

School Factions



ANNUAL REPORT 2023

Esperance Primary School

Inspiring Personal Excellence

Annual Report

Esperance Primary School 2023

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JARGON BUSTER!

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

PRINCIPAL'S COMMENTS

It is with great pleasure that I present the 2023 Annual Report to the Esperance Primary School community. The report is the second reflection and summary of our achievements and progress against our milestones and targets from the last year of our school's 2021-23 Business Plan. I trust that you will find the report informative, and it provides you with an overview of our 2023 school year.

Gareth Palmer

PRINCIPAL

SCHOOL OVERVIEW

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

The school's 2023 student population of 467 students has mainly double streamed K-6 year levels and the socio-economic index (ICSEA) in the median range around 1021.

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

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

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

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

Annual Report

Whole School Summary



ENROLMENTS

Enrolments, once again, remained very steady when compared to previous years. The total enrolment of 467 is very similar to last year's total and possibly reflects the difficulty of new families gaining accommodation in our school's local

intake area. The large cohort of kindergarten students bolstered the enrolments for the year, and this will mean some careful planning of this larger cohort as they progress through the school.

STUDENT NUMBERS (FTE)

PRIMARY	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
Full Time	(29)	48	47	59	65	62	65	64	439
Part Time	57								

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

	KIN	PPR	PRI	TOTAL
Male	32	26	201	259
Female	25	22	161	208
Total	57	48	362	467

	KIN	PPR	PRI	TOTAL
Aboriginal	6	3	16	25
Non-Aboriginal	51	45	346	442
Total	57	48	362	467



Annual Report

Whole School Summary

ATTENDANCE

Our data shows that our overall attendance data of 90.6% was comparable to our Like Schools and above the WA Public School average of 88.9%. There was improvement on our data from last year, however, given that 2022 was affected by COVID that was not surprising. There still continues to be a proportion of families taking vacations during school terms and this trend is on the increase from year to

year. Unauthorised absences were well managed through the school with the Message You system following up on any unexplained absences on the day that it occurs. The school will continue in 2024 to promote messages to our community about the importance of everyday attendance and parents not taking in-term vacations – this strategy is also supported by all Esperance network schools.

2023 ATTENDANCE SUMMARY

	NON-ABORIGINAL			ABORIGINAL			TOTAL		
	OUR SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	OUR SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS	OUR SCHOOL	LIKE SCHOOLS	WA PUBLIC SCHOOLS
2021	92.8%	91.9%	92.4%	89.5%	83.8%	76.8%	92.6%	91.6%	91.0%
2022	88.9%	88.5%	88.3%	86.7%	80.3%	69.5%	88.9%	88.2%	86.6%
2023	90.5%	90.4%	90.3%	92.8%	80.6%	74.3%	90.6%	90.0%	88.9%



Early Childhood Students

Annual Report Highlights of 2023



Early Childhood Nature Playground



Library Time



ANZAC Day Service



Early Childhood Nature Playground



NAIDOC Week



Have-a-go Day



Specialist Physical Education Running

Success for all Students

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

What Occurred in 2023:

Daily Reviews (Reviewing Previous Learning- TFI) were prioritised to be embedded consistently across the school.

Both Literacy and Numeracy Daily Review templates were designed to mirror the required content for our whole school approaches to English and Mathematics. This meant that some aspects, such as spelling, were removed as Spelling Mastery has a built in review in each lesson.

The Literacy Daily Review template was broken into 3 levels that are respective of the developmental needs of the students; K/PP, Year 1-2, Years 3-6. This ensured that students were able to access a review of previous learning in a developmentally appropriate way.

Recognising the workload for staff, Daily Review planning was prioritised through allowing time during staff meetings. EPS also resourced release time for staff to collaborate and create Daily Reviews that could be used across their cohorts. These resources were shared on the EPS OneDrive for access over the years.

A prescribed Talk for Writing scope and sequence was successfully implemented which included explicit toolkit allocation for each text. The trial was successful and allows transparency of skills taught across K- Year 6 and ensures that skills aren't duplicated across multiple year levels.

EPS successfully trialled a Syntax Scope and Sequence from PP-Year 6. One explicit lesson

per week was included and the content was embedded and revised through Daily Reviews. Pre-primary focused on oral content and pulled from Kindergarten resources that were more age appropriate.

EPS led a Daily Review - Literacy presentation to the Literacy and Numeracy Network. Staff presented examples of Daily Reviews in action and Partner Fluency routines. Several staff from schools within the network provided positive feedback and our templates and resources were shared.

MiniLit Sage was implemented and guidelines to 4 students, 4 times a week were adhered to for the updated program. 29 students completed the 100 lesson intervention across the year and had a significant impact on the early reading skills, particularly of the Year 1-2 students.

A cursive handwriting Year 3-6 scope and sequence was embedded. Resources were created to be included into Daily Reviews.

KAT (Kindergarten Assessment Tool) was utilised to screen oral language and early literacy development. This data provided information for the Kindergarten teachers on potential external referrals and early intervention processes that may be required.

Pre-Lit and InitialLit was consolidated across K- Year 2 and continued to provide explicit Tier 1 instruction in Literacy.

Recommendations for 2024

- In 2024 we will work on mapping the Syntax scope and sequence across to the Talk For Writing Toolkit.
- Daily Reviews will continue to be implemented 4 times a week
- DIBELS Australasian materials will be updated and administered to assess reading fluency in Years 3-6.
- Spelling Mastery review lessons will be included where students do not achieve 80% on their tests every 5 lessons.
- Brightpath Writing moderation will be implemented and trialled to provided data on students writing development and map across state median scores.
- Coaching will continue to occur with a focus on Literacy and Numeracy support, where applicable.
- Exploration of new Australian Whole Class Reading units and consolidating the process of whole class reading in Years 3-6.

Focus Area One

Success for all Students



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

What Occurred in 2023:

This was the fourth year of Origo Stepping Stones being used as our teaching resource to support and consolidate our Whole School Approach to teaching numeracy. Staff continued to consolidate the teaching of numeracy using the Origo Scope and Sequence and supporting resources from K- 6.

Revision of the Mathematics Daily Review Template and time provided to support staff to ensure consistency and ongoing development of Daily Reviews.

JEMM continued used and resourced in the Dolphin Cove to support SAER students in Numeracy.

Recommendations for 2024

- Continue to provide quality induction for new staff to upskill then in EPS WSA to teaching numeracy.
- Consolidate WSA in Numeracy embedding Origo Stepping Stones.
- Continued development and refinement of Mathematics Daily Reviews.
- SAER intervention for at risk identified students to be further explored by the Maths Committee.



Literacy in action



Students enjoying the Library



Students learning Numero

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

What Occurred in 2023:

With the SAER policy in its second year, the staff were able to identify all students at educational risk, using the three tiers of intervention on the RTI model. Staff utilised various sources of data to identify students at risk, however, typically their PAT R and N data in Term 1 assisted greatly with their judgements.

With the Departments' changes to the categories of students requiring a documented plan there was a need to review the school's SAER policy. There was a significant amount of time invested in staff meetings to review the school's position on documented plans. This occurred over 2-3 staff meetings with the view that staff would reach a consensus on what method would be best to record learning adjustments for our students who were not resourced and usually received a D or E grade in Reading, Writing or Number and Algebra. The staff decided that to record with confidence, meet system requirements on recording learning adjustments and to consider staff workload, that Sen Planning would be used. Staff were provided with support time to work through the SEN planning tool and Belle West received release time to work with staff on this. The changes to the SAER policy occurred in November 2023 with the student services team working through the IEP/GEP timeline and defining which students would now be on a SEN plan for the recording and monitoring of learning adjustments.

Tournament of Minds was run in 2023 with Karl Gurney once again the coordinator. As was in 2022, the decision was made to create a Year 5 team and a Year 6 team, one for Social Sciences and one for Language and Literature. The Year 6 Social Science team performed magnificently in

what was a very competitive tournament against some highly experienced TOM schools from across the country and won their division in the International Final in Melbourne in September. The Year 5 Language and Literature team also achieved an outstanding result finishing with honours in their category. The visit to Melbourne in late September was a team effort where families travelled in a convoy of vehicles to Perth, catching early morning flights to the east coast and living, eating and sleeping in shared accommodation for their week away. It was truly a memorable TOM year for Esperance PS.

The Critical and Creative extension program was run once again for our Year 4 students by Mr Karl Gurney. This series of lessons allows all students in this cohort an opportunity to be exposed to activities that allow students to think laterally and problem solve real life issues.

The Regional PEAC program in 2023 was coordinated once more by Mr Karl Gurney. He received a 0.4 FTE funding allocation from the regional PEAC allocation to facilitate the Esperance region of schools PEAC program. Through the PEAC program some 50 students participated in the program with representation from all schools in the region. Identification for participation in the program came through PEAC qualification results as well as school based data with students achieving well above cohort levels. Schools used end of semester grading, PAT R and N assessments and teacher judgement to identify the qualification of the students to the program.

TOM PL was also offered by Karl Gurney for all regional schools who had expressed an interest in running a program at their schools for 2025.

Recommendations for 2024

- LSC position to be filled yet again by our Deputy Principal.
- SAER policy to be reviewed to reflect the changes negotiated with staff in 2024 on documented plans.
- Regional PEAC program to be highly structured at school running through Terms 2-4 and involving Years 4-6 students.
- Proposal was to have Karl Gurney coordinating once more the PEAC program for 2025.
- TOM will continue to be supported for 2024, however a renewed focus on establishing sponsorship will need to be planned based on the high costs for a national final and the reserve budget for the TOM Finals having been spent in 2023.

Focus Area One

Success for all Students



TOM State Finals



Year 5 TOM Team



TOM National Winners

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

What Occurred in 2023:

In our Year 4-6 student cohort we continued to have overwhelming support from our parent group for buy in to the program with 92% of parents purchasing a device for their child at the start of term 1.

Teachers regularly update their use of apps in their year groups scope and sequence.

Recommendations for 2024

- Ongoing support for embedding technology through the use of staff member who can support staff with their planning of ICT.

WHAT WE WILL DO: Early Childhood is our Focus

What Occurred in 2023:

2023 was a year of celebration and accomplishments in our ECE space. We saw our largest number of kindergarten enrolments, commencing the year with 55 accepted students.

Blue Haven 1 classroom transformed into a Kindergarten room and facilitated two of the three Kindy groups.

This was the second year in which extended Kindergarten phone calls were made to seek further information on the incoming cohorts and provided valuable information for teachers in preparation for the students. This also allowed us to provide the most adequate support and resourcing of classrooms.

The outdoor ECE environment was refreshed with an effective busy bee that was hosted on the 11th June. The ECE nature play area was completed with inclusion of several donations and time provided from parents, carers and the community.

In 2022, EPS requested a National Quality Standard verification from State Wide Services. On the 7th November 2023 our external verification occurred and EPS was extremely successful, passing the verification.

The NQS verifiers were extremely impressed with our ECE practice and requested the Department of Education to send a team from Teaching for

Impact to view/record the explicit and play based practice. This will be published on the Department of Education internal website in 2024.

A new storage shed was granted by the school P&C for the ECE area. The storage shed was maximised with a range of large equipment to support development of gross motor skills. PreLit continued in Kindergarten and provided valuable data and assessment of our students.

Phonics Initiative was released from DoE in 2023. A representative from the DoE provided a PL to ensure we are aligned to the Department standards. Several EPS ECE staff attended the PL and felt that we met all the DoE requirements. InitialLit is also a recommended program on the Phonics Initiative.

Kindy cohort was the largest we had with three kindy classes. This saw BH1 transform into a Kindy room for the first time.

A successful K-2 disco saw many of our kindergarten students attend their first disco and was a wonderful school community event that moved into Years 3-6 Humphries Dance Disco.

EPS hosted the ECE Network meeting in Term 3 that saw several staff connect with ECE teachers in the network and share valuable resources.

Recommendations for 2024

- Planning to update the Junior Play area with a Mud Kitchen and further dolls for imaginative play.
- The ECE committee aim to review the Kindergarten orientation process.
- Have the ECE philosophy developed by a graphic artist and displayed around the school.
- PL for our Kindergarten staff with the Kindergarten Guideline changes and exploring other ECE PL.
- Complete the AEDC survey.
- Filming of ECE practice to occur in Term 1, 2024.

Focus Area One

Success for all Students



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

What Occurred in 2023:

Commencing the school year in 2023 all staff at the Term 1 SDD participated in a Tribes learning inclusion activities that focused on developing an inclusive classroom community. Activities were led by Miss Belle West, who has worked as a Tribes facilitator at her previous school.

Staff follow the Esperance PS behaviour management process, however, are asked to negotiate with their students a positive rewards process or consequences for desirable or appropriate behaviours exhibited in the

classroom. This is unique for the class and the type of positive environment the teacher wishes to establish early in the year.

Promoting the QTS Tfl on several occasions in the staff room has allowed the staff to focus on the 'Believe' and 'Know' areas of the Tfl which encourage strong reflective processes of who they are and the necessary foundations of relationships at the core of their practice and classrooms. Focus has been on inclusion, equity, well-being and student diversity.

Recommendations for 2024

- Review of BMiS in 2024 will focus on the foundations of a positive classroom, what this looks like and how to connect to students in a positive way.
- QTS coaches and admin staff will reinforce the Believe and Know areas of the Tfl whenever possible at staff meetings and SDD to consolidate the message on trusting relationships with our students.



Harmony Week Display



Students participating in Harmony Week

Excellence in Teaching & Learning

WHAT WE WILL DO: Embed Whole School Approaches in Literacy and Numeracy

What Occurred in 2023:

BrightPath Numeracy trialled in Year 2 – 6 classes to assist staff with assessment practices.

New Staff inducted in WSA in Numeracy and ongoing support provided to ensure processes and practices are consistent embedded in all classrooms.

Revision of the Mathematics Daily Review Template and time provided to support staff to ensure consistency and ongoing development for Daily Reviews.

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

Split classes provided with additional Education Assistant resourcing to support the delivery of Origio Stepping Stones.

Recommendations for 2024

- Continue to use Brightpath Numeracy as part of the School Assessment Schedule.
- Consolidate the use of Daily Reviews to transfer learning concepts to long term memory.
- Continue to resource Split Year Level classes with additional Education Assistant time to assist with the delivery of Origio Stepping Stones.

WHAT WE WILL DO: Improve staff understanding of data literacy

What Occurred in 2023:

Disciplined Dialogue – staff well 'versed' in the 3 questions; What do you see in the data? Why are you seeing this? What if anything, should we do about it? – using these questions to guide in-depth data analysis.

On-Entry Analysis – Key ECE staff undertook a deep analysis of On-Entry data in all areas of the assessment, using a Disciplined Dialogue approach.

PAT assessment and Data analysis - English and Maths coaches' carryout in-depth analysis of all PAT Data. This is shared with Learning teams and teachers then undertake Disciplined Dialogue to support future planning and differentiated teacher, including goal setting for IEPs and GEPs.

Recommendations for 2024

- Continue to undertake Disciplined Dialogue when analysing data. Upskill new staff in the Disciplined Dialogue process.
- Continue to resource OE Assessments and the subsequent data analysis.
- PAT Data analysed by classroom teachers using Disciplined Dialogue to support planning and teaching and goal setting.
- Brightpath Writing to be implemented in 2024.
- Continue to provide opportunities to work collaboratively in staff meetings and SDD on data analysis.
- DIBELS Australasian to be implemented.



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

What Occurred in 2023:

Explicit Direct Instruction through the use of engagement norms and the use of TAPPLE has been a focus for the year in classrooms. Evident through classroom observations that engagement norms are frequently used and interwoven into the lesson design.

The EPS Instructional Framework was once again a feature of lesson design in all classrooms for 2023. Staff use learning intentions and success criteria in most literacy and numeracy lessons and follow the Engage, Learn and Reflect model in place.

Once again, the DOTT was designed to maximise the opportunities for staff to collaborate. There was at least a non-negotiable time slot on the timetable where like year groups were to meet for planning and assessment purposes.

Implementation of a Syntax S&S was a feature of the year, using models from Serpentine PS and Wandina PS.

Further refinement of the T4W Scope & Sequence have been negotiated with staff to ensure staged, consistent approach to teaching T4W from Kindy – Year 6 ensuring text types, genre and toolkits are carefully planned for all year levels.

Numeracy – there was an increased focus on embedding the problem solving and calculate strategies in all classes with the displaying of posters Staff were taken through the strategies from the Numeracy Deputy. All staff utilising one maths session per week for the purpose of teaching problem solving.

Recommendations for 2024

- EDI to be consolidated further in classrooms, in particular the new staff encouraged and supported in using this in their classes.
- Staff continue to use the IF to guide all lesson plans. Key staff to support teachers throughout the year to break down each of the stages in a lesson. i.e., Engage; Learn; Reflect.
- The consolidation of the Syntax S&S in all classes with on-going support will be provided to all teachers on how to weave this into daily reviews and writing units.
- The T4W units are now mapped out across the school and expectations that staff use the chosen texts for each year level. Split classes have also been advised on the text to use to avoid repetition of text type in future years.



Faction Carnival



Faction Carnival

Excellence in Teaching & Learning

WHAT WE WILL DO: Strengthen staff culture with a common belief and philosophy

What Occurred in 2023:

The School Culture Survey was conducted in early 2023 as part of our school's focus on the new QTS and Tfl documents and resources. The survey's results were impressive with staff allocating very high ratings for each of the categories. Results of the survey can be found within this report.

Learning Team Minutes continue to indicate the positive culture across the school. Learning Team Leaders model the positive culture we have developed, and their team's minutes clearly articulate and demonstrate the psychological safe workplace that exists throughout the school.

Strong expectations from the principal for staff to reflect and focus on relationships at all levels of the school, students, staff and community. This was emphasised within staff meetings and LTL meetings weekly where the Tribes Learning Community was referred to regularly with the students being at the centre of our decision making.

Principal commenced the year with discussion on culture and the identification on above and below the line behaviours, with an emphasis on calling out behaviours that impact negatively on culture.

Recommendations for 2024

- In 2024, the school year will commence with a re-examination of the above and below the line behaviours lens on our school culture and also a focus on what elements of culture support a psychologically safe workplace environment that allows all staff to thrive and be the best versions of themselves.
- Tribes Induction for all new staff to take place once again in late 2024, with a strong emphasis on our Tribes Learning Community.
- As a QTS Lead school we continue to provide support on how to develop best practice on how to foster school culture in schools.
- Strong focus at start of year on relationships and communication with parents and students and staff.
- Above and below the line infographic posters to be displayed in staff room and library and hubs.

WHAT WE WILL DO: Support students and families to ensure regular school attendance

What Occurred in 2023:

See Attendance summary earlier in the Annual Report for data on attendance for 2023.

This report provides a good overview of the current trends and factors that impacted on attendance in 2023.

Recommendations for 2024

- EPS will continue to be proactive in promoting the message of regular attendance to maintain a student attendance percentage above the WA State Schools average through; regular parent/carers communication, newsletter inserts and individual case management of identified students in at-risk categories.
- MGM Outreach+, to continue to be resourced to assist with attendance follow up.



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

What Occurred in 2023:

Throughout the negotiation of the new business plan staff reviewed the previous business plan's quality teaching statements. In doing this the staff considered if the older statements reflected the new Tfl statements. Changes were made to modify and include the language of the Tfl, more notably around inclusion and cultural responsiveness.

The Whole School Expectations for student conduct and behaviour have been incredible successful in providing students with a clear and unambiguous series of expectations whilst at school. An extension of the expectations now includes the junior and senior playgrounds as well as those students on buses.

Sharon and April's role as Impact Coaches

Staff Meeting / LTL Meetings focus were directly linked to strategies and initiatives from the EPS Business Plan 2021-23, and 2023 Operation Plan. Priority area plans provided staff with the direction and strategies to enhance teaching quality.

School Development Days were and specifically designed and planned to support teachers in develop and improve their teaching quality. With links to Business and Operation Plans the SDDs were fundamental in enabling the successful implementation of both plans.

A well develop distributed leadership model, which has been in place for several years, continued to enable support, guidance and direction for all staff to further develop quality teaching. Learning Team Leaders, QTS Tfl High Impact Coaches; have strengthened the standard of quality teaching across the school.

Recommendations for 2024

- Acknowledge workload and continue to support staff to manage this and maximise opportunities for collaboration.
- Impact Coaches – resourced through QTS – all staff will engage in at least one cycle of coaching.



Literacy in practice

Inclusive Learning Environment

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

What Occurred in 2023:

At the start of the year we commenced our two days with a focus on Tribes Learning culture and activities that emphasise the idea of inclusion for our students in our classes. Belinda West modelled several ideas for inclusion that could be easily transferred to the classroom.

The Tribes Learning Community Poster underpins every aspect of practice at Esperance Primary School. It is referred to constantly and staff are held to accountable to ensure that they conduct

themselves and behave to whole school expectations in everything they do and say.

Staff continued to acknowledge the achievement and contributions of the colleagues through Freddo Friday.

Students who consistently demonstrate the Tribes Agreements are acknowledged at school assemblies. This occurs twice a term after a sustained period of time focussing on a Tribes agreement.

Recommendations for 2024

- Induction of new staff in 2024 to ensure the non-negotiables of the Tribes Learning Community are explained and so that they become part of the daily practice.
- Continue to acknowledge staff and student achievement and contributions through Freddo Friday and Tribes Certificates at assemblies.

WHAT WE WILL DO: Provide intervention for SAER students

What Occurred in 2023:

All staff implemented the SAER policy or guidelines when reflecting on the needs of their most at risk students. Staff have a clear process for pathways for support for students and families i.e., Allied Health / Paediatrician or School Psychologist.

School continued to support the funding of a school psychologist Jessika, who provided considerable support for our most at risk students.

Funding from the Department of 0.5FTE meant the school committed 0.1FTE for the additional day of support for our school psychologist.

With the support of our MiniLit Deputy Principal, staff are well versed in identifying students who will be placed in the MiniLit Sage program for Tier 2 support. This identification is based on how students are tracking on the Tier 1 program over the year.

Recommendations for 2024

- Consideration of students with complex needs or formal diagnoses that are not IDA funded to be provided a SEN report to track and monitor their personal progress.
- Consideration for School Psychologist to be present at Kindy transition days to present on Kindy readiness and anxiety.
- Tuesday, Wednesday and Thursday the preferred contact days for 2024.
- SPS and school to review EPS Behaviour Management Policy in 2024 to align with school business plan and DoE changes to BMiS policy.



WHAT WE WILL DO: Focus on mental health in classrooms

What Occurred in 2023:

Whole school utilising Smiling Minds Learning Hub and Grow your Mind as primary mental health resources. Additional resources include Mind Up and Challenges and Choices. Staff supported with resources and approaches by Mental Health in Schools coordinator.

Whole-school mindfulness timetabled in from 1.45-2pm after lunch every day.

Year 6 leadership group, the Wellness Warriors were successful in promoting and encouraging positive mental health, wellbeing and mindfulness.

Continuation of Wellness Wednesday where our Wellness Warriors organise and manage mindful activities at lunch time and deliver whole school mindful meditation.

Wellness Warriors led Mindful Minutes at assemblies, aligned with whole-school expectations.

'R U OK?' Day and week promotion and strategies across whole school. Staff showed support by wearing yellow shirts, hosting a staff morning tea and a public display was included at the school's Learning Journey.

Mindful May and Active August activities (organised by MHIS coordinator and Wellness Warriors).

Esperance Primary School continued to promote the Act, Belong, Commit messages and associated health forums through newsletters and whole-school events.

Recommendations for 2024

- Continue utilising Smiling Minds Learning Hub as a priority- use GYM, MU and Ch & Ch additional resources.
- Leadership opportunities for our Year 6 students as Wellness Warriors will continue in 2024.
- Classes supplied with Tribbles stamps to connect with Tribes check-ins, self-reflection and feedback.
- Wellness initiatives that support staff.
- School Chaplain (two days a week) to support students.
- Staff are familiar with resources available and where to access them at EPS (verbal & mind map).
- Reflective journal ideas and quick, accessible resources to use for students' self-reflections, morning work and brain breaks.
- Celebrate educators at EPS via World Teachers' Day and Australian Teacher Aide Appreciation Week.



Nature Playground



NAIDOC Week

Inclusive Learning Environment

WHAT WE WILL DO: Strategic allocation of resources

What Occurred in 2023:

Education Assistant (EA) allocations to our IDA students at the highest level of risk was topped up by the school when and where necessary. There was considerable funding allocated to this group of students to enable them to access the curriculum at their level and to further develop social and emotional skills.

QTS Lead School support role in two high impact coaches – April and Sharon for the 2024 school year with all staff engaging in the coaching process of at least one impact cycle.

Additional EA allocation to split classes after the decision was made in 2022 to resource

split classes for the teaching of maths – with four split classes in 2023 this required a careful organisation of the EA timetables at the start of the year.

The additional funding of 0.1 for our school psychologist paid dividends for the delivery of our Service Agreement with Jessika. Not only did Jessika work side by side with staff on referred students, she was able to provide considerable support and advice on the review of the SAER policy and PL delivery on topics such as ASD/PDA and ADHD.

Recommendations for 2024

- School will once again purchase one additional day of School Psychologist time given the substantial SAER portfolio for 2024.
- MiniLit Sage EAs and EA support for each block to be allocated and support allocation on student data.
- LSC role to allocated to one DP and one DP to manage the MiniLit coordination.
- Split classes to be allocated with one more session of DOTT per fortnight and allocation of an EA for the teaching of maths.

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

What Occurred in 2023:

Continuation of EPS Whole School Expectations (WSE) as part of our whole school strategies to reduce low level behaviours and promote a calm and orderly learning environment across the school. Staff modelling and explicitly teaching what these behaviours look and sound like:

- Transitions
- Recess & lunchtimes
- Greetings
- Assemblies
- Before School
- Junior & Senior Playgrounds
- Lining up

Regular inserts into newsletters of our WSE and acknowledging this also in morning announcements.

We added buses and junior and senior playgrounds into our WSE in 2023.

Recommendations for 2024

- Whole School expectations continue to be embedded and become part of the Esperance Culture.
- Review of the BMiS policy by all staff – WWW and EBI in early 2024 and alignment to the Doe's new policy.
- To continue to improve and build on our WSE in areas of the school required.



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

What Occurred in 2023 - School Board:

The School Board continued to provide strong governance in the school for the year, with a range of topics discussed and matters endorsed.

School Board members for 2023 were as follows: Mrs Kylie Ryan (Chair), Miss Kahlia Chapman-Hill, Mrs Sue Hill, Mrs April Reading, Miss Nicole Creed and Miss Mikayla Barty (Staff Representatives) and Mrs Amy Walter (Community Representative) and to, Mr Chris Cassam, Miss Raana Scott, Mrs Amber Warren, Mrs Ulrike Sinnot, Mrs Kirsten Razyck and Mrs Alysha Castelli (Parent Representatives).

Matters that were either discussed, for information and / or endorsement in 2023 included the following: the development of the new Business Plan 2024-26, the review of documented plans for at risk students, up-dates on the new faction shirts, understanding the role of EPS as a QTS school, negotiating the Cyber Safety workshops and the normal review of the financials and overviews provided of our staff's School Development Days.

Recommendations for 2024 - School Board

- Through the CAB status review all tenures of all board members with the possible turnover of both staff and parent representatives.
- Ongoing discussion about the inclusion of a community representative.

What Occurred in 2023 - P&C:

Led by Mr Ryan Norris as President, the committee have successfully strived to build our school community and promote our school in a very positive way. The P&C association make a huge difference to the feel and function of the school community and without their on-going support we would not be in such a healthy position as we are today.

The school received a real bonus and lifeline to have donations in the form of some \$17,434 from the P&C – it is a fact that without this we wouldn't have received support for Kindy Bears

and Hats, Early Childhood storage shed, Early Childhood nature play, E-Safe Kids Workshop, Dux and Endeavour Awards, Athletics Ribbons and Medallions and the renewal of our Accelerated Reader subscription for 3 years.

To the committed team in the canteen was once again led by the Committee members and more importantly the Canteen Manager – Ida Casey with the support of Kamia Coxon. The year was a success for revenue with the canteen as sales and associated profits were impressive.

Recommendations for 2024 - School Board

- To actively recruit to the P&C from all year levels – grow the P&C back to the numbers of 2018.
- The P&C to follow the decision made by the School Board to fundraise for identified causes.

Community Relationships

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

What Occurred in 2023:

Staff were encouraged to maintain lines of communication between home and school, and this was mainly through Seesaw throughout the year. Parent engagement in this form of communication is extremely high and parental feedback is positive about concise and consistent communication from the classroom through to the home.

The Principal used Seesaw Schools to regularly communicate important messages throughout the year. This platform allows every parent to receive a timely message around whole school priorities such as whole school events, uniform reminders and our school's community involvement.

Recommendations for 2024

- Idea of a Welcome BBQ to new families to connect, meet all staff and maybe use as a fundraiser for a cause.
- Develop the Aboriginal Family Advisory Group – with new faction shirts, this would be a great initiative for reviewing the ACSF.
- 2024 – Community Survey will be conducted in Term 3 as our biannual feedback loop from our community.

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

What Occurred in 2023:

Esperance PS offered many schools within the region professional learning and support through its QTS role in leading literacy and numeracy. This was mainly through its work in the Science of Reading, Talk for Writing, and the requests for support with Spelling Mastery.

LAN – Literacy and Numeracy meetings involved presentations from our staff – daily reviews, partner and fluency reading

Esperance PS led the regional PEAC, TAG and TOM initiatives for the year with Todd McElroy

and Karl Gurney utilising the regional PEAC funding for the coordination of the PEAC programs, releasing of staff to provide the programs and resourcing the consumables for the program.

Reviewed methods for supporting and strengthening the transition of students from primary to secondary.

Extended transitions were conducted for our most at risk – Tier 3 students or DSR funded students.

Recommendations for 2024

- In 2024, Karl Gurney has been identified to coordinate the PEAC/TAGs program with a 0.2 funding allocation to the role.



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

What Occurred in 2023:

Our 2023 journey to Cultural Responsiveness was built on relationships with our Aboriginal students and their families, with our Esperance Network schools, and with Esperance Corporations and local Nyungar artists. Strengthening these relationships within our community is, and will continue to be, the Cultural Responsiveness Committee's number one priority.

In recognition of National Sorry Day, every child created a footprint, decorated with writing and designs that reflected their learning on, and understanding of, Sorry Day, the Bringing Them Home Report and the Stolen Generations. These footprints were laid in a symbolic pathway around the school and, following our assembly, classes tracked the pathways to reflect on the occasion.

In preparation for our Whole School celebration of Reconciliation Week, classes from Pre-primary to Year 6 learnt the words to Paul Kelly and Kev Carmody's 'From Little Things Big Things Grow'. Learning this song, a tale of the Gurinji people and Aboriginal Land Rights, provided opportunities for classes to learn more about Reconciliation. Lead by our Year 5's and 6's, the school performed this song proudly at assembly.

NAIDOC day was a celebration of Aboriginal and Torres Strait Islander culture with groups from Clontarf, Stars, Follow The Dream and Bunnings running football clinics, wreath making, face painting, native seed planting and more, with

warm damper and kangaroo sausages to keep our bellies full. To conclude the day, James and the Ngadju Dancers performed incredible Aboriginal songs and dances.

EPS attended the Esperance Combined Schools and Community NAIDOC event where students connected with community groups and network schools to celebrate our local Nyungar culture. Clay animals, face paintings, and bracelet making were among some of the activities our students loved participating in.

Our ongoing project with our Aboriginal Student Advisory Group, Mudjar and Nyungar artist, Athleen Thomas, saw 4 incredible canvas designs created for our new factions. We continue to work on bringing these totems to life, with the digitalised designs set to be printed proudly onto faction shirts and banners in 2024. Sharing these with our school community will be a true celebration of culture and relationships.

EPS representatives had a number of opportunities to engage in ongoing Professional Learning to strengthen our understanding of Aboriginal histories and perspectives as well as fuel our ability to truth tell. Alongside other network teachers, we learnt about Kinship and lore, how tools were created and used and the impact of intergenerational trauma. Teachers also joined with Tjaltjraak for sessions to work on creating shared, local Nyungar resources for schools to access.

Recommendations for 2024

- In 2024, we will continue to work on establishing relationships with our community and families and ensure our classrooms are inclusive spaces where Aboriginal students feel safe, and all students learn about Aboriginal culture. Staff will continue to access

shared resources on the EPS One Drive, Narragunnawali, Reconciliation WA, 50 words Project websites as well as purchased language resources to support their ability, to authentically embed history, language and culture into their programming.

Focus Area Four

Community Relationships

WHAT WE WILL DO: Supporting SAER and TAG students

What Occurred in 2023:

SAER policy, as mentioned in Focus Areas One and Three, has been an extremely busy area in 2023 with a growing number of students referred to outside agencies and the school psychologist.

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

Esperance ERSN PEAC program coordinated by Karl Gurney with all regional schools provided

with the opportunity to participate. A total of 53 students participated in the days that were allocated to PEAC. Staff across schools were encouraged to attend PL on PEAC and TOM facilitated by Karl Gurney.

Mr Karl Gurney once again led the EPS TOM teams with the Year 6 Social Science team winning the international competition in Melbourne in September. The Year 5 Language and Literature team won Honours in their division in the international competition in Melbourne. A highly successful year in TOM for Esperance PS.

Recommendations for 2024

- Full implementation of the new revised 2024 SAER policy.
- Funding set aside for TOM for 2024 and using the PEAC funds to use Karl Gurney in the network PEAC role.
- Community support for TOM if the team makes the IF in Sydney – this could be through IGO or Mount Burdett funding sources.

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

What Occurred in 2023:

Communication is a strong focus on the way that our staff relate to the parent cohort. Staff use Seesaw schools frequently during the week to provide parents updates on learning, class events and simply, connecting the home to the classroom.

Seesaw Schools allowed the Principal to send whole of school messages to the community. This was a positive addition to the information flow from school to the home, especially given the need for regular and accurate updates on COVID.

Audiri continued to be the main vehicle for whole of school messages from the school's front office. FaceBook is used less frequently, and the school's web site is still a valuable source of information for all of our community and new families to town.

Learning Journey in Term 3 is always a highlight of the year – a whole school community event with an opportunity to view the work of our students and the open classrooms.

Recommendations for 2024

- Strong expectation for staff to communicate honestly and authentically with community.
- Seesaw to be used as the school's preferred vehicle for communication to the home.
- Update of the school's website as required.
- In 2024 the principal will reduce the number of newsletters as other forms of communication are used throughout the year.

Our Targets for Success

What do we see in the data?



PROGRESSIVE ASSESSMENT TESTS - DATA SUMMARY 2023

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

PAT ANALYSIS - NUMERACY					
YEAR LEVEL	NRG MEDIAN SCORE	EXPECTED PROGRESS POINTS	MEDIAN SCORE EPS TERM 1	MEDIAN SCORE EPS TERM 4	PROGRESS POINTS
Year 2	108.3	+ 8.8	94.7	107.7	+ 13.0
Year 3	115.4	+ 7.1	108.9	121.4	+ 12.5
Year 4	121.1	+ 5.7	114.8	122.8	+ 8.0
Year 5	125.5	+ 4.4	118.3	127.3	+ 9.0
Year 6	128.9	+ 3.4	125.5	127.8	+ 2.3

Summary

Besides the 2023 Year 6 and Year 2 cohorts, all other year groups performed above the Median Score compared to the Norm Reference Group. Significantly, Years 2 - 5 cohort performed above the expected progress points demonstrating

excellent progress between the February assessment and the end of year in October when compared to the end of year the normed reference group median score.

PAT ANALYSIS - READING					
YEAR LEVEL	NRG MEDIAN SCORE	EXPECTED PROGRESS POINTS	MEDIAN SCORE EPS TERM 1	MEDIAN SCORE EPS TERM 4	PROGRESS POINTS
Year 2	101.1	+16.9	88.8	99.4	+ 10.6
Year 3	113.0	+12.9	106.5	120.4	+ 13.9
Year 4	120.9	+7.9	117	124.9	+ 7.9
Year 5	125.8	+4.9	121.5	127.8	+ 6.3
Year 6	128.8	+3.0	127.8	131	+ 2.2

Summary

Each year group performed above the Median Score compared to the Norm Reference Group, except for the Year 2 cohort. All years demonstrated impressive progress between

the February assessment and the end of year assessment in October. The progress of our Year 3 to Year 4 students reflected very strong growth across the year in Reading.

NAPLAN OVERVIEW

For the first time in 2023, student achievement in NAPLAN was reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing. There are 4 proficiency levels:

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

The proficiency level descriptions below describe some of the skills and understandings students can generally demonstrate at the time of testing. The aim of the descriptions is not to describe each individual student, but to provide a fair summary of typical skills and understandings for a student at the level.

Our school results were very pleasing, with exceptional results for our Year 3 student group who achieved four greens out of the five assessment areas. Our Year 5 student cohort achieved one green out of five, however were close to achieving two more greens in Writing and Reading. Without drawing too many conclusions with the data, it is

clear that the changes made to our whole school literacy and numeracy programs since 2018 are having an impact on student achievement.

By 2023 NAPLAN achievement will equal like school performance in reading and numeracy.

2023 NAPLAN Achievement

YEAR 3	PERFORMANCE	STUDENTS
Numeracy	1.2	66
Reading	1.1	66
Writing	1.2	66
Spelling	0.8	65
Grammar & Punctuation	1.1	65

YEAR 5	PERFORMANCE	STUDENTS
Numeracy	0.3	64
Reading	0.8	63
Writing	1.0	63
Spelling	0.1	63
Grammar & Punctuation	1.1	63

YEAR 3 NAPLAN PERFORMANCE SCORES					
COMPARISON	Numeracy	Writing	Spelling	Reading	G&P
EPS 2023	425	416	439	416	428
Like Schools	397	389	412	397	397
WA Public Schools	398	390	408	396	397

YEAR 5 NAPLAN PERFORMANCE SCORES					
COMPARISON	Numeracy	Writing	Spelling	Reading	G&P
EPS 2023	487	502	499	487	515
Like Schools	482	485	476	485	488
WA Public Schools	480	484	474	485	487

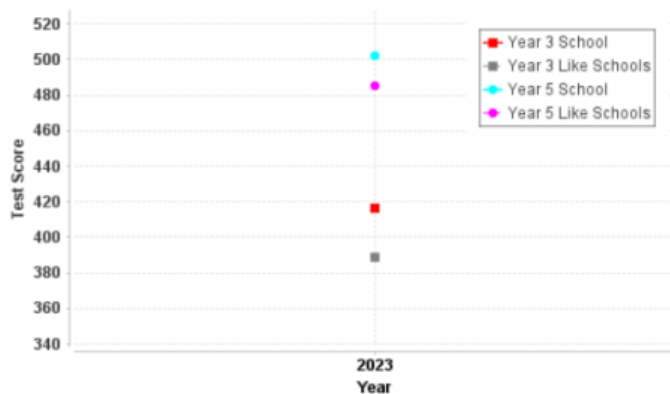
Our Targets for Success

Performance against School Targets

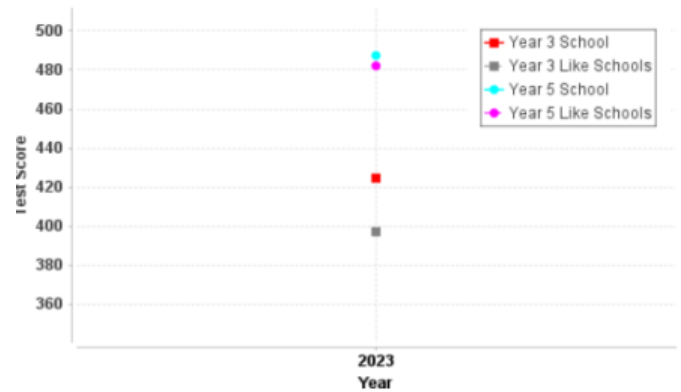
TARGET 1

By 2023 NAPLAN achievement will equal like school performance in Reading and Numeracy

AVERAGE READING SCORE



AVERAGE NUMERACY SCORE



YEAR	Y3 - READING		Y5 - READING		Y3 - NUMERACY		Y5 - NUMERACY	
	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS	SCHOOL	LIKE SCHOOLS
2018	431	419	502	501	396	397	479	487
2019	401	426	521	503	391	404	489	491
2021	421	426	499	501	408	393	494	487
2022	436	423	514	503	415	391	492	485
2023	416	389	502	485	425	397	487	482

Outcome: Achieved

NAPLAN achievement in Reading and Numeracy was above Like-Schools in 2023.



Students completing literacy lesson on iPads



DC4 Students working on literacy

TARGET 2

By 2023, the % of Year 3 students in the top 20% of NAPLAN achievement will be equal to or above like schools in Reading, Spelling and Numeracy.

	OUR SCHOOL - YEAR 3				
NAPLAN AREA	Numeracy	Writing	Spelling	Reading	G&P
Top 20%	27%	24%	15%	23%	22%
Middle 60%	58%	70%	75%	67%	71%
Bottom 20%	15%	6%	9%	11%	8%

	LIKE SCHOOL PERFORMANCE - YEAR 3				
NAPLAN AREA	Numeracy	Writing	Spelling	Reading	G&P
Top 20%	17%	19%	17%	17%	17%
Middle 60%	64%	66%	65%	66%	65%
Bottom 20%	15%	15%	18%	17%	18%

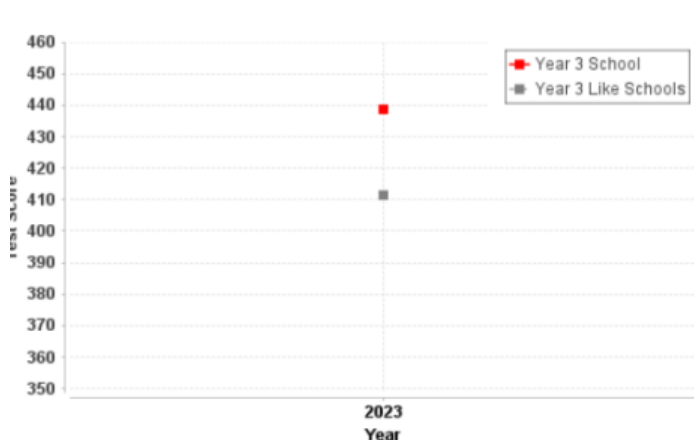
Outcome: Progressing

Reading and Numeracy demonstrated strong improvement in the number of students achieving in the top 20%. Spelling only 2% percentage points below Like School Performance.

TARGET 3

Annually, Year 3 NAPLAN Writing achievement will be sustained above like schools.

AVERAGE WRITING SCORE



	Y3 - WRITING	
YEAR	SCHOOL	LIKE SCHOOLS
2018	413	399
2019	423	423
2021	417	425
2022	419	417
2023	439	412

Outcome: Achieved

Target 3 was achieved in 2023.



TARGET 4

Annually increase the % of Year 5 students achieving in the top 20% of all NAPLAN areas.

YEAR 5	2023				
NAPLAN AREA	Numeracy	Writing	Spelling	Reading	G&P
Top 20%	16%	29%	19%	19%	25%
Middle 60%	70%	68%	70%	75%	65%
Bottom 20%	14%	3%	11%	6%	10%

YEAR 5	2022				
NAPLAN AREA	Numeracy	Writing	Spelling	Reading	G&P
Top 20%	21	28	10	26	20
Middle 60%	67	55	69	60	70
Bottom 20%	11	17	21	15	10

YEAR 5	2021				
NAPLAN AREA	Numeracy	Writing	Spelling	Reading	G&P
Top 20%	18	24	19	11	26
Middle 60%	61	50	55	69	63
Bottom 20%	21	26	26	19	11

YEAR 5	2019				
NAPLAN AREA	Numeracy	Writing	Spelling	Reading	G&P
Top 20%	5	16	7	24	14
Middle 60%	82	66	72	69	74
Bottom 20%	13	18	21	7	12

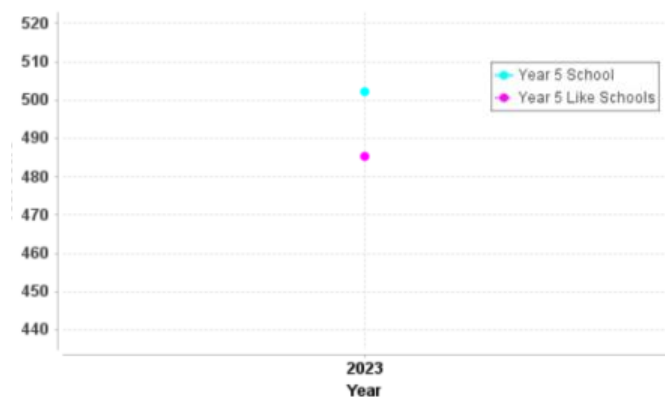
Outcome: Not Achieved

Three of the NAPLAN areas demonstrated improvements of achievement of top 20% - they were Numeracy, Writing and Reading.

TARGET 5

Annually sustain Year 5 NAPLAN achievement above like schools in Reading and Writing.

AVERAGE READING SCORES

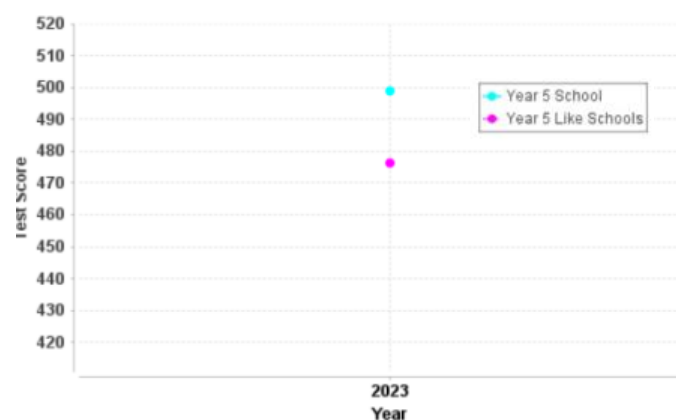


Y5 - READING		
YEAR	SCHOOL	LIKE SCHOOLS
2018	502	501
2019	521	503
2021	499	501
2022	514	503
2023	502	485

Outcome: Achieved

Target 5 in Reading was achieved in 2023

AVERAGE WRITING SCORES



Y5 - WRITING		
YEAR	SCHOOL	LIKE SCHOOLS
2018	481	461
2019	488	471
2021	480	479
2022	480	478
2023	499	476

Outcome: Achieved

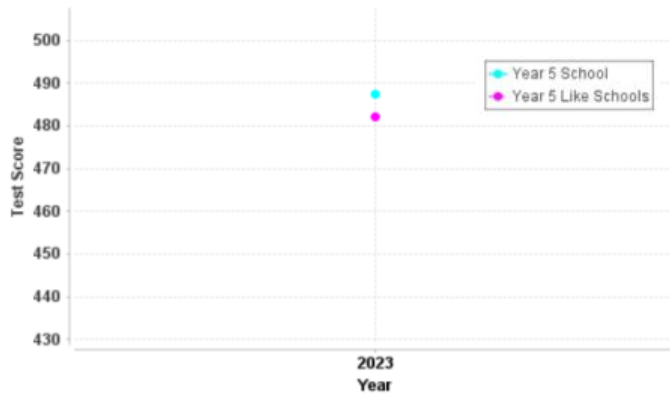
Target 5 in Writing was achieved in 2023.



TARGET 6

Annually improve Year 5 NAPLAN achievement to be above like schools in Numeracy, Spelling and Grammar & Punctuation.

AVERAGE NUMERACY SCORES

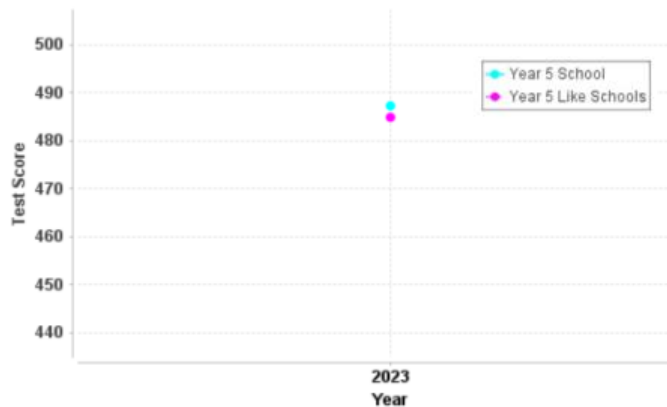


Y5 - NUMERACY		
YEAR	SCHOOL	LIKE SCHOOLS
2018	479	487
2019	489	491
2021	494	487
2022	492	485
2023	487	482

Outcome: Achieved

Numeracy was achieved in 2023

AVERAGE SPELLING SCORES

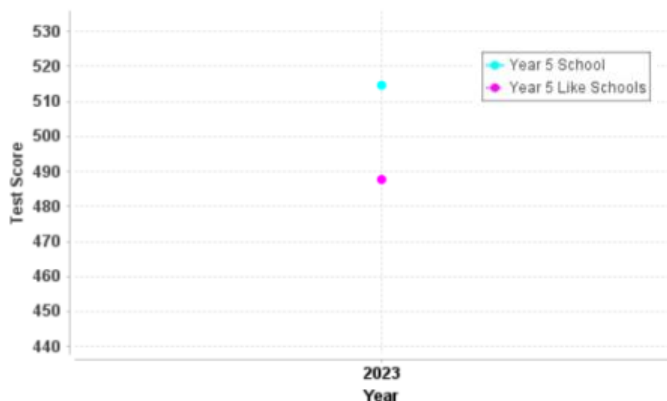


Y5 - SPELLING		
YEAR	SCHOOL	LIKE SCHOOLS
2018	497	501
2019	496	498
2021	496	501
2022	494	503
2023	487	485

Outcome: Achieved

Spelling was achieved in 2023 for the first time in five years.

AVERAGE GRAMMAR & PUNCTUATION SCORES



Y5 - G & P		
YEAR	SCHOOL	LIKE SCHOOLS
2018	505	501
2019	499	495
2021	508	494
2022	508	495
2023	515	488

Outcome: Achieved

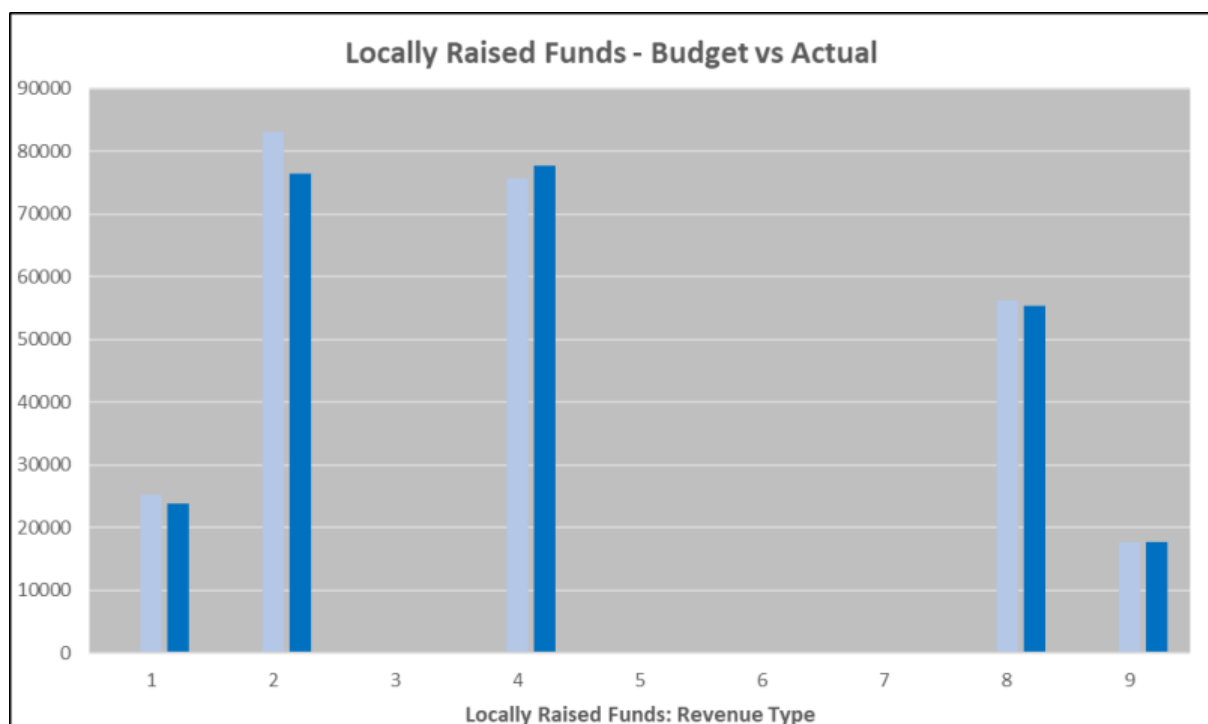
G&P was achieved in 2023 being 27 NAPLAN points above Like Schools.

Esperance Primary School

Financial Overview

2023 REVENUE

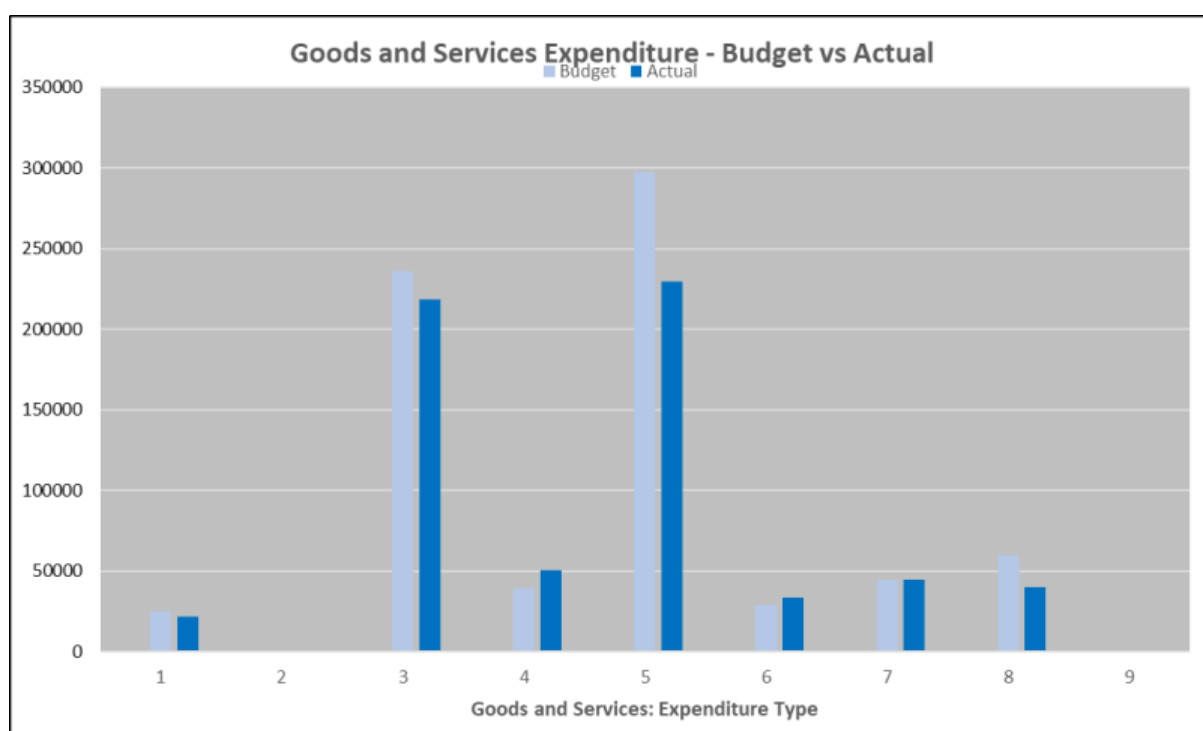
	REVENUE - CASH	BUDGET	ACTUAL
1	Voluntary Contributions	\$25,164.00	\$23,780.00
2	Charges and Fees	\$83,173.00	\$76,385.00
3	Fees from Facilities Hire	\$0	\$0
4	Fundraising/Donations/Sponsorships	\$75,625.00	\$77,633.00
5	Commonwealth Govt Revenues	\$0	\$0
6	Other State Govt/Local Govt Revenues	\$0	\$0
7	Revenue from Co, Regional Office and Other Schools	\$0	\$0
8	Other Revenues	\$56,187.00	\$55,340.00
9	Transfer from Reserve or DGR	\$17,738.00	\$17,738.00
Total Locally Raised Funds (Items 1 – 9)		\$257,887.00	\$250,876.00
Carry Forward Cash		\$138,424.00	\$138,424.00
Carry Forward Salary		\$280,142.00	\$280,142.00
Student Centred Funding Cash Allocation		\$5,137,520.00	\$5,137,520.00
Total Funds Available		\$5,813,973.00	\$5,806,962.00





2023 EXPENDITURE

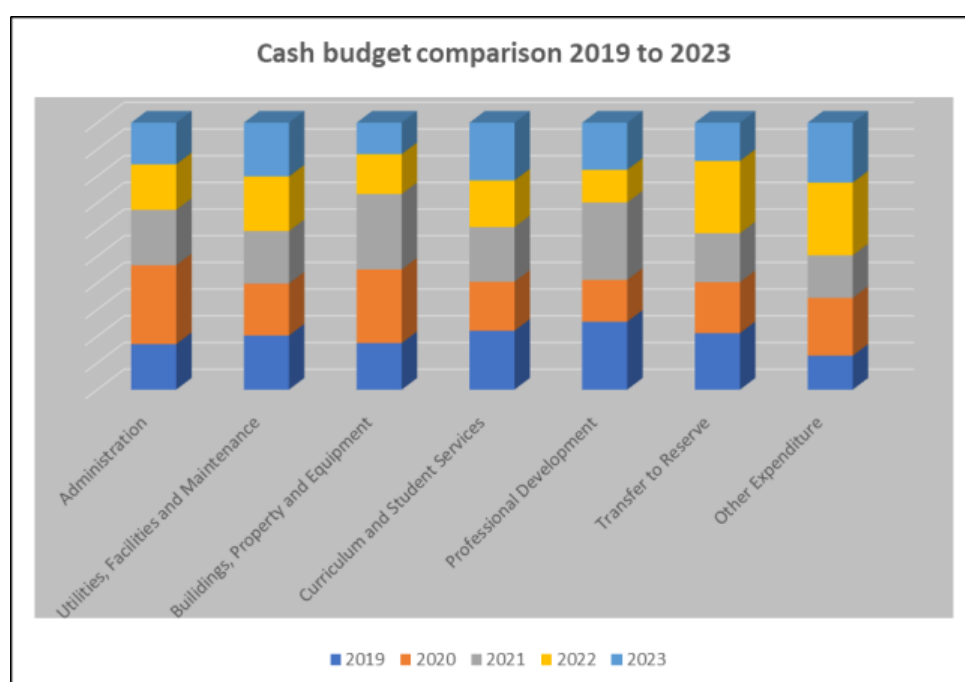
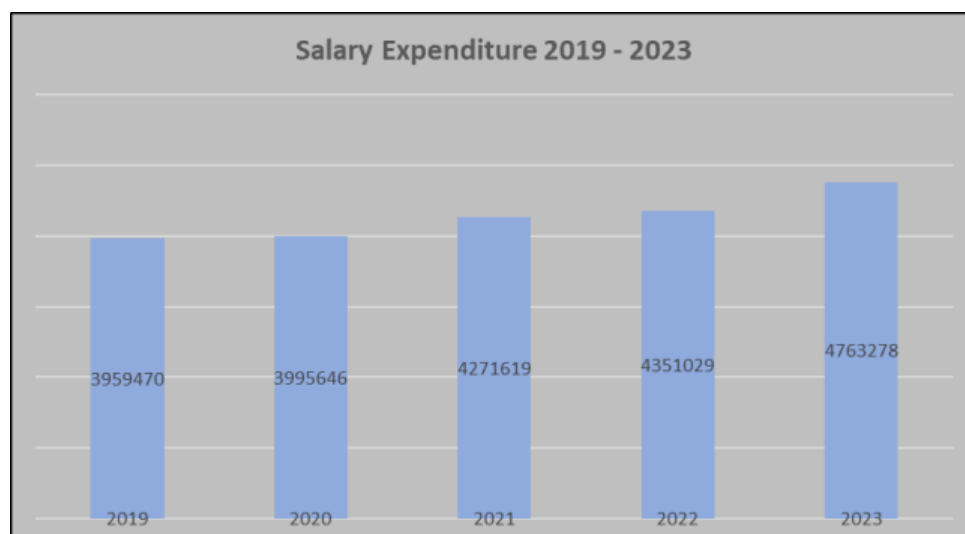
	EXPENDITURE	BUDGET	ACTUAL
1	Administration	\$24,870.00	\$22,129.00
2	Lease Payments	\$0	\$0
3	Utilities, Facilities and Maintenance	\$236,342.00	\$218,357.00
4	Buildings, Property and Equipment	\$39,552.00	\$50,503.00
5	Curriculum and Student Services	\$297,740.00	\$229,482.00
6	Professional Development	\$28,943.00	\$33,752.00
7	Transfer to Reserve	\$44,385.00	\$44,385.00
8	Other Expenditure	\$59,985.00	\$40,323.00
9	Payment to CO, Regional Office and Other Schools	\$350.00	\$350.00
	Total Goods and Services Expenditure	\$732,167.00	\$639,281.00
	Total Salary Expenditure	\$4,763,278	\$4,763,278
	Total Expenditure	\$5,495,445	\$5,403,558



Esperance Primary School

Financial Overview

HISTORICAL SALARY & CASH EXPENDITURE





Colour Run 2023



Esperance Primary School

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