the OLI and InitialLit data processes.

Deputy Principals will meet with learning teams to discuss data and lines of inquiry.

**WHAT WE WILL DO:** **Strengthen staff culture with a common belief and philosophy****What Occurred in 2024**

The year commenced with an overview of the expectations that all staff have towards culture. This included a focus on above and below the line behaviours.

Staff brainstormed behaviours linked to above and below the line and an infographic of this was produced and is used at staff meetings and referred to in daily conversations between staff at school.

**Recommendations for 2025**

Re-administer the Staff Culture Survey to gauge level of cohesiveness of staff and level of connection.



## WHAT WE WILL DO: Develop a clear and consistent pedagogy across the school

### What Occurred in 2024

In 2024, the school initiated the Instructional Handbook development, with Level 3 Teachers drafting the Numeracy section and integrating the TFI document.

EPS continued to implement Explicit Direct Instruction in Literacy and Numeracy, guided by evidence-based research.

The EPS Instructional Framework continued to drive lesson design, while strategic DOTT opportunities improved teacher collaboration and reduced variability.

### Recommendations for 2025

Collaborative DOTT will continue to be timetabled for staff in 2025. Specific allocation of data review with deputy principals to be included into collaborative meetings.

Impact coach, Level 3 teachers and admin continue to work on the formation of the instructional handbook with ongoing feedback from all teaching staff.

Review the instructional framework and align to the TFI process. Include reviewing previous learning (Daily Reviews).



Easter Egg Raffle Winner



School Buddy Class Program

# Excellence in Teaching & Learning

## WHAT WE WILL DO: School leadership enables conditions for quality teaching

### What Occurred in 2024

Collaboration is a feature of the school and timetabling allowed for quarantined times in the week for like year level groups to meet.

Review of our teaching beliefs occurred in Term 2 with all staff and incorporated aligning our belief statements with the QTS Tfi belief statements.

Learning Team leaders met with their POL teams weekly to discuss pedagogy and whole school priorities.

Staff Meetings and SDDs were mapped out to maximise time spent on conversations on core business = teaching and learning.

### Recommendations for 2025

Ongoing review of our work practices/ processes that impact on workload of staff. Balance this review with a careful consideration of roles and responsibilities of staff.




**WHAT WE WILL DO:** Ensure high level of student behaviour is maintained

**What Occurred in 2024**

EPS identified the need to review their BMiS to align with the updated DoE policy information from 2023. Through consultation, research, 4 presentations to staff and 1 presentation to learning team leaders information was collected to inform the new 2025 policy.

EPS also participated in a regional project facilitated by the school psychology service which assisted with coaching for school leadership on MTSS frameworks in schools. 4 coaching sessions were provided to EPS leadership.

Through staff meetings, collated data, systems and practices for behaviour and student engagement the staff use at EPS, MTSS mapping allowed for the current practices to be recorded and embedded into the 2025 BMiS.

The new policy was also developed to align with best practice (i.e., trauma informed, restorative approaches, functional behaviour assessment). The Policy was completed in December 2024 with dissemination to staff at the Term 1 SDD in 2025.

**Recommendations for 2025**

The profile of our WSE is maintained and added to as needed.

In 2025, staff will be implementing the BMiS and feedback will be sought periodically through staff meetings and SDD's to determine what is working well, what areas need support for consolidation or if any areas require review in order to best support student behaviour and engagement at EPS.

**WHAT WE WILL DO:** Focus on mental health in classrooms

**What Occurred in 2024**

The Mental Health and Wellbeing Op Plan became a distinct document within EPS's operational framework, separate from Health and Physical Education.

Led by the Mental Health in Schools Coordinator, Wellness Committee, and the Year 6 leadership group, the Wellness Warriors, we ensured connected practices across the school. This involved the continuation and promotion of health partnerships, fostering social and emotional awareness, and developing an integrated approach to whole-school wellness.

**Recommendations for 2025**

New leader in the MHs role and supporting her to deliver our whole school approach will be essential.

Workload advisory committee (WAC) to meet throughout the year to ensure the mental health and wellbeing of staff is discussed and continues to be monitored.

**WHAT WE WILL DO:** Strategic allocation of resources

**What Occurred in 2024**

2024 budget very carefully managed as the year commenced with slim margins and no or little variance.

**Recommendations for 2025**

Allocation and distribution of EAs will be carefully negotiated and reviewed.

# Focus Area Three

## Inclusive Learning Environment

### WHAT WE WILL DO: Provide intervention for SAER students

#### What Occurred in 2024

Through regular review of the EPS SAER policy, to align with school need, EPS staff have been able to identify students at educational risk, meet with parents to discuss areas of support for the students, implement an intervention to review impact, and complete referrals that are specific and targeted to student need.

To assist teaching staff to support students and families while waiting for referrals, the SPS developed a visual flowchart of the process.

LSC continued to work with visiting teachers from SSEN: Disability to ongoing support SAER students.

#### Recommendations for 2025

Resourcing School Psychologist for an additional day in 2025 – currently resourced at 0.5, school to resource 0.1.

Service Plans to reflect our school's current needs and data sets – complex behaviours, behaviour management and differentiation of curriculum.

The SAER policy will continue to be reviewed annually through the leadership team, with support from the school psychology service. Areas for review in 2025 include the area of documenting teaching and learning adjustments to reflect the processes being implemented in 2025 (parent/teacher conferencing in Term 1 and 3).

### WHAT WE WILL DO: Invest in Tribes Learning Community as the foundation of our school culture

#### What Occurred in 2024

Each staff meeting had time devoted to allowing staff to participate in a Tribes activity.

Time taken to invest in Tribes with our new staff as part of their induction to our school.

Miss Belle West's knowledge and expertise was used to model Tribes activities at SDD, that encourage inclusion and students working together.

Staff utilising the Tribes Staff Statements weekly in meetings, as a means, to focus on expectations for our culture of collaboration and cohesion.

#### Recommendations for 2025

Consolidate the Tribes foundation in all classes and induct all new staff with a thorough overview of Tribes.

Commence each staff meeting with a Tribes focus or activity.



## WHAT WE WILL DO:

Support students and families to ensure regular school attendance

### What Occurred in 2024

See Attendance summary earlier in the Annual Report for data on attendance for 2024.

This report provides a good overview of the current trends and factors that have impacted on attendance in 2024.

### Recommendations for 2025

EPS will continue to be proactive in promoting the message of regular attendance to maintain a student attendance percentage above the WA State Schools average: regular parent/carer communication, newsletter inserts, and individual case management of students identified in 'at risk' categories.

Termly analysis of SAR data and letters sent to parents and carers to any students who have an attendance percentage below 85%.

MGM Outreach+, will continue to be resourced to assist with attendance tracking and follow up.

Classroom teacher to send regular letters to parent/ carers for any unexplained absences through the year. Deputy Principal to provide further follow up as required.

Attendance target is to reduce unexplained absences to below 8%.



Combined NAIDOC Event



Combined NAIDOC Event

# Community Relationships

## WHAT WE WILL DO: Work in partnership with School Board and P&C

### What Occurred in 2024

The School Board continue to be a vital component of our school's governance at our school.

Board members for the year were - Board Chair Mrs Kylie Ryan, parent representatives – Alysha Castelli, Shannon Bowen, Kirsten Raszck, Amber Warren and Ulrike Sinnott, community representatives Amy Walter and Chris Cassam, and staff representatives Kahlia Chapman-Hill, April Reading, Nicole Creed, Mikayla Barty and Rachel Toland.

Items brought to the boards' attention and understanding in the year were chaplaincy, QTS Updates, School Development Days, New Faction Shirts, Finance updates, Student Achievement and data, Community Survey and School Review process.

The P&C continue also to be an essential element of our school. Despite falling numbers in participation at our meetings throughout the year the P&C support for end of year awards, ribbons and medallions for sport carnivals, accelerated reader program, new faction marquees and a SciTech incursion.

### Recommendations for 2025

Review of the tenures of each member – identifying the need for further recruitment of members.

PSR – review of this report to determine direction of further school improvement.

Recruitment of new members to the P&C knowing there will be a substantial turnover of members in early 2025.

## WHAT WE WILL DO: Strengthen the relationship between school and parents

### What Occurred in 2024

The School Community Survey was conducted in Term 3, however the NSOS template was not available. Given this the admin team made the decision to use the Forms template and develop a Forms Community Survey. 142 Responses were received, which was a remarkable return from our community.

### Recommendations for 2025

Feedback from the Community Survey has driven initiatives and goals for 2025 including the Parent / Teacher interviews for Terms 1 and 3.



Tournament of the Minds finals at the University of NSW



## WHAT WE WILL DO: Actively engage as a member of the Esperance Regional Network

### What Occurred in 2024

As a Quality Teaching Strategy – Lead School, EPS continually promotes our support to schools within the ERSN.

EPS Impact Coaches, Sharon Barber and April Reading, presented at the Regional Network conference on quality differentiation. From this presentation, schools in the network, such as Norseman District High School, submitted further Request For Assistance.

As a Quality Teaching Strategy – Lead School, EPS worked with Kardinya PS (7 staff attended 2-day work shadowing at EPS) and Craigie Heights PS through the QTS partnership program to provide targeted support on areas for improvement. From May – December, visits, Webex and email communication and support was provided to the school on their individual goals. Videos and in class observations of EPS exemplary practice, particularly in the ECE space, was provided to support teachers from the partnership schools.

Engage and continue to plan for combined school events such as combined NAIDOC event, interschool sporting events and student leader days.

### Recommendations for 2025

Continue networking and actively participating in the ERSN.

QTS Partnership conference in May 2025 will showcase the impact of our support to both Craigie Heights PS and Kardinya PS. Ongoing informal partnerships will continue to support the schools on their journey

## WHAT WE WILL DO: Progress towards being culturally aware and responsive

### What Occurred in 2024

ACSF was reviewed in July by all staff with all domains discussed and assessed.

Teaching of Aboriginal Perspectives was discussed, and resources were shared at a staff meeting. A Year-by-Year Scope and Sequence was created. Signage was also highlighted by staff around the school promoting Nyungar Wudjari in prominent places.

No AIEO was appointed in 2024.

The school attempted to action parent meetings with the Aboriginal Advisory Parent Group vision – no or little turnout to the meetings occurred.

Official launch occurred of the Faction Shirt Artwork in September, which was attended by the School Board, P&C members and our Aboriginal students and families. Members of Athelene Thomas's family were also present at the launch.

### Recommendations for 2025

Continue to engage Aboriginal Parents in developing an advisory group.

Attempt to recruit an AIEO for 2025.

Develop the signage across the school using Tjaltjraak and Dabungool.

Investigate CR PL for our staff – Walk on Country.

# Community Relationships

## WHAT WE WILL DO: Supporting SAER and TAG students

### What Occurred in 2024

The SAER policy was also updated to include a support document for students presenting with suicidal ideation or non-suicidal self-injury.

A support document to be used with the SAER flowchart was developed to help teachers to find resources to assist with planning for their students or when they talk to their families.

Ongoing SAER meetings were scheduled in with the SPS and administrative team to reflect on current case load and consultations.

12 consultations for learning with SPS in 2024

MiniLit Sage was resourced by two EAs at 0.8 FTE and 0.94 FTE. This resourcing supported 32 students across Years 1 – 3 in accessing targeted intervention for Reading.

Critical and creative thinking was once again offered to all students across years 4-6 and this culminated in the selection of two Tournament of Mind (TOM) groups from our year 5 and 6 student cohort.

Esperance ERSN PEAC/TAGS program coordinated by Karl Gurney with all regional schools provided with the opportunity to participate. A total of 55 students participated in the days that were allocated to PEAC.

PEAC/TAGS coordinator strengthened the ongoing partnership with ESHS by hosting courses at ESHS campus.

Mr Karl Gurney once again led the EPS TOM teams with the Year 6 Social Science team representing WA the international competition in Sydney in September. The Year 5 Language and Literature team won Honours in their division at the State Final in Perth. Another highly successful year in TOM for Esperance PS.

### Recommendations for 2025

Ongoing SAER policy review with SPS.

Continue to target and resource early reading intervention through MiniLit Sage.

Review intervention requirements including specifics as to when a child should be withdrawn from intervention, such as if a student is under SPS investigation for behavioural or learning requirements that impact the needs of the remaining intervention students.

Funding set aside for TOM for 2025 and the PEAC funds to use Karl Gurney in the network PEAC role.

To use the expertise of ESHS staff to assist with PEAC/TAGS Courses. (aligned to the ERN goals of increasing retention to ESHS in secondary education)

## WHAT WE WILL DO: Communicating regularly with our parents and school community

### What Occurred in 2024

Our parent community were provided with several opportunities throughout the year to provide feedback on school-based decisions.

The parent community were consulted via surveys reflecting the changes to reporting requirements, extra curricula events and faction shirt processes.

Community and RTP surveys were conducted in 2024 with feedback given to the school board and staff. This influenced the processes and policies within the school with regard to RTP and parent-teacher interviews.

### Recommendations for 2025

Continue providing opportunities for the EPS parent community to be consulted and to give feedback as part of some school-based decision-making processes.

Parent-teacher interviews to be conducted in Term 1 and 3 in 2025.



Target

**Student performance in PAT R and N assessments will be above the national norm referenced mean**

### PROGRESSIVE ASSESSMENT TESTS - DATA SUMMARY 2024

Progress Against the Median score of the Norm Referenced Group and Expected Progress

PAT ANALYSIS - NUMERACY					
YEAR LEVEL	NRG MEDIAN SCORE	EXPECTED PROGRESS POINTS	MEDIAN SCORE EPS TERM 1	MEDIAN SCORE EPS TERM 4	PROGRESS POINTS
Year 2	108.3	+ 8.8	99.9	110.9	+ 11.0
Year 3	115.4	+ 7.1	104.7	117.1	+ 12.4
Year 4	121.1	+ 5.7	118.8	125.6	+ 6.8
Year 5	125.5	+ 4.4	119.6	126.0	+ 6.4
Year 6	128.9	+ 3.4	126.7	130.1	+ 3.4

#### Summary

All cohorts performed above the expected progress points demonstrating steady progress between the February assessment and the end of year in October when compared to the end of year Norm Reference Group Median Score.



#### Outcome: Achieved

Performing above the national norm.

PAT ANALYSIS - READING					
YEAR LEVEL	NRG MEDIAN SCORE	EXPECTED PROGRESS POINTS	MEDIAN SCORE EPS TERM 1	MEDIAN SCORE EPS TERM 4	PROGRESS POINTS
Year 2	101.1	+16.9	88.8	108.0	+ 20
Year 3	113.0	+12.1	106.5	117.9	+ 11.4
Year 4	120.9	+7.9	123.6	130.1	+ 6.5
Year 5	125.8	+4.9	121.5	126.8	+ 5.3
Year 6	128.8	+3.0	127.8	131.0	+ 3.2

#### Summary

All cohorts achieved scores above the median of the Norm Reference Group by the end of the year. The expected progress points between the February and October assessments for Year 3 and Year 4 slightly fell short; however, students in these cohorts exceeded the performance of the Norm Reference Group. Additionally, all other year levels demonstrated progress that surpassed the expected progress points.



#### Outcome: Achieved

Performing above the national norm.

## NAPLAN OVERVIEW

This was the second year that student achievement in NAPLAN was reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing. There are four proficiency levels:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

• The proficiency level descriptions below describe some of the skills and understandings students can generally demonstrate at the time of testing. The aim of the descriptions is not to describe each individual student, but to provide a fair summary of typical skills and understandings for a student at the level. As this was the second year of the new bands, there was an ability to compare two years of data and compare trends.

Our school results were very pleasing, with continued growth for our Year 3 student group who achieved one green out of the five assessment areas. Our Year 5 student cohort achieved two greens out of five. In both year cohorts Reading was extremely close to a green achievement (1.0). Without drawing too many conclusions with the data, it is clear that the changes made to our whole school literacy and numeracy programs since 2018 are having a positive impact on student achievement.

## 2024 NAPLAN Achievement

YEAR 3	PERFORMANCE	
	2023	2024
Numeracy	1.2	1.6
Reading	1.1	1.0
Writing	1.2	0.3
Spelling	0.8	0.3
Grammar & Punctuation	1.1	0.7

YEAR 5	PERFORMANCE	
	2023	2024
Numeracy	0.3	1.3
Reading	0.8	1.0
Writing	1.0	0.5
Spelling	0.1	0.3
Grammar & Punctuation	1.1	1.4

YEAR 3 NAPLAN PERFORMANCE SCORES 2024					
COMPARISON	Numeracy	Writing	Spelling	Reading	G&P
EPS 2024	424	408	410	395	409
Like Schools	394	401	410	389	401
WA Public Schools	394	387	405	392	395

YEAR 5 NAPLAN PERFORMANCE SCORES 2024					
COMPARISON	Numeracy	Writing	Spelling	Reading	G&P
EPS 2024	503	495	481	486	519
Like Schools	478	477	471	481	485
WA Public Schools	480	477	473	482	487

# Our Targets for Success

## Performance against School Targets



Target

To perform above like-schools in all areas of NAPLAN in Years 3 and 5

### Numeracy

Comparative Performance for Numeracy.

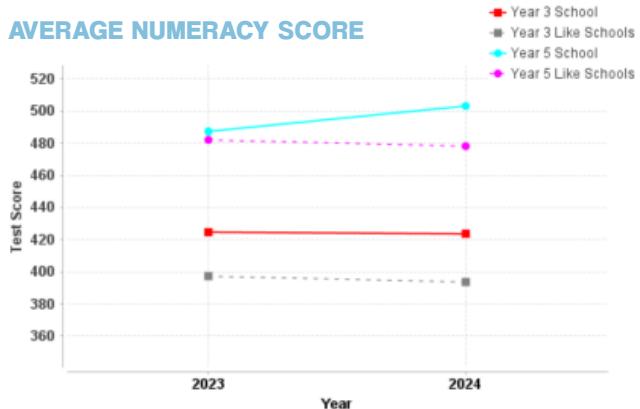
READING	PERFORMANCE		STUDENTS	
	2023	2024	2023	2024
Year 3	1.2	1.6	66	56
Year 5	0.3	1.3	64	60



**Outcome: Achieved**

Performing above like schools.

### AVERAGE NUMERACY SCORE



### Reading

Comparative Performance for Reading.

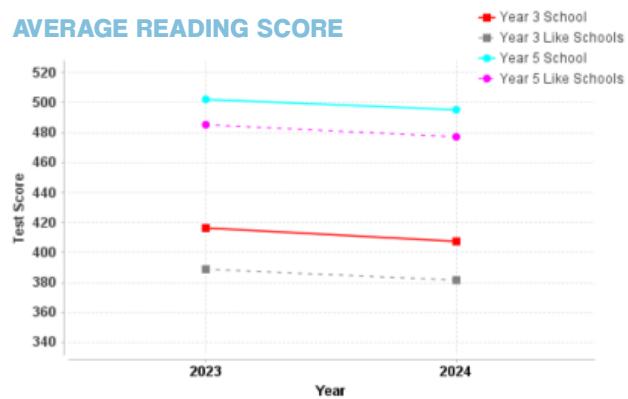
READING	PERFORMANCE		STUDENTS	
	2023	2024	2023	2024
Year 3	1.1	1.0	66	56
Year 5	0.8	1.0	63	60



**Outcome: Achieved**

Performing above like schools.

### AVERAGE READING SCORE



### Writing

Comparative Performance for Writing.

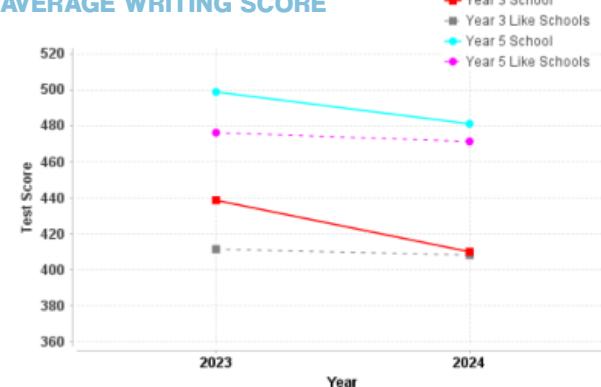
WRITING	PERFORMANCE		STUDENTS	
	2023	2024	2023	2024
Year 3	1.2	0.3	66	55
Year 5	1.0	0.3	63	61



**Outcome: Achieved**

Performing above like schools.

### AVERAGE WRITING SCORE

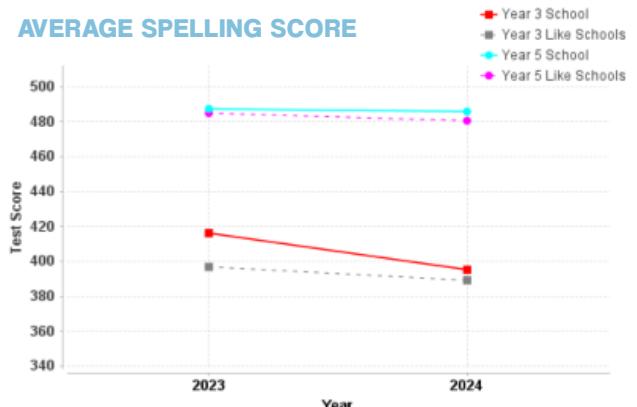


## Spelling

Comparative Performance for Spelling.

SPELLING	PERFORMANCE		STUDENTS	
	2023	2024	2023	2024
Year 3	0.8	0.3	65	56
Year 5	0.1	0.3	63	58

### AVERAGE SPELLING SCORE



### Outcome: Achieved

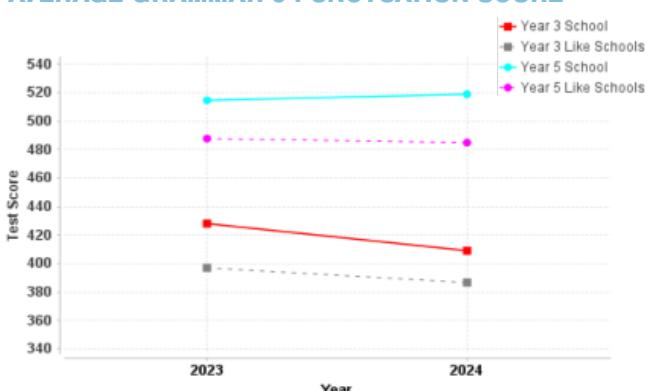
Performing above like schools.

## Grammar & Punctuation

Comparative Performance for Grammar & Punctuation.

GRAMMAR & PUNCTUATION	PERFORMANCE		STUDENTS	
	2023	2024	2023	2024
Year 3	1.1	0.7	65	56
Year 5	1.1	1.4	63	58

### AVERAGE GRAMMAR & PUNCTUATION SCORE



### Outcome: Achieved

Performing above like schools.



Tournament of the Minds team boarding the flight to Sydney



### Target

**To maintain unexplained absences below 8% each semester**

### Attendance Data

BREAKDOWN	ATTENDANCE RATE %	REGULAR	AT RISK INDICATED	AT RISK MODERATE	AT RISK SEVERE	AUTH. %	UNAUTH. %
KIN	90.5%	25	7	3	2	96%	4%
PPR	90.9%	42	17	2	1	96%	4%
Y01	90.5%	31	17	2	1	95%	5%
Y02	92.1%	36	14	1		91%	9%
Y03	92.4%	42	15	3		94%	6%
Y04	91.2%	48	19	3	1	94%	6%
Y05	91.3%	44	20	4		90%	10%
Y06	90.7%	42	20	3	2	92%	9%
Compulsory	<b>91.3%</b>	<b>285</b>	<b>122</b>	<b>18</b>	<b>5</b>	<b>93%</b>	<b>7%</b>



### Outcome: Achieved

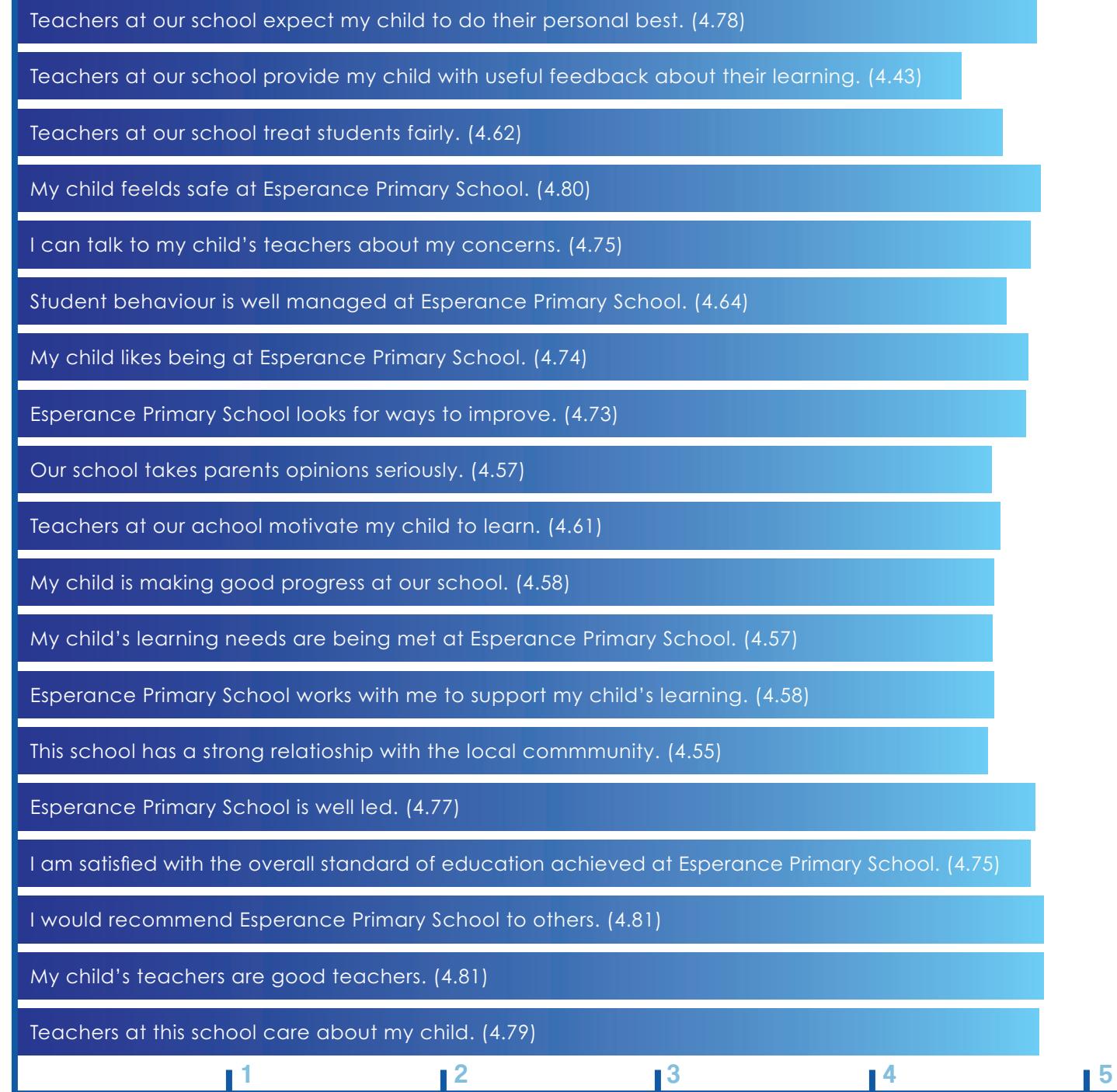
The Attendance target is to reduce unexplained absences to below 8%.



### Target

**The National Schools Opinion Survey results continue to show positive growth, with mean scores above 4.0 out of 5**

#### Community Survey - Results for Questions 3 - 21



### Outcome: Achieved

The Survey results continue to show positive growth with mean scores of at least 4.0 out of 5.

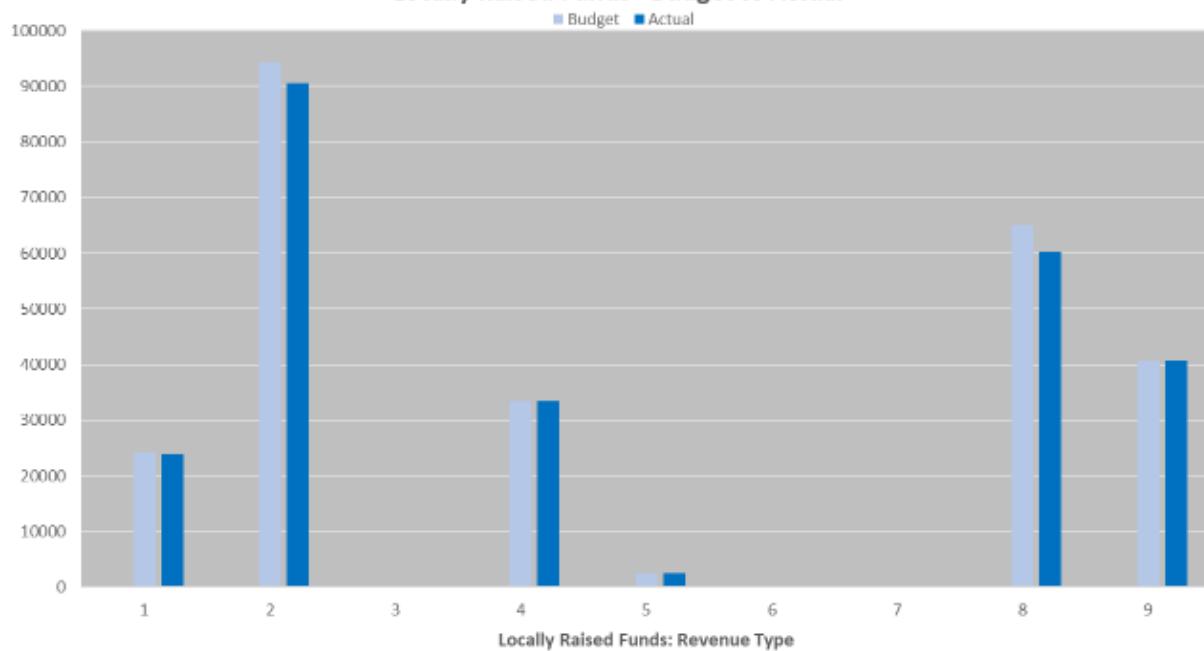
# Esperance Primary School Financial Overview



## 2024 REVENUE

	REVENUE - CASH	BUDGET	ACTUAL
1	Voluntary Contributions	\$24,354.00	\$23,889.00
2	Charges and Fees	\$94,443.00	\$90,541.00
3	Fees from Facilities Hire	\$227.00	\$227.00
4	Fundraising/Donations/Sponsorships	\$33,350.00	\$33,350.00
5	Commonwealth Govt Revenues	\$2,528.00	\$2,528.00
6	Other State Govt/Local Govt Revenues	\$0.00	\$0.00
7	Revenue from Co, Regional Office and Other Schools	\$0.00	\$0.00
8	Other Revenues	\$65,245.00	\$60,114.00
9	Transfer from Reserve or DGR	\$40,856.00	\$40,856.00
Total Locally Raised Funds (Items 1 – 9)		\$261,003.00	\$251,505.00
Carry Forward Cash		\$246,752.00	\$247,819.00
Carry Forward Salary		\$156,585.00	\$156,585.00
Student Centred Funding Cash Allocation		\$5,356,815.00	\$5,356,815.00
<b>Total Funds Available</b>		<b>\$6,021,155.00</b>	<b>\$6,012,724.00</b>

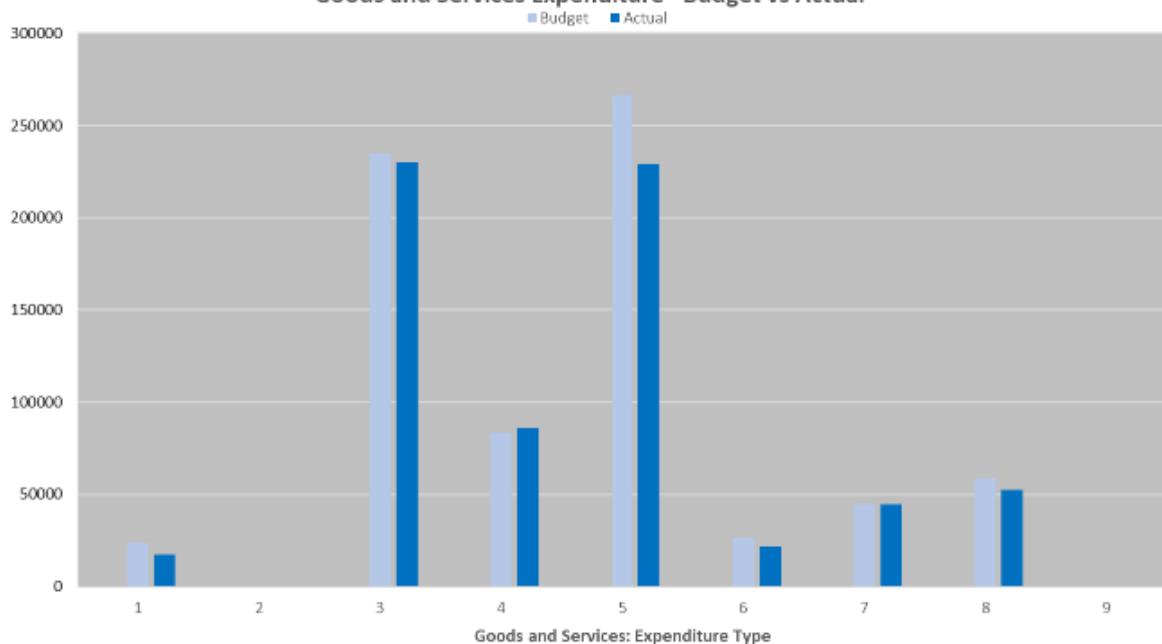
Locally Raised Funds - Budget vs Actual



## 2024 EXPENDITURE

	EXPENDITURE	BUDGET	ACTUAL
1	Administration	\$23,685.00	\$17,501.00
2	Lease Payments	\$0.00	\$0.00
3	Utilities, Facilities and Maintenance	\$235,050.00	\$230,203.00
4	Buildings, Property and Equipment	\$83,371.00	\$85,981.00
5	Curriculum and Student Services	\$266,717.00	\$228,842.00
6	Professional Development	\$26,593.00	\$21,700.00
7	Transfer to Reserve	\$44,313.00	\$44,313.00
8	Other Expenditure	\$58,626.00	\$52,225.00
9	Payment to CO, Regional Office and Other Schools	\$175.00	\$175.00
<b>Total Expenditure</b>		<b>\$738,530.00</b>	<b>\$680,940.00</b>

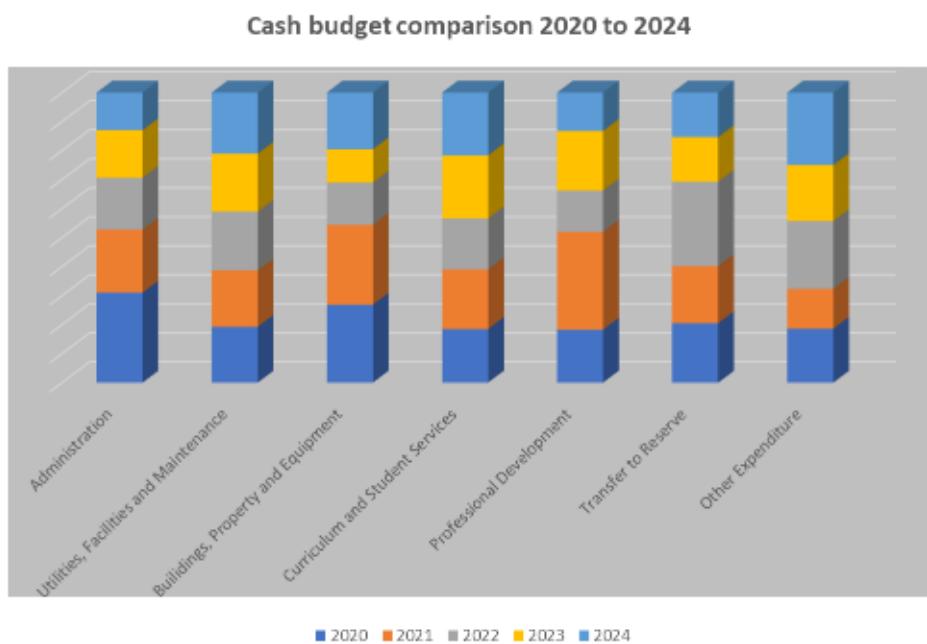
Goods and Services Expenditure - Budget vs Actual



# Esperance Primary School Financial Overview



## HISTORICAL SALARY & CASH EXPENDITURE





## Esperance Primary School

📍 103 Windich Street, Esperance WA 6450

🌐 [esperanceps.wa.edu.au](http://esperanceps.wa.edu.au)

📞 (08) 9076 3600

