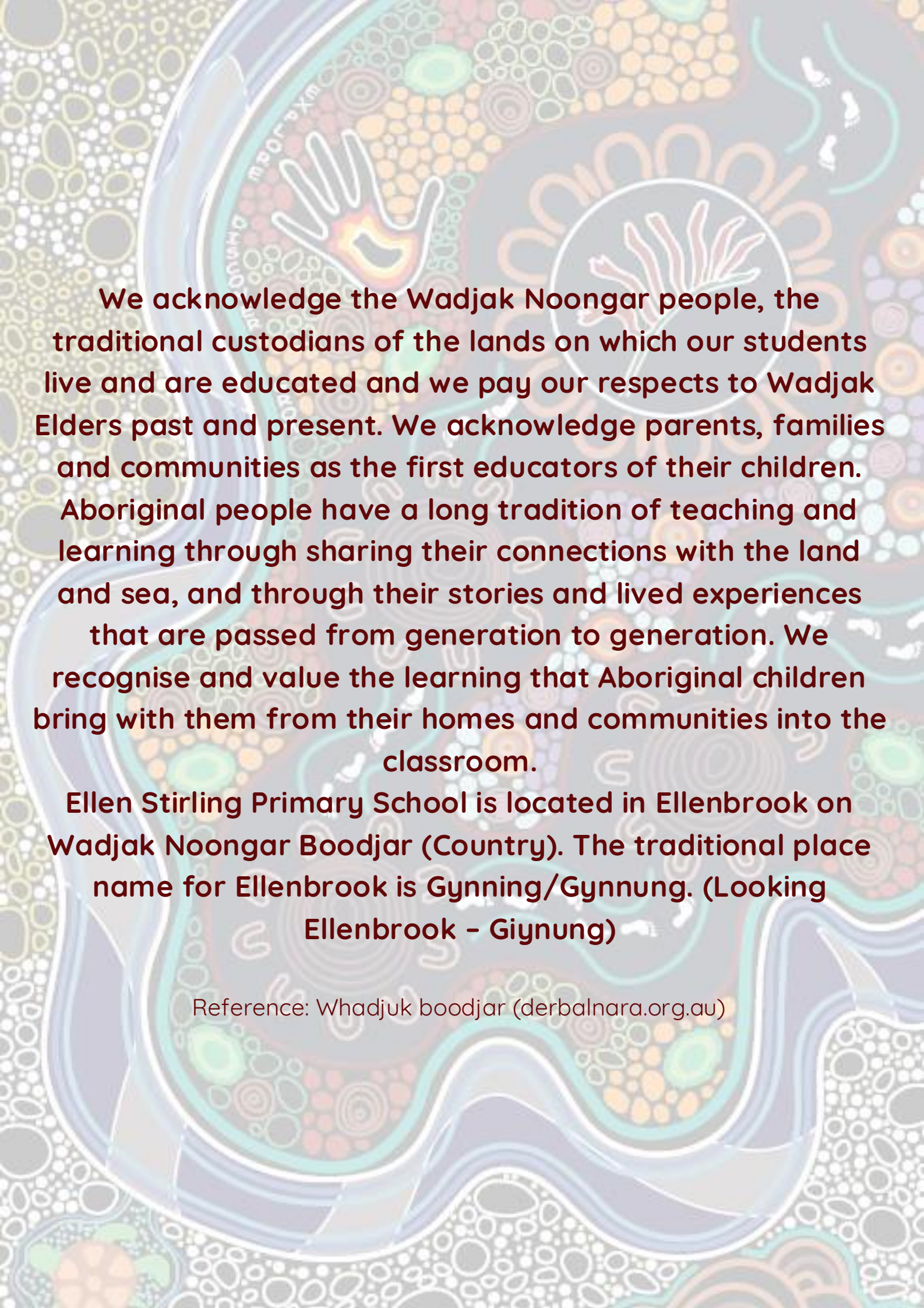


ELLEN STIRLING PRIMARY SCHOOL

Annual Report 2025





We acknowledge the Wadjak Noongar people, the traditional custodians of the lands on which our students live and are educated and we pay our respects to Wadjak Elders past and present. We acknowledge parents, families and communities as the first educators of their children. Aboriginal people have a long tradition of teaching and learning through sharing their connections with the land and sea, and through their stories and lived experiences that are passed from generation to generation. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

Ellen Stirling Primary School is located in Ellenbrook on Wadjak Noongar Boodjar (Country). The traditional place name for Ellenbrook is Gynning/Gynnung. (Looking Ellenbrook - Giynung)

Reference: Whadjuk boodjar (derbalnara.org.au)

ELLEN STIRLING PRIMARY SCHOOL 2025 ANNUAL REPORT

The 2025 Annual School Report

The Annual School Report is a mandated accountability document that is provided to the Department of Education and to the school community. This report demonstrates our achievements for the 2025 school year and highlights our ongoing commitment to enhancing the educational outcomes for all students.

Preface

It is with great pleasure that we deliver to you, the community of Ellen Stirling Primary School, the 2025 Annual School Report.

Ellen Stirling Primary School offers the students very exciting programs in English, Mathematics, Health and Physical and Education, Science, Technologies, Languages, Humanities, and The Arts. Our school culture is supportive and child-focused, and our teaching practices are based on the latest research into how students learn. Our high student numbers have resulted in an exciting diversity amongst the student population. Student behaviour at Ellen Stirling Primary School is a credit to the students themselves, family support and the school staff.

Ellen Stirling PS has been an Independent Public School since 2015 and we are very pleased with the work that has been achieved with the ESPS School Board, the ESPS Parents and the wider school community. The benefit of autonomy has been seen in the professional way staffing and financial services were allocated for the best possible delivery of educational services for the students.

Having reached a high level of proficiency with high impact teaching strategies, the school continues to use contemporary research to refine and implement high quality pedagogical practices.



A handwritten signature in black ink, appearing to read 'Paul Fuller'.

Paul Fuller
Principal

A handwritten signature in black ink, appearing to read 'Troy Miller'.

Troy Miller
School Board
Chair



SCHOOL CONTEXT

2025 School Context

Ellen Stirling Primary School opened in 2008 with 186 students from Kindergarten to Year 6. The 2025 enrolment was averaging around 550 students with numbers slowly reducing over the past five years. This school's name brings together respect and acknowledgement of the past pioneering spirit with a technology focus to equip our students for the future.

The school's moral purpose states: Ellen Stirling Primary School will provide a safe, enriched learning and teaching environment driven by high expectations for success.

The establishment of Ellen Stirling Primary School has engaged parents and the wider community in consultation and collaboration to provide an educational environment that reflects community expectations. This has led to the development of an active and supportive P & C Association and School Board. The school motto 'Explore, Discover, Grow' encapsulates the school's beliefs in active and engaged student learning. The school encourages students to see themselves as learners and set individual learning goals. Our staff are willing and open to explore new ideas which support student discovery and growth.

School Staff Profile for 2025

All school teaching staff are registered with the Teachers Registration Board for WA.

Category	Staff	Full-time Equivalent (FTE)
Leadership	3	3
Teaching	37	29
Support Staff	33	21.1
Total	73	53.1



STUDENT DEMOGRAPHICS

Student Demographics 2025

Ellen Stirling Primary School is classified as a Level 5 school by the Western Australian Department of Education. Stabilisation of housing development within the local intake area has seen student enrolments reach their peak. Growth in surrounding communities is now supported by newly established public schools, with all schools enrolling students strictly from within their designated catchment areas.

Total enrolments (Semester 1, K-6)	557
Male	291
Females	266

Student Attendance Rate for 2025

Monitoring student attendance at Ellen Stirling Primary School remained a key focus throughout 2025. A range of strategies were implemented to monitor attendance and support targeted student groups. These included phone calls to families regarding unexplained absences, home visits, and follow-up attendance letters, particularly for students with attendance below 90%. Ongoing unexplained absences were addressed through further meetings with families. SMS messaging was also used to reinforce the importance of regular school attendance with parents and caregivers.

Student attendance rates are positive when compared to both like schools and the WA average. We are also pleased to note that the overall attendance rate increased from 2024 to 2025, reflecting the positive impact of the strategies adopted by the school.

Year	ESPS	Like Schools	WA public schools
2024	89.7%	89.1%	89.4%
2025	90.5%	88.2%	89.1%



GRADUATING STUDENTS

High School Destinations

Ellen Stirling Primary School works closely with the two public high schools responsible for students in its local intake area --- Aveley Secondary College and Ellenbrook Secondary College --- to ensure a smooth transition for our graduating Year 6 students. For 2025, the high school destinations for our graduating students were as follows:

Destination Schools	Male	Female	Total
Aveley Secondary College	25	17	42
Holy Cross College	7	10	17
Ellenbrook Secondary College	4	10	14
Governor Stirling Snr High Sch	1	3	4
Ashdale Secondary College	2		2
Swan Valley Anglican Comm School	1	1	2
Aranmore Catholic College	1		1
Australian Islamic College Henley Brook	1		1
Bullsbrook College	1		1
Ellenbrook Christian College		1	1
Kiara College	1		1
La Salle College	1		1
Swan Christian College		1	1
Total	45	43	88

Public School Review

During 2025, ESPS was independently assessed as part of the Department of Education's Public School Review process. The school received outstanding feedback, exceeding the expected standard in all six areas assessed.

The full report is available on the school website, but here are some highlights:

- “The school’s motto, Explore, Discover, Grow, is evident across the myriad of active, inclusive and engaging learning programs carefully crafted and implemented by staff, underpinned by high expectations for all.”
- “Professional relationships among staff are strengthened through effective collaboration, support, flexibility, and mutual respect between administration and staff.”
- “Contemporary professional learning equips staff with current skills and knowledge to maximise impact in the classroom.”
- “The community maintains positive, respectful, and open relationships with staff, who are described as approachable, responsive, reflective, and always willing to go above and beyond for students.”
- “Student attendance consistently exceeds Western Australian public schools and like schools’ attendance averages, reflecting strong parental support and the effectiveness of learning programs led by school staff.”

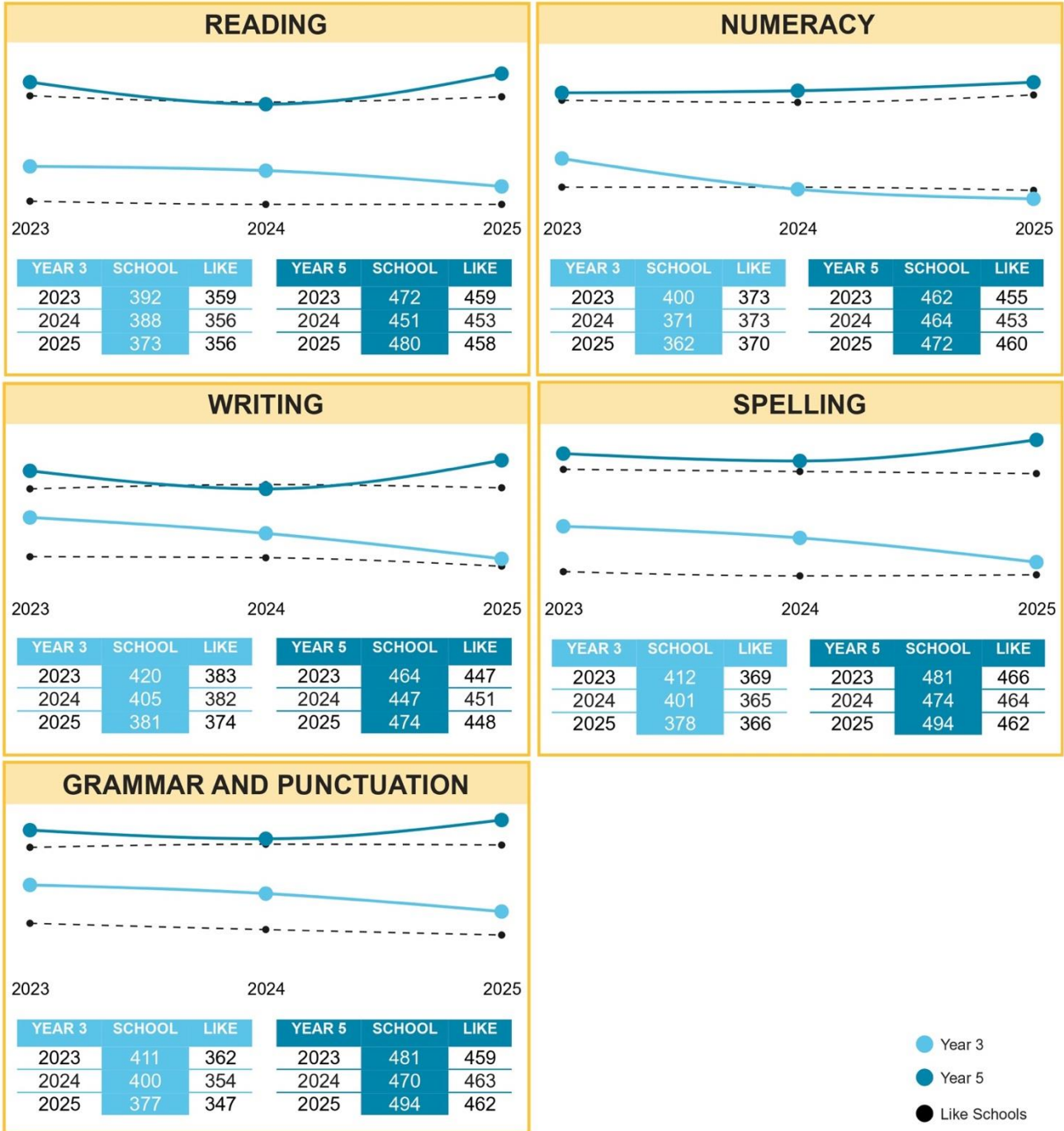
The report also contains a number of recommendations that will guide the development of the school’s new Strategic Plan in 2026.

The next review will take place in three years time in 2028.

STUDENT PROGRESS AND ACHIEVEMENT

NAPLAN Longitudinal Summary

Longitudinal Performance tracks changes in mean NAPLAN scores over time, compared to the average performance of Like Schools. Note: Due to changes in NAPLAN, scores from 2023 onwards are not directly comparable to earlier years.

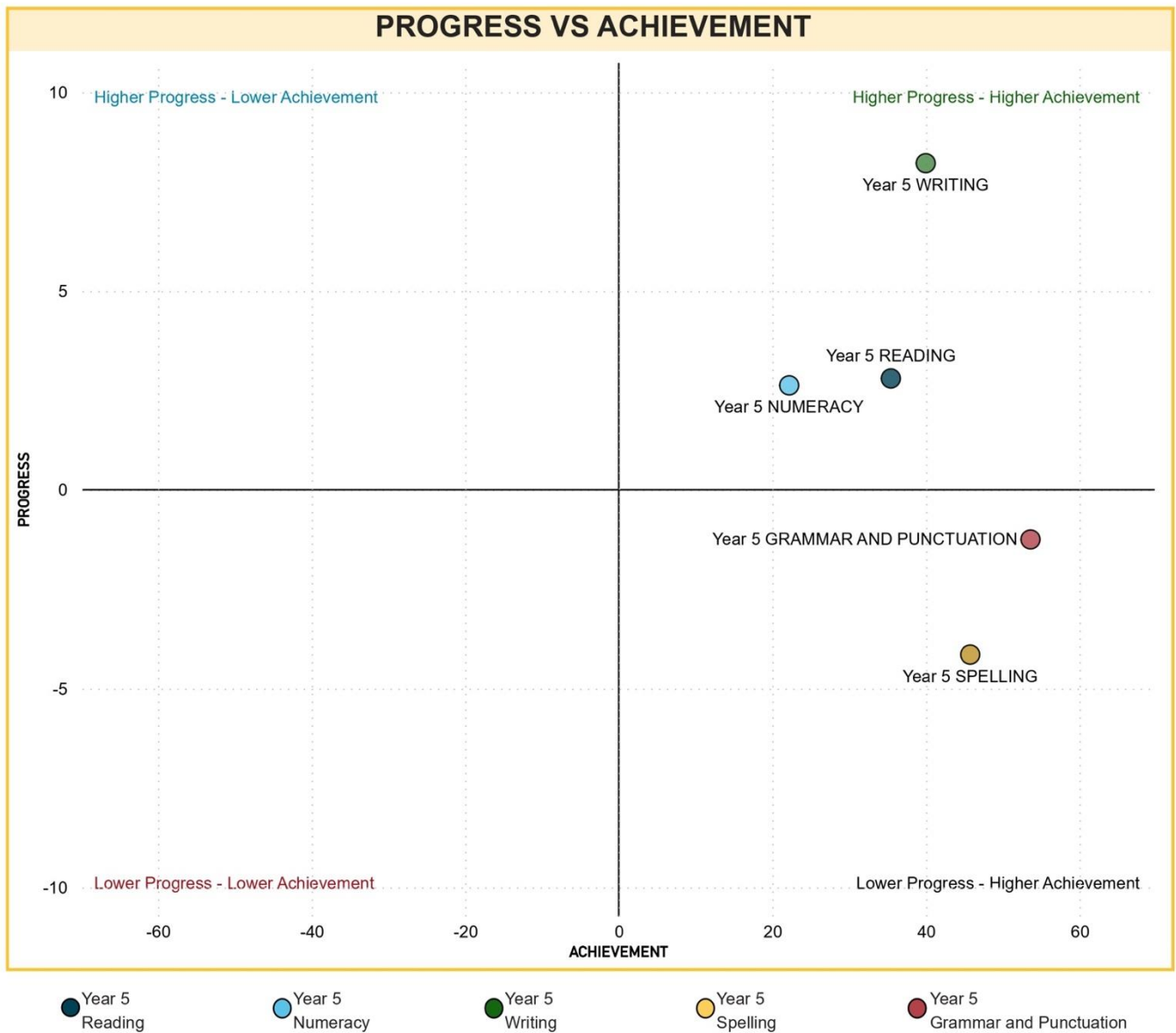


In 2025, the average NAPLAN achievement for ESPS students exceeded 'like schools' in nine out of 10 areas tested. Results in Year 3 numeracy are the only area that are below similar schools, and the trend in this area will be a line of inquiry for the school in 2026.

STUDENT PROGRESS AND ACHIEVEMENT

NAPLAN Progress

This quadrant graph plots student progress and achievement relative to Like Schools. The y-axis shows the difference in progress between the school and WA public schools, while the x-axis shows the difference in achievement.



In 2025, Year 5 students from ESPS exceeded like schools in average achievement across all five domains tested. Even more pleasingly, they also made greater progress than like schools in the three domains of numeracy, reading and writing.

While Year 5 results for spelling and grammar / punctuation remain strong overall, the amount of progress made between Year 3 and 5 will be a line of inquiry in 2026.

PARENT AND STAFF SURVEYS

Parent Survey

The National Schools Opinion Survey tool was decommissioned in 2025, so it was not possible for schools to conduct a parent feedback survey. The WA Department of Education has recently developed a new system for gathering feedback, so a full parent survey will be conducted in 2026 and will be included in the next annual report.

Staff Culture Survey 2025 (46 respondents)

The school conducted a comprehensive survey of staff in Term 3 2025. This covered six separate domains which aligned with the school's self-reflection process for the 2025 Public School Review.

All scores are based on a five-point scale (5 = always, 1 = never)

Relationships (mean score = 3.9)

Question	Score
Staff model exemplary professional behaviours.	4.0
My opinions are treated as valuable and worthwhile.	3.8
School leaders convey the expectation that staff will treat one another with respect.	4.0
Staff are supported to practice self-care.	4.2
Staff are actively engaged in school improvement.	3.9
Staff/student relationships are respectful and positive.	4.0
I establish and maintain positive relationships with Aboriginal students, their families and the local Aboriginal community.	4.1
Staff morale reflects quality professional relationships.	3.8
Staff use student voice to examine the impact of their teaching.	3.6
Parents and families are valued as partners in student learning.	3.9
I provide opportunities for parents to actively engage in their child's education.	4.0
Effective partnerships are built with local community and external stakeholders to support teaching and learning.	3.6
School-community views are sought in reviewing school performance and effectiveness.	3.7
Our school council/board operates effectively.	3.9
Our school council/board is representative of our school community.	3.7
Our school council/board values the opinion of the community when big decisions need to be made.	3.8

Learning Environment (mean score = 4.0)

Question	Score
I have the opportunity to participate in creating an environment that maximises student learning and engagement.	4.3
I acknowledge and value the strengths and perspectives of Aboriginal staff, students and families.	4.3
Student wellbeing and care is a priority at our school.	4.3
Our school provides a safe, orderly and inclusive learning environment.	4.2
I create and sustain a culturally responsive and culturally safe learning environment.	4.2
There is a strong culture of belonging and pride in our school.	3.8
I consistently apply differentiated teaching as a strategy to ensure that every student is engaged and learning successfully.	4.2
Positive behaviour approaches are applied consistently across our school.	3.5
Student engagement at our school is managed through explicit whole school strategies.	4.2
Our school has embedded structures that ensure students are well known by the staff.	3.7
Our school has a culture where mutually respectful relationships are promoted and valued.	3.9
Our school has whole-school pastoral care processes that are consistently implemented.	3.4
I have access to contemporary learning environments through the use of learning technologies.	4.0

STAFF SURVEYS

Teaching Quality (mean score = 4.1)

Question	Score
I believe that all students bring strengths that allow for their success.	4.5
I believe my performance impacts student outcomes.	4.7
I believe that staff should support each other's development as well as my own.	4.8
I am clear on what effective teaching looks like in my school context	4.5
We have a whole-school pedagogical framework designed to help achieve the learning outcomes that we intend for students.	4.3
Our school's agreed approach to pedagogy is evidence-based and appropriate for our students.	4.3
I consistently apply our agreed pedagogical practices.	4.3
The Aboriginal Cultural Standards Framework informs our culturally responsive whole-school planning.	3.6
We collaborate to interrogate whole school data and evidence to better understand student performance.	4.2
I collaborate with colleagues to develop high quality evidence-based learning opportunities.	4.3
My classroom planning is aligned to our school's strategic and operational plans.	4.4
My classroom planning is culturally responsive to the needs of Aboriginal students.	4.0
I have set goals for myself that are aligned with the Australian Professional Standards for Teachers.	4.2
I have set goals that align with the Aboriginal Cultural Standards Framework.	3.7
I am clear on what good performance looks like in my role.	4.5
My goals follow logically from the feedback I receive from my peers, mentors and line managers.	4.2
I use classroom observation feedback as a valued opportunity for reflection and goal setting.	4.4
Our school has a culture of high expectations of student achievement and progress.	4.3
My expectations are informed by the aspirations of students, families and communities.	4.0
The school's leaders ensure that staff are working in ways that optimise student learning.	3.7
The professional learning activities that we are offered are aligned to the school strategic plan.	4.0
I reflect upon the way I do my job to maximise my impact on student learning.	4.5
I receive feedback on my implementation of school-wide pedagogical approaches.	3.7
I am a better teacher for working at this school.	4.1
In our school quality teaching practice is recognised and celebrated.	3.3
I receive feedback on how my teaching impacts on student learning.	3.6
The feedback I receive from school leaders motivates and empowers me.	3.9
My performance management goals relate to my impact in my classroom and the teaching strategies I use.	4.0
My professional growth and development is supported through self-assessment informed by feedback and learning from peers.	4.0
My professional growth and development is supported through quality professional learning.	3.9
Our school culture supports staff professional growth.	3.8

Resources (mean score = 3.9)

Question	Score
School-wide processes identify and support specific student needs.	4.0
Staff collaboration is a priority.	4.1
Staff collaboration is resourced appropriately.	3.6
The school effectively uses its physical environment and available facilities to maximise student learning.	3.8
The school budget is allocated strategically to maximise student wellbeing and engagement.	3.8
The school budget is allocated strategically to maximise student progress and achievement.	3.9
Resource allocation in the student-centred funding model is used to address identified student needs.	3.9
Our school aligns resources to its strategic direction.	4.0

STAFF SURVEYS

Leadership (mean score = 3.7)

Question	Score
Our school leaders create the conditions that enable teachers to have the greatest impact on student learning.	3.9
Our school leaders effectively lead the school improvement cycle.	3.8
I know and understand the school's vision and strategic direction.	4.1
All staff share the same understanding of what the school is trying to achieve.	3.6
Our school leaders enact behaviours that help to build an environment that optimises student learning.	3.7
Our school leaders enact culturally responsive leadership practices.	3.8
Our school leaders lead instructional practice.	3.5
Our school leaders empower us to explore contemporary evidence-based teaching practice.	3.8
I am actively engaged in our school decision-making processes.	3.5
Our school leaders identify, develop and support leaders at every level of distributed leadership structures.	3.5
Our school leaders recognise and celebrate our efforts.	3.4
There is a comprehensive induction process embedded in school practice.	3.3
Our whole school communication processes are well established.	3.9
In our school proposed change is managed strategically.	4.0
Our school leaders address issues with staff who are not meeting expectations and additional support is provided.	3.2

Student Achievement and Progress (mean score = 3.9)

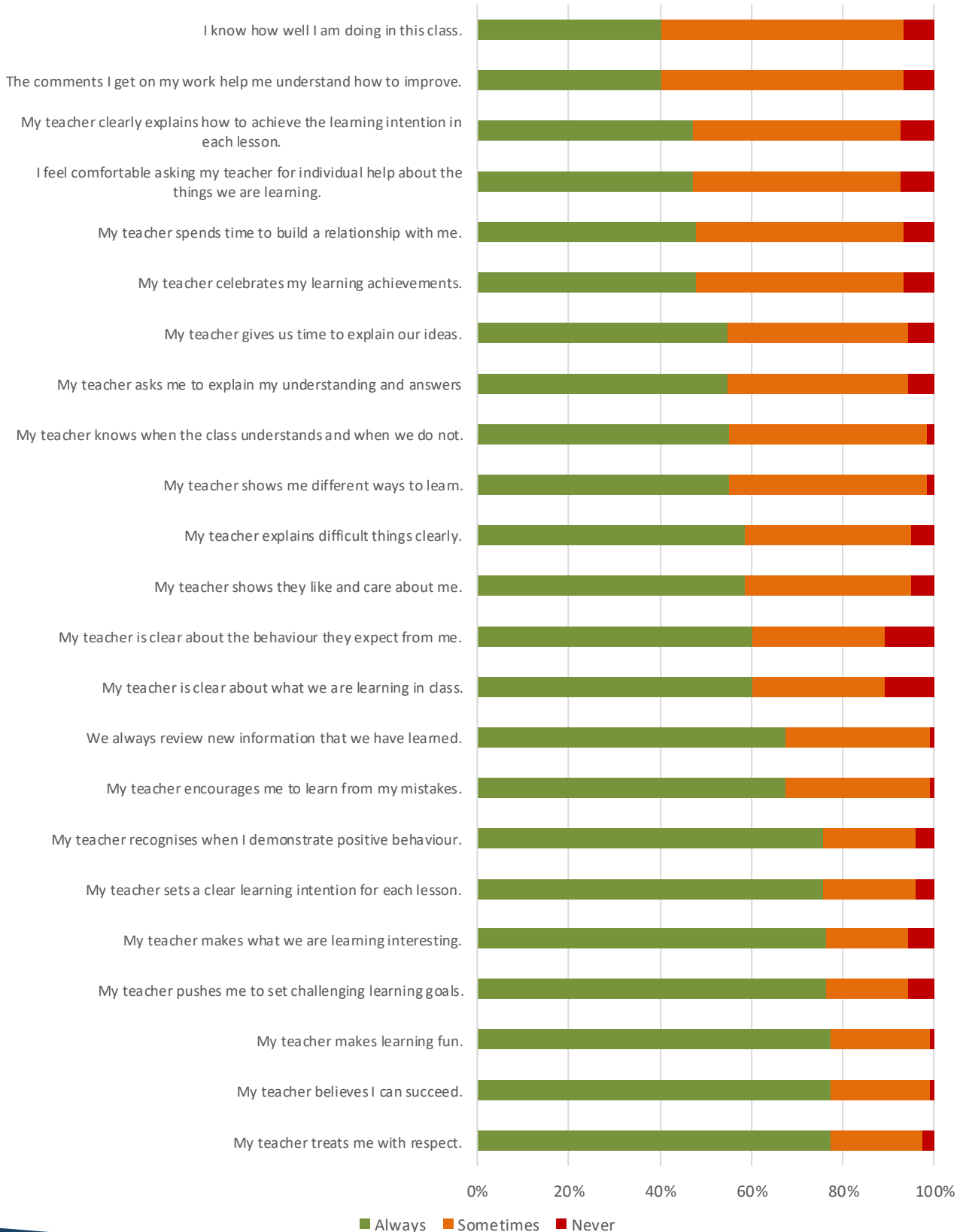
Question	Score
I am actively engaged in whole school self-assessment processes.	3.8
Staff engagement in whole school self-assessment is highly collaborative.	3.8
The school understands the current level of student progress and achievement.	4.1
A strong culture of reflection and evidence-based decision making informs planning at all levels.	4.0
I use student performance data to effectively inform my planning and teaching differentiation.	4.1
I actively participate in moderation processes to inform my assessment and reporting.	4.0
I use data and evidence to inform my practice to optimise Aboriginal student achievement, wellbeing and engagement.	3.8
There is demonstrated shared ownership in our school for student success.	3.8



STUDENT SURVEY 2025

Student Voice Survey 2025 (125 respondents)

Students from Years 3 to 6 took part in an anonymous survey in August 2025. All responses, including comments were analysed by teachers to determine areas for future focus and improvement.



FINANCES 2025

ONE LINE BUDGET 2025

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	309,447	309,447
Carry Forward (Salary):	350,485	350,485
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,667,657	6,667,657
Locally Raised Funds:	231,677	245,071
Total Funds:	7,559,267	7,572,661
EXPENDITURE		
Salaries:	6,279,986	6,279,986
Goods and Services (Cash):	847,108	630,256
Total Expenditure:	7,127,094	6,910,242
VARIANCE:	432,172	662,419

EXPENDITURE

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,619,423	5,619,423
Casual Payments	660,356	660,356
Other Salary Expenditure	207	207
Total Funds:	6,279,986	6,279,986
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	91,935	63,196
Lease Payments	0	0
Utilities, Facilities and Maintenance	231,447	201,427
Buildings, Property and Equipment	173,839	86,432
Curriculum and Student Services	245,753	181,772
Professional Development	38,380	32,155
Transfer to Reserve	55,000	55,000
Other Expenditure	5,263	4,726
Payment to CO, Regional Office and Other schools	5,491	5,548
Total Funds:	847,108	630,256
TOTAL	7,127,094	6,910,242

SPECIAL EVENTS FOR 2025

Times Tables Mastery Badges – Throughout the year

School Reward Days – Each Term

P & C Free Dress Days – Each Term

Student Leader Elections – February

Summer AISA Carnival - March

ANZAC Service – April

Winter AISA Carnival – June

Pyjama Day - June

AISA Cross Country Carnival - July

P&C School Discos – July

Book week – August

Cross Country Running Carnivals - August

School Photos – August

Faction and Interschool Athletics Carnivals –September/October

Book Week– September

P&C Colour Run - October

Student leader visit to Parliament House - November

Year 6 High School Orientation Days – November

Swimming Lessons – November / December

Year 6 Activity Days – Each Term

Year 6 Graduation – December

Open Night – December

Our thanks to:

Midland Photographers, Farrell Road Midland for the photographs & the staff at Ellen Stirling Primary School for their dedication and care towards our children.



Art Work designed by Year 5 student in 2022 alongside Indigenous Artist Acacia Collard