



ANNUAL REPORT 2025

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East Beechboro Primary School



Our Vision

At East Beechboro Primary School we are dedicated to fostering an inclusive environment where every student is valued, empowered and supported in their individual journey. Working closely with families and the school community, we strive to create a safe, positive learning environment to inspire lifelong learning and maximise each child's potential.

Our Values

Learning
Excellence
Equity
Care



School Overview



2025 has been a busy and productive year for East Beechboro as we have just completed the first full year of our new Business Plan. Staff have worked tirelessly on growing their practice and using data to inform their teaching, to ensure that student improvement remains at the centre of our decision making.

As a community we are committed to achieving our goals set out in our new Business Plan and as such, staff participated in focused professional learning to improve the quality of Mathematics teaching across the school.

In 2025, our school offered a range of events and activities that enriched student learning and strengthened community engagement.

The P&C played a significant role in supporting the school, hosting successful fundraising events including the Colour Fun Run with foam cannon, the Mega Easter Raffle, the P&C Sundowner, and Mother's and Father's Day stalls. Funds raised enabled the purchase of additional iPads across the school and contributed to a new sun shelter for the Early Childhood area, scheduled for construction in 2026.

The EBPS Learning Journey was a highlight of the year, welcoming families to share in student learning.

Students proudly displayed Indigenous projects and artwork in support of NAIDOC, and the Scholastic Book Fair was held in the library, which was vibrantly decorated for the occasion.

Students experienced a successful year, demonstrating growth in their learning and consistently applying the school's virtues. Through respect, kindness and perseverance, they continue to develop as confident, capable members of the community.

Our school remains a source of pride as we work collaboratively to support the academic, social and emotional wellbeing of all students.

Caroline Harben
Principal



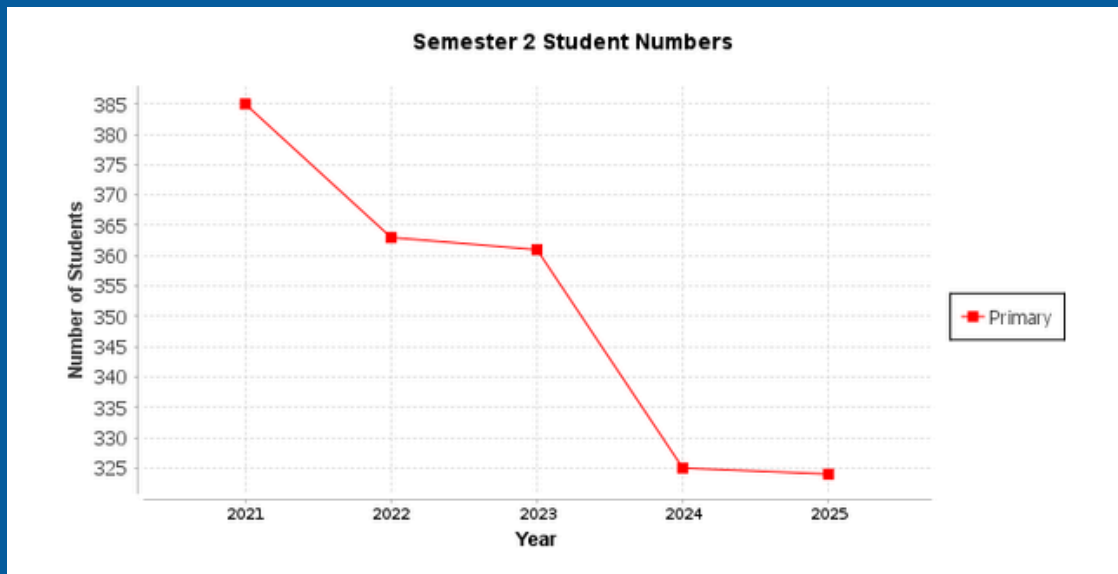
Our Students & Staff

STUDENT NUMBERS (AS AT 2025 SEMESTER 2)

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|---|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (19) | 41 | 32 | 40 | 53 | 52 | 53 | 53 | 343 |
| Part Time | 38 | Note: The Kindergarten Full Time student figure represents the Full Time Equivalent of the Part Time students | | | | | | | |

| | Kin | PPR | Pri | Total |
|--------|-----|-----|-----|-------|
| Male | 18 | 19 | 147 | 184 |
| Female | 20 | 22 | 136 | 178 |
| Total | 38 | 41 | 283 | 362 |

Trendline



Our student numbers have stabilised from 2024 to 2025 as predicted, This is pleasing considering the rental crisis and cost of housing currently in the Beechboro area.

Our Students & Staff

Staff 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 | 21 | 17.0 | 0 |
| Total Teaching Staff | 22 | 18.0 | 0 |
| Allied Professionals | | | |
| Clerical / Administrative | 4 | 3.3 | 0 |
| Gardening / Maintenance | 2 | 0.8 | 0 |
| Instructional | 1 | 0.4 | 1 |
| Other Allied Professionals | 15 | 12.5 | 0 |
| Total Allied Professionals | 22 | 17.0 | 1 |
| Total | 47 | 37.9 | 1 |

Student Attendance

Attendance % - Primary Year Levels

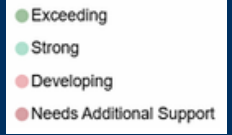
| | Attendance Rate | | | | | | |
|------------------------|-----------------|-----|-----|-----|-----|-----|-----|
| | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
| 2023 | 86% | 91% | 90% | 88% | 90% | 89% | 88% |
| 2024 | 94% | 90% | 93% | 89% | 90% | 91% | 89% |
| 2025 | 90% | 94% | 87% | 90% | 86% | 87% | 90% |
| WA Public Schools 2025 | 89% | 89% | 89% | 90% | 89% | 89% | 89% |

Attendance at East Beechboro Primary School remains similar to WA Public Schools. Improving attendance levels, particularly for our middle school students where data shows a slight decline, will be a focus for 2026. High levels of attendance affords students a pathway for future success.

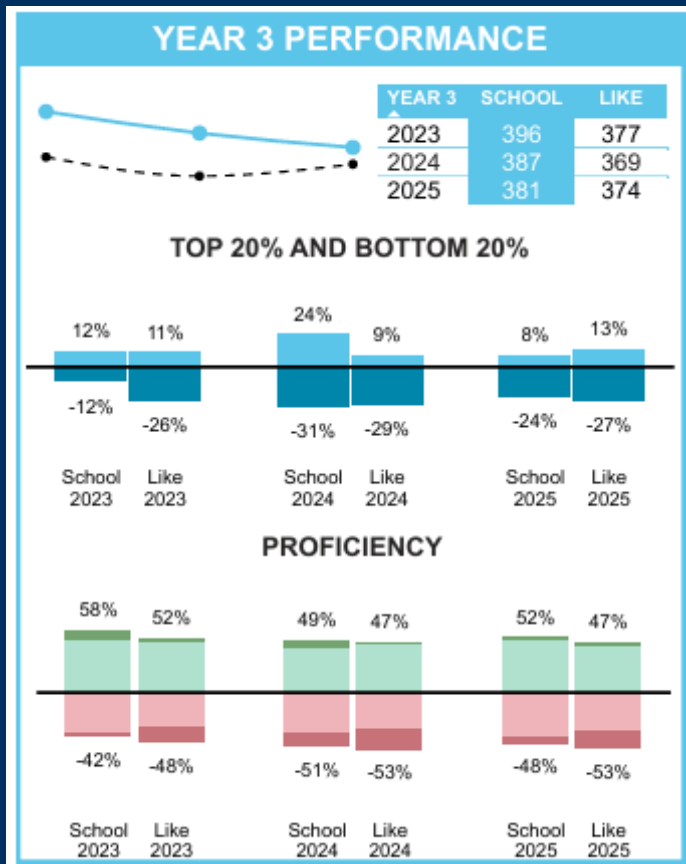
Student Achievement & Progress

NAPLAN NUMERACY 2025

- The following graphs show students' Longitudinal Performance in numeracy assessment.
- The Test Performance shows the percentage of Year 3 and Year 5 students achieving in the top and bottom 20% of our school compared to Like Schools from 2023.
- The Proficiency measures show the spread of students across the categories; 'Exceeding', 'Strong', 'Developing' and 'Needs Additional Support'. Data labels show the total percentage of students in the 'Exceeding' and 'Strong' categories, and those in the 'Developing' and 'Needs Additional Support' categories since 2023.

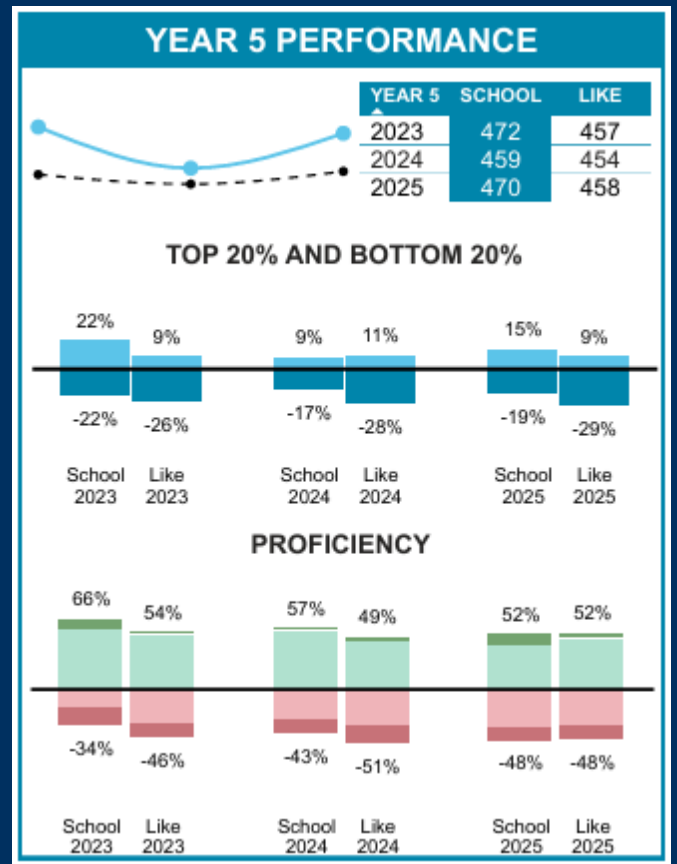


EBPS 2025 Year 3 Numeracy



Year 3 Maths Performance Analysis: EBPS's Year 3 NAPLAN Maths results reflect solid performance, achieving results above like schools. There has been a gradual decline in the overall mean score, but the school has maintained a higher proportion of Yr 3's achieving proficiency compared to like schools. The percentage of students in the lowest bands remain below like schools, but there was a reduction in the proportion of students in the highest bands in 2025. These results show a positive foundation, requiring a focus on extending high-achieving students and strengthening outcomes for all learners.

EBPS 2025 Year 5 Numeracy

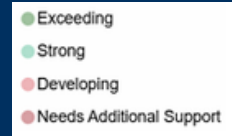


Year 5 Maths Performance Analysis: Results show strong performance, with the school achieving mean scores above like schools with improvement in 2025. The proportion of students achieving in the top 20% increased in 2025 and remains above like schools. Proficiency levels, while slightly declining since 2023, remain comparable to like schools, and the percentage of students in the lowest bands is below or similar to like schools. These results indicate positive overall achievement, with a continued focus on lifting proficiency levels and maintaining growth for high achievers.

Student Achievement & Progress

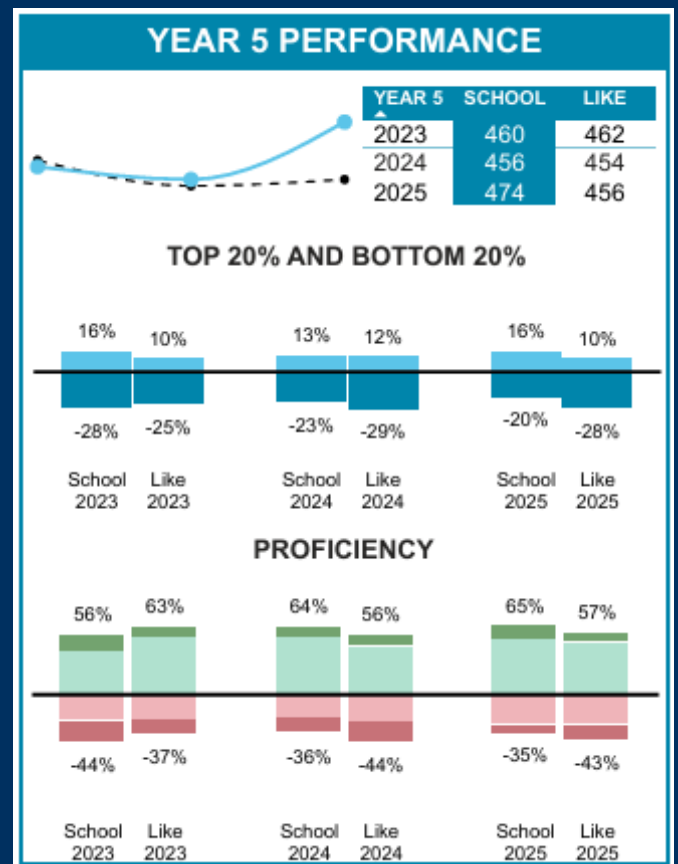
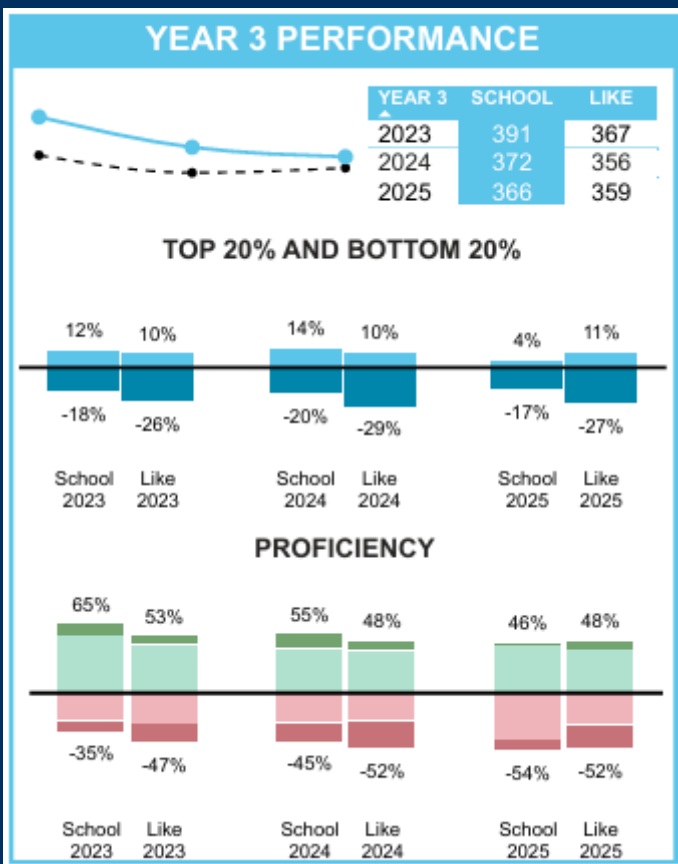
NAPLAN READING 2025

- The following graphs show students' Longitudinal Performance in reading assessment.
- The Test Performance shows the percentage of Year 3 and Year 5 students achieving in the top and bottom 20% of our school compared to Like Schools from 2023.
- The Proficiency measures show the spread of students across the categories; 'Exceeding', 'Strong', 'Developing' and 'Needs Additional Support'. Data labels show the total percentage of students in the 'Exceeding' and 'Strong' categories, and those in the 'Developing' and 'Needs Additional Support' categories since 2023.



EBPS 2025 Year 3 READING

EBPS 2025 Year 5 READING



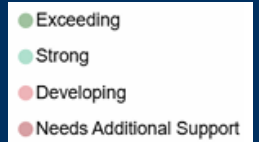
Year 3 Reading Performance Analysis: Results show generally positive outcomes compared to like schools. The mean score has shown a slight decline from 2023 to 2025, although results have remained above like schools. The proportion of students in the top 20% decreased in 2025. The percentage of students in the lowest bands has remained consistently lower than like schools, indicating effective support for students requiring additional assistance. These results demonstrate a solid foundation in reading achievement, with a continued focus on extending higher-achieving students and lifting overall proficiency.

Year 5 Reading Performance Analysis: Results show positive growth and strong overall performance. The school recorded a notable improvement in 2025 with a higher mean score than like schools. The proportion of students achieving in the top 20% has remained above like schools, reflecting the school's capacity to extend high-achieving readers. Proficiency levels have also strengthened, with a greater proportion of students achieving proficiency compared to like schools. Results show continued improvement in reading outcomes, supported by effective teaching practices and a sustained focus on literacy development.

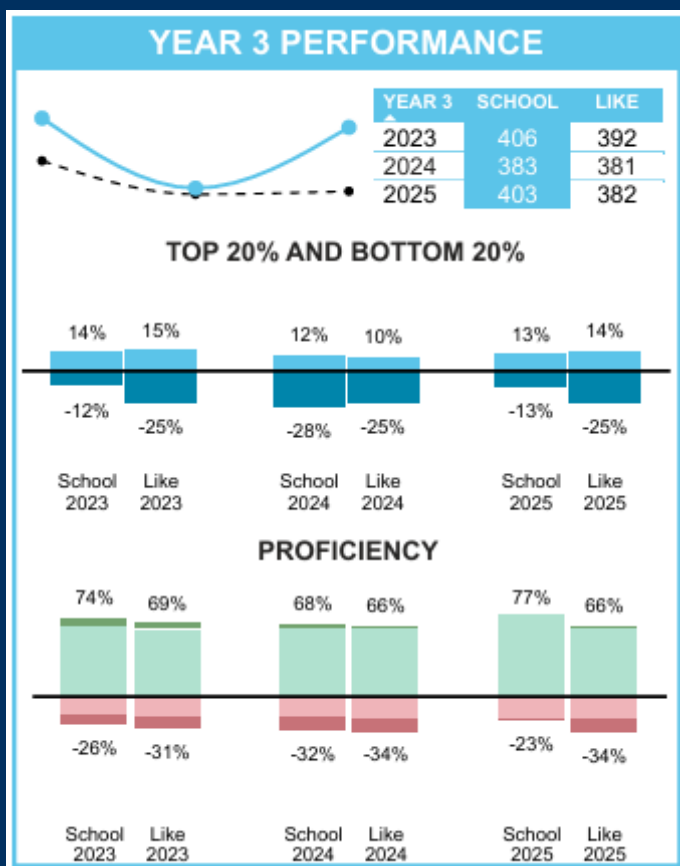
Student Achievement & Progress

NAPLAN WRITING 2025

- The following graphs show students' Longitudinal Performance in writing assessment.
- The Test Performance shows the percentage of Year 3 and Year 5 students achieving in the top and bottom 20% of our school compared to Like Schools from 2023.
- The Proficiency measures show the spread of students across the categories; 'Exceeding', 'Strong', 'Developing' and 'Needs Additional Support'. Data labels show the total percentage of students in the 'Exceeding' and 'Strong' categories, and those in the 'Developing' and 'Needs Additional Support' categories since 2023.

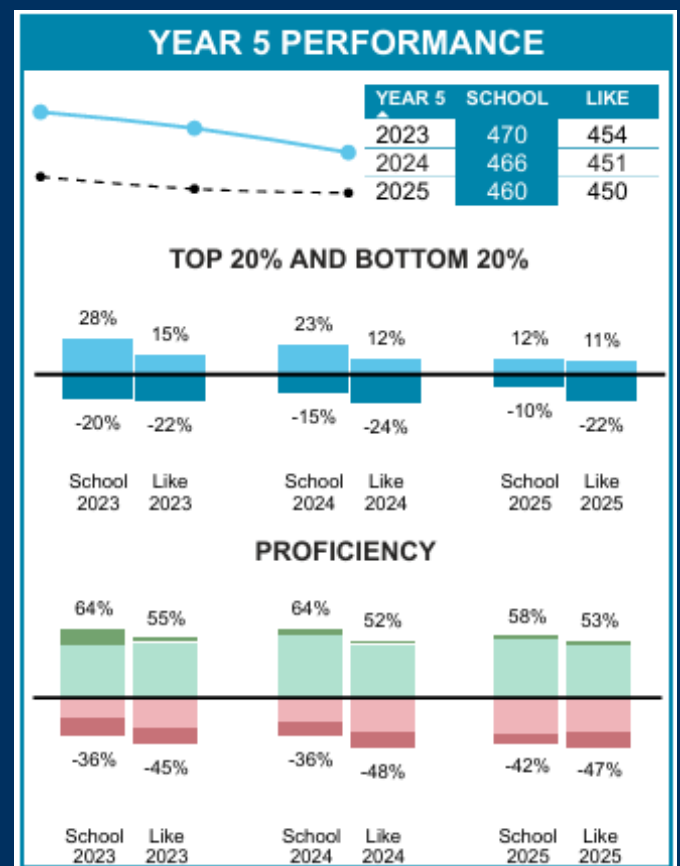


EBPS 2025 Year 3 WRITING



Year 3 Writing Performance Analysis: EBPS Year 3s maintained performance above Like Schools in Writing, with the school mean higher compared with Like Schools. Proficiency remained consistently stronger than Like Schools, and the proportion below proficiency was lower. The bottom-20% shrank markedly in 2025, while the top-20% held steady, similar to Like Schools. Overall, Year 3 shows solid improvement and strong comparative standing, with the next step being to lift the proportion of high performers while sustaining the gains in reducing the lower tail.

EBPS 2025 Year 5 WRITING



Year 5 Writing Performance Analysis: EBPS Year 5s remained above Like Schools each year but with a falling trend in the mean 470 to 460 vs 454 to 450. Proficiency was consistently higher than Like Schools yet dipped in 2025. Students in the below-proficiency proportion rose but still remained fewer than Like Schools percentages. The distribution tightened at the lower end, outperforming Like Schools, but the top-end contracted notably 28% to 12%. The priority for Year 5 is to arrest the decline in the school mean by rebuilding the top-end (extension) while maintaining effective supports that have reduced the lower tail.

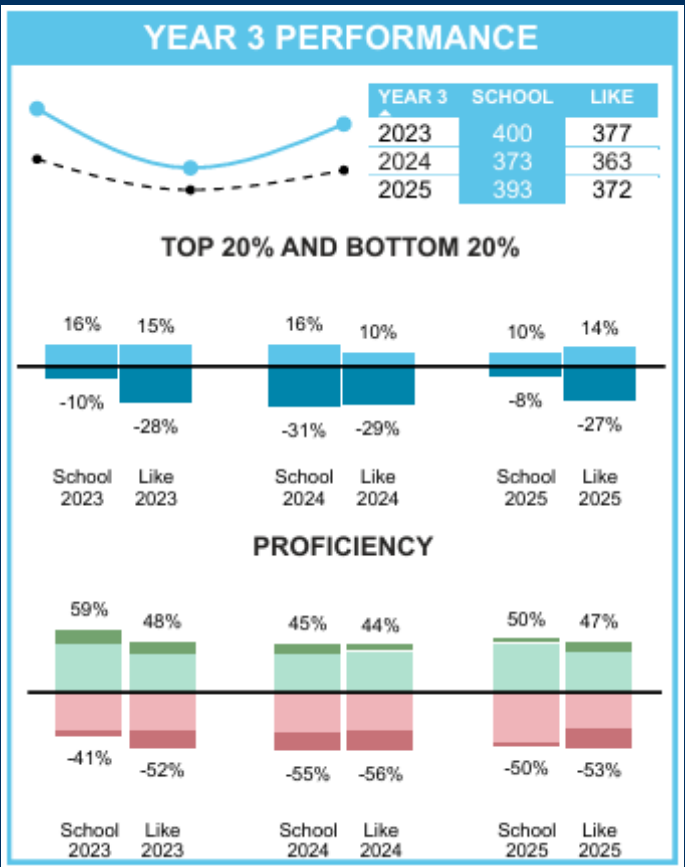
Student Achievement & Progress

NAPLAN SPELLING 2025

- The following graphs show students' Longitudinal Performance in spelling assessment.
- The Test Performance shows the percentage of Year 3 and Year 5 students achieving in the top and bottom 20% of our school compared to Like Schools from 2023.
- The Proficiency measures show the spread of students across the categories; 'Exceeding', 'Strong', 'Developing' and 'Needs Additional Support'. Data labels show the total percentage of students in the 'Exceeding' and 'Strong' categories, and those in the 'Developing' and 'Needs Additional Support' categories since 2023.

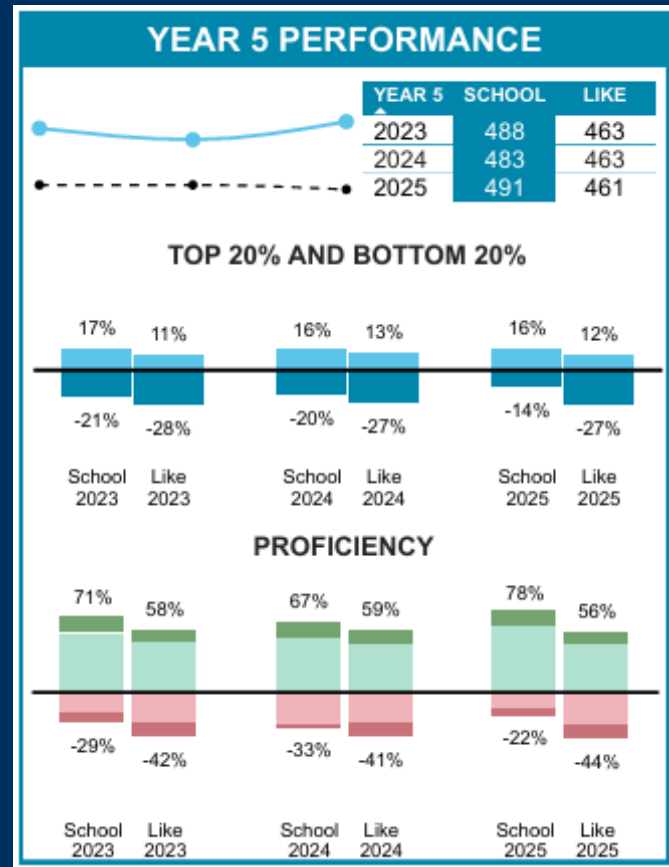
| |
|----------------------------|
| ● Exceeding |
| ● Strong |
| ● Developing |
| ● Needs Additional Support |

EBPS 2025 Year 3 SPELLING



Year 3 Spelling Performance Analysis: EBPS Year 3 Spelling remained above Like Schools overall, with the school mean dipping in 2024 and rebounding in 2025 reflecting a similar pattern compared with Like Schools. Proficiency strengthened by 5% from the previous year and stayed ahead of Like Schools, while the below-proficiency cohort reduced. The lower 20% improved sharply and outperformed Like Schools significantly. Our continued focus is to maintain gains in reducing the lower tail while deliberately extending capable writers to rebuild the top end.

EBPS 2025 Year 5 SPELLING



Year 5 Spelling Performance Analysis: Year 5 achieved strong, improving performance, where the school mean rose and exceeded Like Schools. Proficiency rates were high and lifted significantly in 2025. The lower proficiency bands showed half the number of students compared to Like Schools. Data shows a shrinking bottom band alongside a stable top band that outperforms Like Schools. Our focus is to consolidate core spelling instruction while implementing targeted extension to convert more students into the top-20% without widening the lower tail.

2025 NAPLAN PERFORMANCE AGAINST BUSINESS PLAN TARGETS

Business Plan targets for Year 3 and Year 5 Reading and Writing

Target 1: Student achievement will continue to exceed Like Schools in all assessment areas.

This target was mostly **achieved**.

East Beechboro PS outperformed Like Schools in Year 3 Writing (mean 403 vs 382; 77% at/above proficiency vs 66%; bottom-20 13% vs 25%) and in Year 5 Reading (mean vs 456; 65% at/above vs 57%; bottom-20 20% vs 28%). Year 5 Writing also exceeded Like Schools (mean 460 vs 450; 58% at/above vs 53%; bottom-20 10% vs 22%). The exception is Year 3 Reading, where the school mean remained above Like Schools (366 vs 359) and the lower tail was smaller (17% vs 27%), but proficiency sat at parity (48% at/above for both) and the top-20 was relatively small (4% vs 11%).

The data shows there is still work to do as the Year 3 Reading is at parity rather than clearly exceeding Like School.

Target 2: In Year 3 Reading, the number of students with low or very low progress will be reduced.

There was **minimal progression** towards target achievement.

Achievement data shows the bottom-20% shrank slightly over time (18% → 20% → 17%), and the school maintained a smaller lower tail than Like Schools in 2025 (17% vs 27%).

Unfortunately there was a decline in the top-20% (12% → 10% → 4%) and the proficiency levelling was at parity (48% at/above for both School and Like).

The provided achievement distribution suggests a modest reduction in low achievement however a more targeted approach to reading is required to ensure this reduction becomes significant compared to Like Schools.

Target 3: In Year 5 the number of students in the 'Needs additional support' category for Reading and Writing will be reduced.

- **Reading:** Students below proficiency reduced from 44% (2023) to 35% (2025), with gains across in the bottom 20% from 28% to 20%. **Target achieved.**
- **Writing:** Students below proficiency increased despite the bottom 20% reducing (20% to 10%). **Target achieved** however, the overall below proficiency band increased from 36% (2023/2024) to 42% (2025) indicating more students clustered just below proficiency. The 'Needs Additional Support' was reduced and showed as significantly lower (12%) than Like Schools.

Consolidation in explicit reading instruction will continue reduction of the Year 5 bottom 20%. Prioritising high-impact work that lifts proficiency in Year 3 Reading will see continued improvement in the top 20%. Targeting the "developing" band in Year 5 writing with explicit teaching and specific interventions tied to case management where short, frequent feedback cycles are implemented, will see improvements.

2025 NAPLAN PERFORMANCE AGAINST BUSINESS PLAN TARGETS

Business Plan targets for Year 3 and Year 5 Numeracy

Target 1: Student achievement will continue to exceed Like Schools in Maths.

- Means: East Beechboro PS remained above Like Schools across all three years at both year levels
- Proficiency (at/above): Higher scores maintained in Year 3 and at parity in Year 5
- Bottom-20% is consistently smaller than Like Schools for both Year 3 and Year 5

Summary: The school sustained higher mean achievement than Like Schools although the proficiency band of the top 20% narrowed towards Like Schools for both Year 3 and Year 5. The bottom 20% remains comparatively smaller than Like Schools, hence the **Target is conservatively met.**

Target 2: In Year 3 Maths, the number of students with low or very low progress will be reduced.

The data shows achievement for the bottom 20%, moving from 31% of students in 2024, to 24% of students in 2025. This result is still slightly better than the achievement of Like Schools. Data on achievement and progress from Year 3 to Year 5 shows a small positive move for both achievement and progress.

Summary: The Year 3s have slightly reduced the percentage of students in the lower bands giving a conservative **achievement of the target**. A continued focus on explicit teaching and fidelity of Tier 2 intervention practices will show further improvement.

Target 3: In Year 5 the number of students in the 'Needs additional support' category for Maths will be reduced.

- Number of students in the bottom 20% reduced from 2023 at 22% to 2025 at 19%. **Target achieved.**
- Although the bottom-20% narrowed, the increase in students just below proficiency indicates a larger "near-proficient" group.

Summary: The reduction **target was met** despite higher overall percentage of students in the 'developing' band. Greater support for Tier 2 students and focus on explicit teaching in Maths is necessary to shift students to the 'strong' and 'exceeding' bands.

Specialist Learning Areas



Music *Ms Veitch*

Music is an area of the curriculum that East Beechboro PS students participate in enthusiastically. Students from PP to year 6 are offered lessons based on the WA Arts Curriculum and includes fun activities that incorporate singing, playing musical instruments, listening and theoretical music knowledge. Our music program embeds cultural experiences through interacting with Indigenous music from all around the world, including Aboriginal and Torres Strait Islander songs and chants and other nations music to celebrate diversity.

Students in Year 3 to 6 have the option of joining a choir. The senior and junior choirs require the children to rehearse together every week before school starts. Year 3 students are introduced to singing in a large group and performing locally to develop their performance skills and confidence. They perform with the older children at several assemblies and school events throughout the year.

In Years 4 to 6, students further their singing skills, performing annually in the Massed Choir Festival. The festival requires commitment and dedication. The children work hard and are rewarded with the experience of demonstrating their skills to an audience of around 1500 people.



Languages *Pak Glendinning*

Year 3 to Year 6 students at East Beechboro Primary School have the opportunity to participate in learning the language and culture of Indonesia.

Indonesian lessons are interactive and engaging, focusing on speaking, listening, reading and writing the language, whilst also nurturing for students an understanding and appreciation of Indonesian culture. Lessons provide students with a greater understanding and appreciation of the benefits of learning another language and it's importance in the real world context.

Specialist Learning Areas



Health & Phys Ed

Mr Maidens

At East Beechboro Primary School students participate in a comprehensive Physical Education and Health program.

We have an extensive range of resources, including ropes, gymnastic vaulting boxes, springboards, rebound and target nets to support the children's games learning (eg AFL, netball, street hockey), net games (eg volleyball and tennis), striking and fielding games (eg tee-ball and cricket), gymnastics and fitness. Through the Sporting Schools government initiative, our school also acquired the services of School Development Officers from various local sports clubs and organisations to provide expert coaching programs for our students.

Junior Primary students learn fundamental movement skills developing their hand/eye coordination through simple throwing, kicking, running and jumping activities. Middle and Upper Primary students continue to develop these skills and gradually integrate them into small sided and competitive games. Upper Primary students also compete in our Maguire Association interschool Summer, Winter, Cross Country and Athletics Carnivals. Our students also compete in the Faction Cross Country and Athletics competitions as well as a two-week swimming program at Swan Active Beechboro. These events allow students to build a sense of school pride and engage in a competitive environment where they not only demonstrate their level of skill development but also their capacity for compassion and fair play.

In Health, students learn strategies and information to allow them to make informed decisions regarding their physical and mental health, including staying safe and understanding and developing their interpersonal skills. These life skills are paramount for our students to grow into responsible, compassionate and caring members of our community.



Specialist Learning Areas



Science

Miss Denning

This year marked the first full year of our Science specialist program from Pre-Primary to Year 6 at East Beechboro Primary School. Students engaged in a hands-on program that builds a strong scientific foundation while developing the skills to investigate, question, and think critically. Across all year levels, they explored the Science Understanding strands: Biological, Chemical, Earth and Space, and Physical Sciences, and developed essential Science Inquiry Skills through practical investigations and real-world contexts.

Our classroom offered many memorable learning experiences. Students were excited to welcome a class pet axolotl, which became the focus of a unit on life cycles, habitats, adaptations, and the needs of living things. Observing and caring for the axolotl gave students the chance to apply their scientific knowledge while fostering responsibility and curiosity about living organisms.

Students also participated in community-connected learning opportunities. Through an exclusive school initiative, Year 3 students earned a free excursion to Scitech, where they enjoyed Science Theatre: It's Elementary, explored the Planetarium: Tilt, spent time investigating Scitech's general exhibits, and tackled challenges in Rio Tinto Innovation Central: Crash Test Rating, learning about physics and safety in hands-on ways.

The school proudly celebrated National Science Week with the theme "Decoding the Universe". Students took part in engaging activities, including decoding animal tracks, which encouraged observation, analysis, and problem-solving. Families were invited to join our Learning Journey, experiencing firsthand the investigations, projects, and discoveries students had been exploring throughout the year.



2025 Financial Summary

December 2025 One Line Budget Financial Summary

| | | | |
|---------|-------------------------------|-------------------------|-------------------------------|
| School: | East Beechboro Primary School | School Year: | Dec 2025 (Verified Dec Cash) |
| Region: | North Metropolitan Region | Aria: | 0 |
| | | Distance to Perth (km): | 12.34 |

One Line Budget

| | Current Budget | Actual YTD | Variance |
|--|---------------------|------------------|----------------|
| Carry Forward (Cash): | \$ 199,756 | 199,756 | |
| Carry Forward (Salary): | \$ 242,940 | 242,940 | |
| INCOME | | | |
| Student-Centred Funding (including School Transfers & Department | \$ 4,690,717 | 4,690,717 | |
| Locally Raised Funds: | \$ 170,405 | 162,401 | 8,004 |
| Total Funds: | \$ 5,303,818 | 5,295,814 | 8,004 |
| EXPENDITURE | | | |
| Salaries: | \$ 4,207,058 | 4,207,058 | |
| Goods and Services (Cash): | \$ 530,590 | 433,584 | 97,006 |
| Total Expenditure: | \$ 4,737,648 | 4,640,642 | 97,006 |
| Variance: | \$ 566,170 | 655,172 | -89,002 |

As of the end 2025, East Beechboro Primary School demonstrated a healthy financial position, as evidenced in the budget summary. The school maintained effective management of the one-line budget. The Finance Committee supported the deployment of resources through the annual budget process and considerations of special requests throughout the year. The diverse educational needs of all the students were met, with clear focus on maximising student outcomes. Our estimated amount received from fees and charges (Locally Raised Funds) was again slightly less than projected for the year, however the state of the economy and cost of living has had a large impact on this. Our average collection rate for the voluntary contributions from families for their children participating in school stands at around 49%. East Beechboro Primary School continues to spend the allocated 96% of the annual budget to support the education of its current student cohort (Department of Education Guidelines), whilst ensuring that any surplus funds are managed responsibly and reported with full transparency.

THANK YOU

In 2025, our amazing P&C worked hard to organise a variety of community events and fundraising opportunities to support our school and students. These included a Welcome Sundowner, Easter raffle, Colour Fun Run with foam cannon, cake stalls and sausage sizzles, Mother's Day and Father's Day stalls, and the Mega Christmas Raffle. Thanks to their efforts, the P&C has contributed to the ongoing leasing of IT equipment, shade structures, prizes for our reading competition, and subsidised costs for the Year 6 graduation. The efforts of the P&C are greatly appreciated.

Our dedicated School Board continued their strong support in the governance of the school throughout 2025. Several parent members and staff members completed their terms and we were grateful for their contributions. Next year we will seek nominations for these positions for 2026 and beyond. All governance processes for the year were completed, holding community and student needs at the centre of discussions and decisions.

Our Board membership holds a diverse skillset, including both our parent and community representatives. It is this diversity that ensures the Board is deeply reflective during discussions, giving the school the best opportunity for growth.

The work of the School Board and its members is highly valued and their insights are sought on many school activities.

