



ANNUAL REPORT

2025



YANCHEP LAGOON PRIMARY SCHOOL

 15 PRIMARY ROAD, YANCHEP 6035 WA

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Principal's message



In our 50th Anniversary year, Yanchep Lagoon Primary School proudly reflected on five decades of growth since its establishment in 1975. While much has changed, the strength of our community endures. Guided by our motto Dream, Believe, Achieve, our dedicated staff continue to inspire every student to reach their full potential.

The highlight of 2025 was our 50th Anniversary celebrations, which brought the community together. We were honoured to welcome the Minister for Education, Hon. Sabine Winton, who shared personal memories of her time as a student and her family's connection to the school—reminding us of the deep roots that unite our community.

This year, we sharpened our focus on data-informed teaching to improve student outcomes. Through DIBELS, PAT and NAPLAN analysis, staff strengthened reading comprehension and numeracy through explicit teaching and curriculum leadership. Our Term 4 data-sharing session, where teachers presented their findings, was a highlight and will continue annually.

I acknowledge the outstanding efforts of our P&C, led by President Ms Roxy Joerg, whose fundraising initiatives have enhanced our outdoor play areas. Sincere thanks to Mrs Sue Prentice, Adele Harris, Margaret Stott, Emma Wood, Katie Fields, and all volunteers—your contributions have made a tangible difference for our students.

Our School Board also played a vital role under the leadership of Chair Mr James Finney, strengthening governance and community engagement. We welcomed new members Skye Abdullah and Eve Milner (Yanchep Secondary College) to support student transition and thank Mayor Linda Aikin for her continued guidance.

Staffing changes included several merit selections, including the appointment of Mrs Melvin as Deputy Principal. I also thank Mrs Steele for her ongoing advocacy and support. Together, our team continues to foster a collaborative culture focused on student success.

Finally, I extend my sincere thanks to all staff for their professionalism and commitment. With new members joining our team, we look forward to strengthening whole-school practices and ensuring continued success for our students in 2026 and beyond.

Paul Biemmi
Dec 2025

Vision, Values and Context

School Vision

To nurture students to become learners who are respectful, responsible and safe citizens.

School Values

I am a learner
I am respectful
I am responsible
I am safe

The year 2025 marks the 50th anniversary of formal schooling on the current site, reflecting a proud legacy of education in the Yanchep community. The school's history began with the establishment of Yanchep Primary School, the first school in the area, followed by the opening of Yanchep District High School in 1981.

Yanchep Lagoon Primary School opened in 2018 following the transition of secondary students from Yanchep District High School to Yanchep Secondary College. This restructure supported a government commitment to redevelop the site, resulting in modernised facilities and purpose-built learning environments that continue to serve the needs of our community.

In 2025, the school recorded an ICSEA value of 991 (decile 5), an increase from 980 (decile 6) in 2024. This shift brings the school closer to the national average and reflects changes in the local community profile rather than student performance. It may, however, influence comparison groups and the interpretation of achievement data.

Contributing factors to these changes include adjustments to the school catchment, particularly the redirection of Allara Estate families to Eglinton Beach Primary School. The school also recorded a student transiency rate of 12.7%, representing a significant improvement from 19.2% in the previous year. Current student demographics include students with disabilities (5.6%), Aboriginal students (7%), and students from language backgrounds other than English (12%).



2025 School Destinations of the 2024 Year 6 Cohort

Destination Schools	Male	Female	Other	Total
4207 Yanchep Secondary College	19	22		41
1493 St James' Anglican School		4		4
1547 Australian Islamic College Forrestdale		2		2
4135 Gingin District High School		1		1
4025 John Curtin College Of The Arts		1		1
Total	19	30	0	49

In 2025, the majority of our Year 6 cohort continued to transition into public secondary education, with 84% of students enrolling at Yanchep Secondary College. This outcome reflects an ongoing trend and reinforces the strong connection between our two schools. Notably, all male students elected to attend Yanchep Secondary College, while 73% of female students chose this pathway.

A further 4% of students enrolled in another public high school, either through successful arts scholarship applications or as a result of family relocation. Twelve per cent of female students transitioned to private secondary schools.

These enrolment patterns highlight the success of our partnership with Yanchep Secondary College, particularly the effectiveness of the established transition program supporting students and families in making informed secondary school choices.

Looking ahead, the school will continue to strengthen curriculum alignment with Yanchep Secondary College, particularly through the shared Explicit Direct Instruction approach implemented across both settings. Ongoing promotion of Yanchep Secondary College will be supported through the continued presence of secondary school staff within our school and the maintenance of structured transition programs throughout 2026.

A key recommendation for 2026 is to further strengthen confidence among female students and families by inviting former Yanchep Lagoon Primary School female students, now attending Yanchep Secondary College, to share their experiences. In addition, parent information sessions will be expanded to highlight programs that support pastoral care, student safety, and wellbeing at the secondary level.



Celebrating 2025

Milestones & Community Celebrations

- 50th Anniversary: Whole-school celebrations marking 50 years of Yanchep Lagoon PS; strong community participation and pride.
- Learning Journey: Well-attended parent Learning Journey afternoon showcasing student progress and classroom learning.
- Community Engagement: Harmony Day family picnic, community surveys to capture parent voice, and increased parent helpers in classrooms.

Teaching & Learning

- Data-Informed Practice: Strengthened data literacy and analysis across staff; explicit teaching and impactful practices embedded; ongoing exploration of Berry Street strategies.
- Collaboration & Intervention: Fortnightly collaborative DOTT sessions, effective Professional Learning Teams, targeted intervention programs, and positive cross-team collaboration (especially in Early Childhood).
- Curriculum Enhancements: Media Arts introduced with new iPads; authors' visit; "Reading School" morning program; Science Week focus and student participation.

Aboriginal Education & Cultural Responsiveness

- Aboriginal Cultural Standards Framework: Implementation Action Plan completed.
- Programs & Spaces: bush tucker/cultural gardens established (notably in Early Childhood).
- AIEO: New Aboriginal and Islander Education Officer (AIEO) appointed.

Student Wellbeing & Events

- Signature Days & Weeks: NAIDOC Week, Harmony Day, Book Week, 100 Days of School, R U OK? Day, Jeans for Genes, Crazy Hair Day, Education Assistant Week, and Teacher Appreciation Day.
- Sport & Activities: Faction Carnival (expertly organised), Colour Fun Run, Cricket WA sessions (PP), RAC incursions, Poetry competition and band performance, Tiny Tots.
- Wellbeing & Reward: Breakfast Club, Mega Reward Afternoon, Story Dogs fundraising supporting literacy and wellbeing.

Environment, Facilities & Resources

- Play & Grounds: New playgrounds; artificial turf ("fake grass") at cottage area, improving the soccer pitch; ongoing high-standard maintenance by our gardener and cleaners.
- Learning Spaces & Resources: Media Arts resourced with iPads; continuous improvements driven by P&C fundraising.



Celebrating 2025

Staffing, Culture & Leadership

- Staff Excellence: Fantastic new staff; committed teams taking on new initiatives; supportive leadership and collegiality across the school.
- Roles & Recognition: Permanent appointments; EAs working closely with teachers; chaplain support; strong admin and teaching collaboration. Recognition and celebration of retiring staff.
- Professional Growth: Supported upskilling in data literacy and analysis; effective cross-school collaboration; staff wellbeing initiatives (e.g., social club “summer salads,” feel-good activities).

Impact

- Student Progress: Incremental academic and personal growth, resilience, and perseverance while accommodating the special learning needs of students.
- Culture: A consistently positive and welcoming school atmosphere where teamwork and student-first practices thrive.



Student performance and achievement

On Entry Performance 2025

On-entry is a standardized state-wide early literacy and numeracy assessment required to be undertaken at the start of Pre-primary to help guide the teaching and learning program of each Pre-primary class. Our school continues to undertake On-entry testing with our Year 1 and Year 2 students in numeracy only which enables all our P-2 teachers to use the data to support them to know where their students are at – outlining student/cohorts strengths and weaknesses to plan and deliver targeted concepts to address the needs of our students.

Pre-primary results

Our Pre-primary results showed we are at or above state and like schools across all areas reflecting the strength of our Early years Kindergarten programs, particularly in Writing whereby 72% of our students were performing in the top 20%. A significant percentage of our students were working within the middle 60% for both Reading and Numeracy. Our numeracy review identified recognising numbers 1-10 and positional language were a strength, however the need to support students in being able to identify numbers before a given number remained an area to focus on this year.

	Public Schools Median	School Median (State)	Median Same Decile/Like Schools ICSEA	Student Results linked to ICSEA	
Reading	450	450	445	Top 20%	16%
				Middle 60%	67%
				Bottom 20%	16%
Writing	210	242	210	Top 20%	72%
				Middle 60%	21%
				Bottom 20%	7%
Numeracy	429	449	429	Top 20%	21%
				Middle 60%	70%
				Bottom 20%	9%

Year 1 results

Results reflect our student population is predominantly working within the middle 60%. Comparison between students in Year 1 this year compared to last year has resulted in a 15% growth in the number of students demonstrating numeracy skills in the top 20%. The challenge for our teachers was to continue supporting students to show greater progress within this learning area. When reflecting on the results measuring length and adding 2 numbers together less than 10 was a particular strength. With teachers identifying telling time to the half hour and raising their awareness of money value continued to be an area to focus on.

Student performance and achievement

Year 1 results cont...

	Public Schools Median	School Median State	Median Same ICSEA Decile /Like Schools	Student Results linked to ICSEA	
Numeracy	503	513	498	Top 20%	25%
				Middle 60%	55%
				Bottom 20%	20%

Year 2 results

Our results demonstrate our students are performing below state and our like ICSEA schools. When analysing the data this cohort reflects a skill strength in skip counting by 2s and 5s and being able to order numbers. The challenge though remains in supporting our students to make greater progress than what is currently being achieved to bring us in line with our like schools. Areas to focus on to support growth needed to continue targeting reading time to the half hour and counting beyond 100 as well as reading a calendar accurately.

	Public Schools Median	School Median State	Median Same ICSEA Decile/Like Schools	Student Results linked to ICSEA	
Numeracy	577	569	572	Top 20%	19%
				Middle 60%	58%
				Bottom 20%	23 %

Student performance and achievement

Comparative Performance Summary

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	0.3	-0.8	-1.7	0.8	-1.6	-0.1
Reading	0.5	-0.8	-1.7	1.3	-2.0	-1.1
Writing	1.1	-0.6	-0.5	1.3	0.4	0.4
Spelling	0.7	-0.5	-0.5	0.6	-0.5	0.5
Grammar & Punctuation	0.4	-0.8	-1.3	0.9	-0.6	0.4

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

In 2025, Yanchep Lagoon Primary School's comparative NAPLAN data shows significant variation across domains and year levels.

Year 3 results declined sharply, with Numeracy (-1.7 Standard Deviation), Reading (-1.7 Standard Deviation), and Grammar & Punctuation (-1.3 Standard Deviation) all below expected, while Writing (-0.5 Standard Deviation) and Spelling (-0.5 Standard Deviation) remained within the expected range.

In contrast, Year 5 demonstrated stronger performance, with Writing (+0.4 Standard Deviation) above expected, Numeracy (-0.1 Standard Deviation) and Grammar & Punctuation (+0.4 Standard Deviation) within expected, and Reading (-1.1 Standard Deviation) still below expected but improving from 2024.

Overall, the data highlights critical areas for improvement in Year 3 literacy and numeracy, while Year 5 shows resilience and recovery, particularly in writing, indicating a need for targeted early intervention and sustained instructional consistency across year levels.

Student performance and achievement

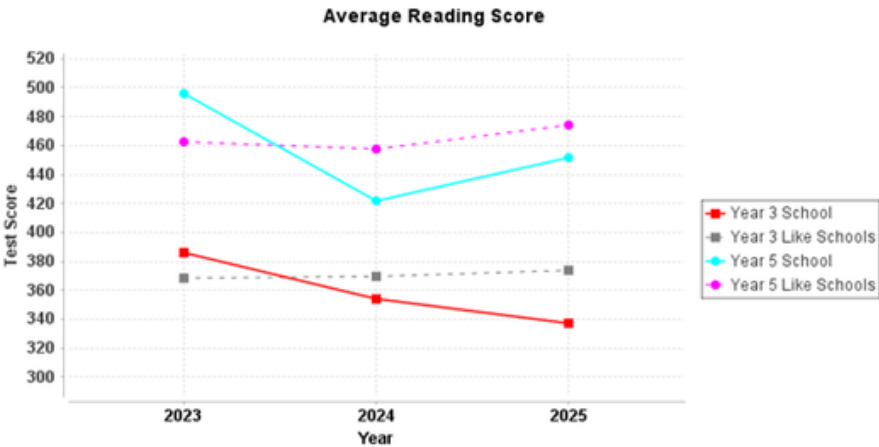
Reading

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	481 and above	9%	11%	6%	10%
Strong	368 - 480	38%	42%	34%	45%
Developing	282 - 367	34%	27%	42%	29%
NAS	281 and below	20%	20%	18%	16%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	555 and above	2%	11%	10%	12%
Strong	448 - 554	36%	48%	41%	55%
Developing	377 - 447	38%	22%	27%	22%
NAS	376 and below	24%	19%	22%	10%

Average Reading Score

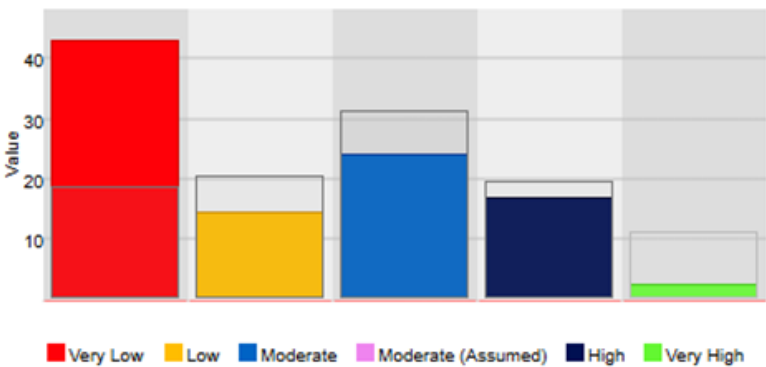


Year 3 YANCHEP LAGOON PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Reading - Progress

Filters : All Students



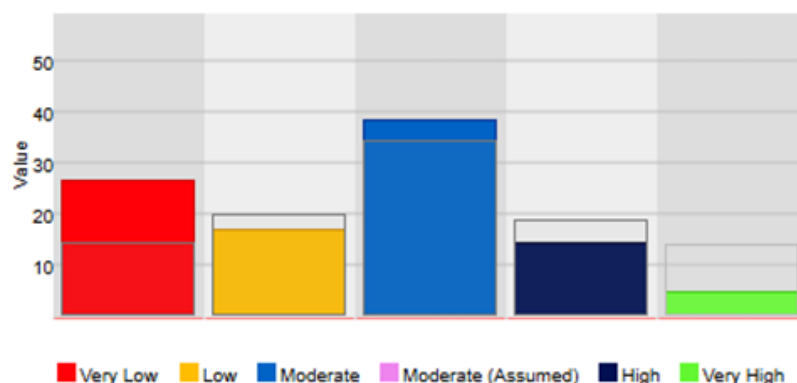
Student performance and achievement

Year 5 YANCHEP LAGOON PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Reading - Progress

Filters : All Students



In 2025, Yanchep Lagoon Primary School's Reading NAPLAN results sit below the school's predicted mean in both Year 3 and Year 5. Although Year 5 were below expected, there is a notable improvement from 2024. Year 3 shows a three-year decline, while Year 5 indicates partial recovery but remains under target.

The Year 3 Reading progress distribution in 2025 is skewed toward lower growth. The 'Very Low' band is the largest (42%), with a further chunk in 'Low' (14%), indicating that a substantial proportion of students made limited progress from On Entry to NAPLAN. 23% of students made moderate progress, which signals fewer students reaching the expected growth benchmark. At the top end, 'High' is moderate (16%) and 'Very High' is small (2%), showing relatively few strong gain trajectories. Overall, this pattern confirms that cohort growth in Reading is under target, aligning with the wider Year 3 attainment picture.

The Year 5 Reading progress shows a healthier growth profile with the Moderate band the largest (38% of students), which indicates most students achieved expected or better growth. There is a solid upper tail: 14% made High growth and 4% made Very High progress, pointing to a meaningful subset making strong gains. However, a non-trivial lower tail remains, with 26% of students made Very Low progress and 16% of students made Low progress from Year 3 to Year 5 NAPLAN, signalling that a group of students still made limited progress and will require targeted support. Overall, the distribution aligns with the broader 2025 result of partial recovery in Year 5 Reading (improved from 2024 but still below like schools), suggesting core classroom practices are working for many students; to lift the whole cohort further in 2026, continue explicit comprehension and vocabulary routines, maintain fluency practice, and provide Tier 2/3 interventions for those clustered in the Very Low/Low bands, with fortnightly progress checks to ensure momentum.

Overall, Reading is a priority focus area for 2026, with attention to decoding/fluency, vocabulary, and explicit comprehension strategies to lift cohort performance back within or above the expected range.

Student performance and achievement

2026 Reading Recommendations:

1. Strengthen Foundational Skills

- Phonics & Decoding: Implement daily structured phonics lessons and use decodable texts for struggling readers.
- Fluency Practice: Embed repeated reading, paired reading, and oral reading routines to build automaticity in all classes.

2. Explicit Comprehension Instruction

- Teach comprehension strategies systematically (predicting, questioning, summarizing, inferring).
- Use modelled and guided reading with clear think-alouds to show how to extract meaning from texts.
- Incorporate high-quality literature and informational texts to expose students to varied text structures.

3. Vocabulary Development

- Daily tiered vocabulary instruction (Tier 2 academic words and Tier 3 subject-specific terms).
- Embed vocabulary in all subjects, using word walls and semantic mapping.

4. Data-Driven Small Group Interventions

- Identify students who are below expected level and provide Tier 2 support (minimum 3 sessions/week, 20 minutes).
- Use DIBELS screening including progress monitoring assessments, and comprehension probes every 4-5 weeks to track progress visually and adjust interventions promptly.

6. Professional Learning

- Train staff in Science of Reading principles and explicit comprehension instruction.

Regular collaborative planning to ensure consistency in reading routines across classrooms.

Student performance and achievement

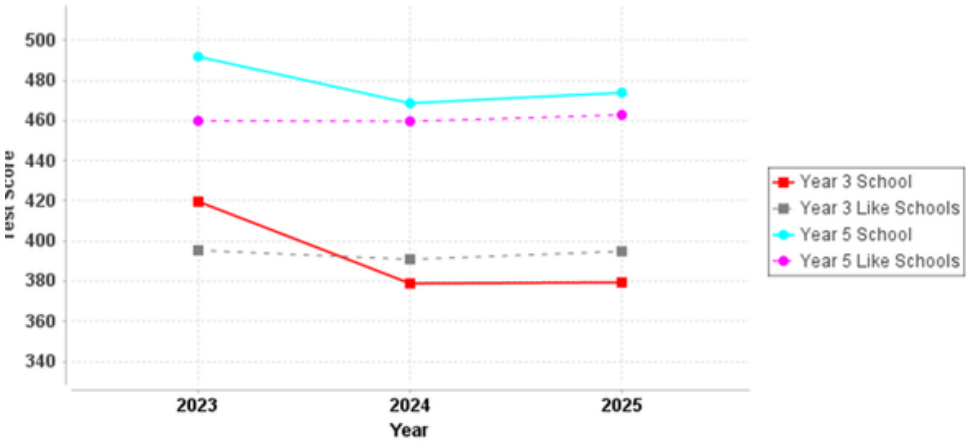
Writing

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	503 and above	2%	5%	0%	4%
Strong	370 - 502	64%	64%	67%	70%
Developing	296 - 369	20%	20%	21%	16%
NAS	295 and below	14%	11%	13%	10%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	5%	6%	6%	6%
Strong	455 - 569	71%	53%	62%	56%
Developing	385 - 454	14%	28%	21%	26%
NAS	384 and below	10%	13%	12%	13%

Average Writing Score

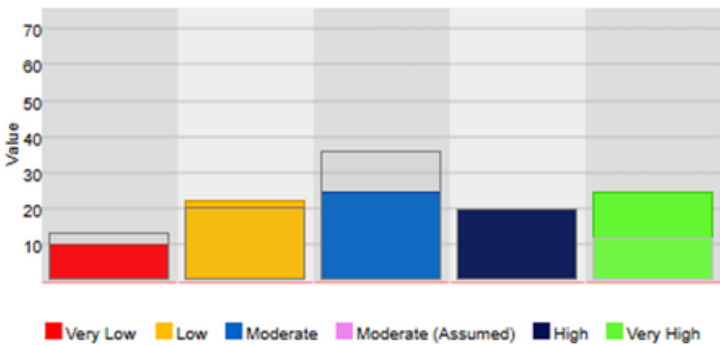


Year 5 YANCHEP LAGOON PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Progress

Filters : All Students



Student performance and achievement

Writing

In 2025, Yanchep Lagoon Primary School's Writing NAPLAN performance showed mixed results across year levels. Year 3 achieved an expected outcome, with a score of -0.5 Standard Deviation from the predicted mean, indicating performance within the anticipated range and relative stability compared to 2024. This suggests that while writing is not a significant concern for Year 3, there is room for growth to move more students into the above-expected band. In contrast, Year 5 maintained strong performance, recording above the predicted mean, which is above expectations and consistent with previous years.

Year 5 Writing progress data presents a strong growth profile. The Moderate band is the largest with 24% of students making moderate progress, indicating that most students achieved at least expected growth. Importantly, the upper-tail is substantial: both High and Very High growth bands are well populated (19% and 24% respectively), showing that a significant proportion of students made accelerated gains in writing, the percentage being more than 'like' schools. At the lower end, Very Low is small (9%) and Low is modest (22%), suggesting a manageable cohort needing targeted support. Overall, the distribution aligns with Year 5's above-expected attainment noted in NAPLAN Writing, confirming that classroom practices (explicit teaching of text structures, modelling, scaffolded editing) are working for the majority.

This highlights Year 5 as a strength area for the school, demonstrating effective writing instruction and student capability at the upper primary level. Overall, while Year 5 writing remains a standout, targeted strategies in Year 3—such as reinforcing sentence structure, idea development, and cohesion—will help lift outcomes further in 2026.

2026 Writing recommendations:

1. Maintain Strength in Year 5

- Continue explicit teaching of text structures (narrative, persuasive, informative) and authorial voice.
 - Use high-quality exemplars and success criteria to sustain above-expected performance.
 - Embed editing and proofreading routines to refine grammar and punctuation within writing tasks.
- Continue staff moderation sessions to calibrate marking and expectations.

2. Lift Year 3 Performance

- Sentence-Level Focus: Daily short lessons on sentence construction, cohesion, and punctuation.
- Idea Development: Use oral language scaffolds (e.g., sentence starters, talk-before-write) to build vocabulary and sentence complexity.
- Structured Writing Frameworks: Consistently implement planning templates (e.g. boxing up, TEEL paragraphs) for narratives and persuasive texts.

3. Whole-School Consistency

- Continue to embed Talk for Writing - an evidence-based program - across year levels with fidelity.
- Collect writing samples twice per term for formative assessment and moderation.
- Use rubrics aligned to NAPLAN criteria to track growth in ideas, structure, and conventions.
- Ensure shared language of writing (e.g., "ideas, structure, cohesion, sentence fluency, conventions") in feedback and assessment.

Student performance and achievement

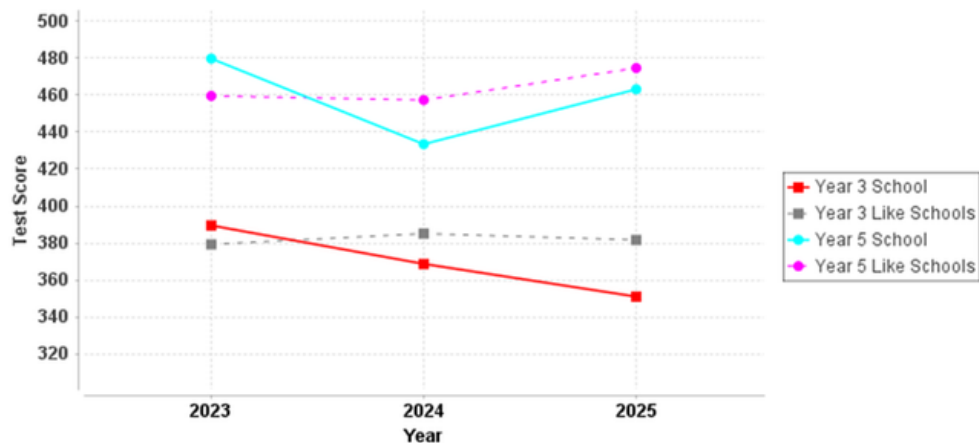
Numeracy

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	493 and above	4%	6%	0%	5%
Strong	378 - 492	46%	48%	34%	47%
Developing	311 - 377	30%	33%	48%	35%
NAS	310 and below	20%	13%	18%	13%

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	577 and above	0%	4%	10%	8%
Strong	451 - 576	33%	49%	46%	56%
Developing	386 - 450	50%	32%	26%	26%
NAS	385 and below	17%	15%	18%	10%

Average Numeracy Score

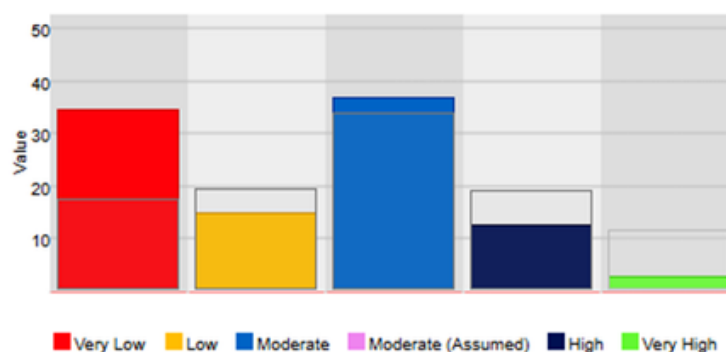


Year 3 YANCHEP LAGOON PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Numeracy - Progress

Filters : All Students



Student performance and achievement

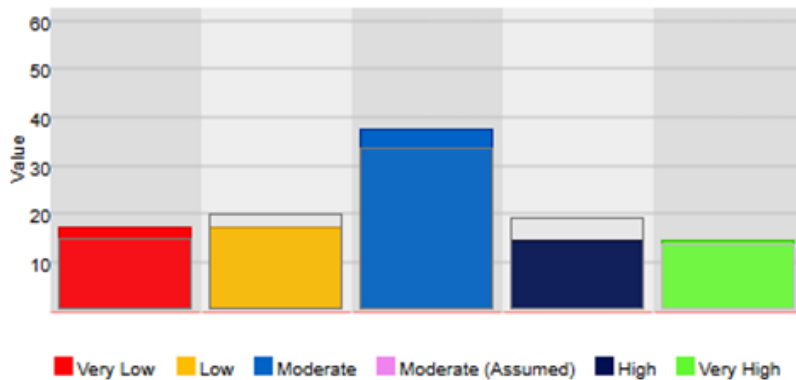
Numeracy cont...

Year 5 YANCHEP LAGOON PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Numeracy - Progress

Filters : Stable Cohort



In 2025, Yanchep Lagoon Primary School's Numeracy NAPLAN results indicated contrasting trends between Year 3 and Year 5. Year 3 achieved below the predicted mean, placing the cohort in the below-expected range and continuing a three-year downward trend. This suggests challenges in foundational number sense, place value, and problem-solving skills for early primary students. In comparison, Year 5 achieved within the expected range and represents a strong recovery from 2024, though still slightly below the high performance seen in 2023.

The Year 5 Numeracy progress graph shows a distribution that is generally positive but still leaves room for improvement. The Moderate growth band is the largest (37% of students), slightly above the assumed benchmark, indicating that most students achieved expected progress. There is a healthy representation in the High and Very High bands combined (approximately 28% of students in total), which suggests a significant portion of the cohort made strong gains. However, the lower bands remain notable: Very Low accounts for 17% of students, and Low for 17% of students, meaning a considerable group still made limited progress. This pattern aligns with the overall NAPLAN result for Year 5 Numeracy in 2025 (within expected range but not yet back to 2023 highs), confirming that while recovery is underway, targeted support is still needed.

Overall, while Year 5 numeracy outcomes show improvement and stability, Year 3 requires intervention in core mathematical concepts and fluency to reverse the decline and close the gap with expected benchmarks in 2026.

2026 Recommendations:

1. Strengthen Foundational Number Sense (Year K-3 Priority)

- Daily Number Talks: Short sessions focusing on mental strategies, flexible thinking, and mathematical language.
- Concrete–Representational–Abstract Approach: Use hands-on materials (counters, base-ten blocks) before moving to pictorial and symbolic representations.
- Fact Fluency: Implement daily practice of addition/subtraction facts and bridging strategies (e.g., doubles, near doubles, making 10).

2. Explicit Instruction in Problem-Solving

- Teach structured problem-solving steps (Understand → Plan → Solve → Check).
- Use visual models (number lines, arrays, bar models) to represent word problems.
- Embed mathematical vocabulary in lessons to support comprehension.

3. Professional Learning

- PL: Effective strategies for teaching number sense and problem-solving.
- Collaborative planning to ensure consistency in numeracy routines across classes.

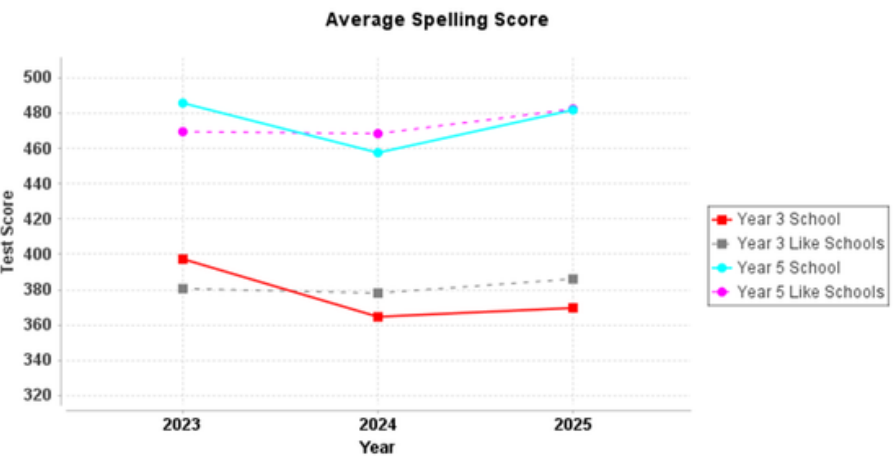
Student performance and achievement

Spelling

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	489 and above	5%	10%	12%	12%
Strong	380 - 488	39%	38%	22%	43%
Developing	294 - 379	39%	36%	45%	32%
NAS	293 and below	16%	15%	20%	14%

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	553 and above	10%	15%	18%	18%
Strong	451 - 552	48%	47%	43%	51%
Developing	378 - 450	31%	25%	33%	21%
NAS	377 and below	12%	13%	6%	10%



In 2025, Yanchep Lagoon Primary School’s Spelling results showed mixed trends across year levels. Year 3 improved in the Exceeding band (12%) but saw a significant drop in Strong proficiency (22%) and an increase in students requiring additional support (20%), indicating a need to strengthen core spelling skills early. In contrast, Year 5 demonstrated positive growth, with Exceeding rising to 18% and NAS reducing to 6%, though the Strong band (43%) remained below like schools and Developing increased to 33%. Overall, while top-end performance improved in both cohorts, the data highlights a priority to rebuild the middle proficiency band and reduce the proportion of students in Developing and Needs Additional Support through consistent, evidence-based spelling instruction and targeted intervention in 2026.

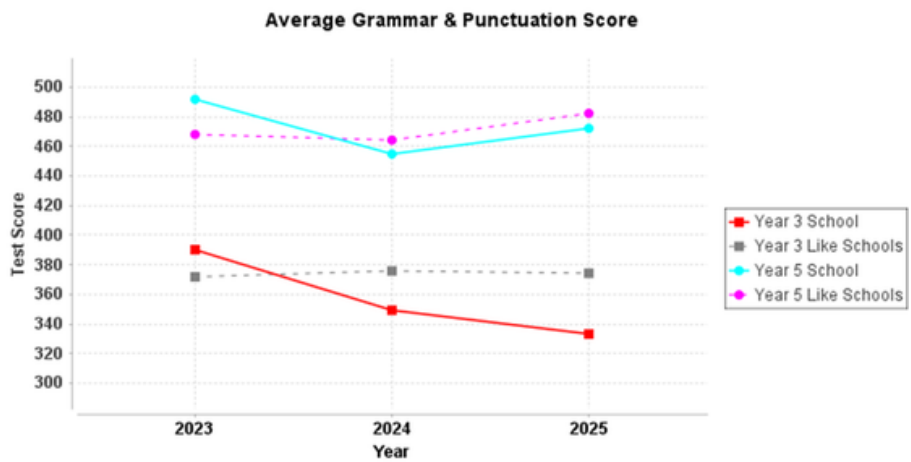
Student performance and achievement

Grammar and Punctuation

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	523 and above	4%	5%	0%	6%
Strong	404 - 522	27%	37%	22%	37%
Developing	312 - 403	34%	34%	53%	34%
NAS	311 and below	36%	24%	24%	23%

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	582 and above	5%	6%	14%	12%
Strong	470 - 581	40%	45%	31%	47%
Developing	397 - 469	36%	31%	33%	25%
NAS	396 and below	19%	18%	22%	16%



In 2025, Yanchep Lagoon Primary School's Grammar and Punctuation results revealed contrasting trends between Year 3 and Year 5. Year 3 showed a decline in the Strong band (22% compared to 27% in 2024) and an increase in Developing (53%), with Needs Additional Support remaining high at 24%, indicating persistent challenges in foundational grammar skills. The overall distribution reflects a need for targeted instruction in sentence structure and punctuation. Year 5 demonstrated improvement at the top end, with Exceeding rising to 14%, however the Strong band fell to 31% (down from 40%), and Developing decreased to 33%, but still leaving a large proportion of students below proficiency expectations. Compared to like schools, both cohorts underperformed in the Strong band and had more students in Developing, highlighting the need for systematic grammar teaching and explicit application in writing tasks as a priority for 2026.

Student performance and achievement

2026 recommendations:

Explicit Instruction

- o Whole-School Scope and Sequence to be followed with fidelity.
- o Implement a consistent spelling program across all year levels, focusing on Phoneme–grapheme correspondences (including complex patterns); Morphology (prefixes, suffixes, roots) for word-building; and Orthographic rules (e.g., doubling, drop-e, pluralization).
 - Short, high-frequency routines (3–5 minutes) for retrieval and spaced repetition.
 - Include dictation and editing tasks to apply spelling in context.
 - Daily mini-lessons on sentence structure, punctuation, and clause types.
 - Use sentence combining and expansion routines to build complexity.

Integration into Writing

- Embed grammar teaching within writing tasks (e.g., editing for punctuation and syntax).
- Provide worked examples and success criteria for correct usage.

Assessment and Monitoring

- Half-term spelling checks using common rubrics.
- Track movement from Developing → Strong using dashboards.
- Collect writing samples twice per term to assess grammar application.

Learning Environment

Students at Educational Risk (SAER)

This year students from K-6 were managed under the portfolio of one deputy in our school's effort to streamline processes to be more time efficient.

The focus for the year included reviewing the referral process in place to ensure all students needing to be supported through Student Services to access services such as our school chaplain, school psychologist as well as outside agencies including but not limited to SSEN Disability and SSEN – Behaviour as well as access to Ed Connect Mentors, had documentation officially provided to aid in communication between relevant stakeholders and the ongoing tracking of support processes in place for individual students.

In addition, we successfully managed to secure resourcing for many of our special needs students once confirmation of individuals being on a waitlist for assessments linked to specific disabilities or having received a written report outlining a formal diagnosis led to Special Education Assistants being provided to support the student targeting their area of need to enhance their progress whilst at school. We were fortunate to tap into visiting teacher support for many of our students upskilling staff on the use of ABLE WA and effective strategies to aid in student engagement.

In addition, as a staff we were upskilled by the SSEN-Behaviour Team on effective strategies to foster positive student behaviour leading to sustaining student learning engagement and progress. Which was incredibly valuable to all. Highlighting the importance of ensuring our whole school approach continues to reflect consistent routines and expectations for all.

As part of our multi-tiered system of support processes our Lighthouse Leadership Committee engaged in professional learning to foster our improved efforts in developing targeted interventions for students receiving Tier 1 support (whole class) Tier 2 (small group) and Tier 3 individualised learning which led to enhanced efforts in developing staff's data literacy to identify SAER aiding a case management approach to enhance student's learning progress facilitated through our more strategic intervention program put in place to foster both literacy and numeracy growth.

Recommendations for 2026

- Continue to utilise referral process to ensure all students needing to be flagged at the Student Services level have been officially referred.
- In 2026 we will have 2 school psychologists. Assign each of the psychologists to one specific Phase of Learning Team (POLT) eg K-2 or Yr 3-6) and to the delegated deputy responsible for the POLT.
- Current Student Services Deputy to continue submitting reports to Disability Resourcing when provided and if a checklist is required to support completion of with relevant stakeholders.
- Each Phase of Learning Deputy to support documented plans being developed for SN students in consultation with class teacher, SNEA, parents and other relevant stakeholders as appropriate.
- Each Phase of Learning Deputy to ensure the SNEA is being used to support the documented plans in place and track the progress of the student against the plan.
- Each Phase of Learning Deputy to submit a request for services as appropriate.
- Each Phase of Learning Deputy to continue to actively support our multi-tiered systems of support and support the case management approach of selected students.
- Teachers to monitor attendance flagging with parents and Admin when students' attendance rate falls into the category of indicated (Between 80-90%). Admin to follow up once attendance falls into the moderate category.
- Attendance plans to be considered for students with moderate attendance and those with severe attendance.

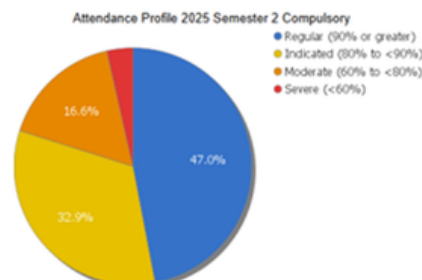
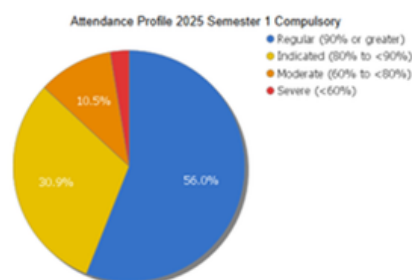
Attendance 2025

This year our school had set a target of increasing the regular attendance rate to 90% unfortunately will fell just short of this with only 88.6 % across the school attending. This result has been fairly consistent for the last few years and on par with our like schools and just slightly less than all WA public schools. Ideally, we aim to have at least 90% of students attending regularly.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	89.1%	89.5%	90.3%	84.7%	80%	74.3%	88.7%	88.6%	88.9%
2024	89.2%	90.2%	91%	86%	83.1%	74.3%	88.9%	89.6%	89.4%
2025	88.7%	89.9%	90.7%	87.5%	78.6%	73.2%	88.6%	88.9%	89.1%

In addition, our attendance profile conveys we have greater regular attendance during Semester 1 with 56% of our students attending 90% or more compared to Semester 2 when this fell to 47% of our students attending 90% or more. We had set a target for this to reflect 55% of our students to attend regularly for both Semester 1 and 2 which we did achieve in Semester 1 but not in Semester 2 and although a cause for concern historically this has been the case predominantly influenced by sickness during winter and people going on holidays.



Breakdown	Attendance Rate %
KIN	90.3%
PPR	87.6%
Y01	88.0%
Y02	87.2%
Y03	84.7%
Y04	86.1%
Y05	84.7%
Y06	85.3%
Compulsory	86.3%

Semester 2 results per Year level reflect our Kindergarten students who attend a 5 day a week fortnight had the best percentage of attendance compared to other year levels. Pre-primary to Year 6 are the compulsory years of schooling highlighted our Year 1 students attended more regularly – our two lowest attending year levels this year were our Year 3 and 5 students who interestingly were also tested on NAPLAN which may have hindered some students performing as well as they could have.

In May of this year our school transitioned over from attendance being tracked on Integrus to Compass. This has potentially given parents greater awareness of their child's attendance rates. Continuing with our school processes to follow up all unexplained absences most parents have been very supportive in ensuring they notify the school if their child has been absent. This is a practice we continue to promote as part of our attendance procedures.

Aboriginal Cultural Standards Framework

Over the past two years, our Operational and Strategic Plans have centred on strengthening the Aboriginal Cultural Standards Framework through a dual focus on Relationships and Partnerships and the Learning Environment. Our goals aimed to build a culturally responsive school by acting on feedback from cultural surveys, amplifying the voices of Aboriginal and Torres Strait Islander families, and embedding Aboriginal perspectives across classroom programs and the wider school environment. We worked to foster a safe, inclusive, and engaging learning environment by developing staff cultural awareness, establishing an ACSF committee, implementing strategies across priority domains, revitalising culturally significant spaces, and increasing opportunities for the AIEO to influence curriculum delivery. Strategically, we sought to deepen belonging and wellbeing, strengthen community partnerships, ensure leadership decisions were informed by diverse student data, and optimise staff expertise and resources to better meet the needs of Aboriginal and Torres Strait Islander students. Collectively, these goals reflect our commitment to creating a culturally respectful, relational, and responsive school community, and provide a clear framework from which to evaluate our progress.

Across this period of focused development, our school has made meaningful progress toward the goals outlined in both the Operational Plan and the Strategic Pathway, particularly in strengthening Aboriginal and Torres Strait Islander cultural inclusion across our programs, practices, and environments. While this reflection highlights several key achievements, it is not an exhaustive record of all work completed, nor does it capture the full breadth of goals that remain ongoing for 2026 and beyond.

A significant accomplishment has been the deepening of Aboriginal and Torres Strait Islander cultural focus within classroom programs. This work will continue through the actions detailed in our Aboriginal Cultural Standards Framework (ACSF) Implementation Action Plan, which has been collaboratively developed over the last two years and is approaching publication. Some components of the plan have already been enacted. Notably, under the leadership of Skye, our AIEO, a Bush Tucker garden has been established in the Early Childhood area, and a suite of cultural visual support packs has been prepared for staff as non-negotiable resources for 2026. These initiatives directly strengthen the Learning Environment domain of the ACSF.

Our Cultural Standards Committee (inclusive of an Aboriginal Cultural Standards Framework Coordinator), in collaboration with Skye, has played an instrumental role in amplifying community voice and building stronger relationships and partnerships. The success of our 2025 NAIDOC Week celebrations and the insightful survey data from a range of stakeholders collected this year are evidence of increasing connection, engagement, and trust. Early steps toward embedding cultural understandings into everyday learning experiences have commenced, with clear pathways identified for expansion in 2026.



Aboriginal Cultural Standards Framework

Across the school, the adoption of Noongar bird names for each block represents a positive shift toward cultural visibility and belonging. Continued work is required to consolidate accurate pronunciation and embed this knowledge school-wide to ensure cultural safety for all community members. In addition, progress has been made on the long-term mural project, supported by a dedicated team of volunteers and guided by our AIEO. Although this initiative is complex and ongoing, steady momentum reflects strong community collaboration.

Over the last year, we have welcomed numerous community members into the school to share their expertise, perspectives, and cultural knowledge—an area we are committed to expanding further. Skye's participation in AIEO professional development and networking sessions has broadened her professional connections, providing the school with an increasingly rich network of cultural advisors and collaborators.

Overall, these achievements reflect meaningful progress toward our strategic intentions, while also highlighting clear and purposeful ongoing goals for 2026. We are confident that the foundations established over the past two years will continue to support culturally responsive, collaborative, and community-centred growth in the years ahead.



Quality Teaching

The Curriculum Pathway Folder contains a range of valuable documents and continues to be updated by administration and leading teachers across the school. An Early Childhood exemplar Literacy timetable is currently included in the folder; however, this requires revision for implementation in 2026. Once this has been finalised, corresponding literacy timetables for lower, middle and upper primary can be updated to ensure consistency and alignment in literacy practice across the whole school.

While Literacy scope and sequence documents are currently available within the Curriculum Pathway Folder, staff have identified the need for these to be reviewed and updated to ensure alignment with the evolving curriculum requirements.

Staff regularly meet during collaborative DOTT time and POLT meetings to share daily literacy review slides and resources. To support accessibility and consistency, staff have requested the creation of a shared OneDrive folder to house these resources. This would enable staff to access materials both at school and at home, while also promoting transparency and whole-school understanding of literacy practices across year levels.

In 2025, staff were upskilled in data literacy to better inform teaching and learning. A key example of this was the effective use of the DIBELS screening tool to identify students at risk. During the Term 4 professional learning day, staff demonstrated their growing confidence in data analysis by presenting whole-school data. Ongoing professional learning in this area is required to ensure sustained practice and to support the induction of new staff members.

Through collaborative planning and POLT meetings, it is evident that staff are regularly referring to the Teaching for Impact 2025 document to guide instructional practice.

FOCUS For 2026

As a staff, we identified key areas for improvement in 2026. A strong focus on reading was highlighted, as data indicates this is a whole-school area of need. Staff expressed the importance of whole-school professional learning in reading, led by administration, to ensure a consistent and aligned approach. In addition, staff identified the value of continuing a coaching model in literacy, with a specific focus on Reading in 2026.

Explicit Direct Instruction

Following our inclusion in the Centre of Excellence for the Explicit Teaching of Literacy Internship in 2024, the focus in 2025 was on embedding Explicit Direct Instruction (EDI) across all classrooms. We prioritized EDI as the evidence-based pedagogy to be implemented school-wide, ensuring consistent practice aligned to a structured, sequential, skills-based curriculum. Teachers incorporated principles of Cognitive Load Theory and established clear engagement norms within Literacy Blocks, guided by the YLPS Curriculum Pathway File. Lessons began with clear learning intentions and success criteria, followed by a fast-paced Daily Review to consolidate prior learning and build automaticity, while providing opportunities for extension. The main lesson followed the explicit teaching model—I Do, We Do, You Do—with guided practice and high levels of teacher-student interaction through questioning. To support this change process, middle leaders and the deputies provided feedback, modelled best practice, and supplied resources, complemented by professional development, and collaborative planning sessions. Teachers reflected on their EDI practice through termly peer observations and continued to refine their approach. In 2026, EDI implementation will extend beyond literacy to mathematics and other learning areas, including Science, HASS, and Indonesian, ensuring a consistent, evidence-based approach across the curriculum.



Intervention

In response to identified achievement gaps in reading and numeracy, Yanchep Lagoon Primary School implemented a targeted intervention program during Semester 2, 2025. The initiative aimed to accelerate progress for students performing below expected benchmarks and strengthen foundational skills critical for future success. Small groups of students from Years 1–5 were selected for the program using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data. Instruction was highly individualised, with goals tailored to each student’s needs. For early years, the focus was on letter recognition and phonemic awareness, while upper primary students concentrated on reading fluency and comprehension strategies. Numeracy support emphasised number sense and operational fluency. Sessions were delivered multiple times per week in short, intensive blocks to maximise impact. Student progress was tracked using DIBELS progress monitoring assessments every four weeks, enabling teachers to adjust instruction promptly. Data informed both group composition and instructional priorities, ensuring responsiveness to student growth patterns.

Year 1 DIBELS Progress Monitoring - ORF									
	15.5.25	25.6.25	29.7.25	19.8.25	10.9.25	13.10.25	4.11.25	25.11.25	Progress
Student A	2	4	13	15	28	25	40	53	+51
Student B	7	6	5	14	15	16	21	44	+37
Student C	11	8	22	22	31	14	31	43	+32
Student D	12	18		15	23	15	24	41	+28

Year 2 DIBELS Progress Monitoring - ORF									
	15.5.25	25.6.25	29.7.25	19.8.25	10.9.25	13.10.25	4.11.25	25.11.25	Progress
Student E	15	22	35		49	52	72	72	+57
Student F	8	14	30	20	14	39	31	50	+42
Student G	9	22	48	55	72	68	77	85	+76
Student H	11	14	34	48	34	64	68	72	+61

Year 3 DIBELS Progress Monitoring - ORF									
	15.5.25	25.6.25	29.7.25	19.8.25	10.9.25	13.10.25	4.11.25	25.11.25	Progress
Student I	24	41	44	45	46	83	65	81	+57
Student J	18	47	62	44	43	86	71	105	+87
Student K	34	51	50	45	53	82	73	93	+59
Student L	19	37	38	40	35	71	64	82	+63

Year 4 DIBELS Progress Monitoring - ORF									
	15.5.25	25.6.25	29.7.25	19.8.25	10.9.25	13.10.25	4.11.25	25.11.25	Progress
Student M	32	44	56	77	71	70	113	90	+81
Student N	32	48	29	65	52	46	55	73	+41
Student O	43	52	50	81	62	105	53	87	+62
Student P	37	57	34	47	66	59	109	75	+72

Year 5 DIBELS Progress Monitoring - ORF									
	15.5.25	25.6.25	29.7.25	19.8.25	10.9.25	13.10.25	4.11.25	25.11.25	Progress
Student Q	63	61	68	77	106	104	93	115	+52
Student R	73	96	106	133	106	123	115	103	+50
Student S	28	34	36	56	70	47		45	+42
Student T	71	73	106	94	89	97	89	105	+34

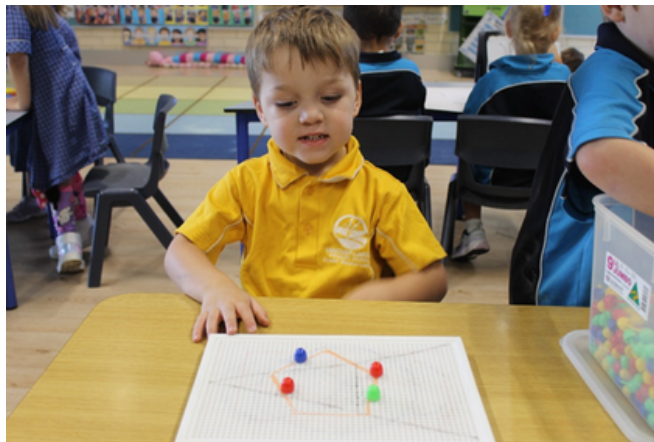
Intervention cont...

The majority of students in the intervention program demonstrated significant improvement in reading fluency, with several exceeding their expected targets. Gains were particularly evident in decoding accuracy and oral reading rate, which are strong predictors of comprehension success. Numeracy interventions also showed positive trends, with students improving in basic fact fluency. Building on these results, the school will:

- Continue targeted intervention in 2026, expanding to include Tier 2 and Tier 3 supports.
- Integrate systematic phonics and fluency routines into whole-class instruction.
- Strengthen progress monitoring and data-driven decision-making to ensure sustained growth.
- Provide ongoing professional learning for staff in evidence-based literacy and numeracy strategies.

Small Group Tuition Program

In Semester 2, 2025, Yanchep Lagoon Primary School accessed Department of Education funding to deliver targeted literacy support through the Small Group Tuition initiative. A 0.4 FTE teacher was allocated to provide intensive intervention for Pre-primary and Year 1 students identified using DIBELS and Sound Write assessment data. The program focused on building foundational skills in phonemic awareness, letter-sound knowledge, and early decoding strategies through structured, evidence-based sessions. Progress was monitored regularly to ensure responsiveness to student needs. The program proved highly effective, with notable gains in early literacy skills, and will continue into 2026 with a strong emphasis on supporting Pre-primary students to establish essential reading foundations.



Quality Teaching

PHYSICAL EDUCATION

The Physical Education curriculum focuses on movement and physical activity.

In Kindergarten and Pre-Primary, students learned fundamental movement skills through fun, play-based games taught by the Early Childhood Education (ECE) teachers. From Year 1 to Year 6, students took part in a Physical Education program delivered by a Specialist PE teacher.

The KIDDO Program supported learning in Kindergarten to Year 2 by providing an evidence-based program linked to the WA Curriculum. In 2025, KIDDO expanded its planning and assessment tools to include Years 3 to 6 and these were added to the PE program.

For students in Years 3 to 6, the focus was on using their fundamental movement skills in game situations and developing their understanding of tactics and gameplay.

Senior students (Years 4 to 6) also had an extra hour of structured sport each week to help them prepare for upcoming carnivals and sporting events.

Throughout 2025, the PE teacher, school staff and parents worked together to provide a wide range of sporting opportunities:

- In-term swimming lessons at Yanchep Lagoon (Year 1–6)
- Before School Running Club (Pre-primary–Year 6)
- Before School Rugby Program (Year 5–6)
- Faction Cross Country Carnival (Pre-primary–Year 6)
- Bush to Beach Interschool Cross Country Carnival – Gingin Golf Course (Year 2–6)
- Bush to Beach Winter Sports Carnival – Gingin (Year 5–6)
- Faction Athletics Carnival (Pre-primary–Year 6)
- Bush to Beach Interschool Athletics Carnival – Splendid Park, Yanchep (Year 2–6)
- Senior Sport Program (Year 4–6)
- Bush to Beach Summer Sports Carnival – Yanchep Rise (Year 5–6)
- Sporting Schools Grant – Cricket Program with Cricket WA (Pre-primary)
- Sporting Schools Grant – Volleyball Program focusing on Sport in Education (Year 5–6)

Focus for 2026

- To embed and refine the Game Sense approach across Years 3–6 to ensure student-centred skill development.



Relationships and Partnerships

The School Board expanded its membership in 2025 to include a community representative from Yanchep Secondary College, welcoming Eve Milner to support the transition of Year 6 students into high school. In addition, the School Board established a Community Partnerships Sub-committee, which met in Term 2 to explore opportunities for deeper engagement with local organisations, including sporting groups across Yanchep.

Our Green Team continued its meaningful environmental advocacy by adopting the Black Cockatoo as its focus species. The team strengthened connections with local environmental groups to raise awareness of habitat loss and to support related fundraising initiatives. They also promoted sustainable practices within the school, including packaging-free lunches and ongoing recycling programs. We sincerely thank Mrs Claire Bruce, Mrs Crothers, Mrs Martin, and all participating students for their dedication and leadership.

To further understand community engagement, the School Board used a community framework tool to identify strengths and opportunities. A skills audit was conducted with parents and the wider community, resulting in strong interest and identification of parents willing to contribute expertise. One significant outcome was the formation of the School Mural Committee, with parents collaborating on a mural design that reflects Aboriginal cultural elements, the school motto, and local Yanchep flora and fauna. This ongoing project will seek funding from the Wanneroo City Council and other arts related organisations.

A key highlight of the year was the 50th Anniversary Celebration, which brought former staff, students, and families back to the school to honour its growth since 1975. Staff and parent involvement in planning was exceptional, and we were delighted to have the Minister of Education attend. Additional community events included the Harmony Day community picnic, Parent Interviews, and our first evening Learning Journey. Parent participation in excursions also increased, with support for visits to the zoo, AQWA, the WA Museum, Parliament House, the Constitution Centre, and Outback Splash. To acknowledge this ongoing support, parents were invited to an end-of-year 'Thank You' Morning Tea.



Relationships and Partnerships

The school continues to use a broad range of communication tools—including the website, SWAY newsletters, text messaging, email, Facebook, and Class Dojo. Recognising inconsistency in how families access these platforms, the School Board has begun discussions to develop a unified communication strategy centred around a single, streamlined portal.

Our commitment to strengthening relationships with First Nations peoples remained a strong focus in 2025. The school established an Aboriginal Cultural Standards Framework (ACSF) Committee and worked closely with our new Aboriginal Islander Education Officer, Mrs Skye Abdullah. Under the leadership of Mrs Ashleigh Shaw, the committee developed a new ACSF Action Plan that will guide the school's cultural responsiveness in 2026 and beyond.

Recommendations for 2026

1. Finalise communication procedures and seek feedback from parents and the School Board.
2. Develop an exit survey for students leaving the school to identify strengths and future areas of focus.
3. Continue supporting the Community Partnership Sub-committee and explore reciprocal arrangements with Yanchep community organisations and environmental groups.
4. Strengthen cultural responsiveness through the implementation of the Aboriginal Cultural Standards Framework Action Plan.



Leadership

This year, Yanchep Lagoon Primary School implemented a revised leadership structure to strengthen its strategic focus and improve operational efficiency. The two deputy principals were assigned distinct portfolios to ensure clarity of roles and accountability. Mrs Steele led the SAER (Students at Educational Risk) portfolio, which encompassed supporting students with disabilities, coordinating resources, and liaising with external agencies to secure additional support. Her responsibilities also included guiding teachers in the development of documented plans such as risk assessments and escalation strategies, ensuring that the school maintained a proactive and inclusive approach to student wellbeing.

Meanwhile, Mrs Melvin oversaw the Curriculum portfolio, driving the school's explicit direct instruction initiative and championing the change agenda through the effective use of student performance data. This role was pivotal in aligning teaching practices with evidence-based strategies to enhance student outcomes.

In addition to the revised deputy principal portfolios, Yanchep Lagoon Primary School continued to leverage the Lighthouse Leadership Committee as a key driver of strategic improvement. This committee played an instrumental role in reviewing the school's strategic direction, reviewing school procedures and policies and supporting initiatives aligned with the improvement agenda. Throughout the year, the committee was highly engaged in responding to the recommendations from the Public-School Review, particularly those related to School Achievement and Progress. Their work focused on strengthening data tracking systems and ensuring these systems were effectively linked to the Multi-Tiered System of Support (MTSS), enabling more targeted interventions for students. The Lighthouse Leadership Committee also led the capacity building of data literacy focus at the Phase of Learning Team level by having a data focus at each POLT meeting.

The Lighthouse Leadership Committee also adopted the Complex Collaborative Problem Solving model to address persistent challenges in student performance data from 2024 and 2025. This approach involved forming and testing hypotheses using data to identify underlying structural issues and implement evidence-based strategies. By applying this model, the committee was able to move beyond surface-level solutions and develop initiatives that addressed root causes, reinforcing the school's commitment to continuous improvement and data-informed decision-making.

The school initiated an intervention program which was led by an education assistant with the support of the curriculum deputy. DIBEL data was used to identify gaps and strategies were implemented to strengthen the literacy skills. This program will be continued in 2026.

Leadership

At the Bush to Beach Network level, the school continued to participate in the Mental Health and Wellbeing committee where the whole network completed social and emotional surveys with the students. These findings were shared with the committee where common trends and issues will be discussed at the principal network meeting in 2026.

Recommendations for 2026

1. The WA Future Leaders Framework will be discussed at the Bush to Beach Network where it will form part of the network's strategic plan to build the capacity of middle leaders to move into leadership roles.
2. Investigate the process of appointing a Lead Education Assistant to support and build the capacity of the other education assistants in the school.
3. Continue to implement an intervention program which links to the DIBELS data and to support the literacy needs of identified students.
4. Create job descriptions for middle leaders, senior teachers and deputies so that there is clarity around their roles and responsibilities.

Resources

Yanchep Lagoon Primary School has continued to strengthen its processes for reviewing the efficacy of whole-school programs, ensuring decisions are both efficient and evidence-based. Funding allocation is now guided by research, with a more judicious approach to program selection. For example, the Maths Committee's review of the whole-school textbook led to a decision to delay implementation until further consultation with expert bodies such as the Mathematical Association of WA and Department of Education- Statewide Services.

A member of the support staff volunteered to serve as the representative on the Lighthouse Leadership Committee. To strengthen communication and engagement, the school intended to hold termly meetings with all support staff to share updates from the committee. However, these meetings were not consistently implemented in 2025. Moving forward, this process will be prioritised and conducted more systematically in 2026.

Additionally, the school is considering the appointment of a Lead Education Assistant to work alongside the MCS in designing tailored professional learning for support staff.

In the area of Work Health and Safety (WHS), a trained officer has been appointed and allocated time for compliance reviews, and risk management processes have been strengthened. Workforce planning has also progressed, focus on professional learning cycles aligned to key school priorities.

The finance committee became part of the Lighthouse Leadership Committee with a special finance meeting each term. During this meeting, the committee members were upskilled on the financial functions to the school including a growing awareness of the Student-Centred Funding Model, reading and understanding financial reports including cash and salary plans. As part of this process the priorities of the operational plans were reviewed and analysed. The school did investigate the possibility of applying for ATO tax free status funding raising but the requirements were burdensome and did not meet the needs of our setting. While the school has applied for a few grants this year, we hope to apply for Arts funding to support the creation of school mural. A mural committee has commenced preliminary planning and has accessed support and expertise from the school and wider community.



Resources cont...

The school has made some improvements to the learning environment including an Aboriginal garden in the early childhood area, installed artificial turf for the cottage so that students can play soccer and a long jump pit in readiness for the faction carnival in 2026. During the summer holidays, the school will be resurfacing the basketball courts utilising the funding from the 'Small scale election commitment project'.

Recommendations for 2026

1. For the coming year, it is recommended that funding continues to be allocated based on evidence to ensure resources are used effectively. The school should proceed with employing a Lead Education Assistant to enhance support staff development.
2. WHS resourcing should include one day per term for planning, and deputies along with the WHS officer should undertake Psychological Injury training to better support staff wellbeing.
3. Professional learning priorities should include the rollout of Instructional Strategies for Engagement (ISE), ongoing CAT support for classroom management, and Growth Coaching for deputies and POLT leaders to build staff capacity in data literacy, classroom management, interpersonal skills, and conflict resolution.



Finance 2025

ONE LINE BUDGET - Dec 2025 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	103,735	103,735
Carry Forward (Salary):	149,203	149,203
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,912,753	4,912,753
Locally Raised Funds:	42,917	88,444
Total Funds:	5,208,608	5,254,135
EXPENDITURE		
Salaries:	4,586,819	4,580,221
Goods and Services (Cash):	349,357	340,903
Total Expenditure:	4,936,177	4,921,124
VARIANCE:	272,431	333,011

INCOME - Dec 2025 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	103,735	103,735
Carry Forward (Salary)	149,203	149,203
STUDENT-CENTRED FUNDING		
Per Student	3,566,607	3,566,607
School and Student Characteristics	935,130	935,130
Disability Adjustments	95,333	95,333
Targeted Initiatives	314,713	314,713
Operational Response Allocation	2,290	2,290
Total Funds:	4,914,073	4,914,073
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(136,320)	(136,320)
School Transfers - Cash	135,000	135,000
Department Adjustments	0	0
Total Funds:	(1,320)	(1,320)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	12,383	10,797
Charges and Fees	11,015	39,826
Fees from Facilities Hire	250	227
Fundraising/Donations/Sponsorships	19,500	17,393
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	1,500
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	(231)	18,701
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	42,917	88,444
TOTAL	5,208,608	5,254,135

Finance 2025 cont...

EXPENDITURE - Dec 2025 (Verified Nov Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,079,663	4,079,663
New Appointments	0	0
Casual Payments	506,104	499,506
Other Salary Expenditure	1,052	1,052
Total Funds:	4,586,819	4,580,221
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	31,592	21,465
Lease Payments	69,584	59,113
Utilities, Facilities and Maintenance	69,574	80,376
Buildings, Property and Equipment	68,250	34,545
Curriculum and Student Services	86,620	107,333
Professional Development	14,500	9,854
Transfer to Reserve	5,000	5,000
Other Expenditure	4,238	23,023
Payment to CO, Regional Office and Other schools	0	195
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	349,358	340,904
TOTAL	4,936,177	4,921,125

Recommendations 2026

Student Performance and achievement - Reading

1. Strengthen Foundational Skills

- Phonics & Decoding: Implement daily structured phonics lessons and use decodable texts for struggling readers.
- Fluency Practice: Embed repeated reading, paired reading, and oral reading routines to build automaticity in all classes.

2. Explicit Comprehension Instruction

- Teach comprehension strategies using a deliberate, sequenced, language rich and modelled approach.
- Use modelled and shared reading with clear think-alouds to show how to extract meaning from texts.
- Incorporate high-quality literature and informational texts to expose students to varied text structures.

3. Vocabulary Development

- Daily tiered vocabulary instruction (Tier 2 academic words and Tier 3 subject-specific terms).
- Embed vocabulary in all subjects, using word walls and semantic mapping.

4. Data-Driven Small Group Interventions

- Identify students who are below expected level and provide Tier 2 support (minimum 3 sessions/week, 20 minutes).
- Use DIBELS screening including progress monitoring assessments, and comprehension probes every 4-5 weeks to track progress visually and adjust interventions promptly.

6. Professional Learning

- Train staff in Science of Reading principles and explicit comprehension instruction.
- Regular collaborative planning to ensure consistency in reading routines across classrooms.

Student Performance and achievement - Writing

1. Maintain Strength in Year 5

- Continue explicit teaching of text structures (narrative, persuasive, informative) and authorial voice.
- Use high-quality exemplars and success criteria to sustain above-expected performance.
- Embed editing and proofreading routines to refine grammar and punctuation within writing tasks.
- Continue staff moderation sessions to calibrate marking and expectations.

2. Lift Year 3 Performance

- Sentence-Level Focus: Daily short lessons on sentence construction, cohesion, and punctuation.
- Idea Development: Use oral language scaffolds (e.g., sentence starters, talk-before-write) to build vocabulary and sentence complexity.
- Structured Writing Frameworks: Consistently implement planning templates (e.g. boxing up, TEEL paragraphs) for narratives and persuasive texts.

3. Whole-School Consistency

- Continue to embed Talk for Writing - an evidence-based program - across year levels with fidelity.
- Collect writing samples twice per term for formative assessment and moderation.
- Use rubrics aligned to NAPLAN criteria to track growth in ideas, structure, and conventions.
- Ensure shared language of writing (e.g., “ideas, structure, cohesion, sentence fluency, conventions”) in feedback and assessment.

Recommendations 2026

Student Performance and achievement - Numeracy

1. Strengthen Foundational Number Sense (Year K-3 Priority)

- Daily Number Talks: Short sessions focusing on mental strategies, flexible thinking, and mathematical language.
- Concrete–Representational–Abstract Approach: Use hands-on materials (counters, base-ten blocks) before moving to pictorial and symbolic representations.
- Fact Fluency: Implement daily practice of addition/subtraction facts and bridging strategies (e.g., doubles, near doubles, making 10).

2. Explicit Instruction in Problem-Solving

- Teach structured problem-solving steps (Understand → Plan → Solve → Check).
- Use visual models (number lines, arrays, bar models) to represent word problems.
- Embed mathematical vocabulary in lessons to support comprehension.

3. Professional Learning

- PL: Effective strategies for teaching number sense and problem-solving.
- Collaborative planning to ensure consistency in numeracy routines across classes.

Student Performance and achievement - Spelling, Punctuation and Grammar

1. Explicit Instruction

- Whole-School Scope and Sequence to be followed with fidelity.
- Implement a consistent spelling program across all year levels, focusing on Phoneme–grapheme correspondences (including complex patterns); Morphology (prefixes, suffixes, roots) for word-building; and Orthographic rules (e.g., doubling, drop-e, pluralization).
 - Short, high-frequency routines (3–5 minutes) for retrieval and spaced repetition.
 - Include dictation and editing tasks to apply spelling in context.
 - Daily mini-lessons on sentence structure, punctuation, and clause types.
 - Use sentence combining and expansion routines to build complexity.

2. Integration into Writing

- Embed grammar teaching within writing tasks (e.g., editing for punctuation and syntax).
- Provide worked examples and success criteria for correct usage.

3. Assessment and Monitoring

- Half-term spelling checks using common rubrics.
- Track movement from Developing → Strong using dashboards.
- Collect writing samples twice per term to assess grammar application.

Quality Teaching

1. Continue targeted intervention in 2026, expanding to include Tier 2 and Tier 3 supports.
2. Integrate systematic phonics and fluency routines into whole-class instruction.
3. Strengthen progress monitoring and data-driven decision-making to ensure sustained growth.
4. Provide ongoing professional learning for staff in evidence-based literacy and numeracy strategies.
5. To embed and refine the Game Sense approach across Years 3–6 to ensure student-centred skill development in physical education.

Recommendations 2026

Relationships and Partnerships

1. Finalise communication procedures and seek feedback from parents and the School Board.
2. Develop an exit survey for students leaving the school to identify strengths and future areas of focus.
3. Continue supporting the Community Partnership Sub-committee and explore reciprocal arrangements with Yanchep community organisations and environmental groups.
4. Strengthen cultural responsiveness through the implementation of the Aboriginal Cultural Standards Framework Action Plan.

Leadership

1. The WA Future Leaders Framework will be discussed at the Bush to Beach Network where it will form part of the network's strategic plan to build the capacity of middle leaders to move into leadership roles.
2. Investigate the process of appointing a Lead Education Assistant to support and build the capacity of the other education assistants in the school.
3. Continue to implement an intervention program which links to the DIBELS data and to support the literacy needs of identified students.

Resources

1. For the coming year, it is recommended that funding continues to be allocated based on evidence to ensure resources are used effectively. The school should proceed with employing a Lead Education Assistant to enhance support staff development.
2. Work Health Safety resourcing should include one day per term for planning, and deputies along with the WHS officer should undertake Psychological Injury training to better support staff wellbeing.
3. Professional learning priorities should include the rollout of Instructional Strategies for Engagement (ISE), ongoing CAT support for classroom management, and Growth Coaching for deputies and POLT leaders to build staff capacity in data literacy, classroom management, interpersonal skills, and conflict resolution.

Learning Environment

1. Continue to utilise referral process to ensure all students needing to be flagged at the Student Services level have been officially referred.
2. In 2026 we will have 2 school psychologists. Assign each of the psychologists to one specific Phase of Learning Team (POLT) eg K-2 or Yr 3-6) and to the delegated deputy responsible for the POLT.
3. Current Student Services Deputy to continue submitting reports to Disability Resourcing when provided and if a checklist is required to support completion of with relevant stakeholders.
4. Each Phase of Learning Deputy to support documented plans being developed for SN students in consultation with class teacher, SNEA, parents and other relevant stakeholders as appropriate.
5. Each Phase of Learning Deputy to ensure the SNEA is being used to support the documented plans in place and track the progress of the student against the plan.
6. Each Phase of Learning Deputy to submit a request for services as appropriate.
7. Each Phase of Learning Deputy to continue to actively support our multi-tiered systems of support and support the case management approach of selected students.
8. Teachers to monitor attendance flagging with parents and Admin when students' attendance rate falls into the category of indicated (Between 80-90%). Admin to follow up once attendance falls into the moderate category.
9. Attendance plans to be considered for students with moderate attendance and those with severe attendance.