



2025 Annual Report



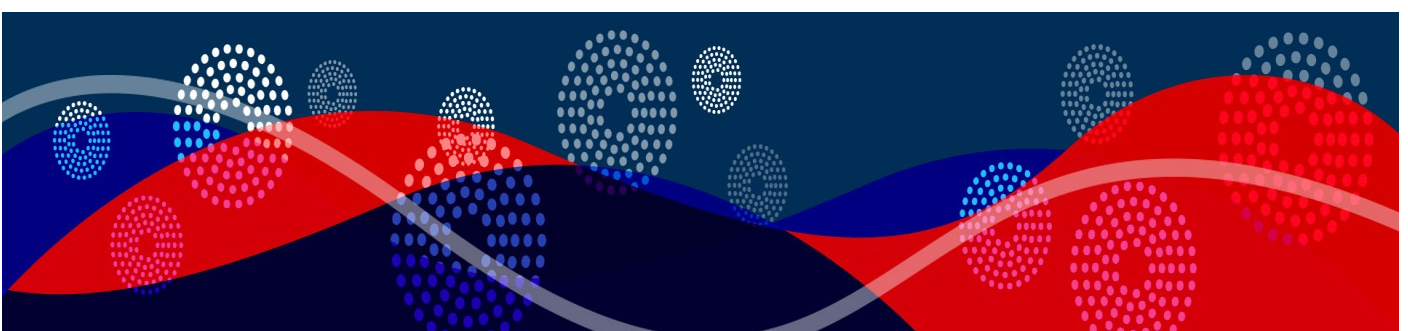
INTRODUCING OUR 2025 ANNUAL REPORT

Welcome to our 2025 Annual Report. This report contains a range of performance information that outlines the progress we have made in implementing key strategies outlined in SLPS 2022 –2025 Business Plan as well as system reporting requirements for the 2025 school year. Also detailed within this report are the major achievements and highlights of the year, reports from learning areas, financial and human resource management reports, and images that capture the many activities students participated in throughout 2025.

During the course of 2025 staff continued to refine and implement South Lake Primary School's (SLPS) whole of school approaches. Staff have enhanced data collection methods, implemented targeted and tiered interventions for students at risk both academically and socially in K - 6, and made significant inroads in implementing 'Science of Reading' and Explicit Teaching (ET). Special thanks to SLPS hard working curriculum leaders for their continued research and refinement of our ET documentation.

In 2025 we continued our Kaartdijin deployment journey. Kaartdijin replaces several outdated systems being used to monitor student data (attendance, behaviour and wellbeing), set budgets and manage assets. Additionally, SLPS was invited to participate in the Small Group Tuition Initiative and the trialling of a streamline Recruitment and Selection Process. We were fortunate to receive 0.2 FTE to continue the Complex Behaviour Support (CBS) Project. Ms Webber CBS Coordinator was provided with evidence-based, complex behaviour related professional learning, enabling her to work with staff and leadership team to implement Multi-tiered System of Support (MTSS) to address complex student needs.

It is hoped that readers will find the 2025 Annual Report informative and reflective of the wonderful work done by students, staff and parents of the South Lake Primary Community.



SCHOOL AND CONTEXT

Our vision at South Lake Primary is that all members of the school community will work together to achieve their full potential, becoming self-motivated life-long learners through an inclusive and empowering education. South Lake Primary School is a Level 5 school and currently accommodates students from Kindergarten to Year 6. In 2025, we had 10 full-time classes and 2 Kindy classes that attended for 600 hours in the school year. The school also accommodates visiting teachers from the School of Special Education Needs: Disability (SSEN: D) and the School of Special Education Needs: Behaviour and Engagement (SSEN: BE).

With an ICSEA (Index of Community Socio-educational Advantage) of 983, and student transiency of 23.3%, our student population continues to include a diversity of culturally rich people groups. 12.8 % of students are Noongar children and over 15 different nations are represented in our student population, many students coming from the South Pacific Islands, New Zealand and South East Asia.

At South Lake Primary School, we believe student learning is maximised when teachers create a positive learning environment through the application of Positive Behaviour Support, Classroom Management Strategies and the implementation of whole school approaches to teaching and learning, to ensure seamless progressions through the years of schooling. Central to the whole school approach is our use of Explicit Instruction as the most consistent pedagogy across the school.

We have a strong focus on excellence in Literacy and Numeracy, and implement all eight learning areas as specified by the Western Australian Curriculum. Students are offered specialist programs in the areas of Music, Visual Arts, Physical Education, Science, and Languages - Italian. Our school improvement cycle is an ongoing process encompassing three components. We assess data and other evidence related to student achievement, social development, and school operations; we plan to improve the standards of student achievement and social development; and we act to implement planned strategies.

At SLPS we foster a model of distributed leadership where staff are provided with ample opportunities to lead best practice in the Western Australian Curriculum, participate in peer coaching and aspire to future leadership opportunities in and beyond the classroom.

At SLPS, we view parents as partners in the education of their children and are proactive in linking with the home. Kaartdijin communication mechanisms will further enhance our capacity to provide timely information. Our School has a capable School Board and our P&C are active around the school; we acknowledge all of their input and fundraising efforts. Connections have been made with local members of parliament, government agencies, Speech Pathology Services, City of Cockburn Local Government Authority, Kids Hope, Lakeland Senior High School, network schools, Oz Harvest, and Foodbank.

TEACHER QUALIFICATIONS

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers Registration Board (TRB) of Western Australia .

PROFESSIONAL LEARNING 2025

In 2025 professional learning for staff was prioritised according to the School Business Plan. Regular updates from the Curriculum Leaders and the PBS team featured prominently on term planners, as well as continued building of teachers' capacity to analyse data and implement the Australian Curriculum. Classroom observations by trained staff were undertaken to improve student outcomes by improving the instructional skills of staff. Teaching and school support staff have also attended online courses, Health and Wellbeing Conference, Fremantle Language Development Centre Courses, Graduate Modules, and professional learning sessions on School Development Days.

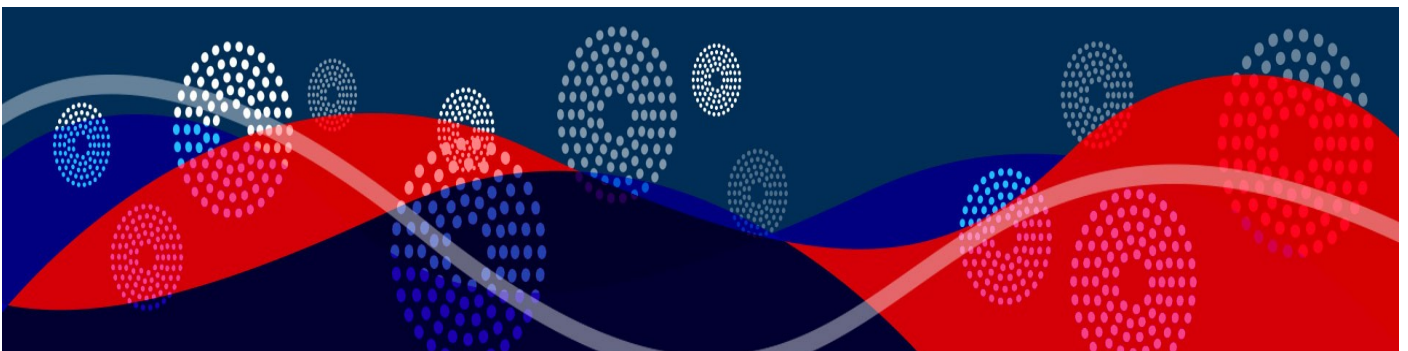
Professional learning included: Trauma Informed Schools Series 3 – Educator Wellbeing, Standards and Integrity - Code of Conduct purpose and content; Bruce Perry's 3R's Neuro Sequence Model; PDA (Pathological Demand Avoidance) for Teaching Professionals.

In addition, staff continued to share best practice at staff meetings, school development days and within learning teams.

Teachers have been provided with time to collaboratively plan, moderate, reflect, analyse data, review and develop learning programs and case management plans.

In Term 3 staff use the SIAF (School Improvement Accountability Framework) to review progress towards strategies articulated in the 2022 – 2025 School Business Plan. Term 3 2025 staff reflected on NAPLAN data and identified focus areas for review and consolidation over the remainder of the year.

All teaching staff used the Australia Institute for Teaching and School Leadership (AITSL) Standards to self-assess, participated in professional development, using Department of Education Performance Management templates, and classroom observation and feedback strategy.



SCHOOL BOARD ACTIVITIES 2025

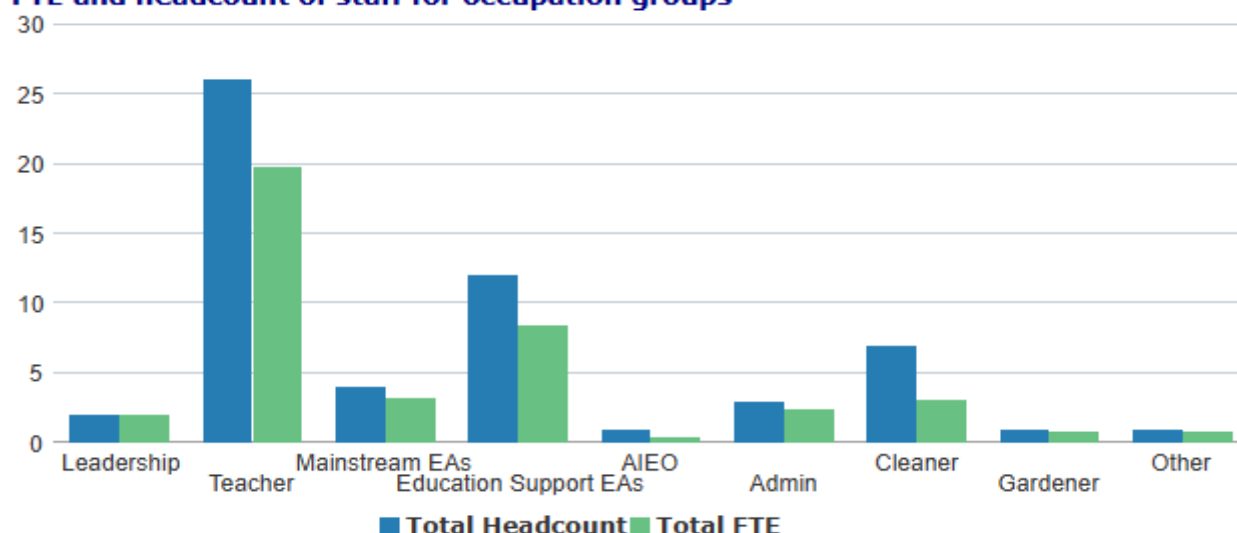
In 2025 the South Lake Primary School Board:

- Endorsed SLP's 2024 Annual Report;
- Endorsed and reviewed the School Budget, and Voluntary Contributions, Fees and Charges;
- Endorsed School Development Days for 2026;
- Endorsed Early Close for Parent Interviews 2026;
- Examine School Board Terms of Reference;
- Endorsed changes to Reporting to Parents requirements;
- Endorsed continuation of School Chaplaincy Program in 2026;
- Examined 2025 NAPLAN Data, and student performance targets as described in the Business Plan;
- Examined Parent, Student and Staff Survey Data; and
- Contributed to the 2026 - 2029 SLPS Business Plan.

STAFF PROFILE 2025

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	2	2.0	0	0.0	2	2.0
Teacher	20	14.6	6	5.2	26	19.8
Mainstream EAs	4	3.2	0	0.0	4	3.2
Education Support EAs	12	8.4	0	0.0	12	8.4
AIEO	1	0.4	0	0.0	1	0.4
Admin	3	2.4	0	0.0	3	2.4
Cleaner	5	2.3	2	0.8	7	3.0
Gardener	1	0.8	0	0.0	1	0.8
Other	1	0.8	0	0.0	1	0.8
Grand Total	49	34.9	8	6.0	57	40.8

FTE and headcount of staff for occupation groups



NAPLAN COMPARATIVE PERFORMANCE – SUMMARY 2025

With the exception of a decline in 2025 Year 3 Reading and Spelling, student performance in 2025 was as expect. When compared to like schools 2025 Year 5 results are noteworthy. Progress of 2023 Year 3 cohort to 2025 Year 5 indicates progress exceeding, like schools, WA Public Schools and Australia.

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.3	0.4	-0.5	0.9	0.1	0.8
Reading	0.8	0.5	-1.2	0.5	-0.2	0.0
Writing	-0.1	1.8	-0.5	0.9	0.1	0.0
Spelling	0.8	1.7	-1.3	1.9	0.4	0.5
Grammar & Punctuation	0.3	0.9	-0.7	1.5	0.8	0.1

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

PERFORMANCE OF ATSI AND LBOTE STUDENTS 2025 NAPLAN

PERFORMANCE OF ATSI AND LBOTE STUDENTS 2025 NAPLAN								
TESTED AREA	NAS		DEVELOPING		STRONG		EXCEEDING	
YEAR 3	ATSI	LBOTE	ATSI	LBOTE	ATSI	LBOTE	ATSI	LBOTE
NUMERACY	1	1	2			4		
READING	2	1	1	3		1		
SPELLING	2	1		1	1	3		
GRAMMAR	2	1	1	1		3		
WRITING	2	1	1			4		
YEAR 5	ATSI	LBOTE	ATSI	LBOTE	ATSI	LBOTE	ATSI	LBOTE
NUMERACY	2	2	1	4	1	7		1
READING	1	3	2	4	1	7		1
SPELLING	1	1	1	3	1	10	1	
GRAMMAR	2	3	1	3		9	1	
WRITING	2	2	1	3	1	10		

PROFICIENCY BANDS NAPLAN 2025

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	493 and	9%	4%	5%	5%
Strong	378 - 492	48%	49%	45%	44%
Developing	311 - 377	26%	33%	32%	35%
NAS	310 and	17%	14%	18%	16%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	481 and	12%	9%	5%	10%
Strong	368 - 480	54%	43%	23%	41%
Developing	282 - 367	15%	28%	50%	28%
NAS	281 and	19%	21%	23%	21%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	503 and	4%	4%	4%	3%
Strong	370 - 502	84%	67%	57%	65%
Developing	296 - 369	4%	19%	9%	19%
NAS	295 and	8%	10%	30%	12%

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	489 and	27%	9%	4%	11%
Strong	380 - 488	50%	40%	26%	39%
Developing	294 - 379	4%	37%	48%	30%
NAS	293 and	19%	15%	22%	20%

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	523 and	15%	4%	4%	5%
Strong	404 - 522	46%	35%	35%	38%
Developing	312 - 403	19%	36%	26%	28%
NAS	311 and	19%	25%	35%	30%

NAPLAN 2023 - 2024 LONGITUDINAL SUMMARY

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	577 and	5%	4%	9%	6%
Strong	451 - 576	48%	50%	52%	52%
Developing	386 - 450	43%	32%	24%	30%
NAS	385 and	5%	14%	15%	12%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	555 and	4%	11%	12%	10%
Strong	448 - 554	65%	48%	50%	54%
Developing	377 - 447	13%	24%	26%	23%
NAS	376 and	17%	17%	12%	13%

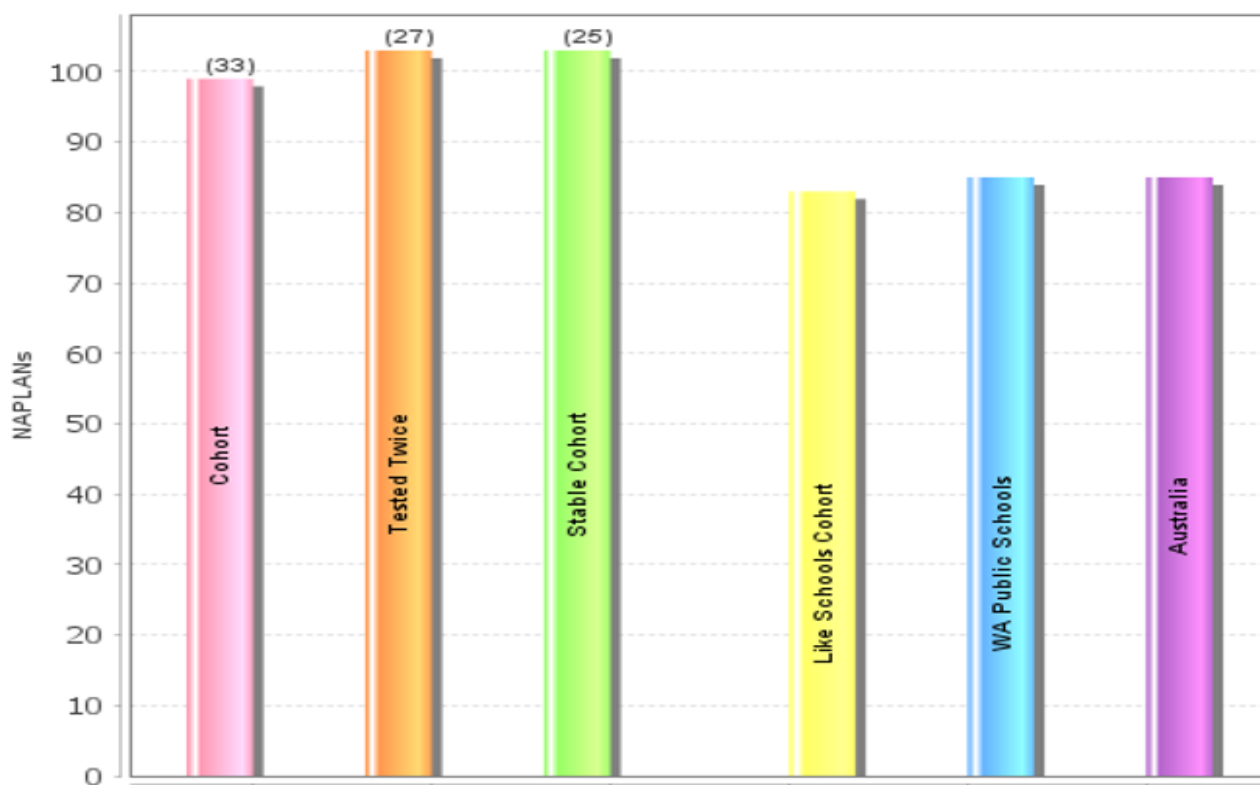
Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	570 and	8%	6%	3%	6%
Strong	455 - 569	42%	53%	62%	54%
Developing	385 - 454	38%	27%	24%	26%
NAS	384 and	13%	14%	12%	14%

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	553 and	23%	15%	18%	16%
Strong	451 - 552	45%	44%	53%	48%
Developing	378 - 450	14%	27%	24%	23%
NAS	377 and	18%	14%	6%	13%

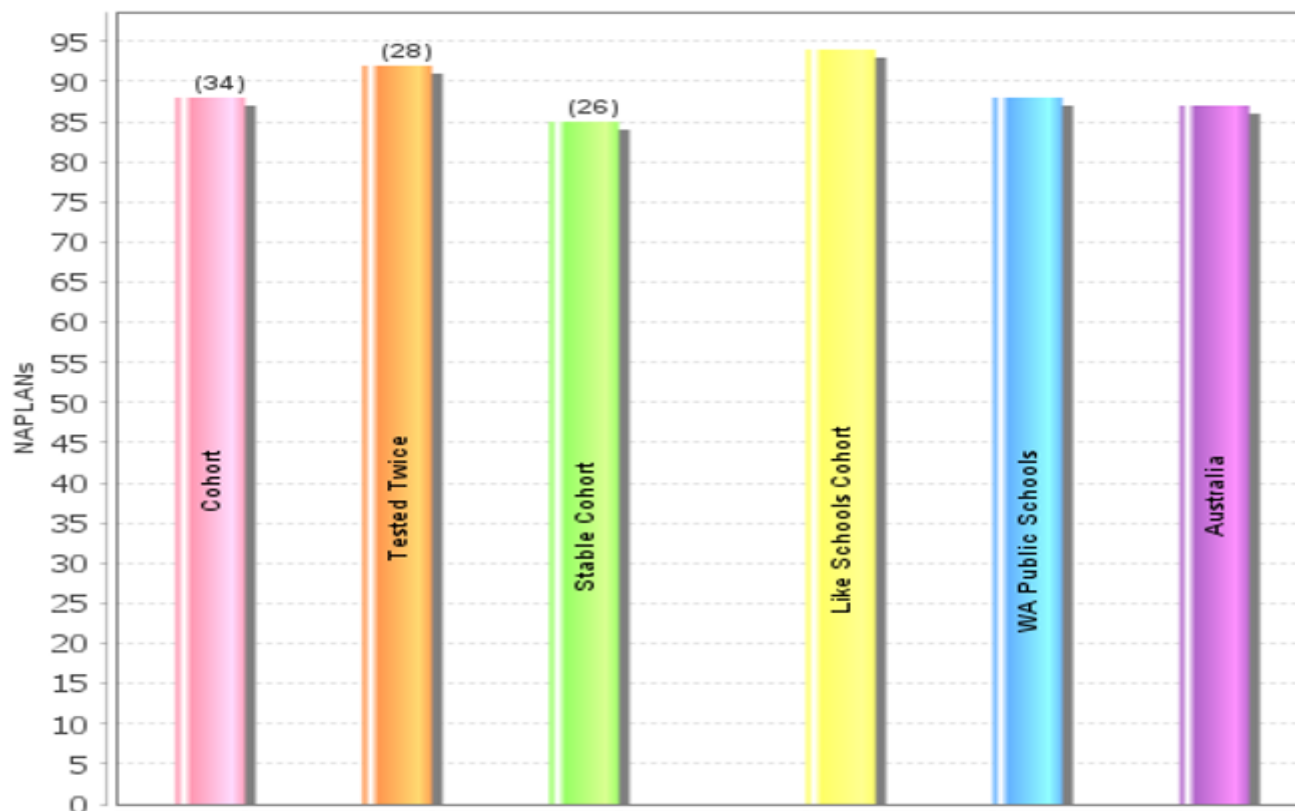
Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	582 and	18%	7%	9%	10%
Strong	470 - 581	36%	44%	50%	44%
Developing	397 - 469	32%	32%	24%	28%
NAS	396 and	14%	17%	18%	18%

PROGRESS FROM YEAR 3 2023 TO YEAR 5 2025

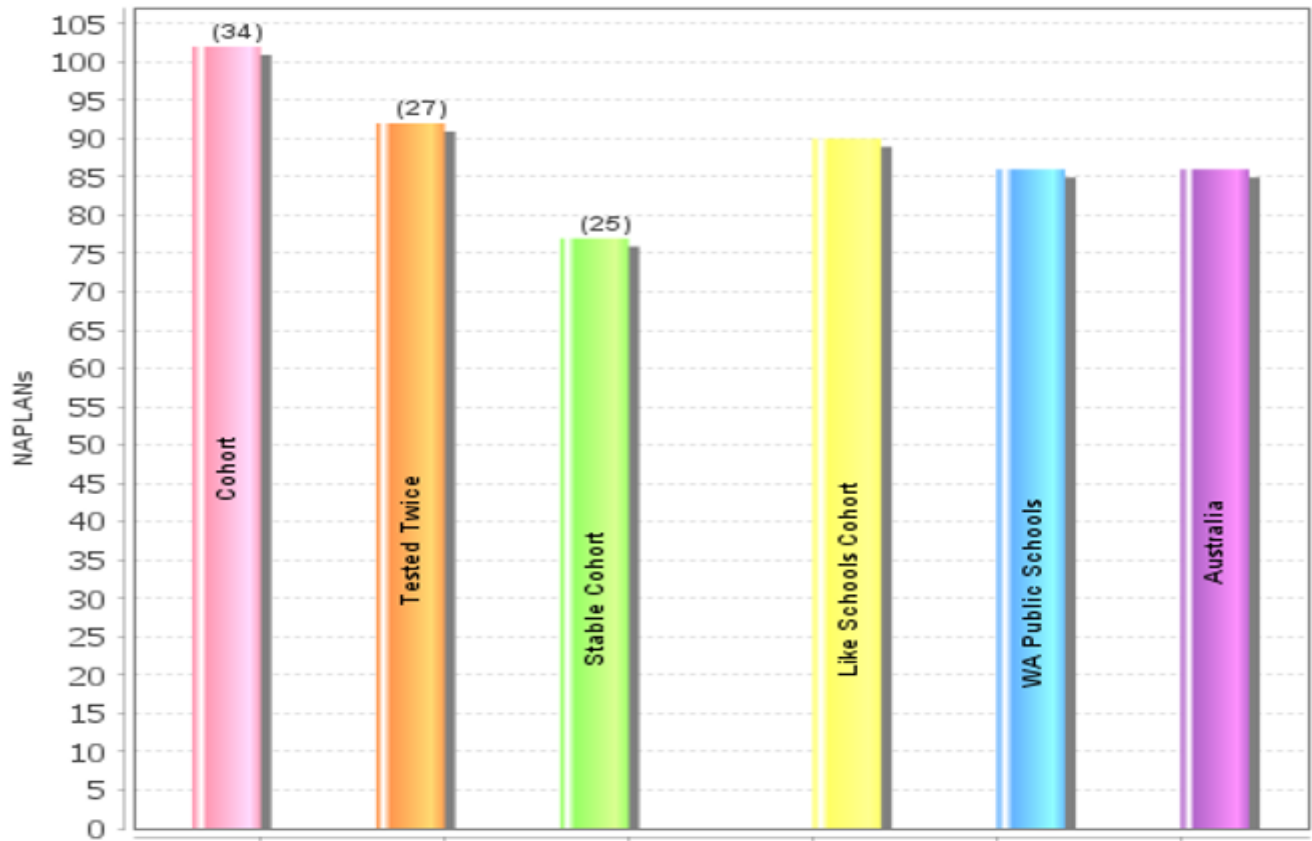
Progress from Year 3 2023 to Year 5 2025 - Numeracy



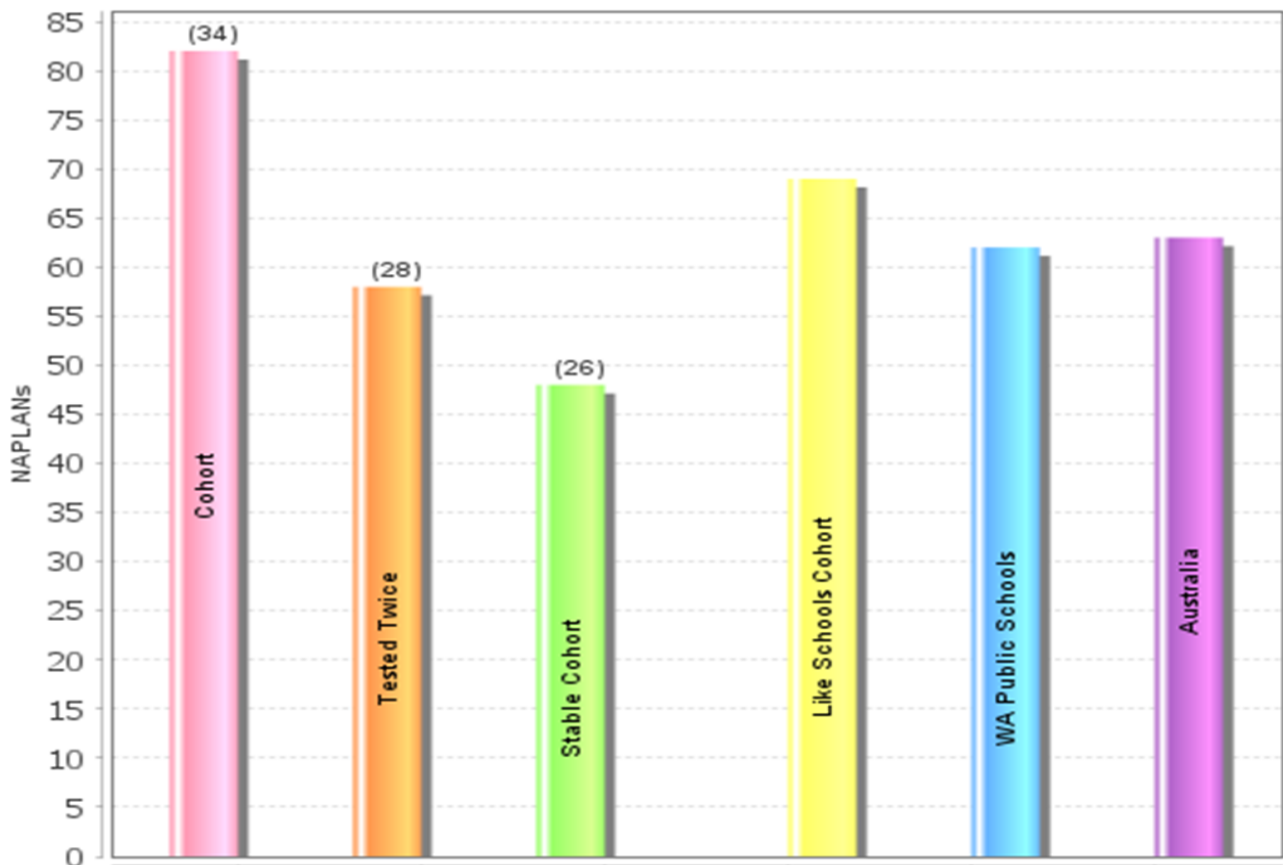
Progress from Year 3 2023 to Year 5 2025 - Reading



Progress from Year 3 2023 to Year 5 2025 - Grammar & Punctuation



Progress from Year 3 2023 to Year 5 2025 - Writing

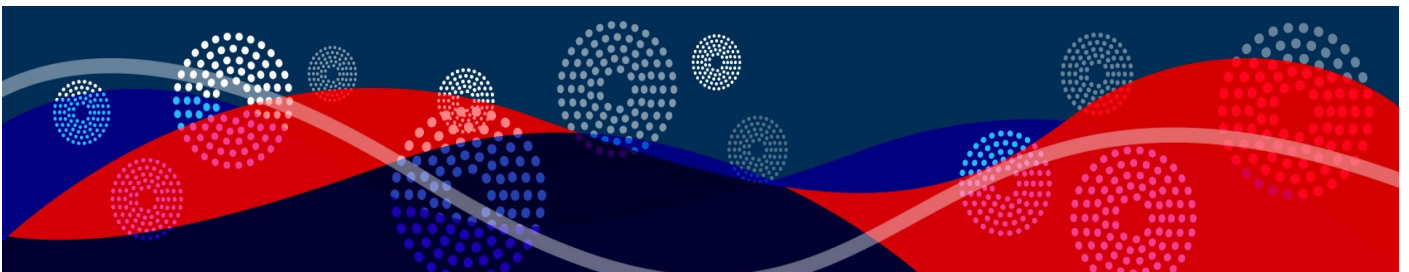
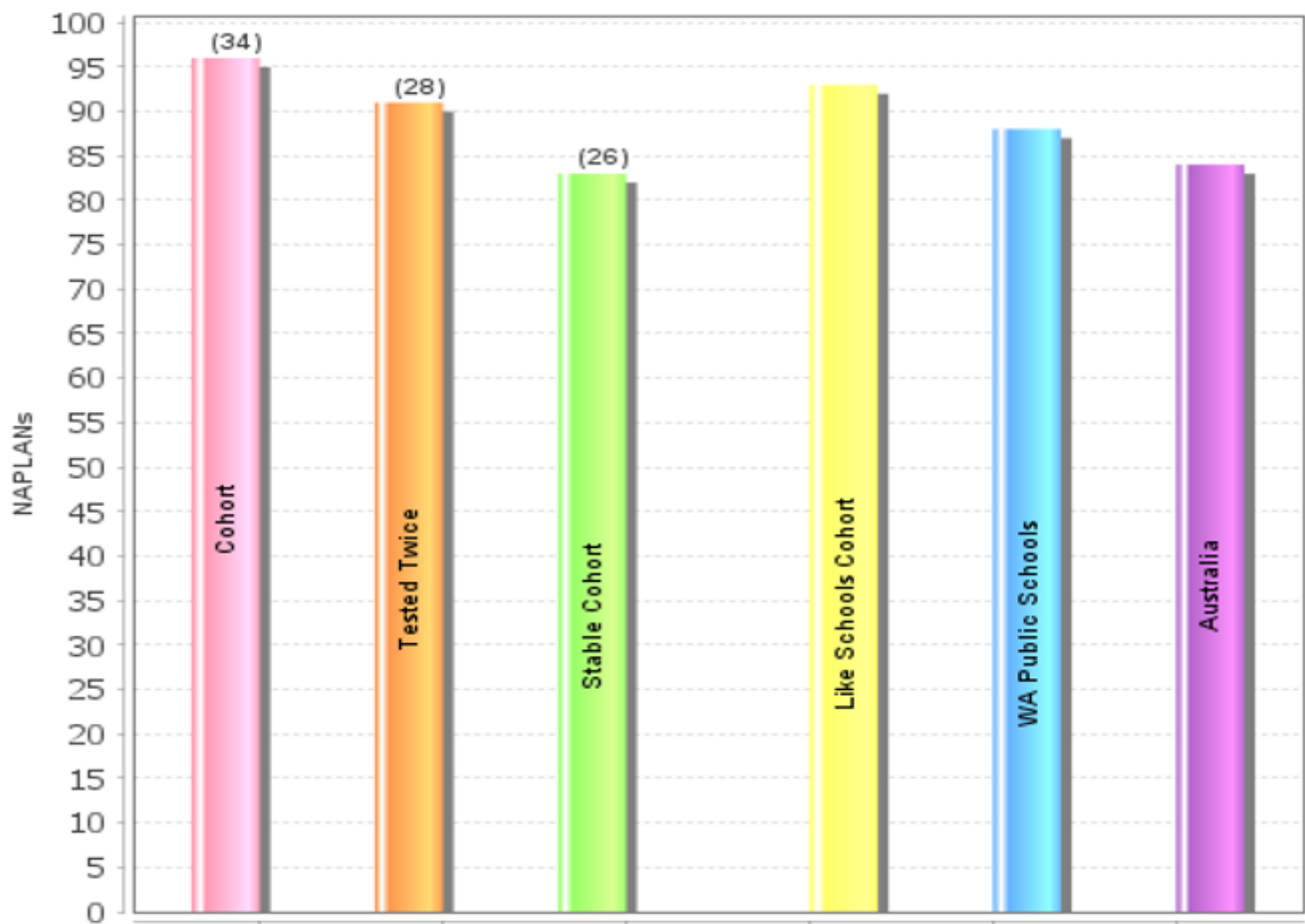


<-- School Data

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Comparative Data -->

Progress from Year 3 2023 to Year 5 2025 - Spelling



ENGLISH, MATHEMATICS, SCIENCE GRADE SUMMARY 2025

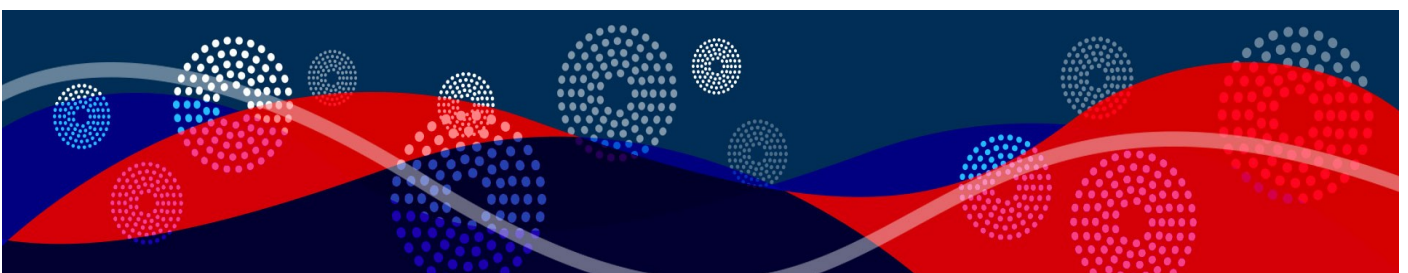
Information collected from Grade Reports shows that teachers believe that the majority of our students are achieving a C Grade, and the percentage of students receiving A and B Grades in Mathematics and Science remains unchanged. C Grade is Satisfactory - achievement of what is expected for this year level.

Reporting Period(s): Semester 2 2024

Code	Learning Area	A	B	C	D	E	U	Total Grades
ACE	English	15	57	77	55	15	0	219
	Percentage	7%	26%	35%	25%	7%	0	
ACM	Mathematics	34	66	70	42	7	0	219
	Percentage	16%	30%	32%	19%	3%	0	
ACS	Science	45	46	96	14	1	0	202
	Percentage	22%	23%	48%	7%	0%		
Totals		94	169	243	111	23	0	640
Percentage		15%	26%	38%	17%	4%	0%	

Reporting Period(s): Semester 2 2025

Code	Learning Area	A	B	C	D	E	U	Total Grades
ACE	English	22	54	81	47	16	0	220
	Percentage	10%	25%	37%	21%	7%	0	
ACM	Mathematics	30	60	81	46	2	0	219
	Percentage	14%	0	37%	21%	1%	0	
ACS	Science	30	55	113	16	3	0	217
	Percentage	14%	25%	52%	7%	1%	0	
Totals		82	169	275	109	21	0	656
Percentage		13%	26%	42%	17%	3%	0%	



MATHEMATICS LEARNING AREA REPORT 2025

The Mathematics Committee, comprised of Lesa Lennon, Kylee Martin, Connor Garbutt, and Dean Smart, have worked closely with staff in reviewing goals and identifying areas of improvements for 2024. Maths targets have been updated and the Operational Plan has been reviewed for 2026.

Oxford Maths has continued to be used as the primary whole school approach to deliver the Maths Curriculum and has been delivered in alignment with the South Lake PS Explicit Teaching Model. Due to positive feedback from staff and students, Oxford Maths texts books were purchased again for students to use in 2025 to continue to support student learning. Oxford math has updated books to match the WA curriculum, starting 2026, and will continue to be implemented in 2026. Addressing a recommendation from current Year 1 teachers, Think Mentals books will be used in Years 1-6 daily, commencing 2026.

Mathletics has continued to be used to further supplement the Maths Curriculum, maximise differentiation opportunities and to provide greater opportunities for students to regularly interact with ICT. In 2025, Years 3-6 continued to use Times Tables Rock Stars, which showed immense improvement in students' fluency and recall in multiplication and division. This program will continue to be implemented for Years 3-6 in 2026.

Regular end of unit Post-Test assessments in Maths using the Oxford Maths grading system has improved both grade level alignment with NAPLAN and moderation across the school. Staff have continued to record assessments using Gradexpert Student Maps, leading to improved data analysis as a whole school. In 2025, Brightpath Maths online assessments were administered in Years 3-6 in Terms 1 and 4. Moving forward, Year 2's to complete Brightpath math in Term 4. This data has informed student reports and provided additional data for monitoring whole school student progress. [PAT Maths was replaced by Brightpath Maths in 2025 to minimise costs and maximise existing available resources.](#)

Maths Warm-ups have been updated and continued to be implemented across the school to support the transference of learning from short term to long term memory. A whole school SLPS Scope & Sequence and Warm-up Overview has been developed and implemented, continuing into 2026. In Term 3, all students participated in a 100 Days of School celebration. Students dressed up and participated in a variety of Maths games and activities throughout the day.

In 2026, teachers will:

- *Continue to use the South Lake Explicit Teaching model to implement Oxford Maths using purchased text books;*
- *Continue to use Think Mentals for Years 1-6. K-PP teachers will implement daily mental maths session with a focus on basic facts;*
- *Continue to participate in '100 Days' across all year levels to consolidate numeracy skills and celebrate number in a variety of ways;*

- *Implement and review the SLPS Oxford Maths aligned Warm-up;*
- *Continue to be supported in implementing the South Lake Explicit Instruction Teaching Model via peer feedback, observations (CAT teachers);*
- *Enhance environmental print of Maths vocabulary and skills in alignment with the South Lake PS Teaching and Learning Handbook and DSF/Oxford Vocab;*
- *Continue to use Mathletics (Years 1-6), to further support and consolidate student learning using ICT;*
- *Continue to use Times Tables Rockstars (Years 3-6) to support recall and fluency in multiplication and division;*
- *Continue to Utilise Brightpath Maths as an online assessment tool; and*
- *Implement daily word problems across all years.*



100 DAYS OF SCHOOL

ENGLISH LEARNING AREA REPORT 2025

Throughout 2025, the English Committee, consisting of Ebony Moffitt, Brooke Webber, Ellandra Taplin, Charlotte Chester, Imogen Haynes, Eamonn Cunnane, Jessica Ellis, Nilla Spagnolo, Danielle Bendtsen, and Tracey Madgen, met regularly to review programs and practices, evaluate student progress, and explore opportunities for continued improvement leading into 2026. As a result, the English targets for 2026 were revised, and necessary adjustments have been incorporated into the Operational Plan.

In 2025, staff continued to utilise the South Lake PS Teaching and Learning Handbook, a guide that supports consistent, whole-school approaches to Explicit Teaching. This year also saw the development of an Education Assistant Handbook to support EAs in building their knowledge and practice in Literacy and Numeracy. This document will continue to be refined for use in 2026.

The primary focus of the committee in 2025 was to continue strengthening school-wide processes in Reading. Administration allocated time for the English Leader, Ebony Moffitt, and classroom teacher, Charlotte Chester, to evaluate current home reading practices. A clear, structured reading scheme was developed to support students in building their decoding and fluency skills. Coloured reading levels were introduced to make the system more student-friendly and to encourage regular nightly reading. The new system has been positively received and will continue to be promoted and embedded in 2026.

In addition, time was allocated to review the SCSA Judging Standards and the Early Years Learning Framework, with the goal of developing more comprehensive judging standards to assess Reading, Writing, Speaking and Listening, and Numeracy outcomes. These updated documents were reviewed by all staff and will be used as key tools for moderation and consistency of teacher judgments in 2026.

While implementing the new reading scheme, the committee identified a shortage of suitable decodable texts in the early years. In response, the committee investigated the purchase of new decodable readers for the home reading program. Thanks to generous donations from Sook Yee Lai and Kate Doust, the school was able to purchase sets of decodable readers for Pre-primary to Year Two, as well as additional Decodable Readers Australia texts for early readers in Pre-primary.

Following the successful trial of Knowledge-Based Units (KBUs) in 2024, the approach was embedded into the 2025 Reading Operational Plan. KBUs have since been implemented across Years 1–6, enhancing students' reading comprehension and connection to background knowledge. In addition, Year 3–6 classes introduced novel studies, enabling students to engage deeply with complete narratives and develop a stronger understanding of author techniques. In preparation for 2026, the committee purchased new sets of class novels, which will be incorporated into the ongoing two-year KBU cycle.

The DIBELS reading screening tool continued to be implemented across Pre-primary to Year 6, with assessments showing positive growth across all year levels. The introduction of the new reading scheme, decodable books, and refined processes is expected to further improve outcomes. Intervention groups were formed based on DIBELS data to target students still achieving below benchmark. MiniLit Sage, overseen by Danielle Bendtsen, successfully guided multiple groups to completion, while the Sounds of Reading toolkits, implemented by Tracey Madgen, provided additional

additional phonological and phonemic support to Pre-primary students.

This year, Education Department funding through the Small Group Tuition initiative enabled Eamonn Cunnane to join the intervention team, supporting ten Year 3 students with reading development using the MultiLit program and Sounds of Reading toolkits — further strengthening the school's targeted intervention approach.

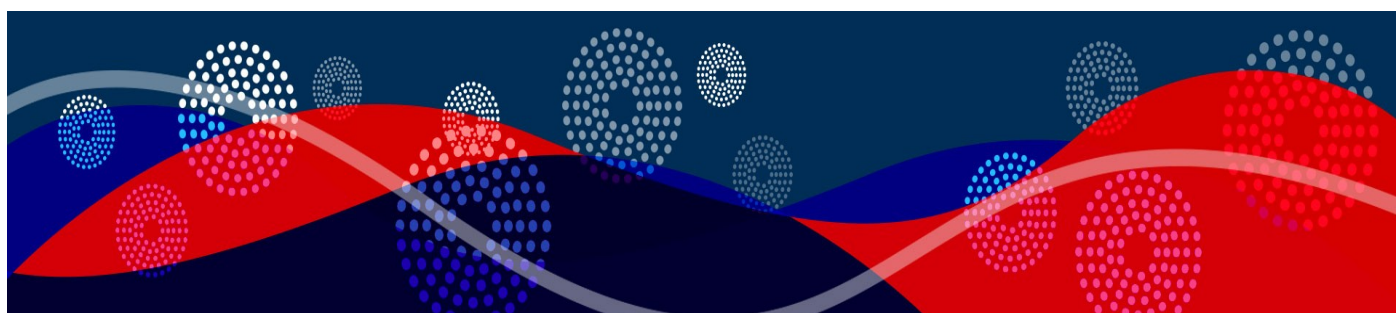
Staff have continued implementing Talk for Writing across Years K–6. To ensure the program is delivered effectively across all year levels and provides a strong foundation for students, members of the ECE staff attended Talk for Writing in the Early Years training. This professional learning provided an overview of the Talk for Writing approach through the lens of creative fiction in the early years of schooling. Following the training, a small in-house workshop was delivered to other ECE staff to share key strategies and ensure consistency of practice.

Additionally, five Education Assistants attended Supporting Early Literacy training through the Fremantle Language Development Centre in Semester 2. The workshop focussed on building knowledge and practical strategies to support communication, language, and pre-literacy skills in the early years. The learning gained will continue to inform and strengthen early literacy practices across classrooms in 2026.

Over the course of the year, Librarian Nilla Spagnolo, in collaboration with the Events Committee, coordinated various events including Book Week, the 2025 Book Fair, and a visit from Australian children's book author, Alton Walley. Displays were also created for significant days including AN-ZAC Day, Harmony Day, National Sorry Day and Keep Australia Beautiful Week. All of these events proved to be highly successful and will be continued in the coming years.

In 2026, teachers will:

- *Implement strategies and school-wide processes outlined in the South Lake PS Teaching and Learning Handbook and Education Assistant Handbook;*
- *Review and revise SLPS literacy warm-ups across all year levels;*
- *Continue implementing and refining synthetic phonics practices;*
- *Engage in ongoing professional learning and research aligned with the Science of Reading approach;*
- *Continue implementing Knowledge-Based Reading Units and explicitly teach comprehension strategies;*
- *Administer DIBELS reading assessments and use data to inform targeted interventions;*
- *Review and refine processes for the explicit teaching of handwriting from Pre-primary to Year 6;*
- *Continue planning and implementing Talk for Writing units and developing supporting resources for the two-year cycle; and*
- *Utilise updated SCSA Judging Standards to support consistency in assessment and moderation.*



In 2025, detailed programs were developed by the Science Specialist to deliver the SCSA Science Curriculum to all classes, focusing and reporting on Chemical Science and Earth and Space Science. A number of programs were used to ensure breadth and depth coverage of each strand, including Primary Connections and Inquisitive.

Within these new programs there was also a particular focus on developing students' science vocabulary and understanding and execution of the scientific method. This included implicitly imbedding foundation knowledge in the early years. Key concepts such as 'making a prediction', 'carrying out a method' and 'reflecting on the investigation' were introduced to pre-primary classes to ensure a strong foundation on which to develop their science skills. Furthermore, literacy skills were deliberately addressed in all classes, practicing sounds, diagraphs, letter formation and syllables. As this followed their well-known classroom routine for spelling, students grasped new and complex science-specific vocabulary effectively.

ACER Progressive Achievement Tests (PAT) have continued to be used as a whole school assessment for students in Years 3 - 6. After data analysis of 2024 results, gaps in student understanding were deliberately imbedded within programs this year. Data analysis of this year's results is currently underway and will again be used to inform the learning experiences in the science classroom in 2026. Please note, PAT results are not a comprehensive reflection of science knowledge because not all areas of content have been covered in this calendar year. Furthermore, PAT Science does not test science skills.

National Science Week occurred during Term Three and the Science Specialist, along with extensive support from school leadership, classroom teachers and administrative staff, organised activities throughout the week. After reflecting upon the 2024 experience, on the designated 'science day' specialist teachers ran science activities for their classes so that across the school, students engaged in a subset of various activities such as the science of soap bubbles, making their own lava lamp, making and revealing invisible ink, demonstrations of Bernoulli's Law and much more! We were grateful to Bunnings Jandakot who also attended and planted seedlings with some classes for them to take home with them.

During 2025, the Sustainability Team continued to implement and refine a number of initiatives to improve sustainable practices around the school. Students continued to carry out composting, gardening, and recycling duties throughout the year. Continued utilisation of recycling station, 'Containers for Change', 'Worm Buffet' and maintaining the school's Waste Wise Accreditation took place throughout the year. Compost containers in the teaching blocks and in staff room were well-utilised, as were the recycling trays to collect used writing implements and old batteries. A new bin system has created a cohesive, whole-school approach to waste sorting in classrooms and was used effectively across all classrooms. Some changes were made to the Green Team timetable and how they carry out their duties, resulting in less time away from their regular classroom learning and clarity for all members of this effective and dedicated team of students.

Ms DeRobertis took a group of eager students to support a tree-planting initiative at Bibra Lake; students were thrilled take part in global action. 'Back home' on our school's own land, students, supported by a range of staff, have continued to plant and upgrade our vegetable garden. These gardens are not only used and looked after by the Green Team, but specialists and classroom teachers use the space for a hands-on learning experience. Various staff have brought seeds and cuttings and so maintenance of the area is very much a whole-school effort.

Recommendations in 2026:

- *Continued development of a Common Assessment Task that tracks student understanding of Science Inquiry across years 3-6;*
- *Continue to address 'gaps' found from PAT Science Test results into programs;*
- *Continued development of the school's vegetable garden;*
- *Plan for National Science Week, learning from issues in the 2025 week-long program;*
- *Continue to build a relationship between Lakeland SHS Science Department and ourselves;*
- *Maximise use of cost-neutral incursions from a variety of providers;*
- *Streamline income from Containers for Change initiative*
- *Specialist Science Teacher to continue to utilise the South Lake Explicit Teaching Model in delivering key concepts (in addition to investigations etc.).*

THE ARTS LEARNING AREA REPORT 2025

In 2025 the Arts teachers Mrs Jeckells, Mrs De Robertis and Mrs Dewitt met on a regular basis to plan, moderate and assess in Music and Art to create a cohesive Arts program.

In Music, the students of the choir performed at the West Australian Government Schools Music Society at the Crown theatre. This expanded the students' performance opportunities that also included One Big Voice, ANZAC Service, school assemblies and the graduation assembly. The Instrumental Music in School Services (IMSS) program offered classical guitar lessons for several students in Year 5 and Year 6; this will continue in 2026. Talent Show was a success demonstrating the vast musical abilities of our students. The graduating cohort performed another successful piece to conclude the performances for the year.

In Visual Arts the Art room was open during parent afternoon where parents could see students work. The Art room was open at lunch time on a Wednesday and a Thursday for students to complete artwork or free draw.



ONE BIG VOICE

Choir members from year 3 to 6 attended the One Big Voice matinee event at the RAC Arena on Friday 29th August.

The choir prepared 10 songs to perform on the day along with thousands of chil-

STUDENT ATTENDANCE, ENGAGEMENT AND BEHAVIOUR REPORT 2025

In 2025, the Positive Behaviour Support (PBS) team met termly with an agenda aimed at enhancing and supporting staff and students with PBS at SLPS. The PBS team continued to support staff to revise and teach behavioural expectations during the year by dedicating a weekly PBS focus, as outlined in the PBS Term Planner. This was reinforced during a weekly whole-school assembly and an allocated PBS lesson time slot. The use of a PBS student book helped document lessons and allowed students to consolidate their learning.

Based on student feedback, the PBS acknowledgment systems were continued and expanded, with the inclusion of free play, iPad time, golden time, free dress, pyjama parties, games with a friend, and icy poles. The PBS team continued to rotate staff to lead PBS assemblies; this has enhanced teacher–student relationships across the school. Students are familiar with all staff from across the school, improving relationship building. This year, pre-primary classes were included in the assembly, and in Term 4, Kindergarten students also attended.

In 2025, the PBS facilitator, Brooke Webber, completed her Conference Accredited Training to further strengthen the use of Classroom Management Strategies (CMS) Low-Key Skills across the school. New staff engaged in CMS and ISE training as SLPS works towards full accreditation. Brooke Webber conducted an annual School Evaluation Tool (SET) assessment that involved a thorough analysis of whole-school PBS processes and detailed interviews with administration, teachers, support staff, and students regarding their understanding of PBS. Ellandra Taplin completed training to become the PBS coach in 2026. This will ensure that South Lake Primary School continues to use PBS with fidelity.

The results of the SET assessment showed a 98.2% implementation average, which is an increase of 3.6% from 2024. Feedback included:

- 100% of staff interviewed could state all four of the PBS expectations, remaining steady since 2020.
- 100% of students asked could recall all four of the PBS expectations, including pre-primary students, remaining steady since 2020.
- 100% of staff reported using Turtle Tokens regularly, and 100% of students acknowledged receiving Turtle Tokens, remaining steady since 2020.

SLPS is now in its ninth year of implementing PBS. There is a continued culture of positive behaviour among both staff and students. This is attributable to the consistency demonstrated in: the common language used; the clear expectations being taught; the visual PBS presence in all learning areas and external spaces; the value of Turtle Tokens and PBS rewards; evacuation drills; and new and long-term staff becoming more confident with whole-school PBS processes, including leading PBS assemblies.

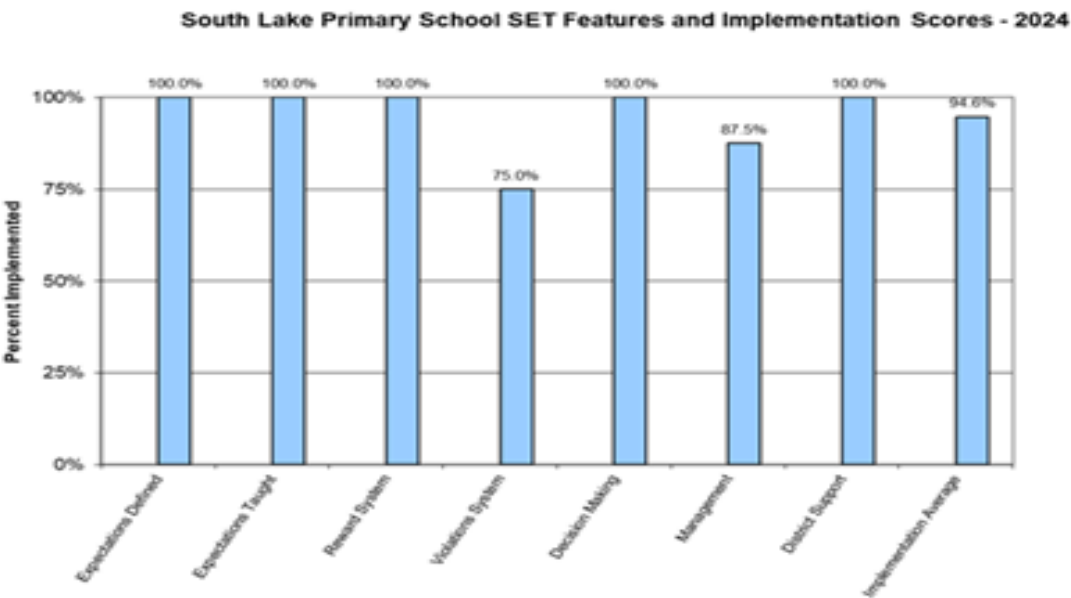
In 2025, Compass and Pulse were used to record positive and negative behaviour data. Using Pulse allowed the PBS committee to track both positive and negative behaviours, highlighting students who may require further attention regarding attendance or behaviour.

Consistent language continues to be used throughout the school and communicated to the community through signage around rooms and outdoor areas, weekly school expectations posted in the newsletter, and displays in all classrooms, including specialist areas. The Behaviour Matrix is sent home with all families when they enrol and was also sent home with the first newsletter as an insert. Our one-page sheet to help induct new staff was updated this year and used to introduce new staff to the school PBS. It is included in the handbook and in relief files for easy reference.

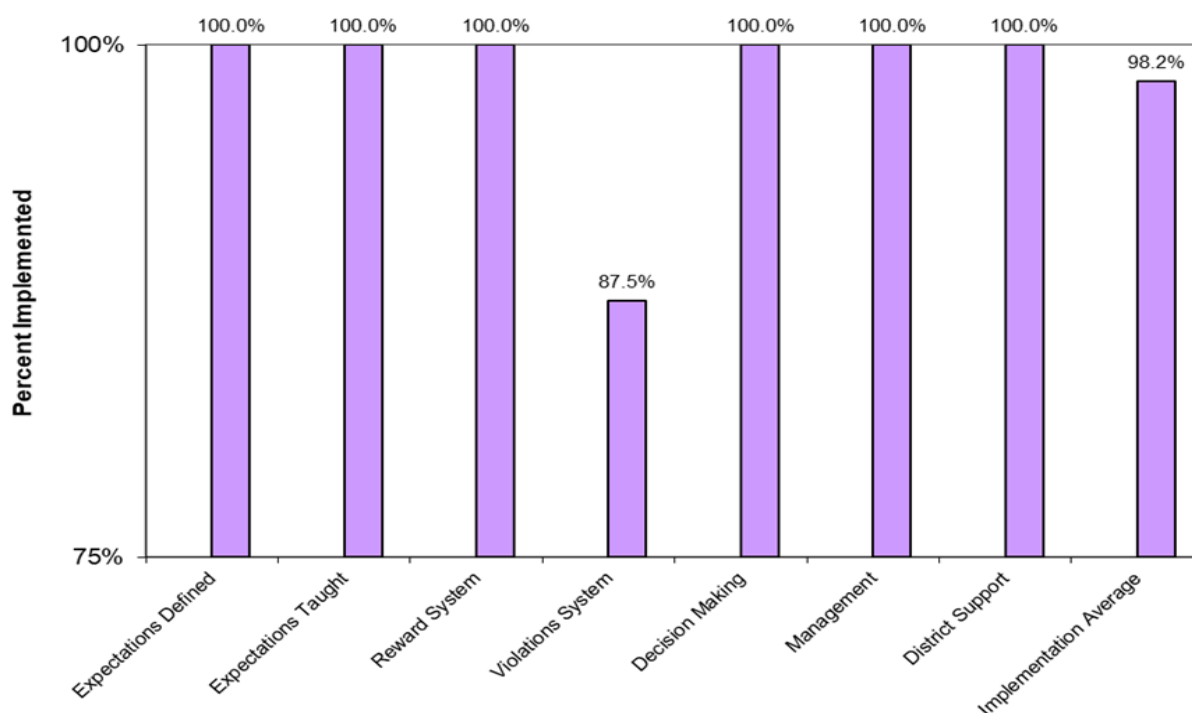
Student attendance, engagement, and behaviour are priorities in the SLPS 2022–2025 Business Plan and will continue to be priorities in our 2026 -2029 Business Plan. Through the continued implementation and support of PBS practices, we aim to see evidence of increased academic performance and engagement, improved safety, observable expected behaviours, and continued growth in positive school culture. Attendance wristbands for both excellent and improved attendance were implemented this year to encourage student attendance. Surveys were used to engage students further with PBS, allowing them to identify rewards they value and would like added. This was especially important in the upper grades to increase student voice and encourage them to continue to see the value of PBS in the school.

During Term 3, Brooke Webber had the opportunity to share the success of SLPS on its Positive Behaviour Support (PBS) journey during the PBS Network Meeting, where the school hosted the first meeting of the year. Following this, she was invited to present at a local primary schools’ professional development session to inspire and support them in their own PBS journeys.

During 2024 and 2025, SLPS participated in the Education Department Complex Behaviour Support initiative. This provided an opportunity to embed the ‘Teaching for Impact’ model of support for teaching and learning. Ms Webber, SLPS’s Complex Behaviour Support Coordinator, continued working on an SLPS-based project focusing on Tier 3 students – identifying Tier 3 students, supporting teachers to collect data, and creating plans to support teachers and students. A clear referral process for teacher assistance has been embedded in the school, including conducting observations to support teachers when referring students to other agencies or meeting with parents. Teachers requiring further support with behavioural plans were provided time to work with Ms Webber to begin a Functional Behaviour Assessment (FBA).



South Lake Primary School SET Features and Implementation Scores - 2025



Recommendations In 2026, staff will:

- Continue to implement PBS plans and procedures, as well as the explicit teaching of expected behaviours outlined in the 2025 SLPS Behaviour Matrix K– 6;
- Use the school website, Audiri, and school newsletters to enhancing community engagement with expectations and reward systems;
- Improve strategies to increase Tier 1 and 2 student engagement (including regular class rewards, special events etc.;
- Participate in Inductions to ensure processes outlined in the Whole School Positive Behaviour Support Plan are implemented;
- Implement the PBS lesson schedule with fidelity. PBS Team will continue to consider ways to motivate staff and keep staff accountable for teaching PBS lessons weekly;
- Continue to monitor Turtle Token use;
- Continue to review minor and major behaviours with all staff and use of recording on Compass;
- Engage in PD and observations by the PBS Team to enhance PBS practices and processes across the school;
- Continue to use Compass-Pulse to monitor PBS data, both positive and negative, and conduct regular reviews and annual SET to reflect on the effects of current PBS practices around the school;
- Improve acknowledgement systems and student engagement by increasing student voice in refining rewards and events; and
- Continue to train staff in CMS and provide inductions for staff and relief staff.

STUDENT ATTENDANCE SUMMARY 2025

School Performance Management System reported that for SLPS in 2025 the regular attendance rate was 87.7%, below expected (Pink). In 2025 7% of students, each with their own story and known to various agencies, were categorised as severe non attenders. Despite our efforts, home visits, engagement with AIEO, rewards, frequent communication with District Office Attendance Officers and Department of Communities, getting these students to school continued to be a challenge.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	87.3%	89.2%	90.3%	70.8%	77.5%	74.3%	85%	87.9%	88.9%
2024	88.7%	90%	91%	74.6%	81.6%	74.3%	86.9%	89.3%	89.4%
2025	87.7%	89.7%	90.7%	76.4%	82.6%	73.2%	86.1%	89.2%	89.1%

STUDENT SUSPENSIONS 2025

The table below compares the number of suspensions for the last two years. There has been a reduction in the number of suspensions, and students receiving suspensions, an overall total reduction of 43% from 2024 to 2025. Students identified at behavioural risk have Individual Behaviour Plans (IBP's) and have been referred to SSEN:BE and outside agencies. One student accounted for 32% of school suspensions. School Performance Monitoring System noted that 4.9% of students at SLPS were suspended.

2024				
YEAR GROUP	GENDER	SUSPENSIONS	STUDENTS	DAYS SUSPENDED
K	M	1	1	0.5
PP	F	3	1	6
YR 1	M	5	2	19
YR2	F	1	1	1.5
YR 3	M	2	2	7
YR 4	M	2	1	4
YR 5	F	1	1	1.5
YR 6	M	9	5	45
TOTAL		29	14	84.5
2025				
YEAR GROUP	GENDER	SUSPENSIONS	STUDENTS	DAYS SUSPENDED
K	M	1	1	0.5
PP	M	8	2	13
PP	F	3	1	2.5
YR 1	F	1	1	2.5
YR 4	F	1	1	1
YR 5	M	1	1	1
YR 5	F	6	2	17.5
YR 6	M	8	3	13
TOTAL		29	12	51

STUDENT ATTITUDE, BEHAVIOUR AND EFFORT SUMMARY 2025

Suspensions, summarised in tables on page (16) are within the expected range and comparable to like schools. Staff at SLPS have determined that:

- For a student to achieve 'consistently' they would be demonstrating ABE 85% - 100% of the time.
- For student to achieve 'often' they would be demonstrating ABE 60% - 85% of the time.
- For a student to achieve 'sometimes' they would be demonstrating ABE 40% - 60% of the time.
- For student to achieve 'seldom' they would be demonstrating ABE < 40% of the time.

Figures below summarises overall percentages of students receiving consistently or often for their attitude behaviour and effort, reported to parents in Semester 2 2025, compared to Semester 2024. With the exception of Yr 4 2024 to Yr 5 2025 cohort' percentages improved. Years 4, 5 and 6 achieved Business Plan target of 90%.

Year	2024	2025
Pre-primary	73.7%	71.5%
1	80.3%	85.7%
2	81.2%	80.8%
3	91.5%	83.0%
4	92%	93.1%
5	87%	91.5%
6	86.6%	91.5%



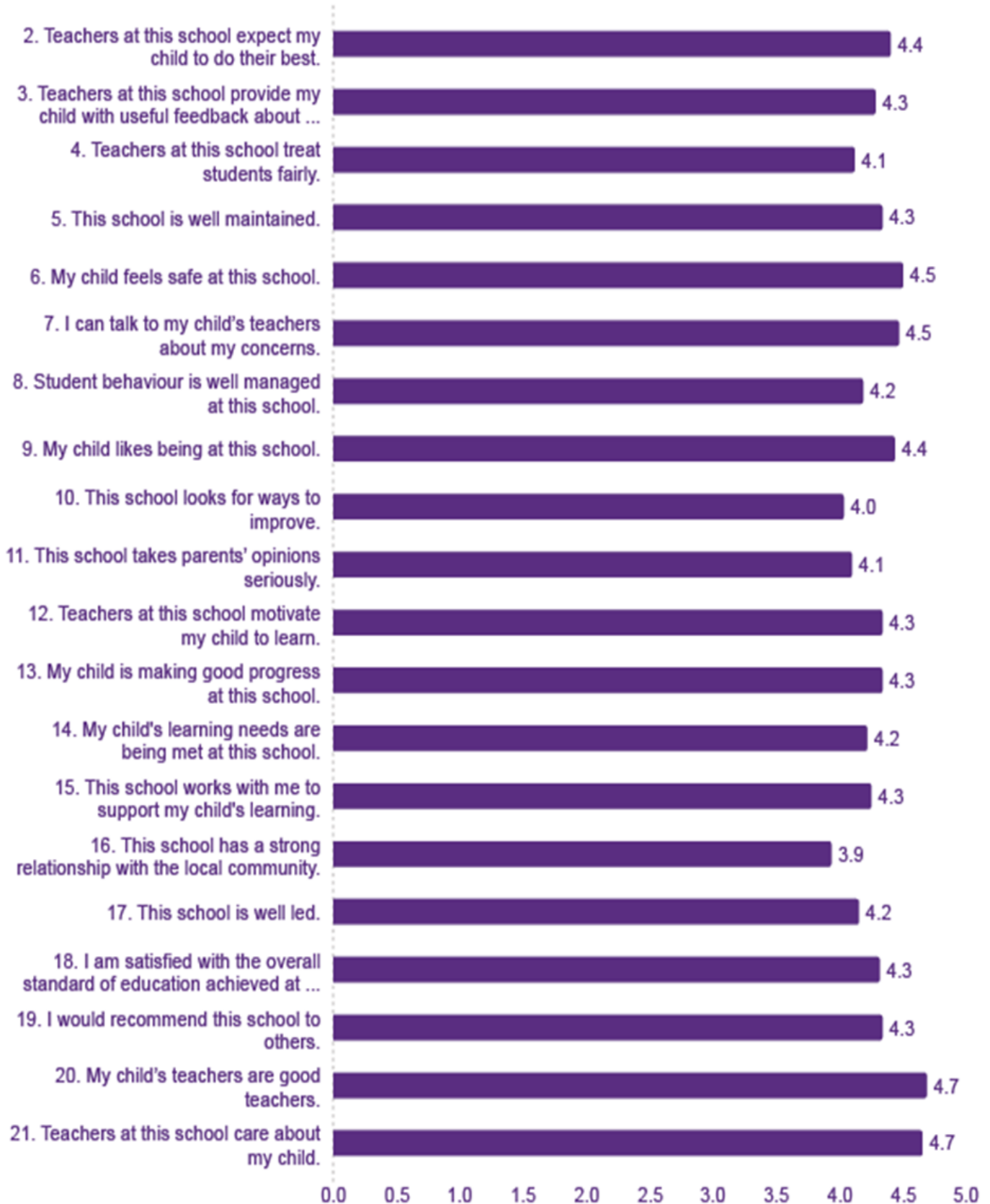
Buddy Groups

NATIONAL SURVEY OF SCHOOLS 2025 - PARENTS

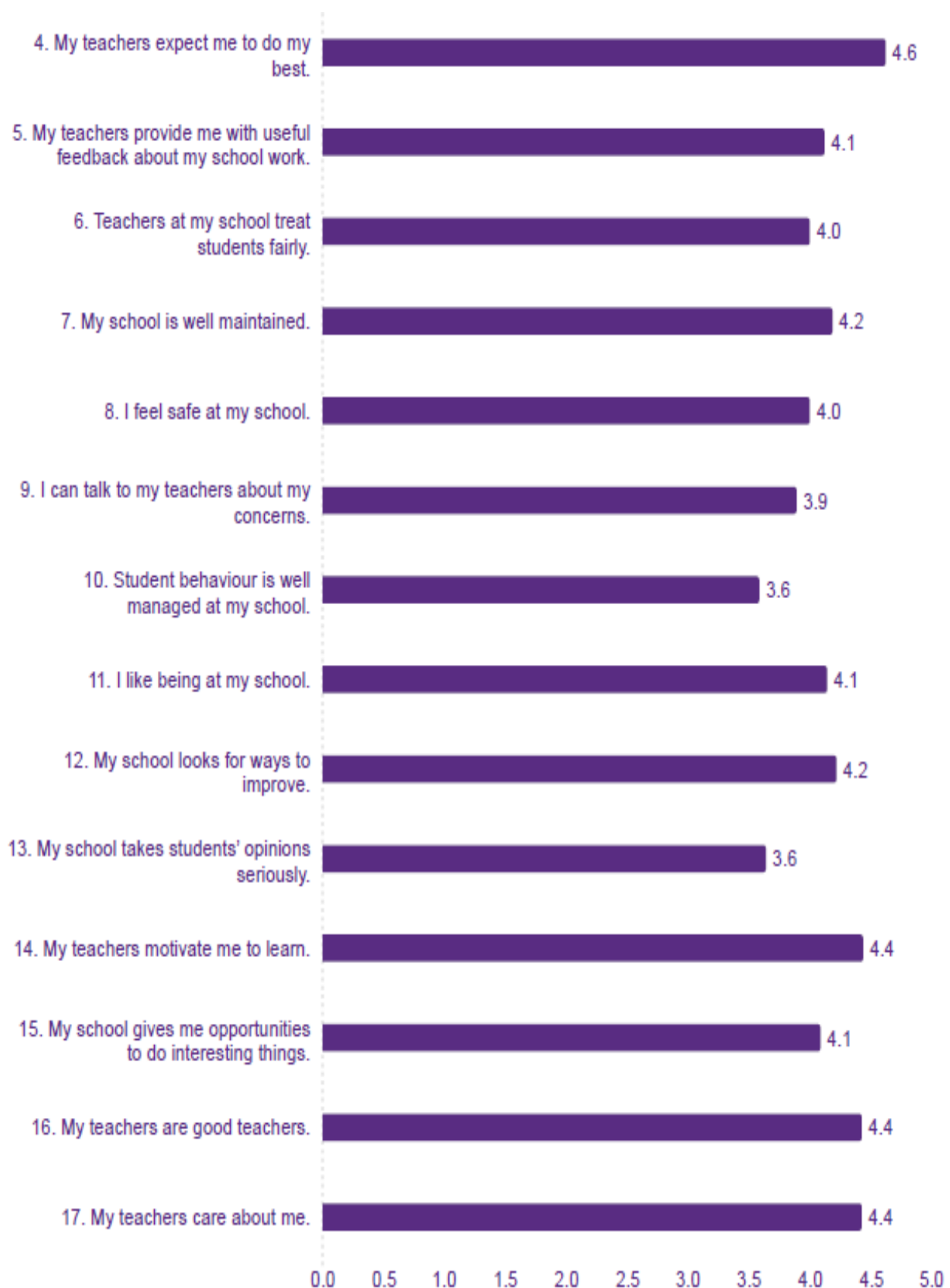


Shaping the future

Mean - Strongly Disagree=1; Disagree=2; Unsure=3; Agree=4; Strongly Agree=5



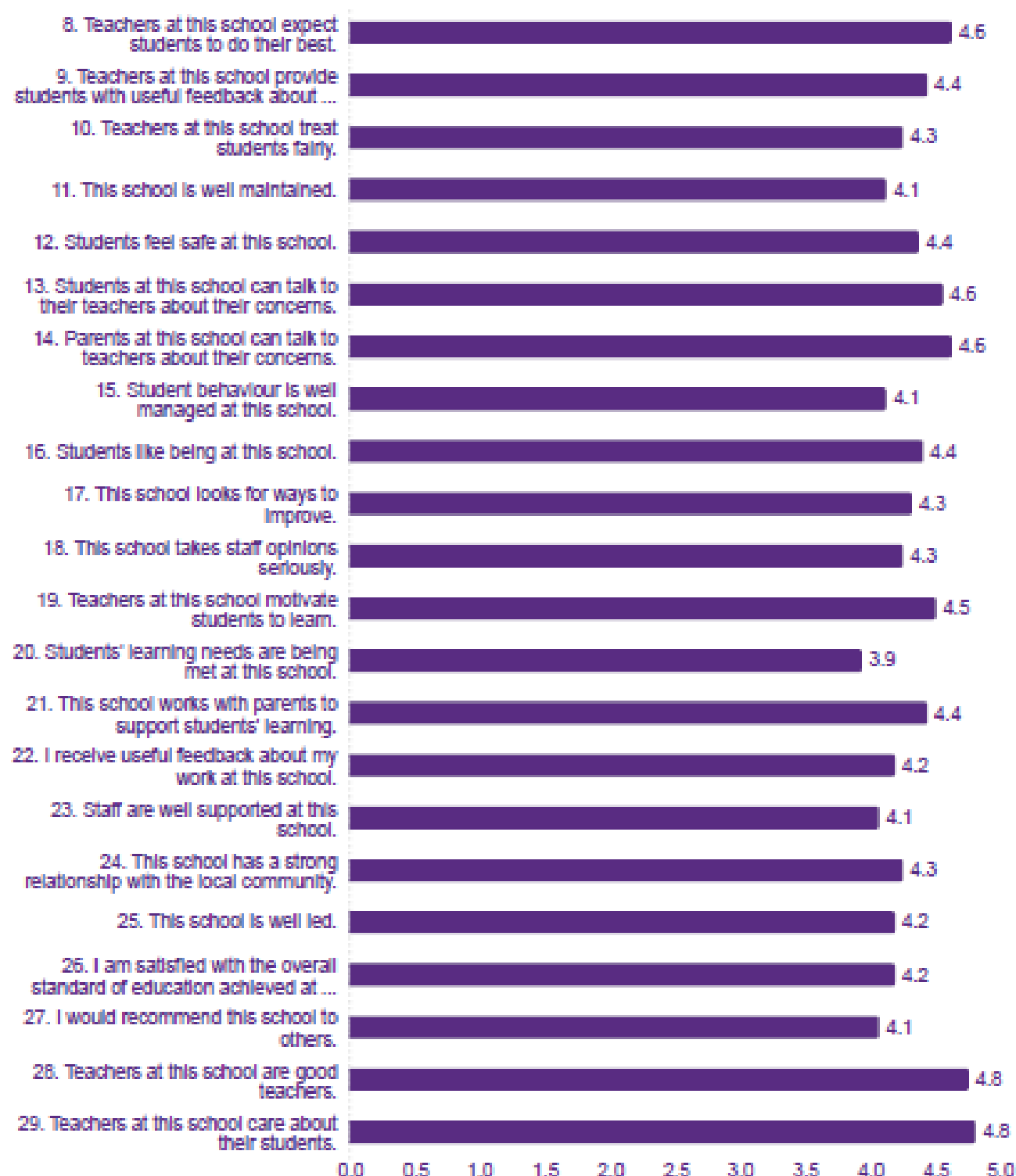
NATIONAL SURVEY OF SCHOOLS 2025 - STUDENTS



NATIONAL SURVEY OF SCHOOLS 2025 - STAFF



Shaping the future



Business Plan Target 1: National School Opinion Survey results for community, staff and students indicates each item has a ranking of at least 3.5. Target, as evidenced in the three previous tables, has been achieved. Note comments from parents and community below.

What Children Like About Our School...

'The teachers are kind and they make me happy, and that encourages me to come to school every day.'

'The best thing about this school is my friends and my teachers and how caring they are, it is a 100%, they are kind and they are helpful.'

'This school cares about the environment and it gives awards to good people.'

'That every teacher is nice.'

'Fun activities and interesting clubs (art, sports).'

'The teachers are the best.'

What Parents Like About Our School...

'We deeply appreciate the school community. From the principal to every teacher, everyone is warm, kind and inclusive. They have created a safe, relaxed and inspiring environment where children not only enjoy learning but also look forward to coming to school every day. It makes us feel very grateful and reassured as parents.'

'It has many non-academic programs to encourage students to be more aware about environmental issues and to encourage creativity.'

'All staff and management team.'

'Sense of community.'

'Small community of friendly parents and teachers that create a safe and positive environment.'

STUDENT DESTINATION DATA YEAR 6 STUDENT MOVEMENTS 2025

DESTINATION SCHOOLS	MALE	FEMALE	TOTAL
Lakeland Senior High School	8	5	13
Leeming Senior High School	1		1
Divine Mercy College	2	1	3
Coodanup College	1		1
South Coast Baptist		1	1
Kennedy Baptist		1	1
Emmanuel	1		
Rossmoyne		1	1
Hammond Park Secondary		1	1

South Lake Primary School Captains and Student Leaders assisted by Deputy Principal Mr Smart, their teachers and specialists, have taken on the responsibility of being leaders, and have capably provided leadership at different forums. This included the School ANZAC Service, addressing school assemblies, greeting special guests at school, assisting in the junior school and at sporting events. Our student leaders have been excellent examples of responsible citizens to all students in the school

Our 2025 graduating Year 6 students have accessed a wide range of enriching activities:.

- Engaging activities during Reconciliation Week, and NAIDOC
- Sustainability Week, and our Green Team's sustainability Initiatives.
- The Choir's inspiring 'Crown Theatre' and 'One Big Voice' performances.
- Cross Country, Athletics, and Summer and Winter Carnivals sporting events, and
- The memorable Year 6 Point Peron Camp

STUDENT LEADERS



Easter Hat Parade



HARMONY DAY ASSEMBLY



NATIONAL SORRY DAY



*Reuben's
Roo Tail!*

NAIDOC



BOOKWEEK



World Environment Day



ONE LINE BUDGET SUMMARY 2025

One Line Budget Summary

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	40,287	40,287
Carry Forward (Salary):	93,763	93,763

INCOME

Student-Centred Funding (including Transfers & Adjustments):	3,932,938	3,932,938
Locally Raised Funds:	244,805	239,440
Total Funds:	4,311,793	4,306,428

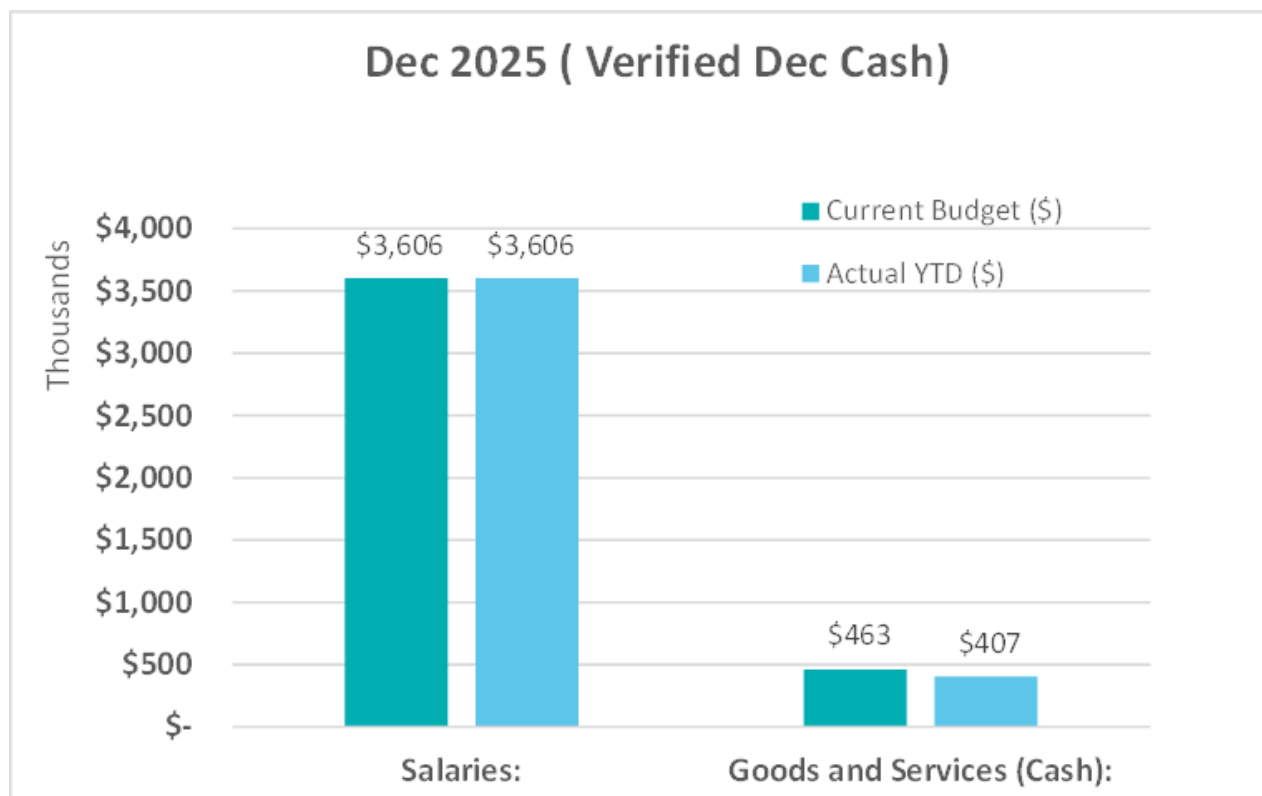
EXPENDITURE

Salaries:	3,605,504	3,605,504
Goods and Services (Cash):	463,275	407,369
Total Expenditure:	4,068,779	4,012,873

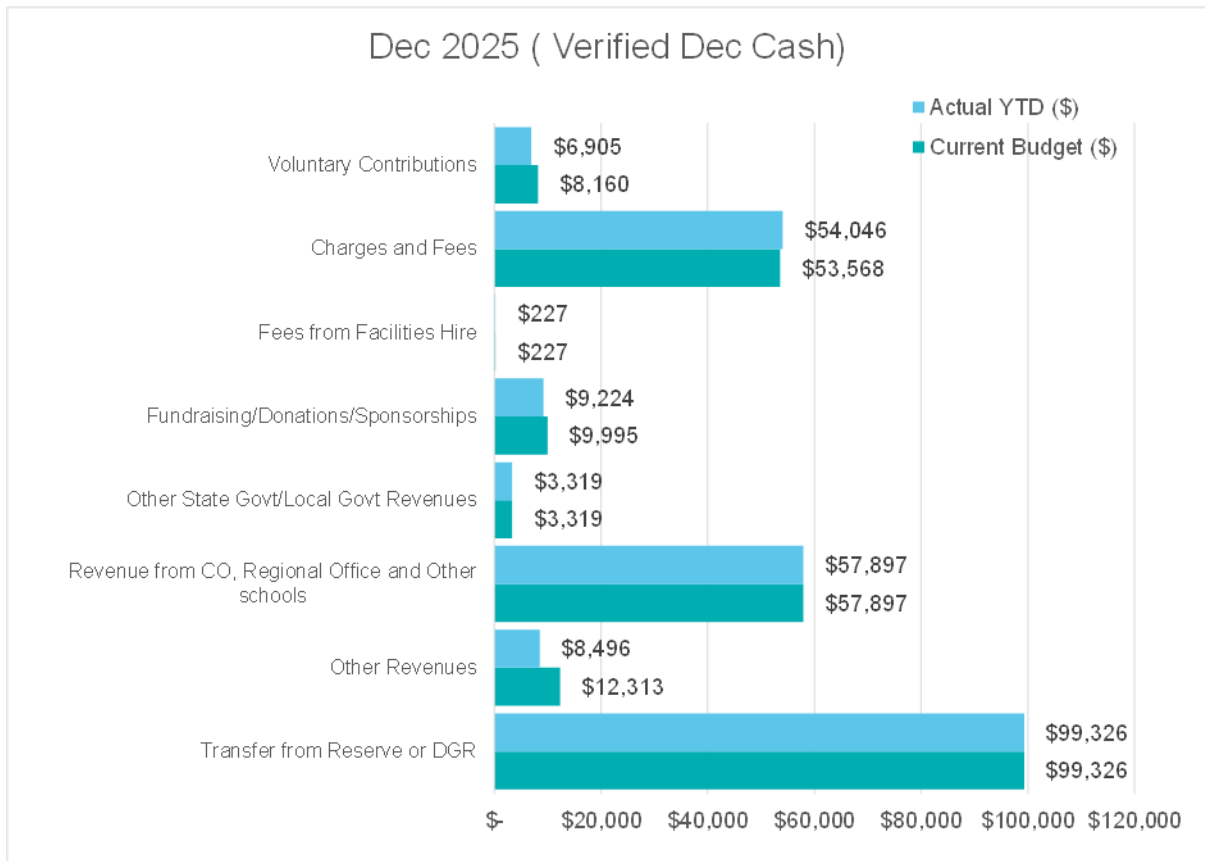
VARIANCE:

243,014	293,555
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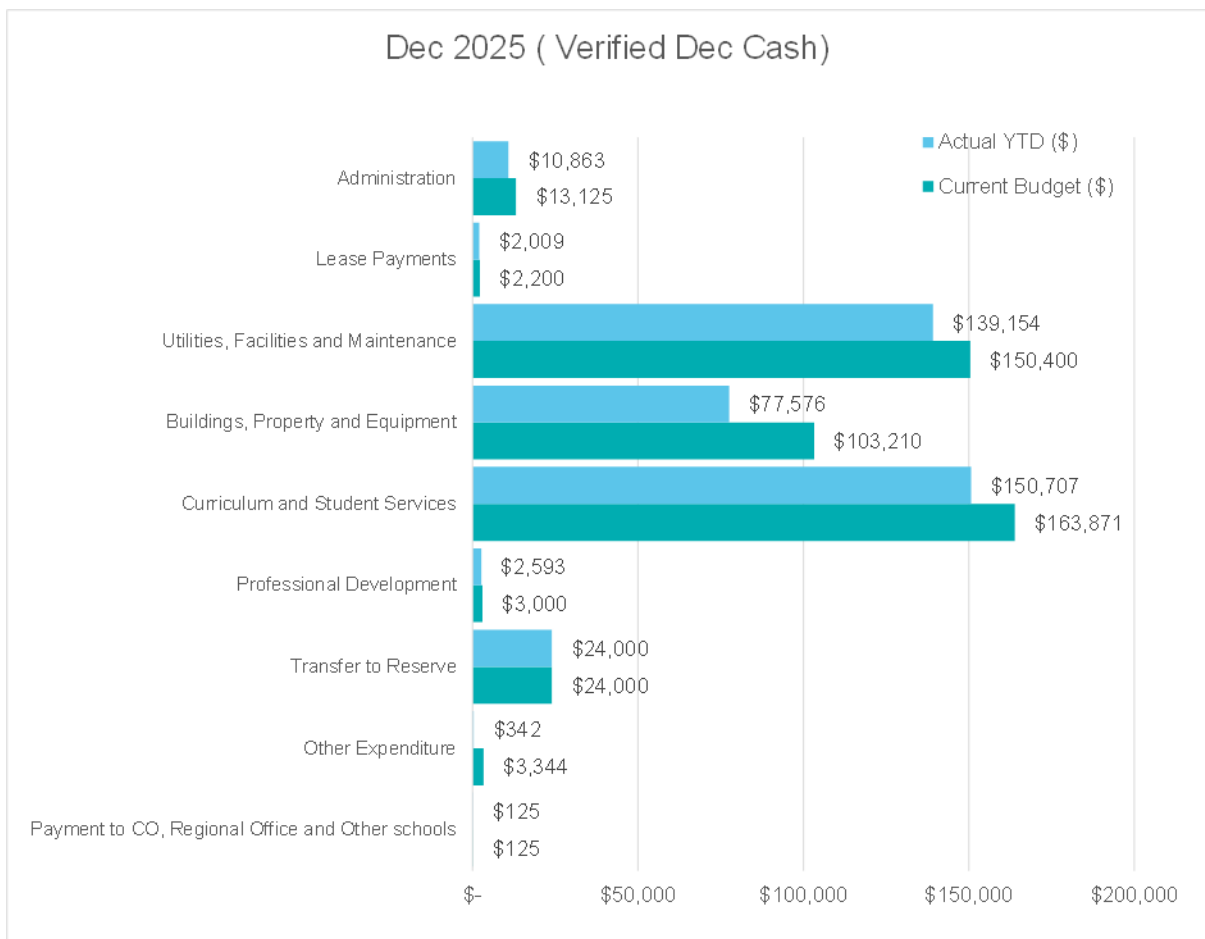
Goods and Services vs Salary Expenditure



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual



Detailed below is a brief overview of South Lake Primary School P&C 2025 operations and successes.

Uniform Shop

The uniform shop operated successfully and opened every Friday offering both new and second-hand options. Updates to the uniform that includes a Leavers Shirt, school dress, shirt and jacket have proven to be very popular. Order forms are available from the canteen, or on the Audiri app or the official school website, and can be placed via the canteen.

Canteen

The canteen held several theme menu order days, with special options including Sushi and sausage sizzle in addition to their usual nutritious offerings under the guidance of the traffic light system. Revisions to the canteen menu were endorsed by the school principal.

Fundraising

Fundraising continued to be a focus:

Term 1 - Easter Raffle and Cookie Dough

Term 2 - Crazy Hair Day, Mothers Day Raffle

Term 3 - Fathers Day Raffle, Faction Sports Carnival that included food and refreshments for the parents and carers, a big raffle, and the canteen provided meals deals for the students

Term 4 - Parent Open Afternoon Stall, Colour Fun Run (Thank you school staff and Brianna Ryan for your special coordination), Monster Christmas Raffle Fundraising

Highlights in 2025

- P&C donated all food and drinks for the Year 6 Graduation Breakfast
- P&C purchased a 'Foam cannon', 'Fairy Floss Machine', and large mats
- P&C made a \$50 gift for Year 6 Book Awards
- In Term 4 'Christmas Hampers' were made up from donated goods and were given to the Ottey centre and handed out to grateful recipients.

The contribution made by South Lake Primary P&C is only possible, thanks to the dedication of the volunteer committee and support of the parents and community.

I would like to personally thank the fantastic parents who have volunteered, for a successful 2025.

Nicole Acosta

Parents and Citizens President