



School Report 2025

Bassendean Primary School

An Independent Public School

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School Report

Bassendean Primary School

School Overview

School Profile

Bassendean Primary School first opened as West Guildford Primary School in October 1906. In 1922 the West Guildford area, along with the school, was renamed Bassendean.

In 2025 the school comprised of 15 classes from Kindergarten to Year 6. Eight classes are housed in the original school buildings which are centred around an internal garden. Additional to the classrooms are the Science/STEM Lab and the Computer Room.

The undercover area was enclosed in 2015 in a joint project with the school and P and C and in 2020, with Maintenance Funds the roller doors were automated, and the floor carpeted with quality external grade covering. At the end of 2023 we applied for two new transportable classrooms as there was a significant increase in our student numbers. In 2024, three transportable classrooms were utilised as classrooms and the fourth is the Visual and Performing Arts Specialist Room.



While acknowledging our rich school history dating back to 1906, we are foremost a contemporary school engaged in best practice teaching methodology to enhance each child's learning capacity.

Bassendean Primary School became an Independent Public School in 2018 with implementation in 2019.

In 2019 we wrote our first Business Plan built upon our shared set of beliefs and values about how children learn best. Our Business Plan represents the collective work of our school leadership team, our staff and our School Board in identifying the key elements of the school's targeted improvement agenda. There is a focus on the Positive Behaviours School implementation, Digital Technologies across all year levels, and the further development of staff skills in Literacy with the implementation of the InitialLit program across the early years building each successive year into and beyond Year 3.

The River Rangers Cadet Program continues to be a key extra-curricular component of the Year 6 program developing in our students. We hope these experiences will continue to inspire our students to appreciate the importance of environmental stewardship and community engagement, working towards a safer, better future for us all.

In 2024, additional initiatives such as Lego League and Entrepreneurship were introduced into the schools' programs for students that extend student knowledge and engagement.

Principal Report

Kaya Bassendean PS community.

This Annual Report is a snapshot of the 2025 school year where Bassendean PS went through some significant leadership changes in 2025.

At the end of 2024 the community thanked Mrs Varris for her 14 years of dedication to Bassendean PS. Mrs Jessica Veness was appointed for Semester 1 2025 and made some significant impact across the community in the short time she was here.

I was appointed for the remainder of the year and successfully won the position on a permanent basis, providing the community with leadership stability.

The school has continued to expand its student population which resulted in the appointment of a second deputy principal for Semester 2 2025. Mr Josh Dorozenko was appointed for the remainder of the year and also was successful in being appointed permanently to BPS.

It has been very clear since my appointment that Bassendean PS is built around a strong sense of community that intertwines the Arts and the Physical Education programs as key focus areas.

The school continues to embed the Positive Behaviour in Schools expectations of **Be An Achiever, Be Kind, Be Respectful, and Be Safe**.

Our School Board and P&C represented the school fantastically over the year, providing support to the school as well as some key feedback which is always valued. High impact events throughout the year allowed community to gather and connect. Thanks to both Steve Berrick, School Board Chairperson, and Olivia Bauer, P&C President, for their outstanding leadership.

Special acknowledgement to Olivia as she stepped down from her president's role at the end of 2025. Her outstanding support of the school and the amazing coordination of our generous P&C volunteers has been greatly appreciated.

Some significant highlights were the two major art initiatives driven by our brilliant and hard-working Art Teacher, Mrs Kylie Barr. Old Perth Road was brought to life with the amazing Night/Time display which showcased some brilliant works created by the students with the guidance of some very talented artists in our community.

The Bilya Project *Stories of Us* continued the journey of the school learning and engaging in the rich and diverse history of our local environment, in particular the river (Bilya).

Camp Australia continue their partnership with the school providing before and after school care as well as their holiday program which has been supported strongly by our community.

Our Playgroup continued to meet on Fridays, utilising our Library and Early Childhood area, providing an opportunity for our future students to engage and connect both with the school environment and expand their family community connections.

Bassendean PS remains a school of choice in the local area and the recent trend of increased enrolments has seen the school almost reach site capacity.

I thank all our wonderful staff, students and families for their devotion to making Bassendean PS a great school and look forward to continuing this over future years.

Peter Harty
Principal

School Board Chair Report



2025 was a year of transition for our school community. In Semester 1, we were guided by Acting Principal Jessica Veness, whose bright and cheerful presence kept spirits high and the school running smoothly through an uncertain period. In Semester 2, Peter Harty and Joshua Dorozenko joined as Acting Principal and Acting Vice Principal respectively, before both being confirmed in their permanent roles just in time for the summer break. We extend our heartfelt thanks to all the staff for the poise and professionalism they showed throughout this transitional year, and their dedication made all the difference. We look forward to a strong and settled leadership team guiding our school into 2026.

Thanks to Karen Ross for her contribution to the board this year. We welcomed Will Ferrier as a new parent representative. A huge thanks to all those who volunteer their time on the board. There are some parent positions coming up for vacancy in 2026, and we encourage parents to consider applying. We welcome a diversity of voices from our school community to help guide our decision making.

The school also continued its wonderful tradition of community arts with the Night / Time project, which saw hundreds of students, families and wider community members traverse Old Perth Road over a series of evenings, exploring creative installations brought to life in disused shops. A huge thanks again to art teacher Kylie Barr for her fantastic vision in bringing large scale arts projects like this to life for our school community.

Steve Berrick
Board Chair 2025

P&C President Report

2025 Highlights

- \$34,000 raised through P&C fundraising events including the Mega Raffle, Election Day Sausage Sizzle, Quiz Night, Spooky Disco, Mother's and Father's Day events, and Faction Carnival lunch orders
- \$36,700 received in grants and donations, including a \$35,000 State Government election commitment for playground upgrades, \$1,486 from Dave Kelly MP, and \$250 from the Town of Bassendean
- 120 Birthday Buckets prepared and distributed to classrooms
- 5,400 containers recycled through Containers for Change
- \$31,600 donated back to the school to support classrooms, playground upgrades, sports facilities, and music equipment

The P&C is a dedicated team of volunteers who worked tirelessly throughout 2025 to support our school, enhance student experiences, and grow a vibrant school community. We are incredibly proud of what we achieved together this year, from large-scale fundraising events to the ongoing work that supports everyday school life.

In 2025, the P&C raised over \$34,000 through fundraising events. In addition, we were fortunate to receive grants and donations that supported major projects and amplified the impact of our fundraising efforts.

Initiatives and Investments

Thanks to the generosity of our school community, the P&C was able to make significant investments back into the school in 2025, including:

- \$11,700 – Classroom and teaching resources, including \$100 per classroom to support learning needs
- \$8,000 – Playground upgrades and repairs supporting safe and engaging play spaces
- \$11,000 – Sports facilities, including new basketball, netball, and soccer equipment
- \$1,000 – Music equipment, including stands and resources for student musicians
- \$650 – Student milestone support, including Year 6 graduation prizes and gifts

Community Engagement and Events

The P&C played a key role in building a strong and connected school community through a wide range of events in 2025, including:

- Mega Raffle
- Election Day Sausage Sizzle and Bake Sale
- Mother's and Father's Day events
- Quiz Night
- Faction Carnival cake stall and lunch orders
- Roller skating fundraisers
- Spooky Disco
- Birthday Buckets, Containers for Change, and other ongoing initiatives
- Tommy Sugo "Order In" and Krispy Kreme end-of-year fundraisers

Ongoing Services

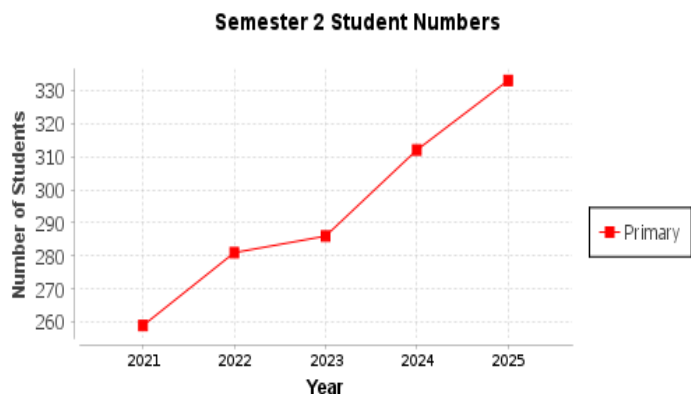
The P&C continued to manage several essential school services through the dedication of our volunteers:

- Uniform Shop
- School Canteen
- Book Club coordination

As always, a huge thank you to our volunteers. Your time, energy, and commitment are the backbone of our P&C. Every hour volunteered and every contribution made has a direct and lasting impact on our school community. As the school enters its next chapter with new leadership, the P&C looks forward to a strong and collaborative partnership to shape a clear, shared strategic roadmap for the years ahead. This will guide our fundraising priorities and ensure we continue to meaningfully contribute to the fabric of the school community while remaining flexible to respond to emerging needs — always focused on achieving the best possible outcomes for our children.

Mandy Johnston
P&C President

Student Numbers and Characteristics



Semester 2

	2021	2022	2023	2024	2025
Primary (Excluding Kin)	259	281	286	312	333
Total	259	281	286	312	333

Summary

The school has continued the trend of sustained growth over the past 5 years, now almost reaching site capacity. There was a high demand for Kindergarten placements with the formation of a split Kindergarten/Pre-primary enabling enrolments in Kindergarten to be above the 40 students.

Bassendean PS remains a non-local area intake school with pressure being placed by on enrolments from families who reside closer to neighbouring schools of Ashfield PS and Anzac Terrace PS. The school continues to apply the distance from school to home to determine priority of enrolment.

Monitoring of enrolments moving forward will be important as the school reaches its physical capacity to house any further students.

Workforce Composition

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	2	2.0	0	0.0	2	2.0
Teacher	27	19.9	1	1.0	28	20.9
Mainstream EAs	4	2.3	0	0.0	4	2.3
Education Support EAs	8	6.2	0	0.0	8	6.2
AIEO	1	0.4	0	0.0	1	0.4
Admin	3	2.4	0	0.0	3	2.4
Cleaner	3	1.9	0	0.0	3	1.9
Gardener	1	0.6	0	0.0	1	0.6
Other	1	0.5	0	0.0	1	0.5
Total	50	36.2	1	1.0	51	37.2

Summary

2025 represented several changes within leadership roles at Bassendean PS, with a second deputy being appointed for the second half of the year to support the workload that recent enrolment increases have created.

The principal's role was filled for the year on a temporary basis with the long-term principal taking leave then retiring and a permanent appointment was made for the 2026 year.

The number of Special Needs Education Assistants has continued to increase inline with the growth in the number of students with identified disability funding.

Teaching staff remained reasonably steady with some minor changes for unanticipated staff leave.

There continues to be a strong representation of male staff across the school with a balance of staff early in their career and some preparing for retirement in the coming years.

Student Attendance

Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	92.3%	91.4%	90.3%	86.1%	83.2%	74.3%	92.1%	91.3%	88.9%
2024	92.1%	92.1%	91.0%	88.1%	79.2%	74.3%	91.9%	91.7%	89.4%
2025	92.0%	92.3%	90.7%	90.1%	81.8%	73.2%	91.9%	92.0%	89.1%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	71.7%	23.1%	4.1%	1.0%
2024	75.3%	19.0%	4.7%	0.9%
2025	76.0%	19.3%	3.9%	0.9%
Like Schools 2025	73.4%	19.7%	5.4%	1.5%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

Summary

Overall attendance equivalent to Like Schools.

Aboriginal students 9% above Like Schools and 17% above WA Public Schools.

Regular Attendance slight increase.

Severe maintained at 0.9%, Moderate decreased 1.5%, Indicated maintained.

All categories outperforming Like Schools and WA Public Schools.

Attendance performance for 2025 indicates strong performance and slight improvements from 2024.

Recommendations

Focus on 2026 to target individual students and families through case management aimed at a supportive and thorough case management, to further reduce percentage of students in Severe and Moderate categories.

Teaching staff to continue to follow up absences, whole school incentive for highest class attendance, and monitoring of individual and class trends.

Student Achievement and Progress

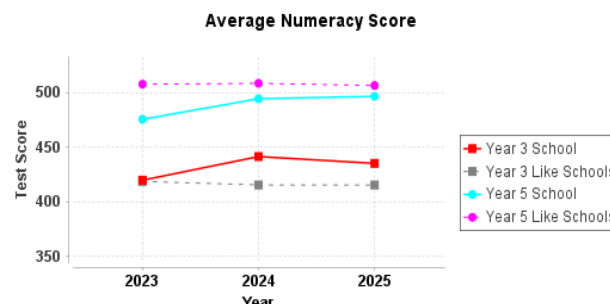
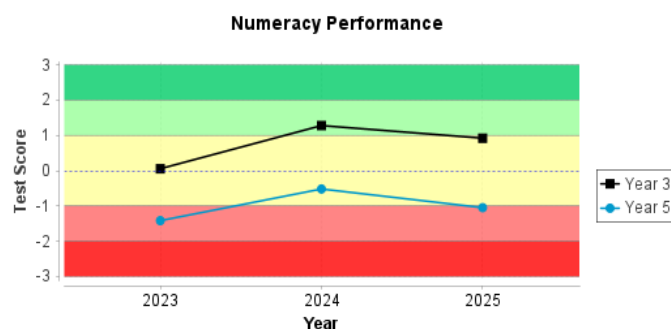
NAPLAN

NAPLAN Comparative Performance for Numeracy

Comparative Performance for Numeracy

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	0.1	1.3	0.9	41	41	56
Year 5	-1.4	-0.5	-1.0	26	30	38

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



Summary

Performance by Year 5 significantly below anticipated performance.
 Year 5 narrowing the gap when compared against Like Schools.
 Year 3 maintaining performance well above Like Schools.

At Bassendean Primary School, Mathematics is delivered using the Oxford Mathematics Program, supported by consolidation tasks, problem-solving opportunities, and the use of manipulatives and hands-on resources to strengthen conceptual understanding.

Throughout 2025, the school experienced changes in leadership and administrative roles. This created valuable opportunities for discussion and reflection around the future direction of Mathematics at BPS, ensuring alignment with both staff priorities and curriculum requirements

2025 Highlights

- Ongoing professional dialogue around the continued use of Oxford Mathematics. With the implementation of the new WA Curriculum and the release of an updated Oxford Mathematics textbook, specifically designed for WA students, staff agreed to trial the new resource and curriculum alignment across the school.
- Hosting World of Maths for a whole-school incursion. This hands-on, problem-solving experience strongly aligned with the curriculum and provided students with authentic, real world mathematical challenges that encouraged collaboration between peers and staff.
- Reorganisation of the Mathematics storeroom to improve accessibility and create space for updated and purposeful resources. This has enhanced staff access to materials that support effective teaching and learning.
- Formation of an active Mathematics Committee, meeting once per term to facilitate whole school planning discussions, curriculum mapping, and strategic direction.

Recommendations

- Continuing structured discussions regarding the implementation and effectiveness of Oxford Mathematics within the context of the new WA Curriculum.
- Maintaining once-per-term committee meetings with a strong focus on strengthening a consistent whole-school approach to Mathematics instruction.
- Implementing consistent daily review practices across classrooms to consolidate learning and support long-term retention.
- New Mathematics Coordinator will be appointed to ensure continuity of leadership and ongoing momentum within the learning area.

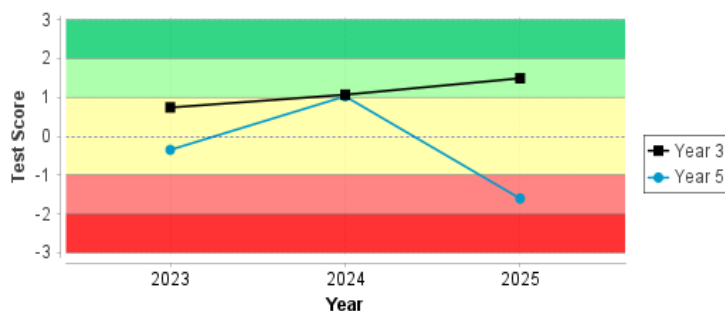
NAPLAN Comparative Performance for Reading

Comparative Performance for Writing

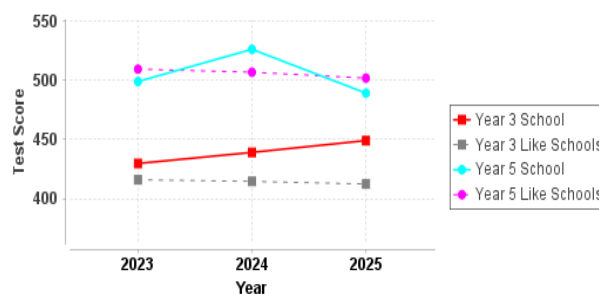
Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.6	-0.3	0.3	41	42	56
Year 5	-1.9	-0.4	-1.0	26	33	39

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- Below Expected - more than one standard deviation below the predicted school mean
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Reading Performance



Average Reading Score



Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	481 and	35%	24%	36%	21%
Strong	368 - 480	37%	49%	55%	52%
Developing	282 - 367	21%	18%	4%	19%
NAS	281 and	7%	10%	5%	8%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	555 and	36%	28%	13%	25%
Strong	448 - 554	45%	52%	67%	53%
Developing	377 - 447	9%	15%	13%	17%
NAS	376 and	9%	6%	8%	6%

Summary

Year 3 have maintained continued growth and average performance above Like Schools.

- Very high proficiency (91.1%), significantly above Like Schools.
- Strong progress profile (67.9% in High/Very High bands).

Year 5 was on the cusp of expected performance in Reading which returned to below the Like School average.

- Strong proficiency (82.9%), above Like Schools.
- 17.2% Developing or below
- 36.7% High or Very High Progress (comparable to Like Schools 36.7%)
- Weak progress indicators:
 - High proportion in Low/Very Low progress bands.
 - PAT growth below expected norms.
- Many students maintaining rather than improving.

Recommendations

Year 3

- Maintain current effective practices (guided reading, exposure to complex texts).
- Introduce targeted **growth strategies**:
 - Timed fluency practice to increase reading rate and automaticity.
 - Explicit vocabulary and inferencing instruction to deepen comprehension.
- Increase challenge for high-achieving students to lift PAT growth (eg. higher-order questioning, complex texts).

Year 5

- Shift focus from proficiency to **growth**:
 - Explicit teaching of inferencing, author's purpose, and vocabulary.
 - Use increasingly complex texts with scaffolding.
- Implement structured routines:
 - Close reading and text annotation.
 - Fluency practice (repeated oral reading).
- Use assessment data to form flexible, skills-based groups.

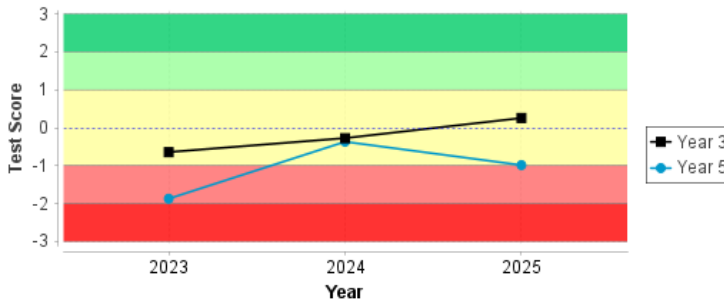
NAPLAN Comparative Performance for Writing

Comparative Performance for Writing

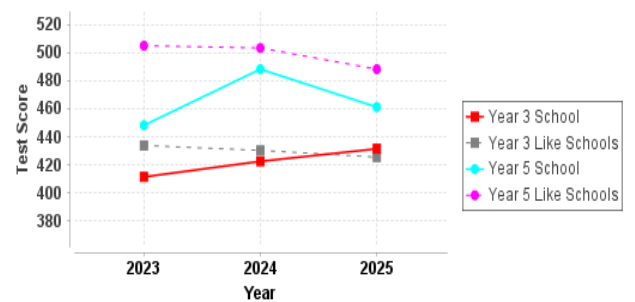
Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.6	-0.3	0.3	41	42	56
Year 5	-1.9	-0.4	-1.0	26	33	39

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

Writing Performance



Average Writing Score



Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	503 and	10%	12%	7%	7%
Strong	370 - 502	74%	76%	82%	80%
Developing	296 - 369	14%	8%	7%	10%
NAS	295 and	2%	5%	4%	4%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	570 and	18%	16%	5%	11%
Strong	455 - 569	52%	64%	56%	63%
Developing	385 - 454	27%	16%	33%	19%
NAS	384 and	3%	5%	5%	7%

Summary

- Year 3**
- High proficiency (89.8%), above Like Schools.
 - No major concerns evident in achievement.
- Year 5**
- Significant decline in proficiency (down to 61.5%, below Like Schools).
 - Poor progress distribution:
 - High levels of Low/Very Low progress.
 - More students regressing than improving.

Recommendations

- Year 3**
- Sustain current instructional approaches.
 - Strengthen **craft and refinement**:
 - Expand sentence variety and cohesion strategies.
 - Embed regular editing and revision cycles.
 - Introduce extension opportunities (e.g., genre experimentation, author techniques).
- Year 5**
- Implement a consistent, explicit whole-school writing approach:
 - Sentence construction and combining.
 - Clear text structures and modelling using exemplars.
 - Strengthen feedback cycles:
 - Clear success criteria.
 - Regular, targeted conferencing.
 - Provide tiered support:
 - Small group instruction for mid-band students.
 - Intensive intervention for students below standard (focus on sentence control and conventions).

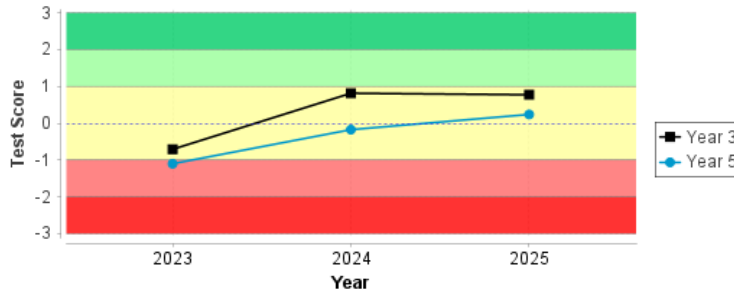
NAPLAN Comparative Performance for Spelling

Comparative Performance for Spelling

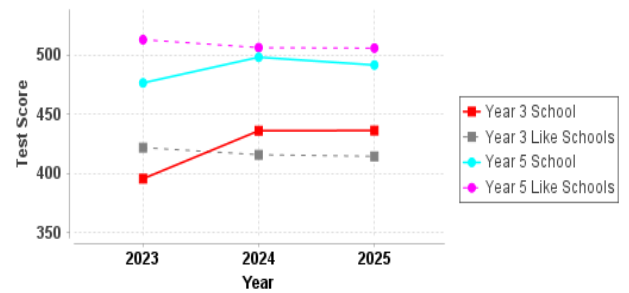
Spelling	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.7	0.8	0.8	41	40	56
Year 5	-1.1	-0.2	0.2	26	31	39

■ 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

Spelling Performance



Average Spelling Score



Proficiency Level	NAPLAN Score Range	Spelling			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	489 and	23%	20%	25%	18%
Strong	380 - 488	53%	47%	55%	50%
Developing	294 - 379	23%	25%	18%	25%
NAS	293 and	3%	7%	2%	7%

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	553 and	29%	29%	15%	27%
Strong	451 - 552	35%	50%	56%	51%
Developing	378 - 450	29%	17%	26%	18%
NAS	377 and	6%	5%	3%	4%

Summary

Year 3

- Strong proficiency (80.4%), well above Like Schools.
- Consistent performance across cohort.

Year 5

- Below Like Schools (71.8%).
- Higher proportion of students in Developing/Below categories.

Recommendations

Year 3

- Maintain structured spelling program.
- Extend into:
 - Morphology (prefixes, suffixes, roots).
 - Application in writing tasks to ensure transfer.
- Provide enrichment for advanced students.

Year 5

- Introduce a **systematic, mastery-based spelling approach**:
 - Focus on morphology and word origins.
 - Weekly cycle: review → teach → practise → apply.
- Ensure spelling is consistently applied in writing tasks.
- Provide targeted support for students below benchmark.

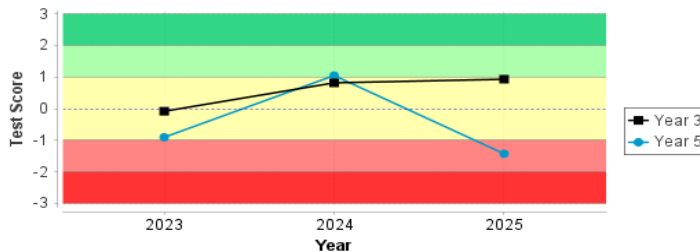
NAPLAN Comparative Performance for Grammar & Punctuation

Comparative Performance for Grammar & Punctuation

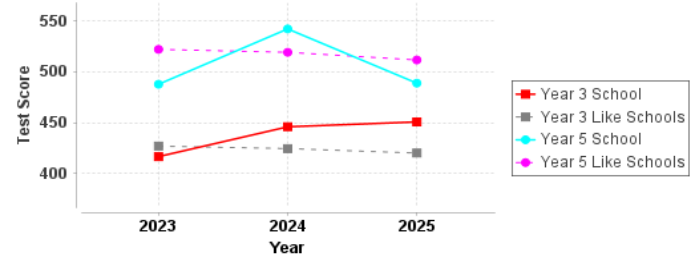
Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.1	0.8	0.9	41	40	56
Year 5	-0.9	1.0	-1.4	26	31	39

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- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean
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Grammar & Punctuation Performance



Average Grammar & Punctuation Score



Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	523 and	18%	14%	27%	14%
Strong	404 - 522	55%	50%	41%	47%
Developing	312 - 403	20%	24%	25%	25%
NAS	311 and	8%	13%	7%	14%

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2024		2025	
		Sch	Like Sch	Sch	Like Sch
Exceeding	582 and	32%	21%	13%	20%
Strong	470 - 581	45%	53%	49%	52%
Developing	397 - 469	16%	20%	23%	18%
NAS	396 and	6%	6%	15%	10%

Summary

Year 3

- Solid proficiency (67.9%), above Like Schools but lower than other domains.
- Potential area for incremental improvement.

Year 5

- Low proficiency (61.5%), well below Like Schools.
- Significant gap in Developing/Below categories.

Recommendations

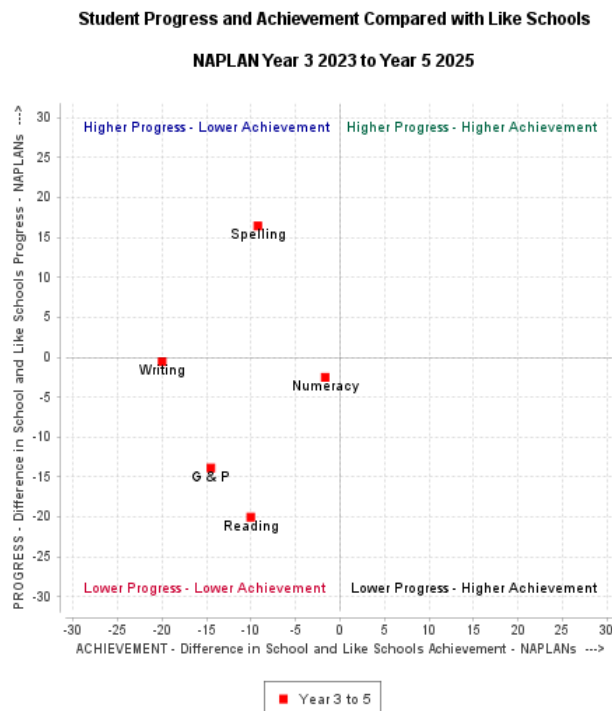
Year 3

- Increase explicit teaching of:
 - Sentence structure and punctuation rules.
 - Clause construction and sentence expansion.
- Embed grammar within writing lessons rather than teaching in isolation.

Year 5

- Prioritise explicit instruction in:
 - Sentence boundaries and punctuation.
 - Complex sentence structures and clause use.
- Integrate grammar teaching within writing lessons.
- Use frequent, short practice with immediate feedback.
- Align teaching with writing goals to improve transfer and consistency.

Student Progress and Achievement Compared with Like Schools



Summary

The school had an ICSEA (Index of Community Socio-Educational Advantage) of 1096 (Average = 1000) with a Decile 2 ranking. This means the school's performance is compared with Like Schools that have a significant socio-economic advantage.

Year 3: Outstanding overall proficiency across Reading (91.1%), Numeracy (80.4%), Writing (89.8%), Spelling (80.4%) and Grammar (67.9%), well above Like Schools. Progress bands are also strong in Reading and Numeracy; however, PAT growth at the 50th percentile is below the national norms—so there's room to lift **growth** even though **achievement** is high.

Year 5: Solid **Reading** proficiency (82.9%, above Like Schools), **steady Numeracy proficiency** (79.0%, slightly above Like Schools), but **Writing, Spelling, and Grammar** are below Like Schools. Progress indicators for Year 5 are a flag in Reading and especially in Writing (high proportions in "low/very low" progress bands), and PAT growth lags norms.

Recommendations

- Core issue is **lack of progress**, especially in Writing and language conventions—requires tighter, explicit instruction and stronger alignment between assessment and teaching.

School-based Programs – MultiLit – InitialLit - SpellEx

MultiLit Programs- InitialLit and SpellEx

Prior to 2023, the school used the Jolly Phonics program for the explicit teaching of phonics, spelling and grammar. Following an in-depth review of the 2022 NAPLAN results, it was identified that there was a deficiency in the assessment of students' knowledge and skills within this program. While the program was sequential, it did not provide sufficient opportunities for revision, application, or extension of learning. Additionally, due to the age of the program, accessible training for new staff was limited and many resources were outdated and not fully aligned with the Western Australian Curriculum.

As a result of this review, the decision was made to implement the MultiLit programs PreLit and InitialLit from Kindergarten to Year 2. In 2025, SpellEx was introduced for Year 3, with Year 4 scheduled to commence the program in 2026. Jolly Grammar continues to be used from Years 5 to 6 to support grammar instruction. All teaching staff have had formal training in the MultiLit Programs to ensure the programs could be implemented effectively.

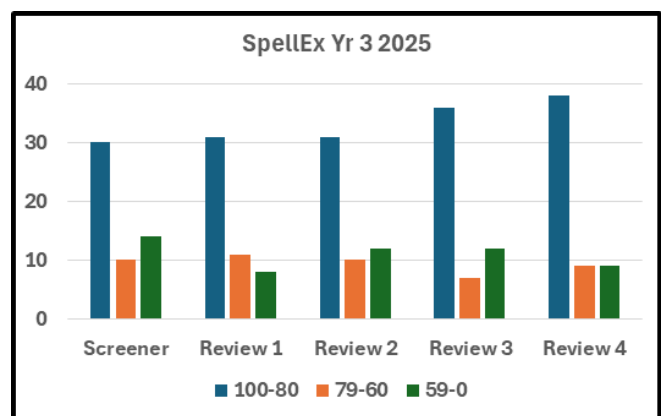
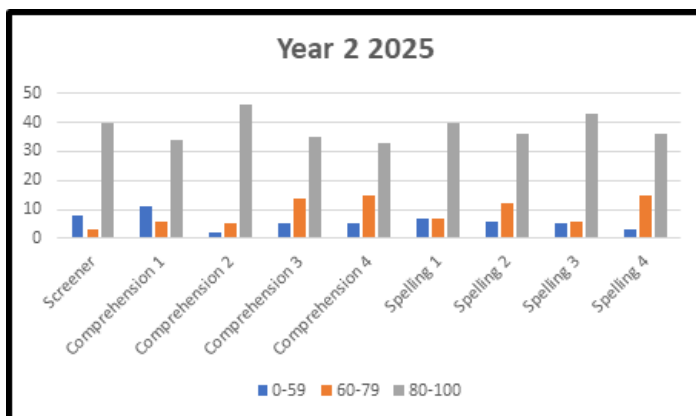
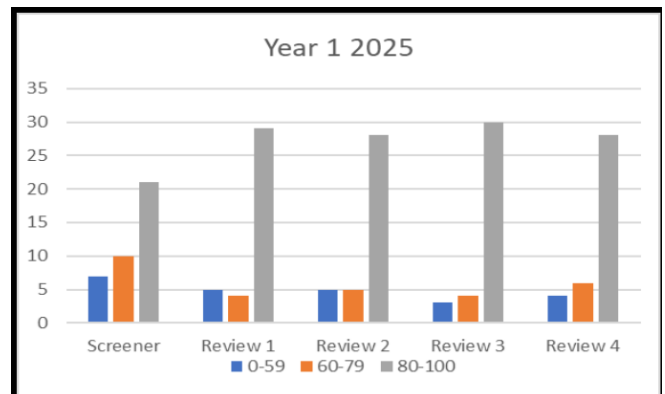
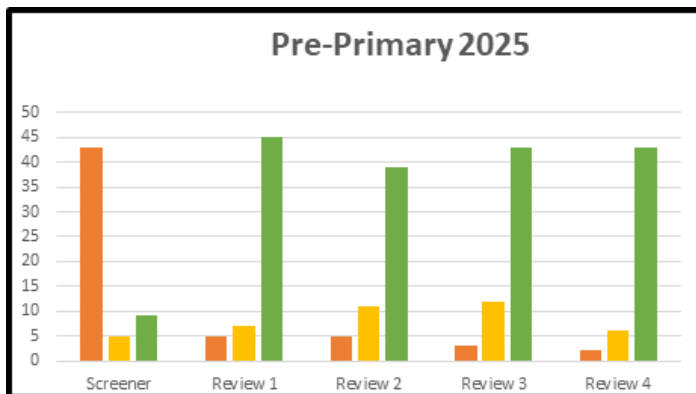
The review also recommended the introduction of MultiLit intervention programs to further support students requiring additional assistance. Consequently, MiniLit Sage and MacqLit were implemented in 2024. All General Education Assistants received formal training in these intervention programs to ensure consistent and effective delivery.

PreLit was selected for Kindergarten classrooms as it focuses on developing students' phonemic awareness and oral language proficiency through structured storybook readings and targeted activities.

For Pre-primary to Year 2 classrooms, **InitialLit** was identified through the Phonics Initiative as the preferred program. InitialLit is designed to strengthen students' phonics knowledge, vocabulary, oral language and listening comprehension. Through this program, students develop strong letter–sound correspondence and an understanding of how these relationships can be applied to both reading and spelling.

SpellEx is a whole class spelling program suitable for students from Year 3. It provides explicit instruction in spelling concepts, terminology, rules and conventions. By following SpellEx's carefully scripted lessons, supported by a range of additional resources, teachers can be confident they are covering all the skills and knowledge required to master English orthography.

InitialLit and SpellEx Outcomes for the current Year 1-3 students.



Summary

The effect that these programs have had on student success has been quite impressive. The growth from the screener in February has tripled student achievement levels. The middle and lower levels fluctuate a little depending on the assessment, but overall, these students are making pleasing progress.

It should be noted that these students outclassed all Australian Schools in their NAPLAN results.

Post School Destination

2026 school destinations of the 2025 Year 6 student cohort

	Male	Female	Other	Total
John Forrest Secondary College	4	2		6
Governor Stirling Snr High Sch	1	4		5
John Septimus Roe Anglican Community School	2	2		4
St George's Anglican Grammar School	1	1		2
Hampton Senior High School		2		2
La Salle College	1	1		2
John Curtin College Of The Arts	1	1		2
Darling Range Sports College	1	1		2
Kiara College	2			2
Northshore Christian Grammar School		1		1
Guildford Grammar School		1		1
Swan Christian College		1		1
Perth College		1		1
Mount Lawley Senior High School		1		1
Mazenod College	1			1
Home Schooling		1		1
Kalamunda Senior High School				
Total	14	20		34

Summary

Students elected to enrol in a variety of high schools in 2026, both Government and Non-Government, which follows recent trends.

It is reflective of the diversity that exists within our student cohort and the strength of those applying for competitive positions in specialist programs.

There continues to be strong support between BPS and local feeder high schools whilst still providing opportunity for students to enter alternative programs that may suit their needs.

Parent/student/teacher satisfaction with the school

A Health & Well-being survey was conducted with staff in 2025, however with a further change in leadership following the survey, the school will conduct surveying in 2026.

Parents, staff, and students have not been surveyed in recent years due to the lack of availability of system-based survey tools.

The survey tools are now accessible to schools.

The school will be issuing a Culture Survey in 2026 to support the development of the new Business Plan and preparation for School Review.

School Income by Funding Source

Forecast Student-Centred Funding 2025

Per Student Funding:	\$	3,285,790.00
Student and School Characteristics:	\$	788,438.88
Targeted Initiatives:	\$	86,744.31
Operational Response Allocation:	\$	0.00
Regional Allocation:	\$	0.00
School Entered Targeted Initiatives:	\$	0.00
School Entered Operational Response Allocation:	\$	0.00
School Entered Regional Allocation:	\$	0.00
Total 2025:	\$	4,160,973.19

Per Student Funding

Per Student	Funded Student FTE		Amount
	Below threshold	Above threshold	
Kindergarten	46.00	0.00	\$258,612.00
Pre-Primary	59.00	0.00	\$576,253.00
Year 1	39.00	0.00	\$380,913.00
Year 2	54.00	0.00	\$527,418.00
Year 3	56.00	0.00	\$546,952.00
Year 4	46.00	0.00	\$375,406.00
Year 5	40.00	0.00	\$326,440.00
Year 6	36.00	0.00	\$293,796.00
Total	376.00	0.00	\$3,285,790.00

Student and School Characteristics Funding

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	20.00	\$43,471.03
Disability	30.39	\$392,376.10
English as an Additional Language or Dialect	0.00	\$0.00
Social Disadvantage	46.17	\$42,352.34
SubTotal		\$478,199.47
School Characteristics		
Enrolment-Linked Base		\$310,239.41
Locality		\$0.00
Sub Total		\$310,239.41
Total		\$788,438.88

Targeted Initiatives (Detail)

	Amount
Preliminary Targeted Initiative: Level 3 Classroom Teachers Additional	\$13,131.02
Preliminary Targeted Initiative: Schools With Low Proportion of Level 3	\$13,131.02
Total	\$26,262.04

Targeted Initiatives (Projected Enrolments)

	Funded Student FTE	Amount
Preliminary Targeted Initiative: Preschool Reform Agreement	46.00	\$51,704.00
Preliminary Targeted Initiative: Additional Educational Adjustment	15.18	\$8,778.27
Total		\$60,482.27

Reserves

	Actual December 2024	Actual 2025 Year to date	Forecast 2026
Transfer to Reserve Accounts	\$29,600.00	\$67,700.00	\$0.00
Transfer from Reserve and DGR Accounts	\$32,874.00	\$14,768.62	\$0.00
Balance of Reserve Accounts	\$82,944.34	\$135,875.72	\$135,875.72

2025 Budget		
2025 Budget (SCFM and Locally Raised Funds)		
Current Forecast Budget	\$	4,261,033
Minimum Expenditure of 96%	\$	4,090,592
2025 Carry Forward (Salary and Cash at Bank)		
Forecast Carry Forward	\$	392,058
2024 Budget	\$	4,168,526
% of 2024 budget	%	9.4
Minimum Expenditure of 10%	\$	
2025 Minimum Expenditure Requirement		
96% of Current Forecast Budget	\$	4,090,592
10% of Carry Forward	\$	
Total 2025 Minimum Expenditure Requirement	\$	4,090,592
2025 Current Forecast Expenditure		
Salaries	\$	4,283,570
Appointed Staff	\$	4,050,773
New Appointments	\$	65,235
Casual Payments (General)	\$	152,030
Other Salary Expenditure	\$	15,531
Goods and Services (Cash Expenditure)	\$	326,784
Total Expenditure 2025	\$	4,610,354

Summary

The school expended over 96% of total funds received in 2025 and rolled over under 10% (9.4%) into the 2026 school year which met Departmental expectations.

The school's reserves were increased by \$53000, \$35000 of which was the State Government Election Promise funding. These funds will meet planned replacement needs and future project requirements, such as the Early Childhood nature playground in 2026.

Targeted Initiative funding was directly allocated to support students within the targeted category.

A new contract with Camp Australia was signed in 2025, providing a strong financial contribution to the school's funding sources for the next 2 years.

Celebrations and Highlights

Language - Bahasa Indonesia

In year 2025 students from Years 3 to 6 learned Indonesian by focusing on topics such as numbers, greetings, self-introduction, school life, animals, leisure activities, sports, music, food, colours, traditional dancing, and musical instruments. The teaching and assessment followed the Western Australian Curriculum for Languages (Years 3 – 6).

The students were introduced to a range of cultural aspects associated with Indonesian life. This included learning to play Indonesian bamboo instruments (angklung) and performing Indonesian traditional dances. These activities were incorporated into Christmas celebrations which were greatly appreciated by the parents and students as they showcased the students' skills and talents.



Some classes participated in cooking and tasting sessions featuring Indonesian dishes such as lumpia, nasi goreng and nasi ayam. Students also applied their language skills on iPad apps such as Keynote, Doodle Buddy and PuppetPals HD. They also completed Indonesian tasks online using Microsoft Forms. The students work samples were published on Connect.

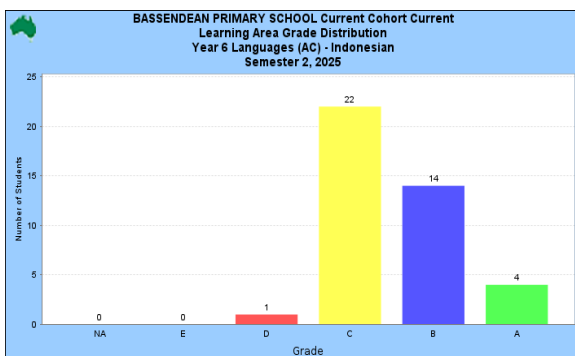
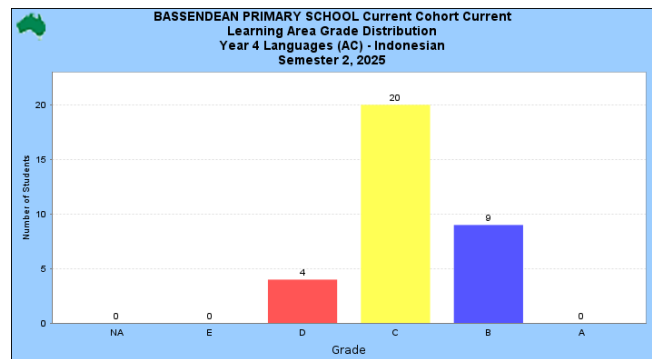
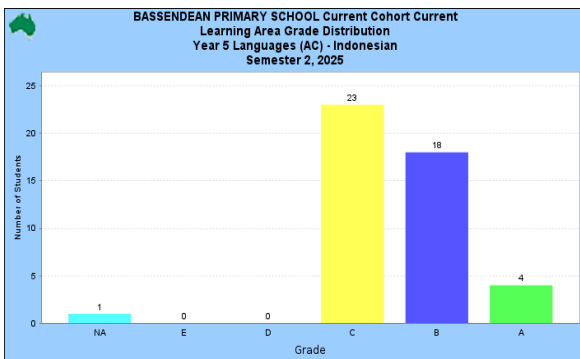
Overall, the students not only learned the Indonesian language but also its cultural elements, including Indonesian music, costumes, traditional dancing, crafts and food.

The Indonesian studies also implemented the cross-curricular with Information Technology and Digital Technologies.

Maria Mulyana **Language Specialist**



Included are the students' achievement in Indonesian Studies for 2025



Summary

Students performed well in the Indonesian Studies based on the data presented.

Conclusion:

Continue with the current program

Physical Education

Once again, the Physical Education program at Bassendean PS has been varied and fun for all members of our community. We kicked off the year with an AFL Indigenous All Stars player visit to Rooms 9 & 15. Michael Walters, Jamara Ugle-Hagan, Keiden Coleman & Jesse Motlop chatted with the students and answered questions.

This year during Phys Ed lesson time, the students participated in badminton, european handball, fundamental movement skills & games, rugby league, AFL, soccer, netball, floor ball, cross country, athletics, dodgeball, capture the flag, gymnastics, basketball, cricket, tennis, Bike Ed, indoor soccer and ultimate frisbee.

Bassendean Primary School accessed funding from Sporting Schools to run two programs in 2025. In Term 2 we ran an in-school gymnastics program for our Year 2-3 students with a coach from Gecko Sports. In Term 3 we ran a cricket program with a variety of our year 1-5 students with a coach from Cricket WA. The students practised vital fundamental movement and game sense skills with fun games and activities.

The Bassendean PS Run Club ran from Term 2 till the end of Term 4. This year we had nearly 300 participants (including older and younger siblings, parents, aunties, grandparents and cousins), as well as many parent helpers. By the end of the year, a total of 3904kms were run collectively by all participants. The runners representing Helena collectively ran the furthest, running a total of 1569kms.

Our in-school Faction competitions were hugely successful again this year. Swan took out the clean sweep of awards:

- SWAN won the Cross Country event for the Pre Primary-Year 6's at Bindaring Park.
- SWAN won the Year 3/4 AND Year 5/6 Faction Footy competition held at lunchtimes during Term 2.
- SWAN took home the Perpetual Trophy for winning the Kindy-Year 6 Faction Athletics Carnival held on our school oval.
- Congratulations Ned Barrett (Year 6) for being awarded the Falzon Family Sports Endeavour Award.
- SWAN won the Term 4 Senior Sport Championships.

Students participated in the Freo Dockers Cup for Girls, Eagles Faction Footy, Eagles Cup, West Coast Fever Cup, interschool cross country, interschool winter sports against Guildford PS, Bayswater PS, Eden Hill PS & Lockridge PS, the 'Fuel 2 Play & Go' interschool netball carnival in Midvale, and the interschool athletics carnival at Steele Blue Oval.

Individual students who excelled at interschool level this year include:

Netball A captained by Emily R were named undefeated Winter Interschool Champions.

Interschool Cross Country Year 3 Boys First Place - Ayden.

Interschool Cross Country Year 4 Boys First Place - Jensen.

Year 5 Netball Team captained by Zoey were named undefeated 'Fuel to Play & Go' Champions.

Year 6 Netball Team captained by Abi were named 'Fuel to Play & Go' Champions.

Year 2 Champion Girl Interschool Athletics - Saskia.

Year 3 Champion Boy Interschool Athletics - Archer.

Year 5 Champion Girl Interschool Athletics - Zoey.

We celebrated National Ride 2 School Day and National Walk 2 School Day. Students participated in a rugby union clinic run by Rugby WA and in Term 4 Squash WA bought their inflatable squash courts to school, and the SEDA Wildcats Basketball students ran sessions for our Year 3-5 students. We achieved our Silver status in 2025 for our involvement in Your Move.

Thanks to the ongoing support of the P&C, we were once again able to supply trophies, ribbons and shields to winning individuals, teams and factions. They again provided each student with an icy pole at the end of their Cross Country race, and sold cakes, goodies and sausage sizzle lunches at our Faction athletics carnivals. It is great to have parents and school community members that are so supportive of the Physical Education program, carnivals and events. Thank you.

Tammy McEwan
Health & Physical Education Specialist
Bassendean Primary School



Bassendean Primary School Sport Awards 2025

Term 1

Year 5/6 Dockers Cup AFL Girls Grand Finalists



Term 2

Faction Cross Country 2025 SWAN Eden L & Jett

Interschool Cross Country 2025 2nd Place Overall Swan Division



1st Place Year 3 Boys Ayden

1st Place Year 4 Boys Jensen

2nd Place Year 4 Girls Violet

2nd Place Year 5 Boys Max B

Winter Interschool Sport 2025 AFL 2nd Place

Netball A CHAMPIONS! Emily ©

Netball B 3rd Place

Soccer 3rd Place

Eagles Faction Footy 2025

Year 3/4 SWAN Jensen ©

Year 5/6 SWAN Jett ©

Term 3

Interschool Lightning Carnival – Netball Year 4-6



Year 5 Team A CHAMPIONS! Zoey ©

Year 6 Team B CHAMPIONS! Abi ©

Faction Athletics Carnival 2025

SWAN Oscar & Judith, Jett & Eden L

Falzon Family Sports Endeavour Award 2025

Ned Barrett

Interschool Athletics Carnival 2025 4th Place Overall Champion

Year 2 Champion Girl Saskia

Year 2 Runner Up Champion Girl Ava de

Year 2 Runner Up Champion Boy George B

Year 3 Champion Boy Archer C

Year 3 Runner Up Champion Boy Ayden

Year 5 Champion Girl Zoey

Term 4

Term 4 Senior Sport Championship

Champion Faction SWAN

Champion Team SWAN 1

Run Club 2025

Furthest distance run Faction HELENA 1569kms

Furthest distance run Individual Marcus 638 laps

Year 6 Sports Award Graduation Edén L

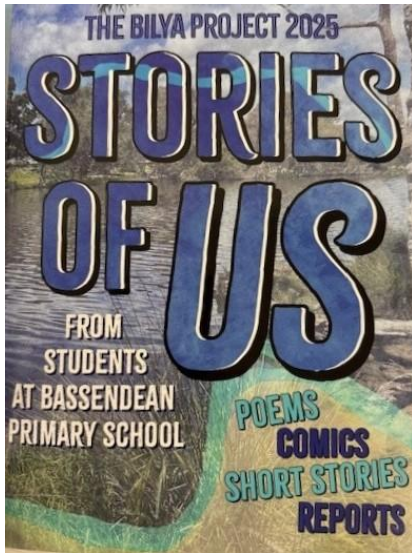


The Arts

Overview

The 2025 Arts Program at Bassendean Primary School has been a vibrant, collaborative and community-connected year of creativity. Through two major flagship initiatives — **The Bilya Project: Stories of Us** and **The Night Time Project** — students engaged in rich, multi-disciplinary learning experiences aligned with the Western Australian Curriculum (SCSA).

Our Arts Program continues to embed Visual Arts, storytelling, music, digital media, movement and community voice into authentic learning experiences that celebrate identity, place and connection.



The Bilya Project: Stories of Us 2025

(Bilya – Noongar word for river)

The Bilya Project explored our relationship with the Swan River and local waterways through story, visual arts and environmental reflection. Students investigated themes of custodianship, interconnection and responsibility, drawing inspiration from Noongar perspectives and local histories collected in the first iteration in 2023. The focus for 2025 was to share new stories created by students from the oral stories first shared by community.

Key Features

- Creative writing workshops
- Visual arts responses inspired by river systems
- Community sharing of artworks and stories

Impact

- Strengthened understanding of place-based learning
- Increased confidence in storytelling and visual communication

The Night Time Project

The Night Time Project explored narrative, imagination and community identity through the theme of night. Students examined how stories shift in tone, meaning and atmosphere after dark.

This multi-stage residency project brought together professional artists, students and community partners to create an immersive installation experience in Bassendean, along Old Perth Road over three nights.

Artistic Streams Included

- Visual Arts
- Animation and digital projection
- Film and photography
- Music composition
- Creative movement
- Oral storytelling

Students collaborated with artists-in-residence to create works that were later installed in disused community/shopfront spaces, transforming it into an interactive night-time exhibition.



Community Installation Event

The culminating promenade-style event invited families and community members to experience student artworks across multiple spaces.

Impact

- Authentic collaboration with practising artists
- Skill development in digital and contemporary art forms
- Confidence in presenting work to public audiences
- Stronger school-community partnerships



Artists in Residence & Creative Contributors

Our 2025 program was enriched by the expertise and generosity of professional artists and creatives who mentored students and staff:

- **Steve Berrick**
- **Helen Kruger**
- **Kirsty Grieve**
- **Fionn Mulholland**
- **Kathleen Mulholland**
- **Kristy Nita Brown**

Their mentorship supported staff professional learning and gave students access to authentic creative processes.



Community & Organisational Support

The success of the 2025 Arts Program was made possible through strong partnerships and generous support from:

- **Dr Lori Saint (3 spaces RENT FREE)**
- **Town of Bassendean (\$2000 plus Community Hall FREE)**
- **Bassendean Men's Shed**
- **Hon. Dave Kelly MLA (\$1500)**
- **Department of Local Government, Sport and Cultural Industries (DLGSC) (\$80 000)**
- Local community members and families
- Parent volunteers and creative practitioners

These partnerships provided:

- Funding and grant support
- Materials and fabrication assistance
- Venue access
- Technical expertise
- Community engagement and advocacy



Professional Learning & Capacity Building

Throughout 2025:

- Teachers participated in 2 artist-led workshops
- Students developed leadership roles in documentation and exhibition design.

The Arts Program continues to build sustainable creative capacity within the school.

The 2025 Arts Program has strengthened Bassendean Primary School's identity as a creative, community-connected learning environment. The integration of place-based storytelling, contemporary art practice and authentic collaboration positions the school strongly for continued growth as a Creative School.



The 2025 Arts Program has been defined by connection — to river, to night, to story, and to one another. Through **The Bilya Project:**

Stories of Us and **The Night Time Project**, students experienced the arts not as isolated subjects, but as powerful vehicles for identity, empathy, creativity and community.

Bassendean Primary School proudly celebrates a year of meaningful artistic growth and looks forward to continuing this journey in 2026.

River Rangers

Bassendean Primary School's River Rangers program provided students with rich opportunities to develop environmental knowledge, leadership and community responsibility through a wide range of hands-on experiences.

Across the year, cadets took part in camps, excursions, incursions and inquiry-based projects that strengthened their understanding of local waterways, biodiversity, sustainability and Aboriginal perspectives of caring for Country.



Students built confidence, teamwork and resilience through activities such as kayaking on the Swan River, outdoor adventure camps, habitat and wildlife programs, and bush skills learning. They also contributed to the wider community through events including the Earth Day Expo, wetland tree planting, and a student-led Reconciliation Week news report.

The program gave students a genuine voice in shaping their learning while fostering environmental stewardship, civic awareness and pride in representing the school.

Overall, River Rangers continued to be a highly valuable leadership and sustainability program that empowered students to learn, lead and take action in support of their local environment.



Matt Austin & Taylor Bell River Rangers Cade Unit Leaders



Major Events attended by the school community

Staff, student parent 'Meet and Greet'	P and C Movie Night
Run Club	Life Education
Girls Dockers Cup	P and C Easter Raffle
River Rangers Day and Overnight Camps	Interschool Winter Sports
Freeze Frame incursion	Walk to School Day
Faction Cross Country	NAIDOC Week
Maths incursion	School photo day
Book Week	Yirra Yaakin incursion
Swimming lessons	Interschool Cross Country
Bully Zero incursion	Interschool Athletics
Faction Athletics Carnival	Mother's Day stalls
Massed Choir Concert	Father's Day breakfast
Kindy orientation days	River Rangers tree planting
Bilya Project	River Rangers Parliament House incursion
Night/Time Project	End of Year Awards Assembly
Indonesian Concert	Year 6 Graduation
Halloween Disco	Camp Quality incursion
Lego Masters	Lemon tree planting



2025 BPS Business Plan Progress

TEACHING	Achieved	Working Towards	Not Achieved	Comments
BPS Whole School Processes Model is apparent in classroom practices (Performance Development Cycle, and self-assessment, peer observation, Administration class walk-throughs)				Targeted for 2026 Implementation
Showcase students' understanding and skills learnt in the Arts to the school community.				Bilya Project 2025 Night/Time Project 2025
Staff embed the Technologies Curriculum into their practices and utilise technologies for teaching and learning planning and communication.				Students are being constantly exposed to a variety of technologies
Students use technologies through a range of curriculum areas in everyday learning.				A range currently utilised but can be expanded
Year 5 and 6 students use laptops as a learning tool.				Laptops replaced late 2025.
All classes use Seesaw, CONNECT and Teams as online learning platforms.				Not Seesaw- redundant. Compass new tool
LEARNING ENVIRONMENT				
Primary Attendance rating to be at or the same as Like Schools.				School - 91.9% <i>Like Schools</i> - 92%
The school achieves all elements of the National Quality Standards (NQS) Quality Area 3—Physical and Environment.				Meeting Standard QA 3 in 2025
Through PBS create a whole school matrix and learning sequence for each Expectation —Be Kind, Be Safe, Be Respectful, Be An Achiever				Developed
Develop each PBS Matrix into year levels and learning sequences which will be actively taught across the school.				Two lessons remaining to be developed in 2026
Data Literacy - Teacher judgements will be within expected grade allocation in English, Maths, Science and HASS.				Achieved in 2025
RELATIONSHIPS & PARTNERSHIPS				
In conjunction with the RAP Committee inclusive of parents, community members and staff, implement actions and commitments articulated in the School's RAP and build upon the Aboriginal Cultural Standards Framework.				RAP to reform in 2026 with setting of new Action Plan.
Continue to develop strong and purposeful relationships with external agencies and businesses.				Town of Bassendean; Camp Aust; ECU, DLGSC, Resident Artists, SU mentors.
The School Board members utilise CONNECT Community to access documents and minutes.				Review Connect usage for 2026. Set up but not utilised.
The Board undertakes an annual self-reflection survey demonstrating effective engagement in school governance.				To issue commencement of 2026

LEADERSHIP			
The school self-assessment cycle is completed and reviewed each year.			Completed
All staff reflect on school practices and set targets for improvement.			Review as whole staff – need involvement in setting targets.
Feedback from students engaged in leadership roles reflect that their contributions are valued and supported by the staff and students.			Needs further investigation- reflective survey?
Student School Council continues to add value to the school with ideas, concerns and actions to support students in the school.			Leaders consulted regularly
Students actively engage and learn about environmental studies. Feedback from students supports the value and success of the River Rangers Program.			River Rangers program and Enviro Sustainability grants obtained.
USE OF RESOURCES			
Learning Area and Priority Area (Literacy and Numeracy) Plans are appropriately resourced with budgets that are well-managed and adhered to.			All LA have plans
Continued focus on the purchase and maintenance of Science, STEM and Maker Space resources.			New resources for Science Room ordered
The Student Characteristics and Targeted Initiatives funding provide support to identified students' learning needs.			Clear links
Financial Audit is <i>excellent</i> across all areas.			Strong rating in last Audit
Workforce Plan successfully implemented to ensure succession planning, and the focused use of staff to support school needs and priorities with a balanced use of Fixed-Term staff and allocation of permanent appointments.			New Workforce Profile due
Equipment, furniture and resources are maintained and upgraded as specified in replacement schedules.			Continually reviewed and replaced.
STUDENT ACHIEVEMENT & PROGRESS			
Student performance (achievement and progress) to consistently match that of 'Like Schools' across all areas in Year 3 and 5.			
Progress is evident in On-Entry to Year 3 NAPLAN and Year 3 to Year 5 NAPLAN data for the stable cohort.			True of Year 3 - substantial progress made.
Achieve longitudinal improvement in student progress and achievement:			No progression in the Year 5 results
Identified students are case managed and data supports and informs learning progression in identified areas.			Strong Student Services
Student progress in Progressive Achievement Test (PAT) in Reading, Mathematics and Science demonstrates year on year progress.			

