



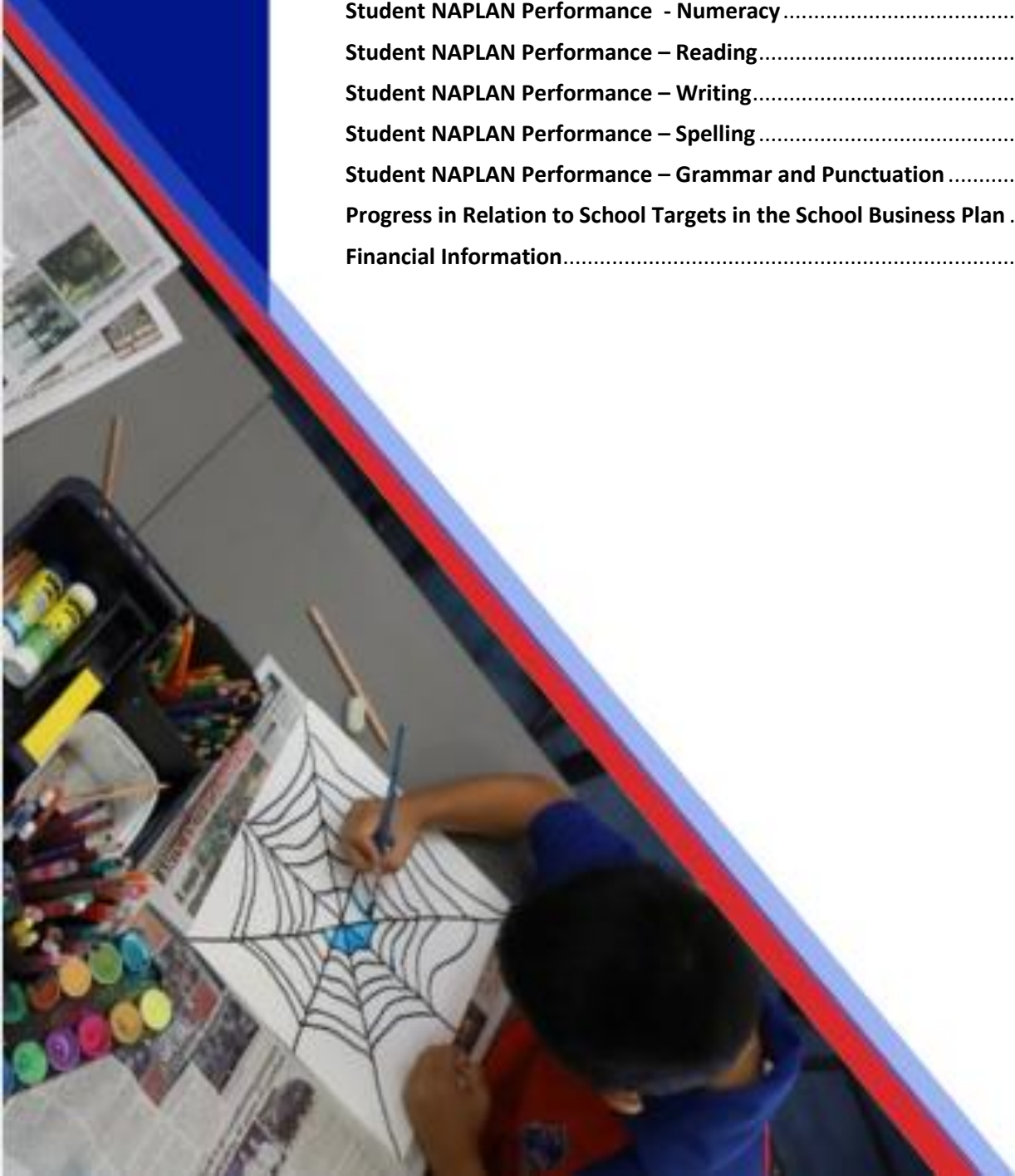
2025

ANNUAL REPORT



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Introduction

It is with pleasure I present the 2025 Upper Swan Primary School, Annual School Report. This report provides information about progress in relation to student achievement, school priorities and targets, stakeholder satisfaction and funding accountability in the 2025 school year.

The highlights, achievements and challenges, provide insights to the uniqueness of this positive, welcoming school. Additional information about Upper Swan Primary School is available at www.det.wa.edu.au. Follow the link to [Schools Online](#) and enter *Upper Swan Primary School*. Information is also available at the [Upper Swan Primary School Website](#) and from the school administration.

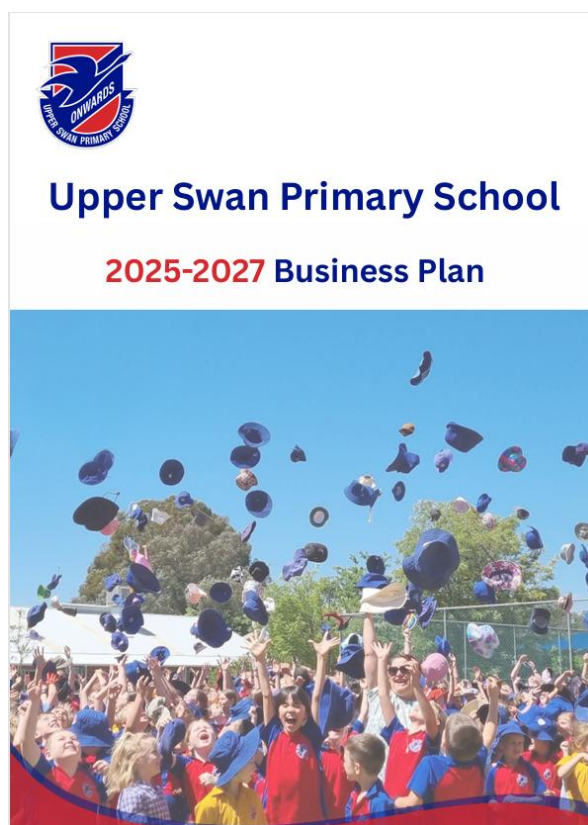
Our School

Upper Swan Primary School is in close proximity to the Derbarl Yerrigan and Yagan Memorial Park. We acknowledge our school is built, and our students learn and play on, the traditional lands of the Whadjuk Noongar people. We pay our respects to the traditional custodians of this land and elders – past, present and emerging.

Over the school's more than 120-year colonial history it has grown from servicing a small rural community to currently welcoming around 400 students from the 'Valley' and surrounding urban areas. Many families have multi-generational links to the school and are very proud of their Swan Valley heritage.

Respect is central to everything we do at Upper Swan. Our core values of fairness, safety, kindness and honesty are embedded in school culture, framing positive conditions for learning, high expectations of conduct and behaviour, and supporting social and emotional development.

The *Upper Swan Primary School Board* understands the Upper Swan Primary School community deeply and engages earnestly in their role, supporting strong governance, accountability and is a rich conduit between the school and community. This year our School Board approved the final Upper Swan Primary School 2025-2027 Business Plan. While the draft Business Plan has framed the school's direction across 2024, it is very positive to have the final polished version for 2025.



Dexter Stewart

Twenty twenty-five brought the totally unexpected, with us losing dear Dexter Stewart in May. Dexter is remembered as an intelligent, witty, sometimes mischievous, friendly, easy going wonderful friend and much-admired student and Student Councillor. The deep sadness of this loss was, and is, felt strongly by many. Dexter’s family had a beautiful plaque made which sits on the basketball court fence – the courts being a place Dexter loved to be, and a smaller one for *Dexter’s bench* where he lunched with friends. It was a great privilege for us to have had Dexter as a student at Upper Swan.



Mrs Beth Kerry

We farewelled Mrs Beth Kerry who retired in late 2025. Mrs Kerry has made a huge 37-year contribution to education in Western Australia. Mrs Kerry worked at Upper Swan for 12 years, loved the school and was devoted to student well-being and supporting students to reach their potential. Mrs Kerry was always on the lookout for some fun and laughter. She is missed by students, staff and families alike. We all wish her our very best.



**Pamela Hahnel
Principal – 2025**

School Board Chair's 2025 Annual Report

I would like to begin by acknowledging that our beautiful school is on the unceded lands of the Whadjuk Noongar People who have been custodians of these lands for over 60,000 years. The Derbarl Yerrigan (Swan River) and the Swan Valley region were important meeting places for Noongar People for gatherings and ceremonies. What a privilege it is to live on, and teach our children about, the world on these lands.

Building on my comments from last year's report, it has been wonderful to see how the school continues to strengthen cultural responsiveness among staff and students through meaningful interactions and the integration of Indigenous knowledges. Seeing Aboriginal students stand proudly before more than 400 people at assemblies to read the School's Acknowledgement of Country is incredibly powerful — I'm sure these are moments they will look back on with pride. The Cultural Responsiveness team has worked hard to bring a Yarning Circle to life, complemented with an immersive incursion from Tucker Bush, where Aboriginal students invited friends to join them in learning about and planting the native garden.

This is my second year as School Board Chair — thank you to all Board members for accepting my re-nomination. I have thoroughly enjoyed finding ways to be more hands-on and engaged in this role. A key part of that has been putting our School Board Visibility Plan into action, with Board members presenting the Aussie of the Month awards at assemblies and our profiles now featured on the school website. Thank you to everyone who has taken time out of their day to be part of this!

This year we welcomed Kris Braithwaite as a staff representative on the School Board in February, along with two new parent representatives, Celsey and Louise, as Lochlan steps down at the end of his term. A big thank you to Lochlan for his four years of service and his many insightful contributions to the team. When welcoming Celsey and Louise, we were asked to reflect on what had surprised us about joining the School Board. For me, while I knew the Board's primary role was oversight and approvals, I didn't expect to learn so much about budgets, student progress testing and monitoring, and the wide range of data-informed processes happening behind the scenes — it has been genuinely fascinating.

Another task for the School Board this year focused on uniforms. We approved the addition of non-compulsory faction and school socks (with orders and sales managed by the P&C), as well as some updates to the school dress code — with an emphasis on equity and school-appropriate attire.

2025 has been a big year, and I want to acknowledge the challenges our school community has faced with the passing of Dexter Stewart. The pain has rippled through our school, touching all of us — both adults and children — in different ways. Yet as we continue to share our fond memories and moments, I know that Dex's lively and cheeky spirit will always remain part of Upper Swan.

Bringing my Chair's report full circle, I want to return to Indigenous knowledges, because these concepts resonate deeply. The school year ends in December — the Noongar season of Birak. This is the season of the young, when baby birds begin to leave their nests. For our school, it's a time of transition, as students move from one year to the next, with some transitions bigger than others. We say goodbye to our graduating Year sixes, who will begin high school in Bunuru — the season of adolescence. I wish you all the best for the next stage of your education and beyond. Thank you for making this school great!



Rebecca Russell - School Board Chair, 2025

Parent and Citizens Association President's 2025 Annual Report

President's Report

As we wrap up the year, I want to start by saying a huge thank you to all our amazing volunteers, committee members, and the wider school community. None of our events or fundraising efforts happen without you. Whether you baked, donated, sorted uniforms, cooked sausages, helped at stalls, or simply showed up and supported us. Your time and energy make such a difference.

This year has also brought big changes for our P&C, with so many new members joining, new faces on the committee, and all of us finding our feet together. I also want to personally thank everyone for supporting me in the President role — especially our office bearers. It wasn't a job I went looking for, but it was one I took on because I care so much about our school and our kids. Your support, patience, and encouragement while I have been learning has meant a lot. A special thanks to Bec who has been my right-hand woman. She contributes so much behind the scenes, she listens to my crazy ideas and keeps us all on track.

We ticked off some exciting firsts this year. We also saw the introduction of School Lunch Online, which has been a fantastic addition for families and has run really smoothly thanks to everyone involved. Our School Socks were approved by the School Board, and a super fun addition to the approved uniform items. We also launched our first VIP Sports Day experience, which was an absolute hit and so much fun for the families involved. These little additions help bring more excitement and community spirit into our school, and it's great to see them so well received.

This year, we say farewell to a few valued staff and members who have supported the P&C over many years. Although not a member this year, a special thank you goes out to Mrs Kerry, who has been a long-time supporter and always willing to help us when needed — her presence has been and will continue to be truly missed. To our outgoing Vice President, Emma Crane, thank you for your years of hard work, commitment, and everything you've contributed. We're incredibly grateful for all you've done. Another thank you to Donna Stewart, who although wasn't a member this year, was a valuable secretary, Book Club coordinator and member for many years. We will miss you all.

Financially, 2025 has been a very strong year. To date, we have raised a total of \$28,016.66, which is an outstanding result for a school of our size. Some of our standout contributions included:

- Disco – \$4,482.18
- Mother's Day Stall – \$4,237.17
- Father's Day Stall – \$3,967.31
- Election Sausage Sizzle – \$2,511.10
- Easter Raffle – \$2,032.07
- School Lunch Online – \$1,915.00
- VIP Faction Carnival Experience – \$882.06
- 2nd Hand Uniforms – \$667.05

Plus, steady earners like Containers for Change, Entertainment Books and Dress-Up Days, all contributing to our final total.

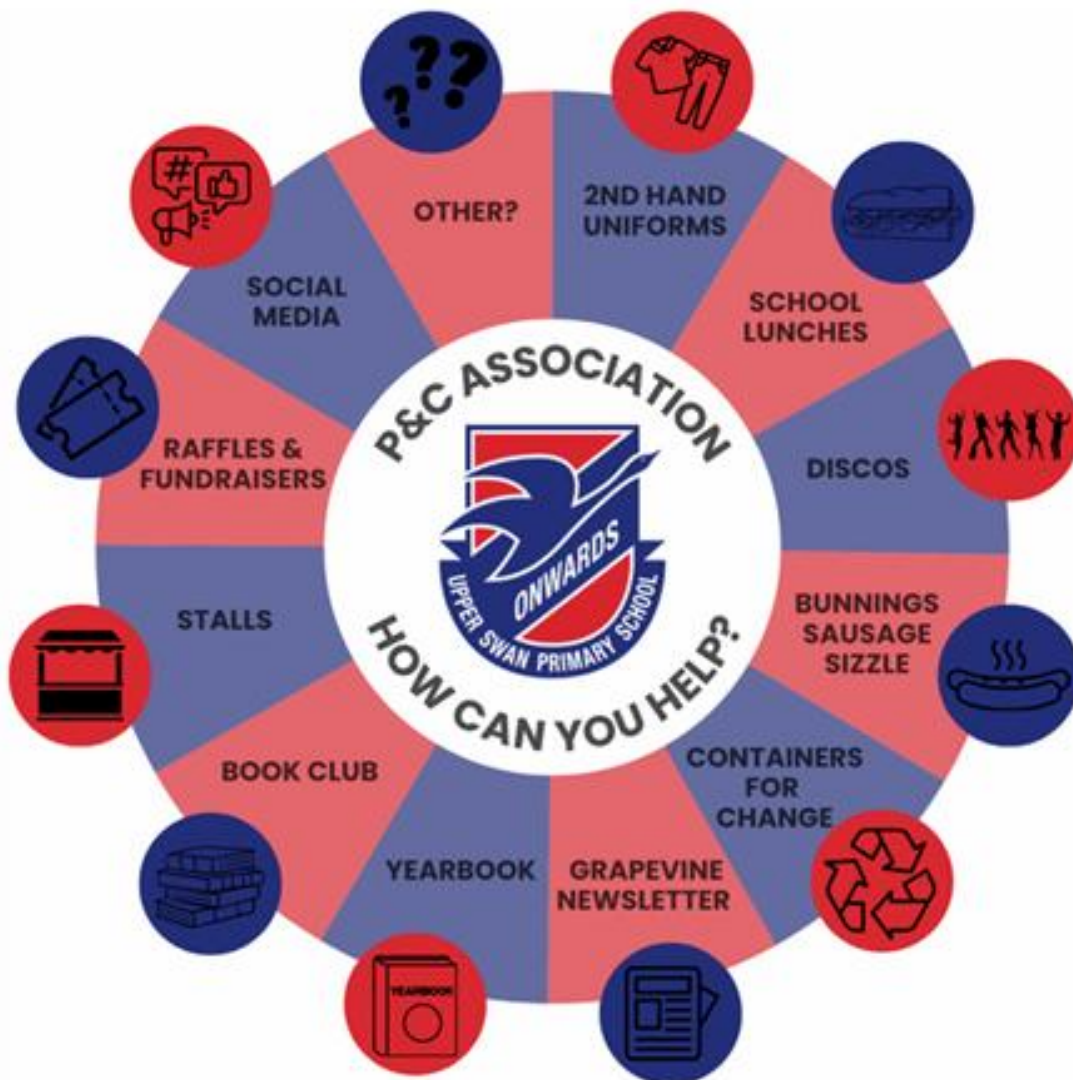
This year we are proud to have been able to give back to the school. We have funded / pledged:

- \$1500 for the sustainability project
- \$1000 towards the whiteboard move in room 7
- \$5750 towards new Funky Monkey Bars
- \$8340 towards ECE Outdoor Area
- \$2500 towards a new outdoor PA system
- Plus, smaller contributions throughout the year as requested

Looking ahead to next year, we're planning to keep the momentum going. One of our first major events will be a **Term 1 Book Sale**, which we're really looking forward to. We've already started collecting donated books and will continue to sort these over the summer holidays. We hope to make this a fun and successful event for all our families. We'll continue reviewing our calendar to keep things manageable and enjoyable for everyone involved.

Ms Hahnel, thanks for supporting our P&C and showing passion and enthusiasm for our events. Our partnership with the school continues to strengthen, and I hope we can continue to work together to make Upper Swan even more awesome than it already is.

Karina Begley P&C President 2025



School and Community Snapshots

Schools are humming and dynamic places. Our school culture is partially shaped by the annual and bi-annual events that bring joy and tradition to our school community. Read on for some highlights and new initiatives in 2025.

Building Relationships for a Strong Start to Kindergarten and Beyond

Our Kindergarten Information Session for parents followed by class group orientations was complemented this year by Mrs Susan Taylor conducting the very successful Storytime in the library. This is a wonderful initiative to welcome new students and families while promoting the importance of reading, community and belonging.

Mrs Taylor also met with each (2026) Kindergarten student and their family to welcome them to Upper Swan Primary School and to understand each child's uniqueness.

Sporting Champions

Our senior students participated in the Interschool Winter Carnival but sadly the Summer Carnival was cancelled due to unsuitable weather. Students in Years 1 to 6 represented our school at Cross Country and Athletics Carnivals. The feedback from the staff continues to be students are exceptional in their sporting behaviour, and support for one another. These high standards are frequently acknowledged by people within and beyond Upper Swan Primary School. Thank you to Mrs Lyon for her ongoing organisation and commitment.

Dance Concerts and Awards

The Dance Concerts accompanies the Annual Awards every second year. (The Art Show is on in even years.) We all agree that this year's Dance Concert was an outstanding show. Thank you to our students who were very impressive and entertaining. What talent! Mrs Kylie Church is our Performing Arts Specialist Teacher, and it has been her hard work, dedication and expertise that has made this performance what it is.

Congratulations to all students for what they have achieved this year and special congratulations to the award recipients of our Virtues, Endeavor and Academic Achievement Awards.

Year Six Graduation

The formalities for the Year six Graduation are well considered and a fitting end to primary school. The presentation of each student, tributes, and the awards take place in the ever evolving under cover area, thanks to the efforts of our P&C and the Year Six Fundraising Committee. The celebration part of the evening takes place under the beautiful trees in the middle of the school.

Sustainability Project

The Vegetable Garden and Sustainability area has been a major piece of work this year. The collaboration, led by the Sustainability Team (Mrs Holmes, Ms Napper, Mrs Leaver, Ms Poulter and Mr Anthony), alongside our Green Team students and parent volunteers, and supported through the *Waste Wise* grant, has transformed the sustainability area into a vibrant and productive space with the *Garden Gnomes Gardening Club* now meeting twice a week, the garden is becoming a welcoming place to be and is already showing strong signs of productivity.



Year 5 Bees2Honey Project

Once again in 2025, the partnership between the school and the *House of Honey* was productive and reciprocal. All Year 5 students participated in the project this year, with the iteration of the *House of Honey* coming to the school to work with students. Initiated in 2023 this program provides students with a unique opportunity to understand the importance of bees, connection between the Bees2Honey project and local industry in the school's local community. The project includes art, research, constant contact and updates from the *House of Honey*. Mrs Leaver and students provide feedback to the *House of Honey* on what works well to connect with curriculum and support teaching and learning.



Bush Tucker Garden

The *Department of Education Focus document* describes the importance of *creating culturally safe and engaging learning environments for Aboriginal students that build on their strengths and provide opportunities for meaningful and successful pathways through and beyond school.*

Upper Swan is an inclusive school and continues to grow in cultural responsiveness, with the Cultural Responsiveness Team (Mrs Braithwaite, Mrs Leaver and Ms Hill) continuing to promote reflection and awareness across the school community. This year Aboriginal students invited friends to be part of the immersive creation of the Bush Tucker Garden.

Harmony Day, Pirate Day, NAIDOC Week, Dress Up Days and Fundraisers

These events connect with community and our world and have become 'mainstays' on our school calendar and each have a connection with community, kindness, compassion and care. They reflect our school values of fairness, honesty, safety and kindness.



Excursions and Incursions

Across the school experiences and excursions have complemented, enhanced, and supported classroom learning. Our students very much appreciate the opportunity to participate in these enriching events.



Student Information

Student Numbers

Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	54	53	53	45	49	49	54	378
Part Time	41								

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

	Kin	PPR	Pri	Sec	Total
Male	23	24	152		199
Female	18	30	151		199
Total	41	54	303		398

	Kin	PPR	Pri	Sec	Total
Aboriginal		4	13		17
Non-Aboriginal	41	50	290		381
Total	41	54	303		398

Factors Impacting on Student Numbers

Table of Local area Enrolments - Term 4 2025

	2025 Current Roll				
	Clementine	Baskerville	Brigadoon	Millendon	Belhus
K	8	2	8	1	1
PP	12	2	11	3	
1	10	2	10		
2	12	2	9	2	
3	7	2	4	1	
4	6		10	2	1
5	6		9	2	1
6	9	2	9	1	1
	70	12	70	12	4

Movement of Students – End of 2025

Year Level	Students leaving-end of '25	Students moving to local private schools	No. of Students enrolling for 2026
K	0	0	40
PP	0	0	8
1	4	4	1
2	5	5	1
3	3	2	3
4	3	2	1
5	4	3	3
6			2
Total	20	16	17(PP-6)

Enrolments continue to be monitored and managed in relation to the variables that impact on this school. These include: the following.

- Increasing numbers of enrolments from within the local intake area due to housing developments and an increased number of housing leasing arrangements on larger properties (particularly Brigadoon).
- A relatively higher number of students enrolling in K-2 when compared to Years 3-6. This is consistent with the pattern over the past three years - indicators suggest numbers in K-2 will increase again in 2026.
- Strong enrolments from Clementine are expected to continue, reflecting previously predicted families with younger children.
- In 2025 there is a broader range of non-government schools students are moving to. Prior to 2025 most students moved to one local non-government school. This year students (Year 1-5) are moving to seven non-government schools suggesting that:
 - The local non-government school is taking fewer new enrolments possibly due to nearing completion of the expansion.
 - Parents who intend to send their children to non-government schools for high school continue to secure a place for their children in primary school, if required.

Destination Schools - The following table shows where Year six students enroll for secondary school.

Destination Schools	Male	Female	Other	Total
1304 Swan Christian College	14	6		20
4209 Aveley Secondary College	10	9		19
1223 La Salle College	2	2		4
4020 Governor Stirling Snr High Sch	1	1		2
4066 Bullsbrook College		1		1
1424 Ellenbrook Christian College		1		1
4038 Mount Lawley Senior High School		1		1
1464 Swan Valley Anglican Comm School		1		1

Student Information

Attendance

The following table shows attendance compared to *Like Schools* and all *WA Public Schools*.

- Between 2024 and 2025 overall attendance dropped for Non-Aboriginal Students exceeding the modest decrease in *Like Schools* and *WA Public Schools*.
- Aboriginal student attendance at Upper Swan continues to exceed *Like* and *WA Public School* percentages albeit an overall drop between 2021 and 2025 and the historical high 2017 attendance, typical of the preceding years in that decade.
- The Education Department recognises the need to work to restore attendance to pre-COVID levels. It is clear our school has some way to go to regain the consistent attendance in the mid ninety percentfo typical of pre-COVID at Upper Swan.

NB the attendance rates in the table below combine *Regular Attendance* (90% and greater) and *Indicated (Risk)* (80% to <90%)

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	94.7%	93.6%	93.8%	95.2%	87.8%	94.7%	94.7%	93.5%	92.7%
2019	92.5%	92.8%	92.7%	84.9%	84.9%	79.5%	92.4%	92.6%	91.6%
2021	92.5%	92%	92.4%	94%	85.4%	76.8%	92.6%	91.8%	91%
2022	89.4%	88.4%	88.3%	92.6%	77.6%	69.5%	89.6%	87.9%	86.6%
2023	89.6%	90.5%	90.3%	90.2%	80.7%	74.3%	89.7%	90%	88.9%
2024	92.7%	91%	91%	90.2%	82.8%	74.3%	90.6%	90.6%	89.4%
2025	89.7%	90.3%	90.7%	90%	83%	73.2%	89.9%	89.9%	89.1%

NB the attendance rates in the table below combine *Regular Attendance* (90% and greater) and *Indicated (Risk)* (80% to <90%)



Regular attendance is critical for student academic, social and emotional learning and connection at school. There is a direct correlation between the time spent productively at school and learning outcomes. The last few years have impacted on student attendance. The table below shows a snapshot of 'the state of school attendance' categorised by 'attendance risk category'. The return to school in Semester 2, 2020 after the initial COVID 'lockdown' was not retained, nor recovered, when school returned to normal conditions.

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	58.9%	30.7%	9.3%	1.0%
2024	64.1%	28.6%	6.5%	0.8%
2025	64.0%	26.0%	7.9%	2.0%
Like Schools 2025	63.5%	25.0%	8.9%	2.5%
WA Public Schools	64.0%	23.0%	9.0%	4.0%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	81.6%	14.3%	3.5%	0.6%

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

The snapshot from 2020 is provided as a comparison. While students stay home when they are unwell there are students who are falling into the risk categories through staying home for other reasons. Unexplained absences, and in-term holidays continue to be prevalent impacting on school attendance and learning continuity. Families take holidays at different times and for different periods of time, therefore the disruption to learning continuity, increasingly impacts across whole terms at a time with students coming and going from school. The in-term holidays are included in unauthorised absence figures.

The school follows up with the parents of those students who are moderately to severely 'at risk' due to attendance. Support and assistance were offered to families with attendance concerns. Information regarding the importance of school attendance is promoted via classroom and school communication.

Staffing Information

Once again, in 2025 there was limited movement in teaching staff with some teachers winning permanent positions in the selection process run in the second half of the year. The selection process for an Associate Principal resulted in increased stability in the Leadership Team after a period of many changes due to

promotion and periods of extended leave. There was minimal movement in Education Assistants with office staff remaining constant.

Our highly proficient Teaching Team is a critical component in creating the best foundation and opportunities for all students. Allied Professionals (such as Education Assistants) play an important role in supporting implementation of education planning for individuals and groups of students.

Our Office, Gardening and Cleaning Staff all contribute to the smooth and safe operation of the school under the leadership of the Manager Corporate Services.

Staff Numbers

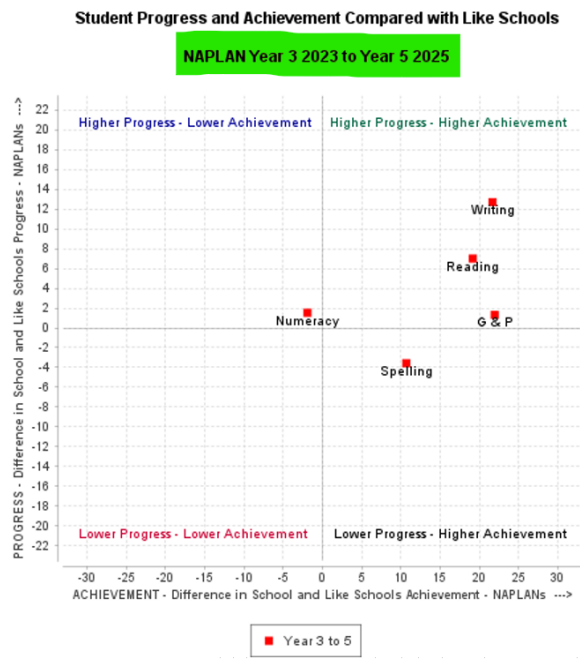
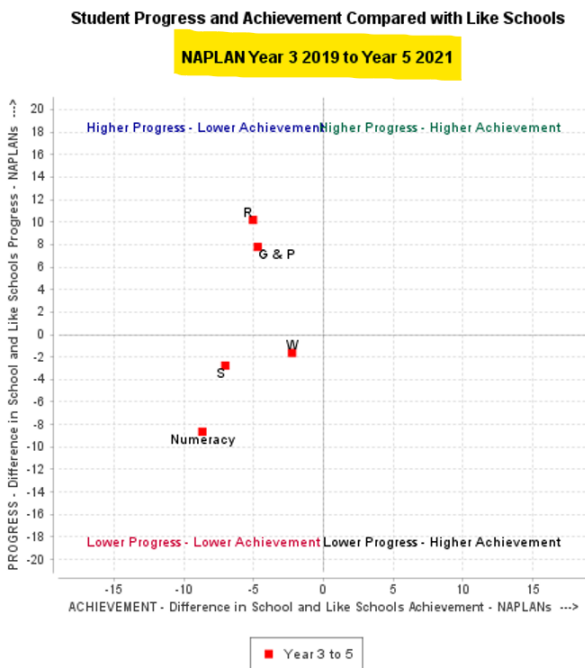
	No	FTE	ABL
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	27	20.7	0
Total Teaching Staff	27	20.7	0
School Support Staff			
Clerical / Administrative	3	3.0	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	18	11.9	1
Total School Support Staff	22	15.9	1
Total	52	39.6	1

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



Student Performance

The following graphs illustrate an overview of student progress and achievement and provide a positive snapshot for Upper Swan Primary School.

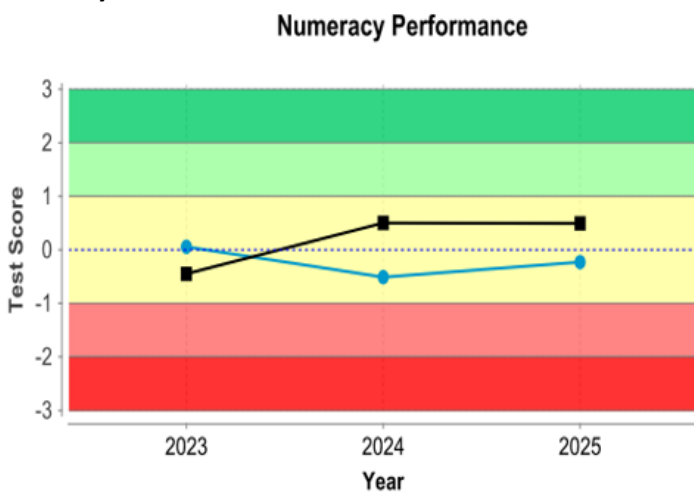


Student NAPLAN Achievement

Student NAPLAN Performance - Numeracy

Overall NAPLAN results in Numeracy fall within the expected mean, while showing some positive indicators of movement towards achieving Business Plan targets in Year 3. Year 5 results indicate we need to carefully consider how the higher potential students are identified, supported and extended. These results, while satisfactory, point to the need for investigation how other school data (such as PAT and ongoing teacher assessments) can support teachers to make decisions to differentiate Numeracy instruction.

Numeracy



NAPLAN Comparative Performance for Numeracy

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.4	0.5	0.5	60	54	41
Year 5	0.1	-0.5	-0.2	50	52	48

- 1 Above Expected - more than one standard deviation above the predicted school
- 2 Expected - within one standard deviation of the predicted school mean
- 3 Below Expected - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6

The following tables show Upper Swan has more **Year 3 students** in the top 20% compared to Like Schools and fewer students in the bottom 20% (although there are more students in the lower 20% than in 2024). While there are slightly fewer **Year 5 students** represented in the bottom 20% fewer Upper Swan students sit in the top 20%.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	15%	20%	20%	18%	17%	16%
Middle 60%	63%	74%	66%	64%	64%	65%
Bottom 20%	22%	6%	15%	17%	19%	19%

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	10%	8%	8%	20%	19%	16%
Middle 60%	86%	79%	75%	64%	64%	66%
Bottom 20%	4%	13%	17%	16%	17%	18%

The following tables show the percentage of **Year 3 students** in the *Exceeding* and *Strong Proficiency levels* is just above that of *Like Schools* maintaining a similar percentage as in 2024. Upper Swan has fewer students in the *Developing Band* with the same percentage as *Like Schools* of students *Needing Additional Support*. Overall Upper Swan results are very similar to *Like Schools*.

In 2025, in **Year 5** there is an increase in the percentage of students in the *Exceeding Band* from the 0% in both 2023 and 2024. There are slightly more students in the *Developing* and *Needs Additional Support* Levels than *Like Schools*.

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	493 and	7%	8%	7%	6%
Strong	378 - 492	59%	52%	59%	51%
Developing	311 - 377	30%	30%	22%	31%
NAS	310 and	4%	10%	12%	12%

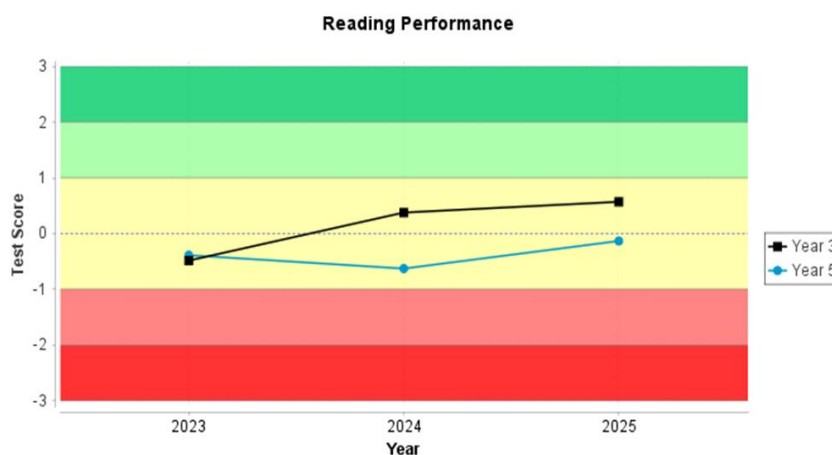
Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	577 and	0%	10%	4%	7%
Strong	451 - 576	67%	57%	54%	58%
Developing	386 - 450	25%	25%	29%	27%
NAS	385 and	8%	8%	13%	9%

Student NAPLAN Performance – Reading

The positive trend line in the following graph for **both Year 3 and Year 5** results indicate the ongoing focus on Reading instruction, intervention and teachers’ persistent focus on improving practice, is impacting on student achievement.

The robust teaching of reading across the school is supported by focused intervention, a renewed ‘push’ for practicing reading at home and a volunteer reading program, where retired community members from communities near the school work 1:1 with Year 1 and 2 students, on a school prescribed process to support reading proficiency.



NAPLAN Comparative Performance for Reading

Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.5	0.4	0.6	60	53	41
Year 5	-0.4	-0.6	-0.1	50	53	47

- 1 Above Expected - more than one standard deviation above the predicted school
- 2 Expected - within one standard deviation of the predicted school mean
- 3 Below Expected - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6

The distribution of **Year 3** student scores shows growth from 2023 – 2025 as well as exceeding *Public* and *Like Schools*. The opportunity for further growth is discussed in the section on the distribution of students across proficiency Levels.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	8%	15%	24%	17%	17%	17%
Middle 60%	70%	68%	56%	66%	64%	63%
Bottom 20%	22%	17%	20%	16%	18%	20%

Slightly more **Year 5** students sit in the top 20% than in Like Schools and while positive it is not yet an established trend. There remains a significant number of students in the middle 60% suggesting an opportunity through differentiated and high impact teaching strategies.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	12%	2%	17%	18%	17%	15%
Middle 60%	68%	85%	68%	67%	66%	67%
Bottom 20%	20%	13%	15%	15%	18%	17%

Proficiency Level	NAPLAN Score Range	Year 3 Reading								
		Upper Swan			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	8%	13%	17%	13%	15%	14%	15%	16%	14%
Strong	368 - 480	52%	49%	44%	50%	50%	43%	46%	44%	44%
Developing	282 - 367	25%	26%	24%	24%	20%	26%	25%	22%	24%
NAS	281 and below	15%	11%	15%	12%	15%	16%	13%	16%	16%

Over the period 2023 – 2025 the **Year 3** results in the exceeding level have increased and in 2025 are above that of *Like Schools*.

There is still capacity for continued improvement in the higher levels while lifting the results of the significant number in the Developing Level

Exceeding the Like School percentage of students in the Strong level has been maintained. The opportunity exists to lift students in the Developing and Strong Levels. Fewer students in the NAS reflect ongoing intervention and the school emphasis on Reading.

Proficiency Level	NAPLAN Score Range	Year 5 Reading								
		Upper Swan			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and above	12%	2%	11%	17%	16%	14%	16%	17%	16%
Strong	448 - 554	58%	66%	62%	60%	53%	56%	52%	48%	51%
Developing	377 - 447	26%	25%	21%	16%	21%	21%	20%	21%	21%
NAS	376 and below	4%	8%	6%	7%	10%	10%	10%	13%	11%

NAS – Needs additional Support

Student NAPLAN Performance – Writing

Talk for Writing continues to be taught with rigour across the school and is supported by a competent *Talk for Writing* middle leadership team. This group work with other teachers on a needs basis and provide updates and professional input to support implementation of new development and resources.

The explicit teaching of phonemic awareness, phonics and spelling through the implementation the *Letters and Sounds Program* is one strong support for the foundational skills for students’ reading and writing development. In complement, in every classroom, teachers implement thoroughly planned units of learning to continuously build on children’s proficiency across text types, inclusive of contextually relevant devices and the mechanics of writing.

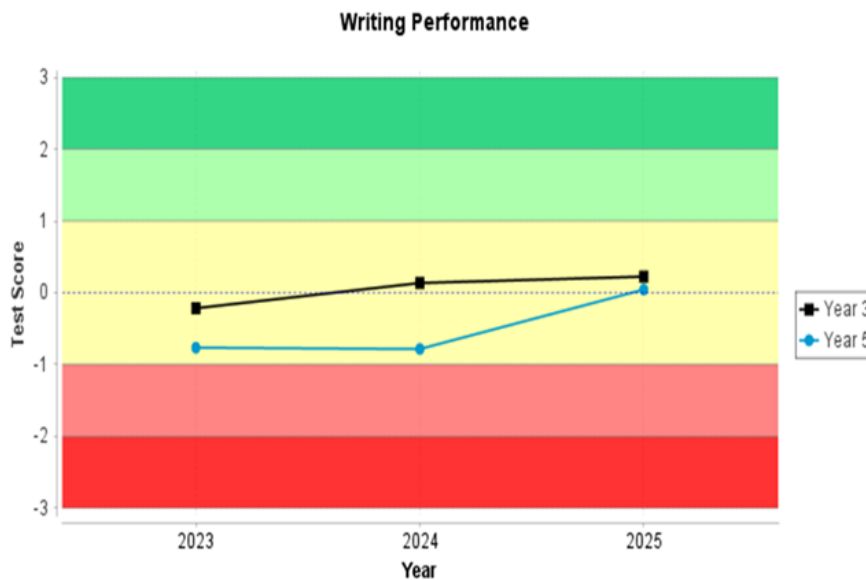
Proficiency Level	NAPLAN Score Range	Year 3 Writing								
		Upper Swan			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	503 and above	2%	4%	5%	8%	7%	2%	7%	7%	4%
Strong	370 - 502	77%	72%	66%	71%	73%	72%	65%	66%	68%
Developing	296 - 369	17%	25%	24%	14%	12%	17%	17%	17%	18%
NAS	295 and below	5%	0%	5%	7%	7%	8%	9%	9%	8%

Year 3 results are spread similarly to Like Schools and WA Public Schools, with slightly more students in the Exceeding Proficiency category and fewer students in the Needs Additional Support proficiency level. These results follow the previous few years with the overall upward trajectory.

The solid percentage of students in the Strong Proficiency Level continues to rise and exceed Like Schools.

The increase in students in the Exceeding Proficiency, equalling Like Schools, is close to the school's target to exceed Like Schools in this band.

Proficiency Level	NAPLAN Score Range	Year 5 Writing								
		Upper Swan			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	570 and above	2%	0%	6%	10%	7%	6%	9%	9%	7%
Strong	455 - 569	54%	57%	63%	60%	59%	55%	53%	53%	53%
Developing	385 - 454	32%	30%	23%	24%	26%	31%	25%	25%	26%
NAS	384 and below	12%	13%	8%	7%	8%	8%	12%	11%	12%



The graph shows the upward trajectory in mean scores for both Year 3 and 5, with a positive shift in Year 5 2025, moving from the precarious Standard Deviation of 0.8 below the predicted school mean.

NAPLAN Comparative Performance for Writing

Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.2	0.1	0.2	60	53	41
Year 5	-0.8	-0.8	0.0	50	53	48

- 1 Above Expected - more than one standard deviation above the predicted school
- 2 Expected - within one standard deviation of the predicted school mean
- 3 Below Expected - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6

Student NAPLAN Performance – Spelling

Proficiency Level	NAPLAN Score Range	Year 3 Spelling								
		Upper Swan			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	489 and above	5%	6%	10%	13%	14%	12%	14%	14%	14%
Strong	380 - 488	45%	51%	56%	48%	45%	41%	42%	44%	42%
Developing	294 - 379	33%	34%	24%	30%	30%	33%	28%	27%	28%
NAS	293 and below	17%	9%	10%	10%	11%	14%	14%	14%	14%

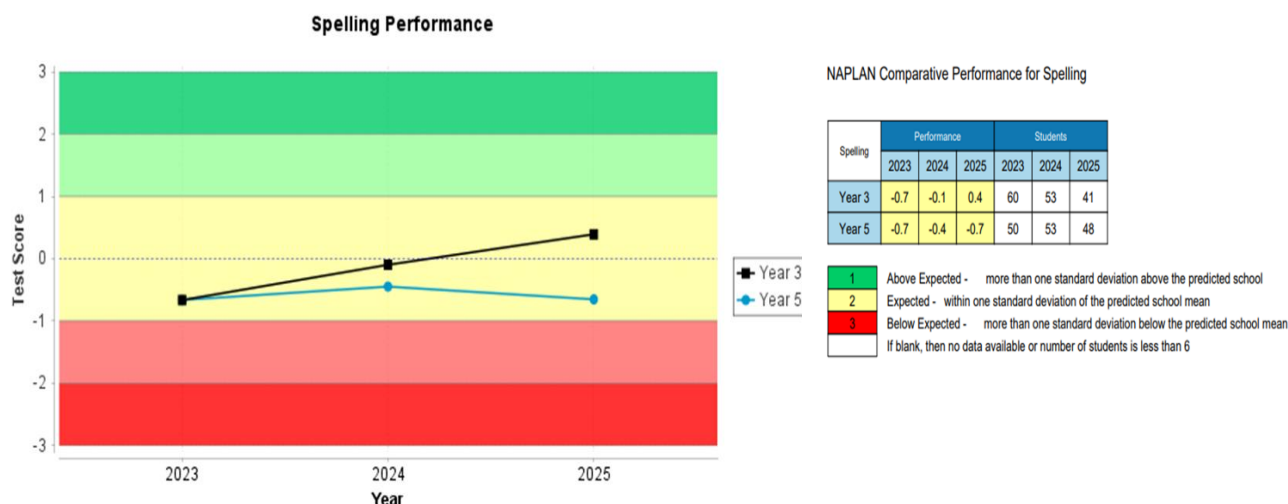
The increase in the percentage of students in the top two Proficiency Levels is a positive indication of the impact of the dedicated spelling program, continual refinement by teachers, of the approach, early intervention and adherence to the Department of Education's Phonics Initiative.

Fewer students in the *Needs Additional Support* and a steady increase in the percentage in the Exceeding Band are both positive indicators.

The continued lag in the actual number of students in the *Exceeding Band* presents an opportunity for continued growth.

Proficiency Level	NAPLAN Score Range	Year 5 Spelling								
		Upper Swan			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	553 and above	4%	9%	10%	20%	16%	15%	19%	19%	19%
Strong	451 - 552	58%	57%	58%	51%	51%	52%	47%	46%	48%
Developing	378 - 450	30%	26%	25%	21%	24%	24%	22%	21%	21%
NAS	377 and below	8%	8%	6%	8%	9%	9%	11%	11%	11%

The percentage of Year 5 students in the Strong Proficiency Level is not sufficiently significant to offset the fewer numbers in the Exceeding Band. The 0.7 Standard Deviation below the predicted mean reflects larger number of scores being at the lower range within the Strong Band.



Student NAPLAN Performance – Grammar and Punctuation

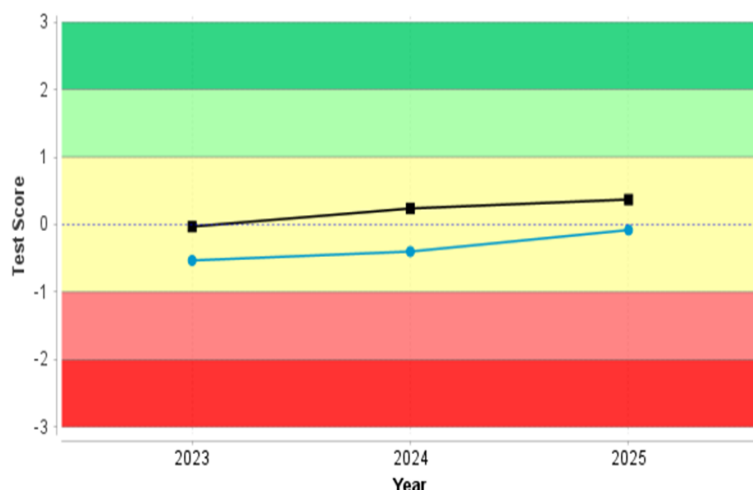
Proficiency Level	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		Upper Swan			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	523 and above	7%	4%	7%	7%	8%	7%	7%	9%	9%
Strong	404 - 522	43%	49%	41%	46%	42%	41%	42%	40%	38%
Developing	312 - 403	32%	30%	29%	34%	30%	28%	32%	28%	28%
NAS	311 and below	18%	17%	22%	14%	20%	24%	18%	21%	23%

A similar pattern in results in Grammar and Punctuation to Spelling and both Year 3 and 5 reflect the explicit instructional approaches to both aspects of English. Grammar and Punctuation is explicitly taught as part of writing and embedded in lesson warm-ups.

Proficiency Level	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		Upper Swan			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	582 and above	4%	4%	10%	12%	12%	11%	12%	12%	14%
Strong	470 - 581	48%	53%	54%	51%	48%	47%	48%	48%	45%
Developing	397 - 469	40%	36%	25%	27%	28%	28%	26%	24%	24%
NAS	396 and below	8%	8%	10%	10%	12%	14%	13%	14%	16%

The upward trajectory in both Year 3 and 5 is positive and a reflection of the correction to be more closely aligned with Like Schools and overall, there being fewer students in the lower bands.

Grammar & Punctuation Performance



NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.0	0.2	0.4	60	53	41
Year 5	-0.5	-0.4	-0.1	50	53	48

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school
	If blank, then no data available or number of students is less than 6

Progress in Relation to School Targets in the School Business Plan

Progress Towards School Targets in the School Business Plan 2025-2027

Relationships and Partnerships	Achieved / Working Towards/Comment
A mean score of 3.5 or above is maintained or increased for the <i>Relationship Domain</i> of the <i>Student School Culture Survey</i> for Years 3-6.	Working Towards Reported on in 2026.
Maintain or increase the mean score of the <i>Relationships and Partnerships Domain</i> of the <i>Teaching Staff School Culture Survey</i> .	Working Towards -Items of the survey were measured in 2025 to monitor items that were relatively lower. In 2024 the mean across the domain was 4.3. -Establish and maintain positive relationships with Aboriginal students and their families. Mean 4.1/5.0 -Partnerships...community and external stakeholders to support teaching and learning. Mean 4.8/5.0
Increase the validity of feedback from parents and carers to school surveys through a <i>year-on-year</i> increase in the response rate from the base line of 10%.	Achieved Parent Teacher Meetings Survey – April 2025 – 20%. Full Survey administered in 2026.
School self-assessment against the <i>Aboriginal Cultural Standards Framework</i> demonstrates year on year progress in each standard.	Working Towards 2026
Increased awareness of the <i>School Board</i> is demonstrated through staff and parents/carers increased rating on staff and parent surveys.	Achieved in staff survey. 4.7/5.0 Our School Board operates effectively. 4.6/5.0 The School Board is representative of the school community.

Learning Environment	Achieved / Working Towards / Comment
A mean score of 4.0 or above is maintained across the <i>Learning Environment Domain</i> on the Staff,	Achieved

Community and student <i>School Culture Survey</i> .	Modified survey in 2025 focussed on areas rated relatively low in 2024 and therefore have been a focus for improvement. Score range 4.0 – 4.5 (#6-8)
Overall student attendance is consistently higher than <i>Like Schools</i> .	Not achieved in 2025. Consistently just below <i>Like Schools</i> .
Student attendance increases each year 2024 – 2027, to a minimum of 90% of student attendance is in the ‘regular’ attendance category by 2027.	Not achieved in 2025. Sitting just below 90% (Combined 80%-100% attendance)
Aboriginal student attendance continues to be above <i>Like Schools</i> and WA Public Schools.	Achieved. Consistently higher than USPS non-Aboriginal students, <i>Like Schools</i> and WA Public Schools.
Every staff member agrees or strongly agrees with the <i>School Culture Survey</i> statement; <i>Positive behaviour approaches are applied consistently across our school</i> .	Not achieved in 2025. Mean score was 4.4/5.0 however one staff member did not agree.

Leadership	Achieved / Working Towards / Comment
<i>Staff School Culture Survey mean score remains above 4.0 across all items of the Leadership Domain inclusive of all Teaching Staff self-identify as impacting on the achievement and progress of all students.</i>	Not achieved in 2025. Modified Survey in 2025. Anecdotal evidence suggests a stable leadership team will impact positively moving forward.
All staff engage in Performance Growth processes to achieve goals in relation to school priorities and instructional routines.	Achieved

Use of Resources	Achieved / Working Towards / Comment
All compliance measures meet or exceed the required levels.	Achieved
A comprehensive Workforce Plan is in place by Term 4 2025.	Partially achieved.
Financial Planning aligns to whole school plans, priority areas, and improvement strategies.	Achieved

Teaching Quality	Achieved / Working Towards / Comment
The mean score in the <i>Quality Teaching</i> component of the Staff School Survey remains above 4.5.	Not achieved in 2025. Modified survey in 2025 focussed on areas rated relatively low in 2024 and therefore have been a focus for improvement. Score range 4.0 – 4.5.
Consistency of practice is evident across the school.	Achieved.
All staff respond affirmatively to the item <i>Classroom Planning is culturally responsive to Aboriginal</i>	Survey in 2026.

<i>students in the Teaching Staff School Culture Survey.</i>	
All staff follow the familiarisation and implementation progression for the <i>Western Australian Curriculum changes 2024 – 2027.</i>	Achieved in 2025. Staff representatives attended PL and delivered familiarisation workshops and resources audit. Work to continue in 2026.
Use of the <i>National Quality Standards</i> demonstrates a continual improvement focus.	Partially achieved. Increased consistency required.

Early Childhood Education	
National Quality Standard 2025	
QA1 - Educational Program and Practice	WT
QA2 - Children's Health and Safety	M
QA3 - Physical Environment	WT
QA4 - Staffing Arrangements	M
QA5 - Relationships with Children	M
QA6 - Collaborative Partnerships with Families and Communities	M
QA7 - Leadership and Service Management	M

Successful Students - Student Performance	Achieved / Working Towards / Comment				
Our target remains to lift the percentage of students in higher Proficiency Bands to be above that of <i>Like Schools</i>		Year 3		Year 5	
	Numeracy	Achieved		Working Towards	
	Reading	Achieved		*Working Towards	
	Writing	Working Towards		*Working Towards	
	Spelling	*Working Towards		*Working Towards	
	Grammar and Punctuation	^Working Towards		*Working Towards	
	*Combined Exceeding and Strong Bands <u>exceeds</u> Like Schools. ^Combined Exceeding and Strong Bands <u>equals</u> Like Schools.				
In Years 3 and 5 NAPLAN more USPS students will be in the top 20% and less students will be in the bottom 20% compared to <i>Like Schools</i> .		Year 3		Year 5	
		> in top 20%	< bottom 20%	> in top 20%	< bottom 20%
	Numeracy	✓	✓	WT	✓
	Reading	✓	^	✓	✓
	Writing	WT	WT	^	^
	Spelling	WT	✓	WT	✓
Grammar and Punctuation	✓	✓	^	✓	
	^ Equal to Like Schools WT - Target				
Year 3 and Year 5 NAPLAN scores approach or exceed one standard deviation above the predicted mean each area.		Year 3		Year 5	
	Numeracy	0.5 WT (same as 2024)		-0.2 WT (increasing)	
	Reading	0.6 WT (increasing)		-0.1 WT (increasing)	
	Writing	0.2 WT (increasing)		0.0 WT (increasing)	
	Spelling	0.4 WT (increasing)		-0.7	
	Grammar and Punctuation	0.4 WT (increasing)		-0.1 WT (increasing)	
	WT – Working Towards				

Ninety percent of Year 1–6 student’s scaled scores in ACER Progressive Achievement Tests (PAT) Reading Comprehension, Spelling, Numeracy and Science Tests will be maintained or improved year on year.	Working Towards with positive indicators.
Progress	Working Towards with positive indicators.

Students maintain or exceed achievement in <i>Reading On-Entry Assessment</i> between Pre-Primary (Module 1) and Year 1 (Module2).	
Set and upward trend and maintain the percentage of students with moderate, high and very high progress between <i>On-Entry Assessment</i> and <i>Year 3 NAPLAN Reading, Writing and Numeracy</i> .	Working Towards 2025
Set and upward trend and maintain the percentage of students with moderate, high and very high progress between Year 3 to Year 5 <i>NAPLAN</i> results in <i>Reading, Writing and Numeracy</i> .	Working Towards 2025

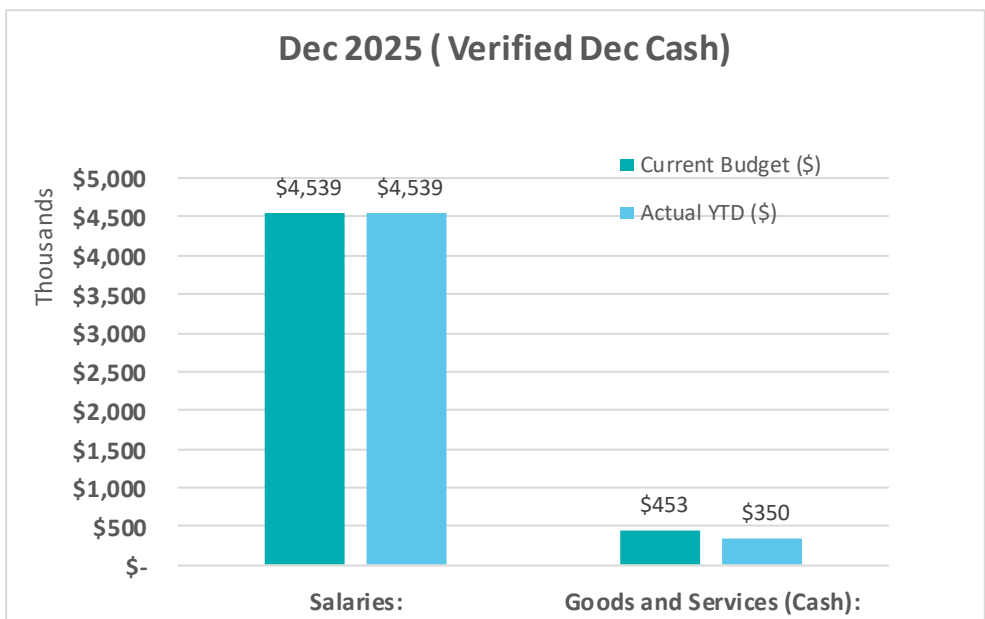
Financial Information

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	91,638	91,638
Carry Forward (Salary):	270,170	270,170
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,666,266	4,666,266
Locally Raised Funds:	188,972	187,049
Total Funds:	5,217,045	5,215,122
EXPENDITURE		
Salaries:	4,538,969	4,538,969
Goods and Services (Cash):	453,149	349,764
Total Expenditure:	4,992,119	4,888,733
VARIANCE:	224,926	326,388

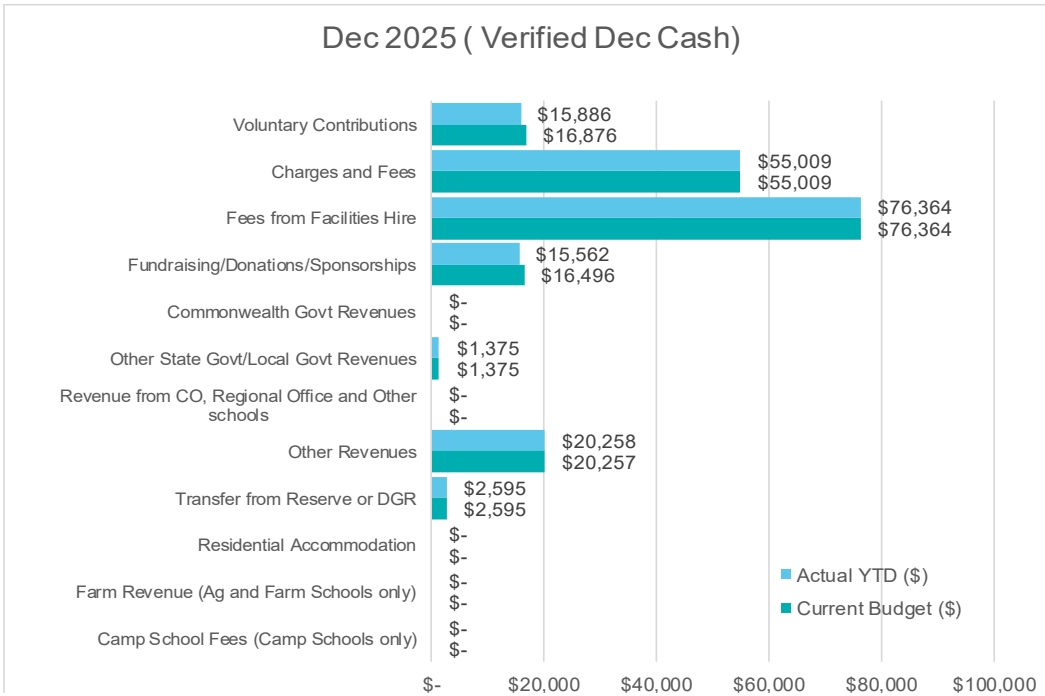
INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	91,638	91,638
Carry Forward (Salary)	270,170	270,170
STUDENT-CENTRED FUNDING		
Per Student	3,464,375	3,464,375
School and Student Characteristics	1,031,052	1,031,052
Disability Adjustments	(24,085)	(24,085)
Targeted Initiatives	182,025	182,025
Operational Response Allocation	5,899	5,899
Total Funds:	4,659,266	4,659,266
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	7,000	7,000
School Transfers – Salary	(115,863)	(115,863)
School Transfers - Cash	115,863	115,863
Department Adjustments	0	0
Total Funds:	7,000	7,000
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	16,876	15,886
Charges and Fees	55,009	55,009
Fees from Facilities Hire	76,364	76,364
Fundraising/Donations/Sponsorships	16,496	15,562
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	1,375	1,375
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	20,257	20,258
Transfer from Reserve or DGR	2,595	2,595
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	188,972	187,049
TOTAL	5,217,046	5,215,123

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,135,387	4,135,387
New Appointments	0	0
Casual Payments	401,203	401,203
Other Salary Expenditure	2,380	2,380
Total Funds:	4,538,970	4,538,970
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	19,970	16,677
Lease Payments	26,301	22,810
Utilities, Facilities and Maintenance	168,083	115,280
Buildings, Property and Equipment	30,938	28,785
Curriculum and Student Services	178,640	138,000
Professional Development	2,793	1,787
Transfer to Reserve	22,690	22,690
Other Expenditure	3,147	3,148
Payment to CO, Regional Office and Other schools	588	587
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:	453,150	349,764
TOTAL	4,992,120	4,888,734

Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual

