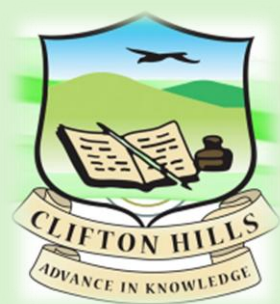


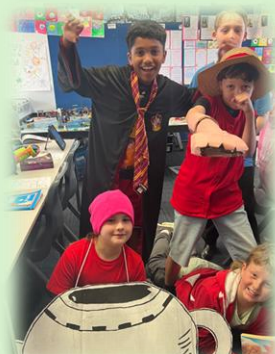
Clifton Hills Primary School Annual Report 2025



Ratified by School Board on: 24/02/2026

This document addresses the following NATIONAL QUALITY STANDARDS

- | | |
|------|--|
| QA 1 | Educational Program and Practice |
| QA 2 | Children's Health and Safety |
| QA 3 | Physical Environment |
| QA 4 | Staffing Arrangements |
| QA 5 | Relationships With Children |
| QA 6 | Collaborative Partnerships with Families and Communities |
| QA 7 | Leadership and Service Management |



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Clifton Hills Independent Primary School

Introduction

Welcome to the Clifton Hills Primary School 2025 Annual Report. I am pleased to share a comprehensive summary of our school's accomplishments and progress over the past year.

This Annual Report offers parents and the broader community a closer look at Clifton Hills Primary School, showcasing our progress towards the goals and targets outlined in our Business Plan. It also celebrates our achievements, and outlines the future actions planned to enhance student success and further elevate the school's effectiveness.

The Annual Report serves as one component of our broader commitment to transparency and accountability. For a full understanding of the school's mission, vision, and daily operations, we encourage you to read this report in conjunction with our Business Plan and other key resources, available on our school website.

We extend our deepest gratitude to our remarkable staff, dedicated students, and supportive families, whose optimism and enthusiasm have driven a positive and vibrant school culture. The Clifton Hills community continually enhances this culture, with each member providing invaluable support.

Our students have shown admirable dedication to our core values – Persistence, Getting Along, Confidence, Organisation and Resilience - striving each day to reach their personal best. It is a privilege to work alongside such a committed team, eager students, and a strong community. As we present this Annual Report, we want to thank every member of our school community for their contributions, which are deeply appreciated and celebrated. Together, we continue to build on our successes and look ahead to an even brighter future for Clifton Hills Primary School.

Kind Regards
Patricia Joss
Principal



Acknowledgement Statement

Our school recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. We pay respect to Elders past and present.





Operating since 1972, Clifton Hills has a proud record of achievement with generations of Western Australians and today our school focusses intently on providing an education that caters for the requirements of each individual child.

Our teachers work to offer their students appropriate and contemporary educational experiences that are based on current research and direction from the parent body. We foster a school culture based on the understanding that positive behaviour can be taught and supported. We do this through our Conduct and Engagement policy based on the values and virtues of Persistence, Getting Along, Confidence, Organisation and Resilience for academic improvement and high standards, resulting in positive outcomes for all.

Wellbeing programs for the development of Social and Emotional Wellbeing are complemented by our School Chaplain who runs the program 'Seasons for Growth' which build resiliency and positive mental health. The Chaplain supports Ms Della Franca with the Peer Mediators, who further support our students in their interactions whilst at play.

At Clifton Hills Primary School you can expect to:

SEE our students learning enthusiastically in a broad range of activities. They will be demonstrating a strong work ethic and showing pride in their achievements. This will be happening in different settings across the school.



HEAR Children in the playground who are enjoying games. You will hear choir, instrumental music, confident and expressive children and encouragement from friends. Hear the tones of laughter and celebration and praise and acknowledgments from staff.

FEEL valued and welcomed into our school. Our family friendly culture ensures a safe and secure environment for all where we hope you will become involved in our vibrant Clifton Hills community.



HAVE our friendly staff attend to your needs. Our committed, progressive, award winning teachers and support staff will work with you and your child to achieve personal excellence. Our staff have high expectations and adopts a wide range of effective, evidence – based instructional strategies.



Our School Motto:

Our school motto is "Advance in Knowledge" and it is by this motto that we endeavour to advance in knowledge of ourselves, knowledge of others and knowledge of our world.

Our School Vision:

To provide an education that caters for the requirements of each individual child.

Our Values

Confidence-
believe in yourself.

Persistence -
Don't give up.

Organisation-
Plan Time, set goals

Getting Along -
With Everyone

Resilience -
Be Calm, Be Positive

Our School Board in 2025:

Our Board Chair, Mr Peter Gray, has retired from board as have members Mr Alex Bell and Ms Catherine Stewart.

Nominations for two new parent Representatives and one new staff member have been called for and an election will be conducted during term 1 of 2026. New Board members will be announced after all successful nominees have completed the National Criminal Check required.

Clifton Hills Primary School Board members



Peter Gray
Chair



Troy Jackson
Vice Chair
Community Representative



Peita Bulloch
Parent Representative



Sian Kemp
Staff Representative



Rebecca Morse
Parent Representative



Fiona Scidone



Rachel Wright



Patricia Joss



Michael Visser



Alex Bell



Catherine Stewart

Workforce Composition

Staff at Clifton Hills Primary School are merit selected and are committed to the collaborative culture that exists within the school.

In 2025, thirty teaching staff, two Level 3 teachers and twenty-eight support staff were employed at Clifton Hills Primary School. All teaching staff are registered with the Western Australian Teacher Registration Board and have appropriate teaching qualifications.

Our teaching staff are highly competent and committed to lifelong learning. They have fully embraced the Western Australian Curriculum and the latest research-based approaches implemented within the school to improve student learning. Our allied professionals continue to be provided with professional learning that enables them to be highly effective educators within the classrooms alongside the teachers. Staff are highly professional and collaborative.

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	2.0	0
Total Administration Staff	4	3.0	0
Teaching Staff			
Level 3 Teachers	2	1.4	0
Other Teaching Staff	28	22.6	0
Total Teaching Staff	30	24.0	0
School Support Staff			
Clerical / Administrative	6	3.2	0
Gardening / Maintenance	2	0.7	0
Instructional	1	0.2	1
Other Allied Professionals	19	13.4	0
Total School Support Staff	28	17.5	1
Total	62	44.4	1

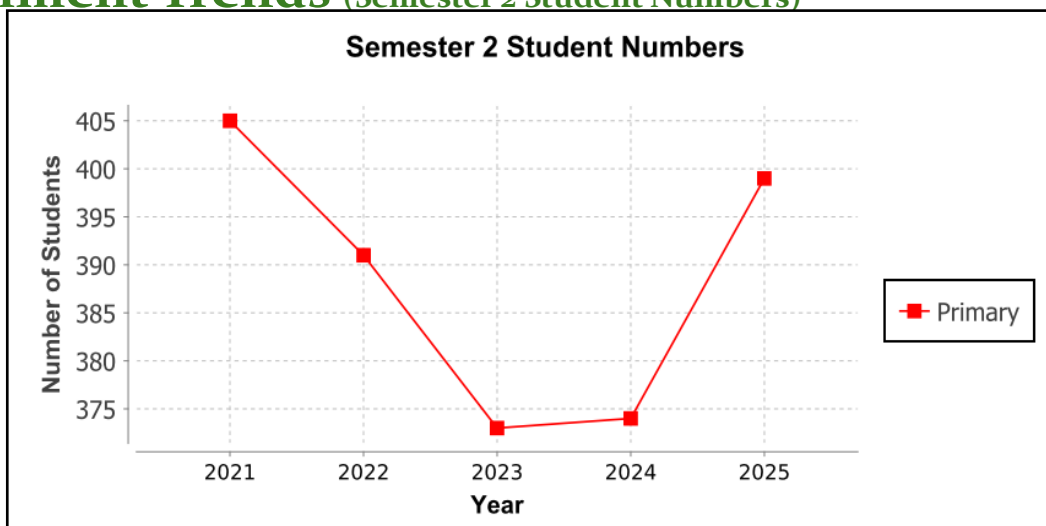
Student Numbers (as at Semester 2, 2025)

Primary	Kin	PPR	Y 01	Y02	Y03	Y04	Y05	Y06	TOTAL
Fulltime	(28)	67	63	50	53	54	50	62	427
Part time	55								

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

	Kin	PPR	Pri	Total		Kin	PPR	Pri	TOTAL
Male	29	30	177	236	Aboriginal	1	3	20	24
Female	26	37	155	218	Non-Aboriginal	54	64	312	430
Total	55	67	332	454	Total	55	67	332	454

Enrolment Trends (Semester 2 Student Numbers)



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	91.1%	90.6%	90.3%	87.2%	83.7%	74.3%	91%	90.2%	88.9%
2024	91.7%	91%	91%	86.5%	85.3%	74.3%	91.4%	90.7%	89.4%
2025	91.4%	90.9%	90.7%	87.2%	82.4%	73.2%	91.2%	90.4%	89.1%

The school maintains high levels of attendance in all year levels. Processes are in place to monitor attendance and to follow up on unexplained absences, late arrivals, and ongoing absences by students. The staff at Clifton Hills Primary work closely with parents to support regular attendance. Positive attendance strategies are in place at Clifton Hills. These include using an SMS messaging service for parents to advise of absences, late arrivals "Welcome" notes, regular letters to parents flagging unexplained absences, and regular attendance monitoring by Administration Staff.

Additional strategies include early engagement with parents of students who may be at risk due to falling attendance rates, educating parents about the positive links between regular attendance and school achievement, and the DoE suite of attendance resources to support families struggling with maintaining regular attendance patterns. The school engages with families whose children in the severe attendance category to set attendance plans. Consultation with the Attendance and Engagement team at South Metro Regional Education Office will continue to support improved attendance when required.

Supporting Student Engagement

Clifton Hills Primary School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximized for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The expected behaviours that students are required to learn and maintain at school are underpinned by our core values and are consistent across all year levels. Students are encouraged to achieve their personal best with a focus on making strong decisions and setting personal goals.

All staff create a positive, safe learning environment, focused on regular praise, low-key responses, and feedback. Teachers guide children to deal with conflict and rebuild relationships through restorative practices and social/emotional learning programs to teach our students how to become problem solvers and to focus on our core values.



Planning Cycle

Our school utilises a strategic self-assessment and planning cycle to assist in providing highly relevant opportunities for our children.

Each year we complete a cycle of self-assessment, review, annual reporting and planning. This self-assessment and review leads to the collaborative writing of the School Improvement Plan.

We use the Department’s Electronic School Assessment Tool (ESAT) against the following six domains:

- Relationships & Partnerships
- Learning Environment
- Use of Resources Leadership
- Teaching Quality
- Student Achievement and Progress

In 2025 we underwent Public School Review and were commended for many of our practices.

The following aspects of the school’s self-assessment process were confirmed:

- Annual cycles of school self-assessment across the domains of the Standard are embedded, with active contributions from staff and the School Board. These processes consistently inform strategic planning and guide the allocation of resources to support school improvement.
- To develop the Electronic School Assessment Tool submission, staff began by reviewing progress against the recommendations from the 2021 review. They then selected current examples of practice to substantiate their judgements of the school’s performance against the Standard.
- A highly collaborative and data-driven approach was employed to identify targeted actions that will further the school’s improvement journey.
- Board members, parents and students demonstrated strong engagement and support for the school during the validation day visit, contributing meaningfully to the review process.

Our next Public-School review is scheduled for 2028.

Destination Schools

At the end of 2025, 78% of our students who left Clifton Hills Primary School attended WA public high schools. This is an increase in the percentage of students attending public high schools since 2024 of 9%. Clifton Hills Primary School works in partnership with Kelmscott Senior High School, our local intake area (LIA) high school, to promote public education. 9% of Year 6 students are successfully placed in Gifted and Talented Secondary Selective Entrance Programs or receive scholarships in private or Government high schools, as reflected in this table. Kelmscott Senior High School staff support our school, particularly in the extension program that operates each year. In 2025, the program included former Clifton Hills Primary School students hosting a formal Q&A session for our Year 6 students.



Destination School	Students
Aranmore	1
Armadale SHS	1
Belmont City College	1
Canning vale College	1
John Wollaston Anglican Community College	4
Kent St SHS	1
Kelmscott SHS	48
Lumen Christi College	4
Mazenod	1
Southern Hills Christian College	2
St John Bosco	2

Celebrations and Events

Term One

10 March: Peer Mediators participated in Training at Woodman Point



21 March: National Ride to School Day



Celebrations and Events OFFICIAL

Term Two

1 May: ANZAC Assembly



May: Bike Ed



13 May: Cricket Breakfast Blast



14 May: Japanese Cultural Day



21 May: National Simultaneous Storytime "The Truck Cat"



Eagles Cup: Winter Sports program

23 May: Year 6 BDO – Treetops Adventure



28 May: Faction Cross Country

13 June: Tree Planting



Term Three

25 July: NAIDOC Activities



Edu Dance

15 August: Year 6 BDO – Hoyts & Laser Blaze



20 & 22 August: Faction Athletics Carnival



18 August: Constable Care Excursion



26 August: Book Week Parade



1-3 September: First Aid Incursion



12 September: Interschool Athletics Carnival



25 September: Massed Choir Festival Performance

Celebrations and Events

Term Four

24 October: Talent Show



30 October: ECE Sports Carnival

31 October: Interschool Numero Competition

4 November: Pre-Primary Fire Brigade Incursion

11 November: First LEGO League Regional Competition



5 December: Year 6 BDO to Rottnest



9 December: Year 6 Graduation



10 December: Kindy Concert

December: Carols By Candlelight

12 December: Book Award Assembly



Health and Wellbeing

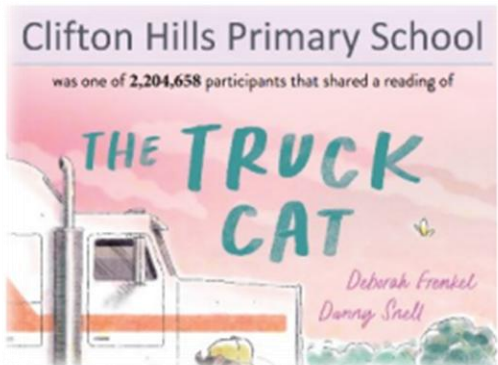
OFFICIAL

Clifton Hills Primary School encourages, supports, and promotes exceptional mental health for its students, staff and volunteers. The school's commitment to mental health is evident through the work of our school chaplain, school psychologist, teachers, and external providers who support the school. By adopting a whole-child approach, Clifton Hills has fostered a positive and safe culture, resulting in fewer conflicts and increased student confidence.

A focus on our core values has also improved the social climate of our school by teaching children the expectations and creating a culture of respect and kindness. These strategies align well with You Can Do It strategy that we are embedding in the school culture to recognise and regulate emotions.

Classroom teachers continue to implement mental health and well-being program initiatives that have been well established in the school. These include explicit teaching of social thinking skills, friendship and conflict management, protective behaviours and regular interactions with a buddy classes for pastoral care. The buddy sessions help students establish strong connections and friendships so that the students feel a real sense of belonging in the school community. The older students act as mentors and peer supporters. The younger children enjoy having an older student to help and look after them.

Through the leadership of Mr Fletcher, our school embarked on the "Your Move Bike and Travel Initiative". This has resulted in a Tag On /Off system for students who ride or walk to school. It has also led to Bike Ed lessons on and off site for our students to enhance their health, wellbeing and safety.



A significant impact to the school's approach to positive mental health and wellbeing in 2025 has been the maintenance and enhancement of the Peer Mediator program aligned with restorative practices. This program has empowered our children with the skills, language and self-confidence to be better friends and develop healthier relationships. A unique focus on restorative practice and Positive Behaviour Support has also improved the social climate of our school by teaching children a common language for confidently managing conflict and creating a culture of respect and kindness.

Our Chaplain, Mrs. Desire Atkinson, has worked closely with our school community to foster a collaborative and nurturing environment for students, staff and families.

She successfully facilitated the Seasons for Growth program, a small group initiative to help students navigate grief and loss. Her efforts in promoting student wellbeing have addressed a wide range of issues, including peer and friendship challenges, family conflict, breakdown and separation, grief and loss, mental health and anxiety, school attendance and behaviour, self-esteem and providing both emotional and general support.

Her role also extends to supporting parents and caregivers by offering guidance and referrals to appropriate services. Her dedication and effectiveness was acknowledged at Governor of Western Australia's Chaplaincy Awards, as she was awarded the "Chaplaincy Impact Award".

In term 4, Mrs. Atkinson went on maternity leave and was ably replaced by Mrs. Marie Senior, who will stay with us until Mrs. Atkinson returns in 2026.

Our school has also supported food security through a collaboration with Foodbank, Eat Up and Oz Harvest. Students have had access to Breakfast Club on Thursdays and toasties on Tuesdays. Identified families have had access to food hampers on Thursdays and others have had hot meals delivered on Friday evenings through our partnership with "Hopes Kitchen".

Our K9Care program is another aspect of how we support the health and wellbeing of our learning community. Ruben (pictured right) is one of our many K9 helpers they also include Flare, Hazel, Gem, Buddy, Ripper, Jessie and Brandy.

These activities ensure a holistic approach to wellbeing within our school community.





The Student Services Team (SST) comprises of: Principal, Student Services Deputy, Attendance Deputy, School Psychologist, two Learning Support Coordinators and the Chaplain. The team meets weekly to discuss and collaborative problem solve to ensure equitable support for all members of our learning community. The Student Services team continues to support parents when on the diagnosis journey to ensure we provide conditions that impact children’s ability to meet their potential. The team investigates ways to support students in class and in collaboration with other specialists.

To enhance the support we provide our students, the Student Services Team provided professional learning to further develop our staff knowledge about Trauma - Self Care and Neurodiversity. With increasing knowledge and awareness of a greater range of suggested strategies also comes the challenge of catering for many differences within one classroom.

As a learning community we continue to build an acceptance of differences in both adults and children. In 2025, we maintained the ways our Education Assistants supported students through the provision of access to Tier 2 & 3 support programs and supported our early childhood educators by providing extra education assistants where needed so that a quality educational program could be provided for all students.



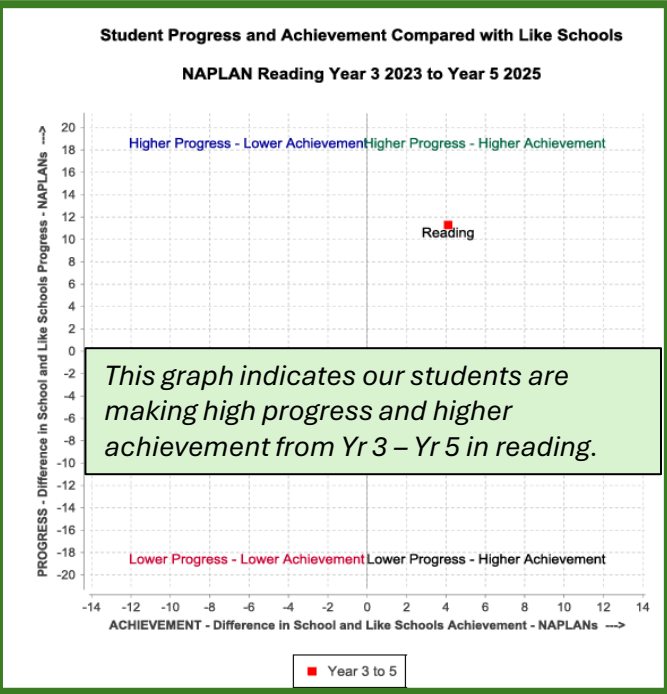
It became evident that conversations with students about differences were needed, one of our Learning Support Coordinators participated in Professional Learning and successfully implemented "Clever kids" with a small number of students. This program will be enhanced in 2026.

As a team, we determined a *Re-set* room could assist some of our students to minimize disruption to other students. This was implemented very successfully for several students over the year.

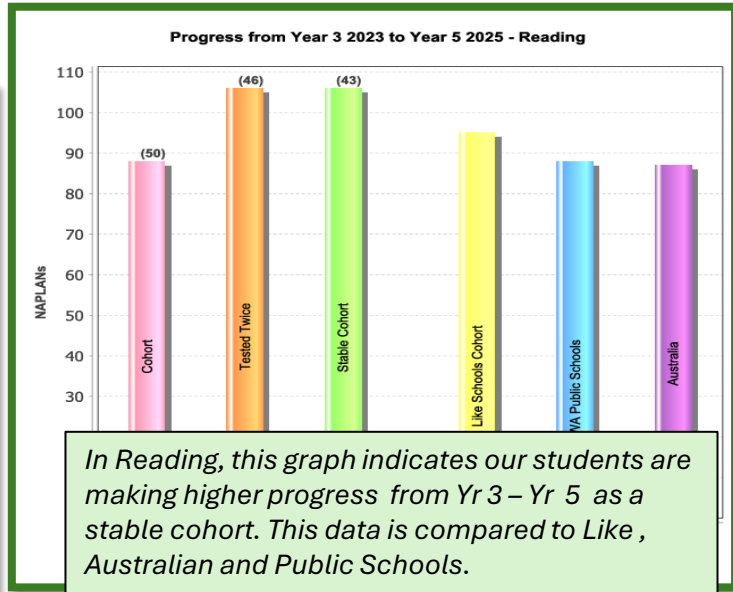


In 2025, the English focus was on implementing whole school consistent instructional processes and language in both Spelling and Reading. All staff had access to the relevant year level professional development from Promoting Literacy Development (PLD), an evidence-based synthetic phonics program. Staff worked with their Phase of Learning Teams (POLT) and English Committee leaders to develop the school improvement plan, targeting the needs of students. All staff participated in year level teams to moderate writing samples using Brightpath. Staff engaged in disciplined dialogues linked to Brightpath, NAPLAN, PLD, Dibels, PAT data.

NAPLAN - READING



This graph indicates our students are making high progress and higher achievement from Yr 3 – Yr 5 in reading.



In Reading, this graph indicates our students are making higher progress from Yr 3 – Yr 5 as a stable cohort. This data is compared to Like, Australian and Public Schools.

In Year 3, our Proficiency Levels are comparable to Like Schools in the Exceeding Level and differ by no more than 2 students in all other levels.

In Year 5, our Proficiency Levels are below Like School in the Exceeding Level by 2 students, above Like Schools in the Strong Level by 3 students, below Like Schools in Developing by 3 students and above Like Schools in the Not at Standard.

Despite us being below in the Proficiency Levels the Progress of these students is higher than Like, Australian and Public Schools.

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	481 and	14%	14%	15%	15%
Strong	368 - 480	39%	47%	38%	45%
Developing	282 - 367	27%	23%	30%	26%
NAS	281 and	20%	16%	17%	14%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	555 and	19%	17%	10%	16%
Strong	448 - 554	45%	51%	64%	55%
Developing	377 - 447	22%	22%	12%	20%
NAS	376 and	14%	11%	14%	9%

NAPLAN Comparative Performance for Reading

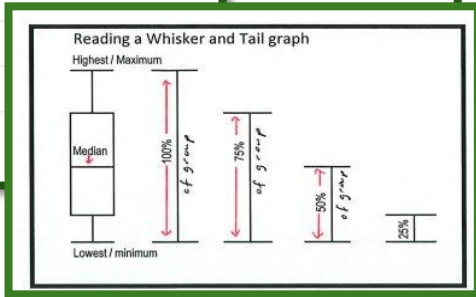
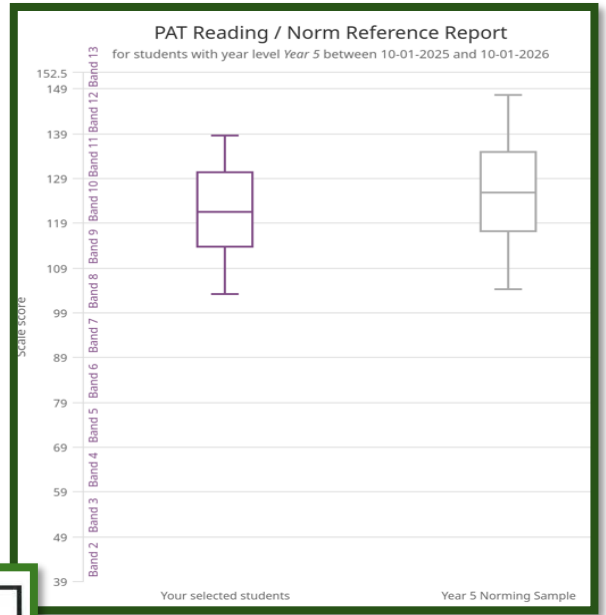
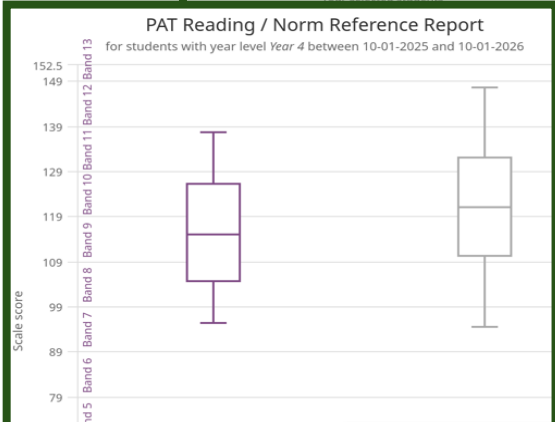
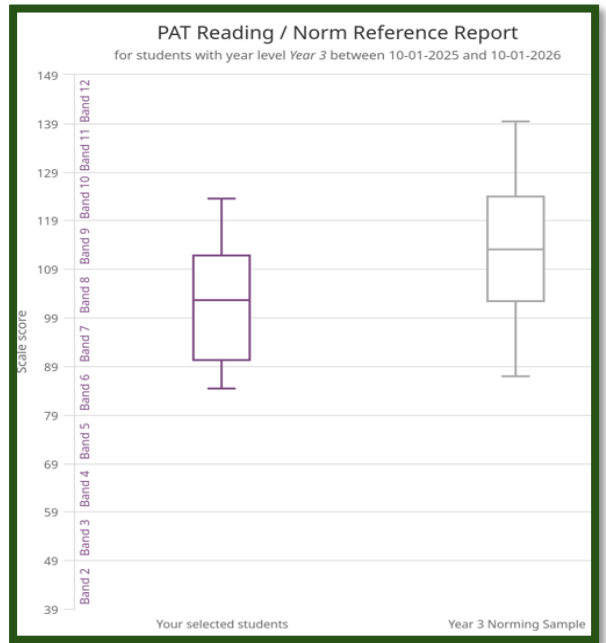
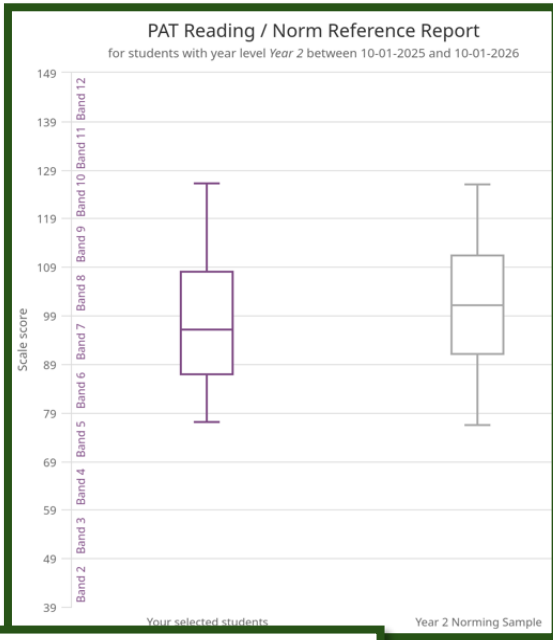
In Year 3 and Year 5 Comparative Data we are within 1 Standard Deviation of the predicted school Mean. The Year 5 data shows we have improved this data by + 0.3 since 2023.

- 1** Above Expected - more than one standard deviation above the predicted school
- 2** Expected - within one standard deviation of the predicted school mean
- 3** Below Expected - more than one standard deviation below the predicted school mean

Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.1	-0.7	-0.5	50	51	53

Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 5	-0.4	0.2	0.2	50	64	50

PAT- R (READING) - Year 2 – 6 *The Norm Referenced Group of students are students completing the Year level, our students were tested mid-year.

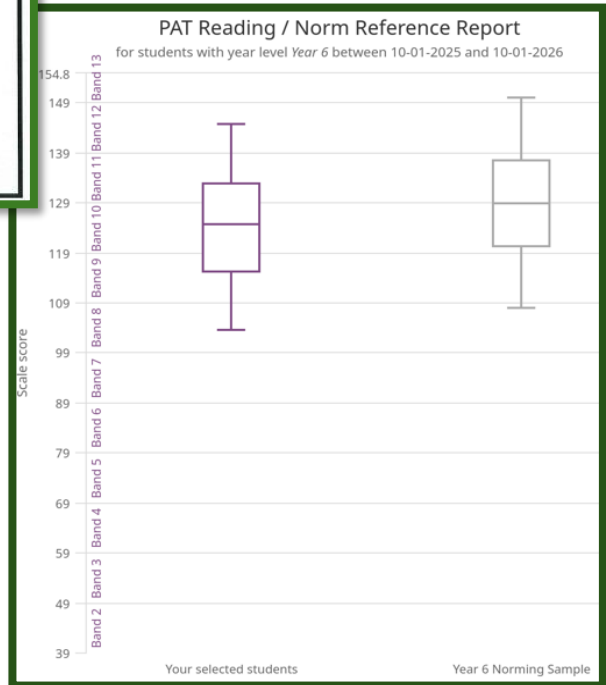


In PAT – R tests our students in Years 2 – 6 perform comparatively with the Norm referenced groups. Year 2 attain higher scores than the referenced group and we have fewer students in the lower percentiles. Our Mean is 3 points below the Norm Referenced Group.

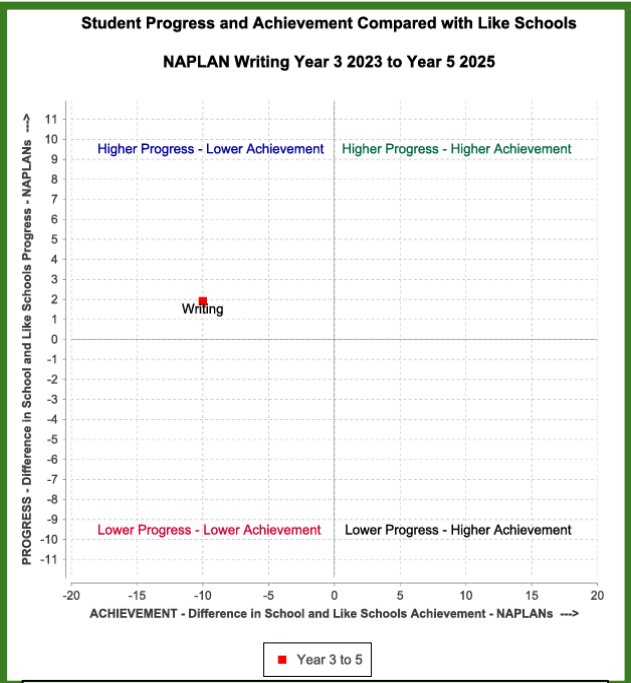
Our Year 3 and year 4 Cohorts do not perform as well in this test, and our means are below the Norm Referenced Group.

Our Year 5 cohort results that are comparative to the Norm Referenced Group, although the number of students in the higher percentile are lower.

Our Year 6 cohort performed comparatively with a shorter tail and whisker.



NAPLAN -WRITING



This graph indicates our students are making high progress and lower achievement from Yr 3 – Yr 5 in Writing.

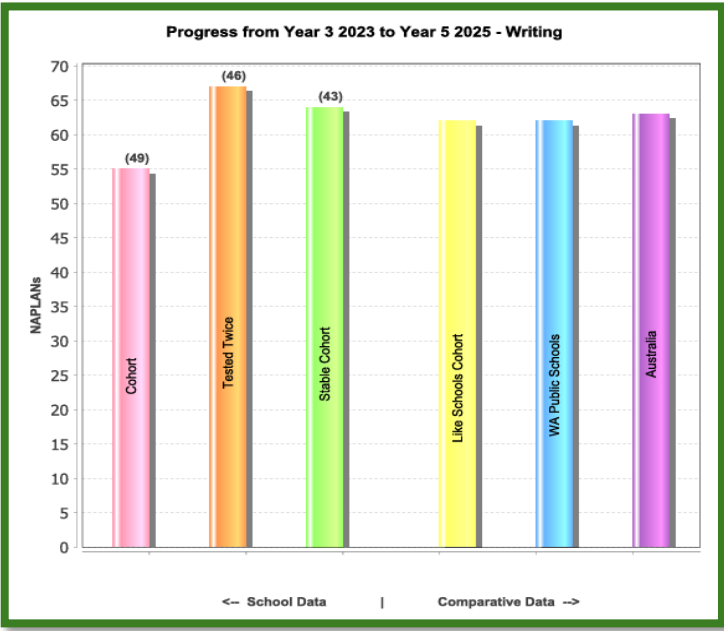
In Year 3, our Proficiency Levels are comparable to Like Schools in the Exceeding Level and differ by no more than 1 student in the Strong Level. In the Developing Level we have 3 more students than Like Schools and one less in the Not Achieving Standard Level.

In Year 5, our Proficiency Levels are below Like School in the Exceeding Level by 2 students, above Like Schools in the Strong Level by 3 students, below Like Schools in Developing by 3 students and above Like Schools in the Not at Standard.

Despite us being below in the Proficiency Levels the Progress of these students is higher than Like, Australian and Public Schools.

In Year 3 and Year 5 Comparative Data we are within 1 Standard Deviation of the predicted school Mean. The Year 5 data shows we have improved this data by + 0.1 since 2023.

- 1 Above Expected - more than one standard deviation above the predicted school
- 2 Expected - within one standard deviation of the predicted school mean
- 3 Below Expected - more than one standard deviation below the predicted school mean



This graph indicates our students are making higher progress Yr 3 – Yr 5 in Writing as a stable cohort compared to Like, Australian and Public Schools.

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	503 and	7%	6%	4%	4%
Strong	370 - 502	67%	72%	68%	73%
Developing	296 - 369	20%	15%	25%	16%
NAS	295 and	7%	6%	4%	7%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	570 and	5%	7%	4%	6%
Strong	455 - 569	52%	59%	51%	58%
Developing	385 - 454	33%	25%	37%	28%
NAS	384 and	10%	9%	8%	8%

NAPLAN Comparative Performance for Writing

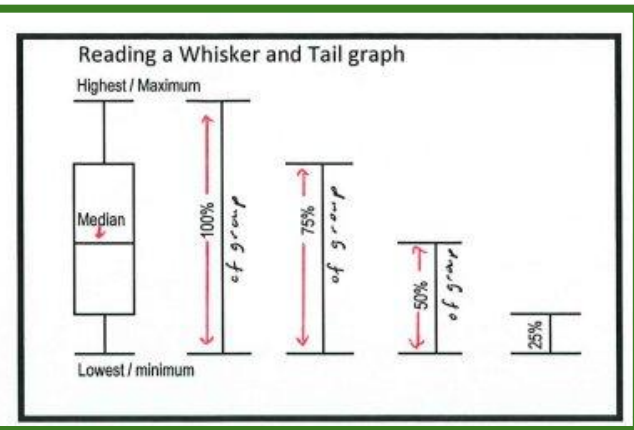
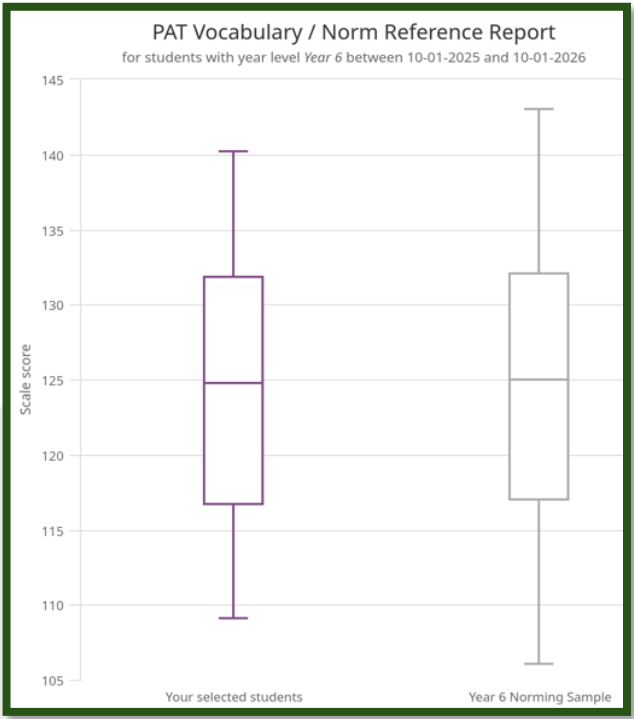
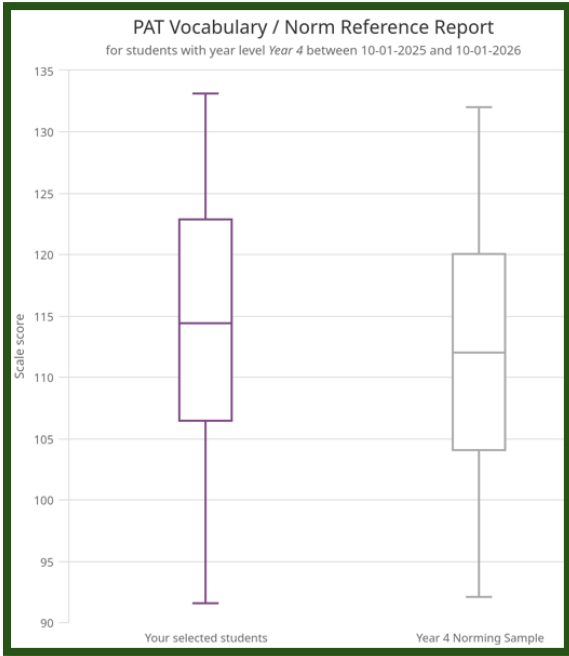
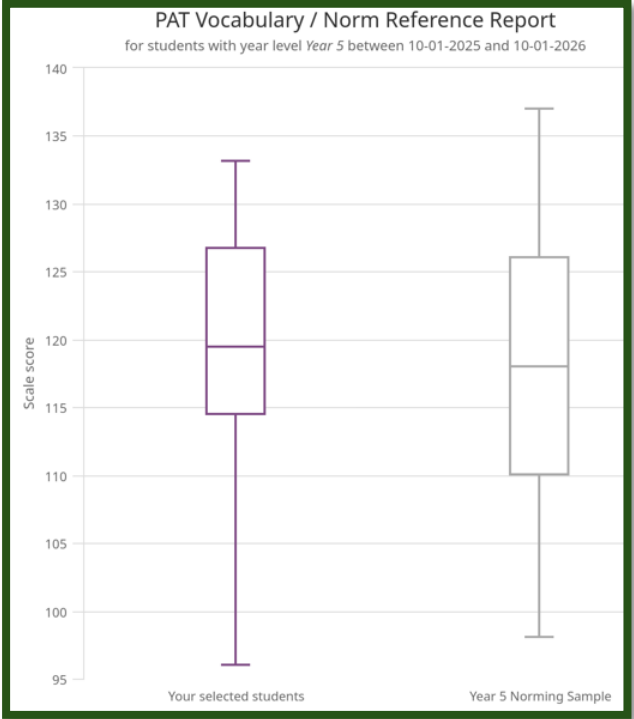
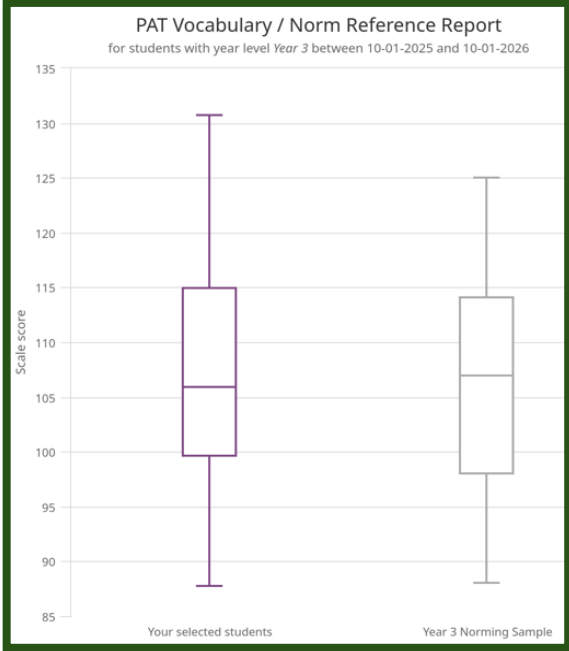
Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.2	-0.0	-0.1	48	45	53

Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 5	0.2	-0.4	-0.1	50	63	49

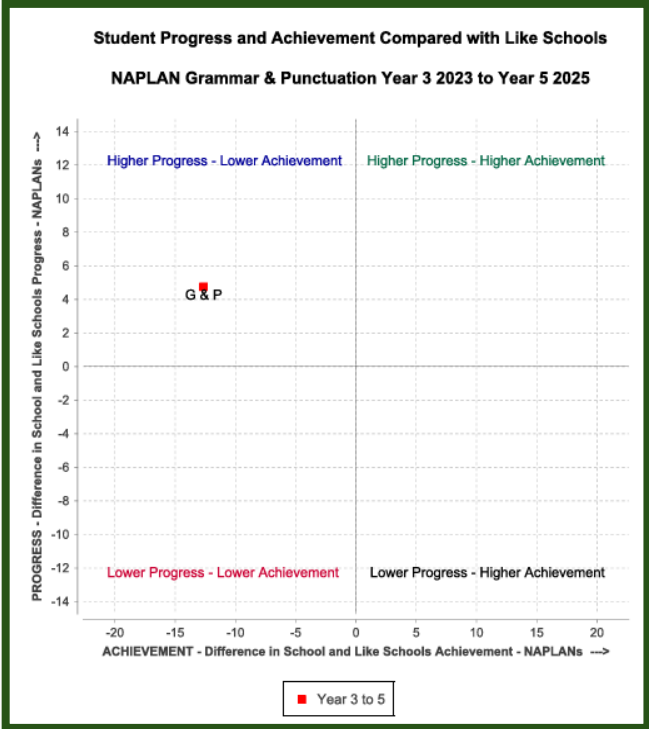
English

PAT-V (VOCAB) Year 3 – 6 *The Norm Referenced Group of students are students completing the Year level, our students were tested mid-year.

In PAT-V tests our students in Years 3 – 6 perform comparatively with the Norm referenced groups. Our Year 3 Cohort have a much longer whisker and a similar tail to the Norm Referenced group. Our Mean is comparable. The Year 4 Cohort performs comparatively to the Norm Referenced group. Our Year 5 cohort has a much longer tail and shorter whisker to the Norm referenced Groupe, although our mean is slightly higher. Our Year 6 cohort performed comparatively with a shorter tail and whisker than the Norm Referenced Group.



NAPLAN - GRAMMAR & PUNCTUATION



This graph indicates our students are making high progress and lower achievement from Year 3 – Year 5 in Grammar & Punctuation.

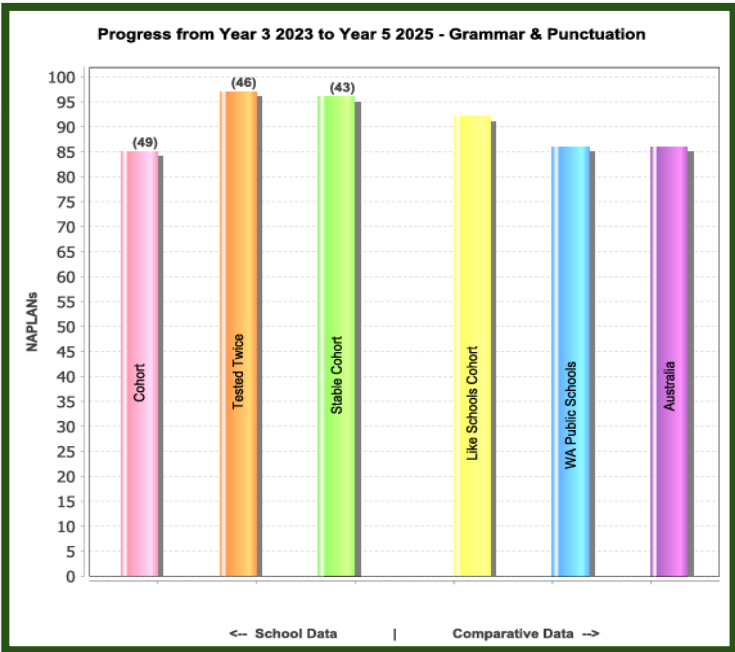
In Year 3, our Proficiency Levels are 2 students lower than Like Schools in the Exceeding Level and are comparable in the Strong Level and Developing Levels. In Not Achieving Standard Level we have 3 more students than Like Schools.

In Year 5, our Proficiency Levels are below Like School in the Exceeding Level by 3 students, one student below Like Schools in the Strong Level, above Like Schools in Developing by 4 students and comparable to Like Schools in the Not at Standard.

Despite us being below in the Proficiency Levels the Progress of these students is comparable to Like, Australian and Public Schools.

In Year 3 and Year 5 Comparative Data we are within 1 Standard Deviation of the predicted school Mean.

- 1 Above Expected - more than one standard deviation above the predicted school
- 2 Expected - within one standard deviation of the predicted school mean
- 3 Below Expected - more than one standard deviation below the predicted school mean



This graph indicates our students are making better progress Year 3 – Year 5 in Writing as a stable cohort compared to Like, Australian and Public Schools.

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	523 and	6%	7%	0%	8%
Strong	404 - 522	27%	41%	40%	40%
Developing	312 - 403	39%	32%	30%	30%
NAS	311 and	29%	21%	30%	21%

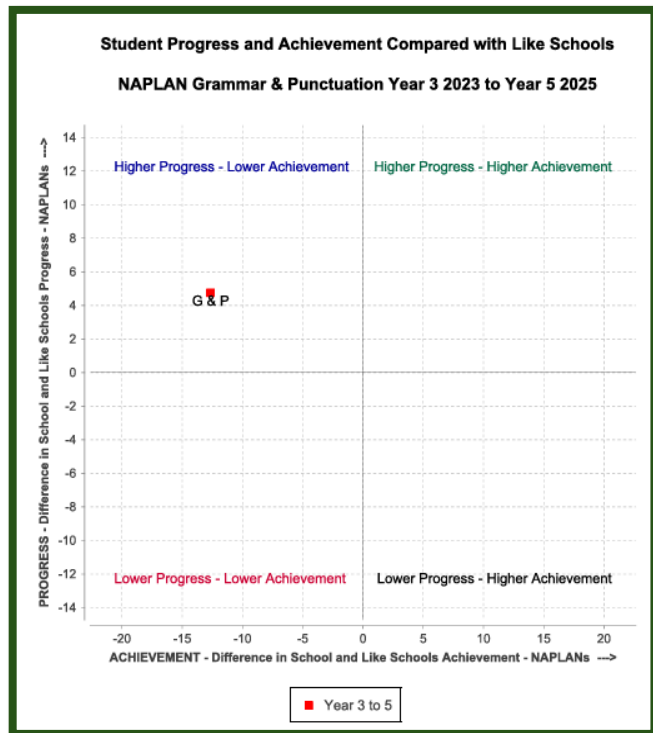
Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	582 and	5%	12%	4%	13%
Strong	470 - 581	50%	46%	45%	49%
Developing	397 - 469	25%	31%	37%	25%
NAS	396 and	20%	11%	14%	13%

NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.3	-0.9	-0.5	49	49	53

NAPLAN - GRAMMAR & PUNCTUATION



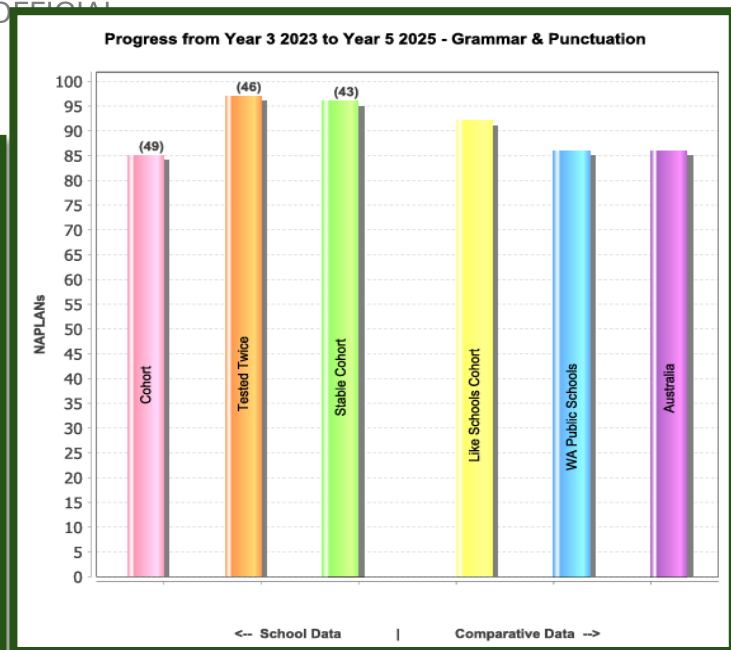
This graph indicates our students are making high progress and lower achievement from Year 3 – Year 5 in Grammar & Punctuation.

In Year 3, our Proficiency Levels are 2 students lower than Like Schools in the Exceeding Level and are comparable in the Strong Level and Developing Levels. In Not Achieving Standard Level we have 3 more students than Like Schools.

In Year 5, our Proficiency Levels are below Like School in the Exceeding Level by 3 students, one student below Like Schools in the Strong Level, above Like Schools in Developing by 4 students and comparable to Like Schools in the Not at Standard.

Despite us being below in the Proficiency Levels the Progress of these students is comparable to Like, Australian and Public Schools.

In Year 3 and Year 5 Comparative Data we are within 1 Standard Deviation of the predicted school Mean. The Year 3 – Year 5 data show an improvement of +0.4.



This graph indicates our students are making better progress Year 3 – Year 5 in Writing as a stable cohort compared to Like, Australian and Public Schools.

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	523 and	6%	7%	0%	8%
Strong	404 - 522	27%	41%	40%	40%
Developing	312 - 403	39%	32%	30%	30%
NAS	311 and	29%	21%	30%	21%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	582 and	5%	12%	4%	13%
Strong	470 - 581	50%	46%	45%	49%
Developing	397 - 469	25%	31%	37%	25%
NAS	396 and	20%	11%	14%	13%

NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.3	-0.9	-0.5	49	49	53

Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 5	-0.7	-0.7	0.1	50	64	49

1 Above Expected - more than one standard deviation above the predicted school mean

2 Expected - within one standard deviation of the predicted school mean

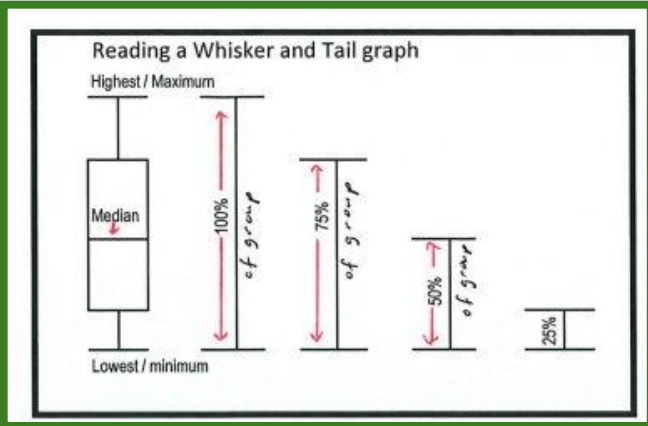
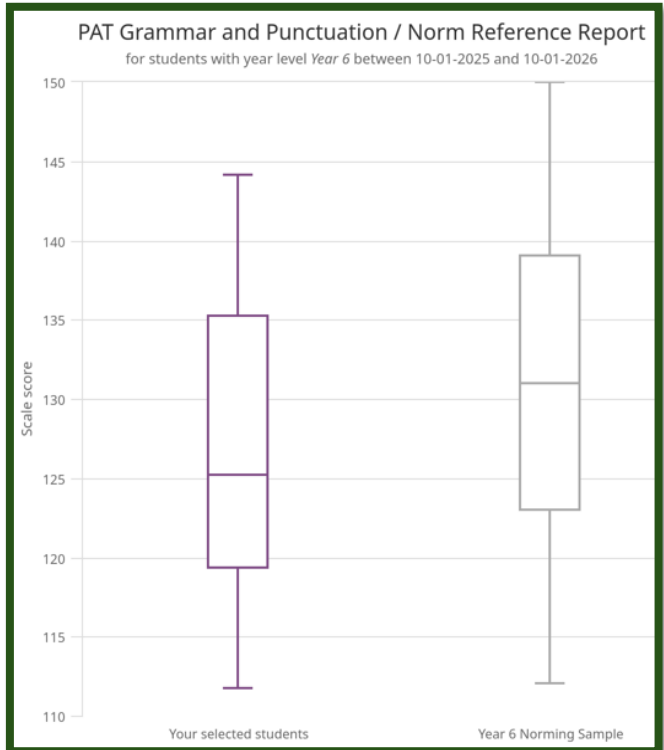
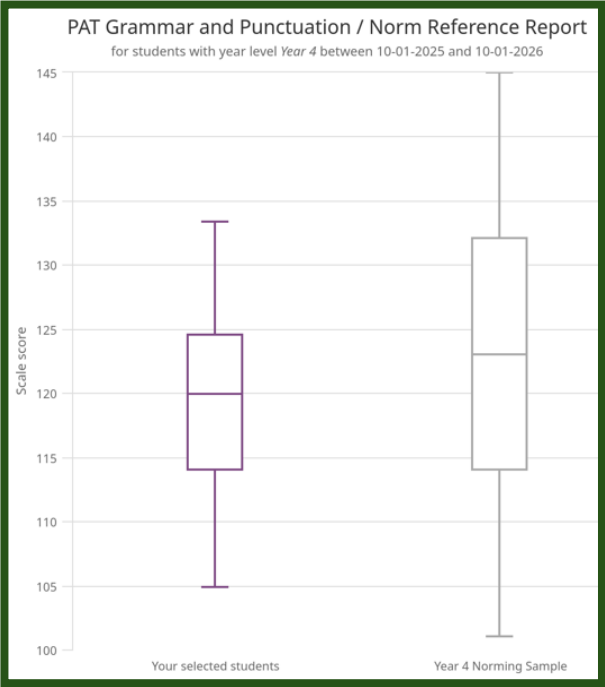
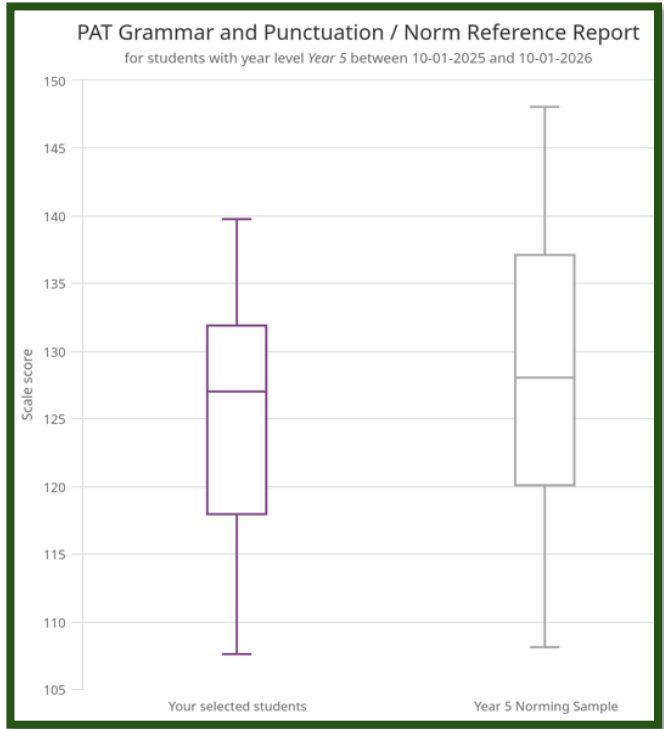
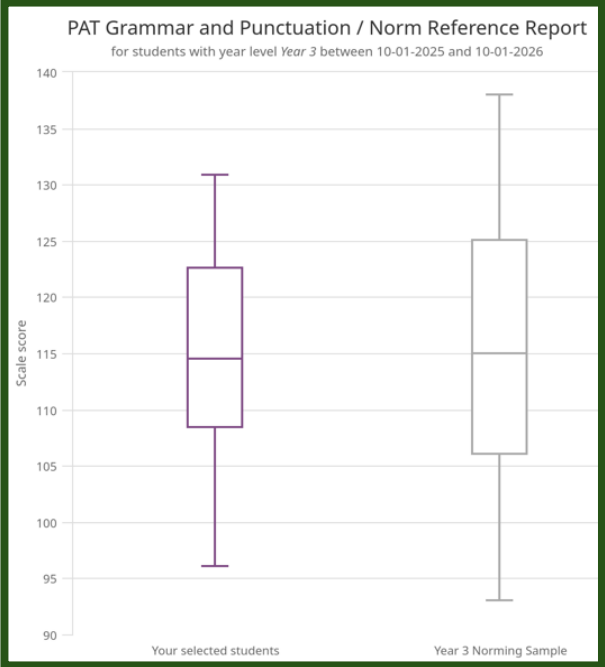
3 Below Expected - more than one standard deviation below the predicted school mean

English

PAT-G Grammar & Punctuation) Year 3 – 6

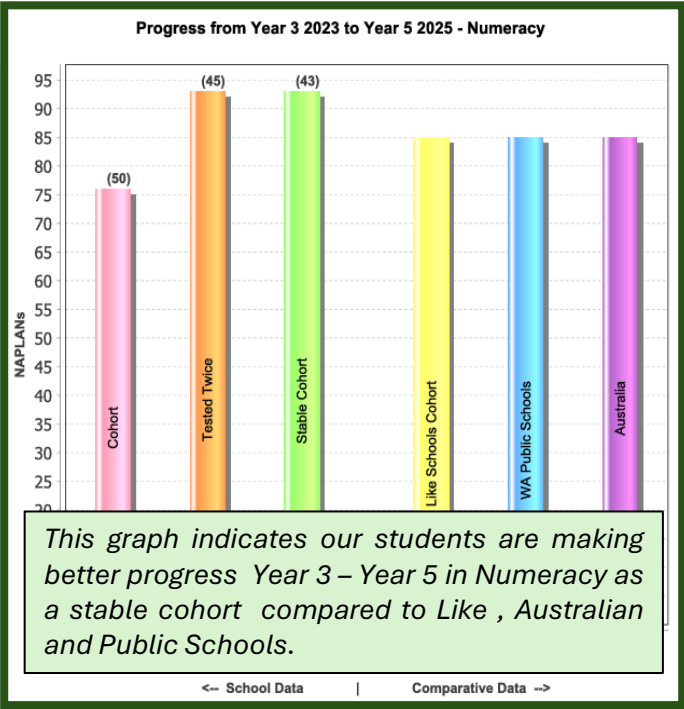
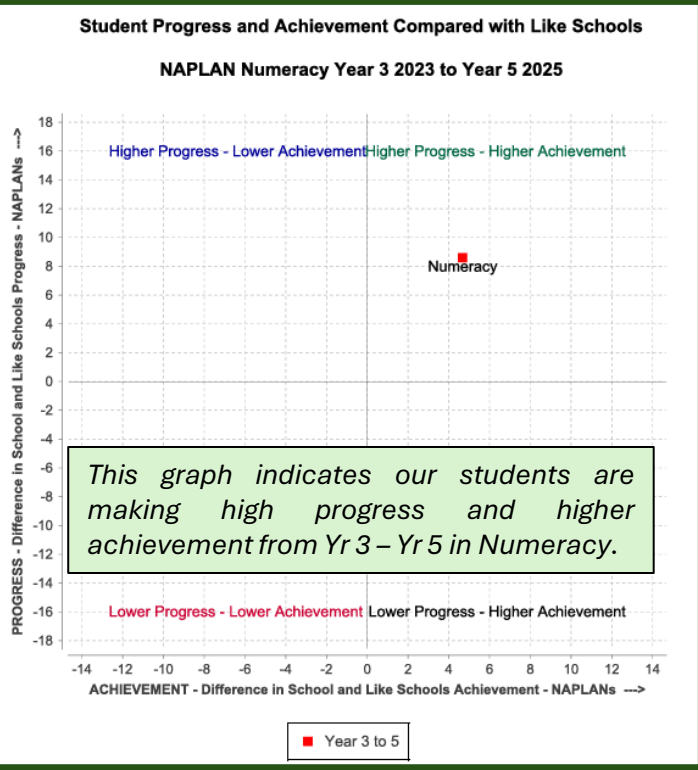
**The Norm Referenced Group of students are students completing the Year level, our students were tested mid-year.*

In PAT-G tests our students in Years 3 – 6 perform comparatively with the Norm referenced groups. Our Year 3 Cohort has a shorter tail and whisker, and our mean is 3 points lower than the Norm Referenced Group. The Year 4 Cohort performs comparatively to the Norm Referenced group. Our Year 5 cohort has a similar tail and shorter whisker to the Norm referenced Group, although our mean is comparative. Our Year 6 cohort has a shorter tail, lower mean and similar whisker to the Norm Referenced Group.



In 2025 we initiated a Numero program run by our Level 3 Classroom teacher Mrs. Ritchie. This program enhanced students' mental math competencies and supported our efforts in the Interschool Numero competition. Staff were also offered coaching in the implementation of Powerful Problem Solving by Mr. Fletcher and Ms. Dagostino.

NAPLAN - NUMERACY



In Year 3, our Proficiency Levels are higher than Like Schools in the Exceeding Level. In the Strong Level we are 3 students below Like Schools. We have one more student than Like Schools in the Developing Level and NAS.

In Year 5, our Proficiency Levels are below Like School in the Exceeding Level by 2 students, 3 students above Like Schools in the Strong Level, below Like Schools by 2 students in the Developing Level and 2 students above Like Schools in NAS.

Despite us being below in the Proficiency Levels the Progress of these students is comparable to Like, Australian and Public Schools.

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	493 and	6%	8%	8%	7%
Strong	378 - 492	44%	53%	43%	52%
Developing	311 - 377	30%	30%	34%	29%
NAS	310 and	20%	9%	15%	12%

Proficiency Level Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	577 and	11%	9%	2%	8%
Strong	451 - 576	47%	55%	66%	57%
Developing	386 - 450	33%	28%	20%	27%
NAS	385 and	9%	8%	12%	7%

In Year 3 and Year 5 Comparative Data we are within 1 Standard Deviation of the predicted School Mean.

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	0.1	-0.9	-0.2	50	50	53

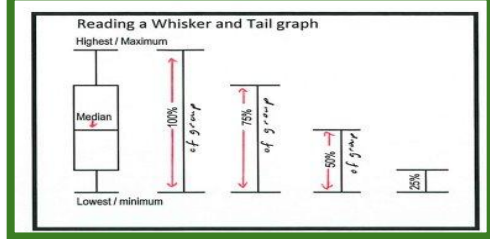
Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 5	-0.5	-0.1	-0.1	50	64	50

- 1 Above Expected - more than one standard deviation above the predicted school
- 2 Expected - within one standard deviation of the predicted school mean
- 3 Below Expected - more than one standard deviation below the predicted school

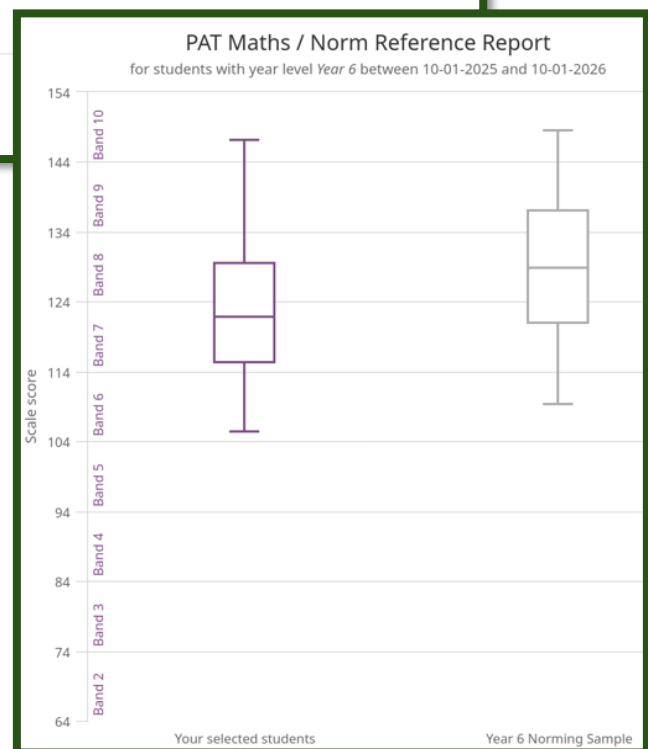
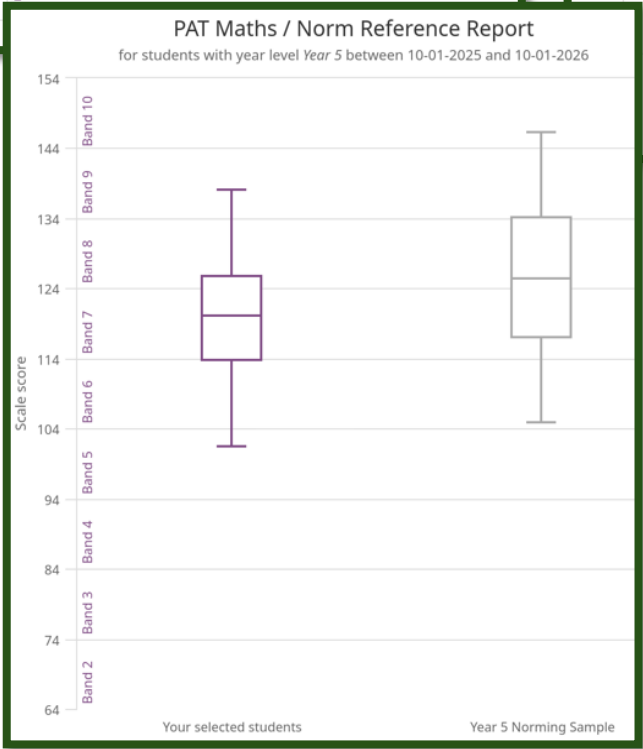
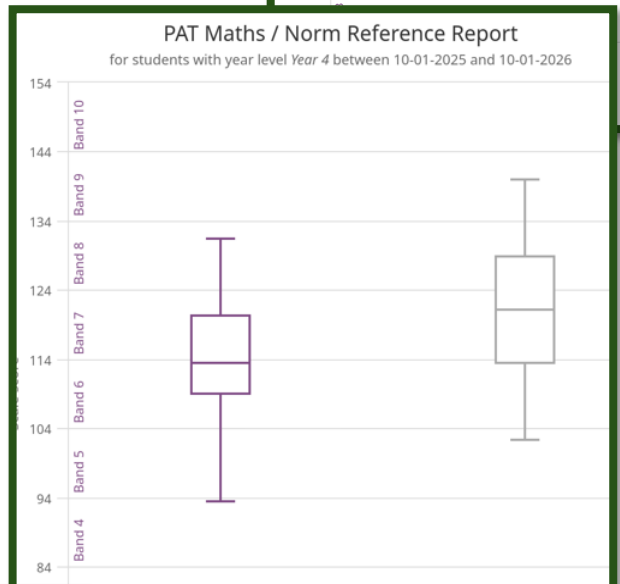
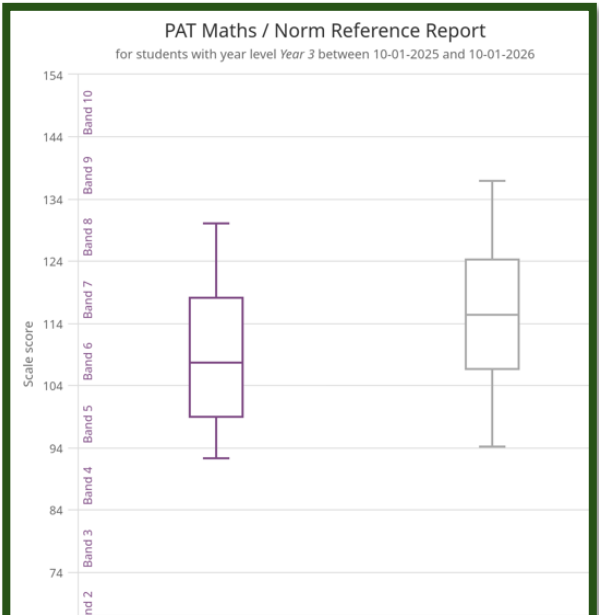
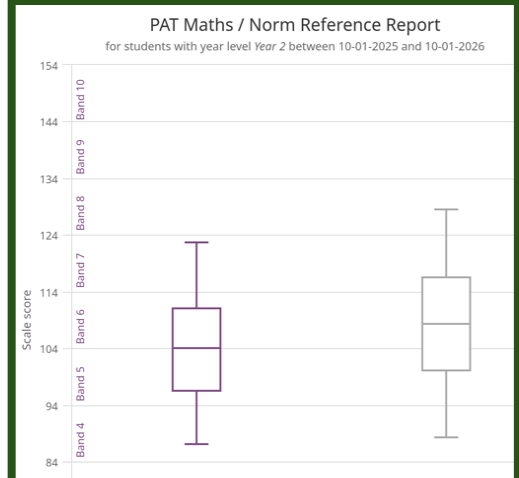
Mathematics

OFFICIAL

PAT-M (Maths) Year 2 – 6 *The Norm Referenced Group of students are students completing the Year level, our students were tested mid-year.



In PAT-M tests our students in Years 2 – 6 perform comparatively with the Norm referenced groups.
 Our Year 2 cohort performed slightly below the Norm referenced Group in all aspects.
 Our Year 3 Cohort has a shorter tail and whisker, and our mean is 7 points lower than the Norm Referenced Group.
 The Year 4 Cohort has a shorter tail and whisker, and our mean is 8 points lower than the Norm Referenced Group.
 Our Year 5 cohort has a similar tail and shorter whisker to the Norm referenced Group, although our mean 5 points lower.
 Our Year 6 cohort has a shorter tail, lower mean and longer whisker to the Norm Referenced Group.



Financials

Voluntary contributions (VC)

Kindergarten	72.73%
Pre-Primary	64.39%
Primary (Years 1-6)	63.44%
Combined (K - 6)	64.71%

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	104,694	104,694
Carry Forward (Salary):	219,257	219,257
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,451,368	5,451,368
Locally Raised Funds:	233,123	233,125
Total Funds:	6,008,442	6,008,444
EXPENDITURE		
Salaries:	4,968,297	4,968,297
Goods and Services (Cash):	719,114	594,398
Total Expenditure:	5,687,411	5,562,696
VARIANCE:	321,031	445,749

INCOME - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	104,694	104,694
Carry Forward (Salary)	219,257	219,257

STUDENT-CENTRED FUNDING

Per Student	3,934,025	3,934,025
School and Student Characteristics	1,106,720	1,106,720
Disability Adjustments	115,148	115,148
Targeted Initiatives	296,827	296,827
Operational Response Allocation	3,919	3,919
Total Funds:	5,456,639	5,456,639

TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(315,383)	(315,383)
School Transfers - Cash	310,112	310,112
Department Adjustments	0	0
Total Funds:	(5,271)	(5,271)

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	14,608	14,608
Charges and Fees	72,119	72,119
Fees from Facilities Hire	54,873	54,873
Fundraising/Donations/Sponsorships	1,392	1,392
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	17,930	17,930
Revenue from CO, Regional Office and Other scho	225	225
Other Revenues	29,077	29,080
Transfer from Reserve or DGR	42,900	42,900
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	233,124	233,127

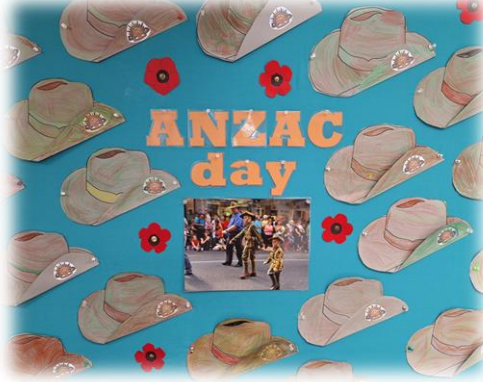
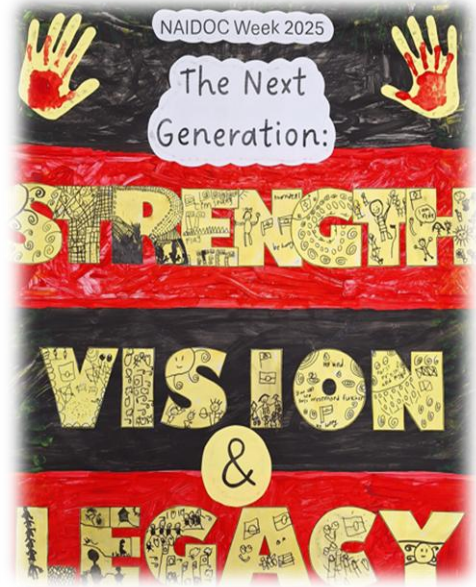
TOTAL	6,008,443	6,008,446
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Financials

OFFICIAL

EXPENDITURE - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,473,414	4,473,414
New Appointments	0	0
Casual Payments	494,644	494,644
Other Salary Expenditure	240	240
Total Funds:	4,968,298	4,968,298
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	36,699	15,111
Lease Payments	0	0
Utilities, Facilities and Maintenance	146,140	134,594
Buildings, Property and Equipment	199,241	126,414
Curriculum and Student Services	209,157	192,396
Professional Development	28,868	26,829
Transfer to Reserve	94,545	94,545
Other Expenditure	3,873	3,919
Payment to CO, Regional Office and Other schools	590	590
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	719,113	594,398
TOTAL	5,687,411	5,562,696



GLOSSARY

ACSF- Aboriginal Cultural Standards Framework - The framework sets expected standards for staff when working with Aboriginal students, their families and communities. It guides staff to incorporate culturally responsive attitudes, values and behaviours into their everyday work.

AIEO - Aboriginal Islander Education Officer. The role of the AIEO is to assist teachers with the delivery of planned education programs and encouraging a supportive and inclusive learning environment. The AIEO act as a liaison between the community and the school to develop education programs relevant to education and cultural needs and support Aboriginal and Torres Strait Islander students, particularly those at risk, through mentoring and pastoral care to encourage participation and achievement.

AITSL - Australian Professional Standards for Teachers and Leaders. AITSL provides national leadership for the Australian State and Territories in promoting excellence in the profession of teaching and school leadership.

BrightPath - formative assessment software based on over a decade of pioneering research enabling reliable teacher judgements in writing

BMIS – Behaviour Management Information Systems- software system that helps analyse and interpret Behaviour management data

Bullying - Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational, and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Connect- Department of Education communication platform

CMS – Classroom Management Systems. Classroom management refers to the strategies teachers use to support and facilitate learning in the classroom.

CMIS – Classroom Management Instructional Strategies. CMIS refers to the strategies teachers use to support and facilitate learning in the classroom. Effective classroom management is important for student achievement because it creates an environment that minimises disruptions, maximises instruction time, and encourages students to engage in learning.

DoE – Department of Education

Digital Technologies - Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include social media, online games, multimedia, and mobile phones. Digital learning is any type of learning that uses technology. It can happen across all curriculum learning areas.

Direct Instruction (DI) – is a general term of the explicit teaching of a skill set using lectures or demonstrations of the concept to students

Documented Plans - An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including Individual Education Plans (IEP); Individual Behaviour Plans (IBP); Individual Transition Plans (ITP); Toileting Plans; Group Education Plans (GEP); Risk Management Plans (RMP), Attendance Improvement Plans and student Health Care Plans

DOTT – Duties Other Than Teaching- noncontact time for teachers to undertake other tasks including parent meetings, collegial meetings, planning and review

EA - Education Assistant (paraprofessionals) employed in schools to work with students in small groups or one-on-one under teacher directions.

EAL/D – English as an Additional Language / Dialect

EBI - Even Better IFF- a term used to get people to consider constructive feedback

ESAT – Electronic Self-Assessment Tool- an online tool used by the school to upload our self-assessment in preparation for the Public-School Review

EYLF- Early Years Learning Framework- describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school

Explicit Teaching – clear articulation of learning intentions and goals to the students with a plenary/review process at the conclusion of the lesson



GLOSSARY

Future Leaders Framework - The WA Future Leaders Framework adopts a dynamic approach to identify, develop and support individuals with high potential for leadership at all levels. It is supported by simple tools and process guidelines, which provide principals with a clear and sequenced approach they can use in their school to lead a school-wide culture of leadership

FTE – Full Time Equivalent- The calculation of full-time equivalent (FTE) is an employee's scheduled hours divided by the employer's hours for a full-time workweek

GATE - Gifted and Talented (GATE) programs provide opportunities for gifted and talented secondary students to participate in elite academic, arts or languages programs

Good Standing - Good Standing is restored after five (school) weeks of 'good' behaviour, or by meeting goals set in an Individual Behaviour Plan. Children in leadership roles may also lose their position as a result of their poor choices and/or behaviour. The status of 'Good Standing' can be altered for any student, at any time, at the discretion of the Principal or their delegate.

'Good standing' status can also be gained or revoked based on a student's attendance. This will be negotiated between students, their families, and the attendance officer (85% is the base line).

HASS - Humanities and Social Sciences. This area of the curriculum comprises of four strands: History, Geography, Civics and Citizenship, and Economics and Business.

Heggerty- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans

IBP – Individualised Behaviour Plan - a documented plan targeting an individual student's behavioural needs

ICT (Information and Communication Technology) – in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. Worldwide research has shown that ICT can lead to improved student learning and better teaching methods.

ICSEA - (Index of Community Socio Educational Advantage) - ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA is not a school rating.

Imputed Disability- 'imputed' disability is something that someone believes another person has. To impute a disability the school team must have reasonable grounds to make such a judgement.

Integris - a world-class suite of data analysis and reporting tools to schools used to store pertinent contact information about students

IT - Information Technologies.

LBOTE – Language Background Other Than English.

Loss of Privilege - is the term used for the withdrawal of students from recess or lunch play. Students are given the opportunity to eat during this time

LSC – Learning Support Coordinator - liaison for student services team and teachers for all SAER students.

Macq Lit - an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

MOA- Memorandum of Agreement - An MOA is a document written between parties to cooperatively work together on an agreed upon project or meet an agreed upon objective. The purpose of an MOA is to have a written formal understanding of the agreement between parties.

Multi Lit / Mini Lit – Mini Lit is a Tier 2 small group reading intervention program (up to four students per session)

Multi Lit is a Tier 3 program (1:1 instruction).

GLOSSARY

NAIDOC – National Aborigines and Islanders Observance Committee held across Australia each July to celebrate the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all levels of society.

NAPLAN - National Assessment Program Literacy and Numeracy, standardised testing undertaken in years 3, 5, 7 and 10

National Schools Opinion Survey (NSOP) - a data collection tool designed specifically for Australian schools. This flexible system allows users to gather valuable feedback from their school community.

NQS – National Quality Standards- national benchmark for early childhood education and care outside school hours services in Australia.

On Entry – all students in Pre-primary in WA Schools are assessed on their skills and understanding in Literacy and Numeracy

Orange Slip- An orange slip is issued by staff for breaches of the Code of Conduct and behaviour that is usually more serious than the low-key classroom behaviours.

PAT testing – Progressive Achievement Tests – a series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PAT-N- Progressive Achievement Tests for Numeracy are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PAT-R - Progressive Achievement Tests for Reading Comprehension are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PAT-S - Progressive Achievement Tests for Science Understandings are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PAT –V - Progressive Achievement Tests for Vocab are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PEAC - (Primary Extension and Challenge) – a part time withdrawal program for upper primary school Year 5 and Year 6 students in public schools. Students are tested in year four to determine if they are suitable.

PL (Professional Learning) – Professional Learning can be in the form of online learning, face to face workshops and professional reading.

PLD (Promoting Literacy Development) - provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators. Aligned with the Science of Reading, PLD’s SSP approach extends from the junior primary years through to upper primary years and thereby facilitating a whole school approach.

POLT- Phase of Learning Teams – collaborative teams of staff based around a phase of learning

Qkr (pronounced - Quicker) is a free app to enable mobile payment for school-based accounts

RAP (Reconciliation Action Plan) Committee: A Reconciliation Action Plan provides organisations with a structured approach to advance reconciliation.

Red Slip – A red slip is issued for serious breaches of the Behaviour and Engagement Policy. It also means the students automatically has lost their “Good Standing” status for the next 10 weeks.

RTP – Reporting to Parents. Schools provide reports to parents/guardians/carers on the achievements of Pre-primary to Year 10 students in terms of the Western Australian achievement each semester (conclusion of terms 2 and four)

SAER - Students at Educational Risk - those students who may be at risk of not achieving the major learning outcomes of schooling which enable them to achieve their potential

SAIS – Student Achievement Information System.

SDD - School Development Day- Schools are permitted 6 SDD per year. They are used for planning, professional development and review of planning.

GLOSSARY

SOCS - Screen of Communication Skills - The Screen of Communication Skills is a language assessment developed by speech pathologists for children aged 3;6 to 6;6.
SEC Network – Southeast Corridor Network. A network of 14 schools that our school engages with professionally
SEL (Social and Emotional Learning) Matrix – Social and Emotional Learning is the process through which children manage emotions, set and achieve positive goals, feel and show empathy for others, establish, and maintain positive relationships, and make responsible decisions. Our school has a matrix for staff to follow.
SIP (School Improvement Plan) - School Improvement Plan. The School Improvement Plan makes explicit the changes in practice a school intends to make. The plan also identifies what will be required to implement the strategy.
SIS – Schools Information System- this is stored on Integris
SCSA School Curriculum and Standards Authority – responsible for the kindergarten – Year 12 curriculum, assessment, and reporting for all WA schools
SMART Goals - is an acronym whereby goals are strategic and specific; Specific, Measurable, Achievable, Relevant and Realistic and Time bound.
SNEA - Special Needs Education Assistant (Paraprofessionals) are employed in schools to work with special needs students in small groups or one on one under teacher directions.
SOLAR - Science of Reading and Literacy - The term “science of reading” refers to the research that reading experts, especially cognitive scientists, have conducted on how we learn to read. This body of knowledge, over twenty years in the making, has helped debunk older methods of reading instruction that were based on tradition and observation, not evidence.
Stakeholders - A person, group or organisation that has an interest or concern in an individual student
Stanines - Stanine scores are derived from percentile ranks. Percentile ranks are divided into nine categories called stanines (short for 'standard nine') .
STEM - Science, Technology, Engineering and Mathematics
SST- Student Services Team
Suspension - cases of repeated, ongoing, dangerous, or highly inappropriate behaviour in the classroom, playground or our school community, students may be suspended from attending school
SWIVL: Swivl is an innovative video collaboration system that allows educators to record a variety of videos for professional development, flipped classrooms, and teacher or student observations. The Teams by Swivl platform offers secured sharing, video analysis tools such as time-stamped commenting, bookmarking, and rubrics, and editing capabilities that help educators to build best practice video libraries.
TAC-K – Teacher Assessment Communication – Kindergarten. The TAC-K assesses the essential and basic oral language concepts a child should present with in early kindergarten entry. This test investigates how easily a child has established their oral language system in terms of concepts and ability to express themselves.
Teacher Variance - Recent studies in educational research are looking at variance as a significant factor in teacher performance. In their comparison of effective versus ineffective schools, Teddlie, Kirby, and Stringfield (1989) pointed out the small variability in teacher behaviour within effective schools.
TIB – This Is Because; provides structure for cause-and-effect discussion
Tracking Sheet – classroom recording / monitoring system for low level classroom behaviours (see Behaviour and Engagement Policy)
Transiency - This measure includes all students recognised as moving school
T4W - Talk For Writing; the process of “Imitation – Innovation – Invention” is explored. Students learn to orally recite and act out popular stories through listening and reading. Students are then taught to use the underlying structure of the original text to create their own version on a different topic.
WALT - We Are Learning To- explicit highlighting of the learning intention for a lesson

GLOSSARY

WA PBS - WA PBS provides an operational framework aligned to Department policy. It builds a continuum of supports for staff and students with an emphasis on building relationships. WA PBS is a decision making framework that guides selection, integration and implementation of the best evidence-based practices for improving academic and behaviour outcomes for all students. Schools implementing PBS build on existing strengths, complementing and organising current programming and strategies.

Withdrawal - Withdrawal of students means that they have been removed from class to work in administration or with another teacher. This is completely at the discretion of the administration staff and may also be called in school suspension.

WILF – What I’m looking For - explicit highlighting of the success criteria

Zones of Regulation: The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sorts emotions into four coloured Zones, all of which are expected in life.

How does WA PBS provide support for all students?

WA PBS interventions are research-based, proven to significantly reduce the occurrence of problem behaviours in schools and supported by a three-tiered model. The image below illustrates the continuum of support for WA PBS and its academic counterpart. The three-tiered model organises practices and systems along a continuum of increasing intensity and/or complexity. Although the continuum is dynamic and blended the three tiers are generally described as follows:

Tier 3:	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student
Tier 2:	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1:	Practices and systems for all students and staff implemented across all school settings.

