



ANNE HAMERSLEY
Primary School

ANNUAL REPORT

2025

**EVERY CHILD MATTERS, AND CAN LEARN,
EVERY DAY**



www.annehamersleyps.wa.edu.au

FROM THE PRINCIPAL...

Anne Hamersley Primary School Community,

I take great pride in presenting the 2025 Annual Report, which marks the conclusion of our 2022–2025 Business Plan. This report is not only a reflection on the past year, but a celebration of the collective achievements of our students, staff, families and community over the past four years. Together, we have worked with a shared commitment to ensuring every student at Anne Hamersley Primary School is supported to achieve their very best.

The school continues to grow, with student enrolments reaching 813 in 2025. This growth has been supported by the completion and opening of our new two-storey teaching block, a significant milestone for our school community. The new facility includes eight classrooms upstairs for our senior students, four classrooms downstairs for middle primary, two purpose-built Pre-Primary classrooms, and a dedicated Science laboratory designed to enhance hands-on learning and inquiry. These modern learning environments provide students with spaces that support collaboration, creativity and high-quality teaching.

Throughout the life of the 2022–2025 Business Plan, our school has remained focused on strengthening high-quality teaching, evidence-informed practice and a safe and engaging learning environment. Staff have continued to refine explicit teaching practices and work collaboratively through professional learning communities to improve outcomes for students across literacy and numeracy.

Our targeted literacy programs, include Talk for Writing, Soundwaves and InitialLit with MiniLit and MacqLit have supported students requiring additional intervention, while whole-school approaches to reading, writing and oral language continue to build strong foundations for learning. In numeracy, our continued focus on explicit instruction, mathematical vocabulary and the Concrete–Representational–Abstract approach has strengthened student understanding and engagement.

Our Early Childhood team continues to provide high-quality learning experiences that support children in building the strong foundations required for future success. Strong partnerships with families through orientation programs, classroom engagement and communication have ensured a smooth transition into school for our youngest learners.

Student wellbeing remains central to everything we do. Our whole-school behaviour expectations, student leadership opportunities, and wellbeing initiatives have helped foster a safe, inclusive and positive school culture where students feel connected and supported. We are proud of the way our students demonstrate our school values in their learning and interactions each day.

Anne Hamersley Primary School continues to benefit from strong partnerships with our School Board, P&C and wider community. These partnerships play an important role in supporting school improvement, strengthening connections with families and ensuring our school reflects the values and aspirations of the community we serve.

As we conclude the 2022–2025 Business Plan, it is important to recognise the dedication, professionalism and commitment of our staff who have worked tirelessly to support student success. Their collaboration, innovation and care for students have been instrumental in achieving the progress outlined in this report.

I would also like to thank our families and community members for their continued support and engagement with the school. Education is most powerful when schools and families work together, and we are fortunate to have a community that values and supports learning.

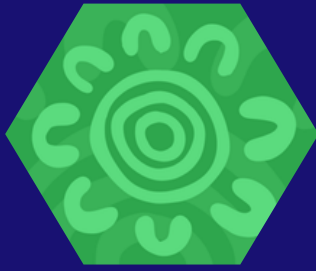
Finally, to our students – your enthusiasm, resilience and willingness to learn continue to inspire us every day. You are the reason we do what we do, and we are proud of the way you represent our school.

As we look ahead to the next phase of our school's journey and the development of our next Business Plan, we remain committed to building on the strong foundations established over the past four years and continuing to provide a learning environment where every student can thrive and succeed.

MR CHRISTIAAN MOIR...

OUR VISION

At Anne Hamersley Primary School, we strive to strengthen teaching and learning excellence in every classroom. We provide a safe and inclusive learning environment, to empower every child and set a strong foundation for future learning.



KARNANT COOPERATION

We work together to ensure success for all, acknowledging the rights of others to have different views and opinions.



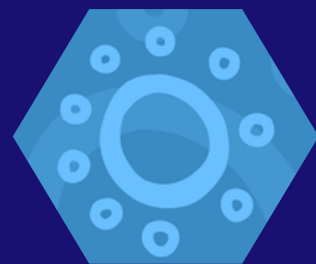
MORDIDJABINY COMPASSION

We show compassion by caring for ourselves and others with understanding, kindness and honesty.



WOONINY RESPECT

We always treat and act in a positive way towards ourselves, others, the diverse community, and the changing environment around us.



WOOLA KATITJIN EXCELLENCE

We strive to improve, and to achieve our goals, in all aspects of our life.



MOORDITJ RESILIENCE

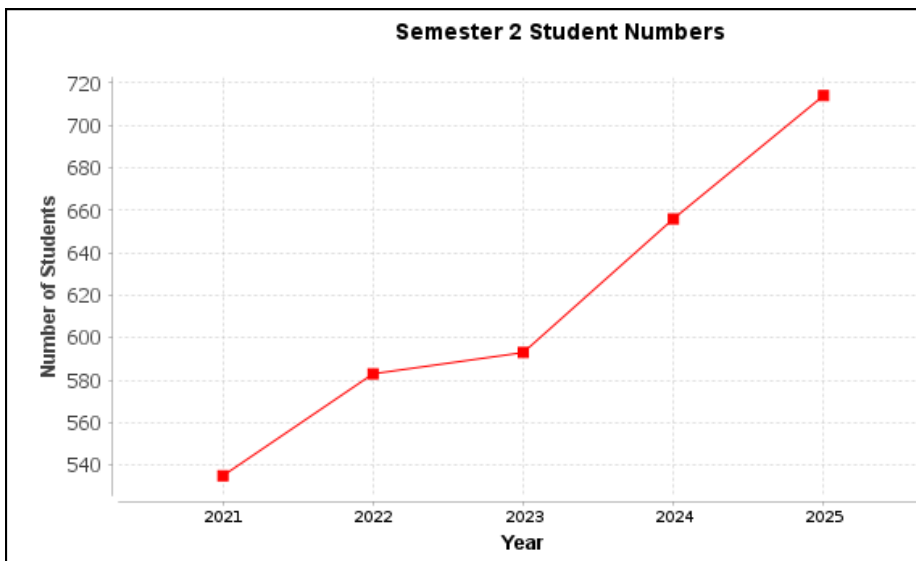
We bounce back from our adversity, learn from our mistakes, and challenge ourselves to overcome obstacles

STUDENT ENROLMENTS

At Anne Hamersley Primary School, we focus on developing the whole child, providing meaningful learning experiences that support each student's academic, social, emotional and physical growth. Student enrolments continued to increase from the previous year, reflecting the ongoing growth of our school community.

The table below provides a breakdown of student enrolments from Kindergarten to Year 6, including both full-time and part-time students across each year level.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(50)	117	99	98	112	106	119	63	764
Part Time	99								



STAFF

The following table outlines the staffing profile for 2025. As our school population continued to grow, we employed additional staff members. New hires were selected based on merit, ensuring they aligned with our school ethos and supported our induction processes. All teaching staff meet the professional requirements to teach in Western Australian public schools and are listed on the public register of teachers maintained by the Teacher Registration Board of Western Australia.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	5	4.0	0
Total Administration Staff	6	5.0	0
Teaching Staff			
Other Teaching Staff	54	46.0	0
Total Teaching Staff	54	46.0	0
Allied Professionals			
Clerical / Administrative	4	3.2	0
Gardening / Maintenance	1	1.0	0
Instructional	1	0.4	1
Other Allied Professionals	22	19.1	0
Total Allied Professionals	28	23.7	1
Total	88	74.7	1

YEAR 7 DESTINATION SCHOOLS

Our Year 6 cohort, consisting of 89 students, went to the following destinations for the beginning of their high school education in 2024.



Destination Schools	Male	Female	Other	Total
4209 Aveley Secondary College	32	35		67
1450 Holy Cross College	2	6		8
4177 Ellenbrook Secondary College	3			3
4026 John Forrest Secondary College	1	1		2
1100 Aranmore Catholic College	1			1
1424 Ellenbrook Christian College	1			1
4198 Harrisdale Senior High School		1		1
1223 La Salle College	1			1
1421 Mother Teresa Catholic College		1		1
4140 Ocean Reef Senior High School		1		1
1374 St Andrew's Grammar	1			1
1304 Swan Christian College	1			1
1154 Wesley College	1			1
Total	44	45	0	89

VALLEY-BROOK NETWORK

The Valley-Brook Schools Network strengthens education across our local schools by fostering collaboration, professional learning and shared responsibility for student success. Through the network, teachers engage in professional development, share effective teaching practices and participate in moderation activities to ensure consistency and high standards in teaching and assessment.

In 2025, Anne Hamersley Primary School staff facilitated network moderation sessions in both Literacy and Numeracy, providing opportunities for teachers across the network to collaboratively analyse student work, align assessment practices and strengthen curriculum delivery.

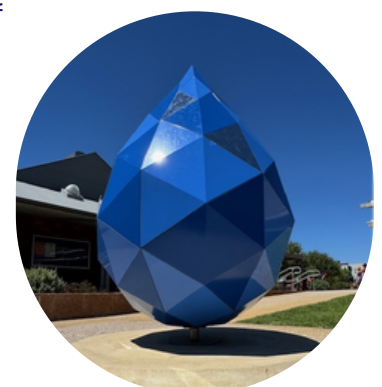
For students, the network supports improved learning outcomes through aligned curriculum practices, collaborative initiatives and opportunities to engage in inter-school activities. The network also assists with smooth transitions between primary and secondary education through the sharing of student data, resources and professional knowledge.

Beyond teaching and learning, the Valley-Brook Network strengthens community connections, promotes cultural awareness and supports resource sharing between schools. School leadership teams also benefit from collaborative decision-making and shared approaches to school improvement.

By working together, the schools within the network create a stronger, more inclusive and innovative learning environment that benefits students, staff and the wider community.

Schools within the Valley-Brook Network:

- Anne Hamersley Primary School
- Aveley Secondary College
- Aveley North Primary School
- Bullsbrook College
- Ellen Stirling Primary School
- Malvern Springs Primary School
- Upper Swan Primary School



SCHOOL BOARD

On behalf of the Anne Hamersley Primary School Board, I would like to acknowledge and thank the staff, students, parents, and the broader school community for a successful school year in 2025. The School Board is the governing body of the school, made up of parents, teachers, and members of the community and meets twice a term to discuss and consult on a range of important issues.

Some key topics the School Board discussed, noted, or made decisions on in 2025 include:

- **Public School Review and WA Education Awards:** I would like to extend my congratulations to the entire school community on an extremely successful Public School Review at the end of the year. Being part of the review process and listening to parents and community members speak so highly of the school and its staff was a personal highlight for me as School Board Chair. I would also like to acknowledge the hard work and dedication of the leadership team, who were nominated for the Excellence in Leadership Award at the WA Education Awards in 2025. This nomination reflects the strength of the leadership at Anne Hamersley Primary School and the positive school culture that underpins all that they do.
- **School Business Plan and Workforce Planning:** The Board provided feedback on the new School Business Plan and workforce plans, reinforcing the school's commitment to supporting the needs of families and students within our community.
- **Student Achievement Data:** Student performance data, including system and school-based assessments, was presented and discussed throughout the year. These conversations allowed the Board to gain insight into areas of strength and how staff worked collaboratively to identify and action opportunities for continued growth and improvement.
- **School Budget:** The Board reviewed and endorsed the 2025 school budget, ensuring alignment with strategic priorities and the responsible allocation of resources to support student learning and wellbeing.
- **Year 6 Camp Model Review:** School camp was a topic of many discussions across the year. The school has worked hard to gather feedback from both students and families to ensure decisions made about camp are inclusive, responsive to community voice, and focused on providing a safe, engaging and positive experience for all students.
- **Uniform Review:** Strong community engagement in the uniform survey has informed planned updates, including reviewing the sports shirt fabric and introducing a new style of dress.

It has been an honour to chair such a committed and engaged Board, and I sincerely thank each member for their time, thoughtful contributions, and ongoing support of our school. Finally, I would like to take the opportunity to farewell our long-serving secretary, Amanda Schiaffini. Her dedication and valuable contributions to the School Board and wider school community will be greatly missed.

Sarah Stutt
School Board Chair



P&C REPORT

2025 was a very productive year for the Anne Hamersley Primary School P&C. At the beginning of the year, a strong executive team was formed, bringing together both new and continuing members, with Kirby Moore serving as President.

Throughout the year, the P&C organised a number of successful events that supported our school community and provided valuable fundraising opportunities. These included the Easter Raffle, Mother's Day and Father's Day stalls, the Colour Run, and coordinating food trucks at the school sports carnivals, Open Night and the End of Year Concert.

Funds raised throughout the year enabled the P&C to support a range of initiatives within the school. This included assisting with sending our Anne Hamersley Choir to Big Voice, providing Year 6 graduation bears, and contributing to a number of educational programs and student initiatives.

These achievements would not be possible without the dedication and generosity of our P&C committee members, volunteers and the wider school community, whose ongoing support plays a vital role in the success of our school.

Towards the end of 2025, several executive roles became available and have since been filled by P&C members who are eager to continue supporting the Anne Hamersley community.

The P&C would also like to acknowledge and sincerely thank Kirby Moore for her dedication and leadership over the past two years as President. Her commitment and passion have made a significant contribution to the work of the P&C and the broader school community.

Ashley Howard
P&C President



EARLY CHILDHOOD EDUCATION

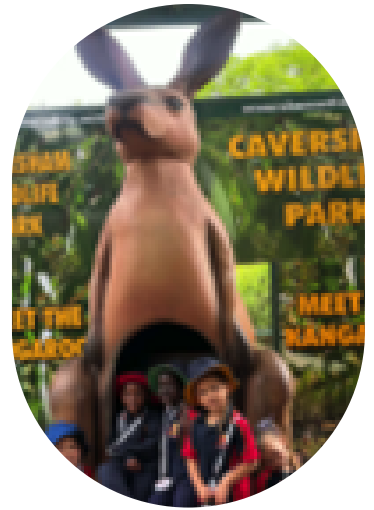
2025 was a wonderful year in Early Childhood at Anne Hamersley Primary School. Our Kindergarten and Pre-Primary students enjoyed many exciting learning experiences, community events and opportunities to explore their world through play, inquiry and hands-on learning.

Some of the highlights included our Mother's Day and Father's Day picnics, where families were invited to join their children for a special celebration at school. These events are always a lovely opportunity for families to connect, spend time together and share in their child's learning.

Our Pre Primary students enjoyed celebrating 100 days of school. Our teachers and students had fun dressing up and enjoyed predicting their future. Students also enjoyed an excursion to Caversham Wildlife Park, where they had the opportunity to see and learn about Australian animals up close. Experiences such as this enrich children's vocabulary and provide meaningful real-life experiences that support their classroom learning.

We were also fortunate to host a police incursion, where local police officers visited the school with their vehicles and spoke to students about how they help keep the community safe. The children were excited to see the police cars and lights, and enjoyed learning about the important role police play in our community.

Another highlight was the installation of garden beds generously donated by the Ellenbrook Mile Community Club. With the support of Mr Salomon, the garden beds were placed and prepared for planting. During our Enormous Turnip Talk for Writing unit, and in alignment with the Djilba season, students planted carrots, watermelon, cucumbers, tomatoes, rhubarb and potatoes. The children enjoyed caring for the garden throughout the year and were proud to harvest and taste the produce towards the end of the year and into the beginning of 2026.



KINDY ORIENTATION

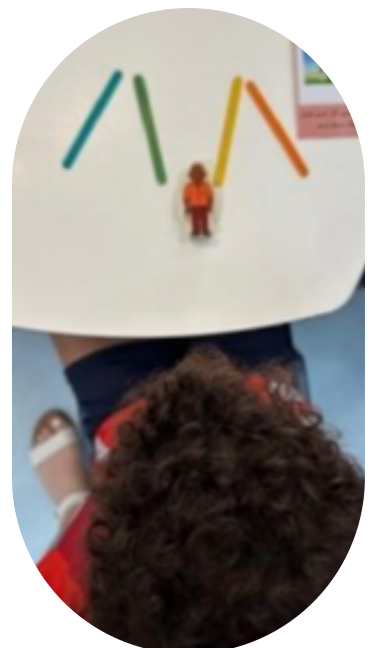
In Term 4, 2025, we once again ran our Kindy Orientation Program, which was attended by many new families joining our school community. The program ran over eight weeks, with children and their caregivers attending each Monday.

These sessions help children become familiar with the classroom environment, school routines and staff, supporting a smooth and confident transition into Kindergarten.

During this time, our Deputy Principal and Early Childhood Leader also met with each Kindy family to learn more about their child and how we can best support them as they begin their schooling journey.

Families also heard from the Midvale Parenting Hub, who provided a helpful presentation for parents and caregivers. While families attended this session, children had the opportunity to engage in independent play experiences with their future teachers and education assistants.

We received very positive feedback from families and look forward to continuing this valuable orientation program in the future.



NQS

The National Quality Standard (NQS) sets a high benchmark for early childhood education and care across Australia. It focuses on seven key quality areas that support positive outcomes for children.

Following a review of the standards and an internal audit conducted by our Deputy Principal and Early Childhood Leader, we found that our Early Childhood program is meeting most of the seven quality areas.

An improvement plan has been developed for 2026 to continue strengthening our practices and work towards meeting all seven standards, ensuring the best possible learning environment for our students.



PEGGY LEGO

At Anne Hamersley Primary School, we explicitly teach pre-writing skills in Kindergarten and Pre-Primary to ensure students develop the foundations needed to form letters and numbers correctly.

The Peggy Lego program is implemented from Kindergarten to Year 1. It is a systematic approach that teaches the pre-writing patterns required to form all letters and numbers.

Students learn eight key pre-writing patterns through a structured sequence that includes:

- Gross motor experiences
- Sensory and tactile activities
- Fine motor practice
- Visual cues
- Verbal prompts

When students develop the correct motor patterns, they are better able to form letters and numbers accurately and with confidence.

The Peggy Lego program supports both the Handwriting Guidelines and the Anne Hamersley Handwriting and Presentation Plan, helping to build strong early writing foundations for our students.



NUMERACY

Anne Hamersley Primary School remains committed to excellence in mathematics education. In 2025, we focused on our final year of the Mathematics Operational Plan (2022–2025), driving sustained improvement in student outcomes through evidence-based teaching strategies, professional development, instructional coaching, and community partnerships and engagement. These advancements were led by our Curriculum Deputy Principal, Mathematics Pedagogical Leaders, and Mathematics Committee, with the unwavering support of our dedicated staff and students.

To support our teaching staff and improve student achievement, Mathematics Pedagogical Leaders and external specialists provided professional learning, instructional coaching and promoted data informed practice through:

- Streamlining Whole School Data Collection – A whole school basic facts data tracker and targeted basic facts warm up resources were created for Years 1–6.
- Utilisation of On-Entry, PAT Maths, and NAPLAN data – Mathematics Pedagogical Leaders provided PL to staff in analysing data to inform planning and differentiation in all year levels.
- Collaborative Practices – Staff participated in moderating common year-level assessments during collaborative meetings and used this data to inform collaborative planning.
- Professional Learning with Dr. Paul Swan – Teachers engaged in specialised professional learning on ‘Problem Solving’.
- Professional Learning with the Mathematics Pedagogical Leaders – Teachers engaged in specialised professional learning to explicitly teach problem solving consistently throughout the school.
- Instructional Coaching – Mathematics Curriculum Leaders provided instructional coaching cycles with graduate teachers in components of the mathematics lesson and after specific professional learning.

In alignment with our school’s strategic priorities, the following developments were implemented in 2025 to enhance mathematical learning:

- Whole School Problem Solving Approach – After staff completed a PL conducted by Paul Swan on ‘Problem Solving’ and a PL conducted by our Mathematics Pedagogical Leaders on ‘Problem Solving the Anne Hamersley Way’, time was allocated in Mathematics Committee Meetings to develop scaffolded year-level problem solving resources to implement in mathematics lessons.
- Whole School Basic Facts Assessment – A whole school basic facts standardised assessment was implemented in Terms 1 and 3 for Year 1–6 students.

Our commitment to strengthening parent and community partnerships was further demonstrated through key initiatives, including:

- Mathematics Week – A school-wide event was conducted to promote enthusiasm for mathematics and strengthen community partnerships.
- Mathematics in the Landing Post – Regular school newsletter articles, created by members of the Mathematics Committee, featured classroom insights, home-learning activities, and recognition of high-achieving students in Mathematics.
- Early Intervention Support – A targeted intervention program (Bond Blocks) was conducted by our Small Group Tuition Teacher twice a week for Pre-Primary students to strengthen foundational numeracy skills. A Bond Blocks parent information session was held to inform parents of the program and to support them to support their child at home.
- Parent Workshops and Open Night Parent Workshops – The Mathematics Curriculum Leaders and Committee Members conducted informative sessions to Kindergarten, Pre-Primary, and Year 1 parents, and basic facts mathematical games during the school’s Open Night event to support parents in fostering mathematical learning at home.
- Numero Interschool Competition – Year 4–6 students represented AHPS in the Northern Heat, showcasing their problem-solving and mental computation skills, and came 2nd place.
- Mathematics Network and Mathematics Network Moderation – A Mathematics Network was established with schools in the network to collaborate on Mathematics initiatives and processes and to drive the Mathematics Network Moderation.

Through these initiatives, AHPS continues to foster confidence, engagement, and achievement in mathematics for all students.

HIGH QUALITY TEACHING & LEARNING - NUMERACY

Successful Students Numeracy: Target 2.1

Target: The achievement of Year 1 and 2 students for On-Entry Numeracy assessment will be equal to or above like schools.

Progress: Working Towards

Numeracy	2022			2023			2024			2025		
	AHPS	ICSEA	Public	AHPS	ICSEA	Public	AHPS	ICSEA	Public	AHPS	ICSEA	Public
Module 1: Pre Primary	176	210	210	210	210	210	435	422	429	415	422	429
Module 2: Year 1	430	430	469	391	430	450	470	498	503	482	508	503
Module 3: Year 2	Not Tested			524	556	541	577	582	582	550	577	577

Overall, On-entry Numeracy data indicates that Anne Hamersley Primary School performs slightly below Like Schools (ICSEA) across the early years; however, the results show positive improvement trends over the life of the Business Plan. There has been significant growth in Pre-Primary, reflecting strong development of foundational numeracy skills. Year 1 results have shown consistent improvement each year, while Year 2 results demonstrate progress in narrowing the gap with Like Schools, particularly in 2024. These trends highlight the school's ongoing focus on explicit teaching, early intervention, and targeted numeracy support in the early years.

Successful Students Numeracy: Target 2.2

Target: The achievement of Year 3 and 5 students in NAPLAN Numeracy assessment will be equal to or above like schools.

Progress: Achieved

Numeracy	Baseline - 2021		2022		2023		2024		2025	
	AHPS	Like Schools	AHPS	Like Schools	AHPS	Like Schools	AHPS	Like Schools	AHPS	Like Schools
Year 3	378	380	376	374	387	379	387	381	374	379
Year 5	467	470	481	470	462	461	439	455	467	467

Across the life of the Business Plan, Anne Hamersley Primary School (AHPS) has achieved numeracy results broadly comparable with Like Schools in both Year 3 and Year 5.

In Year 3, results were slightly below Like Schools in the baseline year but improved to meet or exceed Like Schools in 2022, 2023 and 2024, before moderating slightly below in 2025.

In Year 5, results fluctuated across cohorts, with strong performance above Like Schools in 2022, comparable results in 2023 and 2025, and a dip below Like Schools in 2024.

Overall interpretation: AHPS numeracy results across NAPLAN show cohort variability but generally remain comparable to Like Schools, with several years of performance at or above the benchmark, indicating that students are achieving outcomes consistent with similar schools.



HIGH QUALITY TEACHING & LEARNING - NUMERACY

Successful Students Numeracy: Target 2.3

Target: The achievement of students in Year 3 and 5 NAPLAN Numeracy assessment will be equal to or above the top 20% of Australian students.

2021		2022		2023		2024		2025	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
9%	6%	12%	18%	16%	7%	10%	8%	9%	12%

Across the Business Plan period, the proportion of Anne Hamersley Primary School (AHPS) students achieving in the top 20% of Australian students in NAPLAN Numeracy has fluctuated across cohorts in both Year 3 and Year 5.

In Year 3, the percentage of students in the top 20% increased from 9% in 2021 to a peak of 16% in 2023, before moderating to 10% in 2024 and 9% in 2025. In Year 5, results ranged between 6% and 18%, with the strongest performance in 2022 (18%), followed by 12% in 2025.

Overall interpretation: While AHPS has demonstrated periods of improvement, particularly in Year 3 (2023) and Year 5 (2022), the proportion of students achieving in the top 20% of Australian students remains below the Business Plan target, indicating an ongoing focus on extending high-achieving students in numeracy.

Successful Students Numeracy: Target 2.4

Target: 80% of students in Year 3 and 5 will achieve above the National Minimal Standard in NAPLAN Numeracy assessment.

2021		2022		2023		2024		2025	
Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
86%	78%	71%	80%	84%	89%	90%	80%	86%	85%

Across the Business Plan period, Anne Hamersley Primary School (AHPS) has consistently achieved strong results in the proportion of students performing above the National Minimum Standard (NMS) in NAPLAN Numeracy in both Year 3 and Year 5.

In Year 3, results have ranged between 71% and 90%, with the target of 80% achieved in most years, including 2021, 2023, 2024 and 2025. The highest performance occurred in 2024 (90%), demonstrating strong cohort achievement.

In Year 5, results have consistently met or exceeded the 80% target in four of the five years, ranging from 78% to 89%, with the strongest result in 2023 (89%).

Overall interpretation: AHPS has largely met the Business Plan target, with the majority of students in Year 3 and Year 5 achieving above the National Minimum Standard in Numeracy, reflecting the school's continued focus on supporting students to reach expected achievement levels.



ENGLISH

In 2025, our whole-school English focus was on strengthening and refining existing programs and classroom practices to ensure consistency and high-quality instruction across the school. Key achievements in English included:

Book Week Celebrations: Book Week was celebrated through a range of engaging literacy activities, including our annual dress-up day, buddy-class reading sessions, and classroom literacy displays. Students also enjoyed a visit from local author and illustrator Gabriel Evans, who shared insights into his work and led sessions focused on creating and developing characters through drawing. Additional events included a Masked Reader activity, where students attempted to identify which teacher was reading each page from a Gabriel Evans text. Lunchtime scavenger hunts and a colouring-in competition further promoted engagement and enjoyment of literature across the school.

Public Speaking & Literacy Competitions: Year 3–6 students participated in the annual Speak-Up public speaking competition, with Year 5/6 students also taking part in a school-based monologue competition. Students across the school engaged in the Premier’s Reading Challenge, promoting reading for enjoyment and stamina. In addition, AHPS students competed in the Prime Minister’s Spelling Bee, with four students progressing to the State Finals.

Reading Club: Our thrice-weekly, before-school Reading Club continued to support Year 2 and 3 students identified as requiring targeted reading intervention. In Semester 2, the program was expanded to include Year 1 students. The program was supported by senior student tutors, parents, and staff volunteers. Students who attended regularly demonstrated strong growth in their reading skills, with a number of Year 2 and 3 students successfully graduating from the program.

Targeted Reading Intervention Programs: We continued to implement evidence-based reading intervention programs across the early and middle years, including MiniLit Sage for identified Year 1 and 2 students and MacqLit for identified Year 3 and 4 students. These programs were overseen by the English Deputy Principal and delivered by trained education assistants and special needs education assistants. This approach ensured consistent, targeted intervention and contributed to improved literacy outcomes for students requiring additional support.

Language Leadership School Series: A Year 1 and Pre-primary teacher participated in the North-East Metropolitan Language Development Centre (NEMLDC) Language Leadership School Series. Their action-learning focus was on reviewing and strengthening the daily sentence writing program across Kindergarten to Year 2, with an emphasis on grammar, punctuation, and consistent instructional practices. This work has informed refinements to classroom practice and supported more explicit and developmentally appropriate writing instruction in the early years.

Ellenbrook Network Writing Moderation: For the second year, we coordinated and hosted a writing moderation session for teachers from the Valley-Brook School Network. This highly collaborative professional learning opportunity supported consistent judgement and a shared understanding of writing standards across the network schools. The session received very positive feedback from participants.

Instructional Coaching Framework: The AHPS Instructional Coaching Framework has continued to be implemented and further refined, strengthening consistent, high-quality English teaching practice across the school.

Professional Learning: Newly permanent teachers attended training in Talk for Writing and Talk for Writing in the Early Years through the Dyslexia SPELD Foundation.

English Resources and Learning Materials: In 2025, the school expanded English resources, including class novel sets, levelled home readers, and materials to support purposeful play and oral storytelling in the early years.

Our focus for 2026 is on strengthening early childhood English supports through expanded leadership and targeted intervention. This includes increased time allocation for the Early Childhood English Curriculum Leader, implementation of MiniLit Sage in Pre-primary, and the establishment of an oral language intervention program in Kindergarten and Pre-primary. These initiatives aim to strengthen foundational literacy skills and ensure early identification and support for students requiring additional assistance.

HIGH QUALITY TEACHING & LEARNING - LITERACY

Successful Students Literacy: Target 2.5

Target: The achievement of Year 1 and 2 students in On-Entry assessments will be equal to or above like schools

Reading	2021			2022			2023			2024			2025		
	AHPS	ICSEA	Public	AHPS	ICSEA	Public	AHPS	ICSEA	Public	AHPS	ICSEA	Public	AHPS	ICSEA	Public
Module 1: Pre Primary	445	450	456	445	450	456	456	445	450	445	439	450	434	445	450

Writing	2021			2022			2023			2024			2025		
	AHPS	ICSEA	Public	AHPS	ICSEA	Public	AHPS	ICSEA	Public	AHPS	ICSEA	Public	AHPS	ICSEA	Public
Module 1: Pre Primary	210	210	210	176	210	210	210	210	210	176	210	210	176	210	210
Module 2: Year 1	Not Tested			430	430	469	391	430	450	391	430	450	391	430	430
Module 3: Year 2	Not Tested			Not Tested			524	556	541	541	541	541	524	541	541

Across the Business Plan period, Anne Hamersley Primary School (AHPS) On-entry Reading results have remained generally comparable with Like Schools (ICSEA). AHPS performed slightly below Like Schools in most years, exceeded Like Schools in 2023, and remained close to the benchmark in 2024 and 2025.

Overall interpretation: While results fluctuate slightly across cohorts, AHPS performance in On-entry Reading remains broadly comparable with Like Schools, indicating students are developing foundational literacy skills at levels similar to comparable schools.

Across the Business Plan period, Anne Hamersley Primary School (AHPS) On-entry Writing results have generally been below Like Schools (ICSEA) across Pre-Primary, Year 1 and Year 2.

In Pre-Primary (Module 1), AHPS was equal to Like Schools in 2021 and 2023, but below Like Schools in 2022, 2024 and 2025. In Year 1 (Module 2) and Year 2 (Module 3), AHPS results have consistently remained below Like Schools, although Year 2 results in 2024 matched Like Schools.

Overall interpretation: While some cohorts have achieved results equal to Like Schools, On-entry Writing results indicate that AHPS is generally performing below Like Schools, highlighting an ongoing focus on strengthening early writing development in the early years.



HIGH QUALITY TEACHING & LEARNING - LITERACY

Successful Students Literacy: Target 2.6

Target: The achievement of Year 3 and 5 students in all areas of NAPLAN Literacy assessment will be equal to or above like schools.

	Baseline - 2021		2022		2023		2024		2025	
Year 3	AHPS	Like Schools	AHPS	Like Schools	AHPS	Like Schools	AHPS	Like Schools	AHPS	Like Schools
Reading	406	407	402	400	381	367	369	367	361	366
Spelling	410	399	422	398	408	378	388	378	391	374
Writing	398	414	418	401	413	395	388	392	395	387
G&P	419	404	425	399	400	370	395	369	376	362

	Baseline - 2021		2022		2023		2024		2025	
Year 5	AHPS	Like Schools	AHPS	Like Schools	AHPS	Like Schools	AHPS	Like Schools	AHPS	Like Schools
Reading	490	490	495	484	467	464	459	455	471	467
Spelling	500	495	518	487	489	465	478	465	491	471
Writing	465	469	490	457	476	458	470	457	471	459
G&P	493	482	511	478	484	466	475	462	488	470

Across the Business Plan period, Anne Hamersley Primary School (AHPS) has achieved NAPLAN Literacy results that are generally comparable to or above Like Schools across most learning areas in Year 3 and Year 5.

In Year 3, AHPS has consistently performed above Like Schools in Spelling and Grammar & Punctuation across most years. Writing has generally remained above Like Schools, with the exception of 2024, where results were slightly below. Reading results were above Like Schools in the earlier years of the plan but have been slightly below in 2024 and 2025, reflecting some cohort variability.

In Year 5, AHPS has demonstrated strong and consistent performance above Like Schools across all literacy areas. Reading, Spelling, Writing and Grammar & Punctuation results have remained consistently higher than Like Schools across most years, indicating strong literacy achievement in the upper primary years.

Overall interpretation: AHPS students are achieving literacy outcomes generally equal to or above Like Schools, particularly in Year 5, where results consistently exceed comparison schools. While some Year 3 cohort variability is evident in Reading and Writing in recent years, overall results demonstrate strong literacy achievement aligned with the Business Plan target.



HIGH QUALITY TEACHING & LEARNING - LITERACY

Successful Students Literacy: Target 2.7

Target: 20% of Year 3 and 5 students will achieve equal to, or above, the top 20% of Australian Students in all areas of NAPLAN Literacy assessments

	2021		2022		2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Reading	6%	11%	8%	10%	12%	9%	9%	10%	8%	15%
Spelling	20%	22%	21%	33%	23%	18%	21%	20%	18%	23%
G&P	16%	17%	21%	26%	20%	16%	30%	11%	12%	18%
Writing	No Data		No Data		26%	17%	14%	22%	16%	24%

Across the Business Plan period, the proportion of Anne Hamersley Primary School (AHPS) students achieving in the top 20% of Australian students in NAPLAN Literacy has varied across cohorts and learning areas.

In Reading, results remained below the 20% target in most years for both Year 3 and Year 5, although Year 5 showed improvement in 2025 (15%). Spelling results have been stronger, with Year 3 meeting or exceeding the 20% target in several years, and Year 5 exceeding the target in 2022 and 2025. In Grammar and Punctuation, Year 3 exceeded the target in 2022 and 2024, while Year 5 remained below the target across most years. Writing results were mixed, with Year 3 exceeding the target in 2023, while Year 5 remained below the target despite improvement in 2024 and 2025.

Overall interpretation: While AHPS has achieved the 20% target in specific literacy areas and cohorts, particularly in Spelling and Grammar & Punctuation, results indicate that the proportion of students achieving in the top 20% across literacy is inconsistent, highlighting the continued focus on extending high-achieving students in literacy.

Successful Students Literacy: Target 2.8

Target: 80% of students in Year 3 and 5 will achieve above the National Minimal Standard in NAPLAN Literacy assessments

	2021		2022		2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Reading	87%	82%	84.60%	89%	83.00%	88%	80.00%	83%	85.00%	86%
Spelling	85%	80%	87%	86%	88%	89%	86%	89%	90%	87%
G&P	87%	79%	83%	86%	77%	89%	80%	82%	75%	83%
Writing	No Data		No Data		91%	89%	88%	89%	93%	85%

Across the Business Plan period, Anne Hamersley Primary School (AHPS) has consistently achieved strong results in the proportion of students performing above the National Minimum Standard (NMS) in NAPLAN Literacy across Year 3 and Year 5.

In Reading and Spelling, results have consistently met or exceeded the 80% target in most years across both cohorts. Writing has also demonstrated strong performance, with both Year 3 and Year 5 exceeding the target in all years data was available. In Grammar and Punctuation, results were generally above the target, with the exception of Year 3 in 2023 and 2025, which fell slightly below 80%.

Overall interpretation: AHPS has largely met the Business Plan target, with the majority of students in Year 3 and Year 5 achieving above the National Minimum Standard across all areas of NAPLAN Literacy, reflecting strong literacy achievement across the school.

KEY FOCUS AREA: EFFECTIVE PARTNERSHIPS & RELATIONSHIPS

Effective Partnerships & Relationships: Target 3.1

Target: Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for parents who believe “the school has strong relationships with the local community”.

Year	Rating
2018	4.2
2020	4.3
2022	4.1
2025	4.2

Across the survey periods, Anne Hamersley Primary School (AHPS) has consistently maintained a strong rating from parents regarding the school’s relationships with the local community. Results have ranged between 4.1 and 4.3, with ratings of 4.2 in 2018, 4.3 in 2020, 4.1 in 2022 and 4.2 in 2025.

Overall interpretation: The school has largely met the Business Plan target of maintaining a rating of 4.2 or higher, with results remaining consistently close to or at the target across survey cycles. This indicates that parents continue to perceive strong connections between the school and the local community.

Overall interpretation: The school has largely met the Business Plan target of maintaining a rating of 4.2 or higher, with results consistently close to or above the target across survey cycles. This indicates that parents generally feel their views are valued and considered in school decision-making.



Effective Partnerships & Relationships: Target 3.2

Target: Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for parents who believe “the school takes their opinions seriously”

Year	Rating
2018	4.3
2020	4.4
2022	4.1
2025	4.3

Across the survey periods, Anne Hamersley Primary School (AHPS) has maintained strong ratings from parents regarding the belief that the school takes their opinions seriously. Results have remained consistently high, with ratings of 4.3 in 2018, 4.4 in 2020, 4.1 in 2022 and 4.3 in 2025.



HEALTH & WELLBEING

In 2025, Anne Hamersley Primary School continued to prioritise student wellbeing by supporting the development of positive mental health, respectful relationships and healthy lifestyle choices. Health education was delivered through explicit lessons aligned with the Western Australian Curriculum, alongside a range of whole-school wellbeing initiatives designed to support students socially, emotionally and physically.

Breakfast Club and Community Pantry

Breakfast Club continued to provide students with a welcoming start to the school day, ensuring they were ready to engage in learning. The Community Pantry also supported families within the school community by providing access to essential food and household items when required. These initiatives helped strengthen the school's commitment to supporting the wellbeing of the whole community.

Student Wellbeing Programs

In 2025, a number of targeted wellbeing programs supported students across the school. The Rainbows Program, introduced and run by the school Chaplain and a teacher, supported small groups of students experiencing change, grief or loss. The program provided a safe space for students to share experiences, build coping strategies and strengthen emotional resilience. Students also had opportunities to participate in the ROAR Program, which focused on building resilience, emotional awareness and positive social skills.

Zones of Regulation

The Zones of Regulation framework continued to be used across classrooms to support students in recognising their emotions and developing strategies to regulate their behaviour. This common language of emotions supported students in identifying how they were feeling and selecting appropriate strategies to return to a state ready for learning.

Jump Jam

The Jump Jam program continued to be used across classrooms as an engaging way to support physical activity and provide brain breaks throughout the school day. Students also had the opportunity to participate in the Jump Jam Competition, promoting teamwork, confidence and enjoyment of physical activity while strengthening school spirit and student engagement.

Incursions and Wellbeing Education

Students across the school also participated in a range of wellbeing-focused incursions that supported the Health curriculum. These included Constable Care presentations focusing on personal safety and decision-making, as well as Helping Minds Mental Health Workshops for upper primary students. These sessions supported students to better understand mental health, emotions and strategies for seeking help when needed.

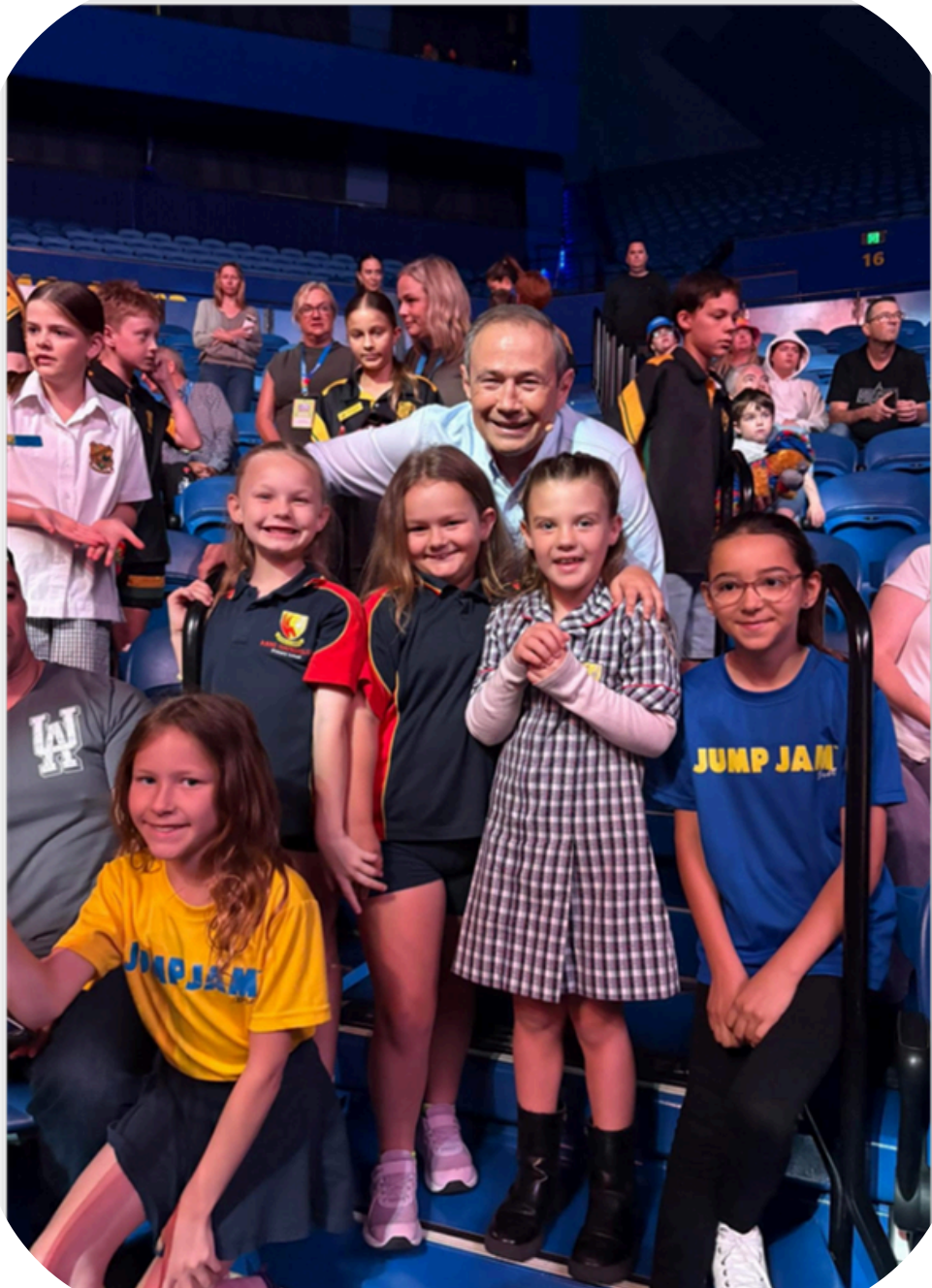


Community Connection – Telethon and School Events

A highlight of the year was the school's involvement in Telethon. The school community supported fundraising efforts through initiatives such as a successful Bunnings sausage sizzle and our Annual Family Community Picnic. Students and families also had the opportunity to attend Telethon, where they were present in the audience and had the opportunity to meet the WA Premier.

Our Beginning of the Year Open Classroom Morning and Parent-Teacher Meetings provided a valuable opportunity for families, staff and students to connect in a relaxed and welcoming environment, helping to strengthen relationships between home and school.

In 2026, the focus will be on developing a whole-school Health Scope and Sequence to ensure consistency and progression of health and wellbeing learning across all year levels. The school will also work towards developing a shared understanding and definition of what "Wellbeing" means at AHPS. This process will include protecting the time and workload of teachers and staff while researching and exploring a Social and Emotional Learning (SEL) program that can be embedded within existing Health and Wellbeing lessons to strengthen and support the school's whole-school approach to wellbeing.



KEY FOCUS AREA #4: HIGH QUALITY TEACHING AND LEARNING

Target 4.3: Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for parents who believe “the school is well led”.

Year	Rating
2018	4.4
2020	4.8
2022	4.3
2025	4.6

Across the survey periods, Anne Hamersley Primary School (AHPS) has maintained very strong parent ratings regarding the belief that the school is well led. Results have remained consistently high, with ratings of 4.4 in 2018, 4.8 in 2020, 4.3 in 2022 and 4.6 in 2025.

Overall: The school has exceeded the Business Plan target of maintaining a rating of 4.2 or higher in every survey cycle. These results indicate that parents have strong confidence in the leadership of the school, with ratings consistently well above the target.

Target 4.5: Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for staff who believe “they receive useful feedback about their work”.

Year	Rating
2018	4.4
2020	4
2022	4.4
2025	4.4

Across the survey periods, Anne Hamersley Primary School (AHPS) has maintained generally strong ratings from staff regarding the belief that they receive useful feedback about their work. Results were 4.4 in 2018, 4.0 in 2020, 4.4 in 2022, and 4.4 in 2025.

Overall: The school has largely met the Business Plan target of maintaining a rating of 4.2 or higher, with the exception of 2020, where results were slightly below the target. Overall, the data indicates that staff generally feel they receive valuable feedback to support their professional practice.

Target 4.4: Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for staff who believe “they are well supported”.

Year	Rating
2018	4.5
2020	4.5
2022	3.9
2025	4.5

Across the survey periods, Anne Hamersley Primary School (AHPS) has generally maintained strong ratings from staff regarding the belief that they are well supported. Results were 4.5 in 2018 and 2020, decreased to 3.9 in 2022, before improving again to 4.5 in 2025.

Overall: While the rating fell below the target in 2022, the most recent result shows a strong recovery above the Business Plan target of 4.2. This indicates that staff perceptions of support have strengthened over time, with current results reflecting a positive and supportive working environment.

Target 4.6: Maintain a rating of 4.2 or higher, in the National Schools Opinion Survey, for staff satisfaction of education at our school.

Year	Rating
2018	4
2020	3.8
2022	4.3
2025	4.5

Across the survey periods, Anne Hamersley Primary School (AHPS) has shown improving staff satisfaction regarding educational achievement at the school. Results were 4.0 in 2018, 3.8 in 2020, increasing to 4.3 in 2022, and further improving to 4.5 in 2025.

Overall: While results were below the Business Plan target of 4.2 in the earlier survey periods, there has been a strong upward trend in staff satisfaction, with the most recent results exceeding the target, indicating growing confidence among staff in the school’s educational outcomes.

TECHNOLOGIES

In 2025, the ICT Curriculum Deputy Principal, along with the Technologies Curriculum Leader and Technologies Committee, continued to implement strategies to enhance the use of technology across the school. Here are some key highlights:

Operational Plan Implementation

It was the final year of the current Operational Plan, with a new plan developed for the 2026–2028 cycle. The updated plan outlines refreshed strategic priorities that align closely with the school's Business Plan and future-focused goals.

Bring Your Own Device (BYOD) Program

The ongoing BYOD program continued to support a strong student-to-device ratio across the school. Planning commenced to extend the program to Year 3, ensuring earlier access to personalised digital learning tools.

IT Monitor Roles

Year 6 students further developed their leadership capabilities through their roles as IT Monitors. They supported the setup and operation of ICT for major school events, including assemblies, ANZAC services, and the End of Year Concert. Students received targeted mentoring from the ICT Curriculum Deputy Principal, strengthening their skills in troubleshooting and device management.

Technologies Leader Support

The Technologies Leader was allocated dedicated time each fortnight to collaborate with the ICT Curriculum Deputy Principal, enabling focused progress on current initiatives and forward planning for future ICT priorities.

Collaboration with Maths Leader

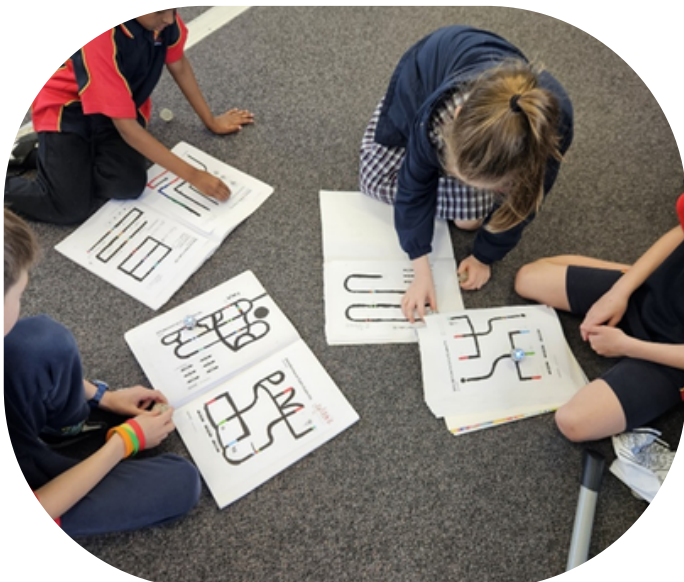
The Technologies Leader commenced a strengthened partnership with the Maths Leader to enhance the integration of digital technologies within Mathematics, supporting improved pedagogy and resource alignment.

New ICT Resources

The school made significant upgrades to its ICT infrastructure. A total of 70 new computers were installed, with 32 allocated to upgrade the computer lab and the remainder used to modernise teacher workstations. In addition, both a new administration server and a curriculum server were deployed to improve system performance and reliability. All remaining interactive whiteboards across the school were also upgraded to Promethean interactive panels, enhancing the quality of digital teaching and learning.

Robotics Club

The Robotics Club was launched and held weekly in the library, providing students with opportunities to develop programming and problem-solving skills using a range of robotic devices. Participation supported student engagement in STEM and fostered curiosity in emerging technologies.



EALD

At Anne Hamersley Primary School we value and celebrate cultural diversity and inclusivity. Through teaching and learning programs, we aim to foster understanding and a harmonious learning environment for all students to succeed. In 2025, we continued a whole school EAL/D program with an early intervention priority. Strategic support was provided through an EAL/D leader for 0.4 FTE.

We strengthened our EAL/D program by further building home school links with EAL/D families through ongoing parent meetings, (using interpreters when necessary), developing take home resources, Pre Kindy interviews and Pre Kindy Parent workshops discussing the importance of Oral Language and strategies to help students from diverse cultural backgrounds. Increasing EAL/D student numbers were catered for by building the capacity of our mainstream Education Assistants with targeted PL, workshops and guided practice throughout the year to support EAL/D students in the classroom.

EAL/D students were monitored using the digital EALD Progress Map profiling and planning tool after Professional Learning was provided to teachers. A whole school EAL/D tracker was developed to monitor EAL/D student Progress Map levels and Grades to provide opportunities for moderation and consistency between the two. Several referrals were made to Ellenbrook Intensive English Centre. 7 Indigenous students indicated on enrolment that Aboriginal English was spoken at home showing an increasing pride and recognition of Aboriginal English.

Year	Enrolments	Languages spoken by EAL/D students	LBOTE students	EAL/D Students	No. Funded EAL/D students	No. Unfunded EAL/D students	Percentage of EAL/D Students
2023	665	35	55	93	43	45	14%
2024	740	38	56	113	48	65	15%
2025	815	47	54	142	61	81	17%
2026	853	51	48	157	69	88	18%

In 2026 with a steady increase of EAL/D students and diversity, the EAL/D program will consolidate evolving changes and build capacity in all staff to support EAL/D students in the classroom. Increased FTE of the EAL/D Leader to 0.6 (Three Days)

- Continued Training of Education Assistants to support and monitor EAL/D students in the classroom.
- Offer more Parent Workshops in the Early Years for EAL/D parents.
- Build EAL/D strategies for teachers to use in the classroom with EAL/D students.
- Targeted Intervention with Language Lift Program



CULTURAL RESPONSIVENESS

In 2025, the Cultural Awareness Committee successfully consolidated the priorities and actions outlined in the school's 2022–2025 Cultural Responsiveness Operational Plan. This year represented the culmination of three years of strategic development, with cultural safety, community engagement, and inclusive teaching practices becoming firmly embedded across the school. The committee continued to strengthen whole-school cultural responsiveness through regular meetings, strategic planning, and collaboration with staff, community members, and external agencies.

Key achievements throughout the year included the expansion of culturally responsive practices and greater visibility of cultural identity within the school community. The whole-school Acknowledgement of Country was consistently implemented, cultural songs were embedded in the choir program, and significant initiatives such as the names and footprints project helped promote belonging for all students. The school delivered major cultural celebrations—including Harmony Day, the Moon Festival, and Diwali—further strengthening intercultural understanding. In addition, the expansion of EAL/D services, including parent interviews and Pre-Kindy orientation support, reflected the school's commitment to meeting the needs of culturally and linguistically diverse families.

Professional learning continued to be a strong focus in 2025. Staff participated in online Cultural Safety and Culturally Responsive Pedagogies modules, and committee members attended face-to-face Cultural Responsiveness and Cultural Safety workshops. These opportunities supported staff to further develop their knowledge of Aboriginal histories, cultures, and perspectives, and increased confidence in designing culturally safe and responsive learning environments. Resource-making workshops for EAL/D support staff also enhanced classroom practice across Terms 1 to 3.

The committee engaged deeply in data-informed reflection through the Public School Review (PSR) process. Using PSR rubrics, the team evaluated the school's performance in areas such as Aboriginal student achievement, inclusive practice, and community partnerships. Evidence highlighted strong relationships with Aboriginal families, the provision of a safe and culturally responsive learning environment, and the effectiveness of partnerships with local community groups, service providers, and neighbouring schools. This reflective process informed planning for future improvement and ensured alignment with system priorities.

Community partnerships were strengthened through increased involvement of AIEO networks, collaboration with Ellenbrook Intensive English Centre, and the introduction of the Koya program for Aboriginal students in Years 3–6. The school continued to deliver culturally rich incursions such as Koora Waangkininy Boodjar and Djurpin Kaka, providing authentic learning opportunities for students. The committee also maintained oversight of the whole-school Excursion and Incursion Planner to ensure cultural alignment across year levels.

Throughout 2025, the Cultural Calendar was updated monthly by designated staff members and published through the Landing Post to promote cultural learning across the year. RAP Committee operations continued with termly meetings and semester reviews of RAP actions, ensuring that reconciliation remained a central focus of the school's work. The committee's efforts contributed to improved staff confidence, deeper student engagement in cultural learning, and stronger community partnerships. As a result, cultural responsiveness is now firmly embedded as a daily practice across Anne Hamersley Primary School, supporting a more inclusive, respectful, and culturally informed school community.



KEY FOCUS AREA #4: SAFE AND ENGAGING LEARNING ENVIRONMENTS

Target 5.1: Overall attendance rates will be equal to or above like schools and WA Public Schools.

Against Like Schools:

2023		2024		2025	
AHPS	Like	AHPS	Like	AHPS Sem 1	Like
89.7%	88.8%	90.2%	89.3%	90.2%	88.9%

Against WA Schools:

2023		2024		2025	
AHPS	WA	AHPS	WA	AHPS	WA
89.7%	88.9%	90.2%	89.4%	90.2%	89.1%

Students at Anne Hamersley Primary School continue to achieve overall attendance rates above those of like schools and WA Public Schools in 2025. With the introduction of Compass, communication with parents and guardians has been further strengthened, with unexplained absence notifications now sent directly through the platform. Compass is also used to inform families of attendance concerns and to offer timely support, promoting strong and sustained attendance. Our Early Years playground plan and culturally responsive environment have created a warm, inclusive, and engaging learning space for students. Connections with community organisations and local citizens continue to strengthen through the leadership and focus of the Reconciliation Action Plan Committee and the Cultural Responsiveness Committee. Community events, the before-school running club, Breakfast Club, Reading Club, and programs delivered by the school chaplain and AIEO continue to play a vital role in supporting student engagement and wellbeing.



Target 5.2: Aboriginal student attendance will be equal to or above like schools and WA Public Schools

Against Like Schools:

2023		2024		2025	
AHPS	Like	AHPS	Like	AHPS Sem 1	Like
84.1%	81.2%	86.6%	81.8%	85.3%	81.7%

Against WA Schools:

2023		2024		2025	
AHPS	WA	AHPS	WA	AHPS	WA
84.1%	74.3%	86.6%	74.3%	85.3%	73.2%

The effective implementation of the Attendance Operational Plan and the Reconciliation Action Plan has contributed to continued strong attendance outcomes when compared with like schools and WA Public Schools. Our Aboriginal and Islander Education Officer (AIEO), employed two days per week, has developed strong, positive relationships with students, families, and community members to actively support and promote regular attendance.

The AIEO delivers cultural programs, supports the organisation of excursions and incursions, facilitates parent workshops and information sessions, liaises with community organisations, provides in-class support, works closely with classroom teachers, and offers targeted, individualised support to Aboriginal families.



Target 5.3: Overall attendance rates will be equal to or above like schools and WA Public Schools.

2021	2022	2023	2024	2025
72.7%	74.0%	77.0%	79.0%	78.00%

In 2025, the percentage of authorised absences averaged 78%, which is close to the school's target of 80% or above. A continued focus on strengthening accountability for student absences remains a priority, alongside raising community awareness of the importance of regular attendance, promoting attendance incentives, and ensuring reasons are provided for all absences.

The introduction of Compass has further streamlined communication, enabling parents and carers to notify the school of absences efficiently. Students identified as being at risk due to low attendance are closely monitored, with attendance improvement plans implemented as required. Attendance awards are presented at school assemblies to recognise and celebrate classes achieving high attendance rates.

Target 5.4: Raise parent satisfaction of the school 'looks for ways to improve' to 4.2 or higher in the National Schools Opinion Survey.

Year	Rating
2018	4.5
2020	4.7
2022	4.2
2025	4.5

Across the survey periods, Anne Hamersley Primary School (AHPS) has maintained strong parent satisfaction regarding the belief that the school looks for ways to improve. Results were 4.5 in 2018, 4.7 in 2020, 4.2 in 2022, and 4.5 in 2025.

Overall: The school has consistently met or exceeded the Business Plan target of 4.2 in every survey cycle. These results indicate that parents have strong confidence in the school's commitment to continuous improvement and ongoing development.

Target 5.5: Raise student satisfaction regarding 'I feel safe at my school' to 4.2 or higher in the National Schools Opinion Survey.

Across the survey periods, Anne Hamersley Primary School (AHPS) has maintained strong student satisfaction regarding the statement "I feel safe at my school." Results were 4.3 in 2018, 4.4 in 2020, 4.4 in 2022, and 4.5 in 2025.

Overall: The school has consistently exceeded the Business Plan target of 4.2 in every survey cycle, indicating that students continue to feel safe and supported within the school environment.

Year	Rating
2018	4.3
2020	4.4
2022	4.4
2025	4.5

Target 5.6: Raise student satisfaction regarding 'Student Behaviour is well managed at my school' to 4.2 or higher in the National Schools Opinion Survey.

Year	Rating
2018	4.3
2020	4.1
2022	4.1
2025	4.2

Across the survey periods, Anne Hamersley Primary School (AHPS) has maintained generally positive student satisfaction regarding the statement "Student behaviour is well managed at my school." Results were 4.3 in 2018, 4.1 in 2020, 4.1 in 2022, and 4.2 in 2025.

Overall: While results were slightly below the Business Plan target of 4.2 in 2020 and 2022, the most recent result meets the target, indicating improvement in students' perceptions of behaviour management across the school.

Target 5.7: Raise student satisfaction regarding 'I like being at my school' to 4.2 or higher in the National Schools Opinion Survey.

Across the survey periods, Anne Hamersley Primary School (AHPS) has recorded positive student satisfaction regarding the statement "I like being at my school." Results were 4.4 in 2018, 4.1 in 2020, 4.0 in 2022, and 4.2 in 2025.

Overall: While results were slightly below the Business Plan target of 4.2 in 2020 and 2022, the most recent result meets the target, indicating an improvement in students' enjoyment and overall experience at school.

MUSIC

The primary music curriculum in Western Australia aims to develop students' musical skills and appreciation through a structured and comprehensive program.

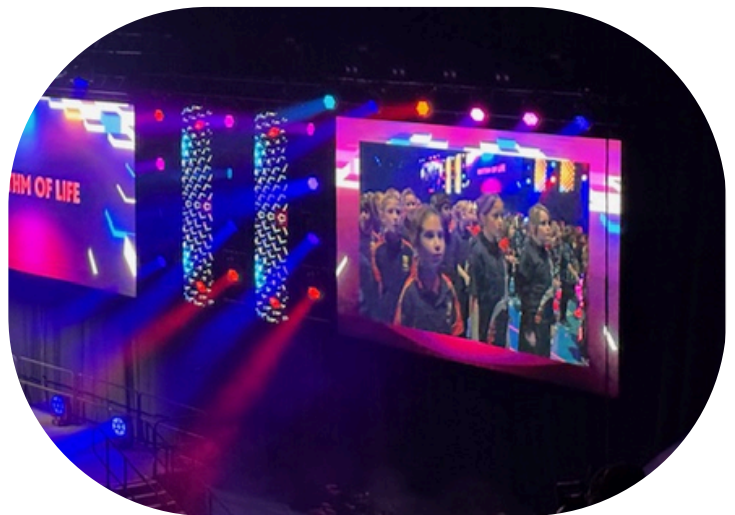
Year 1-3 Music, students actively engaged in creating, recording and communicating musical ideas. They explored and applied the elements of music including rhythm, tempo, pitch, dynamics, timbre, form and texture through practical learning experiences and performances.

Students composed their own 3 and 4 beat rhythmic bars and performed them confidently for their peers, while audience members demonstrated excellent listening skills and respectful performance etiquette.

A strong emphasis was placed on rehearsal and performance skills, audience behaviour, and understanding the context and role of music within the community. Students also developed their ability to analyse music using appropriate terminology, reflecting thoughtfully on their own work and the performances of others.

Year 3-4 students continued to develop their aural skills by exploring more complex rhythms and melodies, practising how to identify different musical elements and patterns. They are encouraged to engage in creative expression through improvisation and composition, allowing them to create their own music using simple rhythm and pitch patterns. Students are also introduced to music from a range of cultures and historical periods, helping to build cultural awareness and broaden their understanding and appreciation of global musical traditions.

Year 5-6 students further refine their aural skills by working with more intricate musical structures and forms, learning to identify and describe musical elements in greater detail. A strong focus is placed on performance skills, particularly ensemble work, where students collaborate to perform more complex musical pieces and develop their ability to play a wider range of instruments. Students are also introduced to basic music theory, including notation, scales and chords, and begin learning to read and write simple musical scores. Through critical listening, students analyse and discuss a variety of musical works, developing the ability to articulate their thoughts and opinions about different styles and compositions.



Music Club

Music club replaced formal instrument learning clubs one lunchtime per week. This was a time to come to the music room and try out favourite instruments or practice something being learned in class in a relaxed environment. It was also a time to reflect on learning and ask questions and interact with students from other classes from Year 1 to Year 6. It has been a huge success, with students enjoying the non-formal approach and a chance to try out new things.

Graduation

Year 6 students performed an ensemble item at their graduation to staff, parents, peers and special guests. Each class worked on their own piece, utilising skills learned throughout their Primary School years. They learned to play cohesively, through participating in yearlong rehearsal techniques and by following guidance from the conductor and incorporating all the elements of music. These pieces were polished to a very high standard, and students were very proud of their achievements.

CHOIR

In 2025, Anne Hamersley Primary School marked a significant milestone with the establishment of its first school choir. Our students proudly represented the school at One Big Voice, performing at RAC Arena alongside more than 5,000 students from across Western Australia. The children were exceptional ambassadors, demonstrating pride, professionalism and consistently modelling the AHPS values throughout rehearsals and on the day of the performance. Their commitment during weekly rehearsals was outstanding, with students showing dedication, resilience and teamwork as they refined vocal technique, harmonies and stagecraft in preparation for such a large-scale event.

In addition, the Senior Choir had the honour of performing as part of the audience choir at Telethon, joining six other schools in this special community event. This opportunity further strengthened students' confidence and highlighted their ability to perform in diverse and high-profile settings while representing the school with pride.

A key success and lasting impact of the year has been the development of a whole school love and respect for music, particularly surrounding Senior Choir. What began as a new initiative quickly became a source of pride for students, staff and families. The visibility of choir rehearsals and performances, along with the commitment shown by students, has elevated the profile of music within the school. Collectively, these experiences have strengthened musical skills, built confidence, and fostered a culture where participation, encouragement and appreciation of the arts are deeply valued across the school community.



AUSLAN

Reflecting on Auslan in 2025, was a fun and productive year of learning.

We began our year revising foundation learnings, fingerspelling, introduction dialogue and everyday signs. From this, students built their confidence and fluency in communication. As a school we celebrated Auslan Day.

Every student was given a sign card and a task to begin conversations in Auslan. Using Auslan greetings, everyday signs and building sentences with their sign cards. In that same week, during their Auslan lesson, students created a poster with everyday school signs to display in their classrooms.

As a school focus, we revised the Australian Anthem. We sign and sing this at each assembly along with our school song. In 2025, students learnt how to sign an Acknowledgement to Country and will continue this practice this in 2026. The students discovered more about Auslan as a language and culture, learning about deafness, hearing aid devices, interpreters and inspirational deaf Australians.

The lower primary classes learnt the Auslan alphabet, school signs, colours, number and family signs, weather signs, food signs and much more. Students built fluency in communication through dialogue practice sharing about themselves, their hobbies and their family.

The upper primary classes incorporated their research inquiry skills with Auslan to research an inspirational deaf Australian and their achievements.

In 2026, we continue to build our communication and understanding in Auslan, learning handshape parameters and Auslan grammar. We will learn about how stories are told in Auslan and learn to sign short story sequences, fairy tales and song.

We will build on prior knowledge to strengthen communication and understanding skills, signing likes and dislikes for hobbies, sport, food and interests. We will learn about cities, countries, transport and community signs. We will also look at different sign languages around the world and how they are similar and different to Auslan.

We had many achievements in 2025 and this year we will continue to strive for excellence.



SCIENCE

In 2025, our science program continued to flourish, supported by the use of our purpose-built science room. This dedicated space has allowed students greater opportunities to engage in hands-on investigations, with resources readily accessible to encourage curiosity, independence, and deeper scientific thinking.

A highlight of the year was the Silly Scientist incursion, which provided students with a vibrant and memorable learning experience. The performance blended science with art, comedy, music, magic, and Indigenous perspectives, creating a rich and inclusive learning environment. Students enthusiastically participated in skits, songs, and experiments that explored key concepts across the Biological, Chemical, Earth and Space, and Physical Science strands.

Our biological science program remained a strong focus, particularly through our ongoing work with living insects. Students continued to observe and care for our spiny leaf insects, Sticky and Spikey, which were a major attraction during Parent Open Night. Families had the opportunity to interact with the insects firsthand, sparking conversations about life cycles, adaptations, and the importance of caring for living things.

Looking ahead into 2026, we are excited to introduce several new additions to our science program. We have welcomed more tadpoles for students to observe as they undergo metamorphosis, and we are currently hatching new spiny leaf insects from eggs collected last year—an experience that continues to captivate students as they witness each stage of growth. We have also added two new hermit crabs, Gabby and Crabby, which provide further opportunities for students to learn about habitats, behaviour, and animal care.

We remain committed to strengthening our teaching and assessment practices by collaborating with neighbouring schools. Through moderation of work samples and professional discussions, we aim to ensure consistent grading and continually enhance the quality of science learning experiences for students at AHPS.

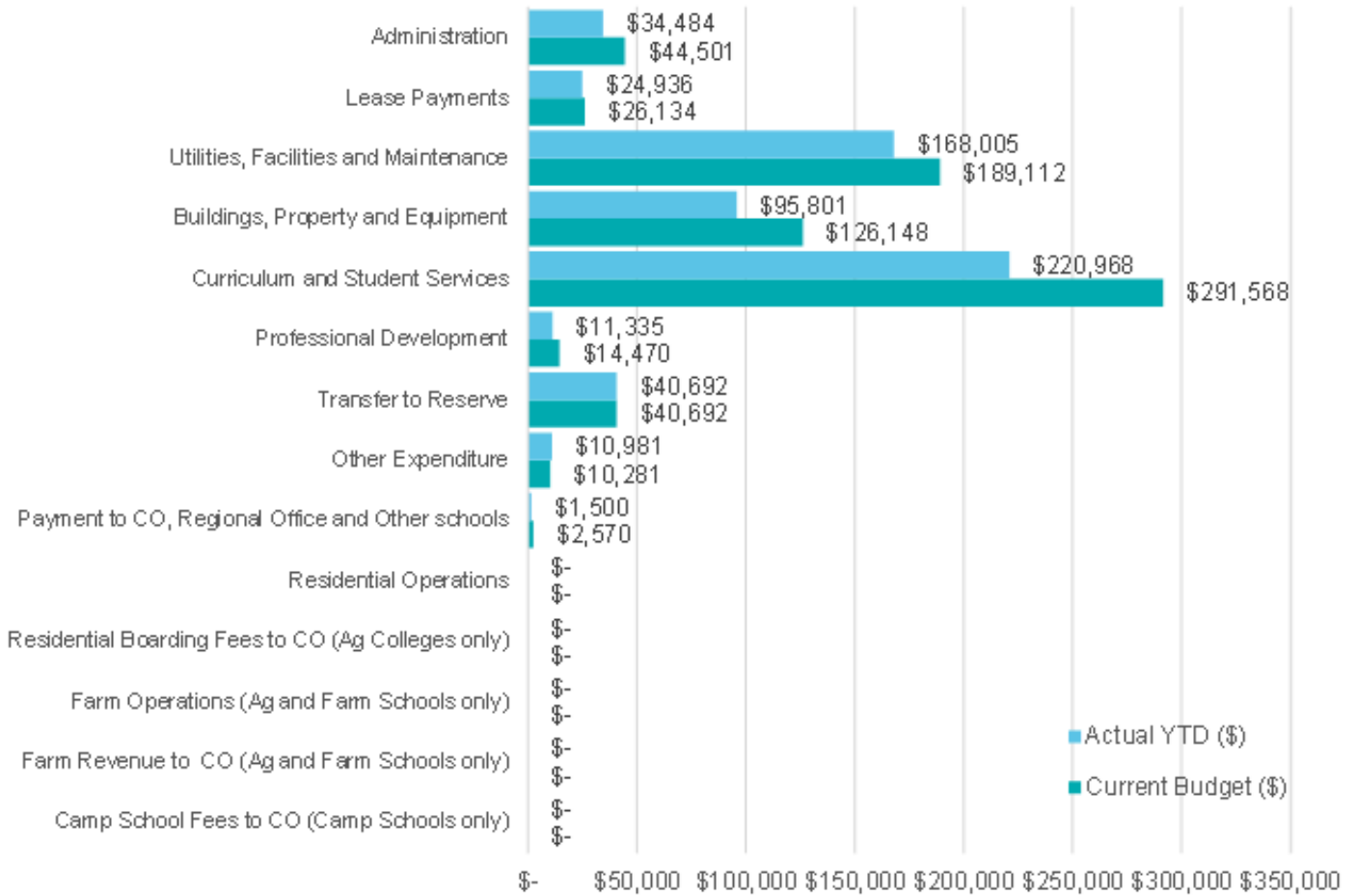


FINANCIAL SUMMARY 2025

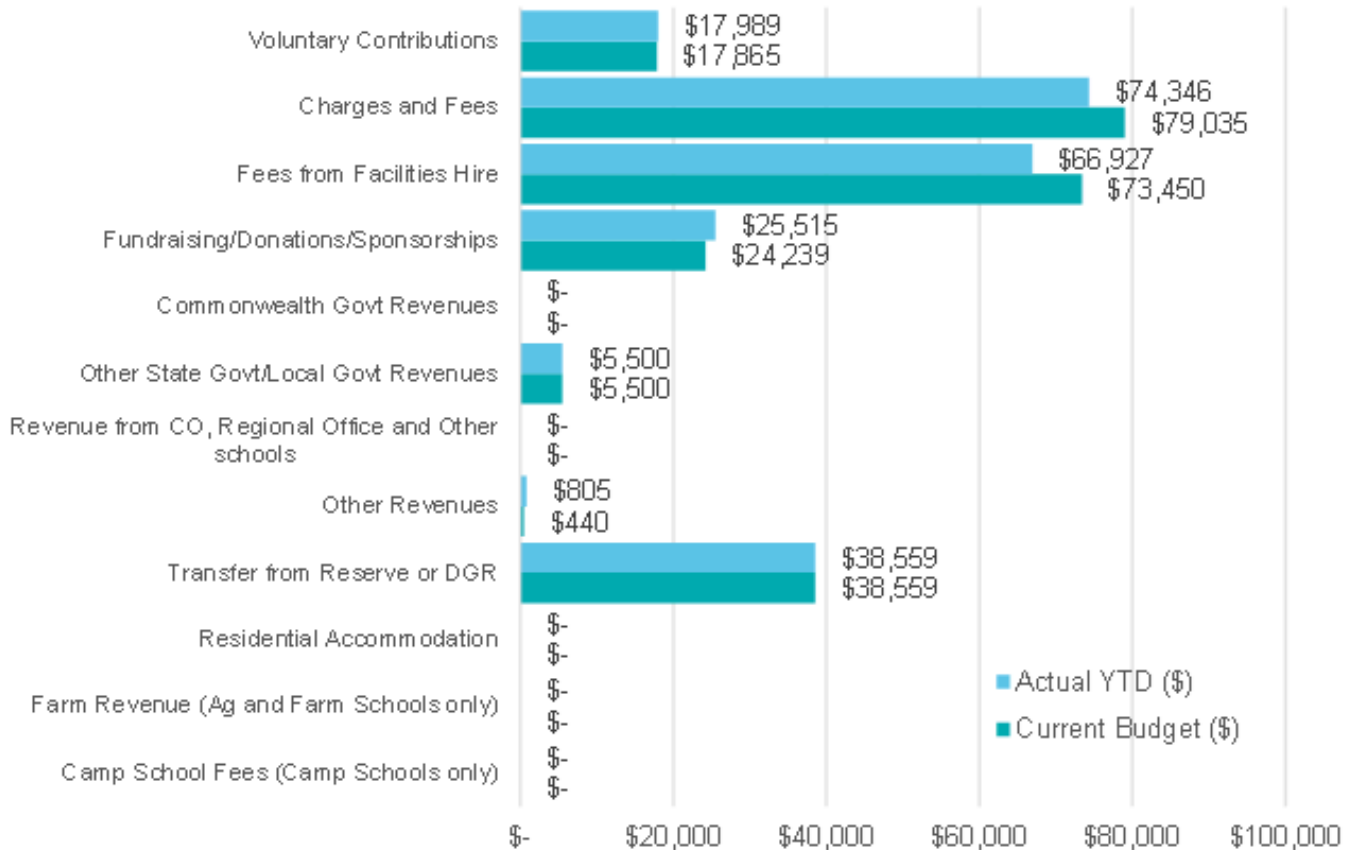
INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	154,022	154,022
Carry Forward (Salary)	539,251	539,251
STUDENT-CENTRED FUNDING		
Per Student	7,079,192	7,079,192
School and Student Characteristics	1,457,262	1,457,262
Disability Adjustments	130,004	130,004
Targeted Initiatives	348,727	348,727
Operational Response Allocation	14,543	14,543
Total Funds:	9,029,728	9,029,728
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	32,221	32,221
School Transfers – Salary	(344,605)	(344,605)
School Transfers - Cash	342,187	342,187
Department Adjustments	0	0
Total Funds:	29,803	29,803
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	17,865	17,989
Charges and Fees	79,035	74,346
Fees from Facilities Hire	73,450	66,927
Fundraising/Donations/Sponsorships	24,239	25,515
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	5,500	5,500
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	440	805
Transfer from Reserve or DGR	38,559	38,559
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	239,088	229,641
TOTAL	9,991,892	9,982,445

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	7,671,715	7,671,715
New Appointments	0	0
Casual Payments	841,924	841,924
Other Salary Expenditure	8,933	8,933
Total Funds:	8,522,572	8,522,572
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	44,501	34,484
Lease Payments	26,134	24,936
Utilities, Facilities and Maintenance	189,112	168,005
Buildings, Property and Equipment	126,148	95,801
Curriculum and Student Services	291,568	220,968
Professional Development	14,470	11,335
Transfer to Reserve	40,692	40,692
Other Expenditure	10,281	10,981
Payment to CO, Regional Office and Other schools	2,570	1,500
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	745,476	608,702
TOTAL	9,268,048	9,131,274
Carry Forward (Cash):	154,022	154,022
Carry Forward (Salary):	539,251	539,251
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	9,059,532	9,059,532
Locally Raised Funds:	239,088	229,641
Total Funds:	9,991,894	9,982,446
EXPENDITURE		
Salaries:	8,522,572	8,522,572
Goods and Services (Cash):	745,477	608,703
Total Expenditure:	9,268,050	9,131,275
VARIANCE:	723,844	851,171

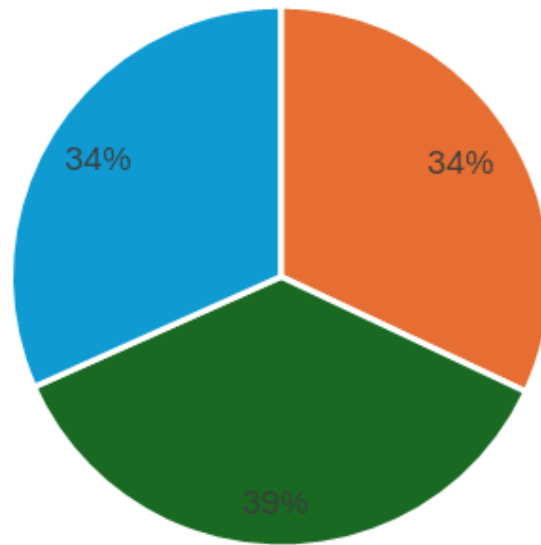
Dec 2025 (Verified Dec Cash)



Dec 2025 (Verified Dec Cash)



2025 WHOLE SCHOOL COLLECTION RATES%



■ Kindergarten ■ Pre-Primary ■ Primary Yr 1-6

