



Yale Primary
School

ANNUAL REPORT 2025

*Be the best
you can be*



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OUR MOTTO AND VALUES

As a school community, our motto is:

Be the best you can be

Our values are:

- Be your best
- Be caring
- Be responsible
- Be respectful



OUR VISION

Develop the whole student, enabling them to experience success in a range of learning activities guided by our core values of respect, responsibility, caring for others and being our best.

OUR TARGETS

1. QUALITY TEACHING

- Embed whole school approaches to Literacy
- Embed whole school approaches to Numeracy
- Improve teaching practices

2. STUDENT SUCCESS

- Improve progress in Literacy and Numeracy to be above like schools in Year 3 & 5
- Increase the level of academic performance in whole school assessments
- Create a data driven culture

3. ENGAGED COMMUNITY

- Increase the overall attendance rate of students to be at like schools
- Increase staff involvement within the community
- P&C involvement to continue

PRINCIPAL'S WELCOME

It is with great pleasure that I present the 2025 Annual Report for Yale Primary School. This report offers our families and community insight into our progress toward the objectives outlined in our business plan and celebrates the notable achievements of this past year.

In 2025, we focused on strengthening the programs and practices already established to support every student at our school. From Kindergarten through to Year 6, Yale Primary School ended the year with a total of 365 students. Our school community has been instrumental in fostering a positive culture, actively participating in various events and initiatives throughout the year.

We highly value and encourage continuous feedback from our parents, which prompts us to reflect and potentially refine our practices. We are committed to improvement as we progress through our current business plan cycle. In 2025, the staff and our School Board worked to a targeted plan for 2025, called 'Boordakan Koorl – Towards 2026.' The plan is informed by our goals and achievements and outlines our aims going forward as we head into a new planning cycle in 2026-29. It is available at <https://yale.wa.edu.au/our-school/publications/>

Our school thrives because of our students, whose caring nature and commitment to our core values - Be our Best, Be Responsible, Be Respectful and Be Caring - continuously drives them to reach their fullest potential. This year, we expanded opportunities for our students, particularly in STEAM and robotics, and bid farewell to our graduating Year 6 class who achieved so much in their time at Yale.

In conclusion, I extend my thanks to all our staff for their dedication and hard work throughout 2025. We are fortunate to have a team that is not only passionate but also deeply committed to prioritising the educational and wellbeing needs of our students.

Jason Shapcott

Principal



A background image showing several young students in a classroom. Some are wearing red shirts, and others are in black. They appear to be working on laptops or tablets. The image is partially obscured by a black diagonal shape on the left side.

Board Chair Report

It is my pleasure to present the 2025 Yale Primary School Board report.

The Yale Primary School Board is a team of parents and community members who work alongside school staff to achieve Yale's vision to develop the whole child enabling them to experience success through high quality education that is guided by our core values of respect, responsibility, caring for others and being our best.

During 2025, Board achievements included governance training, oversight of school funding and budgets, approval of charges and voluntary contributions, review of parent survey results, and the provision of feedback and support across various teaching, administration, and school life matters. A key outcome of 2025 was implementation of Boordakan Koorl: Towards 2026. Noongar for 'move to the future', Boordakan Koorl provided a strategic roadmap for the final year of Yale's 2023-25 business plan across three key areas – quality teaching practices, student success and engaging the community. It defined what we wanted to achieve, the impact, and how it would be measured. The results of Boordakan Koorl, alongside commitments to pursue ambitious NAPLAN targets and embed the Berry Street Education Model for trauma-informed practice, place Yale in an excellent position heading into the new business plan and upcoming Public School Review in 2026.

2025 has been a massive year for Yale Primary School. Beyond teaching and learning activities, we've had sports competitions, incursions, excursions, P&C stalls, swimming lessons, PBS and attendance rewards, school disco, colour run, and the list goes on. Not only are these activities great fun, but they also support Yale's core purpose – nurturing students to learn, engage, thrive and be the best they can be. These activities take Yale beyond just a place of education to being a vibrant and thriving community.

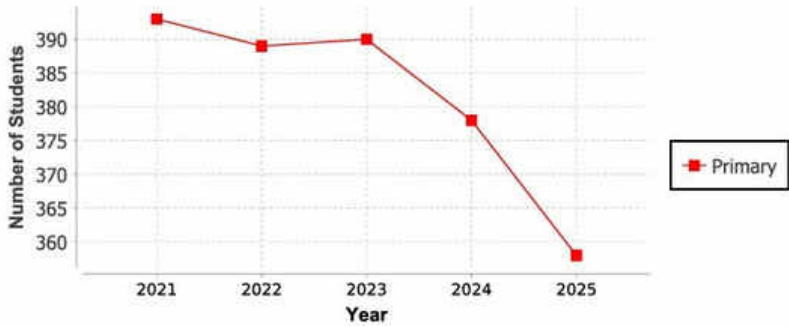
I'd like to acknowledge the board for their contributions and commitment. Board membership is a volunteer role, and your efforts and commitment are greatly appreciated. I also extend my thanks to our wonderful teaching staff, support staff, administration, cleaners, gardener and all volunteers; your efforts and care for our students set them up to be the best they can be. Thank you to the Yale P&C for your enthusiasm and commitment to facilitating parent and community engagement, presenting fantastic activities and events and raising funds for our school.

My final thank you is to the most important members of the Yale community, our students and families. You are the lifeblood of Yale and the reason this school community is such a fantastic place to be. I have thoroughly enjoyed my first year of board leadership and look forward to serving the Yale community into the future.

Miranda Chester
Board Chair, 2025

STUDENT NUMBERS AND CHARACTERISTICS

Semester 2 Student Numbers



Student numbers for 2025 were 365 primary students and 385 including Kindergarten students (FTE figure). There has been a decline in numbers which is a continuing trend in line with planning expectations for the Thornlie area. The school is well placed to cater for larger numbers in the future as urban infill and transport infrastructure takes shape in the area.

	2021	2022	2023	2024	2025
Primary (Excluding Kin)	393	389	390	378	358
Total	393	389	390	378	358

WORKFORCE COMPOSITION

As an Independent Public School (IPS), Yale PS has the autonomy to develop a tailored Workforce Plan that caters for our unique school community and staffing needs. Staff leave requirements and age profiles are considered in planning for the immediate and future staffing profile best suited to our context. Yale has a good spread of graduate to senior teachers as well as experienced support staff who provide a quality education for our students.

Staff Numbers

No- Number
FTE- Full Time Equivalent
AB'L- Aboriginal

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	1.8	1
Total Administration Staff	4	2.8	1
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	22	17.1	2
Total Teaching Staff	23	18.1	2
School Support Staff			
Clerical / Administrative	2	1.7	0
Instructional	1	0.2	0
Other Allied Professionals	15	10.8	1
Total School Support Staff	18	12.7	1
Total	45	33.6	4



STUDENT ATTENDANCE

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
2023	88%	89%	90.3%	66.6%	76.9%	74.3%	85%	87.5%	88.9%
2024	88.3%	89.9%	91%	69.9%	78.5%	74.3%	85.8%	88.8%	89.4%
2025	87.7%	89.5%	90.7%	74.5%	79%	73.2%	86.1%	88.4%	89.1%



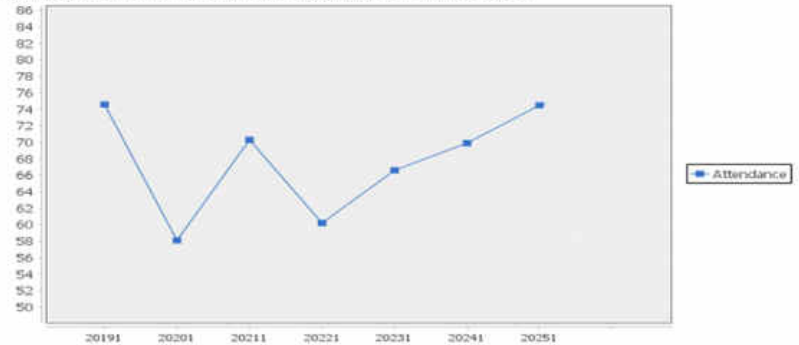
In 2025, improving student attendance was identified as a key priority area following analysis of school data, which indicated attendance rates were below those of like schools. As part of the Department of Education’s Complex Behaviour Support Coordinator Initiative, the school selected attendance as its MTSS (Multi-Tiered System of Support) project focus, with an emphasis on building consistent attendance habits, strengthening student engagement, and increasing family awareness of the importance of regular school attendance.

Throughout the year, the school implemented a range of targeted attendance initiatives, including whole-school attendance challenges, class-based incentives, individual student rewards, and recognition systems designed to encourage and celebrate improved attendance. Staff worked collaboratively to monitor attendance trends, identify students requiring additional support, and implement proactive strategies to address attendance concerns early. Regular communication with families and the promotion of positive attendance messages across the school also contributed to increased awareness and engagement.



As a result of targeted strategies and a whole-school focus on attendance, the school achieved an improvement in overall attendance. This includes an increase of students with regular attendance and a decrease of students who fall in the ‘Severe’ educational risk attendance category. In addition to this, the school’s ATSI attendance data also showed positive improvement, with an overall attendance rate increase of 4.6% and an increase in the number of ATSI students classified as having Regular Attendance. The improvements reflect the collective efforts of staff, students, and families in prioritising student attendance and engagement.

Chart 1: Attendance Rate by Collection Period for YALE PRIMARY SCHOOL



Student Achievement and Progress

NAPLAN

Comparative NAPLAN data for Yale PS, when compared against 'like schools', shows a continued trend of strong results in Year 5. Year 3 results are generally within the expected range, except for reading. Investigation into this trend has focussed on oral language teaching in the early years. See Strategic Priorities Progress for strategies the school has implemented to address this.

PAT Data shows positive improvement for all year groups in reading and numeracy, reducing the gap between school and national means. Progress measures continue to exceed National means, and confirm the effectiveness of school wide teaching pedagogies. As the focus on early years oral language increases academic achievement, progress is expected to reduce.

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.9	-0.5	0.0	48	44	56
Reading	-0.6	-0.5	-1.0	49	45	57
Writing	-0.8	-1.0	0.3	49	45	57
Spelling	0.1	-0.4	0.1	48	45	55
Grammar & Punctuation	-0.9	-0.5	-0.4	48	45	55

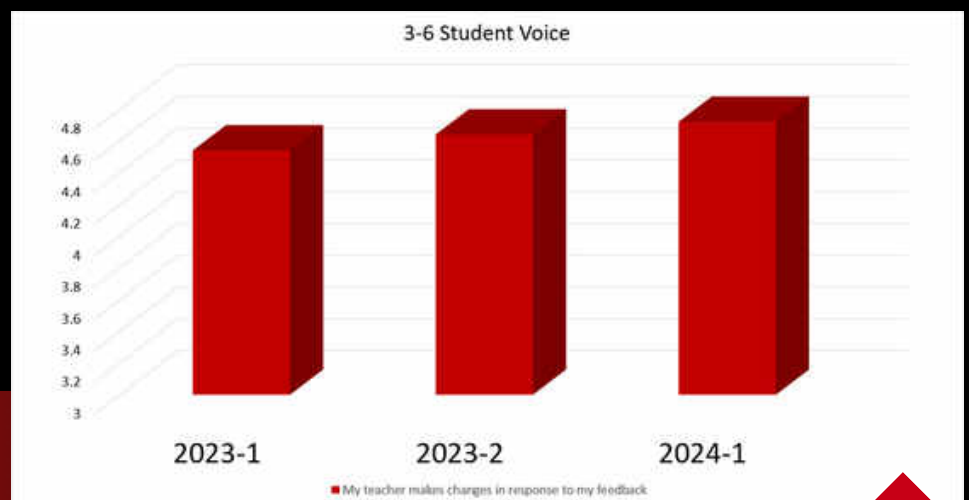
Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.3	0.4	0.3	59	59	56
Reading	0.4	0.1	-0.8	59	61	58
Writing	0.5	0.6	0.0	60	61	59
Spelling	0.7	1.0	1.0	59	61	56
Grammar & Punctuation	0.0	-0.1	-0.3	59	61	56



PARENT/STUDENT/TEACHER SATISFACTION WITH THE SCHOOL



The 2025 parent survey revealed positive increases in parent satisfaction across most measured domains. 'Parents support learning' remained steady and will be an area of investigation and focus. Teacher surveys show continued growth in the weakest domains which is encouraging. Student surveys revealed small positive increases in student voice which is a positive trend. A new cycle will pivot to the DoE mandated school culture surveys.



SCHOOL INCOME BY FUNDING

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	42,618	42,618
Carry Forward (Salary):	63,154	63,154
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,969,330	4,969,330
Locally Raised Funds:	192,736	196,319
Total Funds:	5,267,838	5,271,421
EXPENDITURE		
Salaries:	4,529,601	4,529,601
Goods and Services (Cash):	619,922	563,703
Total Expenditure:	5,149,523	5,093,304
VARIANCE:	118,315	178,117

Yale Primary School received income at a local level through the following sources:

- Voluntary Contributions
- Fees and Charges
- Helping Hands OSHC lease of premises
- Commission from Lowes uniform sales
- Sporting Schools Grants
- Small Scale Election Upgrade commitment
- Chaplaincy and Student Wellbeing Program





LOCALLY GENERATED REVENUE – BUDGET VS ACTUAL

Locally Generated Revenue - Budget vs Actual



A minimum of 96% of the school's annual funding is to be spent in the year that it is allocated. The funding is spent in a way that benefits the students currently enrolled for that year. 85% of total funds received was spent on salaries with 11% spent on goods and services.

GOODS AND SERVICES EXPENDITURE – BUDGET VS ACTUAL

Goods and Services Expenditure - Budget vs Actual



In 2025 we received Complex Behaviour targeted funding of 0.2 FTE which was allocated to the role of a Complex Behaviour Support Coordinator. This support addressed the learning, behavioural and wellbeing needs of students.

Chaplaincy and Student Wellbeing funding enabled the school to provide pastoral care services and targeted strategies through chaplaincy/student wellbeing services to support the emotional wellbeing of students, staff and the school community.



Strategic Priorities Progress

STRATEGIC PRIORITY 1: QUALITY TEACHING

Highlights and what we did:

- Introduced the Cracking the Code and Words Grammar Fun programs in Kindergarten and Pre-Primary.
- Continued collaborative work with the South East Language Development Centre, with a focus on oral language and its role in improving reading comprehension across the school. Began planning to strengthen whole-school reading best practice for 2026 and 2027.
- The Spelling Bee Championship was conducted, promoting a competitive spirit and excellence in spelling among students.
- Celebrations for Book Week were a highlight of the academic year, featuring a vibrant costume parade.
- Maths Art competition from PP-6 - part of maths week to increase maths awareness and enjoyment across the school and Professor Maths Incursion for PP-6 - part of maths week to increase maths awareness and enjoyment across the school
- Introduced Numero to 2 classrooms with the vision to make this school wide in the future - aim is to strengthen mental maths and fluency
- Whole school STEM Challenge conducted during Science Week, encouraging practical scientific inquiry and interdisciplinary learning.
- Our Yale Robotics team showcased their skills and innovation by participating in the regional competition in Armadale and the national finals at Curtin University. This effort was in collaboration with the Gosnells Robotic Club and supported by Schools Plus and Google.
- The TeachWell/Explicit & Direct Instruction (EDI) program has continued to be a cornerstone of our pedagogical development, with four staff members participating in targeted learning aligned with the Dept's Teach for Impact strategy.

RECOMMENDATIONS

- Continued professional development for teachers in Teach Well (TW) for Explicit Direct Instruction (EDI) with a focus on the Early Years.
- Professional learning partner and/or Instructional Lead Coach observations and feedback for EDI practice to continue.
- Staff adapt the Teach Well pedagogical framework and the Department's Teach for Impact / Quality Teaching Strategy into an agreed Yale Quality Teaching Model.

STRATEGIC PRIORITY 2: STUDENT SUCCESS

Highlights and what we did

- Continued sustainability efforts included the expansion of the waste sorting program to include mixed recyclables in Year 5, support for Year 6 activities through the Containers for Change initiative, and the introduction of worm farms in Early Childhood, teaching students about recycling and biological sustainability.
- The emphasis on STEM education was marked by our Whole School STEM Challenge sponsored by National Science Week, and the success of our Robotics team at the Armadale Regional and Curtin University National West Finals as Rising Stars.
- Continued growth and provision of new Interschool sport opportunities such as Baseball and outstanding feedback from the Interschool Volleyball carnival. Shifting to Tee-ball in 2026 to encourage greater participation and inclusion as part of a rejuvenated Southern Sports Association.
- NAIDOC Week was celebrated with significant involvement from our community. Parents and carers were invited for a morning tea, followed by classroom visits by Mr. Brettner and community members to judge the NAIDOC art competition, with winners receiving their artwork printed on canvas.
- Consolidation of music activities saw performances of ukulele, recorder, bass, and guitars at fortnightly assemblies, and flute and guitar performances through the Dept. Education IMMS program.

RECOMMENDATIONS

- Teachers collaborate to use wellbeing data to inform planning for the implementation of the Berry St model using a Professional Learning Community (PLC) approach.
- Develop a plan to monitor the impact of student characteristics funding on Aboriginal and EALD students.
- Continue a systematic approach to oral language in the early years and adopt Small Group Tuition (SGT) for Year 1 students in Tier 2 to improve in literacy.





STRATEGIC PRIORITY 3: ENGAGED COMMUNITY

Highlights and what we did:

- Before-school tennis coaching has continued to grow in popularity, attracting increasing numbers of students and enhancing physical activity and sportsmanship.
- Newly surfaced outdoor multi-use courts (basketball, netball, tennis) and nets fixed. Upgrades to undercover area including surface, industrial fan and projectors (Ready for 2026).
- The P&C conducted a Colour Run fundraiser which filled the school with vibrant colours and fun, creating memorable moments for our students and families.
- Built on prior years NAIDOC week activities and with the work of the committee organised a full day of NAIDOC activities across the school including:
 - Engaged families from the school community to volunteer their time to make damper for the children
 - Stephen Michael Foundation delivered sport related activities
 - Local Noongar artist Thomas Betts delivered a guided art workshop with the students, each painting the Noongar symbol for “person” on a rock. The rocks will be used as individual scales of the Waagal in an installation that will circle our yarning circle.
 - Return of the NAIDOC art competition and NAIDOC quiz which saw students learn about different Aboriginal artists, the meaning behind different Aboriginal art styles
- Established the creation of our Reconciliation Action Plan (RAP) Working Group and commenced development of the RAP.
- School Board Chair Miranda Chester elected to the position by School Board Members

RECOMMENDATIONS

- Provide opportunity for parents, particularly those from diverse cultural backgrounds, to engage with the school to shape strategic planning.
- Improve student wellbeing using a Complex Behaviour Support (CBS)/ Multi-tiered System of Support (MTSS) approach.
- Strengthen student voice in school feedback systems for Student Leadership and PBS, particularly for School Assemblies.

**STUDENT ABORIGINAL ART AT
LAUNCH OF THORNIE TRAIN STATION**



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