



# Annual Report 2025

# Welcome

Welcome to the Freshwater Bay Primary School 2025 Annual Report. The Annual Report provides parents and the wider community with information about our school, the learning programs we offer and the performance of the student population. The report identifies our many successes and achievements, as well as areas for improvement. Thank you for taking the time to peruse this report.



## *School Overview*

The school overview provides information about school context, our students, the staff and the curriculum we offer. Data is also included on a range of operational matters such as attendance, student destinations and enrolment trends.

## *Learning Area Reports*

The learning area reports provides information about students' academic performance in the 2025 school year in individual learning areas.

## *School Improvement Plans*

The school improvement plans provides information about the strategies and actions the school will take in 2026 to improve the students' achievements and enhance the school's effectiveness.

# Our Vision

Students are inspired to achieve success and become resilient learners within a culture of respect, compassion, and inclusivity.



# Our Values

- 1 We strive for excellence
- 2 We treat everyone with respect
- 3 We work together to always do and be our best
- 4 We nurture and support each other in everything we do

# Teacher Professional Development

All teaching staff met the professional requirements to teach in Western Australian public schools and participated in well over 1500 hours of professional learning to ensure their practice remains current and reflects best practice in their field. Specific areas of focus include:

- Effective use of Matific
- Catering for English as an Additional Language or Dialect (EALD) Learners
- Analysing Dibels Data
- Health Scope and Sequence
- Analysing Brightpath writing data
- Moderation for reporting to parents
- Positive Behaviour Supports
- Canva
- Centre for Excellence
- Analysis of NALAN and PAT data
- SCSA Mathematics Curriculum updates
- Microsoft Teams
- St John First Aid
- Navigating Challenging Conversations
- Restorative Conversations
- Numeracy Block Structure

## Student Numbers

In 2025 there were 398 students from Kindergarten to Year 6. This was a slight decline from 2024 and a downward trend. The school promotes itself within the community through special events and social media channels.

## Destination Schools

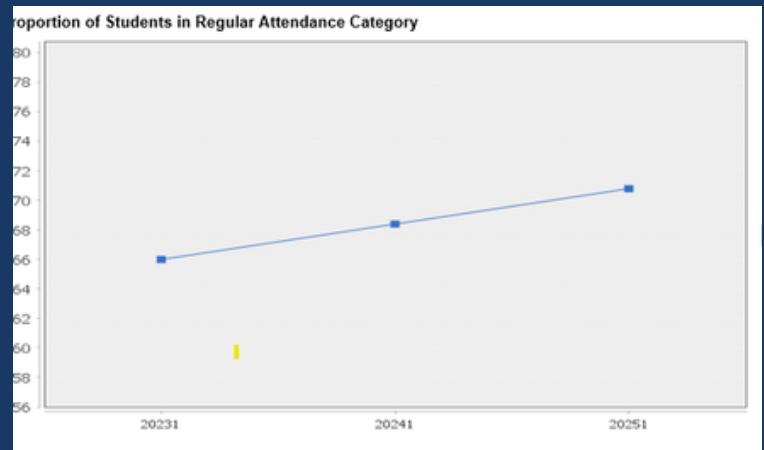
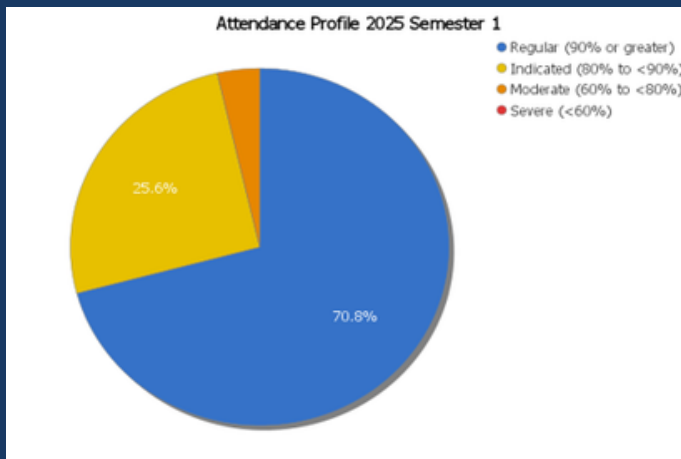
| Destination School              | Students |
|---------------------------------|----------|
| Shenton College                 | 14       |
| Christ Church Grammar School    | 8        |
| Scotch College                  | 4        |
| Methodist Ladies' College       | 4        |
| John XXIII College              | 3        |
| Iona Presentation College       | 1        |
| Presbyterian Ladies College     | 1        |
| St Hilda's Anglican School      | 1        |
| Churchlands Senior High School  | 1        |
| Hedland Senior High School      | 1        |
| Balcatta Senior High School     | 1        |
| John Curtin College of the Arts | 1        |
| Overseas                        | 1        |

44% of students will attend public high schools

# Student Attendance Data

## 2025 Semester One Attendance Data

| Breakdown | Overall Attendance Rate % | Regular (<90%) | At Risk Indicated (80-89%) | At Risk Moderate (60-79%) | At Risk Severe (<60%) |
|-----------|---------------------------|----------------|----------------------------|---------------------------|-----------------------|
| PPR       | 94%                       | 36             | 8                          | 1                         | 0                     |
| Y01       | 93%                       | 45             | 14                         | 1                         | 0                     |
| Y02       | 92%                       | 32             | 13                         | 3                         | 0                     |
| Y03       | 93%                       | 57             | 16                         | 2                         | 0                     |
| Y04       | 91%                       | 32             | 16                         | 3                         | 0                     |
| Y05       | 92%                       | 24             | 11                         | 2                         | 0                     |
| Y06       | 91%                       | 29             | 14                         | 1                         | 0                     |



### Whole School Longitudinal Attendance Data

| Year            | Regular Attendance (>90%) |        | At Risk (80-89%) |        | Moderate At Risk (60-79%) |        | Severe At Risk (<60%) |        |
|-----------------|---------------------------|--------|------------------|--------|---------------------------|--------|-----------------------|--------|
|                 | School                    | WA Av. | School           | WA Av. | School                    | WA Av. | School                | WA Av. |
| Semester I 2025 | 70.8%                     | 64%    | 25.6%            | 23%    | 3.6%                      | 9%     | 0%                    | 4%     |
| Semester I 2024 | 68.4%                     | 65%    | 27.2%            | 23%    | 4.4%                      | 9%     | 0%                    | 4%     |
| Semester I 2023 | 66%                       | 61%    | 27.3%            | 25%    | 5.9%                      | 10%    | 0.8%                  | 4%     |
| Semester I 2022 | 53%                       | 51%    | 37.8%            | 32%    | 9%                        | 13%    | 0.3%                  | 5%     |

The attendance data represents Semester One of each year. The 2025 attendance rates show an improvement from 2024 data and are above the WA average. The main concern is the indicated risk group of 80–89%, which accounts for 25% of students. This is mainly attributed to in-term holidays and illnesses. We will continue to promote regular attendance in our school community via our communication channels.

# Financial Management Data



The total income in 2025 was \$4 762 575 with a cash rollover of \$90 132 from the previous year. Student Centred Funding made up 89% of our cash budget, with another 11% coming from locally raised funds.

The Voluntary Contributions in 2025 were set at \$60 per child, the maximum allowable under the School Education Act 1999. Thank you to all parents who paid the voluntary contributions. They were spent on resources for curriculum areas prioritised in our school plan.

| Year | Percentage Paid | Revenue Collected |
|------|-----------------|-------------------|
| 2025 | 86%             | \$21 065          |

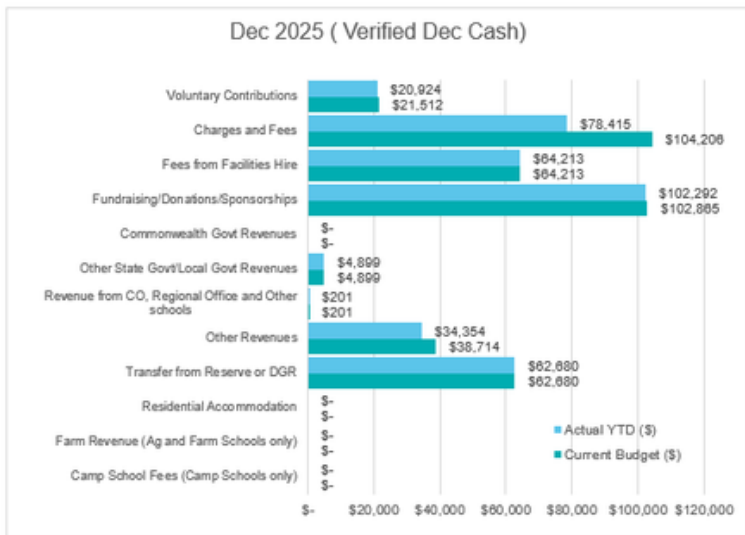
Expenditure, as reported in the Financial Summary on page nine, indicates the biggest spending on curriculum and student services, followed by utilities, facilities, and maintenance.

# Financial Management Data

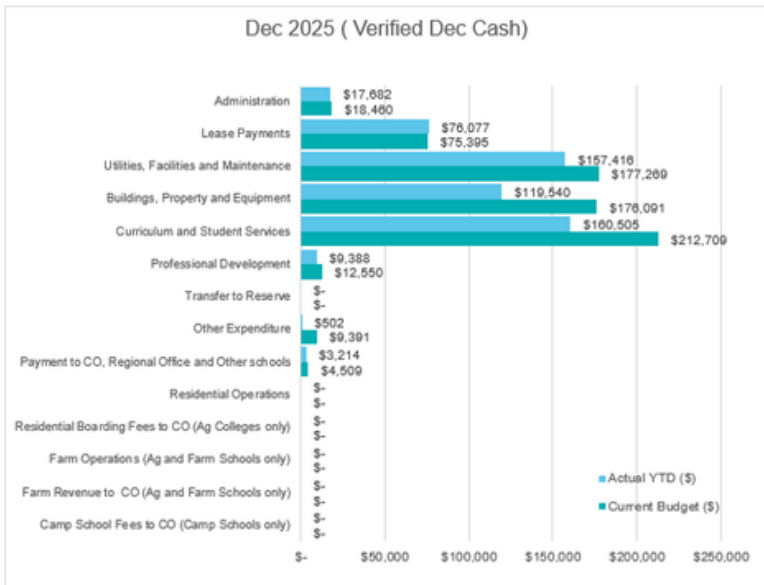
## ONE LINE BUDGET SUMMARY

| ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)              |                     |                  |
|--|---------------------|------------------|
|  | Current Budget (\$) | Actual YTD (\$)  |
| <b>Carry Forward (Cash):</b>                                 | 90,132              | 90,132           |
| <b>Carry Forward (Salary):</b>                               | 31,362              | 31,362           |
| <b>INCOME</b>  |                     |                  |
| Student-Centred Funding (including Transfers & Adjustments): | 4,241,792           | 4,241,792        |
| Locally Raised Funds:  | 399,289             | 367,978          |
| <b>Total Funds:</b>  | <b>4,762,575</b>    | <b>4,731,264</b> |
| <b>EXPENDITURE</b>   |                     |                  |
| Salaries:  | 3,997,226           | 3,997,226        |
| Goods and Services (Cash):                                   | 686,374             | 544,324          |
| <b>Total Expenditure:</b>                                    | <b>4,683,600</b>    | <b>4,541,549</b> |
| <b>VARIANCE:</b>   | <b>78,975</b>       | <b>189,714</b>   |

### LOCALLY GENERATED REVENUE – BUDGET vs ACTUAL



### GOODS AND SERVICES EXPENDITURE – BUDGET vs ACTUAL



# Board Chair Reflections



2025 was a successful year for the School, with the Board observing good progress against targets in the School's Business Plan and satisfaction within the school community.

As part of the Board's regular schedule of two meetings each term, key activities have been:

- Oversight of school financial performance, where the school continues to function well with available resources. We note and greatly appreciate the contribution of the school community, through contributions and the P&C, for supporting key activities.
- Monitoring learning performance, particularly through the School's Business Plan. While there is much to digest in NAPLAN and PAT results, and they are not the be all and end all, it is pleasing to see good progress in student progress over the course of the year and for the stable cohort between years 3 and 5 in NAPLAN testing, particularly for recent focus areas of reading and writing. Students from Freshie also perform well as they progress to high school.
- Considering engagement and satisfaction, particularly through staff, student and parent surveys. These showed strong support for the School and improvement against key metrics compared to recent years.

As we look ahead to 2026, the school will be undergoing a School Review through the Department of Education, and the Business Plan will be updated, allowing opportunity to consider what aspects of school performance are important to the community.

Thank you to our departing School Board members for their contributions, and to all the school community – parents, students and staff – for an excellent 2025.

Paul Tilbrook, School Board Chair

# A Year in Review

Freshwater Bay Primary School enjoyed another successful and stable year in 2025. I would like to acknowledge and thank all our staff for their commitment, enthusiasm, and willingness to work towards success for all students and our school.

Our students demonstrated high progress in their NAPLAN performance however achievement remains below expected when compared to like schools. Student progress is tracking well in Progressive Assessment Test (PAT) – Reading, Spelling, Grammar and Punctuation, and Numeracy, demonstrating results above the Australian median at all year levels and year-on growth in all year levels.

Early Years Extension was offered for the first time in 2025 to selected Year 1 and 2 students. This program offered an opportunity to extend student thinking and inquiry skills, through Bloom's taxonomy.

The school offered a Mathematical Enrichment Program to identified high achieving mathematical thinkers. The focus was on solving extended word problems and computational thinking. Students participated in the APSMO Olympiad Challenges, with many senior students recognised for their achievements in these challenges.

Selected upper primary students participated in the Readers Cup Challenge, Interschool Debating and Interschool Public Speaking competitions. These opportunities extend critical thinking, public speaking and comprehension skills in literacy.

Identified Year 1-3 students requiring support in literacy participated in the MacqLit and MiniLit Reading Program. The School Chaplain continued in her role, providing additional pastoral care to students and families, working with individuals, small groups, and classes at point of need.



# A Year in Review

The annual Open Night was held in Term 3 to display student work and achievements across the year. Harmony Day and NAIDOC Week were also highlights, celebrating the multi-cultural nature of our community.

The Year 3 students participated in the annual Moorditj Noongar cultural experience program. Students attended each school site, participating in a variety of cultural and team building activities. The Year 5/6 students participated in the annual Karrakatta Cross Initiative to commemorate soldiers from World War I and II. The program was highly received in the community, earning public recognition via media channels.

The students continued to experience a range of learning experiences designed to engage and broaden knowledge and skills. Incursions and excursions included Musica Viva, Herdsman Lake, Claremont Museum and Wildlife Oz. Year Sixes also participated in their annual camp at Jarrah fall Bush Camp. A highlight for many students was the Year 5/6 economics task the Lemon Project. Selected senior students also participated in the Alliance Française poetry and visual storytelling competitions. The Book Fair in Term Three was another highlight, providing students with access to a variety of literature to purchase while raising funds for the school.



# English

The identified targets articulated in the English Operational Plan 2025 were:

- Year 3 & 5 NAPLAN Reading results will be equal to or above like schools by 2026.
- Increase the percentage of students achieving in the exceeding band equal to or greater than like schools.
- PAT-R median score will be equal to or above the 75th percentile of the Australian norm.
- Moderate or above progress to be made by 80% of the stable cohort from On Entry to Year 3 NAPLAN.
- By the end of Year 2, 80% of the cohort will have completed Phase 6 Letters and Sounds.

The Whole School English Plan focused on student performance in Reading however all aspects of English were addressed as essential components of the curriculum. High importance was placed on delivering a whole school approach and structure to literacy, to best support and advance our students. The school completed its internship in the Centre for Excellence in the Explicit Teaching of Literacy program.

Professional learning focused on developing and embedding a Literacy Block structure utilising the essential components of the Science of Reading research about how children learn to read. The Centre for Excellence interns led the implementation of this project. Staff applied consistent whole school pedagogical practices in the teaching of phonological awareness, phonics, syntax and fluency as well as embedding daily reviews.

Student performance data was reviewed and analysed according to the milestones outlined in the Assessment Schedule, with data derived from Dibels,

Letters and Sounds, Lexia, Brightpath, PAT and NAPLAN. This data was utilised to plan, teach, and assess the curriculum and guide delivery of content. A common writing task was assessed against the SCSA writing rubric for moderation, ensuring consistency in grade allocation.

The interns consolidated the agreed Freshie Way structured Instructional Literacy Routine, focusing on developing common practices in the teaching of vocabulary, comprehension and writing.

The tables overleaf describe the Year 3 and 5 NAPLAN student performance in Reading, Writing, Spelling, Punctuation and Grammar.



**Year 3 NAPLAN Performance**

|      | Reading        |             |               | Writing        |             |               | Spelling       |             |               | Grammar & Punctuation |             |               |
|------|----------------|-------------|---------------|----------------|-------------|---------------|----------------|-------------|---------------|-----------------------|-------------|---------------|
|      | School Average | Like School | Aust. Average | School Average | Like School | Aust. Average | School Average | Like School | Aust. Average | School Average        | Like School | Aust. Average |
| 2025 | 422            | 448         | 402           | 418            | 447         | 414           | 413            | 443         | 405           | 420                   | 465         | 408           |
| 2024 | 438            | 458         | 404           | 441            | 463         | 416           | 412            | 450         | 401           | 442                   | 470         | 409           |
| 2023 | 435            | 457         | 404           | 441            | 461         | 417           | 421            | 454         | 404           | 448                   | 467         | 409           |

**Year 5 NAPLAN Performance**

|      | Reading        |             |               | Writing        |             |               | Spelling       |             |               | Grammar & Punctuation |             |               |
|------|----------------|-------------|---------------|----------------|-------------|---------------|----------------|-------------|---------------|-----------------------|-------------|---------------|
|      | School Average | Like School | Aust. Average | School Average | Like School | Aust. Average | School Average | Like School | Aust. Average | School Average        | Like School | Aust. Average |
| 2025 | 507            | 536         | 492           | 485            | 516         | 480           | 495            | 529         | 487           | 519                   | 557         | 497           |
| 2024 | 524            | 545         | 492           | 491            | 537         | 485           | 517            | 537         | 486           | 540                   | 565         | 498           |
| 2023 | 533            | 546         | 496           | 525            | 532         | 483           | 517            | 536         | 490           | 534                   | 566         | 496           |

The Year Three and Five results were above the Australian average but below like schools. The focus for school improvement will continue on effective Tier 1 instruction in literacy, and improving Tier 2, strategies for students requiring extra support within the classroom.

The tables below describe the percentage of students in each proficiency band in Reading. Student achievement in the exceeding bands is below like schools in both Year 3 and 5.

**Year Three Reading**

| Proficiency Level | NAPLAN Score Range | 2025 School | Like School |
|-------------------|--------------------|-------------|-------------|
| Exceeding         | 493 & above        | 28%         | 35%         |
| Strong            | 378-492            | 47%         | 51%         |
| Developing        | 311-377            | 15%         | 11%         |
| NAS               | 310 & below        | 10%         | 3%          |

**Year Five Reading**

| Proficiency Level | NAPLAN Score Range | 2025 School | Like School |
|-------------------|--------------------|-------------|-------------|
| Exceeding         | 577 & above        | 28%         | 41%         |
| Strong            | 451-576            | 53%         | 49%         |
| Developing        | 386-450            | 14%         | 7%          |
| NAS               | 385 & below        | 6%          | 3%          |

The tables beside describe student progress in reading from On Entry to Year 3 NAPLAN and Year 3 to Year 5 NAPLAN. In 2025, 74% of students demonstrated at least moderate progress from Pre-primary to Year 3 and 80% of students from Year 3 to Year 5.

**Reading Progress On-entry to NAPLAN**

| Progress | Very High | High | Moderate | Low | Very Low |
|----------|-----------|------|----------|-----|----------|
| 2025     | 25%       | 22%  | 27%      | 12% | 15%      |
| 2024     | 18%       | 11%  | 41%      | 14% | 16%      |
| 2023     | 20%       | 14%  | 37%      | 14% | 14%      |

**Reading Progress Year 3 to Year 5**

| Progress | Very High | High | Moderate | Low | Very Low |
|----------|-----------|------|----------|-----|----------|
| 2025     | 21%       | 35%  | 24%      | 10% | 10%      |

In 2026, the English Operational Plan will centre on strengthening and embedding the whole school Literacy Block structure, utilising the agreed Freshie Way structured instructional routine. The focus will continue on student performance in Reading through the implementation of daily reviews, agreed phonological awareness, phonics, fluency, vocabulary, text level writing and syntax strategies, with common practices being developed for teaching comprehension. Analysis and moderation of student achievement data will continue as the main driver for the plan, teach, assess cycle, focusing on explicit teaching methods.

**What Next?**



# Mathematics

The identified targets articulated in the Mathematics Operational Plan 2025 were:

- Year 3 & 5 NAPLAN Numeracy results will be equal to or above like schools by 2026.
- Increase the percentage of students achieving in the exceeding band equal to or greater than like schools.
- PAT-R median score will be equal to or above the 65th percentile of the Australian norm.
- Moderate or above progress to be made by 80% of the stable cohort from On Entry to Year 3 NAPLAN.

The Mathematics Operational Plan focused on implementing a whole school approach and structure to numeracy, to best support and advance our students. A common Numeracy Block structure was implemented by staff. This included Daily Reviews and the gradual release model of instruction using Maths Trek as the resource to deliver mathematical concepts and assessments for students. Problem solving and investigations were delivered as part of the program to provide additional extension of concepts taught.

The committee consolidated the agreed Freshie Way structured Instructional Numeracy Routine, focusing on differentiation to support all learners.

Student performance data was reviewed and analysed according to the milestones outlined in the Assessment Schedule, with data derived from Maths Trek, Westwood, PAT and NAPLAN. This data was utilised to plan, teach, and assess the curriculum and guide delivery of content.



The table below describe the Year 3 and 5 NAPLAN student performance in Numeracy. Year Three and Year Five results were above the Australian average but below like schools

## NAPLAN Numeracy Performance

|      | Year Three Numeracy |              |               | Year Five Numeracy |              |               |
|------|---------------------|--------------|---------------|--------------------|--------------|---------------|
|      | School Average      | Like Schools | Aust. Average | School Average     | Like Schools | Aust. Average |
| 2025 | 428                 | 445          | 405           | 520                | 547          | 492           |
| 2024 | 436                 | 454          | 404           | 547                | 553          | 489           |
| 2023 | 435                 | 458          | 406           | 533                | 552          | 488           |

The tables below describe the percentage of students in each proficiency band in Numeracy. Student achievement in the exceeding bands is below like schools in both Year 3 and 5.

| Proficiency Level | NAPLAN Score Range | 2025 School | Like School |
|-------------------|--------------------|-------------|-------------|
| Exceeding         | 493 & above        | 13%         | 23%         |
| Strong            | 378-492            | 66%         | 60%         |
| Developing        | 311-377            | 17%         | 13%         |
| NAS               | 310 & below        | 4%          | 3%          |

| Proficiency Level | NAPLAN Score Range | 2025 School | Like School |
|-------------------|--------------------|-------------|-------------|
| Exceeding         | 577 & above        | 28%         | 32%         |
| Strong            | 451-576            | 56%         | 57%         |
| Developing        | 386-450            | 11%         | 8%          |
| NAS               | 385 & below        | 6%          | 2%          |

The tables beside describe student progress in Numeracy from On Entry to Year 3 NAPLAN and Year 3 to Year 5 NAPLAN. In 2025, 79% of students demonstrated at least moderate progress from Pre-primary to Year 3 and 73% of students from Year 3 to Year 5.

| Progress | Very High | High | Moderate | Low | Very Low |
|----------|-----------|------|----------|-----|----------|
| 2025     | 25%       | 19%  | 36%      | 12% | 9%       |
| 2024     | 11%       | 14%  | 41%      | 20% | 14%      |
| 2023     | 14%       | 25%  | 36%      | 8%  | 17%      |

| Progress | Very High | High | Moderate | Low | Very Low |
|----------|-----------|------|----------|-----|----------|
| 2025     | 24%       | 35%  | 14%      | 10% | 17%      |

## What Next?

In 2026, the Mathematics Operation Plan will focus on strengthening and embedding the whole school Numeracy Block structure, utilising the agreed Freshie Way structured instructional routine, using the Maths Trek resources as the basis for instruction and providing extension activities for capable students. Analysis and moderation of student achievement data will continue as the main driver for the plan, teach, assess cycle. The development and implementation of problem-solving strategies scope and sequence will be a priority for the Mathematics Committee.



# Science, ICT & Digital Technology

The identified targets articulated in the ICT Operational Plan 2025 were:

- To develop baseline ICT competencies across the whole school, K to 6. All students will have the same baseline skills to learn and apply.
- To increase staff & students' competencies in communicating, managing and operating ICT tools and equipment.
- To develop, share and communicate efficient processes and practices in storing and upkeeping iPads and other digital devices.

In 2025 the school consolidated their learning from the specialised coaching in using iPads in the classroom, following the ICT Scope and Sequence. Staff received training in Microsoft Teams, Canva and the use of AI in planning teaching and learning programs. Devices were leased by the school, partially funded by the P&C, to provide students access to iPads during teaching and learning programs at a ratio to 1:1 for students in Years 4-6, 1:2 for students in Years 1-3 and class sets of 8 for Kindy and Pre-primary. The community were surveyed about moving to a BYOD model and it was decided to not proceed with this option.

Specialist Science was offered to all students from Year One to Year Six in 2025. Students in Years 3-6 were tested using PAT Science. Results were above the Australian median at all year levels, with high levels of growth from 2024 results. 98% of our students achieved a C grade or higher in Science and 100% achieved a C grade or higher in Technologies on their Semester Two report.



In 2026, Operational Plans will focus on utilising staff expertise to share and model integration of ICT across the curriculum. A strong focus will be on the investigation of the benefits and shortcomings of using AI in the classroom. The continued integration of scientific theory into literacy sessions will be explored, to enable cross-curricular, meaningful units of work to be developed. PAT Science testing for students in Year 3-6 will continue, to measure student progress over time.

# Health and Physical Education

Specialist Physical Education was offered to all students from Year One to Year Six at Freshwater Bay Primary School in 2025. The Health Scope and Sequence was strengthened and embedded in instructional practice. Staff received on-going professional learning on mindfulness, the zones of regulation, protective behaviours and friendly schools. 100% of our students achieved a C grade or higher in Physical Education and 100% in Health Education on their Semester Two report.

Freshwater Bay continued its membership with the Claremont Regional Schools Sports Group, allowing participation at various interschool events being held across the year. Students achieved success in interschool events including placing 5<sup>th</sup> in Swimming, 3<sup>rd</sup> in Athletics and 1<sup>st</sup> in Soccer. Additionally, individual students placed in Cross Country, Swimming and Athletics events. We are proud of the sportsmanship shown by our students who represented us on the sporting fields across the year.

# Humanities and Social Sciences

The Humanities and Social Sciences curriculum consists of History, Geography, Civics and Citizenship and Economics and Business. Staff utilised the program Inquisitive to create blocks of content to ensure they covered all aspects of the curriculum each semester. Staff reported to parents using the Western Australian curriculum in these areas, 99% of our students achieved a C grade or higher in HaSS on their Semester Two report.

The traditional Moorditj Noongar cultural experience occurred for Year 3 students. Year 5/6 students honoured war memorials through the Karrakatta Cross Initiative.



# Languages - French

Freshwater Bay Primary School teaches French for all students from Year 1 to 6. Lessons in French were based on various themes that are covered throughout the year where they are immersed in the language as well as gain an appreciation of French culture. The app Education Perfect was utilised for students to assist with learning the language and practice their acquisition of vocabulary. Eleven students participated in the Alliance Française Poem Competition, and three were named as Laureates, attending the Prize Ceremony in October. Additionally, five students were named as Laureates in the Alliance Française Visual Storytelling competition. 97% of our Year Three to Six students achieved a C grade or higher in French on their Semester Two report.

# The Arts



Specialist Music Education was offered to all students from Year One to Year Six at Freshwater Bay Primary School in 2025. A school choir was formed for students in Years Three to Six and rehearsals took place every week. The choir participated in various performances both at school and within the local community, including the Open Night, Carols at Claremont Quarter, and Massed Choir Festival. Selected senior students also participated in the School of Instrumental Music program, attending specialist lessons in violin, viola, trumpet, trombone and cello.

Dance lessons continued in Term Two, with the program being offered to all students from Pre-primary to Year Six under the guidance of a specialist dance teacher. These lessons culminated in two performance concerts for parents and students at the conclusion of the term.

Visual Arts was taught by a specialist Art Teacher in 2025. The Visual Arts curriculum enabled students to create art or craft pieces that expressed their own and others' ideas as an artist or audience member. All students produced and displayed a work of art at the Open Evening at the end of Term Three. The Art Club ran weekly, with participating students developing some astonishing prices of work displayed at the Open Night. 100% of our students achieved a C grade or higher in Visual Arts and 99% in Music on their Semester Two report.

# Student, Parent and Staff Survey

The annual National School Opinion Survey was undertaken in 2025. Students in years 4-6, parents and staff were provided with the opportunity to share feedback through surveys. A summary of each survey is noted below.

Our staff identified strengths in teacher care, competency, fairness and approachability. The school was seen to look for ways to improve, motivate students to learn, provide safety and enjoyment, and is well-led. Improvement is noted in the provision of support structures to improve staff well-being, and the provision of useful feedback to staff. Growth is required in managing student behaviour and provision of academic support for students.

Our parents feel that their students are safe and like being at school. They feel teachers expect their children to do well, are good at their job, are approachable and care. The school was seen to be well-maintained, look for ways to improve and have a strong relationship with the community. Improvement is noted in providing feedback to parents regarding student progress and achievement. A focus on the provision of structures for students requiring assistance or extension, meeting the needs of all learners and working with families to support learning is highlighted.

Students also rated teacher competency and care very highly, specifically expectations of students, being treated fairly, the provision of feedback and motivating them to learn. They like attending school. Students have highlighted issues with management of student behaviour and talking to teachers about their concerns.



# School Improvement Plans 2026

The four key priorities in the Business Plan 2024-2026 are:

1. Student Achievement and Progress
2. Teaching for Impact
3. Learning Environment
4. Relationships and Partnerships

In 2026, to address the improvements in teaching and learning our school will:

- Embed whole school evidence-based pedagogical structures for instructional routines with time allocations as per the Freshwater Bay Way
- Implement whole school English and Maths Operational Plans, focusing on low variation in the delivery of strategies in Literacy and Numeracy and Tier 2 strategies to differentiate for individual needs
- Utilise staff and team meetings to facilitate a shared understanding of the impact of teaching practices, data analysis, moderation, and collaborative planning
- Utilise coaching to develop staff skills and expertise in a variety of learning areas. Continue with opportunities for staff to take on leadership roles within the school
- Use analysis of student achievement data to focus on growth in student attainment for all learners and measure this growth against targets set

- Utilise performance development processes, including review meetings and peer and line manager observation/feedback processes to drive learning and teaching
- Embed the ICT scope and sequence and skills framework in all classes, utilising professional learning and coaching to develop baseline skills in all learners
- Define and implement a Positive Behaviour Support system school wide to clearly outline expectations of students, staff and parents
- Support student health and well-being through the implementation of targeted strategies in the Health Scope and Sequence, including Friendly Schools Plus, Mindfulness and Zones of Regulation
- Define and embed low-variance, regular and streamlined reporting and feedback processes regarding student achievement and progress as well as regularly seeking contribution from all stakeholders



