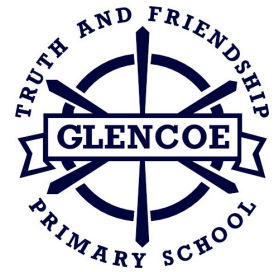


2025 School Report

GLENCOE PRIMARY SCHOOL

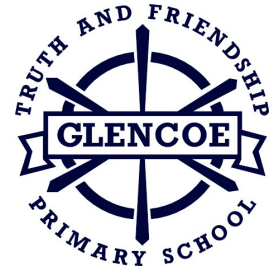




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School Overview



Established in 1981, Glencoe Primary School is located in the coastal suburb of Halls Head in the City of Mandurah. Situated approximately 75 kilometres south of Perth, the school lies between the Indian Ocean and the Peel Inlet.

Glencoe Primary School staff are committed to improving educational outcomes for all students, delivering a high quality educational program to children from Kindergarten to Year 6.

The school specialist programs include Physical Education, Technologies, Performing Arts and Science. A high level of pastoral care is provided to our students, through our caring and dedicated staff and a Youth Care School Chaplain.

Glencoe Primary School has a welcoming and positive learning environment and is characterised by a strong sense of community. This is underpinned by the school's motto Truth and Friendship.

Our Vision

To inspire and prepare students for the opportunities and challenges of the future.

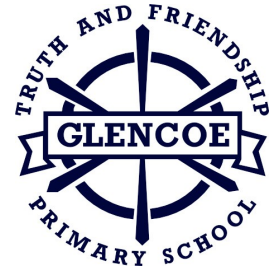
Our Values

As a Positive Behaviour Support (PBS) school, Glencoe Primary School staff and students are guided by our four core values/behaviour expectations of:

- Be Respectful
- Be Responsible
- Be Safe and Caring
- Be Your Best



School Overview (continued)



Student Numbers and Characteristics

Student Numbers 2025 Semester 1:

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(30)	39	51	49	60	63	48	48	388
Part Time	59								

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

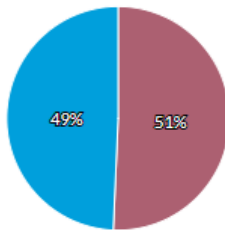
Student Numbers 2025 Semester 2:

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	38	51	51	58	67	50	49	393
Part Time	58								

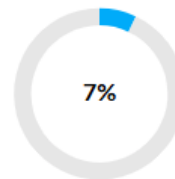
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Student Characteristics 2025 Semester 2:

Boys 208
Girls 214

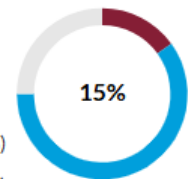


Indigenous students



Language background other than English

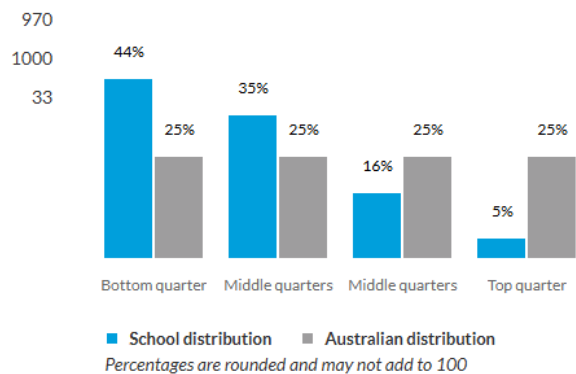
Yes (15%)
No (60%)
Not stated (25%)



Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 970
Average ICSEA value 1000
School ICSEA percentile 33

Distribution of Socio-Educational Advantage (SEA)



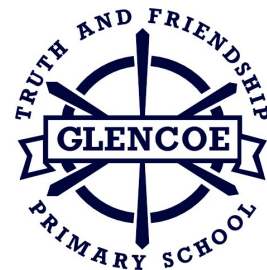
Workforce Composition

2025 Semester 2 workforce data:

School staff

Teaching staff	29
Full-time equivalent teaching staff	24.0
Non-teaching staff	21
Full-time equivalent non-teaching staff	16.4

Attendance



Student Attendance Data — Raw Figures

Whole school vs. all WA Public Schools attendance rates 2023-2025 trends:

	Attendance Rate	
	School	WA Public Schools
2023	87.1%	88.9%
2024	89.4%	89.4%
2025	88.1%	89.1%

Attendance rates in each **year level** across the school vs. each year level across all WA Public Schools, 2023-2025 trends:

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	89%	88%	89%	90%	85%	88%	80%
2024	92%	90%	89%	90%	92%	85%	87%
2025	86%	91%	91%	87%	86%	89%	87%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Student Attendance Data — Analysis

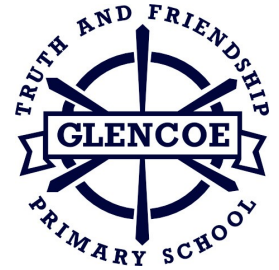
- On a **whole-school** basis, attendance has dropped slightly from 2024 to 2025. Over the course of 2025, the school was made aware of, and worked with families to address, many factors impacting upon student attendance. Most notably, and relatively outside of the school's control, the state-wide rental crisis impacted housing security for many of our families, resulting in periods of non-attendance, while families were staying elsewhere with friends and/or relatives.
- Across all **year levels** except Pre-Primary and Year 3, attendance rates have remained stable or improved from 2023-2025, though rates in some year levels have fluctuated over that time. In 2025, **year level** attendance was above all WA Public Schools in 2 of the 7 compulsory years (P-6), on-par in 1 of the 7, and below in 4 of the 7 compulsory years.

Management of Non-Attendance

Initiatives to encourage and support student attendance in 2025 included:

- social-emotional support offered by teaching staff, education assistants, a Chaplain, an Aboriginal and Islander Education Officer, and the school's leadership team
- application for, and appointment of, a Youth Care Pastoral Care Engagement Officer
- Breakfast Club 3 mornings per week, with supplies available other days as needed
- a P&C-run school canteen
- discrete provision of sandwiches and other lunch supplies for students in need
- daily absentee messages delivered by SMS, to follow up non-attendance
- unexplained absence letters to follow up on outstanding unexplained absences
- home visits and referrals to the Students whose Whereabouts is Unknown team, as required

Achievement and Progress



2025 NAPLAN Data — Numeracy

All data = Stable Cohort (enrolled continuously at Glencoe)

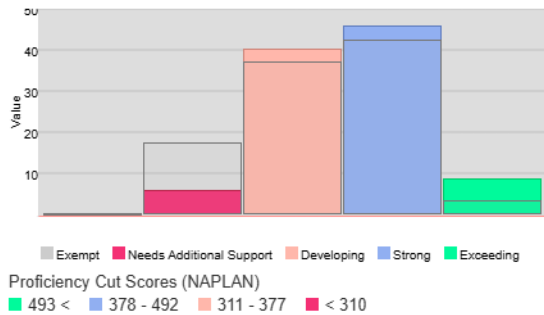
Achievement data: Year 3, 2025

Cohort: Year 3 GLENCOE PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Numeracy - Proficiency

Filters : Stable Cohort



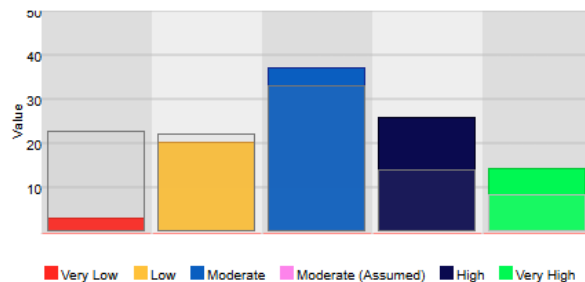
Progress data: from On-Entry Assessment (Pre-Primary, 2022) to NAPLAN (Year 3, 2025)

Cohort: Year 3 GLENCOE PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Numeracy - Progress

Filters : Stable Cohort



Analysis (in comparison to expectation — grey outline box):

- Strong achievement: Far less students in the lower proficiency bands ('Needs Additional Support' and 'Developing') than expected, and far more in the higher proficiency bands ('Strong' and 'Exceeding') than expected.
- Strong progress: Far less students in the lower progress bands ('Very Low' and 'Low') than expected, and far more in the higher progress bands ('Moderate', 'High' and 'Very High') than expected.

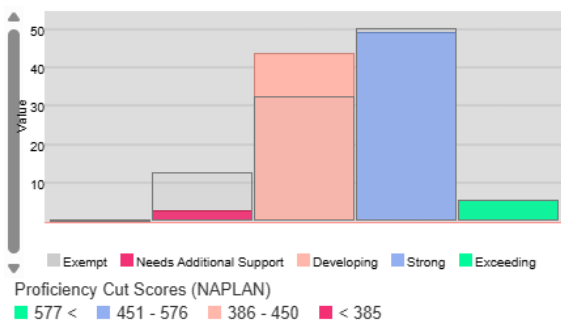
Achievement data: Year 5, 2025

Cohort: Year 5 GLENCOE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Numeracy - Proficiency

Filters : Stable Cohort



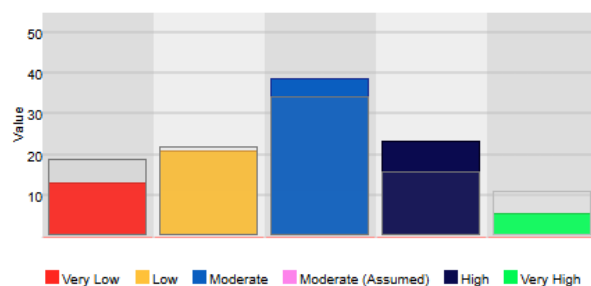
Progress data: from NAPLAN (Year 3, 2023) to NAPLAN (Year 5, 2025)

Cohort: Year 5 GLENCOE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Numeracy - Progress

Filters : Stable Cohort



Analysis (in comparison to expectation — grey outline box):

- Expected achievement: Far less students in the lowest proficiency band ('Needs Additional Support') than expected, although almost that same percentage of students fall into the 'Developing' proficiency band. Meeting expectation the higher proficiency bands ('Strong' and 'Exceeding').
- Good progress: Far less students in the lower progress bands ('Very Low' and 'Low') than expected, and far more overall in the higher progress bands ('Moderate', 'High' and 'Very High') than expected.

Achievement and Progress



2025 NAPLAN Data — Reading

All data = Stable Cohort (enrolled continuously at Glencoe)

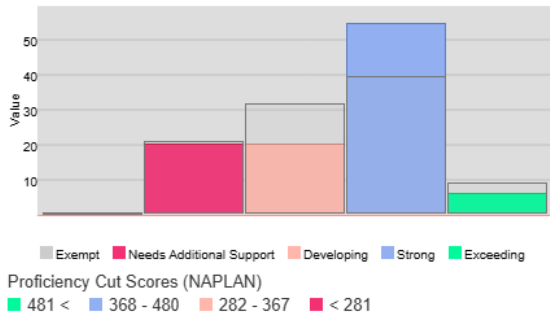
Achievement data: Year 3, 2025

Cohort: Year 3 GLENCOE PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Reading - Proficiency

Filters : Stable Cohort



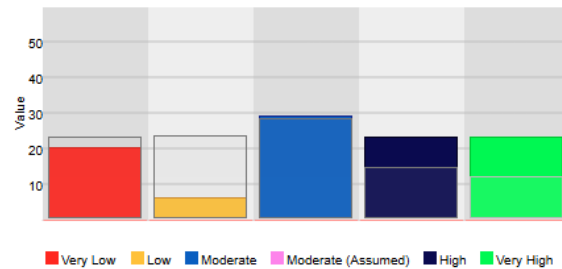
Progress data: from On-Entry Assessment (Pre-Primary, 2022) to NAPLAN (Year 3, 2025)

Cohort: Year 3 GLENCOE PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Reading - Progress

Filters : Stable Cohort



Analysis (in comparison to expectation — grey outline box):

- Strong achievement: Far less students in the lower proficiency bands ('Needs Additional Support' and 'Developing') than expected, and far more in the higher proficiency bands ('Strong' and 'Exceeding') than expected.
- Strong progress: Far less students in the lower progress bands ('Very Low' and 'Low') than expected, and far more in the higher progress bands ('Moderate', 'High' and 'Very High') than expected.

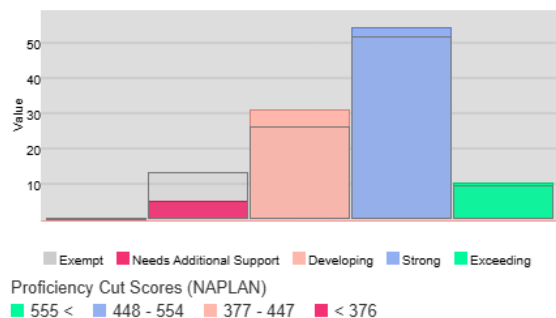
Achievement data: Year 5, 2025

Cohort: Year 5 GLENCOE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Reading - Proficiency

Filters : Stable Cohort



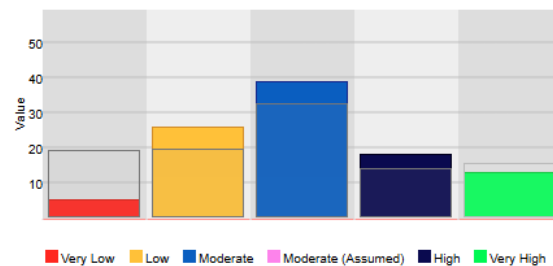
Progress data: from NAPLAN (Year 3, 2023) to NAPLAN (Year 5, 2025)

Cohort: Year 5 GLENCOE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Reading - Progress

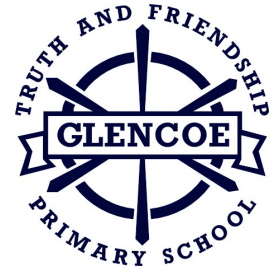
Filters : Stable Cohort



Analysis (in comparison to expectation — grey outline box):

- Expected achievement: Far less students in the lowest proficiency band ('Needs Additional Support') than expected, although almost that same percentage of students fall into the 'Developing' proficiency band. Meeting expectation in the higher proficiency bands ('Strong' and 'Exceeding').
- Good progress: Far less students in the lowest progress band ('Very Low') than expected, although some of these students fall into the 'Low' proficiency band. Far more overall in the higher progress bands ('Moderate', 'High' and 'Very High') than expected.

Achievement and Progress



2025 NAPLAN Data — Writing

Year 3 Data — All Students (not just stable cohort)

Year 5 Data — Stable Cohort (enrolled continuously at Glencoe)

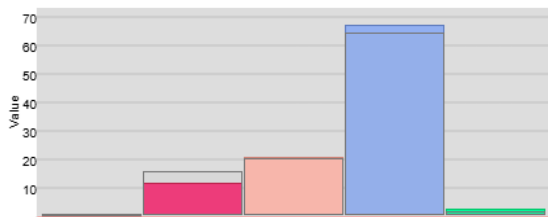
Achievement data: Year 3, 2025

Cohort: Year 3 GLENCOE PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Writing - Proficiency

Filters : All Students



Exempt Needs Additional Support Developing Strong Exceeding

Proficiency Cut Scores (NAPLAN)

503 < 370 - 502 296 - 369 < 295

Progress data: from On-Entry Assessment (Pre-Primary, 2022) to NAPLAN (Year 3, 2025)

- not available as Writing is not assessed within the On-Entry Assessment

- this is also the reason why Year 3 Writing is 'all students' data, rather than stable cohort, as there is no baseline national assessment

Analysis (in comparison to expectation — grey outline box):

- Good achievement: Less students in the lowest proficiency band ('Needs Additional Support') than expected. Slightly exceeding expectation in the higher proficiency bands ('Strong' and 'Exceeding').

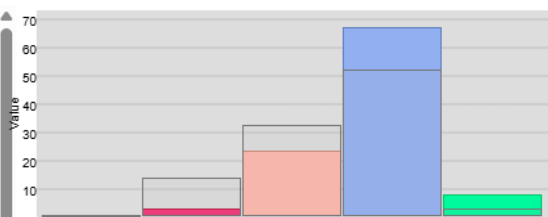
Achievement data: Year 5, 2025

Cohort: Year 5 GLENCOE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Proficiency

Filters : Stable Cohort



Exempt Needs Additional Support Developing Strong Exceeding

Proficiency Cut Scores (NAPLAN)

570 < 455 - 569 385 - 454 < 384

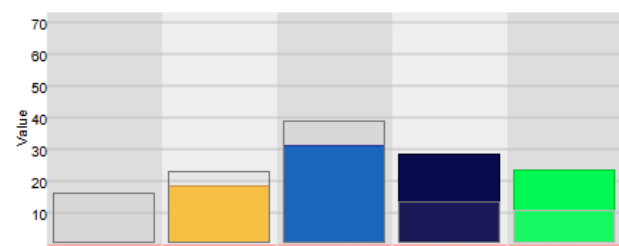
Progress data: from NAPLAN (Year 3, 2023) to NAPLAN (Year 5, 2025)

Cohort: Year 5 GLENCOE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Progress

Filters : Stable Cohort



Very Low Low Moderate Moderate (Assumed) High Very High

Analysis (in comparison to expectation — grey outline box):

- Strong achievement: Far less students in the lower proficiency bands ('Needs Additional Support' and 'Developing') than expected, and far more in the higher proficiency bands ('Strong' and 'Exceeding') than expected.

- Strong progress: Far less students in the lower progress bands ('Very Low' and 'Low') than expected, and far more in the highest progress bands ('High' and 'Very High') than expected.

Achievement and Progress



2025 NAPLAN Data — Spelling

Year 3 Data — All Students (not just stable cohort)

Year 5 Data — All Students (not just stable cohort)

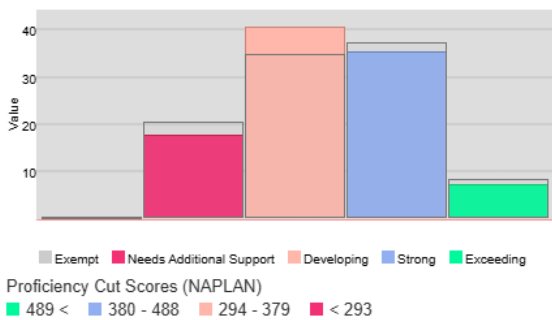
Achievement data: Year 3, 2025

Cohort: Year 3 GLENCOE PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Spelling - Proficiency

Filters : All Students



Analysis (in comparison to expectation — grey outline box):

- Expected achievement: Approximately the same percentage of students in the lower proficiency bands ('Needs Additional Support' and 'Developing') as expected, and approximately the same percentage of students in the higher proficiency bands ('Strong' and 'Exceeding') as expected.

Progress data: from On-Entry Assessment (Pre-Primary, 2022) to NAPLAN (Year 3, 2025)

- not available as Spelling is not assessed within the On-Entry Assessment

- this is also the reason why Year 3 Spelling is 'all students' data, rather than stable cohort, as there is no baseline national assessment

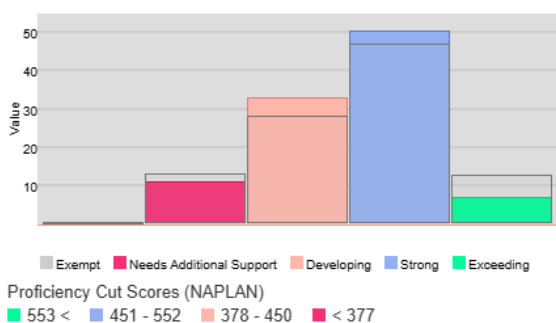
Achievement data: Year 5, 2025

Cohort: Year 5 GLENCOE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Spelling - Proficiency

Filters : All Students



Analysis (in comparison to expectation — grey outline box):

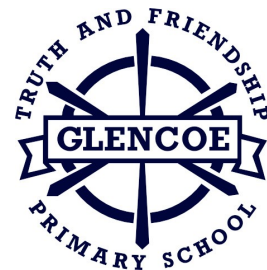
- Expected achievement: Approximately the same percentage of students in the lower proficiency bands ('Needs Additional Support' and 'Developing') as expected, and approximately the same percentage of students in the higher proficiency bands ('Strong' and 'Exceeding') as expected.

Progress data: from NAPLAN (Year 3, 2023) to NAPLAN (Year 5, 2025)

- progress data graphs are not available for the Year 3 to Year 5 Spelling assessment

- note that Year 5 Spelling is also 'all students' data, rather than stable cohort data

Achievement and Progress



2025 NAPLAN Data — Grammar and Punctuation

Year 3 Data — All Students (not just stable cohort)

Year 5 Data — All Students (not just stable cohort)

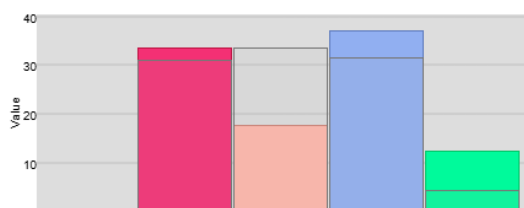
Achievement data: Year 3, 2025

Cohort: Year 3 GLENCOE PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Grammar - Proficiency

Filters : All Students



Exempt Needs Additional Support Developing Strong Exceeding

Proficiency Cut Scores (NAPLAN)

523 < 404 - 522 312 - 403 < 311

Progress data: from On-Entry Assessment (Pre-Primary, 2022) to NAPLAN (Year 3, 2025)

- not available as G&P is not assessed within the On-Entry Assessment
- this is also the reason why Year 3 G&P is 'all students' data, rather than stable cohort, as there is no baseline national assessment

Analysis (in comparison to expectation — grey outline box):

- Strong achievement: Far less students in the lower proficiency bands ('Needs Additional Support' and 'Developing') than expected, and far more in the higher proficiency bands ('Strong' and 'Exceeding') than expected.

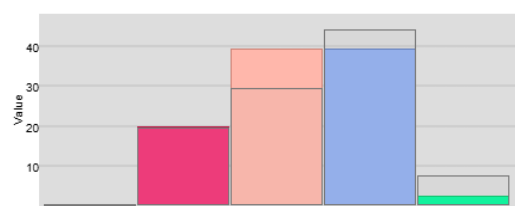
Achievement data: Year 5, 2025

Cohort: Year 5 GLENCOE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Grammar - Proficiency

Filters : All Students



Exempt Needs Additional Support Developing Strong Exceeding

Proficiency Cut Scores (NAPLAN)

582 < 470 - 581 397 - 469 < 396

Progress data: from NAPLAN (Year 3, 2023) to NAPLAN (Year 5, 2025)

- progress data graphs are not available for the Year 3 to Year 5 G&P assessment
- note that Year 5 G&P is also 'all students' data, rather than stable cohort data

Analysis (in comparison to expectation — grey outline box):

Note the 2023 Year 3 Grammar Proficiency data for 'all students' (right).

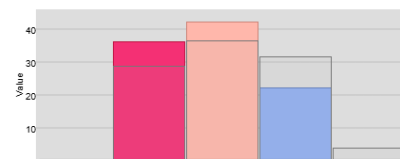
- Increasing achievement: 2023 Year 3 (right) to 2025 Year 5 (above) Grammar Proficiency shows gains are being made toward expected achievement, although there is still a greater percentage of students in the 'Developing' proficiency band than expected, and fewer in the 'Strong' and 'Exceeding' bands than expected.

Cohort: Year 3 GLENCOE PRIMARY SCHOOL Y03 2023

Reporting Period: 2023 Y03

Grammar - Proficiency

Filters : All Students

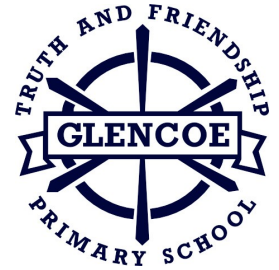


Exempt Needs Additional Support Developing Strong Exceeding

Proficiency Cut Scores (NAPLAN)

523 < 404 - 522 312 - 403 < 311

Achievement and Progress



2025 NAPLAN Data — overview

Overall student **Achievement**, compared with students of similar backgrounds from across Australia:

Compare to ● Students with similar background ● All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	361	393	370	371	390
Year 5	459	476	460	459	459

NAPLAN participation for this school is 97%
NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Analysis:

- Achievement in Year 3 is on-par with ("close to") 'like schools' from across Australia, in all domains.
- Achievement in Year 5 is on-par with ("close to") 'like schools' from across Australia, in all domains.

Overall student **Achievement**, compared with predicted school mean ('Comparative Performance'):

Comparative Performance for Year 3

Year 3	Performance		
	2023	2024	2025
Numeracy	-0.4	0.8	0.7
Reading	-0.4	0.4	-0.9
Writing	0.3	1.1	0.0
Spelling	-1.1	0.0	-0.1
Grammar & Punctuation	-0.9	1.1	0.3

Comparative Performance for Year 5

Year 5	Performance		
	2023	2024	2025
Numeracy	0.6	-0.3	0.2
Reading	0.5	-0.5	0.5
Writing	0.3	-0.1	1.5
Spelling	-0.6	-0.8	1.2
Grammar & Punctuation	0.4	-0.5	0.7

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

Analysis:

- Pleasingly, Glencoe Primary's student performance has moved away from 'below expected' in some domains, to within expected range, and even 'above expected' in some domains, over the past two years.
- 2025 Year 3 Reading performance is identified as an area of concern. This cohort is being supported with consistent, explicit literacy instruction, targeted assessments to identify further supports required, and specific, evidence-based interventions, to meet identified needs.
- The staged roll-out of the evidence-based InitialLit Reading program from the second half of Kindergarten and through until the end of Year 2, will be complete in 2026. This means that from this point forward, Glencoe students will enter Year 3 having completed 3.5 years of evidence-based, whole-class literacy instruction, with additional intervention supports as required.

Achievement and Progress



Overall **Progress**, compared with expectation ('comparative performance'):

(note: this is the same data set from the previous page - analysing progress rather than achievement in this instance)

Comparative Performance for Year 3

Year 3	Performance		
	2023	2024	2025
Numeracy	-0.4	0.8	0.7
Reading	-0.4	0.4	-0.9
Writing	0.3	1.1	0.0
Spelling	-1.1	0.0	-0.1
Grammar & Punctuation	-0.9	1.1	0.3

Comparative Performance for Year 5

Year 5	Performance		
	2023	2024	2025
Numeracy	0.6	-0.3	0.2
Reading	0.5	-0.5	0.5
Writing	0.3	-0.1	1.5
Spelling	-0.6	-0.8	1.2
Grammar & Punctuation	0.4	-0.5	0.7

Overall **Progress** in relation to NAPLAN Achievement Bands:

Year 3 2023 - Year 5 2025 NUMERACY

Exceeding	4% -> 4%	Top bands - change	
Strong	33% -> 46%	37% in Year 3 2023 -> 50% in Year 5 2025	+13%
Developing	45% -> 43%	Bottom bands - change	
Needs additional support	18% -> 7%	63% in Year 3 2023 -> 50% in Year 5 2025	-13%

Year 3 2023 - Year 5 2025 SPELLING

Exceeding	2% -> 7%	Top bands - change	
Strong	18% -> 50%	20% in Year 3 2023 -> 57% in Year 5 2025	+37%
Developing	64% -> 33%	Bottom bands - change	
Needs additional support	16% -> 11%	80% in Year 3 2023 -> 44% in Year 5 2025	-36%

Year 3 2023 - Year 5 2025 READING

Exceeding	4% -> 11%	Top bands - change	
Strong	37% -> 48%	41% in Year 3 2023 -> 59% in Year 5 2025	+18%
Developing	45% -> 28%	Bottom bands - change	
Needs additional support	14% -> 13%	59% in Year 3 2023 -> 41% in Year 5 2025	-18%

Year 3 2023 - Year 5 2025 GRAMMAR

Exceeding	0% -> 2%	Top bands - change	
Strong	22% -> 39%	22% in Year 3 2023 -> 41% in Year 5 2025	+19%
Developing	42% -> 39%	Bottom bands - change	
Needs additional support	36% -> 20%	78% in Year 3 2023 -> 59% in Year 5 2025	-19%

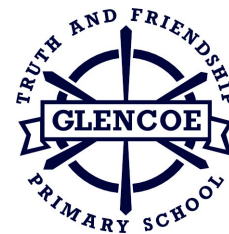
Year 3 2023 - Year 5 2025 WRITING

Exceeding	2% -> 7%	Top bands - change	
Strong	61% -> 64%	63% in Year 3 2023 -> 71% in Year 5 2025	+8%
Developing	30% -> 22%	Bottom bands - change	
Needs additional support	8% -> 7%	38% in Year 3 2023 -> 29% in Year 5 2025	-9%

Analysis:

Significant progress is evident across the three-year period. In all tested areas, 2023 Year 3 to 2025 Year 5 data (same cohort of students) shows positive growth:

- Numeracy:** 0.4 standard deviations below expectation, to 0.2 standard deviations above
Increase of 13% in top bands and corresponding decrease in bottom bands
- Reading:** 0.4 standard deviations below expectation, to 0.5 standard deviations above
Increase of 18% in top bands and corresponding decrease in bottom bands
- Writing:** 0.3 standard deviations above expectation, to 1.5 standard deviations above
Increase of 8% in top bands and corresponding decrease in bottom bands
- Spelling:** 1.1 standard deviations below expectation, to 1.2 standard deviations above
Increase of 37% in top bands and corresponding decrease in bottom bands
- G&P:** 0.9 standard deviations below expectation, to 0.7 standard deviations above
Increase of 19% in top bands and corresponding decrease in bottom bands



Priority 1: Leadership

Target 1:

Continue to develop middle leadership, seeking out staff opportunities

Progress against priority in 2025:

Middle leadership opportunities were provided to Glencoe staff in 2025 through roles such as:

- Literacy Leader
- Professional Learning Community (PLC) Leaders / Block Leaders
- Learning Area Leaders (Cost Centre Managers)
- Union Representative
- Workplace Health and Safety (WHS) Representative
- Positive Behaviour Supports (PBS) Leader
- Instructional Coaching (Steplab) Leaders

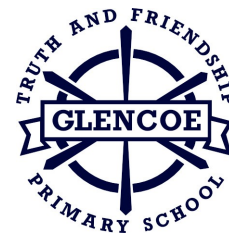
Senior Teachers took on some of the roles and responsibilities above, along with others that support the school's community presence, such as leading the school's Facebook page and coordinating the display of artwork around the school.

Aspirant leaders were provided with opportunities to work in administration as part of the school leadership team, during the absence of Deputies.

Planned actions for 2026 and beyond:

- Maintain existing leadership roles and opportunities via Expression of Interest and talent/strength identification.
- Build upon Instructional Coaching Leader roles, providing additional Professional Learning for coaches, and the time and resourcing required, to gradually roll out Steplab Instructional Coaching across the school.
- Support staff to explore and apply for leadership opportunities such as Senior Teacher, Level 3 Classroom Teacher, relief and/or permanent Deputy Principal and Principal roles.





Priority 1: Leadership

Target 2:

Strategic directions are communicated and understood by all staff

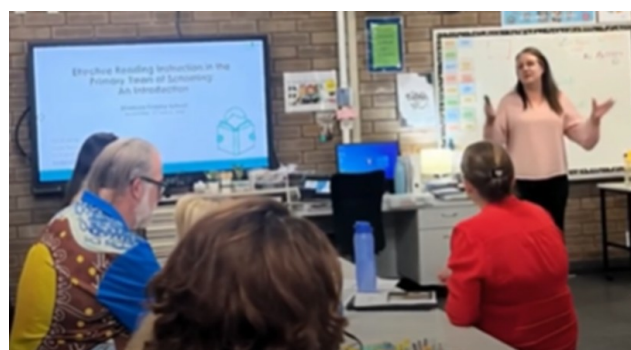
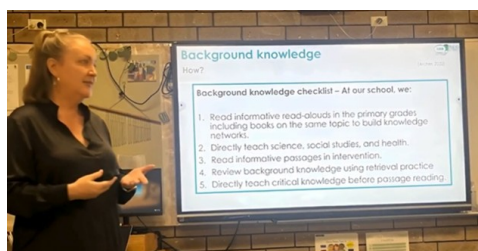
Progress against priority in 2025:

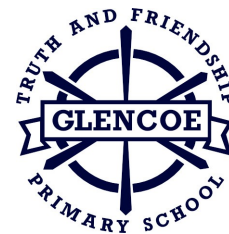
Many initiatives were maintained and/or introduced in 2025 to support transparency and staff understanding of the school's strategic directions, including:

- Weekly Staff Newsletter
- Introduction of anonymous (wherever possible) Forms surveys, to seek staff input and allow every member of the team to have a voice in relation to operational and strategic matters
- PLC structure to support collaborative professional growth and staff buy-in in relation to strategic change
- Time for Operational and Strategic Updates included in all Staff Meeting and School Development Day planning
- Agendas and minutes of all meetings, including optional meetings, accessible to all staff through the school's SharePoint
- Extensive Professional Learning in the school's major strategic priority area of English, with an expert consultant — Laura Glisson from Tracks to Literacy, to support staff to build the necessary knowledge base to ensure sustainable change
- Use of the Tell Them From Me (TTFM) survey in 2025 (in the absence of the standard National School Opinion Survey (NSOS)), to ensure that holistic feedback from teachers was sought, analysed and acted upon, despite the NSOS being unavailable
- Disciplined Dialogue processes used to analyse survey data and plan for strategic improvement

Planned actions for 2026 and beyond:

- Maintain structures that support staff to feel informed and heard, alongside those that support staff to understand strategic improvements.
- Expand and build upon the school's use of the Steplab platform and the Instructional Coaching model, to support the overall strategic objective of improving outcomes for students.
- Implement a Staff Survey yearly — TTFM (costed) or NSOS (free, if this becomes available again), to ensure satisfaction feedback is sought in a timely fashion, and acted upon.





Priority 1: Leadership

Target 3:

Provide a platform for student agency and voice

Progress against priority in 2025:

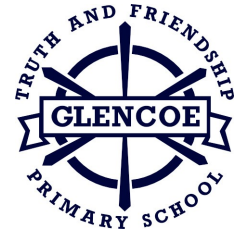
In 2025, Glencoe PS students were provided with various opportunities to lead, and to contribute their thoughts and ideas, including:

- A Student Council comprised of elected representatives from Year 5 and Year 6, with responsibilities including daily PA announcements, hosting parent assemblies and special events such as the ANZAC Service, escorting special guests to the school, and providing input from the wider student body, through the Council and to the school leadership team
- Faction Captains — 2 elected representatives per faction, with responsibilities including weekly refreshment of sporting equipment, supporting Junior Sport throughout Athletics training sessions, and leading their factions at the school's Athletics Carnival
- City of Mandurah Junior Councillors, who represented Glencoe across the year on this external board, sharing insights and perspective on behalf of their fellow students and the school as a whole
- Participation of all Year 4-6 students in the Tell Them From Me (TTFM) Student Survey 2025, to ensure that holistic feedback from students was sought, analysed and acted upon, despite the standard NSOS being unavailable
- Anecdotal student feedback taken on-board and acted upon, leading to initiatives such as a Senior Numero Club and the school library being opened up at lunch on specified days, for students to engage in sedentary activities

Planned actions for 2026 and beyond:

- Maintain Student Leader roles and responsibilities, as elected representatives of their peers.
- Expand upon the responsibilities of Faction Captains to provide roles across the year, rather than predominantly in Term 3, leading up to the Athletics Carnival. From 2026, Faction Captains will lead weekly PBS Assemblies.
- Provide opportunity for students to vote on improvements directly affecting them, such as playground and equipment upgrades.
- Continue to take anecdotal student feedback on-board, and use this as a catalyst for improvement.
- Implement a Student Survey yearly — TTFM (costed) or NSOS (free, if this becomes available again), to ensure feedback is sought in a timely fashion, and acted upon.





Priority 2: Learning Environment

Target 1:

Restore attendance to pre-COVID rates

Progress against priority in 2025:

As stated on page 3, there was a slight decline in attendance rates across some year levels, in 2025. Reasons for this include complex family circumstances, including short-term displacement due to the state- and nation-wide rental crisis.

Planned actions for 2026 and beyond:

The Glencoe Primary School Attendance Strategy was updated at the end of 2025, for implementation in 2026. An Attendance Team, comprising a Deputy Principal, School Officer, School Chaplain and Pastoral Care Engagement Officer, will work collaboratively and with Regional Office and community support services, to assist families in need, brokering the necessary assistance to enable families to get students back to school.

Target 2:

Implement a whole-school social/emotional wellbeing program

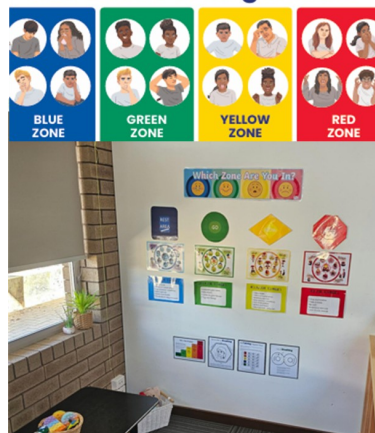
Progress against priority in 2025:

Zones of Regulation (ZoR) lessons were delivered in all classes across the school in 2025. Each class has a designated ZoR display, and students are explicitly taught to recognise, monitor and regulate their emotions, with the support of visuals and prompts.

Planned actions for 2026 and beyond:

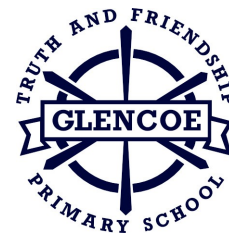
Continue to use ZoR as the whole-school social/emotional wellbeing program, supporting students through consistency, familiarity and a common approach. Introduce or incorporate supporting programs as appropriate, such as Friendly Schools (Telethon Kids Institute), Peers and Grit (YouthCare).

The Zones of Regulation®



	Be Respectful	Be Responsible	Be Safe & Caring	Be Your Best
Everywhere, all the time, including online	<ul style="list-style-type: none"> We use kind words, manners and tone We listen and include others We respect everyone and their belongings 	<ul style="list-style-type: none"> We take care of our belongings and school property We follow school rules and instructions We own our actions and choices 	<ul style="list-style-type: none"> We keep hands, feet and objects to ourselves We use technology and words respectfully We help others and speak up if something's not right 	<ul style="list-style-type: none"> We try our best in everything we do We follow staff instructions the first time We wear our uniforms with pride
During class time	<ul style="list-style-type: none"> We are active listeners We use positive language and manners We respect others' ideas and right to learn 	<ul style="list-style-type: none"> We are prepared and ready to learn We stay engaged in the learning We ask for help when we need it 	<ul style="list-style-type: none"> We use equipment safely and correctly We walk indoors and move safely We are kind and considerate to others 	<ul style="list-style-type: none"> We are persistent and never give up We give our best effort, even when it's hard We take pride in our work
Outside of class time	<ul style="list-style-type: none"> We agree on and follow game rules before starting We wait patiently and follow staff instructions We take turns and include everyone 	<ul style="list-style-type: none"> We put rubbish in the bin and return equipment We are in the right place at the right time We care for school spaces and property 	<ul style="list-style-type: none"> We play safely and fairly We report problems to a staff member We move safely around the school 	<ul style="list-style-type: none"> We encourage others and show good sportsmanship We try new games and activities We represent our school proudly





Priority 2: Learning Environment

Target 3:

Continue to implement PBS procedures with fidelity to reduce negative student behaviour

Progress against priority in 2025:

The Positive Behaviour Supports (PBS) program was used throughout the Primary years (Year 1-6) in 2025. Teachers and support staff maintained a consistent focus on reinforcing positive behaviour choices through awarding of PBS points and a class 'shop', through which students could 'spend' their points. Fortnightly PBS Assemblies were conducted via Teams, including sharing of focus expectations by Student Councillors, and an online PBS Raffle.

Planned actions for 2026 and beyond:

Weekly PBS Assemblies will be conducted in person, with Faction Captains leading their peers through a structured focus on one expectation from the school's updated Matrix, each week. Example videos featuring students, and non-example videos featuring staff, will be shared, with engagement norms such as pair-share used, to support students to focus on how each clip does or does not demonstrate the behaviour expectation. The school shop will be reintroduced alongside class shops, and termly PBS Rewards will be conducted for students who have maintained Good Standing.

Target 4:

Classrooms operating as culturally responsive environments

Progress against priority in 2025:

In the Early Years, Indigenous texts are incorporated into curriculum activities through shared picture book read-alouds, and Indigenous decodable texts are available for beginning readers. In the newly developed Year 3-6 English Scope and Sequence, Indigenous texts have been incorporated at every year level, integrating varying perspectives into classroom learning. Classroom HASS and Visual Art, and specialist Science lessons, incorporate Indigenous perspectives wherever meaningfully possible.

The school recognises significant cultural occasions including National Reconciliation Week and NAIDOC Week, and encourages family involvement in school events.

All classrooms operate with a culturally responsive ethos, ensuring differentiated instruction, positive relationships and a welcoming environment.

Planned actions for 2026 and beyond:

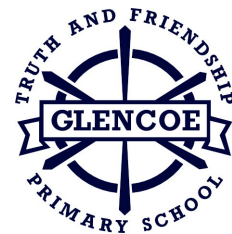
Continue to include and build upon the school's bank of Indigenous texts.

Continue to incorporate Indigenous perspectives across the curriculum, wherever meaningfully relevant and possible.

Continue to recognise significant cultural occasions.

The school leadership team will work with our AIEO to engage Indigenous families in Aboriginal Education Conversations, in line with the South Metro Education Regional Office priority.

Priority 3: Teaching Quality



Target 1:

Engage with Centre for Excellence (CfE) supporting literacy improvement

Progress against priority in 2025:

Glencoe Primary School engaged as an intern school within the Department of Education's Centre for Excellence in the Explicit Teaching of Literacy program from mid-2024 until mid-2025. A 'graduation' was held in July 2025, at which time, Glencoe's progress and improvements were celebrated, through a video that was compiled as part of the reflection process. Participating staff and the school as a whole, were presented with certificates in recognition and celebration of the school's improvement journey, and its positive impact on student outcomes.

Planned actions for 2026 and beyond:

- With the CfE journey complete, Glencoe Primary is now focused on embedding the explicit teaching practices that have been incorporated across school planning, from K-6.
- In Kindy, Pre-Lit is used to support foundation literacy skills, in the second half of the year.
- In Pre-Primary, Year 1 and Year 2, a staged roll-out of InitialLit, which supports the development of reading and spelling skills, will be fully implemented by the start of 2026.
- In Years 3-6, English Scope and Sequence documents will be fully implemented by the start of 2026. These outline daily warm-ups, reading fluency exercises, novel studies, knowledge-building units, sentence- and text-level writing activities, explicit vocabulary and grammar lessons, handwriting and Spelling Mastery tasks.
- Across the school, consistency between classes of the same year level is reducing workload for staff and providing a guaranteed and viable curriculum for students. Continual review and refinement will ensure that students continue to be provided with the best possible educational opportunities, especially in the most crucial aspect, learning to read and spell.

Target 2:

Align whole-school pedagogy to be reflective of Teaching for Impact

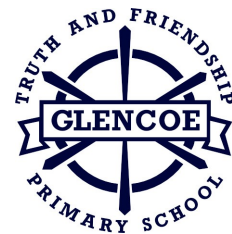
Progress against priority in 2025:

Professional Learning initiatives, particularly Tracks for Literacy engagement, focused heavily on ensuring that teaching and learning at Glencoe Primary School reflects the Plan-Teach-Assess cycle of Teaching for Impact. A clear focus across all PL was on the 'Teach' component of the cycle - maximising student engagement, providing excellent instruction, scaffolding and supporting students to practise and refine skills, and ensuring opportunities existed, for students to apply their knowledge and skills, to real-world situations.

Planned actions for 2026 and beyond:

- Maintain focus on the core beliefs about teaching and learning, which sit at the heart of everything we do at Glencoe.
- Continue to provide meaningful PL to staff at all levels, building professional knowledge.
- Introduce and embed an Instructional Coaching model to build collective efficacy.
- Regularly review school planning, to ensure the plan-teach-assess cycle continues to maximise learning opportunities for students.

Priority 3: Teaching Quality



Target 3:

Enhancing staff data literacy to inform planning, teaching and assessing

Progress against priority in 2025:

Throughout 2025, a variety of data sets were analysed by Glencoe staff, with formal and informal disciplined dialogue processes used, to: consider what the data shows, identify where the gaps or areas for improvement lie, set goals, plan strategies and initiatives to reach those goals, and consider evaluation methods to determine progress toward goals.

Some of the data sets analysed in 2025 included:

- Standardised, system-wide assessments such as NAPLAN
- Whole-school assessments such as DIBELS
- Intervention data (MiniLit, MacqLit)
- Common assessments conducted across cohorts (sentence-level writing, handwriting)
- Survey data (students, parents, teachers)

Planned actions for 2026 and beyond:

- Maintain and build upon the school's thorough Data Collection and Assessment Schedule, while also adhering to the Reporting to Parents Schedule.
- Continue to privilege data through regularly scheduling time for data analysis during Professional Learning Communities (PLCs), Staff Meetings and School Development Days.

Target 4:

Develop whole-school pedagogical practices in literacy and numeracy

Progress against priority in 2025:

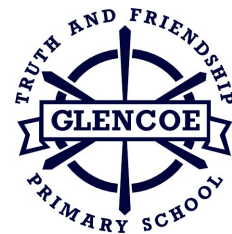
Throughout 2025, Professional Learning, including Tracks to Literacy consultancy, and importantly, PLC cycles, maintained a focus on developing collective teacher efficacy — data-driven decision making informed by evidence and research.

Consistent use of Student Engagement Norms and the TAPPLE model (**T**each first, **A**sk a specific question, **P**air-share, **P**ick a non-volunteer, **L**isten to responses, provide **E**ffective feedback) was maintained and embedded across the school, to support strong engagement and maximise learning across the core areas of literacy and numeracy, and across all other subject areas also.

Planned actions for 2026 and beyond:

- Maintain expectation that all lessons incorporate Student Engagement Norms and TAPPLE, and ensure new staff are upskilled to include these strategies in their lessons.
- Maintain collaborative DOTT and shared planning across cohorts, to ensure that all students are provided with a guaranteed and viable curriculum.
- Embed the InitialLit suite across K-2 and the Literacy Scope and Sequence across Years 3-6.
- Introduce and embed an Instructional Coaching model to maintain efficacy.
- Introduce a fact fluency routine into Year 1-6 numeracy lessons.
- Explore options for an evidence-based whole-school explicit numeracy program, by trialling in Pre-Primary.

Priority 4: Relationships & Partnerships



Target 1:

Build strong School Board governance inclusive of a diverse membership group

Progress against priority in 2025:

Throughout 2025, the Glencoe School Board maintained its expected membership composition: 5 parents, 1 member of the general school community and 3 staff, in addition to the Principal. As positions became vacant due to the departure of members or the end of tenures, these were advertised, with nominations sought. In each instance, only the required number of nominations were received, and therefore elections were not required.

The School Board provided meaningful support and valuable input into strategic directions and policy updates, alongside strong advocacy within the school and general community.

Planned actions for 2026 and beyond:

Maintain expected membership composition through forward-planning.

In collaboration with other local schools, coordinate a School Board training session at some point in 2026, providing refresher training for those who have attended previously, and more formalised training for those who have not previously attended.

Target 2:

Enhance community interactions through school events

Progress against priority in 2025:

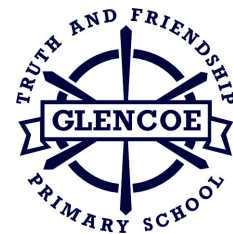
Some 2025 highlights included:

- Whole-school ANZAC ceremony, open to families to attend
- Easter Hat Parade and P&C Easter Raffle
- P&C Mother's Day Stall and Raffle
- YouthCare Free Coffee Wednesday + Elevation Church Pancake Breakfast combined event
- St John Ambulance incursion for all classes Kindy to Year 6
- Police and Fire Brigade incursions for Pre-Primary students
- Early Childhood Tabloid Athletics and Year 1-6 Athletics Carnivals
- Book Week Parade
- Choir and instrumental performances at the 2025 WAGSMS showcase @ MPAC
- P&C Father's Day Stall and Raffle
- Student Council charity fundraiser — Footy Colours Day, for the Fight Cancer Foundation
- P&C Halloween Disco
- Head Boy and Head Girl participating in the Dawesville Remembrance Day service
- Participation in the UWA Children's University program, with 20 students graduating in 2025
- P&C Slime Colour Run
- Year 6 Graduation Ceremony and whole-school Christmas Concert



Planned actions for 2026 and beyond:

Continue to partner with the Glencoe PS P&C Association, as well as with other community organisations such as Elevation Church and Youth Care, to enhance community connectedness.



Priority 4: Relationships & Partnerships

Target 3:

Increase relationships with community organisations to enhance cultural responsiveness

Progress against priority in 2025:

Our Aboriginal Islander Education Officer (AIEO) continued to work at Glencoe one day per week in 2025, while also working part-time at two other local schools. Connection across schools and community organisations in the region enabled our AIEO to share ideas and initiatives with Glencoe staff, from other contexts.

Planned actions for 2026 and beyond:

- The school leadership team will work alongside our AIEO to coordinate Aboriginal Education Conversations, as per the Education Region's priority.
- Connect with the Winjan Aboriginal Corporation, to strengthen school relationships with the local Indigenous community.

Target 4:

Develop relationships with local primary and secondary schools to foster collaboration and strengthen our network

Progress against priority in 2025:

Highlights of collaboration in 2025 included:

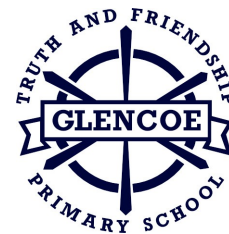
- Staff from Halls Head Primary visiting Glencoe to observe InitialLit lessons
- Faction Captains from South Halls Head PS volunteering at the Glencoe Athletics Carnival
- Students from Mandurah Baptist College volunteering at the Glencoe Athletics Carnival
- Year 5 students attending the Halls Head College Science Fair
- Year 6 students attending an exclusive tour of Halls Head College, in advance of their Year 7 Transition Day
- Sharing of physical and digital (school-created) resources across primary schools, lessening workload and supporting network collaboration

Planned actions for 2026 and beyond:

Through the Principals' Network, establish and contribute to a structure that supports Mandurah schools to see the resources available for loan from other schools, and to share expertise among schools.

Continue to foster and contribute to partnerships with local primary and secondary schools, to maximise outcomes for students across the region.





Priority 5:

Student Achievement & Progress

Target 1:

Establish and clearly articulate the expected standard and levels of student achievement

Progress against priority in 2025:

The school's comprehensive Data Collection Schedule was updated in 2025, to articulate the breadth of assessments conducted, in a more simplistic, easy-to-follow format. This also included review of all assessments scheduled, to ensure each was in line with current practice, and was providing meaningful data for teaching and learning.

With a variety of standardised assessments included in our school data collection, grade-level norms or benchmarks are now being used as school targets in terms of student achievement.

Planned actions for 2026 and beyond:

- Maintain an up-to-date Data Collection and Assessment Schedule.
- When the 2027-2029 Glencoe Primary School Business Plan is drafted, include data-based targets reflecting expected achievement in key areas of English and Mathematics.

Target 2:

Create opportunities for staff to interact with local network schools, with grade moderation to be a priority

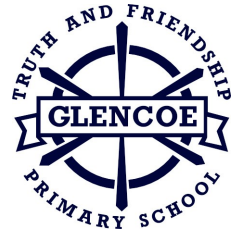
Progress against priority in 2025:

Network moderation was not possible in 2025, due to scheduling of our School Development Days aligning to Tracks to Literacy support, and other schools scheduling their own SDDs in line with their own priorities and Professional Learning facilitator availability.

On the final SDD of 2025, a comprehensive data set, of Year 3 and Year 5 NAPLAN achievement, overlaid with teacher judgements (grades) for all tested areas, was reviewed. Through this process, we found that aside from occasional misalignment for a small number of individual students, the two data sets were generally compatible, demonstrating strong overall alignment.

Planned actions for 2026 and beyond:

Consider moderation outside of the Mandurah network, with a contextually similar school, and explore options for online moderation meetings, such as via Teams.



Priority 5: Student Achievement & Progress

Target 3:

Make steps to place greater emphasis on developing programs that extend and enrich learning

Progress against priority in 2025:

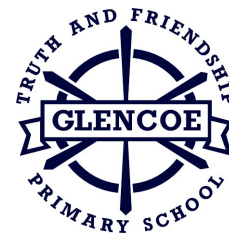
- Spelling Mastery groupings provided for daily extension and remediation
- Wherever possible, literacy and numeracy warm-ups included 'all-most-some' questioning, enabling all students to engage with challenging content
- Adjustments and extension opportunities were incorporated across learning areas and tasks by classroom teachers

The school also commenced a partnership with the City of Mandurah and the University of Western Australia to implement the Children's University program. Thirty students participated in 2025, and the initiative was highly successful. The program rewards students for engaging in validated learning experiences beyond the classroom, recognising hours spent in extracurricular, community, cultural, sporting and academic enrichment activities. Students accumulate learning hours which contribute toward formal graduation ceremonies, promoting aspiration, engagement and a culture of lifelong learning.

Planned actions for 2026 and beyond:

- Maintain current enrichment initiatives
- Expand upon the Children's University program. In a school's second year, participation is no longer limited to 30 students.
- Introduce further enrichment opportunities such as regularly-scheduled academic-based clubs (chess, Numero, science etc.)





Priority 6: Use of Resources

Target 1:

Operational plans articulate financial and professional learning supports to achieve year on year progress

Progress against priority in 2025:

With Centre for Excellence engagement from mid-2024 to mid-2025, Operational Plans were written in 2024 with longer-term goals, across the span of the program, up until the end of 2025. This meant that strategic goals in literacy and explicit teaching were adequately resourced in the crucial early stages of implementation. As evidenced in the Achievement and Progress section of this report, strategic resourcing is enabling significant year on year progress.

Planned actions for 2026 and beyond:

Operational Plans will be developed collaboratively toward the end of each year, in preparation for the year ahead — with current achievement and future needs, driving resourcing priorities.

Target 2:

Align school characteristic funding to meet the needs of students

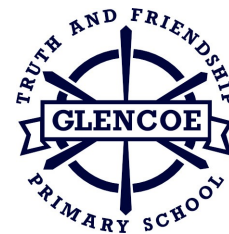
Progress against priority in 2025:

Student characteristic funding includes allocations for students with Special Educational Needs (SEN), those for whom English is an Additional Language or Dialect (EALD), and those of Aboriginality. Funding is also allocated to support schools with a large number of students from disadvantaged backgrounds, based upon ICSEA (the Index of Community Socio-Educational Advantage). In 2025, student characteristic funding was used to:

- employ Special Needs Education Assistants (SNEAs) to support individual students where 1:1 assistance was required, and within classes, where less individualised support was needed
- provide targeted literacy interventions such as the MiniLit and MacqLit programs, to support students requiring specialised English instruction, in addition to whole-class explicit instruction
- employ the school's Aboriginal and Islander Education Officer (AIEO) to support Indigenous students in their educational and cultural endeavours

Planned actions for 2026 and beyond:

- Maintain and build upon, as required, targeted supports for students with SEN, EALD and Aboriginality.
- Top-up from the school's budget, the School Psychologist (SP) FTE allocation, from 0.44 to 0.6 — providing SP support three days per week, to enable a greater level of specialised advice and assessment within the areas that fall into the scope of the SP service.



Priority 6: Use of Resources

Target 3:

Enhance the physical environment

Progress against priority in 2025:

- Classrooms in A Block and B Block were fitted with new furniture, completing the staged upgrade of furniture in all Year 1-6 classes.
- Shared spaces such as wet areas, the school's Art Room and store rooms, were cleared of junk and clutter, enhancing the aesthetic of these spaces while simultaneously improving accessibility and the likelihood of meaningful use.
- The assembly under-covered area was fitted with a disability access ramp, to enable students and staff with accessibility needs to safely enter and exit the stage.
- Following the appointment of a new school gardener after a period without, the natural features of the school were impeccably maintained.

Planned actions for 2026 and beyond:

- Early childhood classrooms will be fitted with new furniture in 2026, completing the upgrade across the entire school.
- The P&C have provided funding to commission a mural on the back/side wall of EC4.
- Some playground equipment will be moved to the junior play area, and a new playground will be installed in the junior sandpit area.

Target 4:

ICT capabilities to meet current and future needs of students

Progress against priority in 2025:

- PCs across the school were upgraded to Windows 11.
- New servers were installed, enhancing performance, security and capacity.
- PCs due for replacement were upgraded through the school's asset replacement schedule, with wireless capability enabling greater flexibility now and into the future.
- Digital Technology was maintained as a specialist subject in 2025, with a focus on using digital solutions to solve problems.
- ICT capabilities were incorporated across classroom learning, with a focus on developing foundational computing skills, on PCs as well as iPads.

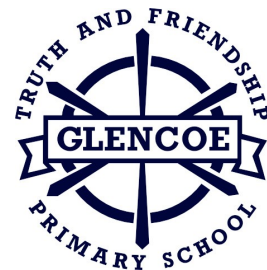
Planned actions for 2026 and beyond:

- Maintain Digital Technology as a specialist subject, with ICT capabilities incorporated across classroom activities.
- Introduce a typing program across Year 2-6, supporting the development of ICT capability.
- Provide keyboards for iPads, enabling students to practise their typing at times outside of their scheduled Computer Lab session.

Post-School Destinations

2025 school destinations of the 2024 student cohort

Year Level :



Destination Schools	Male	Female	Other	Total
4166 Halls Head College	12	15		27
1380 Mandurah Catholic College	1	7		8
1487 Austin Cove Baptist College	1	2		3
4148 Coodanup College	3			3
4196 John Tonkin College	3			3
4074 Donnybrook District High School	1			1
4018 Esperance Senior High School		1		1
1412 Foundation Christian College		1		1
1373 Frederick Irwin Anglican School		1		1
4056 Karratha Senior High School		1		1
4054 Rockingham Senior High School	1			1
Total	22	28	0	50

School Community Satisfaction

For many years, bi-annual surveys have been conducted by all WA Public Schools through the School Survey platform. These surveys are known as 'National School Opinion Surveys' (NSOS), with separate surveys for students, parents/carers, and staff.

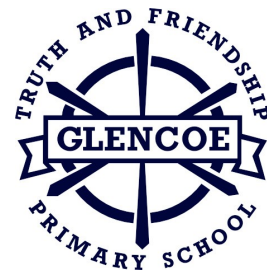
Glencoe PS conducted its last round of NSOS in 2023, however, the platform was unavailable in 2025. In order to ensure feedback was collected, analysed and acted upon in a timely fashion, the school paid for an alternative survey platform, the 'Tell Them From Me' (TTFM) survey.

The TTFM 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The report provides results based on data from 96 respondents (a strong response rate in our school's context), who completed the Parent Survey between 03 Sep 2025 and 19 Sep 2025.

School Community Satisfaction



Parents feel welcome

School Mean	7.6
I feel welcome when I visit the school.	8.2
I can easily speak with my child's teachers.	8.6
I am well informed about school activities.	7.5
Teachers listen to concerns I have.	7.9
I can easily speak with the school principal.	6.8
Written information from the school is in clear, plain language.	7.9
Parent activities are scheduled at times when I can attend.	6.6

Parents are informed

School Mean	6.9
Reports on my child's progress are written in terms I understand.	8.1
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	7.5
I am informed about my child's behaviour at school, whether positive or negative.	7.3
The teachers would inform me if my child were not making adequate progress in school subjects.	7.0
I am well informed about my child's progress in school subjects.	6.8
I am informed about opportunities concerning my child's future.	5.9
I am informed about my child's social and emotional development.	6.0

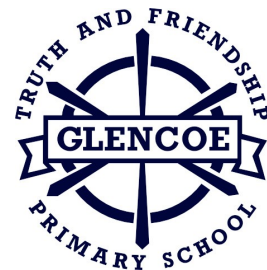
Parents support learning at home

School Mean	6.6
Does someone in your family do each of the following?	
Discuss how well your child is doing in his or her classes.	6.2
Talk about how important schoolwork is.	5.8
Ask about any challenges your child might have at school.	5.7
Encourage your child to do well at school.	7.7
Praise your child for doing well at school.	7.9
Talk with your child about feelings towards other children at school.	6.5
Take an interest in your child's school assignments.	6.7

School supports learning

School Mean	7.0
Teachers have high expectations for my child to succeed.	6.7
Teachers show an interest in my child's learning.	7.5
My child is encouraged to do his or her best work.	8.1
Teachers take account of my child's needs, abilities, and interests.	7.1
Teachers expect homework to be done on time.	5.9
Teachers expect my child to work hard.	6.8

School Community Satisfaction



School supports positive behaviour

School Mean	7.3
Teachers expect my child to pay attention in class.	8.1
Teachers maintain control of their classes.	7.5
My child is clear about the rules for school behaviour.	8.6
Teachers devote their time to extra-curricular activities.	6.7
The school helps prevent students from smoking.	6.7
The school helps prevent students from using drugs.	6.7

Safety at school

School Mean	7.7
Behaviour issues are dealt with in a timely manner.	6.7
My child feels safe at school.	7.8
My child feels safe going to and from school.	8.3
Gangs are not a problem at our school.	7.8
There are no racist or ethnic tensions at our school.	7.8

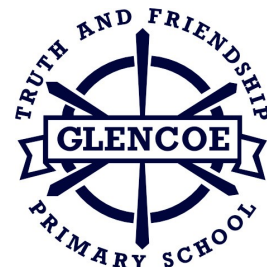
Inclusive school

School Mean	7.2
Teachers help students who need extra support.	7.2
School staff create opportunities for students who are learning at a slower pace.	6.7
Teachers try to understand the learning needs of students with special needs.	7.0
School staff take an active role in making sure all students are included in school activities.	7.7
Teachers help students develop positive friendships.	7.3

Analysis:

- Across all seven domains, average scores are in the positive/agree range (above 5.0)
- Across all indicators within all domains, scores are in the positive/agree range (above 5.0)
- Areas of particular strength include 'Safety at School' and 'Parents Feel Welcome'
- An area for improvement is 'Parents support learning at home'.
The school aims to direct future planning and resourcing to improve in this domain, by introducing initiatives that empower parents as partners in learning.

Financial Overview



ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	96,071	96,071
Carry Forward (Salary):	150,116	150,116
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,022,627	5,022,627
Locally Raised Funds:	150,176	152,489
Total Funds:	5,418,990	5,421,303
EXPENDITURE		
Salaries:	4,594,003	4,594,003
Goods and Services (Cash):	700,597	519,872
Total Expenditure:	5,294,600	5,113,874
VARIANCE:	124,390	307,428

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	96,071	96,071
Carry Forward (Salary)	150,116	150,116
STUDENT-CENTRED FUNDING		
Per Student	3,572,930	3,572,930
School and Student Characteristics	992,822	992,822
Disability Adjustments	42,113	42,113
Targeted Initiatives	283,752	283,752
Operational Response Allocation	126,874	126,874
Total Funds:	5,018,491	5,018,491
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(370,864)	(370,864)
School Transfers - Cash	375,000	375,000
Department Adjustments	0	0
Total Funds:	4,136	4,136
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	7,914	7,255
Charges and Fees	45,933	47,747
Fees from Facilities Hire	30,000	27,273
Fundraising/Donations/Sponsorships	36,797	39,661
Commonwealth Govt Revenues	250	250
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	1,717	1,717
Other Revenues	17,565	18,586
Transfer from Reserve or DGR	10,000	10,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	150,176	152,489
TOTAL	5,418,990	5,421,303

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,008,873	4,008,873
New Appointments	0	0
Casual Payments	577,608	577,608
Other Salary Expenditure	7,522	7,522
Total Funds:	4,594,003	4,594,003
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	36,217	25,731
Lease Payments	33,785	29,672
Utilities, Facilities and Maintenance	132,250	126,299
Buildings, Property and Equipment	306,301	169,670
Curriculum and Student Services	173,571	151,882
Professional Development	13,006	11,845
Transfer to Reserve	0	0
Other Expenditure	5,467	4,771
Payment to CO, Regional Office and Other schools	0	0
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:	700,597	519,870
TOTAL	5,294,600	5,113,873