

Strive to Excel

Annual Report

2025



Our people focused approach is guided by our building blocks of success

Positive Learning Environment

Empowering staff, students and community to provide:

- A safe and inclusive environment where everyone feels respected and supported
- A focus on promoting health and well-being
- A commitment to developing the whole child, fostering academic, social and emotional growth
- Opportunities for a strong student voice and agency, encouraging active participation and leadership
- A deep respect for nurturing our Early Childhood Philosophy, laying strong foundations for lifelong learning



Safe, positive and inclusive learning environment where health and well-being are prioritised (eg. Culture /Well-being surveys)

Culture & Inclusivity

Enhancing the ability of staff, students and community to build belonging, excellence, compassion, respect and resilience through:

- Listening with an open heart
- Valuing others and their culture
- Understanding that differences and similarities make us who we are
- Empathising with others and supporting their journey



Valuing culture & inclusivity (eg. Culture Survey & Values Awards)



Excellence in Teaching and Learning

A deep commitment to providing:

- Evidence-based best practices that drive effective and informed instruction
- A collaborative culture with distributed leadership, promoting shared responsibility and innovation
- High quality teaching strategies that engage and challenge all learners
- A focus on personal excellence for every student, recognising and nurturing individual potential
- A comprehensive Multi-Tiered Support System to meet diverse learning and wellbeing needs
- A strong growth coaching culture that empowers reflection, goal setting and continuous improvement
- Ongoing professional learning to support educator expertise and development



Improved student achievement and progress trajectories (eg. NAPLAN, PAT Brightpath)

Connected Community

Strengthening and fostering a sense of belonging by:

- Working in partnerships with families and the wider community
- Enhancing our strong school culture built on shared values and mutual respect
- Maintaining positive, collaborative relationships and partnerships
- Being culturally responsive, inclusive and respectful of diversity
- Actively engaging with our Alumni



Strong connected community (eg. Culture Survey)

School Overview



Kalamunda Primary School has a proud history stretching back to 1895 with many things changing over the years to ensure we continue to be at the centre of our community catering for our students and families made up of varied backgrounds and cultures. Sharing a site with Kalamunda Primary School Education Support Centre provides a working and learning environment that is complex and busy. Combined we cater for over 420 children, many with complex needs, with close to one hundred staff working to support them all and each other.

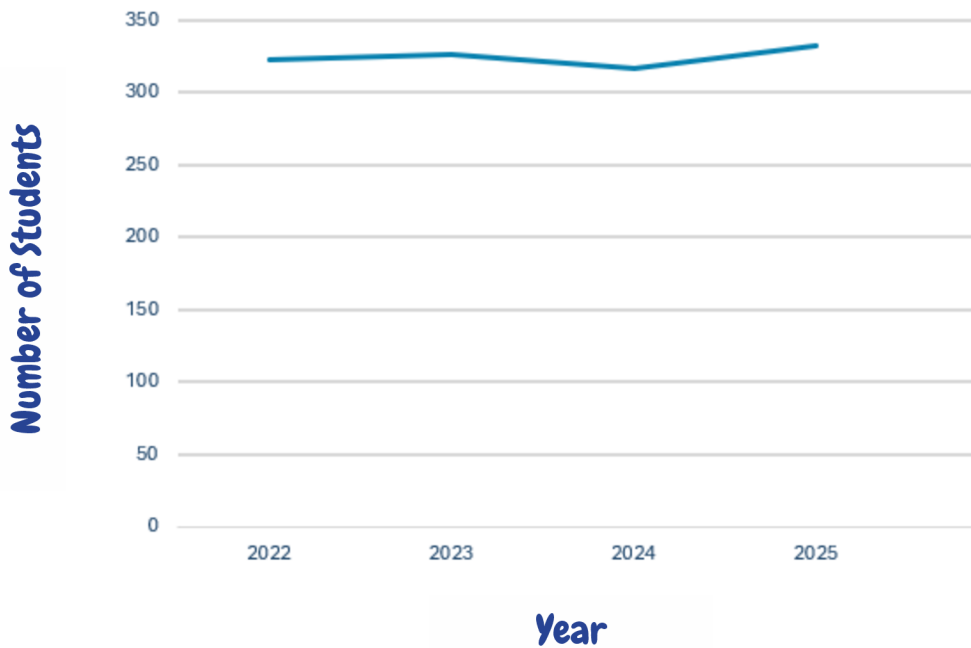
Kalamunda Primary School students were once again provided a comprehensive learning program in 2025 building on the core learning areas and enhanced through involvement in specialist programs across the school in dance, music, media arts, technologies, physical education and Indonesian. Select students were also involved in instrumental music through IMSS, PEAC through regional office and/or academic extension in collaboration with Kalamunda Senior High School. Senior students were once again provided with opportunities to engage in leadership roles as prefects, committee members and faction captains or vice captains. 2025 also saw the role of School Captains introduced to provide agency and leadership opportunities to two students, mirroring the structure in place at many high schools.

2025 was the end of an era in staffing with the passing of our beloved Mr Petch and the retirement of Ms Hart, Mr Risbey, Mrs Cameron and Mrs Thorne. Between them they have over one hundred years of experience in our school community and will be sorely missed, we do however, still have many amazing and dedicated staff to carry the torch into the future.

As we move into 2026 with a new strategic plan to provide focus to our efforts in line with our department and contemporary pedagogy we are confident that our school will continue to be at the centre of our community, providing the building blocks of education and citizenship for our students as they prepare for that ever changing world.



Student Numbers 2025



The housing market is strong in the local area and this seems to have resulted in fewer enrolments in kindergarten but this has been balanced by enrolments in middle and upper primary. Overall student numbers remain relatively consistent.

Year Level Numbers 2025

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(18)	48	42	47	48	47	56	44	350
Part Time	36								



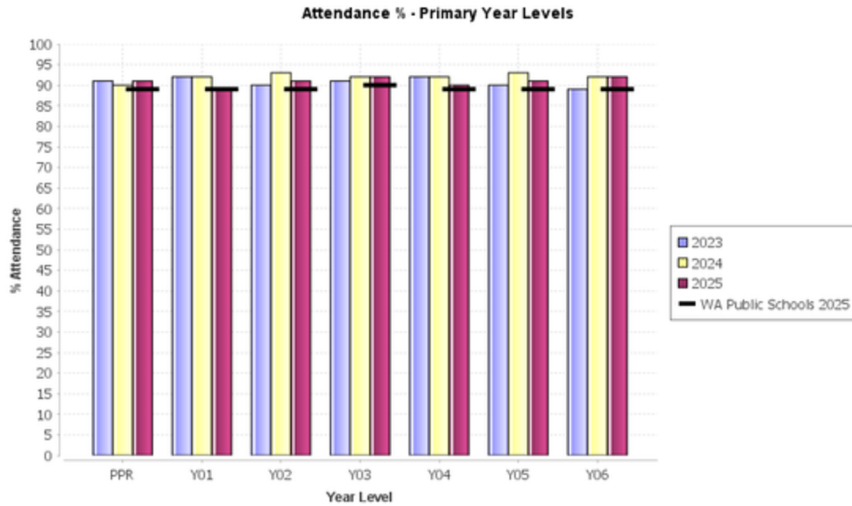
Note: The Kindy full time student figure represents the full time equivalent of the part time students.

	Kin	PPR	Pri	Sec	Total
Male	23	31	146		200
Female	13	17	138		168
Total	36	48	284		368

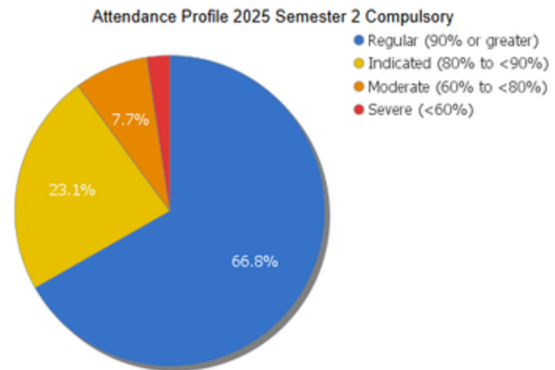
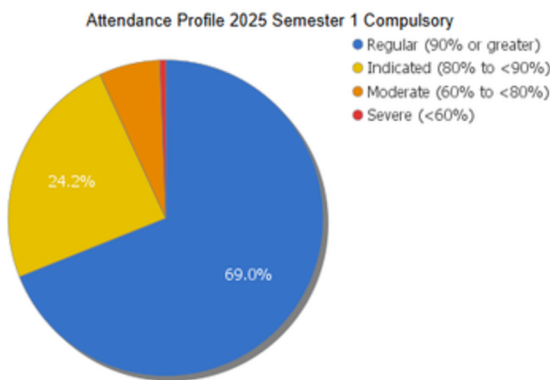
	Kin	PPR	Pri	Sec	Total
Aboriginal		2	10		12
Non-Aboriginal	36	46	274		356
Total	36	48	284		368

Attendance - Year level 2025

Our KPS competition continued in 2025 where we celebrated the year level that had the best attendance. It was reported on weekly.



Attendance Profile- Semesters Via Category 2025



Attendance - Overall 2025

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	90.7%	91.6%	90.3%	87.0%	86.0%	74.3%	90.6%	91.4%	88.9%
2024	92.4%	92.1%	91.0%	79.0%	77.3%	74.3%	91.9%	91.7%	89.4%
2025	91.3%	91.3%	90.7%	82.8%	81.3%	73.2%	91.0%	91.0%	89.1%

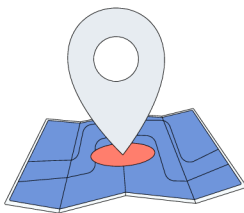
Overall attendance in 2025 continued above WA public schools and was in line with like schools. Attendance and engagement continue to be prioritised to ensure regular attendance (90% or greater) continues to improve across the whole year. Families taking in-term holidays continues to be an impacting factor in the regular attendance of some students which also impacts the overall attendance data. Indicated, moderate and severe non-attendance is monitored by the Student Services team in tandem with the classroom teachers.



Workforce Composition

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	19	16.4	0
Total Teaching Staff	20	17.4	0
Allied Professionals			
Clerical / Administrative	3	2.0	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	13	9.6	0
Total Allied Professionals	17	12.6	0
Total	40	33.0	0

Several staff retired in 2025. This was expected and planned for with a number of new staff being employed in the preceding 12 months. Teaching staff currently range from graduates to level three teachers providing an excellent balance of experience, energy and contemporary training across the school. We continue to employ a large number of allied professionals (education assistants etc.) to provide valued support across the school.



Destination Schools

Destination Schools	Total
Kalamunda Senior High School	26
Mazenod College	7
Helena College	2
St Brigid's College	5
Lesmurdie Senior High School	2
Carmel Adventist College	1
Bob Hawke College	1
Shenton College	1

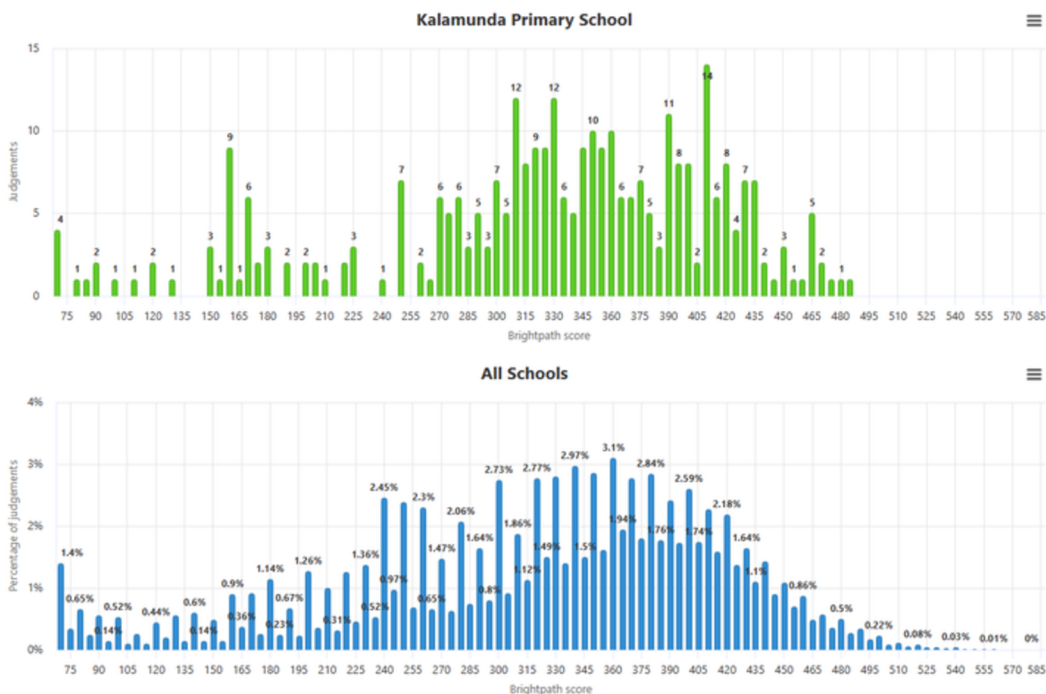
Excellence in Teaching and Learning



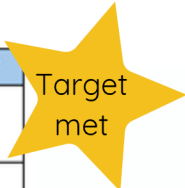
Our school has a rigorous reporting, moderation and assessment schedule to analyse our whole school data. This form of triangulation provides greater data information for planning at both whole school level through to class level. Our learning area curriculum plans have been enhanced to reflect this and to ensure consistency across the school.

Target: Increase student writing achievement using Brightpath to be comparative with or exceed all Australian schools' percentiles (median and 80th percentile).

Brightpath – School Bar Distribution – Narrative Writing



	Year	Mean	20 th Percentile	Median	80 th Percentile
Kalamunda Primary Schools	2024	325	250	340	404
	2025	326	270	340	406
All Schools	2024	316	240	330	400
	2025	320	240	340	405



Brightpath assessments continued to focus discussion on diagnostic data which enables teachers to collaboratively plan learning that targets individual student progress and achievement. Collated data also enables whole school assessment triangulation when reviewed with other data sets. Our 2025 Brightpath score distribution compares favourably to 'all schools' Brightpath data from the same period.

NAPLAN 2025

NAPLAN assessments in year three and year five provide a snapshot twice during the primary school years and are beneficial because, along with Brightpath and our other assessments, they can be used for whole school assessment triangulation. Our targets in 2025 focused on achievement in the proficiency level of 'exceeding' as compared to like schools. All targets were met.

ACHIEVEMENT

Proficiency levels (Exceeding) to be 'at or above' Like schools

Reading

Target met

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	481 and above	20%	24%	30%	17%
Strong	368 - 480	49%	48%	46%	49%
Developing	282 - 367	16%	18%	15%	25%
NAS	281 and below	16%	10%	9%	10%

Target met

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	555 and above	30%	27%	25%	19%
Strong	448 - 554	60%	51%	51%	56%
Developing	377 - 447	5%	16%	15%	19%
NAS	376 and below	5%	6%	9%	6%

Writing

Target met

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	503 and above	4%	12%	7%	6%
Strong	370 - 502	82%	75%	93%	79%
Developing	296 - 369	7%	8%	0%	11%
NAS	295 and below	7%	4%	0%	5%

Target met

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	14%	14%	11%	8%
Strong	455 - 569	65%	66%	49%	63%
Developing	385 - 454	14%	16%	29%	21%
NAS	384 and below	7%	4%	11%	7%

Numeracy

Target met

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	493 and above	11%	14%	15%	8%
Strong	378 - 492	47%	58%	48%	53%
Developing	311 - 377	33%	21%	37%	31%
NAS	310 and below	9%	7%	0%	9%

Target met

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	577 and above	14%	18%	13%	11%
Strong	451 - 576	55%	59%	55%	61%
Developing	386 - 450	29%	19%	25%	22%
NAS	385 and below	2%	4%	7%	6%

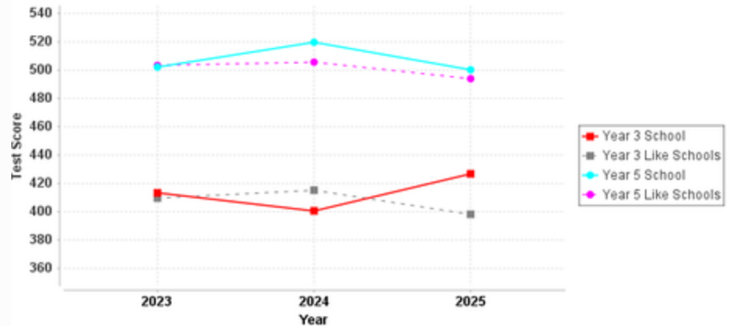
NAPLAN 2025

Average NAPLAN Scores compared to 'Like' Schools (2023 – 2025 Trend)

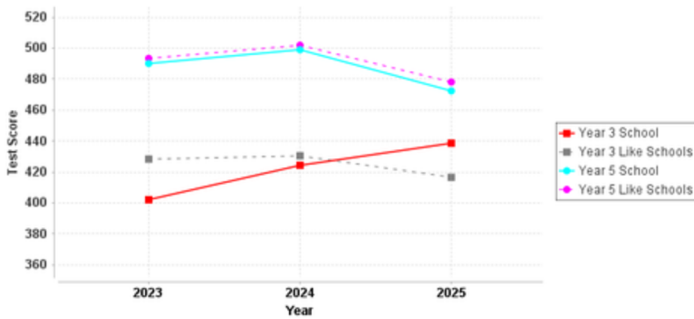
ACHIEVEMENT

Average test scores are to be above 'Like Schools'.

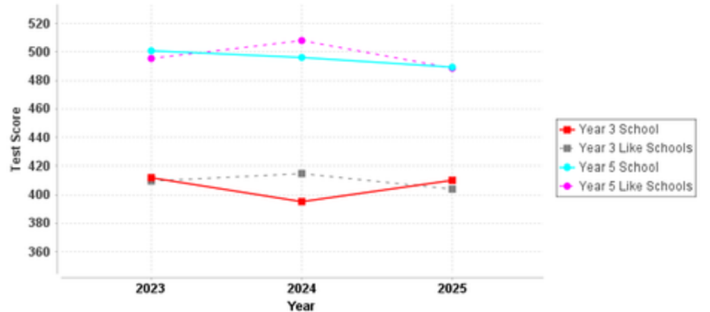
Average Reading Score



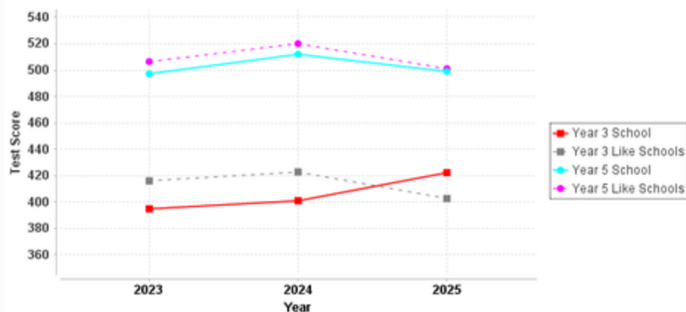
Average Writing Score



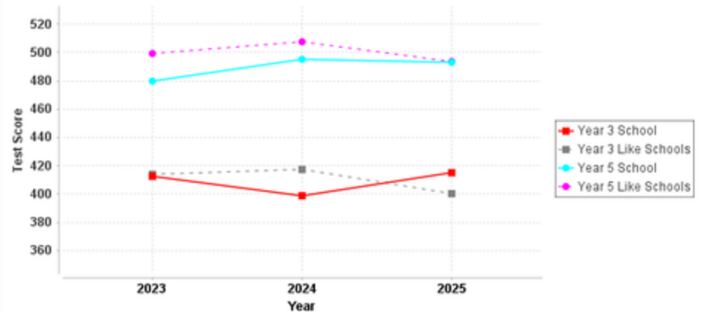
Average Spelling Score



Average Grammar & Punctuation Score



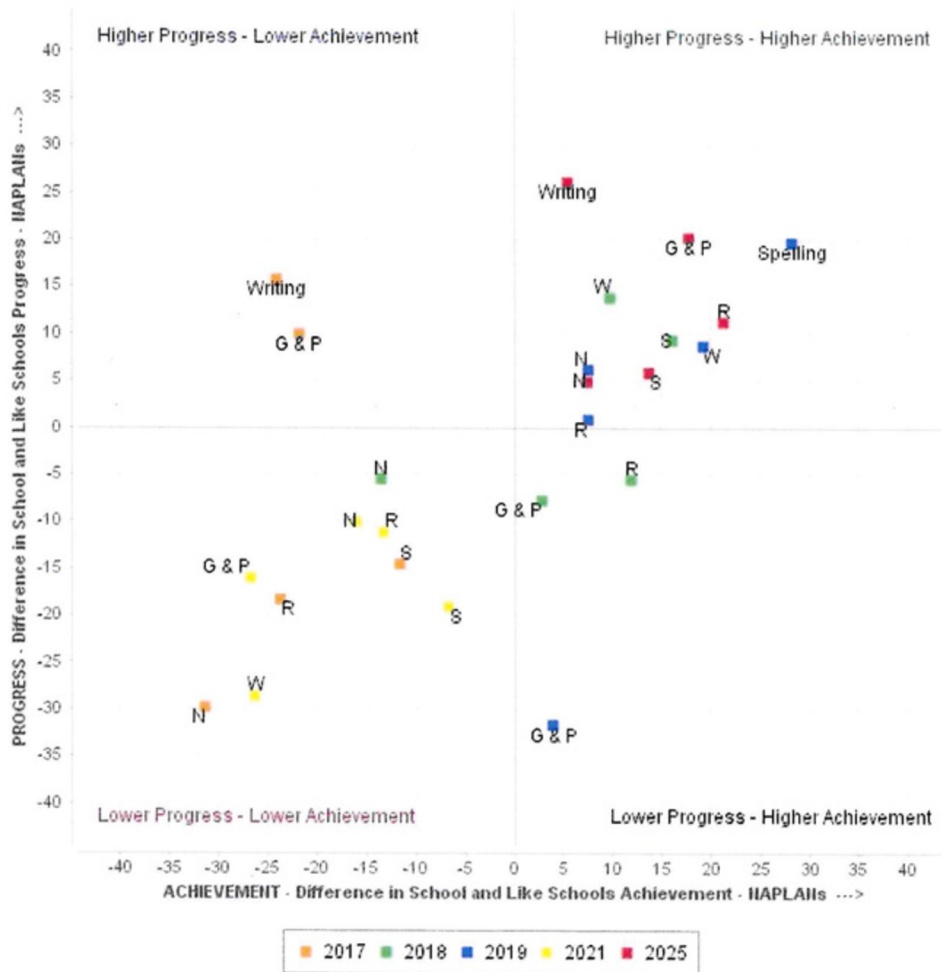
Average Numeracy Score



The charts showing the trend data for average NAPLAN scores compared to like schools were positive in 2025 with most being above like schools and/or showing an upwards trend. NAPLAN data is compared to other assessments which are part of our annual assessment schedule to ensure that results of individual students that sat NAPLAN were consistent with other data sets. The triangulated data is then used diagnostically to drive effective and informed instruction and meet diverse learning needs. Care is taken to make on-balance judgements about individual cohorts rather than directly comparing one cohort to another. One consideration is the number and complexity of diverse learning needs in a cohort which can vary significantly from year to year.

NAPLAN 2025

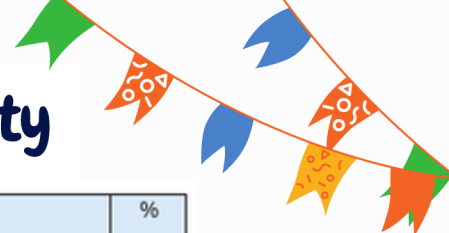
Student Progress and Achievement Compared with 'Like' Schools Year 3 to Year 5 Longitudinal



Comparing a cohort to a previous year's cohort does provide a degree of information about achievement in general, however we also make on-balance judgements about progress of the same cohort from year three to year five. This provides a different layer of data which is more easily triangulated with school based assessments collected annually.



Culture – Our Connected Community



YEAR 6 EXIT SURVEY 2025 - PARENTS	%
Did your child enjoy their time at Kalamunda Primary School?	100
Is your child ready to set goals and work with perseverance to the best of their ability to achieve them?	93
Does your child show respect, courtesy and the confidence to make positive choices and decisions?	100
Did we give your child the skills and knowledge they need for future success?	100
How happy are you with your child's journey through our school? (Happy/V Happy)	100
Are you satisfied with the school's communication processes? (Happy/V Happy)	94
Do you feel that you are a valued member of the school community?	93

YEAR 6 EXIT SURVEY 2025 - STUDENTS	%
Did you enjoy your time at Kalamunda Primary School?	90
Are you ready to set goals and work with perseverance to the best of your ability to achieve them?	95
Do you show respect, courtesy and the confidence to make positive choices and decisions?	97
Do you feel that you have the skills and knowledge needed for future success?	85
How happy are you with your journey through our school? (Happy/V Happy)	83
Do you feel that you have a good understanding of the KPS Values and will continue to uphold these values in the future?	92
Do you feel that you are a valued member of the school community?	69

Parents and Students identified the following areas as strengths of the school:

- Strong Sense of Community
- Caring, High-Quality Teaching Staff
- Sporting Events & Physical Activity
- Year 6 'leavers' experiences
- Excursions & Incursions
- Concerts & Arts Programs
- Early Years Experiences
- Academic Growth & Goal Setting

Both formal and informal data showed very positive experiences and support across the school. The year six exit survey gives an indication of parents and students beliefs about their journey across all of the years of schooling at Kalamunda Primary School. 2025 data is very positive once again with parents marking several metrics slightly higher than their child which may be interpreted as trepidation as students face transition to high school.

Informal data focusing on communication has indicated a change in communication processes to include Compass as the primary source of communication and connection has been well received and will continue to be strengthened in 2026.



Financial Summary

As at 31/12/2025

NOTE: Kaartdijin Trial School - Financial Summary will be added when it becomes available from the Department of Education