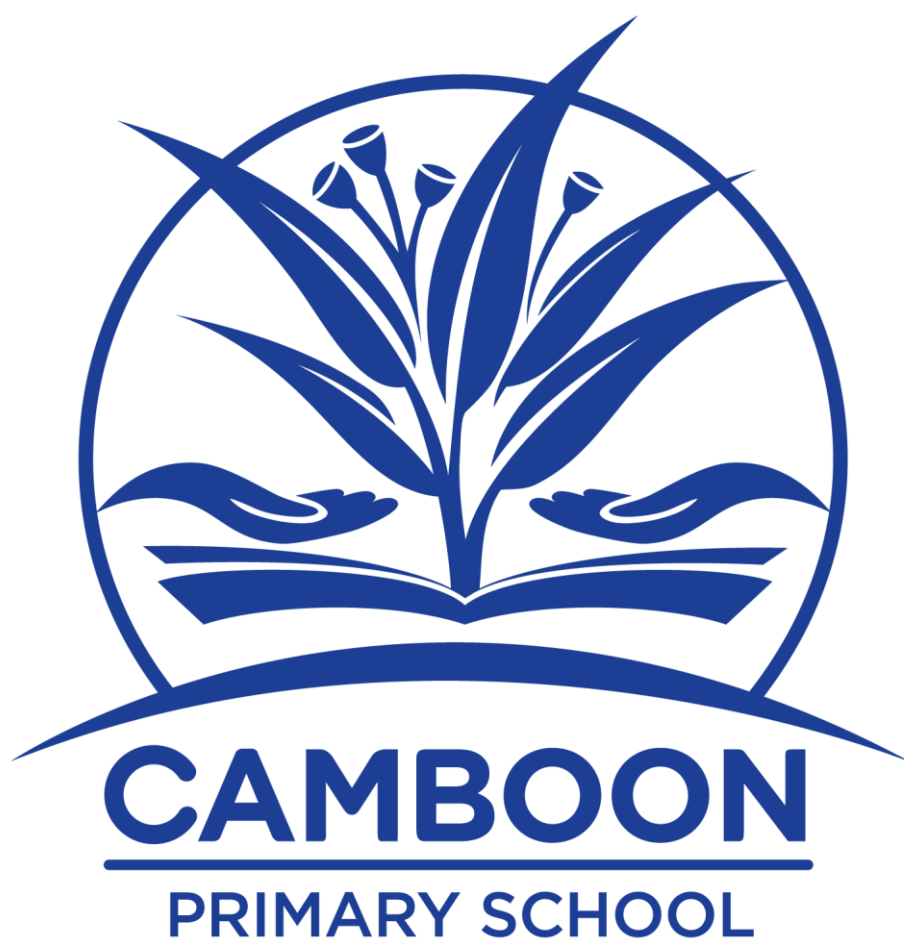


# **CAMBOON PRIMARY SCHOOL**

## **Annual Report 2025**



**COURAGE | PERSEVERANCE | RESPECT**

# School Mission and Beliefs

## School Mission

We facilitate learning by inspiring and empowering students to reach their potential every day.

## Our Shared Community Beliefs

### Students

*Our school community believes in our students:*

- developing the desire to strive for excellence and to achieve to their full potential academically, socially, emotionally and creatively.
- being prepared for the world in which they live by building perseverance, resilience and tolerance; and equipping them to be lifelong learners.

### Community

*Our community believes in:*

- fostering mutual respect within our whole school community.
- encouraging all members of the school community to demonstrate positive support and advocacy for Camboon Primary School.

### Parents

*Our parents believe:*

- that education is the responsibility of all stakeholders in the school community – the school staff, parents and the child.

### Staff

*Our staff believes in:*

- supporting one another to strive for excellence in education.
- working collaboratively to achieve positive learning outcomes for all students.
- acting as positive role models to the whole school community.

## From the Principal

The 2025 Annual Report provides parents and members of the wider community with an overview of our achievements during 2025. This report is not designed to be a summary of the many activities and events that occurred in 2025, as we used the school newsletter, Connect messages and website to provide on-going information on activities. This report provides our student achievement data for 2025, and it also highlights student achievements measured against the targets set out in the 2024- 2026 Business Plan.

Our year began with 315 students and ended with 313 students from Kindergarten to Year 6. In 2025, we continued to focus on quality teaching and learning programs aimed at improving our student achievement results. Staff continued a focus on their teaching and learning to improve the way they can be more effective and therefore have a positive impact on student achievement and outcomes. This ongoing focus has shown improvement in student outcomes and will continue to be a focus with staff development. As always, we reviewed our School Improvement Plan and focussed on student achievement and teacher effectiveness. Staff continued their own learning and improvement journeys which included how to teach students in a more integrated way, using student voice more effectively, and utilising the iPads for learning in creative ways.

We were excited to fully use our brand-new Early Childhood classrooms and began planning for a new playground in there!

2025 gave students a variety of new and regular after school activities. These included Rhee Tae Kwon Do, Tennis, Sporting Schools grant for netball, Sports X and Code Camp.

Positive Behaviour Support at Camboon continued with regular assemblies, teaching of our expectations and celebrating being Respectful, Responsible and Learners. Staff continued to utilise The Zones of Regulation in classes to support mental health and wellbeing. In 2025 we continued with Real Schools in a 3-year partnership. This supports us in using restorative practices which supports everything we already do at Camboon.

We celebrated the dedication, passion and care that Eliana Ienco showed throughout her teaching career in a lovely gathering for her retirement.

I thank our School Board for their ongoing support, understanding and continued focus on improving student outcomes. Members are always focussed on supporting me and ensuring we are doing what is best for every student at Camboon.

I thank the P&C for their support and commitment to Camboon PS. The P&C was a great support and managed to again host many great events and fundraising opportunities.

I would like to thank all students, staff, families and community members for working with us to make 2025 another memorable year in so many amazing ways. It is always wonderful to reflect and celebrate the range of great things that happen in our school, and 2025 was another special one.

Janice Cuculoska

Principal

## Literacy

### Where are we now?

- The English Leader of Learning Area (LOLA) continued their role in 2025.
- Cubed- 3 assessment was implemented by staff and added to the Whole School Assessment Schedule.
- Two staff members were part of the Language Leadership Series at the LDC and attended 5 days of PL to cover the Reading Rope. This allowed for a Speech Pathology partnership with Samantha Hildbrand who conducted the following PL with some/all staff:
  - Unpacking Reading Comprehension
  - Language and Literacy data analysis
  - Phonics instruction
  - Teaching Text structure.
- Teachers continued to implement PAT Adaptive for Reading.
- Staff continued to follow the Brightpath Assessment Schedule and completed a Brightpath assessment each term. Samples were then uploaded to the Brightpath website and teachers worked in their collaborative DOTT time to moderate and score student's writing. Students in Years 3-6 continue to complete the Brightpath assessment tasks online, to support students typing skills and prepare them for NAPLAN online.
- NAPLAN data was analysed by the Year 3 and 5 teachers, and this was presented to the school board outlining where we are performing.
- Discussions are being held about the assessment schedule and what data we collect and how we use it. Changes were made to outline timing and purpose of the assessment.
- A template was created to support staff with collecting Data.
- Word Origins program was rolled out in the Year 4-6 classes. Resources were purchased to support this implementation. Two staff members attended training session for the program and supported other staff with implementation of the program. Staff meetings were held to discuss text choices and selecting texts for Reading and Writing across the different year levels.

### What are we seeking to achieve?

- Achieve at or above like schools in Year 3 and 5 NAPLAN for Reading, Writing, Spelling, Grammar and Punctuation in 2026.
- At least 80% of year 3-6 will improve on PAT reading performance from 2024-2025.
- Develop staff competency in teaching Reading and ensuring all areas of the Scarborough Reading Rope is being covered effectively.
- Strengthen student's reading skills through consistent school wide implementation of word recognition strategies.
- Develop staff competency in reading and interpreting assessment data and using this to inform teaching practices and improve student outcomes.

### What is the data telling us?

#### NAPLAN Year 3

Reading- above like schools  
 Writing- above like and national schools  
 Spelling- above like and national schools  
 Grammar and Punctuation- above like and national schools

#### NAPLAN Year 5

Reading- below like schools  
 Writing- above like and national schools  
 Spelling- above like and national schools  
 Grammar and Punctuation- above like and national schools

Business Plan Targets for Years 3 and 5: ***Annually, Year 3 and 5 achievement in NAPLAN will be equal to or above like schools in Reading, Writing, Spelling and Grammar and Punctuation.***

The Business Plan Target for NAPLAN was achieved for all areas in Year 3 and Year 5 English except for Reading for both year levels where the students achieved above like schools but not above national schools.

The Business Plan Target for PAT Reading: **Annually, at least 80% of year 3-6 will improve on PAT reading performance from 2024-2025** was not met. 75% of students in Years 3-6 demonstrated improvement in Reading performance.

### Learning Area Grade Summary (Reporting to Parents)

	SEMESTER 1						SEMESTER 2					
	A	B	C	D	E	NA	A	B	C	D	E	NA
Year 1	2	5	25	6	0	0	2	9	19	7	0	0
Year 2	2	7	22	5	0	0	2	7	26	2	0	0
Year 3	3	14	24	5	0	0	5	13	23	4	0	0
Year 4	2	9	20	5	0	0	3	9	23	3	0	0
Year 5	8	13	19	1	0	0	10	10	23	0	0	0
Year 6	8	19	16	0	0	0	1	24	8	1	0	0

Analysis of the data from 2025 Semester 1 and 2 Reporting to Parents indicated the following:

- At/Above standard (A–C):
  - S1: 218/240 = 90.8%
  - S2: 217/234 = 92.7%
  - Change: +1.9 percentage points
- Below standard (D–E):
  - S1: 22/240 = 9.2%
  - S2: 17/234 = 7.3%
  - Change: -1.9 percentage points

Overall performance improved, driven mainly by a reduction in D grades and a lift in B grades. Improvement happened: Year 2, Year 4, Year 5.

Attention is needed: Year 1 and Year 6 (small declines).

#### What are we going to do to improve?

- Upskill staff on each area of the Reading Rope.
- Provide PL through Samantha Hildebrand and LDC.
- Continue with Whole School Approach Plan to implementing and upskilling on various aspects of the Reading Rope
- Allow time for staff to analyse data after each testing period to identify trends and areas of needs.
- Use data template to analyse data and what is being done to support those students who are at risk.
- Upskill staff on how to read and interpret data for each assessment tools.

# Numeracy

## Where are we now?

### Professional Learning

In 2025, our school maintained a Whole School Approach to Mathematics instruction, underpinned by the Oxford Maths program and the Mathematics Instructional Model (MIM). These frameworks were consistently used for both lesson observations and teacher reflections, ensuring fidelity to our agreed-upon teaching practices.

During a Staff School Development (SSD) day, our Mathematics Lead (LOLA) facilitated a refresher session on the whole-school Mathematics policy and the implementation of the MIM. Staff were also updated on the new Western Australian Mathematics Curriculum, scheduled for implementation in 2026.

Teachers participated in targeted professional learning focused on new developments within the Oxford Maths program. Oxford has aligned its resources with the revised WA curriculum, creating a tailored program for Western Australian schools. Staff explored the updated features, including enhanced online tools designed to support planning, differentiation, and assessment.

A staff representative from Year 3 and Year 5 attended a professional learning session on the updated NAPLAN Online SAIS (Student Achievement Information System) Dashboard. This enhanced platform enables teachers to conduct in-depth analysis of student NAPLAN results, identifying areas of concern, need, extension, and development at both cohort and individual levels. It also supports the identification of key teaching points and tracks student progression from On Entry through to Year 3 and Year 5, providing valuable data to inform targeted instruction.

Additionally, through the Morley Schools Network, staff engaged in ongoing professional learning across Terms 1 to 4. These sessions focused on the revision of the Australian Curriculum in Mathematics, supporting teachers to align their practice with current standards and expectations. Mathematics Teaching and Assessment Summary

### Assessment

In 2025, our school continued to strengthen Mathematics teaching and learning through a consistent and data-informed approach across Kindergarten to Year 6. A range of assessment tools and collaborative practices were used to support differentiated instruction and monitor student progress.

### Early Years Assessment

In Kindergarten, students are assessed at the end of the year on Number Recognition and Oral Counting to 10. These foundational assessments provided valuable insights into early numeracy development and supported transition planning into Pre-primary.

In Pre-primary, students complete the PAT Early Years Mathematics assessment at the end of the school year. This standardised tool offered a comprehensive overview of each child's mathematical understanding and readiness for Year 1, supporting targeted instruction and early intervention where needed. Year 2 teachers are exploring assessment tools that are appropriate for their cohort's specific needs.

### Mathematics Fluency Monitoring

Across Years 1 to 6, Westwood Minute Tests were administered in Term 1 and Term 4 to assess mathematics fluency. These quick assessments provided a snapshot of students' automaticity with number facts and were used to inform both current teaching and transition planning for the following year's teacher.

### Whole-School Assessment Practices

Brightpath Mathematics online assessments were trialled across Years 2-6. This tool supports all strands of the Mathematics curriculum and has been instrumental in identifying learning gaps, extension opportunities, and key teaching points. Conducted each term, Brightpath provides valuable insights into student progression both within the year and across year levels, contributing to long-term tracking and planning.

Oxford Maths Pre- and Post-Test assessments were used by all teachers to form differentiated learning groups and evaluate student achievement. Pre-Test data-informed differentiated grouping decisions, with students identified as working at standard (A), requiring support (S), or ready for extension (E). Post-test results were recorded as scores and grades, aligned with the Oxford Maths Grading Guide. All assessment data were systematically tracked using the Mathematics Assessment Tracker on OneDrive.

At the end of the school year, teachers administered the ACER Progressive Achievement Test (PAT) in Mathematics. This provided a comprehensive overview of student achievement against the curriculum and supported transition planning by informing incoming teachers of each student's position within the Mathematics learning continuum. This enabled targeted instruction from the beginning of the new school year.

NAPLAN data was analysed by Year 3 and Year 5 teachers to evaluate cohort performance. The findings were used to inform teaching practices, support whole-school planning and were presented to the school board to communicate progress and highlight areas for improvement.

Staff also engaged in ongoing professional discussions around the Mathematics assessment schedule, the types of data collected and how this data is used to inform teaching and learning. These collaborative conversations ensure that assessment practices remain purposeful, consistent and responsive to student needs.

### Technology Integration

In Term 4 of 2025, our school proudly celebrated STEAM Week, highlighting the integration of Science, Technology, Engineering, Arts, and Mathematics across learning areas. The week featured a variety of engaging classroom and play/lunchtime activities designed to foster creativity, collaboration, and critical thinking. Students participated in competitions involving design and testing, research and creation, and problem-solving challenges, showcasing the practical application of mathematical concepts within real-world and cross-disciplinary contexts.

### Resources

The school purchased a licence for Times Tables Rock Stars and NumBots, supporting student engagement and fluency in number facts across year levels. Additionally, the Mathematics Resource Room has continued to be well-maintained and systematically organised, with clearly labelled storage and resources to support the effective implementation of the Oxford Maths program.

### **What are we seeking to achieve?**

#### **NAPLAN Performance:**

Aim for Year 3 and Year 5 students to perform at or above the level of like schools in the 2026 NAPLAN Numeracy assessments.

#### **PAT Growth:**

Ensure that at least 80% of students in Years 2–6 demonstrate measurable improvement in their PAT Numeracy results between 2025 and 2026.

**Staff Capability in Mathematics Instruction:**

Build teacher expertise in delivering high-quality mathematics instruction, with a focus on complete and faithful implementation of the Oxford Mathematics Program and Camboon Primary School's Problem-Solving Scope and Sequence.

**Fluency and Mental Maths:**

Strengthen student fluency through consistent, school-wide use of Times Tables Rock Stars, Daily Reviews, and mental maths activities.

**Data-Informed Practice:**

Enhance staff proficiency in analysing and interpreting assessment data to inform targeted teaching strategies and improve student outcomes.

**Instructional Consistency:**

Maintain our commitment to delivering 4–5 Numeracy Blocks per week, aligned with the Mathematics Instructional Model and the Oxford Mathematics Teaching Program.

**Mathematical Vocabulary Development:**

Ensure age-appropriate mathematical vocabulary is visibly displayed in all classrooms and actively incorporated into daily reviews and instruction.

**Assessment Practices:**

Continue to implement a balanced approach to assessment, utilising diagnostic, formative, and summative tools to guide instruction and monitor progress.

**STEAM Integration:**

Support the integration of STEAM principles and effective pedagogical strategies within mathematics lessons to enhance engagement and real-world application.

**Creative Learning Connections:**

Embed mathematics into Creative Learning programs to foster interdisciplinary thinking and deepen conceptual understanding.

**What is the data telling us?****NAPLAN Year 3**

National Mean: Above like schools  
Like Schools: Above like schools

**NAPLAN Year 5**

National Mean: Above like schools  
Like Schools: Above like schools

Business Plan Targets for Years 3 and 5: **Annually, Year 3 and 5 achievement in NAPLAN will be equal to or above like schools in Numeracy.**

The Business Plan Target for NAPLAN was achieved for all areas in Year 3 and Year 5 Numeracy. The Business Plan Target for PAT Mathematics: **Annually, at least 80% of Year 3-6 will improve on PAT reading performance from 2024-2025** was met. 83% of students in Years 3-6 demonstrated improvement in Reading performance.

**Learning Area Grade Summary (Reporting to Parents)**

	SEMESTER 1						SEMESTER 2					
	A	B	C	D	E	NA	A	B	C	D	E	NA
Year 1	2	8	25	3	0	0	2	17	17	1	0	0
Year 2	5	8	17	6	0	0	5	6	21	5	0	0
Year 3	4	18	24	0	0	0	6	18	21	0	0	0
Year 4	4	11	17	5	0	0	4	10	19	5	0	0
Year 5	4	18	18	1	0	0	9	19	13	2	0	0
Year 6	8	19	16	0	0	0	11	14	18	0	1	0

Analysis of the data from 2025 Semester 1 and 2 Reporting to Parents indicated the following:

- At/Above standard (A–C):
  - S1: 226/241 = 93.8%
  - S2: 230/244 = 94.3%

- Change: +0.5 percentage points
- Below standard (D–E):
  - S1:  $15/241 = 6.2\%$
  - S2:  $14/244 = 5.7\%$
  - Change: -0.5 percentage points

#### High achievement (A+B)

- S1:  $109/241 = 45.2\%$
- S2:  $121/244 = 49.6\%$
- Change: +4.4 percentage points

Whole-school Numeracy is very strong and stable ( $\approx 94\%$  at/above standard both semesters), with a notable lift in A grades and higher A+B overall.

Noted: A small emergence of E (1 student in Year 6) in Semester 2.

### What are we going to do to improve?

To foster continuous improvement in mathematics teaching and learning across Camboon Primary School, we will implement the following key strategies:

#### **Whole-School Consistency:**

Revisit, support, and maintain a consistent whole-school approach to mathematics instruction through the Oxford Mathematics Program.

#### **Instructional Model Fidelity:**

Ensure all staff implement the Mathematics Instructional Model (MIM) in their classrooms four to five times per week, promoting structured and effective teaching practices.

#### **Professional Growth through Teaching Sprints:**

Continue the use of Teaching Sprints to enhance teacher practice, with a focus on improving student outcomes in 2026.

#### **Reflective Practice:**

Encourage ongoing teacher self-reflection using the Mathematics Instructional Model to refine instructional strategies and support professional development.

#### **Effective Pedagogy:**

Embed learner dispositions, timely feedback, and clear success criteria into mathematics lessons to support student engagement and achievement.

#### **Fluency Development:**

Strengthen mathematical fluency across the school by analysing data from Westwood One Minute Maths Tests, Times Tables Rock Stars, and Daily Reviews to inform targeted instruction.

#### **Data-Informed Planning:**

Conduct analysis of December 2025 PAT results early in the new school year to guide planning and differentiation.

#### **NAPLAN-Driven Instruction:**

Teachers in Years 2–6 will use analysed NAPLAN data to inform mathematics planning. Year 3 and 5 teachers will utilise the Department of Education’s NAPLAN planner and online practice tests in Term 1 to prepare students effectively.

#### **STEM Collaboration:**

The Mathematics, Science, and Technology committees will continue to collaborate in 2026 to elevate the profile of STEM and promote integrated learning experiences.

#### **Targeted Improvement through Assessment:**

Use data from NAPLAN, BrightPath Maths, Oxford Maths, and PAT testing to identify areas for improvement, support differentiation, and extend learning opportunities.

### Directions for 2026

To continue driving improvement in mathematics outcomes across Camboon Primary School, our focus areas for 2026 include:

#### **NAPLAN Growth Targets:**

Prioritise moving more Year 3 students from the 'Needing Additional Support' and 'Developing' bands into 'Strong', and from 'Strong' into 'Exceeding'.

Apply the same targeted approach for Year 5 students, where the majority currently sit in the 'Developing' and 'Strong' bands.

**Whole-School Instructional Consistency:**

Maintain a consistent, whole-school approach to mathematics instruction through the Oxford Mathematics Program and the aligned Mathematics Instructional Model.

**Program Review and Early Years Focus:**

Continue reviewing the Oxford Mathematics Program's effectiveness while exploring alternative options that may better support fluency, progress, and intervention in K–PP. Identify and implement suitable summative assessment tools for Years 1 and 2 to assist in guiding planning and tracking progress.

**Digital Learning Integration:**

Utilise Matific and Mathletics, online platforms, to support differentiated learning, provide engaging activities, and extend mathematics learning into homework tasks.

**Professional Learning through Teaching Sprints:**

Continue embedding mathematics into Teaching Sprints to enhance instructional practice and improve student outcomes.

**Celebrating Mathematics through STEAM:**

Host a dedicated Mathematics Week featuring STEAM activities, with a strong emphasis on integrating Science, Technology, Engineering, Arts, and Mathematics.

**Creative Learning Integration:**

Incorporate mathematics into Creative Learning Plans to promote cross-curricular connections and deepen conceptual understanding.

**Mathematical Vocabulary Development:**

Maintain a whole-school approach to the visible display and active use of mathematical vocabulary in classrooms, supported by Daily Reviews.

**Fluency and Retention:**

Implement Daily Reviews to reinforce mathematical vocabulary and fluency in basic facts across all year levels.

**Data-Driven Planning and Differentiation:**

Use data from the Oxford Maths Tracker, BrightPath Maths, NAPLAN, and PAT assessments to inform lesson planning, support remediation, and guide differentiation and extension.

**Staff Data Analysis Time:**

Allocate dedicated time for staff to analyse assessment data following each testing period, enabling identification of trends and targeted areas for improvement.

# Technologies

## Where are we now?

- Continuing to work with our ICT external support staff, to solve technology issues that arise.
- iPads leased and running school iPad 1:1 ratio.
- Staff working on Apple Teacher Modules to address business plan goal of 100% Apple Teachers by the end of 2027.
- Staff are developing confidence/expertise in using the devices, and in how to deliver the curriculum in creative and integrated way. (Increased integration of Robotics and 3D printing)
- Staff working to use AI (CoPilot) to manage workload for creation of planning and assessment.
- Tech LOLA attending MSN Digital Technologies meetings.
- Integration of Technology with Science, Engineering, Art and Maths during the celebration of STEAM week.
- Teachers have begun exploring the use of AI (CoPilot) to support workload, use for planning and preparation.

## What are we seeking to achieve?

- Review and Adjust Digital Tech Scope and Sequence ensuring to cover curriculum changes.
- Increased time allocated for teachers to complete Apple Teacher modules. Time to be allocated in Teaching Sprint, Staff meetings or on a Staff Development Day.
- Opportunities for staff to investigate and share use of devices and how they have implemented technology across their integrated planning. Time to be allocated in Teaching Sprint, Staff meetings or on a Staff Development Day.
- Continued creative and effective use of Technology to be integrated across all learning areas, in all year levels.
- Investigate classroom iPad storage solutions and update where required.

## What is the data telling us?

Learning Area Grade Summary: (Reporting to Parents)

	SEMESTER 1 Design and Technologies						SEMESTER 2 Digital Technologies					
	A	B	C	D	E	NA	A	B	C	D	E	NA
Year 1	0	8	30	0	0	0	0	4	33	0	0	0
Year 2	1	11	22	1	0	0	0	7	30	0	0	0
Year 3	4	22	20	0	1	0	0	8	38	0	0	0
Year 4	0	11	26	0	0	0	0	5	33	0	0	0
Year 5	4	12	28	0	0	0	0	3	41	0	0	0
Year 6	7	17	19	1	0	0	0	6	37	0	0	0

Analysis of the data from 2025 Semester 1 and 2 Reporting to Parents indicated the following:

- Overall achievement at/above the expected standard (C or higher)
  - Sem 1: 242/245 = 98.8%
  - Sem 2: 245/245 = 100%
- High achievement (A/B)
  - Sem 1: 97/245 = 39.6%
  - Sem 2: 33/245 = 13.5% → -26.1 percentage points

- At-risk (D/E)
  - Sem 1: 3 students = 1.2%
  - Sem 2: 0%

In Semester 2, the whole cohort met or exceeded the expected standard.

- 10 teaching staff have completed their Apple Teacher qualification.
- Having 1:1 iPad access and reduced technical difficulties has increased integration of technology.
- All students have used their iPads within the last month. (For future comparison)
- All Staff have used their iPads within the last month. (For future comparison)
- Technology devices need to be stored effectively to better facilitate technology implementation across the curriculum.

#### **What are we going to do to improve?**

- Investigate AI further and its uses to support Teacher workload.
- Provide more professional learning opportunities/allocated time for staff to become familiar and confident with the devices we currently have. *\*Specifically, Apple Teacher to build iPad knowledge and skills.*
- Share, collaborate, demonstrate ideas and resources to help Staff build confidence with delivering the Technologies curriculum. (e.g., Staff meetings, Sprints)
- Regular 'Tech Tips' to go into Staff Newsletter – Tech LOLA
- iPad resources folder updates and reviews through team sprints.

# Languages

## Where are we now?

- All students in Years 3 – 6 have hour long weekly Italian lessons.
- Languages Week was held in Term 4, with students participating in language activities.
- Languages Assembly will be held on the Thursday of Languages Week, with Years 5 and 6 students presenting.
- Year 5/6 students enjoyed a pasta making cultural lesson during Languages Week. The event was a great success and received positive feedback from all involved.
- A STEAM competition was held for the first time in 2024 and again in 2025 to coincide with Languages Week. Students were invited to create a pasta sculpture with an Italian link and an increase in entries was noted in 2025.
- 3-4 classes have provided a challenge to split the lesson time alternating between each year group.

## What are we seeking to achieve?

- To continue to develop the profile of Languages at Camboon Primary and involve the school community.
- Increase the Italian interactions between teachers and peers in everyday situations.
- Increase the number of students achieving A/B grades in Italian.
- Maintain the number of students receiving a C grade and continue to support the students who are close to working at a C grade level.

## What is the data telling us?

### Learning Area Grade Summary: (Reporting to Parents)

	SEMESTER 1						SEMESTER 2					
	A	B	C	D	E	NA	A	B	C	D	E	NA
Year 3	0	11	31	5	0	0	1	4	28	4	0	0
Year 4	2	8	24	3	0	0	2	8	24	3	0	0
Year 5	6	7	23	6	0	0	7	11	21	3	0	0
Year 6	4	15	23	1	0	0	5	16	9	2	0	0

Analysis of the data from 2025 Semester 1 and 2 Reporting to Parents indicated the following:

- At/above expected standard (C or higher):
  - S1: 154/169 = 91.1%
  - S2: 136/148 = 91.9% → +0.8 pp
- High achievement (A/B):
  - S1: 53/169 = 31.4%
  - S2: 54/148 = 36.5% → +5.1 pp
- At-risk (D/E):
  - S1: 15 students = 8.9%
  - S2: 12 students = 8.1% → -0.8 pp
- Zero E grades in both semesters.

Whole-cohort performance at/above standard is steady ~92%. The proportion of A/B grades improved in Semester 2, with the largest lift in Year 6 and a strong gain in Year 5. Year 3 shifted slightly from A/B into C.

#### Additional Data:

- There has been 1 student who is withdrawn from attending Italian, to concentrate 1:1 on English language skills.
- There are a small number of students who were not assessed due to irregular attendance in Italian lessons or who attend Italian but do not (or are not able to) engage in the curriculum.
- Keep open lines of communication with parents to help support these students.

#### **What are we going to do to improve?**

- Continue to motivate student learning with engaging lessons and cultural activities.
- Continue to build a safe learning environment where students are willing to step out of their 'comfort zones' and try something new. The use of 'circles' in lessons has increased the accountability of students to participate in quick verbal interactions.
- Build trust and rapport with SAER students to encourage them to contribute and participate more in classes. Keep open lines of communication with parents to help support these SAER students.
- Use Real Schools principles to build on relationships with students to try and reduce the amount of time spent on behaviour management.

## Humanities and Social Sciences

### Where are we now?

- Camboon Primary School (CPS) uses WA Curriculum for teaching, integrated learning, and assessment of Humanities and Social Sciences (HaSS) with an emphasis on developing cultural awareness.
- School Curriculum and Standards Authority (SCSA) Scope and Sequence available on Shared Drive.
- Year group teachers implement Common Assessment Tasks (CAT) in Terms 2 and 4, moderated against the WA Curriculum Achievement Standards and SCSA Judging Standards, when reporting to parents.
- Online subscriptions to Inquisitive and Wingaru Kids were provided for all classroom teachers to support the effective teaching of enquiry skills, as well as help teachers, and thus the school community, to become authentically culturally competent.
- Camboon Primary School celebrated Harmony Week with classroom activities and a parade.
- Acknowledgement of Country at assemblies, formal gatherings and in classrooms to start the day.

### What are we seeking to achieve?

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Explicitly teach all skills through an Integrated Curriculum approach.</li> <li>• Increase the number of students achieving A/B grades in HaSS.</li> <li>• Promote student sense of wonder by encouraging curiosity.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to raise the profile of multiculturalism and Aboriginal culture and promote sustainability.</li> <li>• Provide opportunities for engaging in learning outside of the classroom, including the bushland area.</li> </ul> |
|--|---|

### What is the data telling us?

#### Learning Area Grade Summary: (Reporting to Parents)

	SEMESTER 1						SEMESTER 2					
	A	B	C	D	E	NA	A	B	C	D	E	NA
Year 1	0	9	28	1	0	0	0	11	25	1	0	0
Year 2	4	7	25	0	0	0	5	6	26	0	0	0
Year 3	0	17	29	1	0	0	3	15	27	1	0	0
Year 4	0	14	23	0	0	0	0	15	23	0	0	0
Year 5	5	12	25	2	0	0	8	12	23	0	0	0
Year 6	10	23	10	1	0	0	15	19	10	0	0	0

Analysis of the data from 2024 Semester 1 and 2 Reporting to Parents indicated the following:

- At/above the expected standard (C or higher)
  - Semester 1: 241/246 = 98.0%
  - Semester 2: 243/245 = 99.2% → +1.2 percentage points
- High achievement (A/B)
  - Semester 1: 101/246 = 41.1%
- Semester 2: 109/245 = 44.5% → +3.4 percentage points
- At-risk (D/E)
  - Semester 1: 5 students = 2.0%
  - Semester 2: 2 students = 0.8% (→ -1.2 percentage points)

Already strong performance lifted further in Semester 2—fewer D/E and more A/B, while most students remained securely at or above the standard.

### **What are we going to do to improve?**

- Whole school participation in Harmony Day, ANZAC and Remembrance Day, (involve Year 6 Student Councillors for student voice) celebrations.
- NAIDOC Week to be held as a singular event, rather than combined with another school wide event as was the case in 2024. (Combined with STEAM Week)
- Renew licences for software – Inquisitive and Wingaru Kids – and stimulate staff interest by regularly highlighting features of these resources.
- Maintain, update, and promote learning experiences that cater for different learning styles – bushland activities, storage and use of stimulus boxes, First Nation resources and incursions/excursions.
- Determine ways to immerse students in Noongar language and culture by including Camboon Bushland as a third teacher as this was not achieved in 2024. Work in collaboration with Science LOLA, identifying and labelling plants/trees. Introduce natural but user-friendly walkways.
- Ensure the production and distribution of A4 Laminated copies of faction names and artwork in each classroom as this was not undertaken in 2024.
- As the application for the following grant was unsuccessful- Apply for a Partnership, Acceptance, Learning and Sharing (PALS) grant to rejuvenate the Indigenous Garden Project to include new planting and to revive the artwork on the stones that form the borders for the different sections of the garden, to successfully apply for a Partnership, Acceptance, Learning, Sharing (PALS) grant to collaborate with a local Aboriginal artist to develop art activities for NAIDOC Week and use this artwork in the design of a Staff Indigenous T-shirt.

## Science

### Where are we now?

- We have a sustainability action plan and a waste plan and have maintained Sustainable Schools WA accreditation.
- Waste Sorted Schools grant acquitted – worm buffets added to the vegetable garden and being used to reduce food waste in the FOGO bins.
- We have implemented FOGO bins into the school, with the Social Justice Committee in charge of emptying and maintaining the bins.
- STEM trolley resources are well used, especially for integrated projects (that include science).
- The science lab stores the science equipment and is used by classes doing Science experiments as well as technology lessons. There is no specialist science teacher this year, Science is taught by classroom teachers.
- Water Week was incorporated with STEAM Week.
- Walk for Water Fundraiser was held in Term 1.
- Teachers are using Inquisitive in the planning and teaching to enhance learning.
- Integrated approach to teaching Science – explicit teaching of content and skills then applying this in their learning.

### What are we seeking to achieve?

- Become increasingly sustainable as a school, embed sustainability practices into the students' everyday lives – vegetable gardens, waste disposal, education.
- Improve Science Inquiry skills of the students.

### What is the data telling us?

#### Learning Area Grade Summary: (Reporting to Parents)

	SEMESTER 1						SEMESTER 2					
	A	B	C	D	E	NA	A	B	C	D	E	NA
Year 1	0	6	32	0	0	0	0	7	29	1	0	0
Year 2	1	7	28	0	0	0	1	8	28	0	0	0
Year 3	1	18	27	1	0	0	2	16	27	1	0	0
Year 4	1	12	24	0	0	0	2	14	22	0	0	0
Year 5	4	10	29	1	0	0	5	15	23	0	0	0
Year 6	10	14	20	0	0	0	13	16	15	0	0	0

Analysis of the data from 2025 Semester 1 and 2 Reporting to Parents indicated the following:

- At/above the expected standard (C or higher)
  - Semester 1: 244/246 = 99.2%
  - Semester 2: 243/245 = 99.2% → steady
- High achievement (A/B)
  - Semester 1: 84/246 = 34.1%
  - Semester 2: 99/245 = 40.4% → +6.3 percentage points
- At-risk (D/E)
  - Semester 1: 2 students = 0.8%
  - Semester 2: 2 students = 0.8% → steady, very low

Science achievement is very strong and consistent at/above standard. In Semester 2, a notable increase in A/B occurred (especially in Years 4–6), while the small D group remained tiny and contained.

### What are we going to do to improve?

- Develop a whole school timetable for sustainability that links to the curriculum for each year level, so that responsibility is spread across the school.

- Do more learning outdoors to develop the students love for the environment and therefore their passion to care for it and engage in sustainability projects.
- Look at professional learning such as “Two-way Learning” and “Caring for Country” to develop teacher capacity in incorporating Aboriginal and Torres Strait Islander perspective into teaching.
- Engage students in more Science Inquiry projects within the classroom.
- Share more online resources with staff that can be used to support their planning and teaching.
- Put more vegetable gardens and Worm Buffets in the Early Childhood Area.
- Update the Sustainability Action Plan & the Waste Reduction Plan and conduct a Water Audit.

## Health and Physical Education

### Where are we now?

- We continued to develop the students continued their explicit learning and practising the Fundamental Movement Skills. These were incorporated into all Physical Education activities from PP to Year 6
- Fine motor and Locomotive skills were prioritised in Physical Education classes for PP to Year 2 students.
- The Camboon Primary School Physical Education Specialist has exposed the students in Years 3 – 6 to known sports such AFL, soccer, netball, athletics (track and field), and basketball as well as modifications on these games and other new sports.
- Running Club practise were conducted before school in Term 2 and 3 respectively. With 1 in 3 students participating in at least one of these programs.
- We officially left the Metropolitan North Interschool Alliance and joined with like schools such as Hillcrest Primary School and Noranda Primary School to form the Morley Schools Sporting Network Interschool Alliance.
- The School Athletics Carnival and Jumps and Throws Carnival was moved from Term 3 to Term 1. This was to prevent the carnival from being postponed due to weather.
- Our In-School Athletics Carnival and Jumps and Throws were a success, The novelty games were re-introduced, this was to include more students in more events.
- Our In-School Interschool Cross Country was done later in Term 2 and used the same course around the school from previous years This was again a whole school event.
- Camboon PS Interschool Athletics Carnival only competed with Hillcrest Primary School and Noranda Primary School. This was hosted at Hillcrest Primary School
- We came 3<sup>rd</sup> out of the 3 schools; however, we had successes in the running events.
- Camboon successfully hosted the Interschool Cross Country. We came second behind Hillcrest Primary School.
- The school participated in a Winter Lightning Carnival for the first times since 2019.
- We competed in the Lightning Carnival with the Morley Schools Sporting Network Interschool Alliance in AFL, Soccer, Basketball and Netball
- Swimming lessons were conducted in Week 1 and 2 of term 3 at Bayswater Waves.
- We have built a stronger relationship with the Noranda City Football Club.

### What are we seeking to achieve?

- Further strengthen the relationship with the other two schools in the Morley Schools Sporting Network Interschool Alliance.
- Gaining more grants with Sporting Schools and being more efficient with funding/programs.
- Build students fitness and promote healthy living for all students.
- To encourage a greater level of participation for all students regardless of their ability or skill level.
- To improve all students' confidence and engagement during Physical Education sessions.

## What is the data telling us?

### Learning Area Grade Summary (Reporting to Parents)

	SEMESTER 1						SEMESTER 2					
	A	B	C	D	E	NA	A	B	C	D	E	NA
Year 1	1	14	23	0	0	0	2	13	22	0	0	0
Year 2	1	12	23	0	0	0	6	10	21	0	0	0
Year 3	1	14	32	0	0	0	3	15	28	0	0	0
Year 4	0	14	22	0	0	0	3	12	21	1	0	0
Year 5	0	9	35	0	0	0	4	8	31	0	0	0
Year 6	0	16	27	0	0	0	8	15	20	0	0	0

Analysis of the data from 2025 Semester 1 and 2 Reporting to Parents indicated the following:

- At/Above standard (A–C):  
S1: 248/248 = 100%  
S2: 243/244 = 99.6%  
Change: –0.4 percentage points
- Below standard (D–E):  
S1: 0/248 = 0%  
S2: 1/244 = 0.4%  
Change: +0.4 percentage points

Overall performance remained extremely strong, with almost all students achieving at or above the expected standard in both semesters.

Improvement happened: Year 2, Year 4, Year 5 and Year 6.

Attention is needed: Year 4 (a minor change noted).

## What are we going to do to improve?

- Continue running club to improve our fitness and achievements at interschool events.
- Develop a fitness program to implement in Phys Ed classes which can be extended to before/after school programs.
- Organising the carnivals (Cross Country, Jumps and Throw and Athletics Carnival) at times where it gives the students time to prepare for interschool events.
- Continue to build relationships with local sports clubs.
- Continue to apply for funding to run after school clinics with 'Sporting Schools'.

## Arts – Music

### Where are we now?

- Every student in Years 1-6 receive a one-hour Music lesson every week.
- Kindergarten students receive a Music lesson every second week.
- Students in Years 4 (2024) were assessed and those who met the Instrumental Music School Services (IMSS) criteria, were given the opportunity to participate in Instrumental lessons in Brass and Classical Guitar. Students in Year 6 who were participated in IMMS, continued this participation in 2025.
- The School Choir was open to enthusiastic students in Grades 3 through 6, and they participated in school events including the ANZAC assembly, Parent Open Night, Massed Choir Festival at Perth Arena, the Music Assembly, Christmas Carols at the Noranda Shopping Centre and Ella Williams Nursing Home, and the Christmas Assembly.

### What are we seeking to achieve?

- To cultivate music-making and responsive abilities in accordance with the West Australian Music Curriculum from K to Year 6, enabling students to nurture their skills in performance-based arts.
- Sustain the provision of instrumental lessons for IMSS students to further enhance the musical talents of our students.
- Continue School Choir for Years 3-6 for greater opportunity for students and greater numbers for quality in performance.
- Offer performance opportunities to students in Years 4-6 who choose to join the school choir, aiming to nurture an interest in the arts among all students and promote their achievements in this learning area.

### What is the data telling us?

#### Learning Area Grade Summary (Reporting to Parents)

	SEMESTER 1						SEMESTER 2					
	A	B	C	D	E	NA	A	B	C	D	E	NA
Year 1	3	13	22	0	0	0	1	15	21	0	0	0
Year 2	1	13	22	0	0	0	2	5	30	0	0	0
Year 3	3	21	23	0	0	0	1	12	33	0	0	0
Year 4	4	15	18	0	0	0	3	6	28	1	0	0
Year 5	11	14	19	0	0	0	4	18	19	2	0	0
Year 6	7	15	22	0	0	0	5	16	23	0	0	0

Analysis of the data from 2025 Semester 1 and 2 Reporting to Parents indicated the following:

- At/Above standard (A–C):  
S1: 246/246 = 100.0%  
S2: 242/245 = 98.8%  
Change: –1.2 percentage points
- Below standard (D–E):  
S1: 0/246 = 0.0%  
S2: 3/245 = 1.2%  
Change: +1.2 percentage points

Whole-school achievement in Music remained very strong. Semester 1 had all students at/above standard. In Semester 2, a small decline occurred due to three D grades (Years 4 and 5), bringing A–C to 98.8%. All other year levels maintained 100% at/above standard in Semester 2.

### **What are we going to do to improve?**

- Enhanced assessment grading encompasses all year levels, with evaluations conducted based on the Making and Responding strands of the WA Curriculum.
- Maintain the provision of performance opportunities for choir students within both the school and broader community. Additionally, expand the opportunities for IMSS instrumental students to showcase their talents within the local and wider communities.
- Sustained integration of Information and Communications Technology (ICT) through Interactive Smartboards in all classes, along with the utilisation of iPads for students in Years 3 through 6.
- Provide differentiated practices to support each student in achieving their potential including student choice in instrumentation for assessment.
- Provide whole term programs for Making and Responding to Music.
- Collaborate with Beechboro Primary School's Choir for an end of year performance at a community event.

## Arts – Visual Arts

### Where are we now?

- Students in Pre-primary have had 5 weeks of Art lessons per term with amazing outcomes.
- Years 1-6 students attend 1 hour sessions where they work to the West Australian Curriculum with explicit lessons on the Principles and Elements of Art.
- In Term 3, for Parent Night, the students displayed their art skills in both their class and the Art Room featuring their Integrated Curriculum artworks.
- With support from an Arts Grant, the Year 5/6s have been working collaboratively with artists to create and enhance the Upper Primary Nature Play area.

### What are we seeking to achieve?

- Expand understanding of art response through exposure to specific art language by studying the works of various artists from a diverse genre.
- Seek new ways to give the students a wider community audience to display their artworks.
- Further involvement with moderation of assessment. (Involvement with Arts Morley Schools Network group)

### What is the data telling us?

#### Learning Area Grade Summary (Reporting to Parents)

	SEMESTER 1						SEMESTER 2					
	A	B	C	D	E	NA	A	B	C	D	E	NA
Year 1	4	11	23	0	0	0	7	7	23	0	0	0
Year 2	17	9	10	0	0	0	13	19	5	0	0	0
Year 3	15	13	19	0	0	0	11	16	19	0	0	0
Year 4	20	12	5	0	0	0	8	24	6	0	0	0
Year 5	5	28	11	0	0	0	12	22	8	1	0	0
Year 6	3	28	13	0	0	0	6	24	14	0	0	0

Analysis of the data from 2025 Semester 1 and 2 Reporting to Parents indicated the following:

At/Above standard (A–C):

S1: 246/246 = 100.0%

S2: 243/244 = 99.6%

- Change: –0.4 percentage points

Below standard (D–E):

- S1:
  - 0 students
  - Below Standard = 0%
- S2:
  - Year 5: 1 student (D)
  - All other year levels: 0 D/E
  - Below Standard = 1/244 = 0.4%
- Change: +0.4 percentage points

Overall performance remained extremely high, with almost all students achieving at or above standard. Slight decline due to a single D grade in Year 5.

Improvement happened:

- Year 1 (increase in A grades)
- Year 2 (strong shift toward B grades)
- Year 4 (increase in total A–C)

Attention is needed:

- Year 5 (only year with a D grade; decrease from 44 → 42 A–C)
- Monitoring Year 6 (stable but no improvement; high number of B/C students)

### **What are we going to do to improve?**

- Foster a growth mindset in students to embrace challenges, learn from mistakes and understand that growth comes with practice. This will be done by using encouraging language when students face challenges. Praise their effort and perseverance, not just final product but to empower students to take risks and push the boundaries of creativity resulting in more innovative and confident young artists.
- Bring visiting artists to the school to showcase and teach new skills.
- Use “Project Review” PowerPoints to enhance students recall of art skills and processes as well as art responses, relevant to the project.

# Aboriginal Cultural Standards Framework

## Where are we now?

- In 2025 Camboon Primary School (CPS), continued to recognise Aboriginal and Torres Strait Islander culture through whole school practices including commencing our whole school assemblies, held every third week with 'Acknowledgement of Country', further embedding our Noongar faction names, Noongar cluster names and caring of our Indigenous Garden project.
- In 2025 a Reconciliation Action Plan (RAP) committee consisting of staff and parents was formed and work has begun on writing our RAP. The goal is for this to be completed by the end of 2025.
- The Camboon Connect community has been updated and staff advised throughout the year.
- A Partnership, Acceptance, Learning, Sharing (PALS) grant was applied for to purchase art supplies for NAIDOC activities and pay for the licence of art created by Regan Bamback using students' artwork.
- Collaboration with Aboriginal families already at the school has continued and new families were welcomed.
- We acknowledged all Aboriginal and Torres Strait Islander celebrations/commemorations and will continue to do so in 2026.
- Stronger ties to the community have been formed, consulting with Aboriginal families that attend Camboon and relatives, such as Isabelle Adams to provide staff with Professional Learning. Isabelle Adams is the Great Grandmother of one of our Aboriginal students and has a background in education, having being Murdoch University's first Aboriginal graduate. She holds a Bachelor and Masters-of-Education and had an illustrious career in Western Australian Education
- More books for the library have been purchased. These include Noongar stories to further embed the culture of the land on which we learn.
- We provided an opportunity for an Aboriginal member of our school community, to be part of an Arts Grant that will allow her to be mentored by a Creative Learning Consultant and classroom teachers. She will be creating and collaborating with students, teachers, community members and the Creative Consultant to design and implement a new nature play area used by students in Years 3-6.

## What are we seeking to achieve?

- A shared responsibility with a cohesive, focused approach to improving Aboriginal education outcomes.
- Continue to develop partnerships with Aboriginal and Torres Strait Islanders people both within our school and wider community.
- Develop a culture of respect and understanding for Aboriginal and Torres Strait Islanders culture both within our school and wider community.
- Write a comprehensive RAP and present it to the staff.

## What is the data telling us?

- Aboriginal and Torres Strait Islander students and families generally feel that CPS provides an inclusive education that caters for their needs.
- CPS provides leadership opportunities for Aboriginal students by encouraging students to apply for roles as Student Councillors, Faction Leaders or as members of the Social Justice Committee.

## What are we going to do to improve?

- Acknowledgement of Country to be displayed in each class as part of our CPS Non-Negotiables.
- Provide further professional learning on the Aboriginal Cultural Standards Framework for all staff to promote further understanding of the framework and to ensure it is embedded within our teaching and learning programs.

- Embark on more professional learning to further develop staff awareness of Aboriginal and Torres Strait Islander history to ensure truth telling.
- We will continue to monitor NAPLAN data showing the performance of Aboriginal and Torres Strait Islander students.

**Goal 1: To develop partnerships with the wider community.**

- Consultation with Principal Consultant Teacher Support Aboriginal Education.
- Develop relationship with Isabelle Adams to help us include the wider community in our events and celebrations.

**Goal 2: To continue to build an environment that is welcoming for Aboriginal and Torres Straits Islander students and their families by embedding Aboriginal and Torres Strait Islander culture into Camboon Primary School daily life.**

- Continue to raise the profile of the Noongar language within classroom settings e.g., through songs, colours, numbers, story books and morning greetings.
- Further develop the use of the 8 ways of learning style and adapting this within our classes.
- The whole school will continue to celebrate and commemorate Aboriginal special events e.g., NAIDOC, Reconciliation and Harmony Week.
- More use of artwork around the school, especially that done by students during celebration weeks and parents who are Aboriginal or Torres Strait Islander.
- Building of another Bush Tucker environment in the Early Childhood area.
- To successfully apply for a Partnership, Acceptance, Learning, Sharing (PALS) grant to collaborate with a local Aboriginal artist to develop art activities for NAIDOC Week.

## National Quality Standard

### Where are we now?

- At Camboon Primary School (CPS), all K-2 teaching staff undertake the National Quality Standard (NQS) self-assessment to determine areas of need.
- The Deputy Principal (K-2) leads the NQS, preparing information for consultation with staff and developing the plan.
- The consultation involves the teachers in two teams, the K-P and Years 1-2:  
Rating the elements of each Quality Area  
Providing a summary of strengths (What are we doing well, and why?)  
Providing a summary of Focus for Improvement  
Identifying Connections to School Priorities and Planning.  
The 2 teams then collaborate to determine the rating for each element and make the determination as to whether the Quality Area has been achieved.
- All K-2 staff are given the opportunity to discuss and reflect the plan after the consultation process is completed.
- Self-assessment began in early 2025 and based on analysis of the self-assessment, the staff continued working towards meeting all elements of the 6 quality areas (QA):
  1. Educational program and practice
  2. Children's health and safety
  3. Physical environment
  4. Staffing arrangements
  5. Relationships with children
  6. Collaborative partnerships with families and communities.

### What are we seeking to achieve?

- A high-quality educational program for all students in K-Year 2.
- Student voice guiding learning.
- Students contributing to the setting of spaces for learning and dramatic play areas.
- Students contributing to outdoor equipment choices.
- Continue to increase parent and community involvement as this was greater before Covid.
- To write, implement and review Individual Education Plans (IEPs) to support individual student to achieve goals and maximise their learning.

### What is the data telling us?

The data indicates that the criteria has been met in 5 of the 6 Quality Areas and that the school is "Working Towards" one other Quality Areas.

The Quality Areas that have been met are:

QA1- Educational Program and Practice

QA2- Children's Health and Safety

QA3- Physical Environment

QA4- Staffing Arrangements

QA5- Relationships with Children.

The Quality Area that is being worked towards are:

QA6- Collaborative Partnerships with Families and Communities.

It is important to note that if one element in each Quality Standard is assessed as "Working Towards", this determines that the standard is not being met. In the following data, "A" is defined as "sometimes" and this means that the element was not met,

Therefore, because of this, the Quality Area was not achieved. For a Quality Area to be achieved, all elements must be rated “G” which means consistently. R which means “rarely” was not rated on any elements of the report.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN				
<b>STANDARD 5.1 RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN:</b>				
<b>Respectful and equitable relationships are developed and maintained with each child.</b>				
ELEMENTS		Reflection		
<b>Element 5.1.1</b> Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	G	A	R
<b>Element 5.1.2</b> Dignity and rights of the child	The dignity and rights of every child are maintained.	G	A	R
<b>Determination STANDARD 5.1</b>		M	WT	
<b>STANDARD 5.2 RELATIONSHIPS BETWEEN CHILDREN:</b>				
<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>				
ELEMENTS		Reflection		
<b>Element 5.2.1</b> Collaborative learning	Children are supported to collaborate, learn from and help each other.	G	A	R
<b>Element 5.2.2</b> Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	G	A	R
<b>Determination STANDARD 5.2</b>		M	WT	
<b>QUALITY AREA 5 DETERMINATION</b>		M	WT	

### What are we going to do to improve?

To demonstrate we have met all elements of the standards of the 6 Quality Areas we will:

- Begin the 2026 NQS self-assessment in Term 2 to allow time to review and reflect in a sufficient timeframe.
- Identify, plan and implement processes to ensure the elements of the 1 Quality Area determined as “Working Towards” are met in 2026 and that we maintain all elements of the 5 Quality Areas that were met in 2025.
- Continue the improvement of outdoor learning spaces in the outdoor areas of Wonnill (K-PP). An Outdoor Learn-athon was conducted in 2025 to fundraise to purchase a cubby, and additional funds were provided by the P and C to complete the purchase. Additionally, the Finance Committee has approved the purchase of a “fort”, and this installation will occur during 2026. This will assist in meeting the students’ social, emotional, physical and creative needs as determined in the Western Australian Early Years Framework and additionally, further enhance Quality Areas 2 and 3.
- In 2024, the students of Marri Cluster (Years 1-2) used their voice to determine that more play equipment and 'Loose Parts' equipment was needed on the Junior Playground. The Year 1-2 Team acknowledged the student voice and wrote an application to the Finance Committee to purchase more play equipment for the students to access at recess and lunchtime in addition to sport equipment- cricket sets and throwing/catching games. This application was successful and new equipment and storage for the equipment was purchased. As part of NQS 2025,

this area was again reviewed to identify if further purchases need to be made to meet the social, emotional, physical and creative needs of the students.

- Continue to develop further awareness of the Aboriginal Cultural Standards Framework by ensuring it is implemented and embedded in the teaching and learning program.
- Continue to encourage families to share cultural celebrations and family traditions to build community engagement. In Term 1, the K-PP Team will host a Community Day to celebrate Mother and Father Figures, Grandparents and families.
- Continue to incorporate incursions and excursions in the teaching and learning program that relate to the local community.
- Use a range of data to effectively plan, teach and target students who require differentiation within the classroom.
- Continue to use of 'calm spaces' in classroom corners and wet areas, linked with Zones of Regulation e.g. display of appropriate resources in the calm spaces that can be used by and with students.
- Develop the students' social skills with Education Assistant (EA) guidance.
- Differentiate communication with parents where needed e.g., use of interpreters and print information and forms in relevant languages where applicable.

## Positive Behaviour Support (PBS)

### Where are we now?

- Continue to support students to meet expectations by teaching expectations using the whole school behaviour matrix, teach focuses by attending PBS assembly and daily through use of lessons, posters and clips.
- Continue to use external displays such as the school website, parent handbook on the school website, screens in the assembly area and library, parent newsletters and CONNECT to promote PBS information such as the current teaching focuses, Golden GOTCHA winners and weekly winners.
- Revise PBS practises and strategies regularly during staff meetings, Staff Development Days (SDD), PBS power point for new staff and Team Leaders sharing information during collaborative meetings.
- Continue to implement Major and Minors processes to support students to meet expected behaviours.
- Continue to collect data to track students and types of behaviour not meeting expectations.
- Continue to inform and collaborate with parents when their child does not meet expectations.
- Beginning to use restorative practises such as affective language, priming statements, check-in and learning circles and Past3Present3Future3 (P3P3F3) when behaviour doesn't meet expectations.

### What are we seeking to achieve?

- Consistent implementation of PBS practises related to teaching focuses and positive acknowledgement system.
- Consistent use of the Majors and Minors processes.
- Implement restorative teaching practises such as check-in circles, learning circles, affective language, priming language and P3P3F3 approach.
- Staff using the P P3F3 approach in the classroom and playground and admin using it when 3 minors or a major incident occurs.

### What is the data telling us?

#### Attitude, Behaviour and Effort (ABE) Scale Data

Year Level	Students achieving 'consistently' in 2022	Students achieving 'consistently' in 2023	Students achieving 'consistently' in 2024	Students achieving 'consistently' in 2025
P	59.2%	44.4%	37.1%	55.1%
1	57.9%	50.4%	33.9%	53.8%
2	50.0%	54.5%	62.4%	32.4%
3	55.0%	55.7%	50.3%	57.0%
4	69.3%	74.7%	55.1%	63.5%
5	72.2%	80.7%	75%	55.5%
6	71.3%	85.1%	71.6%	77.1%

Analysis of the data from 2025 indicated the following:

Whole-school improvement is evident, with 5 of the 7-year levels increasing from 2024 to 2025.

Early years (P–Year 1) show strong recovery after a notable dip in 2024.

Upper primary (Years 5–6) shows improvement in consistency, particularly Year 6.

Year 2 is the major concern, showing a sharp decline in 2025. Variability suggests cohort-specific factors rather than a whole-school issue.

### PBS Major and Minor Incidents Data 2025

	SEMESTER 1				SEMESTER 2			
	TERM 1		TERM 2		TERM 3		TERM 4	
	MAJOR	MINOR	MAJOR	MINOR	MAJOR	MINOR	MAJOR	MINOR
K					0	0	0	0
PP					0	0	0	0
Year 1	3	2	6	0	12	0	2	0
Year 2	4	10	6	1	5	2	5	1
Year 3	3	9	2	5	7	2	5	1
Year 4	1	7	0	0	2	0	1	2
Year 5	3	0	0	0	1	0	2	1
Year 6	1	5	6	0	3	1	2	0

Analysis of the Major and Minors Incident data from 2025 Semester 1 and 2, indicated the following:

Overall incidents fell from 74 → 56 (–24.3%) from Semester 1 to Semester 2.

Majors increased from 35 → 46 (+31.4%), while Minors decreased sharply from 39 → 10 (–74.4%). As a result, the share of incidents that were Major rose from 47% (S1) to 82% (S2).

The most notable cohort patterns:

Year 3: Majors up (+7) and Minors down (–11); overall incidents decreased 19 → 15.

Year 2: Minors down (–8); overall incidents fell 21 → 13.

Year 6: Overall incidents halved (12 → 6).

Year 1: No Minors in S2; Majors increased 9 → 14 (overall +3).

No data is presented for students in Kindergarten and PP as these students are not included in the Major and Minor Incidents process until the beginning of Semester 2. In Semester 2, no Majors or Minors were received by students in Kindergarten or Pre-primary.

#### What are we going to do to improve?

- Consistent implementation of PBS practises related to teaching focuses and positive acknowledgement system.
- Consistent use of the Majors and Minors processes.
- Provide an induction for new staff into the school to support consistent implementation.
- Implement restorative teaching practises through PL, teacher blogs, videos, information sheets.
- Provide information to parents about the Real Schools Framework and how it can be used at home.

## Attitude, Behaviour and Effort

### Where are we now?

- Student Attitude, Behaviour and Effort (ABE) are recorded on end of semester reports for all students from Pre-primary to Year 6.
- Staff use an agreed percentage, to measure attainment on the ABE Scale to improve consistency of data.

### What are we seeking to achieve?

- Increase the percentage of students in each year level achieving consistently on the ABE descriptors by the end of 2025.
- Consistency when grading students against the ABE scale.
- Use the ABE data to determine student needs and develop a plan to improve the attitude, behaviour and effort of targeted students or targeted year groups.

### What is the data telling us?

Students achieving 'consistently' in Semester 2:

YEAR LEVEL	2023	2024	2025
PP	44.4%	37.1%	55.1%
1	50.4%	33.9%	53.8%
2	54.5%	62.4%	32.4%
3	55.7%	50.3%	57.0%
4	74.7%	55.1%	63.5%
5	80.7%	75%	55.5%
6	85.1%	71.6%	77.1%

Analysis of the data from 2024-2025 indicated the following:

Consistently high performance in Year 6.

Most year levels improved from 2024-2025.

The 2024 dip across several year levels suggests a broader disruption that has largely been addressed in 2025.

### What are we going to do to improve?

- Conduct cohort reviews for Year 2 and Year 5 (2026 cohort of Years 3 and 6) to identify contributing factors.
- Determine and replicate effective recovery practices from the early years to assist with recovery for Year 3 and 6 students)
- Review of the Attitude, Behaviour and Effort Scale in Teaching Sprints to ensure that new staff are familiar with the scale and that all teachers are allocating grades with consistency.
- Continue to reinforce the expected behaviours on the CPS Behaviour Expectation Matrix: We are respectful, We are responsible, We are learners.
- Increase the hand-out rate of Gotcha Cards: positive reinforcement cards awarded to students for demonstrating the three behaviours of the Behaviour Expectation Matrix and Camboon Primary School's Learner Dispositions; Independent, Resilient, Organised, Self-aware and Engaged.
- Consistent use of the Major and Minor behaviour processes.
- Continue to promote the PBS prizes and prize winners for the weekly "GOTCHA" draw via Compass.
- Continued use of Golden "GOTCHAs", to be awarded at the end of each term. Use Compass to notify the community of the winners.
- Communicate all new information to families via Compass.

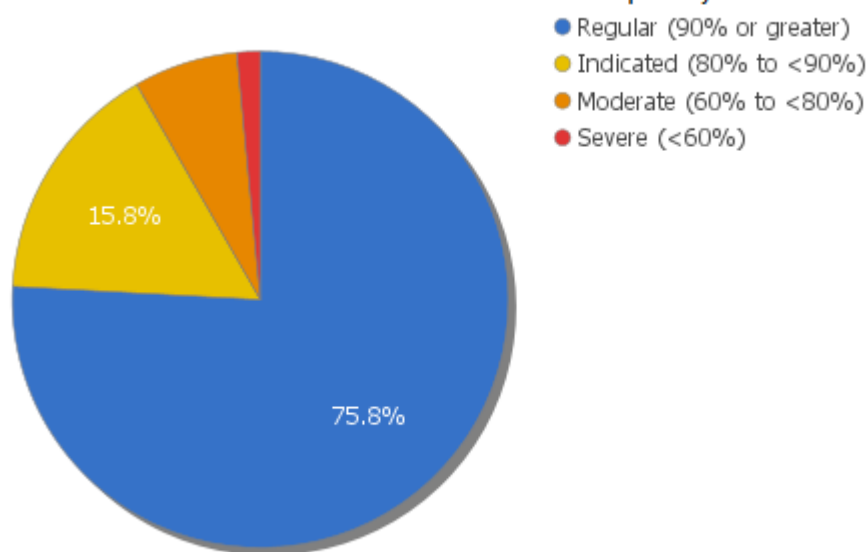
## Attendance

### Student Attendance Data Semester 2, 2018 – Semester 2, 2026

Collection Period	2018 Sem 2	2019 Sem 2	2020 Sem 2	2021 Sem 2	2022 Sem 2	2023 Sem 2	2024 Sem 2	2025 Sem 2
<b>Attendance Rate</b>	92.8%	93.4%	92.7%	92.3%	89.2%	90.5%	90.4%	92.7%
<b>Regular Attendance</b>	75.4%	80.3%	76.2%	77.6%	62%	67.2%	71.0%	75.8%
<b>Authorised Absence</b>	57.0%	52.0%	57.0%	63%	55%	43%	47%	71%
<b>Unauthorised Absence</b>	43.0%	48.0%	43.0%	37%	45%	57%	53%	29%

### Attendance Profile Semester 2, 2026

Attendance Profile 2026 Semester 1 Compulsory



#### Where are we now?

- Student attendance throughout 2025 has been mostly regular, with 75.8% of students attending regularly (90% or greater attendance).

#### What are we seeking to achieve?

- Students attending school regularly (90% and better) improved by 2.3% from 2024-2025.
- More parents informing the school of absences and the reason for absence, in writing.

#### What is the data telling us?

Analysis of the data from 2025 indicated the following:

#### Attendance Rate:

**2024:** 90.4%

**2025:** 92.7%

There was a noticeable improvement of +2.3 percentage points. This suggests more students were present on a day-to-day basis in 2025, indicating stronger overall attendance habits or fewer disruptions.

### **Regular Attendance:**

**2024:** 71.0%

**2025:** 75.8%

Regular attendance increased by +4.8 percentage points, a significant positive shift. More students are attending school consistently, which is often linked to better engagement and learning outcomes.

### **Authorised Absence:**

**2024:** 47%

**2025:** 71%

Authorised absences rose sharply by +24 percentage points. This is a substantial change and could reflect:

- More families providing valid reasons for absences
- Increased illness or unavoidable events
- Changes in school policy or communication around authorised leave.

This jump is worth exploring further to understand the underlying cause.

### **Unauthorised Absence:**

**2024:** 53%

**2025:** 29%

Unauthorised absences dropped dramatically by -24 percentage points. This is a very positive trend and may indicate:

- Better follow-up from the school
- Improved communication with families
- Greater student engagement
- A shift from unauthorised to authorised reporting rather than a change in actual absence behaviour.

### **Summary:**

From 2024 to 2025, the data shows strong improvements in attendance rate, regular attendance, and a major reduction in unauthorised absences. The large rise in authorised absences suggests families are more frequently providing explanations for student absences, or that external factors (e.g., health, weather, family circumstances) increased legitimate time away from school.

- The Attendance Profile indicated: 6 students in the At-Risk severe category (3 less than 2024). These students were tracked by the school using data from Student Attendance Reporting. Of these 6 students, 2 went on extended holidays overseas and 1 was absent from school due to lack of school engagement, transport difficulties and on-going family issues even though they were supported by the school. Three students had numerous days away from school due to sickness, anxiety and mental health issues.

- 89 students (32 more than in 2024) in the indicated category. (Attendance of 80 to < 90%)
- 37 students in the moderate category (17 more than 2024). (Attendance of 60 to < 80%)

The increase in the number of students in both the indicated category (80–<90% attendance) and the moderate category (60–<80% attendance) is largely explained by a significant flu outbreak that affected the school community during the year. Records show that a strong wave of influenza impacted both staff and students, with many individuals absent for up to three weeks at a time. Such extended illness-related absences lowered overall attendance percentages, resulting in more students falling into these lower attendance bands even if their usual attendance patterns had not changed. The timing and severity of the flu outbreak align closely with the increases observed in 2025.

#### **What are we going to do to improve?**

- Maintain the strategies and guidelines outlined in the reviewed Attendance Policy and how we monitor and manage attendance.
- Continue to identify students in the indicated (Attendance of 60 to < 80%) and moderate category (Attendance of 60 to < 80%), and follow-up with parents with the intent to improve their attendance.
- Continue to include attendance letters, as part of the Semester 1 and 2 Reporting to Parents for those students who fall below 90% attendance in these semesters.
- Remind staff through Staff Newsletter, Teaching Sprints and emails to ensure that Compass (Attendance) information is recorded twice daily, and that student absence notification is sought from parents and carers if they are not provided in a timely manner.

## Student Leadership

### **Where are we now?**

- The Student Council, managed by Mr Scott Dickson, was voted in at the beginning of 2025 and consisted of ten students from Year 6. These students had regular duties across the year including organising assemblies, ringing the siren and give morning announcements, managing the Terracycle and BIC “Best in Class” recycling program, representing the school in ceremonies such as ANZAC day, meeting special guests on special occasions, and undertaking other duties as determined by the Deputy Principal (Years 3-6) and the Year 6 teachers.  
The Student Councillors, along with Mr Dickson, attended the Perth Primary Dream and Lead Conference at the Perth Exhibition and Convention Centre early in March of Term 1. Throughout the day, the students participated in purposeful activities developing their problem-solving skills and increased their confidence and independence as leaders.
- The Faction Leadership Team, managed by Mr Jacob Gaspar, PE Specialist Teacher, was voted in at the beginning of 2024. They were involved in setting-up for faction sport sessions, athletics carnivals, cross country carnival, managing sports equipment during recess and lunchtimes, speaking at assemblies, supporting their peers during these events and attending regular faction leadership meetings.
- The Social Justice Committee (SJC), managed by Mrs Simone Litwin, undertook projects in 2025 including fundraising for the Angkor project and promoting sustainability within the school. They helped organise and run a fundraising event for our Cambodian sister school, Amphet Phnom. This event took the form of a “Water Walk” held in conjunction with Water Week in Term 1. Students were explicitly taught about the lack of fresh, running water in schools in Cambodia, and the walked helped students to develop an understanding of how difficult it is to live without being about to turn on a tap to gain fresh, clean water.
- SJC Captains took on the responsibility to create a poster, other members of the committee collected, counted all donated monies and informed the school of the contributions made. They also continued to manage the school’s battery, paper and cardboard recycling initiatives.
- SJC also took on fundraising responsibilities for the Premier’s Telethon Challenge. The students organised, promoted and collected donations for Telethon. The students held a ‘Footy Colours Day’ as their fundraiser.

### **What are we seeking to achieve?**

- To provide an opportunity for students to take responsibility for the world around them, including civic and environmental responsibility.
- To increase opportunities for students to have a voice and to be heard.

### **What is the data telling us?**

Analysis of the data from 2025 indicated the following:

- A total of 37 students applied for the Student Councillor and Faction Leader positions in 2025. The students were given the option to apply for both positions by indicating their 1<sup>st</sup> and 2<sup>nd</sup> preference. 18 students applied to be Student Councillors; 3 of the 18 also applied to be Faction Leaders. 19 students applied only to be Faction Leaders; they did not want to be Student Councillors.
- Informal discussions with the students indicated that many students are concerned about speaking in public and see this as a key requirement of being a Student Councillor. As they are not confident in doing this, they only apply for Faction Leaders role as they see this role as having a lessened requirement of speaking in public.
- A total of 39 students from Years 5 and 6 were successful in applying for a leadership position.

- Five girls and six boys were elected as Student Councillors.
- Boys were predominantly elected as Faction Leaders. The Faction Leader Team comprised 9 boys and 3 girls.
- The Social Justice Committee comprised of 16 students from both Years 5 and 6 with 12 students from Year 5 (8 girls and 4 boys) and 4 students from Year 6 (4 boys).

### What are we going to do to improve?

- Provide opportunity for students to develop their leadership skills, including public speaking skills through participation in the Morley School Network (MSN) Young Voices Speaking Competition in 2026.
- Provide opportunities for the outgoing Student Leadership Team to speak to the incoming Year 6 students about their roles and experiences to encourage more students to apply for both Student Councillor and Faction Leader positions rather than only applying for the Faction Leader positions.
- Continue to take future Student Councillors to the Perth Primary Dream and Lead Conference to help develop their skills in decision making and leadership.



# Camboon Primary School

Student Council - 2025





# Camboon Primary School

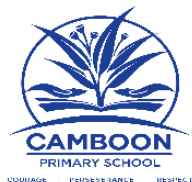
Faction Captains - 2025



# Camboon Primary School

Social Justice - 2025





# Camboon Primary School

## Financial Summary as of 31 December 2024



Operational-Dec 2025

### School Financial Summary

Issued on 14 May 2026

<b>School:</b>	Camboon Primary School	<b>School Year:</b>	Dec 2025 ( Verified Dec Cash)
<b>Region:</b>	North Metropolitan Region	<b>Aria:</b>	0
		<b>Distance to Perth (km):</b>	8.83

#### One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 148,142	148,142	0
Carry Forward (Salary):	\$ 114,467	114,467	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,011,791	4,011,791	0
Locally Raised Funds:	\$ 221,578	240,425	-18,847
<b>Total Funds:</b>	<b>\$ 4,495,978</b>	<b>4,514,825</b>	<b>-18,847</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 3,823,423	3,823,423	0
Goods and Services (Cash):	\$ 584,755	494,458	90,297
<b>Total Expenditure:</b>	<b>\$ 4,408,178</b>	<b>4,317,881</b>	<b>90,297</b>
<b>Variance:</b>	<b>\$ 87,800</b>	<b>196,943</b>	<b>-109,143</b>

Student-Centred Funding		
Per Student	\$	2,760,986.00
School and Student Characteristics	\$	1,028,052.20
Disability Adjustments	\$	26,141.59
Targeted Initiatives	\$	168,714.33
Operational Response Allocation	\$	9,552.85
Regional Allocation	\$	0.00
<b>Total</b>	<b>\$</b>	<b>3,993,446.97</b>

Minimum Expenditure Requirement Summary		
Current Budget - SCFM and Locally Raised Funds	\$	4,232,215
<b>Minimum Expenditure Requirement</b>		
96% of current budget	\$	4,062,927
10% of carry forward	\$	44,520
<b>Total Minimum Expenditure</b>	<b>\$</b>	<b>4,107,447</b>
<b>Current Forecast Expenditure</b>		
Salaries	\$	3,823,423
Goods and Services (Cash Expenditure)	\$	494,458
<b>Total Forecast Expenditure (cash and salaries)</b>	<b>\$</b>	<b>4,317,881</b>

Bank Account Balances (Cash)		
Bank Account	\$	225,744.25
Investment Account(s)	\$	75,000.00
Building and Other Funds Account	\$	0.00
<b>Total for all Bank Accounts*</b>	<b>\$</b>	<b>300,744.25</b>

\*Reserve balances are included in the total

Reserve Account Balances		
ADMIN RESERVE	\$	24,670.00
BUILDING IMPROVEMENT RESERVE	\$	29,919.97
GROUNDS IMPROVEMENT RESERVE	\$	65,000.00
TECHNOLOGIES RESERVE	\$	4,000.00
FURNITURE & FITTINGS RESERVE	\$	24,000.00
EQUIPMENT RESERVE	\$	15,000.00
<b>Total for all Reserve Accounts</b>	<b>\$</b>	<b>162,589.97</b>