



**ANNUAL REPORT**  
**2025**

## Principal's Report

The Public School Review team revisited the school in May following a one return in *Quality Teaching and Student Progress and Achievement*. The school's work and progress resulted in these two domains returning to the three cycle.

In August the school had a full compliance audit. The audit was a positive process and further refined the consistency of practice and systems across the school.

From a teaching and learning perspective, 2025 was an exciting year at Vasse Primary School with the launch of the Teaching Sprint (Simon Breakspear) approach to improvement and consistency in the school's teaching pedagogy, intensive professional development in explicit teaching, consolidating Walker Learning and Inquiry's place in the school. Clear guidelines and expectations, along with regular observations in these pedagogies resulted in enhanced consistency of practice across the school. An intensive professional learning program in explicit teaching complemented these pedagogies, bringing the school closer to a balanced curriculum that is characterised by consistent practice across the school. These pedagogies were included in the school's instructional playbook, along with guidelines for RULER (emotional intelligence) and Positive Behaviour Support (PBS).

Teaching sprint cycles were scheduled whereby teachers implemented a small change in practice over a three-week period. This was followed by a teaching sprint observation at the conclusion of the three-week cycle and feedback was provided. This strategy was successful in improving consistency of practice across the school.

A number of teachers and Education Assistants enrolled in the *Shaping Minds* high impact teaching strategies program. In this program, nine staff attended four days of PL throughout the year. *Shaping Minds* consultants visited the school on two occasions to demonstrate explicit lesson delivery and to observe and provide feedback to participants.

The school was successful in being selected in the Centre for Excellence Internship program, with work commencing in July. This program required a 12-month commitment and included professional development sessions and visits to Centre of Excellence schools. The Vasse Centre for Excellence team refined their skills in the classroom and supported staff with PL, demonstrations and observations. The school's involvement in this internship concludes in June 2026.

The school accepted an invitation to join the Department of Education's Complex Behaviour Support Coordinator (CBSC) project, an 18-month program that commenced in July. This initiative provided one and half days per week for a CBSC to initiate an environmental mapping audit of the school's multi-tiered systems of support in engagement, well being and teaching. The completion of the environmental mapping tool was a major undertaking, with the information providing reflection and strategy development for student engagement, quality teaching and Tiers 1, 2 & 3 support.

The Small Group Tuition (SGT) project was initiated in July 2025. This Department of Education project provided two days per week for a teacher to run a small group intervention program. At Vasse PS, this program targeted students requiring Tier 2 support in Literacy. These were students who needed some additional lessons and revision in the school's PLD program.

Three teachers were involved in the Capes Network Early Years Project which focused on developing a balance of play and explicit teaching in the early years. As part of this project, each school showcased their work with their early years teaching team. The Vasse team collaboratively developed a clear *Early Years Vision Statement* that informs the school's foundational beliefs in the early years area.



A highlight of the Vasse PS calendar is the Learning and Inquiry Expo in August. The 2025 theme of Culture, saw the culmination of months of student work shared with parents / carers, staff and students. The quality of work on display was outstanding and the day was once again a highlight of the school calendar.



## School Board Report 2025

The Vasse Primary School Board has continued to be highly active, engaged and collaborative throughout 2025, working closely with the Principal, school staff and the wider community to support the strategic direction of the school and positive outcomes for all students. The Board consists of parent and community representatives, staff, and the Principal, and meets twice per term to provide governance oversight and guidance.

Throughout 2025, the Board worked closely with Principal Alex Cameron as the school continued to progress its improvement journey. A strong focus for the year remained on teaching quality, instructional consistency and student achievement. The Board received regular updates on the development and implementation of the school's Instructional Playbook, informed by cognitive load theory and explicit teaching practices. Teaching sprints, collaborative planning, and ongoing classroom observation and feedback processes have supported professional accountability and staff development across the school.

Student achievement and progress were key focus areas throughout the year. The Board reviewed a range of data sets, including NAPLAN, WEC and AECD data. NAPLAN results showed improvement in both numeracy and reading from 2024 levels, with early indications that explicit teaching practices and targeted interventions are having a positive impact.

Strong governance practices continued to underpin the Board's work in 2025. Board members participated in governance training to strengthen understanding of roles and responsibilities. Financial oversight remained an important responsibility, with regular monitoring of budget performance, endorsement of voluntary contributions and charges, and planning for the 2026 budget. The introduction of Compass Pay and FlexiPurchase improved financial processes and accessibility for families.

The Board also monitored operational and safety matters throughout the year. This included ongoing advocacy and oversight relating to road safety, improvements to school zone infrastructure, and building and maintenance works. Progress was made on capital works and infrastructure improvements, supported by Department funding and successful community grants.

Community engagement remained a strength of Vasse Primary School in 2025. The Board worked closely with the P&C to support fundraising initiatives, facility improvements and community events. Parent feedback was considered through survey data and ongoing discussion, with communication identified as a key priority. Continued use of Compass, regular Board updates in school newsletters, and the redevelopment of the school website supported clearer and more consistent communication with families.

During 2025, the Board planned for leadership succession to ensure continuity in governance. After more than four years as Board Chair, Katie Taylor stepped down from the position and returned to the role of Board member, having greatly valued the opportunity to serve the Vasse Primary School community. At the final meeting of the year, the Board Chair role was formally handed over to Amy Gornall. Amy brings valuable experience and a strong understanding of the school community, and is well placed to provide continuity and leadership for the Board.

The Board looks forward to continuing its collaborative work with the Principal, staff and community to ensure Vasse Primary School remains a positive, inclusive and high-quality learning environment for all students.

**Katie Taylor**

Board Member and Outgoing Board Chair  
Vasse Primary School

**Systemic and School-Based Data 2025**

Student performance data is gathered at a range of levels across the school. This includes On Entry and AEDC data (every three years), student academic performance and progress data (NAPLAN, ACER, BrightPath – Maths, PLD, Phonics Check), and student wellbeing data (Wellbeing & Engagement Census). A clear assessment schedule articulates when particular measures are to be administered and reviewed. Various year groups and sub-schools have additional data gathering tools such as DIBELS and Bond Blocks.

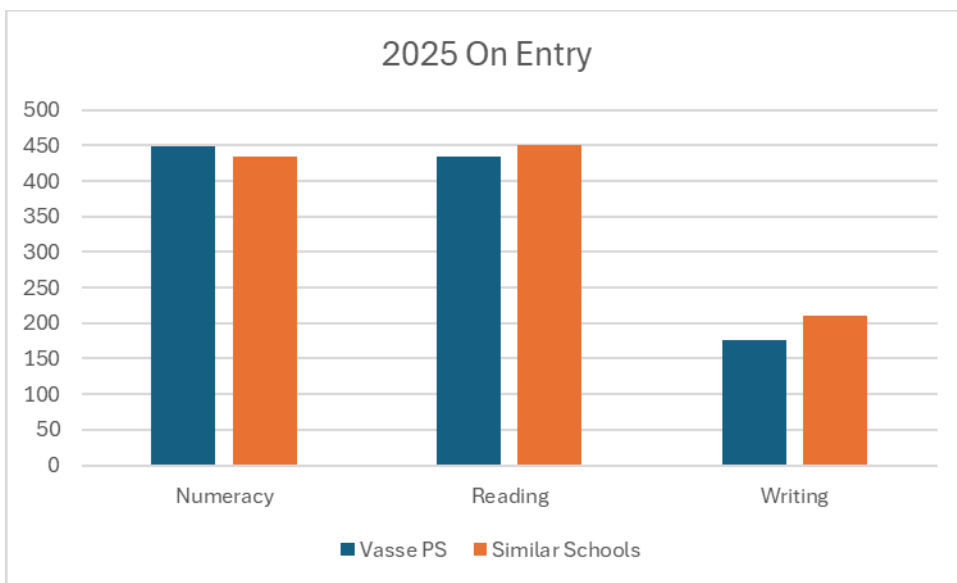
The school’s assessment schedule is clearly articulated and discussed and monitored at weekly Collaborative DOTT meetings.

**Staff Data Literacy**

Student Achievement Information System (SAIS) PL sessions continued to develop teacher data literacy. SAIS’s Heatmap tool was used by teachers to develop an overall audit of areas for improvement in Numeracy. These were subsequently used by teachers to develop the content of Maths Daily Reviews.

**On Entry Data**

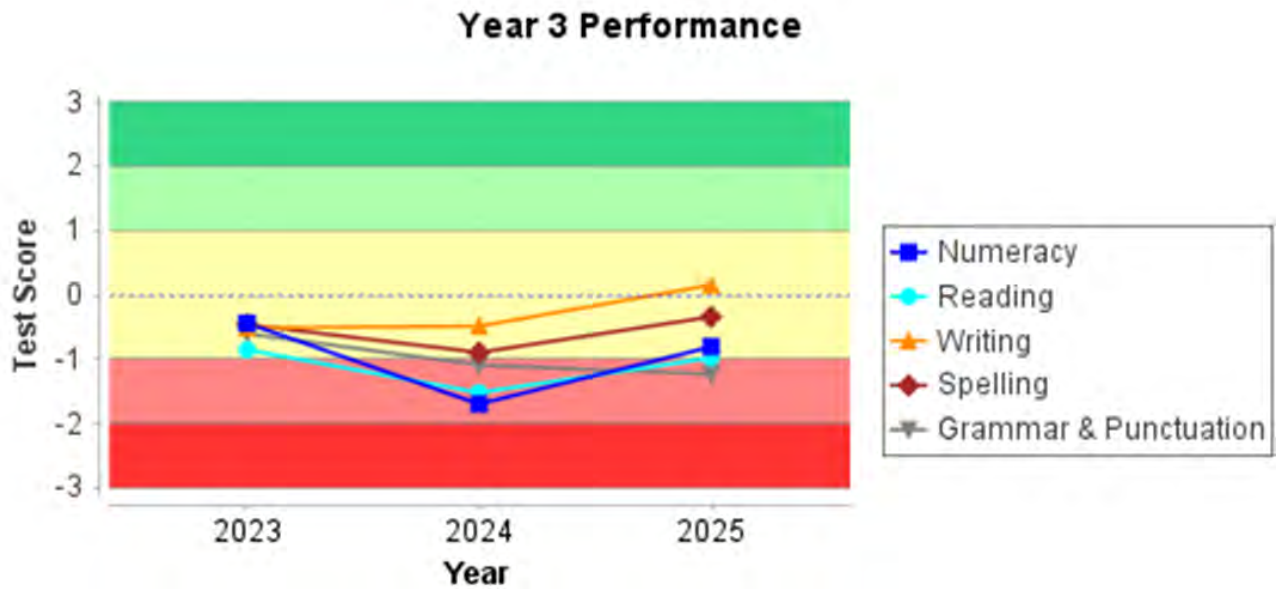
2025 On Entry data placed the cohort at or slightly above like schools in Numeracy and slightly below similar schools in Reading and Writing.



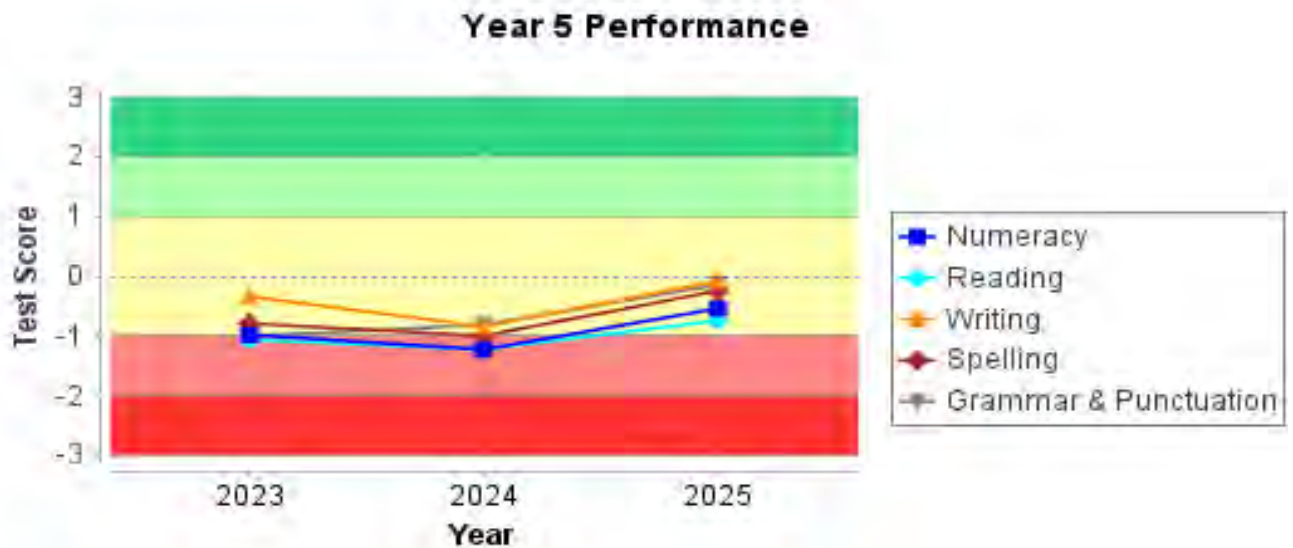
Given there is little change in enrolments from Kindy to Pre-Primary the cohort could be considered as stable. This data indicates that the Kindy program at Vasse PS continues to achieve good results and strikes a balance between explicit teaching of Literacy and Numeracy, and the Walker Learning approach.

**NAPLAN Data**

The 2025 NAPLAN data showed the school performed as expected (similar to like schools) in Year 3 in Numeracy, Reading, Spelling and Writing.



The school performed below expected in Grammar & Punctuation. In Year 5 the school performed as expected in all areas assessed;



It was pleasing to note the improvement in all results when compared to 2024. Whilst the improvement could be a result of the focus on explicit instruction, it also could be a result of a range of other factors, including cohort characteristics.

**ACER Data**

Cohort performance data is also gathered via the ACER suite (PAT). This allows the school to measure pre and post results within a 12-month period for all year groups.

The ACER snapshot of Year 1 – 6 performance shows there has been positive growth in reading comprehension, with all grades except Year 3 performing above expected growth. Year 3 was below expected growth by a very small margin of 0.9.

**SNAPSHOT OF ENTIRE Vasse Primary SCHOOL - Reading Comprehension**

Year	Oct 2024 Vasse Median (same cohort)	Oct 2025 Vasse Median	Normed Median	Difference	Expected Growth	2024- 2025 Growth
1		75.7	84.2	8.5		
2	75.7	95.3	101.1	6.3	+16.9	+19.6
3	93.6	104.6	113	8.4	+11.9	+11
4	108.2	116.6	120.9	4.3	+7.9	+8.4
5	113.0	121.5	125.8	4.	+4.9	+8.5
6	121.1	124.9	128.8	3.9	+3	+3.8

English ACER Target - All Year levels 2-6 will match or exceed the normed median reading level in ACER by the end of the year.

The above table illustrates that there continues to be positive growth in reading comprehension across the school.

ACER PAT Spelling is administered in Years 3 – 6. In 2025, the results were;

**SNAPSHOT OF ENTIRE Vasse Primary SCHOOL - Spelling**

Grade	Oct 2024 Vasse Median (same cohort)	Oct 2025 Vasse Median	Normed Median	Difference	Expected Growth	2024- 2025 Growth
3	Not tested	104.8	97	+7.8		
4	102.6	115.9	112	+3.9	15+	13.3+
5	113.8	130	124	+6	12+	16.2+
6	124.3	137.5	132	+5.5	8+	13.2+

Growth in Year 5 and 6 was well above expected. Year 4 results demonstrated progress, although were slightly below expected growth.

ACER Vocabulary is administered from Years 2 – 6 with all grades showing better than expected growth.

### PAT Vocabulary Skills

Year	Normed Median	Feb 2025 % above the normed median	October 2025 % above the normed median	2025 Growth
1	94.3	Not tested	Not tested	-
2	105.3	25%	47%	22%
3	110	27%	43%	16%
4	116	31%	38%	7%
5	121.1	26%	56%	30%
6	127.8	37.5%	50.5%	13%

Vocabulary Goal - By the end of 2024 - all classes will have 60% above the normed median

### Phonics Check (Upload Phonics Check Snapshot)

The school completes the Department of Education mandatory phonics check in August.

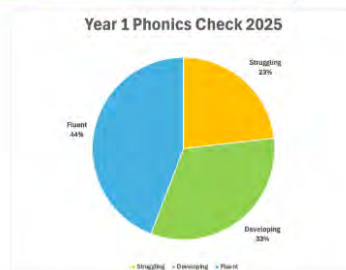
### SNAPSHOT OF YEAR 1 VASSE PRIMARY SCHOOL - Phonics Check 2025

Year 1 2024	Struggling Decoders Score 0-19	Developing Decoders Score 20-27	Fluent Decoders Score 28-40
95 students	22	31	42
%	23%	33%	44%

The expected minimum achievement level of 28 out of 40 items will provide you with a sense of what is reasonable to expect for a Year 1 student, given the requirements of the Australian Curriculum.

This is NOT a pass/fail mark. Rather it is an indication of the score a student might achieve if their phonics learning is progressing as expected.

VPS Year 1 Mean Score: 26



**2026 Focus Areas**

The current Business Plan (2022 – 2025) will be reviewed early in Term 1, 2026. The review, along with Department of Education priorities, performance data and ongoing teaching and learning priorities will inform the development of the next Business Plan (2026 – 2028).

The Instructional Playbook will continue to be developed, including articulating Vasse PS expectations and guidelines in change management and teaching sprints.

The various playbooks are packaged into an overall Vasse Playbook. The school will be mindful that the information in the playbooks needs to be precise and provide links to further information.



**Wellbeing – Data Summary and Future Directions**

**Whole School Wellbeing Overview**

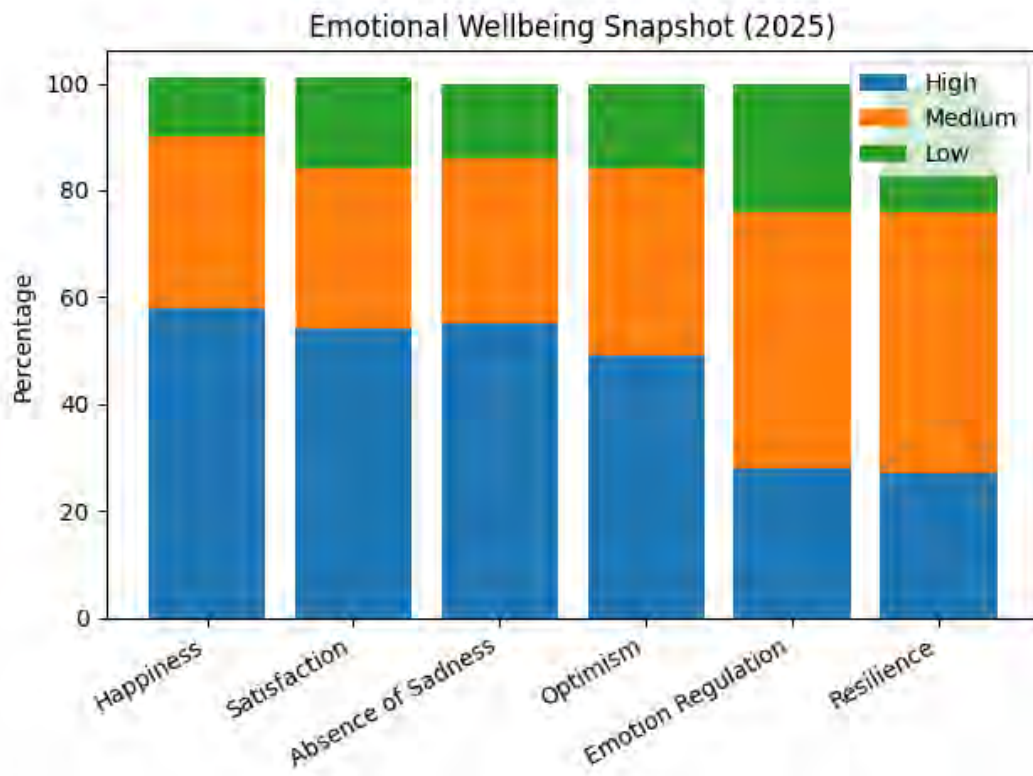
At Vasse Primary School, student wellbeing is a central pillar of our educational framework. Through the implementation of whole-school programs such as RULER and Friendology, we explicitly teach social and emotional learning, supporting students to develop the emotional intelligence skills required for success in learning and life.

Our wellbeing approach is informed by longitudinal data collected through the Wellbeing and Engagement Census (WEC) and ACER SEW Survey. These tools measure key domains including emotional wellbeing, engagement with school, learning readiness and, health and wellbeing beyond the classroom.

**Positive Trends and Impact**

Whole-school data over the past four years demonstrates consistent and positive wellbeing outcomes. There has been a reduction in students within the low wellbeing range and an increase in students reporting medium and high wellbeing. These trends reflect the sustained impact of whole-school wellbeing initiatives.

Emotional Wellbeing Snapshot (2025):



Key indicators such as happiness, satisfaction with life and absence of sadness remain strong across the school. These results indicate that students generally feel safe, supported and connected within the school environment.

**Emerging Trends and Areas for Development**

While overall wellbeing remains positive, the data highlights emerging areas for strategic focus.

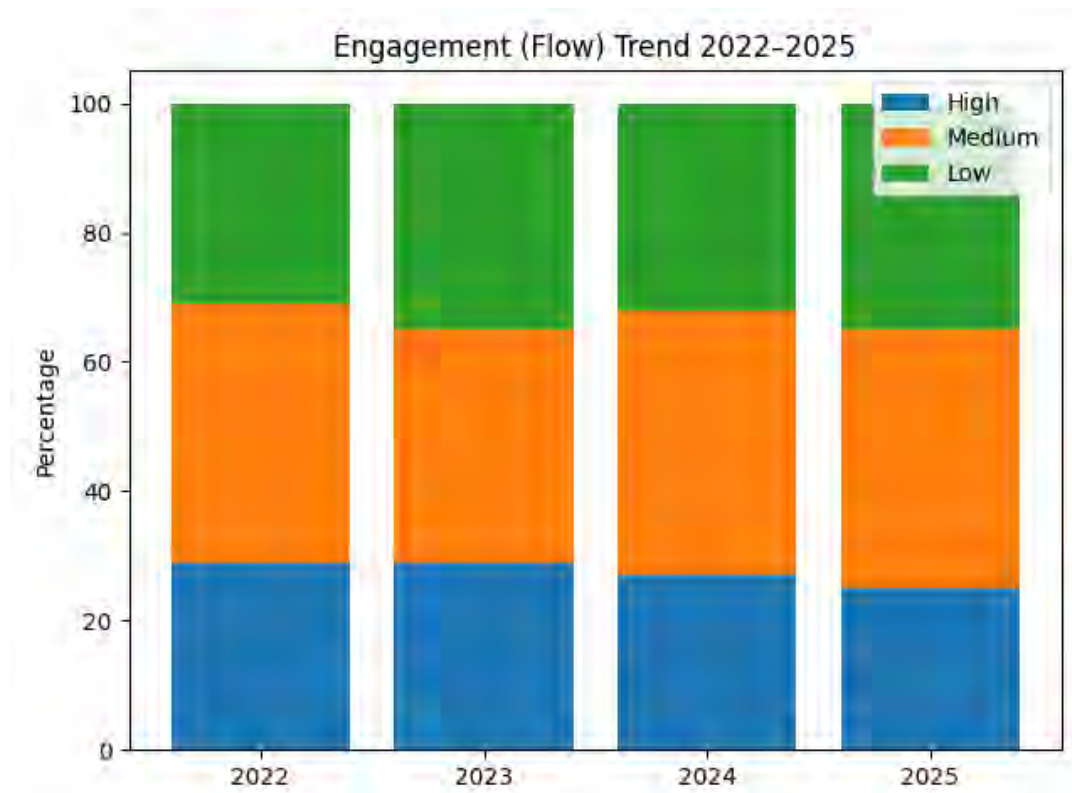
Resilience and coping skills present as a key area for development, with a significant proportion of students falling within the medium and low wellbeing ranges. Emotional regulation is also an area requiring further support.

Additionally, trends across engagement and learning readiness indicate a gradual decline in high wellbeing responses, particularly in perseverance, cognitive engagement and academic self-concept.

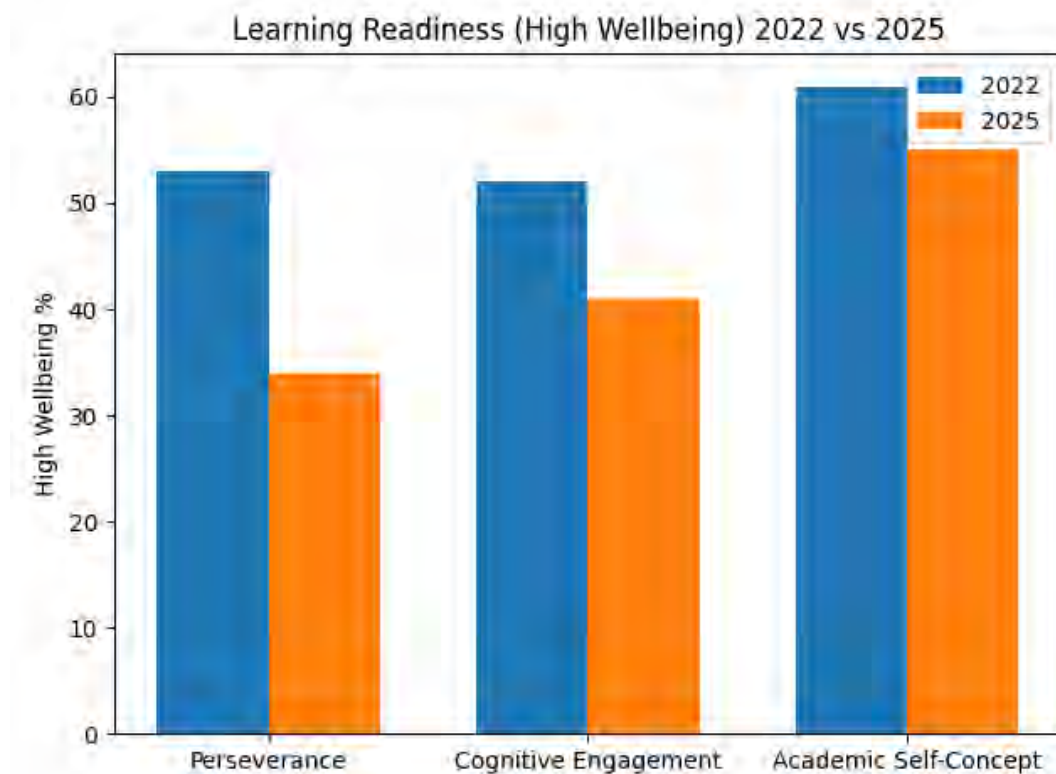


Lust	Furious	Frustrated	Shocked	Shamed	Energised	Thrilled	Ecstatic	Euphoric	Exhilarated
Disgust	Hostile	Poised	Revered	Amused	Positive	Connected	Joyful	Enthusiastic	Elated
Fear	Enraptured	Angry	Revered	Concerned	Glad	Inspired	Happy	Motivated	Excited
Envious	Amused	Appalled	Utterly	Exhausted	Amused	Focused	Cheerful	Proud	Surprised
Respect	Strand	Content	Provoke	Grumpy	Satisfied	Pleased	Hopeful	Optimistic	Lively
Aggressive	Ashamed	Guilt	Deflated	Complacent	Easy-going	Safe	Chilled	Respected	Blessed
Sullen	Warm	Disheartened	Discouraged	Bored	Relaxed	Secure	Content	Thankful	Fulfilled
Enthused	Fatigued	Sad	Miserable	Pessimistic	Thoughtful	Composed	Calm	Grateful	Tranquil
Alienated	Depressed	Disappointed	Tired	Confused	Mellow	Peaceful	Balanced	At Ease	Collected
Despair	Incomprehensible	Anguished	Hypertensive	Lonely	Listless	Sleepy	Restful	Coolly	Serene

Engagement (Flow) Trend:



Learning Readiness Trends:



## Interpretation of Data

The data indicates that while students feel emotionally supported and connected to school, there is a growing need to strengthen resilience, self-regulation, and coping capacity. These skills are essential for managing challenge, sustaining engagement in learning, and supporting long-term wellbeing outcomes.

## Future Directions: Tier 2 Intervention

In response to these findings, Vasse Primary School is strengthening its wellbeing framework through the introduction of targeted Tier 2 intervention supports. These initiatives will focus on building resilience, enhancing emotional regulation, and developing coping strategies.

These supports will complement existing whole-school programs and ensure a responsive, multi-tiered approach to student wellbeing.

## Conclusion

Vasse Primary School continues to demonstrate strong and consistent wellbeing outcomes. The next phase of development will focus on strengthening resilience and self-regulation to ensure all students are equipped to manage challenges, persist in learning, and thrive.



## Positive Behaviour Support (PBS)

Vasse Primary School continues to demonstrate a strong commitment to Positive Behaviour Support (PBS), which remains deeply embedded in our school culture. PBS provides a whole-school approach that promotes and reinforces expected behaviours through consistent language, clear expectations, and frequent recognition. All new staff members are supported with targeted Tier 1 PBS training through our external PBS coach, ensuring our shared values and behavioural expectations are upheld across all settings. The school continues to prioritise creating a safe, inclusive, and positive learning environment where every student feels supported to succeed.

In 2025, the school continued to strengthen its PBS approach through the implementation of the whole-school Tier 1 behaviour framework. This framework outlines a clear and consistent process for responding to unexpected behaviour using restorative practices, ensuring students are supported to reflect, repair, and restore relationships. The school also completed its involvement in the School of Special Educational Needs: Behaviour and Engagement (SSENE) Eight Effective Classroom Practices coaching program.

This work is now being shared with all staff through targeted teaching sprints, building collective capacity in the use of proactive, evidence-based classroom strategies. As part of this work, a short-term trial of Afternoon Clubs was conducted with Year 4 and Year 6 students to further promote positive behaviour and engagement. The trial demonstrated a measurable increase in expected behaviour and student engagement. Following this success, the school plans to extend Afternoon Clubs to all Year 4–6 students in 2026, further enhancing opportunities for positive reinforcement and student connection across the school.



## Student Services

The school's Student Services Committee consists of the Principal, Deputy Principal, School Psychologist, Lead Education Assistant, Complex Support Behaviour Coordinator and School Chaplain. The committee meets weekly discuss referrals, student support, behaviour and learning adjustments, students with disabilities and professional learning.

The school enrolled in the DoE's Complex Behaviour Support Coordinator (CBSC) project, commencing work in July. The project will run until the end of 2026. The CBSC completed a detailed school environmental audit which identified that engagement at a Tier 1 level be a priority. With strong practice occurring at a Tier 1 level, there should be a reduction in the number of students requiring Tier 2 support. In addition to the Tier 1 focus, clarifying and refining Tier 2 supports was identified as an area of work the Student Services and SAER teams are to invest in.

The School Chaplain continues to be an invaluable resource for the school and wider Vasse PS community. The Chaplain offers support to students and families, coordinating the school's volunteers. The Chaplain's Pastoral Care role is vital to the effectiveness of the Student Services Committee.



## Walker Learning

Walker Learning (WL) continues to underpin Early Childhood Education at Vasse Primary School and remains a key pedagogical approach embedded within the school's Business Plan. This holistic, inquiry-based approach aligns with the Western Australian Curriculum, the National Quality Standards, and the Early Years Learning Framework. Walker Learning provides a balanced combination of play-based investigation and explicit teaching, supporting students to develop curiosity, independence, and critical thinking while building strong foundations in literacy, numeracy, and social-emotional development.

In 2025, Walker Learning implementation was further strengthened through ongoing participation in the Capes Early Childhood Education (ECE) Project, which supports collaboration across schools to enhance high-quality early childhood practices. Through this initiative, staff engaged in professional dialogue, shared effective strategies, and reflected on evidence-based approaches that support young learners.

Professional learning remained a key priority, with staff continuing to build capacity through targeted training, mentoring, and collaborative planning. Teachers were supported through regular Early Childhood team meetings and opportunities to observe, reflect, and refine their practice to ensure consistent and effective implementation of Walker Learning across Kindergarten to Year 2 classrooms.

A key development in 2025 was the collaborative work undertaken by K–2 teachers to develop a shared Early Years Vision Statement, initiated through the Lead with Intention Program. This was a key goal of the program and reflects the collective commitment of staff to strengthening early childhood practice. The process brought teachers together to reflect on their shared beliefs and priorities for early years education, resulting in a clear and unified vision for teaching and learning. The statement is now displayed in all Kindergarten to Year 2 classrooms, providing a consistent and visible reference point that guides practice and reinforces a shared commitment to high-quality early years education across the school.

The Vasse Walker Learning Committee continues to guide implementation and strategic planning across the Early Childhood phase of learning. Through ongoing reflection and collaboration, the committee ensures that Walker Learning remains responsive to student needs and aligned with current research and best practice in early childhood education.

The positive impact of this approach continues to be reflected in student engagement, confidence in speaking and listening, and the development of strong social and emotional skills that support a successful transition into later years of schooling. In 2026, this work will continue to be strengthened through a focus on building staff capacity, with ongoing targeted professional learning, accredited Walker Learning training for new and existing staff, and the continued use of the Walker Playbook to support consistent, high-quality implementation across K–2 classrooms.



### Student Enrolments

Enrolments at Vasse PS have declined since 2021. Housing affordability (increased market prices and rents) in the area have been a contributing factor. There are a number of subdivisions underway and planned for the future for the area. The WA Government announced the opening of a new Public School in 2028. This school will be located directly opposite Cape Naturaliste College, less than 1km from Vasse PS.

	Kin	PPR	Pri	Sec	Total
Male	44	47	310		401
Female	32	43	278		353
<b>Total</b>	<b>76</b>	<b>90</b>	<b>588</b>		<b>754</b>

	Kin	PPR	Pri	Sec	Total
Aboriginal	1	7	17		25
Non-Aboriginal	75	83	571		729
<b>Total</b>	<b>76</b>	<b>90</b>	<b>588</b>		<b>754</b>

### Attendance

The attendance rate has remained relatively stable over the past three years, ranging from 89% - 91.4%. These percentages are similar to like schools. Further investigation into the number of students away due to extended holidays is to be explored in 2026.

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	90.0%	90.5%	90.3%	84.7%	79.7%	74.3%	89.8%	89.7%	88.9%
2024	91.6%	91.2%	91.0%	86.6%	83.8%	74.3%	91.4%	90.8%	89.4%
2025	89.0%	90.2%	90.7%	87.2%	81.4%	73.2%	89.0%	89.7%	89.1%

## Staffing

The school ran a number of recruitment processes throughout the year including the SWERO led the Principal Appointment process in Term 1, the school led the Manager of Corporate Services process in February, and Teacher and Education Assistant pools were established in Semester 2 with both processes attracting a large number of applicants.

### Staff Numbers

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	3.0	0
<b>Total Administration Staff</b>	<b>5</b>	<b>4.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	4	3.8	0
Other Teaching Staff	43	32.5	1
<b>Total Teaching Staff</b>	<b>47</b>	<b>36.3</b>	<b>1</b>
<b>School Support Staff</b>			
Clerical / Administrative	4	3.4	0
Other Allied Professionals	40	29.2	0
<b>Total School Support Staff</b>	<b>44</b>	<b>32.6</b>	<b>0</b>
<b>Total</b>	<b>96</b>	<b>72.9</b>	<b>1</b>

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.



## School Finance

The financial operations of Vasse Primary School are managed by the Principal and Manager Corporate Services, with the support and endorsement of the Finance Committee and oversight from the School Board. The school operates under a One Line Budget framework.

Financial management practices are aligned with Departmental policy, initiatives, and relevant Government legislation. This includes meeting all audit and reporting requirements, as well as ensuring compliance with financial management, human resource management, and applicable industrial agreements and awards.

Vasse Primary School is actively implementing strategic financial planning processes, including mapping plans to progressively strengthen and increase reserve account balances, to support long-term sustainability and future planning.

To maintain high standards of compliance and capability, the Principal and Manager Corporate Services regularly participate in relevant financial training and professional development workshops.

The school maintains accurate and up-to-date resource and asset registers (including insurance registers) and operates an active Finance Committee that meets regularly and reports to the School Board for review and noting.

<b>ONE LINE BUDGET - Dec 2025</b> <b>(Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash):</b>	<b>202,709</b>	<b>202,710</b>
<b>Carry Forward (Salary):</b>	<b>182,878</b>	<b>182,878</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	8,551,863	8,551,863
Locally Raised Funds:	219,386	223,403
<b>Total Funds:</b>	<b>9,156,836</b>	<b>9,160,854</b>
<b>EXPENDITURE</b>		
Salaries:	8,016,617	8,016,617
Goods and Services (Cash):	791,153	715,828
<b>Total Expenditure:</b>	<b>8,807,770</b>	<b>8,732,445</b>
<b>VARIANCE:</b>	<b>349,066</b>	<b>428,410</b>