

Beeliar Primary School Annual Report 2025



Wanyoo

*Nurturing Students who
Belong, Persevere and Succeed*

Reconciliation Vision

Beeliar Primary School is committed to contributing actively to reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous people. We aspire for students to be lifelong advocates of reconciliation, through teaching and modelling respect and empathy.

Beeliar Primary School will acknowledge and respect the significance of the local Beeliar Boodjar to Noongar people - past, present and emerging. The Beeliar Primary School Community will be provided opportunities to develop their understanding of the importance of reconciliation to all Australians and prepare students to become advocates for, and participants in, reconciliation.

At Beeliar, we are committed to truth-telling and being active participants in recognising and sharing the true histories of Australia and Aboriginal and Torres Strait Islander peoples' perspectives within our classrooms.

ACKNOWLEDGEMENT STATEMENT

We respectfully acknowledge the past and present traditional custodians of this land on which we are meeting, the Whadjuk people of the Noongar nation. It is a privilege to be standing on this beautiful country, Beeliar Boodja. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in, and share together, Australia. We pay our respect to the Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples today.



Welcome to the Beeliar Primary School 2025 Annual Report.

The year 2025 was a significant one for Beeliar Primary School, marked by reflection, achievement, and a clear focus on our future direction. Building on the strong foundations established during our 25-year milestone celebrations in 2024, our school community has continued to work together with pride, purpose and optimism.

At the start of 2025, and following consultation with staff and the School Board, we launched our *Beeliar PS Business Plan 2025 and Beyond*. This plan established a clear strategic direction for the school, with a strong focus on high-quality teaching and learning, student wellbeing, leadership development, and strong partnerships with families and the community.

A major highlight of 2025 was the successful completion of our Public-School Review. The review affirmed our positive school culture, collaborative leadership and inclusive practices, and validated the strategic direction set out in our Business Plan, while also providing valuable feedback to guide our ongoing improvement journey.

High-quality teaching and learning remained central throughout the year. Staff worked collaboratively to refine whole-school approaches, engage in targeted professional learning and use student data to inform practice. As Principal, it is a privilege to regularly visit classrooms and see the expertise, care and commitment that supports every student to achieve their potential.

Our moral purpose — *Nurturing Students who Belong, Persevere and Succeed* — continued to guide all aspects of school life. Student wellbeing and belonging were prioritised through inclusive practices, positive behaviour support and a strong focus on safe, supportive learning environments.

Reconciliation remains an important part of our work. Our Reconciliation Action Plan continues to guide culturally responsive practices and the embedding of Aboriginal perspectives across learning areas, strengthening understanding, respect and connection.

Strong partnerships with families and the wider community remain a hallmark of Beeliar Primary School. I sincerely thank our School Board, P&C and valued community partners for their ongoing support. Through ongoing consultation and collaboration, we have strengthened our shared understanding of what matters most for our learners and how we work together to achieve our moral purpose.

As we look ahead, we remain focused on bringing our Business Plan to life and continuing our improvement journey with confidence and clarity, enacting the Department's vision of *every student, every classroom, every day*.

I look forward to what 2026 will bring for our school, students and community.

Paige Goodsell
Principal

Principal's Report



Overview of the School



In 2025, Beeliar Primary School continued to experience steady growth, with enrolment numbers remaining variable throughout the year. As at the Semester 2 census, the school maintained a strong enrolment profile across Kindergarten to Year 6, with 514 students enrolled. There is some transiency and fluctuation of these numbers reflecting families moving into and out of the Beeliar area. In addition, approximately 40 students attended the Fremantle Language Development Centre satellite classes, which are located on the Beeliar Primary School site.

Beeliar Primary School is well resourced and provides modern learning environments that support high-quality teaching and learning. As the school moves beyond its 25th year, a planned program of facility and furniture upgrades continues to ensure learning spaces meet the needs of students and staff.

During 2025, a number of improvements were completed across the school:

- A new Early Childhood Education (ECE) playground, providing a purpose-built outdoor learning and play space thanks to the election commitment of David Scaife MLA.
- Installation of a new playground in Possum Glade, increasing play opportunities for students for our Year 1 and 2 students.
- Air conditioning installed in the undercover area, co-funded by the P&C, improving comfort and usability for school events and daily activities
- New student desks for Year 4 classrooms, supporting flexible and effective learning environments
- New teacher desks provided for all staff, enhancing professional workspaces.
- New bag racks across our early years.
- The school's 'Bring Your Own Device' (BYOD) program continues to be highly successful, with over 80% of students in Years 4–6 bringing their own device. Devices are managed through the JAMF system, ensuring security and controlled access to approved learning applications while on site.
- Beeliar Primary School offers specialist learning programs in Science, Music, Visual Arts, Physical Education, HaSS and Noongar language. Students in Years 3–6 engage in Noongar language learning delivered by the AIEO/Language teacher, supporting the school's reconciliation vision and strengthening cultural understanding.
- The school continues to embed an Explicit Direct Instruction approach across all year levels, supported by consistent whole-school instructional practices. These approaches underpin strong student achievement and progress. The school's NAPLAN results, which reflect both student success and the effectiveness of teaching and learning programs, are detailed in the following pages.

2025 was another highly successful year for the Beeliar Primary School P&C, with strong community involvement, increased fundraising activity, and meaningful contributions that directly supported our students and staff. Thanks to the dedication of our volunteers and the ongoing support of our school community, we were able to continue providing valuable resources and opportunities that enhance the learning experience at Beeliar Primary School.

Fundraising Events

Throughout the year, the P&C coordinated a wide range of fundraising activities that brought our community together and helped raise significant funds for the school. In 2025, general fundraising totalled \$19,792, reflecting a substantial increase from the previous year. Major events included:

- Colour Run
- Mother's Day and Father's Day Stalls
- Term 2 and Term 4 Discos
- AFL and NRL Raffles
- Christmas Raffle
- Free Dress Days

The Colour Run was a standout highlight, showcasing the incredible spirit and generosity of the Beeliar Primary School community. Together, our students, families, and staff raised an amazing \$10,899, making it one of the most successful events of the year.

These events were well supported by families and contributed to a strong fundraising year for the P&C.

Community Events

In addition to fundraising, the P&C continued to support key school community events, helping to create welcoming and inclusive experiences for families. This included small gestures of appreciation throughout the year, such as handing out Easter eggs to students, which was warmly received and helped strengthen our sense of community.

Year 6 Graduation Committee Fundraisers

The Year 6 Graduation Committee once again worked hard to support the end-of-year celebrations for our graduating students. Their fundraising efforts raised \$6,655 through raffles, a sausage sizzle, bake sales, icy pole days, and free dress days. These funds supported the graduation dinner, morning tea, Big Day Out subsidy, and graduation gifts, ensuring students enjoyed a memorable end to their primary school journey.

P&C President's Report continued

Uniform Shop

The P&C-managed Uniform Shop continued to be an essential service for our school community, providing families with convenient access to affordable, high-quality uniforms. The shop operated smoothly throughout the year thanks to the commitment of our volunteers. While the shop maintains healthy sales to ensure stock availability, its primary purpose remains service-based, supporting families and the broader school community.

P&C Contributions & School Support

Thanks to the generosity of our community and the success of our fundraising efforts, the P&C was able to contribute \$19,333 towards important school resources in 2025. We were also successful in receiving a Volunteer Grant through the Australian Government's 2024–25 program, supported by Josh Wilson MP. This grant enabled the P&C to upgrade essential equipment used by our volunteers, including a new Square Register, an additional Square Terminal, and improved conferencing equipment to support online meeting capabilities.

These enhancements strengthened the way we operate and ensured our volunteers had the tools they needed to continue supporting the school effectively. Alongside this, the P&C funded classroom and learning materials, choir shirts, Kindy hats, Year 6 scholarships and book awards, and other resources that directly enhanced the learning environment for students across all year levels.

Thank You & Looking Ahead

A heartfelt thank you goes to all parents, carers, staff, and volunteers who contributed their time and energy throughout 2025 to the P&C. The success of the P&C is only possible because of the incredible dedication of our school community.

As we move into 2026, we encourage more families to get involved with the P&C. Whether through volunteering at events, assisting in the uniform shop, or attending meetings, every contribution helps us continue making a positive impact at Beeliar Primary School.

We look forward to another wonderful year ahead.

Kaitlyn Hughes
President,
Beeliar Primary School P&C





Fremantle Language Development Centre Report

Fremantle Language Development Centre (LDC) is an Independent Public School that provides high quality specialist education for Kindergarten to Year 3 students who have a significant primary language disorder or diagnosis of Development Language Disorder (DLD). Fremantle LDC consists of a school and a state-wide Outreach service and provide targeted, intensive language and academic intervention in a supportive environment that focuses on the social, emotional and academic growth of students.

The school is located across three sites where facilities are shared with local primary schools, enabling children from the LDC to benefit from interaction and inclusion with mainstream students. The main administration and site is located at Caralee Community School site and there are LDC classes at Bull Creek Primary School and Beeliar Primary School. In 2025, there were three classes located at Beeliar – Year PP/ 1, Year 1/2 and Year 2/3 with a total number of 40 students and 11 staff.

Students participate alongside their mainstream peers in school events, assemblies, playtime, excursions, and incursions. This integrated model fosters strong collaboration among staff, students, and the wider school community. Our goal is to equip students with the skills and knowledge needed for a smooth transition into mainstream education.



2025 • Fremantle Language Development Centre - Beeliar Satellite Staff



Ebony Brett



Natalie Gaunt



Natalie Issell



Tharina Jacobs



Elizabeth Langford-Smith



Nichola Middlemiss



Christina Plaistowe



Caron Reid



Nadine Stapleton



Staffing Summary

2025

The staff at Beeliar Primary School are committed to delivering high-quality teaching and learning across every classroom. The school adopts a distributed leadership model, with curriculum leaders and year level team leaders supporting staff and the consistent implementation of effective teaching and learning practices across the school.

| Staff Numbers | | | |
|--------------------------------------|-----------|-------------|----------|
| | No | FTE | ABL |
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Associate / Deputy / Vice Principals | 2 | 2.0 | 0 |
| Total Administration Staff | 3 | 3.0 | 0 |
| Teaching Staff | | | |
| Level 3 Teachers | 1 | 1.0 | 0 |
| Other Teaching Staff | 29 | 25.2 | 0 |
| Total Teaching Staff | 30 | 26.2 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 5 | 3.6 | 0 |
| Gardening / Maintenance | 1 | 0.8 | 0 |
| Instructional | 2 | 0.8 | 2 |
| Other Allied Professionals | 21 | 15.2 | 1 |
| Total School Support Staff | 29 | 20.4 | 3 |
| Total | 62 | 49.6 | 3 |

In 2025, Beeliar Primary School further strengthened its leadership structure with the appointment of two Wellbeing Leaders and a Lead Education Assistant (EA). These roles were established to support the school's strategic direction and implementation of the MTSS approach, enhance student wellbeing and inclusion, and strengthen coordinated approaches to supporting students and staff across the school.

The school also benefits from learning coaches who work collaboratively with teaching staff through a targeted coaching model. This approach supports continuous improvement, professional reflection and the reduction of variation in teaching practice between classrooms.

Teaching staff work in collaborative year level teams (PLCs) to plan, teach and assess using the Western Australian Curriculum. Through these teams, staff implement the school's connected practices and engage in shared accountability for student progress and achievement. All teaching staff meet the professional requirements to teach in Western Australian public schools and are registered with the Teacher Registration Board of Western Australia.

All staff participate in ongoing professional learning and performance management processes, ensuring a continued focus on strengthening skills, knowledge and practice. Beeliar Primary School is fortunate to have a highly skilled and dedicated staff who work collectively to ensure students experience high-quality learning every day.

Non-teaching staff, including Allied Professionals, play a vital role in supporting student learning and wellbeing. Allied Professionals work across Kindergarten and Pre-primary classrooms to increase the student-to-adult ratio, enabling the delivery of high-quality early learning programs. Special Needs Allied Professionals work alongside classroom teachers to support students with a disability or those students who are identified as needing additional support to access the curriculum and school's learning programs.

Additional non-teaching staff include the administration team, cleaners and gardener. These staff members are essential to the daily operations and overall functionality of the school and contribute significantly to the positive learning environment and success of Beeliar Primary School.

Student Information 2025

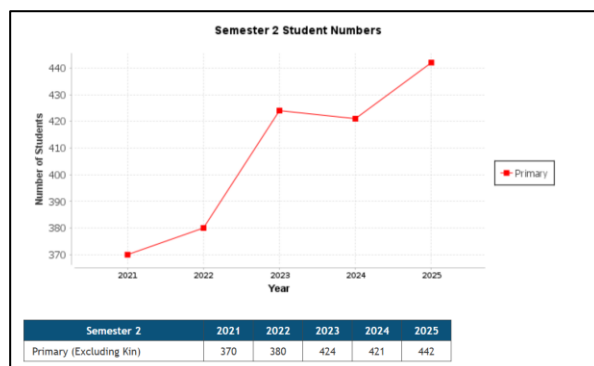
Enrolments

Beeliam Primary School continues to be a school of choice in the area and our numbers continue to increase each year.

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (37) | 72 | 67 | 81 | 57 | 65 | 47 | 53 | 479 |
| Part Time | 73 | | | | | | | | |

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

| | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|
| Male | 39 | 37 | 198 | | 274 |
| Female | 34 | 35 | 172 | | 241 |
| Total | 73 | 72 | 370 | | 515 |



Attendance Information

Student overall attendance rates are slightly below WA Public Schools. This is due to families taking vacation during school terms and also sickness rates across the community in 2025. Our student services team provide intensive support for students with severe attendance rates.

Primary Attendance Rates

| | Attendance Rate | |
|------|-----------------|-------------------|
| | School | WA Public Schools |
| 2023 | 90.2% | 88.9% |
| 2024 | 90.2% | 89.4% |
| 2025 | 88.9% | 89.1% |

Attendance % - Primary Year Levels

| | Attendance Rate | | | | | | |
|------------------------|-----------------|-----|-----|-----|-----|-----|-----|
| | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
| 2023 | 91% | 90% | 90% | 92% | 90% | 90% | 89% |
| 2024 | 89% | 91% | 92% | 90% | 93% | 87% | 88% |
| 2025 | 89% | 89% | 91% | 91% | 87% | 90% | 86% |
| WA Public Schools 2025 | 89% | 89% | 89% | 90% | 89% | 89% | 89% |

Business Plan Review 2025

Beeliar PS Business Plan 2025 and beyond sets the strategic direction for our school. We have 5 key targets to monitor our progress and achievement and outlined below.

| | Year | Numeracy | Reading | Writing | Spelling | Grammar and Punctuation |
|-----------------------------|------|----------|---------|---------|----------|-------------------------|
| NAPLAN against like schools | 3 | 0.8 | 1.0 | 0.0 | 0.9 | 1.2 |
| | 5 | -1.3 | -0.2 | 0.8 | -0.9 | -1.0 |

Targets - 1.1 Achieve above like schools in all areas of NAPLAN.

Year 3 – Achieved 4/5 Areas Year 5 – Achieved 1/5 Areas

| | Year | Numeracy | Reading | Writing | Spelling | Grammar and Punctuation |
|---------------------------------|--------|----------|---------|---------|----------|-------------------------|
| NAPLAN Achievement only | 3 | Above | Above | At | Above | Above |
| | 5 | Above | Above | Above | Above | Above |
| NAPLAN Achievement and Progress | 3 | Above | Above | At | Above | Above |
| | 3 to 5 | Below | Below | Above | Below | Below |

Targets - 1.2 Achieve above WA Public Schools in all areas of NAPLAN.

Year 3 – Achieved 5/5 Areas Year 5 – Achieved 5/5 Areas

| | Year | Numeracy | Reading | Writing | Spelling | Grammar and Punctuation |
|-------------------------|------|----------|---------|---------|----------|-------------------------|
| NAPLAN Achievement only | 3 | Above | Above | Above | Above | Above |
| | 5 | Above | Above | Above | Above | Above |

Business Plan Review 2025

On-Entry Assessment

On-Entry Assessment is a mandatory assessment program conducted in Western Australian public schools to assess the literacy and numeracy skills of students at the beginning of their first year of formal schooling (Pre-primary). The assessment provides baseline data on students' early reading, writing and numeracy skills.

The On-Entry Assessment assists teachers to identify individual student strengths and areas for development, enabling informed planning and targeted teaching strategies early in the school year. It also supports schools in monitoring student progress over time and contributes to whole-school planning and improvement processes.

Data from the On-Entry Assessment is used at the classroom, school and system level to support effective teaching and learning, and to inform the reporting of student achievement and progress.

Targets - 1.3 Achieve above like schools in all areas of On Entry.

Achieved 1/3 Areas

| Numeracy | Reading | Writing |
|----------|---------|---------|
| At | Below | Below |

Targets - 1.4 Achieve above WA Public Schools in all areas of On Entry

Achieved 1/3 Areas

| Numeracy | Reading | Writing |
|----------|---------|---------|
| Above | Below | Below |

Business Plan Review

2025

Targets - 1.5 Be the end of the Business Plan Cycle, Beeliar PS will be meeting in all areas of the National Quality Standard.

Achieved 6/7 areas

What is the National Quality Standard (NQS)?

The National Quality Standard (NQS) is a national benchmark that sets out expectations for quality education and care for young children in Australia. It is part of the National Quality Framework (NQF), which provides a consistent approach to regulating early childhood education and care services (including preschools/kindergartens and outside school hours care) across all states and territories, including Western Australia.

The NQS aims to:

- Ensure children receive high-quality education and care that supports their learning, development and wellbeing.
- Promote continuous improvement in practices and environments in schools and early learning services.
- Help families and communities understand what *quality* looks like in children's services.

| Quality Areas | | Rating |
|----------------|--|-----------------|
| Quality Area 1 | Educational program and practice | Meeting |
| Quality Area 2 | Children's health and safety | Meeting |
| Quality Area 3 | Physical environment | Working Towards |
| Quality Area 4 | Staffing arrangements | Meeting |
| Quality Area 5 | Relationships with children | Meeting |
| Quality Area 6 | Collaborative partnerships with families and communities | Meeting |
| Quality Area 7 | Governance and Leadership | Meeting |

Business Plan Review

2025

Each semester our leaders meet to reflect on and rate the progress of the school against the school's targets and focus areas. The school's operational plans further unpack these focus areas into strategies and actions our staff will undertake to ensure continuous improvement occurs and, as a result, a focus on all students achieving their potential.

This information is summarised in the tables below.

| 1. Teaching and Learning | Sem 1 2025 | Sem 2 2025 |
|---|---------------|---------------|
| 1.1 Develop staff capacity and impact. | 2 | 2 |
| 1.2 Maintain high quality teaching and learning practices. | 2 | 2 |
| 1.3 Implement Department and evidence-based instructional practices. | 2 | 2 |
| 1.4 Support and develop leadership across the school. | 2 | 2.5 |
| 1.5 Embed culturally responsive teaching and learning practices. | 2 | 2 |
| 1.6 Use student data to inform teaching and learning and monitor teaching impact. | 2 | 2 |
| 1.7 Maintain and further develop the BYOD program. | 2 | 2 |
| 1.8 Foster future-focussed learning skills through inquiry and ICT integration | 1 | 1.5 |



| Scale | |
|-----------------|-----|
| Achieved | 3.0 |
| On Track | 2.0 |
| Work to be done | 1.0 |

Business Plan Review 2025

| 2. Relationships and Partnerships | Sem 1 2025 | Sem 2 2025 |
|--|---------------|---------------|
| 2.1 Maintain a positive school culture. | 2 | 2.5 |
| 2.2 Continue to grow authentic relationships and partnerships. | 3 | 3 |
| 2.3 Strengthen our Student Services Team. | 2 | 2.5 |
| 2.4 Foster partnerships for cultural responsiveness | 3 | 3 |

| 3. Learning Environment | Sem 1 2025 | Sem 2 2025 |
|---|---------------|---------------|
| 3.1 Develop engaging learning spaces. | 2 | 2.5 |
| 3.2 Foster a connection to Whadjuk boodja. | 3 | 3 |
| 3.3 Develop environmental awareness and embed sustainable practices | 3 | 3 |



| Scale | |
|-----------------|-----|
| Achieved | 3.0 |
| On Track | 2.0 |
| Work to be done | 1.0 |



Public School Review

2025

In 2025, Beeliar Primary School participated in a Public-School Review conducted by the Department of Education to validate the school's self-assessment across six domains. The process involved close consultation with staff, the School Board, and community representatives, and provided an opportunity to celebrate achievements while identifying areas for continued improvement.

Overall feedback from the review panel was highly positive, describing the school community as proud, confident and aligned in its vision and direction. Students, parents and staff spoke warmly about the school's culture, learning environment and sense of belonging. The evidence submitted was considered robust and strongly aligned with observations during the validation visit, with clear links to progress made since the 2021 review. The school received a three-year return time, with several areas noted as approaching a five-year level.

Strong relationships and partnerships were identified as a key strength of the school. Reviewers commended the high levels of collaboration with parents, the effectiveness of the School Board and P&C, and the school's inclusive and respectful approach to cultural responsiveness. Students demonstrated a strong sense of voice and connection to the school's values, particularly the *Stand Tall* pillars, which guide behaviour and wellbeing.

The learning environment was recognised for its focus on wellbeing, sustainability and cultural awareness, supported by a developing Multi-Tiered System of Support. Leadership was described as collaborative and supportive, with strong investment in staff development, mentoring and professional learning. Teaching quality was strengthened through coaching, Professional Learning Communities, and consistent instructional approaches, while student achievement data was well analysed and used to inform targeted interventions.

Recommendations from the review focus on refining whole-school communication strategies, formalising leadership structures, further embedding restorative practices, enhancing differentiated teaching strategies and continuing to build staff capacity in data literacy. These priorities will guide the next phase of improvement and support the school's ongoing commitment to high-quality education for all students.



Public School Review 2025



Public School Review – Commendations

- Strong, positive school culture with high levels of student, staff and community pride
- Effective governance and collaboration through the School Board and P&C
- High levels of community consultation and open communication
- Inclusive and respectful cultural responsiveness, including strong Aboriginal partnerships
- Strong student voice and engagement, supported by the *Stand Tall* pillars
- Positive learning environment with a growing focus on wellbeing and sustainability
- Effective leadership, mentoring and professional learning for staff
- Embedded coaching, explicit teaching practices and collaborative PLC structures
- Strategic use of data to inform teaching, learning and targeted student intervention

Public School Review – Recommendations

- Finalise and implement a clear whole-school communication strategy
- Increase opportunities for parents to engage with their child's learning
- Further embed restorative practices aligned with the *Stand Tall* pillars
- Implement the MTSS action plan with fidelity and refine SAER processes
- Formalise leadership structures and clarify middle leader roles
- Update asset and reserve planning to support future resourcing needs
- Broaden differentiated and adaptive teaching strategies
- Strengthen feedback loops between instructional leaders, teams and PLCs
- Develop longitudinal data sets to track attendance, behaviour, cultural impact and academic progress
- Continue building staff capacity in data literacy

For more information, please visit our school website to read the Public-School Report.



Public School Review

2025

| PUBLIC SCHOOL REVIEW | |
|---|-----|
| Relationships & Partnerships - Finalise the school's communication strategy in alignment with community feedback, ensuring each platform has a clearly defined purpose and use. | 3 |
| Learning Environment - Further develop the school's restorative approach to strengthen the connection between the Stand Tall ethos and the established behaviour policy. | 2 |
| Learning Environment - Continue implementing the five-year MTSS action plan, ensuring an alignment of the students at educational risk policy as it continues to develop. | 2 |
| Leadership - Develop a formalised description of the school's leadership structure that clearly defines middle leadership roles, outlines the alignment of school teams, and articulates the whole-school decision making process. | 2 |
| Leadership -Identify opportunities for middle leaders to engage in targeted PL that builds leadership capacity and supports their continued impact across the school | 1 |
| Resources - Finalise the Asset and Resourcing Replacement Plan by enhancing lease monitoring and asset tracking, incorporating handover recommendations from the previous MCS. | 2 |
| Teaching quality - Expand differentiated teaching practice to include the provision of adaptive strategies to support student learning. | 1.5 |
| Teaching quality - Formalise feedback loops between instructional leaders, curriculum teams, and PLCs to further inform the consistent implementation of the instructional model and curriculum programs | 1.5 |
| Student Achievement and Progress - Establish longitudinal data sets to monitor the impact of cultural initiatives on student attendance, behaviour and academic achievement | 1.5 |
| Student Achievement and Progress - Enhance levels of staff data literacy to strengthen collaborative analysis within PLCs | 2 |

In Term 4 our team and curriculum leaders rated the school's progress against the PSR recommendations. We will continue to focus on these in 2026 and beyond.

| Scale | |
|-----------------|-----|
| Achieved | 3.0 |
| On Track | 2.0 |
| Work to be done | 1.0 |

School Culture Surveys 2025

Overview

In 2025, Beeliar Primary School conducted its annual School Culture Survey to gather feedback from students, staff and the community. The survey provides valuable insight into the school's strengths and identifies clear priorities for continued improvement. Overall, feedback reflects a school community characterised by strong relationships, a safe and inclusive learning environment, and high expectations for student achievement.

Key Strengths

Positive Relationships and Wellbeing

- Students, staff and community members consistently identified respectful and caring relationships as a major strength.
- Students reported strong friendship networks, a sense of belonging and pride in their school.
- Community feedback highlighted staff professionalism, enthusiasm and commitment to students.
- Staff reflected a strong culture of mutual respect and collaboration.

Safe and Inclusive Learning Environment

- Students reported feeling safe at school and accepted for who they are.
- Wellbeing was identified by staff and families as a priority across the school.
- The school was recognised as culturally responsive, with Aboriginal culture respected and represented.

High Expectations and Teaching Quality

- Students indicated strong motivation to do well in their learning.
- Staff demonstrated strong belief in their impact on student outcomes and commitment to evidence-based practice.
- A strong data-informed culture was reflected in staff responses, particularly in the use of moderation and student achievement data.



School Culture Surveys 2025

Areas for Improvement

While results were positive overall, several consistent themes emerged:

Communication and Consultation

- Families identified a need for clearer, more consistent communication processes.
- There is an opportunity to strengthen transparency and consultation in decision-making.

Student Voice and Leadership

- Students indicated they would like greater involvement in school decision-making.
- Opportunities exist to expand student leadership pathways and voice mechanisms.

Family Engagement

- Community feedback suggested that parent engagement opportunities reduce beyond the early years.
- Some families expressed a desire for stronger partnership in supporting student learning.

Learning Support and Extension

- Feedback indicated the need to review support structures to ensure equitable provision for:
 - High-achieving students requiring extension
 - Students requiring targeted intervention

2026 Improvement Priorities

In response to survey findings, the school will prioritise the following actions in 2026:

1. Strengthen Communication Systems

- Streamline communication platforms and improve clarity and consistency.
- Provide earlier notice of school events and key dates.
- Enhance transparency in school decision-making processes.

2. Expand Student Voice

- Increase structured opportunities for students to contribute to school planning.
- Strengthen leadership opportunities across year levels.

3. Strengthen Family Partnerships

- Increase opportunities for parent engagement beyond early childhood.
- Strengthen communication around classroom learning and student progress.

4. Review Learning Support and Extension

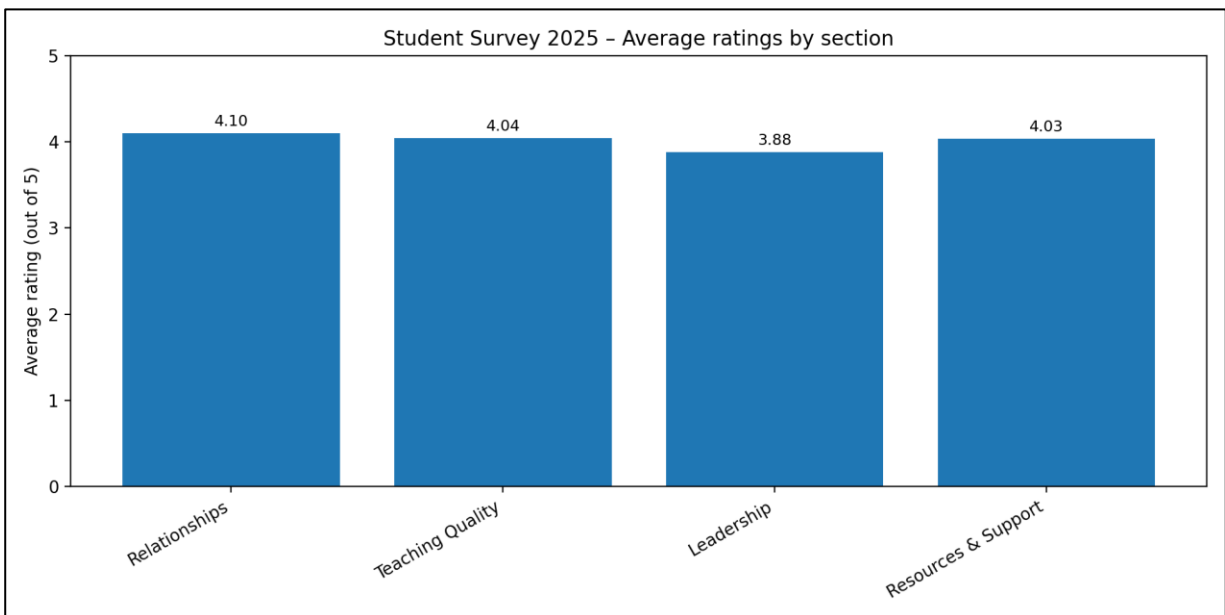
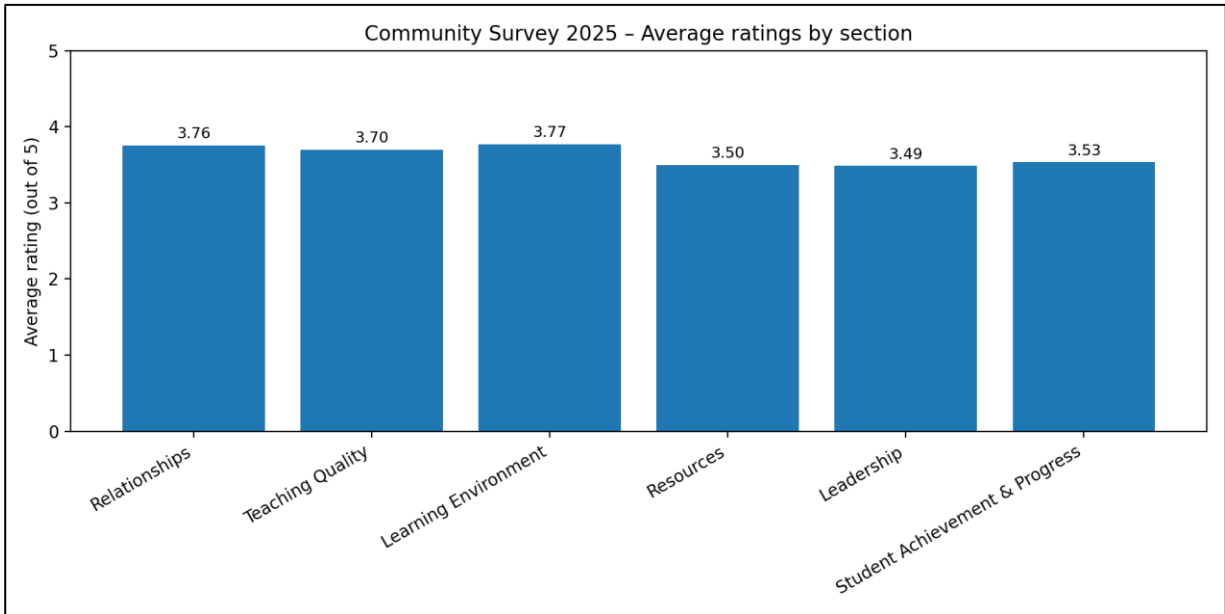
- Audit current support structures to ensure balanced provision across intervention and extension.
- Strengthen support processes for neurodiverse learners.

5. Strengthen Staff Engagement and Development

- Strengthen induction, coaching and mentoring processes.

School Culture Surveys 2025

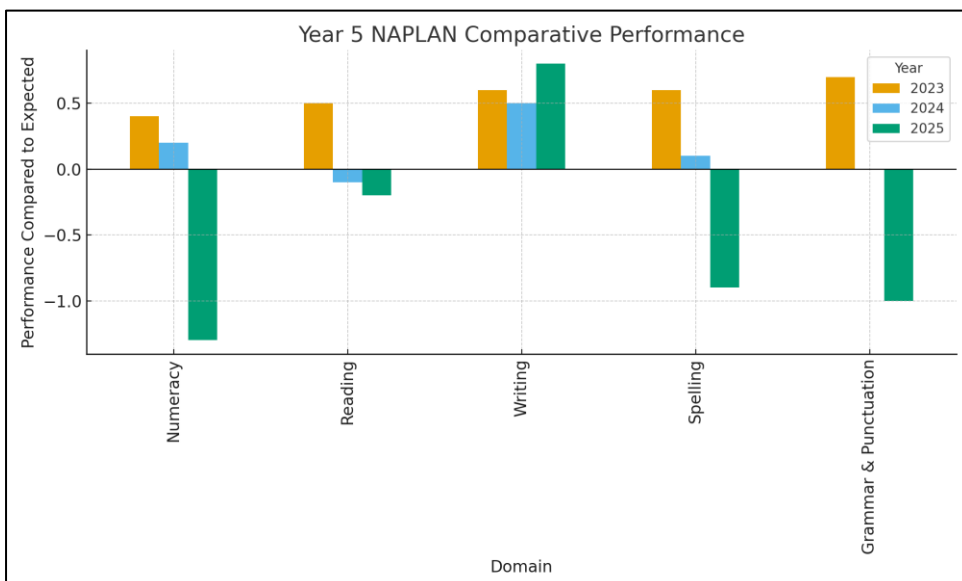
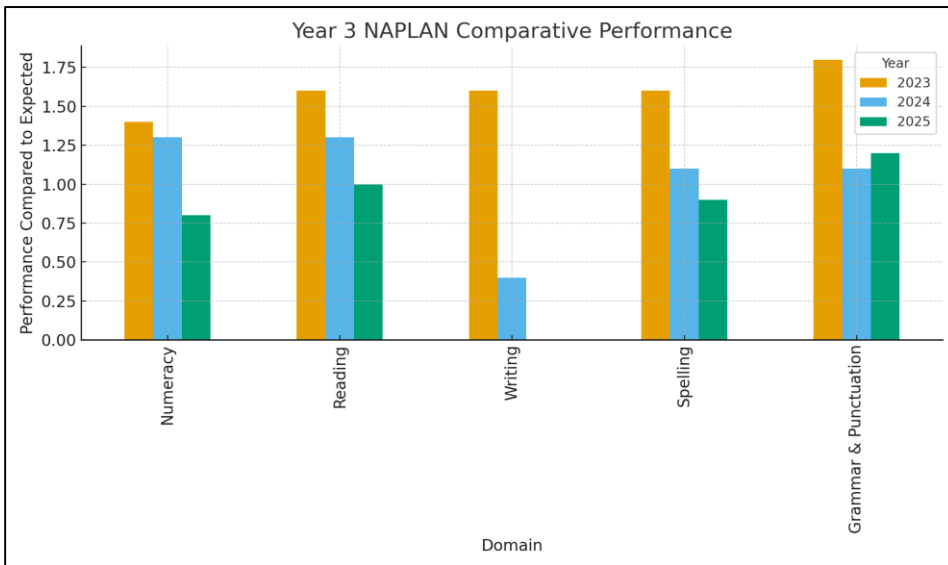
Overall Data Summary



Academic Achievement 2025

NAPLAN Data Summary

All Year 3 and 5 students participate in the NAPLAN assessment each year. The results are described on the pages that follow. The student at Beiliar PS achieved strong results and above like schools in most areas. We have identified an improvement area looking at student progress from Years 3 to Year 5. This will be a focus in 2026 and in the coming years.

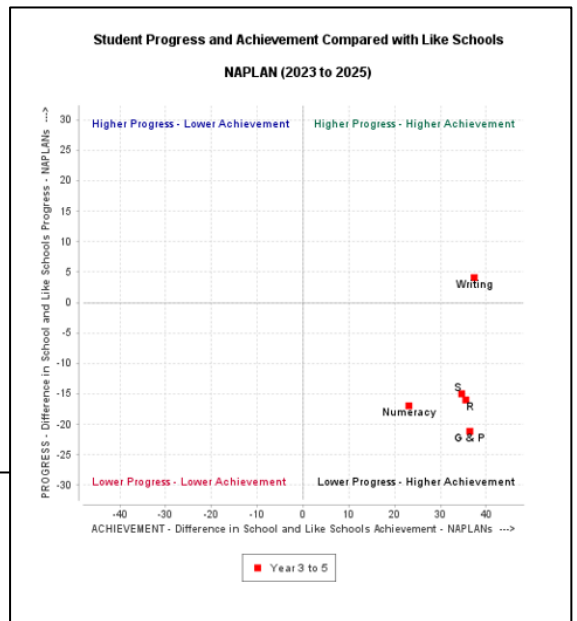


Academic Achievement 2025

NAPLAN Data Summary

These graphs show student achievement and progress against like schools.

Beiliar students continue to achieve above like schools in most areas tested. Our improvement focus is increasing students progress from Year 3 to 5 in particular.



NAPLAN Comparative Performance for Year 3

| Year 3 | Performance | | | Students | | |
|-----------------------|-------------|------|------|----------|------|------|
| | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 |
| Numeracy | 1.4 | 1.3 | 0.8 | 51 | 53 | 51 |
| Reading | 1.6 | 1.3 | 1.0 | 51 | 53 | 51 |
| Writing | 1.6 | 0.4 | -0.0 | 49 | 52 | 52 |
| Spelling | 1.6 | 1.1 | 0.9 | 50 | 52 | 51 |
| Grammar & Punctuation | 1.8 | 1.1 | 1.2 | 50 | 52 | 51 |

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

Saved to this PC

NAPLAN Comparative Performance for Year 5

| Year 5 | Performance | | | Students | | |
|-----------------------|-------------|------|------|----------|------|------|
| | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 |
| Numeracy | 0.4 | 0.2 | -1.3 | 52 | 50 | 44 |
| Reading | 0.5 | -0.1 | -0.2 | 53 | 50 | 44 |
| Writing | 0.6 | 0.5 | 0.8 | 52 | 49 | 44 |
| Spelling | 0.6 | 0.1 | -0.9 | 52 | 50 | 44 |
| Grammar & Punctuation | 0.7 | -0.0 | -1.0 | 52 | 50 | 44 |

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

NAPLAN Data Summary

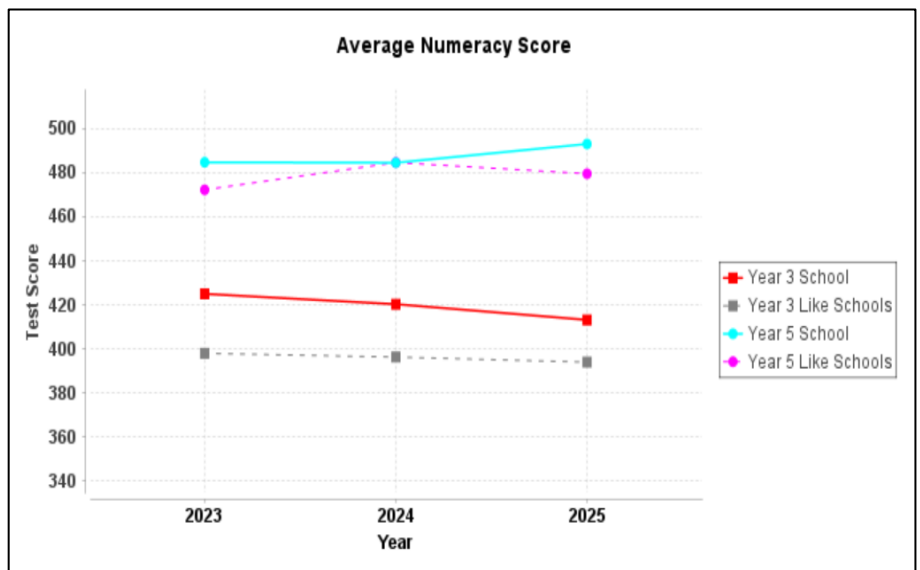
On the pages that follow are a series of graphs which indicate the achievement of BPS students against like schools in each area tested.

Beeliar PS continues to achieve above like schools in most areas tested. All students are provided individual test summaries and rankings for parent and teacher viewing. We use this data to review and rate the success of our whole school practices.

NAPLAN Data Summary-- Numeracy

Proficiency Levels Summary

| Proficiency Level | NAPLAN Score Range | Numeracy | | | |
|-------------------|--------------------|----------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 493 and above | 15% | 6% | 8% | 8% |
| Strong | 378 - 492 | 57% | 55% | 61% | 51% |
| Developing | 311 - 377 | 23% | 29% | 31% | 30% |
| NAS | 310 and below | 6% | 10% | 0% | 11% |

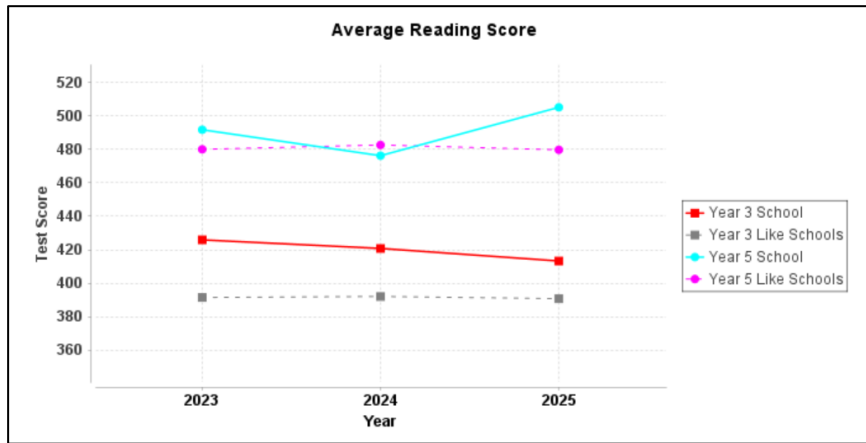


NAPLAN Data Summary-- Reading

Academic Achievement 2025

Proficiency Levels Summary

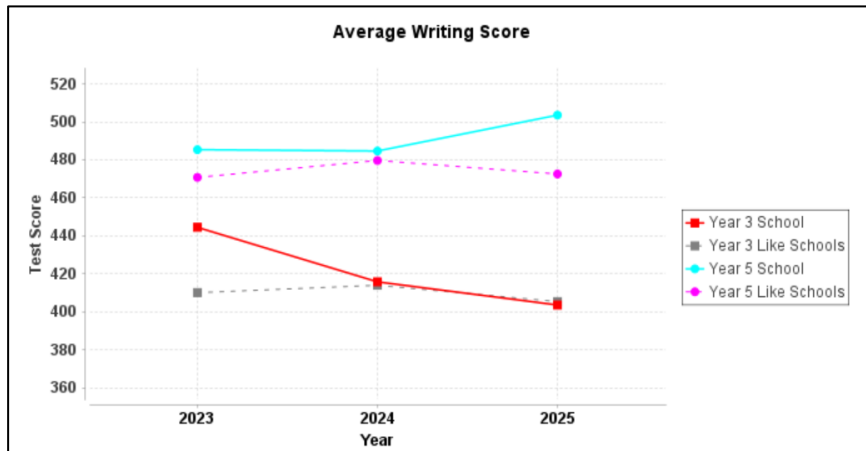
| Proficiency Level | NAPLAN Score Range | Reading | | | |
|-------------------|--------------------|---------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 481 and above | 34% | 15% | 22% | 16% |
| Strong | 368 - 480 | 40% | 51% | 51% | 46% |
| Developing | 282 - 367 | 17% | 19% | 16% | 26% |
| NAS | 281 and below | 9% | 15% | 12% | 13% |



NAPLAN Data Summary-- Writing

Proficiency Levels Summary

| Proficiency Level | NAPLAN Score Range | Writing | | | |
|-------------------|--------------------|---------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 503 and above | 10% | 8% | 0% | 4% |
| Strong | 370 - 502 | 69% | 72% | 79% | 73% |
| Developing | 296 - 369 | 13% | 14% | 13% | 16% |
| NAS | 295 and below | 8% | 7% | 8% | 7% |

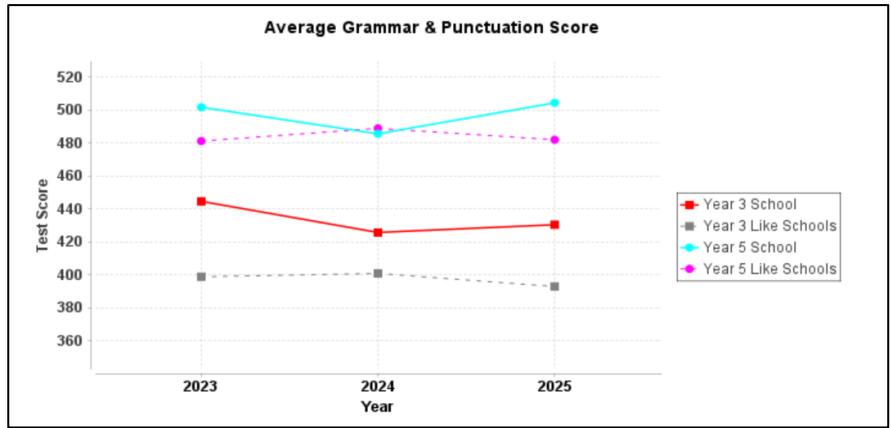


NAPLAN Data Summary- Grammar and Punctuation

Academic Achievement 2025

Proficiency Levels Summary

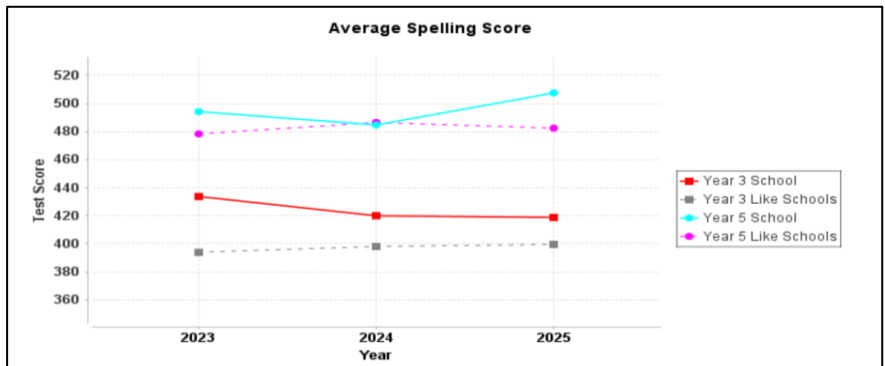
| Proficiency Level | NAPLAN Score Range | Grammar & Punctuation | | | |
|-------------------|--------------------|-----------------------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 523 and above | 12% | 9% | 16% | 9% |
| Strong | 404 - 522 | 54% | 44% | 47% | 42% |
| Developing | 312 - 403 | 21% | 28% | 25% | 29% |
| NAS | 311 and below | 13% | 18% | 12% | 20% |



NAPLAN Data Summary- Spelling

Proficiency Levels Summary

| Proficiency Level | NAPLAN Score Range | Spelling | | | |
|-------------------|--------------------|----------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 489 and above | 17% | 14% | 16% | 17% |
| Strong | 380 - 488 | 52% | 46% | 61% | 44% |
| Developing | 294 - 379 | 23% | 29% | 14% | 27% |
| NAS | 293 and below | 8% | 11% | 10% | 12% |



Academic Curriculum Overview

Literacy

This year our successful Literacy programs continued across the school, ensuring consistency in the Teaching and Learning of Literacy whilst further developing cumulative knowledge in all areas. An explicit instructional approach is used across the school to teach, practise and apply new skills and knowledge.

We adopt the following whole school connected programs at Beelior to ensure consistency across our classroom instruction.

- InitialLit Program (K-2) - Daily lessons in reading, grammar and spelling, and rich language instruction using children's literature.
- Critical Reading (Years 3-6) - A program teaching students to analyse complex, engaging passages of texts whilst promoting comprehension, critical thinking and collaborative peer discussion. Students also learn to develop annotation skills that assist in their understanding of a text, in addition to developing effective study habits.
- Spelling Mastery programs (Years 3-6) A more explicit phonics approach to spelling, inclusive of a targeted focus on spelling rules, morphology and etymology.
- To establish a more seamless transition from InitialLit to Spelling Mastery for our Year 3 students, the MultiLit 'Spell-Ex program' will be introduced in 2026 and will continue into the following year when they move to Year 4.
- Talk for Writing (K-6) a unique program that uses spoken activities to further develop students' writing skills is used across the school to enhance the teaching of exceptional sentence, paragraph and text construction.
- Our Literacy Intervention program using the MiniLit and MacqLit programs to address the needs of our students that are struggling to make significant progress in Literacy. Qualified Allied Professionals deliver these programs. Students who meet the intervention criteria engage in small group instruction to increase their spelling, writing and reading knowledge four times a week. All students made remarkable progress with most returning to their classroom program.

New staff are continually provided with Professional Learning of the core Literacy programs so that they can effectively deliver them with integrity.

Continued progress of students was very evident when reviewing the outcomes each term of school wide assessments, PAT adaptive assessments, tracking of individual reading progress. These allowed for more effective review of and extension of targets. Our performance in NAPLAN demonstrated the excellent progress of our students, with our school mean surpassing the Western Australian school.

We purchased additional materials and rich resources to extend our home reading program. This included access to an online program for PP to Year 2 for home use.

Academic Curriculum Overview

Numeracy

At Beeliar Primary School, we implemented a sequential Mathematics program using Prime Maths, strengthening teachers' understanding of effective mathematical strategies and ensuring alignment with the Western Australian Mathematics Curriculum.

The development of a whole-school scope and sequence has established consistency in language, pedagogy and instructional approach across all year levels.

To further enhance teaching practice, Paul Swan resources are embedded within learning programs to maximise the effectiveness of daily warm-ups and sharpen focus on key mathematical concepts. In addition, staff engaged in professional learning with Dr Paul Swan, a respected Western Australian mathematics expert, supporting the delivery of high-quality mathematics instruction across the school.

In 2025, we maintained a strong focus on Mental Computation and introduced an explicit scope and sequence for the teaching of basic number facts through daily warm-ups using OCHRE resources. This approach has strengthened students' long-term memory, enabling them to efficiently recall foundational skills during explicit teaching and problem-solving tasks.

Collaborative Professional Learning Communities within year levels have ensured consistent curriculum delivery and shared accountability for student progress.

Our Year 3 NAPLAN results reflected strong performance, with students achieving results similar to Like Schools and Western Australian schools, and our mean score marginally higher. Importantly, our target of 80% of students performing above benchmark was achieved.

Ongoing analysis of year-level assessments, including pre- and post-testing using PAT, alongside Brightpath Numeracy and NAPLAN data, demonstrates a clear trajectory of school improvement.

In 2025 we introduced a new assessment whereby students performed one minute of questions in a particular operation. We tracked progress of our students across the year. The results showed a steady increase in student fluency across all four operations.

In 2026 our focus will continue to be on students using mental computation strategies flexibly and efficiently to solve complex problems.



Beeliar Highlights

The Arts – Visual Art

The exemplary Visual Art Program in 2025 changed to a shared role with Mrs Hancock reducing her hours to focus on the senior students and in July, Mrs Ebery taking charge of the junior years.

Senior students continued to create beautiful arts works inspired by the artwork of indigenous artist and author Sally Morgan, Emma Blyth, Western Australian artist and Japanese artist Yayoi Kusama. The students loved creating their graffiti ceramic name plates.



In Term Three, junior students began with a clay unit, creating textured animal sculptures: pre-primary made peacocks, Year One created cats, and Year Two designed ducks. Their next project focused on the butterfly life cycle. Pre-primary students created artworks inspired by *The Very Hungry Caterpillar*, using acrylic paint and sponges to form colourful dotted backgrounds in the style of Eric Carle. For their third project, students explored the artworks of Vincent van Gogh and Henri Matisse. Pre-primary recreated *Sunflowers*, Year One interpreted *The Starry Night*, and Year Two completed artworks inspired by *Goldfish*, using mixed media such as acrylic paint, oil pastels, and permanent marker.



To celebrate Halloween, Pre-primary constructed spiders on wax-resist webs, while Year One and Two used dry pastels to create witches' cauldrons and pumpkin illustrations.

Junior students ended the semester with a summer beach artwork. Pre-primary designed bird's-eye-view beach scenes, Year One added seagulls as focal points, and Year Two created layered torn-paper ocean landscapes featuring oil pastel boats.



Highlights for the year included the gorgeous Anzac Wreaths created by students from TA24, TA11 and TA12 for the Anzac ceremony. The Art room was ablaze for the Learning Journey with the junior and senior students' artwork featuring fabulous ceramics pumpkins and mushrooms. The students are always so proud of their artworks, and the parents certainly loved the visual display.

Beeliar Highlights

The Arts - Music



Whilst continuing to strengthen students' musical understanding from Pre-Primary to Year 6, we introduced a weekly session for our Kindergarten classes. The program ensures a balanced focus on the six key elements of music: Rhythm, Texture, Dynamics, Pitch, Structure (Form) and Tempo.

A range of new instruments were purchased, including djembes, ukuleles and recorders, further expanding the hands-on learning opportunities available to students.

Students are working confidently at year level and demonstrating strong progress in music reading, performance skills, and use of terminology. Through vocal work, instrumental activities and guided listening, students continue to build a broad repertoire of musical skills. Learning experiences are designed to provide repeated opportunities to read, perform, analyse and interpret music.

All classes engage in a broad variety of musical activities, incorporating singing, instrumental performance and creative tasks.

Some key highlights included:

- Year 5–6 students analysing how the elements of music convey mood in film, then composing original soundtracks in GarageBand with accompanying written reflections.
- Year 4 students learning complex rhythms through beatboxing and rap composition.
- Partner-song singing assessments across multiple year levels.
- Whole-class Orff arrangements of contemporary songs familiar and engaging to students.
- Xylophone composition tasks focusing on musical form and pitch.
- Listening units centred on celebrated works such as *The Planets Suite*, *Carnival of the Animals*, and *Peter and the Wolf*, supporting the development of listening, analysis and performance skills.

Beeliar Senior Choir

The Beeliar Senior Choir remains a significant highlight of the program. This year, 65 enthusiastic students from Years 3–6 rehearsed for 60 minutes every Friday morning. Their first performance was at the ANZAC Day service, where they sang with strong pride.

The choir returned to the One Big Voice Festival at RAC Arena in August, joining hundreds of students from schools across Western Australia. This was an unforgettable experience for both students and the wider school community. The choir also represented Beeliar Primary School at the CCEN Festival of Music hosted by Lakelands Senior High School.

To conclude the year, the choir performed an outstanding end-of-year concert to the school community featuring the One Big Voice repertoire. Many students had the opportunity to shine as soloists, showcasing their developing vocal skills.

Instrumental Music School Services (IMSS)

Selected Year 5 and 6 students participated in the IMSS Classical Guitar Program throughout the year. These students demonstrated strong progress and commitment, culminating in an impressive performance for a wider audience at the end of the year.

Noongar Language

This year has been another journey of growth, celebration, and strengthening of cultural pride.

Highlights included:

- 2025 NAIDOC Week celebrations
- Further development of the Moorditj Noongar Club, an opportunity for developing a greater sense of belonging and family for many of our students
- The Celebration of the graduation of our language teacher, Marie Lyndon. Her contribution and commitment is integral to the success of this program

Each learning opportunity within this program reminds our community of how powerful it is to share and keep the Noongar language and culture strong.

Looking ahead to 2026, the focus is to deepen cultural connection even further continuing to build a 'deadly space' in our Noongar Club and creating moorditj, engaging language classes that support students to stand strong in culture. We are excited to further strengthen and embed this program into our community.

HaSS - Humanities and Social Sciences

In 2025, Humanities and Social Sciences (HaSS) continued to be delivered as a specialist learning area for students in Pre-primary to Year 2. The program provided a structured introduction to key concepts in History, Geography, and Civics, with a strong emphasis on inquiry, cultural understanding and early critical-thinking skills. Notably, the integration of HaSS with Noongar Language and Science enabled students to develop a deeper appreciation of Country, culture and environmental relationship

Following a review of staffing and resource allocation, HaSS will transition from specialist delivery to classroom-based instruction in 2026. This shift will allow HaSS concepts to be embedded more consistently within everyday teaching and will support stronger cross-curricular integration across the early years. Classroom teachers will be supported with appropriate guidance and resources to maintain high-quality HaSS learning opportunities for all students.



Beiliar Highlights Physical Education



Our Physical Education program continued to provide inclusive, engaging and developmentally appropriate learning experiences for students from Kindy to Year 6, with a strong focus on participation, teamwork and sportsmanship. All students were supported to develop fundamental movement and game skills in a positive and encouraging environment, promoting confidence, resilience and a lifelong enjoyment of physical activity.

The specialist Physical Education teacher utilised a range of resources to enhance the program, including Sporting Schools grants to access external providers who delivered sport-specific clinics.

Students enthusiastically participated in and benefited from specialist volleyball, ultimate frisbee and tennis clinics. The program also fostered strong community and professional partnerships, with students enjoying visits from West Coast Eagles AFLW players.

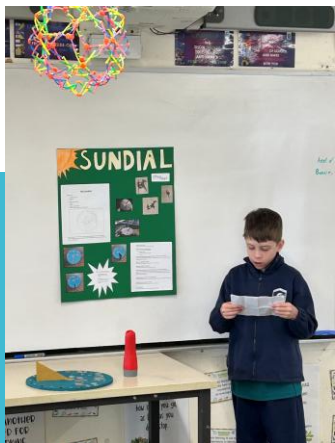
Opportunities for students to further engage in physical activity were extended through extra-curricular programs, including before-school Run Club.

Students had numerous opportunities to apply their skills in authentic and competitive settings throughout the year. The school participated in the All-Abilities Carnival, Bunuru (Summer) Lightning Carnivals in volleyball, basketball, T-ball and cricket, and the Makuru (Winter) Lightning Carnivals in soccer, AFL, netball and modcross. Students demonstrated outstanding effort and teamwork, achieving success in AFL and soccer and winning the overall Makuru B Division Carnival. Students also represented the school at the CCSSA Interschool Cross Country and Interschool Athletics Carnivals.

These experiences were strongly supported by staff and families and contributed positively to student wellbeing, school pride and community connection.



Beiliar Highlights Science



Science continued delivering a strong program of exploration and discovery this year. In Semester One, our emphasis was on Biological Science. The Year 2 students grew bean plants, Year 4 students investigated seed dispersal using balloons and confetti, and our Year 1 classes created bird feeders. A highlight was the butterfly kit in the Science room. Students were captivated as caterpillars formed their cocoons and transformed into beautiful Monarch butterflies. There were squeals of excitement as we released them and watched them flutter away.

In the second half of the year, our focus shifted to Earth and Space. This topic is always a favourite, with students eager to learn more about the sun, moon and stars. It is fascinating to explore common misconceptions about day and night and the time it takes for the Earth to orbit the sun. Our Pre-primary students enjoyed practising their skills as weather reporters, Year 6 students learnt about natural disasters and Year 3 students created a scale model of the sun, Earth and moon on the school oval.

In Term Two we held our annual Science Week competition, which again showcased the creativity and curiosity of our students. We received more than 60 entries this year.

With the theme "Decoding the Universe," students investigated animal footprints, created sundials, or designed scaled solar system models. The standard of entries was exceptionally high, making judging very challenging.

Our cooking program for Years 4 and 6 was successful. Students have continued to build confidence in practical skills and, of course, enjoy the delicious results.

Recipes ranged from pikelets and French toast to a burrito wrap. This program was made possible with the support from Ozharvest and a team of dedicated parent volunteers.





It has been another successful year for Sustainability at our school, with our well-recognised waste initiatives continuing to grow and strengthen. Our student-run programs once again provided meaningful opportunities for students to contribute, build new skills and take pride in making a real difference.

Students in Year 3 routinely collected and emptied paper recycling from all classrooms, delivering it to the main recycling bin. Year 4 students continued their involvement in our Waste Wise Warrior composting program, which this year diverted over 400 kg of fruit and vegetable scraps from landfill and transformed it into rich compost for our school garden. Our ever-popular Chicken Champion program gave students in Years 4–6 the opportunity to care for our new chickens by cleaning the coop, replenishing food and water, and collecting eggs.

This year we also introduced Cleanup Club, a volunteer program for students in Years 1–3.

Children signed out equipment during lunchtimes to help collect litter around the school. The club has been hugely popular, with many enthusiastic helpers proudly keeping our school grounds clean. Their efforts have made a noticeable difference to the appearance of the school and fostered a genuine sense of environmental stewardship.

Our whole-school clean-up events continued, with one held in Term 1 and another in Term 4. Students worked together to tidy both the school grounds and the surrounding bushland. Their enthusiasm for collecting rubbish continues to surprise and reward us.

Our Year 5 students enjoyed an excursion to the Bibra Lake Wetlands Centre for World Environment Day, hosted by the City of Cockburn. It was a day filled with engaging, hands-on activities focused on caring for our local environment. In addition, two Year 5 students proudly represented our school at the Environmental Leadership Day hosted by our local member, David Scaife.

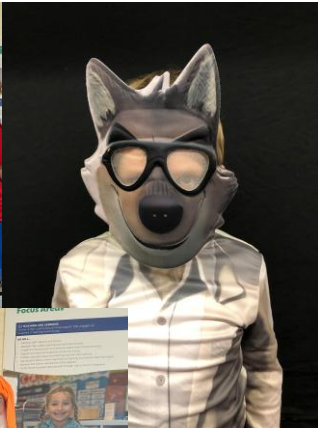
Beeliam Highlights Sustainability



Beeliar Celebrations HARMONY DAY



Beeliar Celebrations BOOK WEEK



Beeliar Celebrations ANZAC DAY



Beeliar Celebrations Colour Run

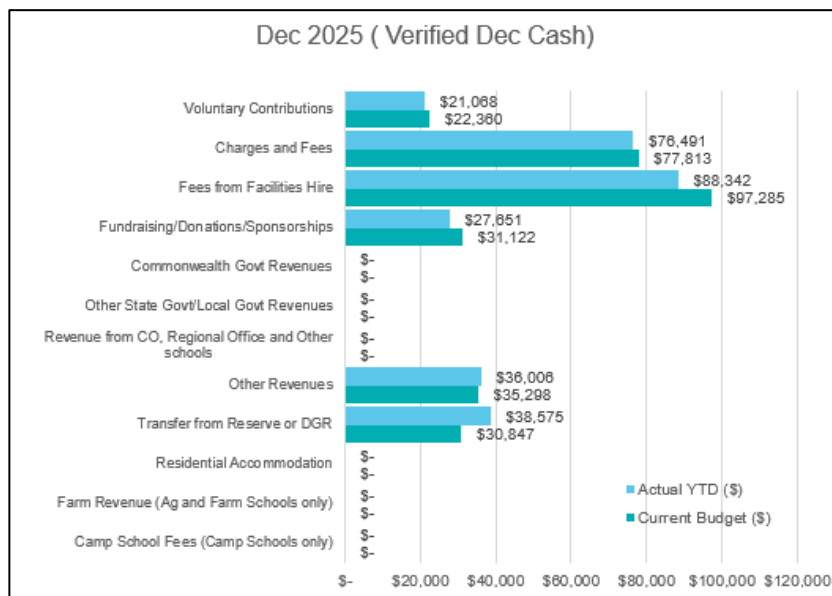


Beeliar Finances

Financial Reporting at 31 December 2025

Beeliar Primary School's finances are overseen by the Finance Committee, which includes the Principal, Manager of Corporate Services, and representatives from both teaching and non-teaching staff. This committee reviews financial matters and makes recommendations to the School Board on Contributions and Charges, Additional Cost Items, and the Annual Budget. The School Board receives regular updates on the school's financial status.

| ONE LINE BUDGET - Dec 2025 (Verified Dec Cash) | | |
|--|---------------------|------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (Cash): | 47,655 | 47,655 |
| Carry Forward (Salary): | 368,804 | 368,804 |
| INCOME | | |
| Student-Centred Funding (including Transfers & Adjustments): | 6,098,313 | 6,098,313 |
| Locally Raised Funds: | 294,724 | 288,133 |
| Total Funds: | 6,809,497 | 6,802,906 |
| EXPENDITURE | | |
| Salaries: | 5,746,967 | 5,746,967 |
| Goods and Services (Cash): | 614,467 | 560,297 |
| Total Expenditure: | 6,361,434 | 6,307,264 |
| VARIANCE: | 448,062 | 495,642 |





Beelihar Primary School

86 The Grange

Beelihar 6164