



2025 ANNUAL SCHOOL REPORT



Ride / Walk to
School Day



Stay & Play
Sessions



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MESSAGE FROM THE PRINCIPAL

Welcome to the Leda Primary School 2025 Annual Report. We are pleased to present a summary of the accomplishments of Leda Primary School.

The Annual Report for 2025 provides parents and the broader community with insights into our school, offering evidence of our progress in attaining the goals and targets outlined in our Business Plan. This report also affords us the opportunity to acknowledge the achievements and milestones while outlining further actions to be undertaken in 2026 to enhance student achievement and further improve the school's effectiveness.

SCHOOL OVERVIEW

Leda Primary School was established in 1992 and became an Independent Public School (IPS) in 2014. Our school maintains strong links to Leda Education Support Centre which is situated onsite and caters for students with special needs.

Leda Primary School provides a safe and inclusive learning environment and has established positive partnerships and relationships with families and the broader community.

We began 2025 with an enrolment of 357 students.

2025 PUBLIC SCHOOL REVIEW

All Western Australian public schools are reviewed by the department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Leda PS's Public School review was held on 6 August. We received a three-year return on all domains which is very positive. Thank you to School Board Chair, Jaime Yallup Farrant, as well as Ethan Chadd, Wendy Hill, Lauren Verner, Jared Butler and Leda Education Support Principal, Kelly Barker who spoke to the reviewers in the domain of Relationships and Partnerships as parents, community members and representatives of the school board and P&C.

Commendations by the reviewers noted:

'The School Board and P & C are active partners in school life. Their support and contributions enhance the learning opportunities for students and assist in shaping the school's strategic direction.'

Commendations

Relationships & Partnerships

'Strategic partnerships with organisations including The Smith Family, City of Kwinana, Koya Aboriginal Corporation, the Institute of Indigenous Wellbeing and Sport, YouthCARE, the Polly Farmer Foundation, and more recently the Stephen Michael Foundation, work collectively to enhance outcomes for students and their families.'

Learning Environment

Positive Behaviour Support leadership, structures, and processes are embedded in the school's ethos and play a vital role in fostering a safe, inclusive, and supportive learning environment.

Whole-school, evidence-based programs such as MacqLit, implemented and overseen by allied professionals, are having a positive impact on the learning outcomes of student engaging with Tier 2 and Tier 3 strategies.

Leadership

A culture of empowerment within the school's leadership encourages staff to take responsibility for problem solving in their teams, which leads to a meaningful, purposeful, collaborative and positive work environment.

The school leadership team is highly visible, fully engaged, and collectively accountable, demonstrating strong commitment to supporting staff in providing learning opportunities for students. Their responsiveness to the needs of students, families and the community is highly valued and reflects best practice.

Use of Resources

Strategic allocation of financial, human, and physical resources strengthens educational programs and directly advances the targets outlined in the 2024-2026 Business Plan.

Teaching Quality

Staff stability, continuity, and expertise provide a strong foundation for a collaborative culture, sustained school improvement, consistent instructional practice, and a learning environment where student progress is closely monitored.

Professional learning is purposefully aligned with whole-school priorities and system-wide directions, such as Teaching for Impact, offering meaningful development opportunities for teachers and allied professionals.

Student Achievement and Progress

Disciplined dialogue processes promote data-driven teaching and learning. Staff routinely analyse data to guide planning, differentiation and school-wide improvement. The school's data systems and professional learning schedule support continuous reflection and informed decision making.

DEPARTMENT OF EDUCATION INITIATIVES

In 2025, the DoE rolled out two programs in Semester 2 as part of the commitment through the *School Education Act Employees' (Teacher and Administrators) General Agreement 2023*.

Small Group Tutoring (SGT)

The intent of this project is to strengthen literacy and numeracy support for students and positively impact teacher workload and wellbeing. Leda Primary School was one of 350 schools identified across the state as a recipient of this funding. Identification of schools considered student and school performance data along with staff-student ratios and class sizes. The funding is for a teacher one day per week. The program began in Semester 2, 2025 and will finish at the end of 2026. Kendell Maguire and Naomi Galbraith ran small group tutoring for groups of Year 2 and 4 students to support their progress in Mathematics.

Complex Behaviour Support Coordinator (CBSC)

CBSCs work with school leaders in their school to develop and embed a connected and tiered system of supports that effectively identify student needs and match these to effective interventions. 192 schools have been identified through a range of demographic and student characteristics including ICSEA, enrolment numbers, student behaviour and student attendance data. Schools will receive funding for a teacher for one and a half days per week. The program began in Semester 2 2025 and is due to finish at the end of 2026.

Melissa Peacock was appointed to the CBSC role. During 2025, she attended 10 days of professional learning. She completed an audit of our school programs in three areas: Learning, Behaviour and Engagement and Wellbeing. Work was done with the leadership team and staff to prioritise programs for 2026.

BUILDINGS AND GROUNDS

Throughout 2025, there were a number of upgrades made to school buildings and grounds. The air conditioning in the early childhood classrooms was upgraded from evaporative to refrigerated which has brought welcome relief for students and staff in the hotter months.

The automation of the reticulation system was also completed throughout the year allowing more time for the gardener to focus on other aspects of the grounds.

The PBS committee commissioned new signage around the school. Our PBS expectations are now clearly visible across both campuses to further embed our positive school environment.

Raised garden beds were installed near the Year 5/6 teaching block and large trees planted to provide shade and enhance this part of the school.

RELATIONSHIPS & PARTNERSHIPS

Parent and carer and community relationships are of great importance in the success of our school. We continue to maintain strong links with community organisations who work closely with Leda PS to support our students. I would like to acknowledge and thank the following groups for their support of our students and families in 2025:

Youthcare – Daniel Zulu (Chaplain)
Institute of Indigenous Wellbeing and Sport of WA
The Stephen Michael Foundation
Lunchtime Club - Jared Butler
Breakfast Club Suppliers - Foodbank (Breakfast Club supplies), Eat Up! (Sandwiches), Rotary (Bread - OzHarvest and Crunch and Sip Fruit).

The Smith Family – Wendy Hill
Koya Aboriginal Corporation
Ed Connect Mentors

We once again provided opportunities for families to come into the school to discover more about their child's learning. We held parent meetings in Term 1 with an online booking system available. Below is longitudinal data showing uptake of parent interviews between 2021 and 2025. There has been a steady increase in the number of parents and carers taking the opportunity to engage with school staff about student learning.

YEAR	STUDENT NUMBERS	INTERVIEWS	%
2021	613	220	36%
2022	626	184	29%
2023	438	154	35%
2024	404	161	40%
2025	366	166	45%

Kindy Transition Day

On 18 November, we held a transition day for 2026 kindy students and their families. This was an opportunity for parents and students to meet staff and learn more about Kindy at Leda PS. The following organisations were in attendance:

- Multicultural Services Centre
- The Smith Family
- City of Kwinana Early Years
- School Nurse
- School Psychologist
- Leda P & C
- Ngala
- Calista Parent and Child Centre

SURVEYS AND FEEDBACK

School Board

SURVEY QUESTION	2023	2025
A clear understanding of the board's role	Medium	High
A mindset of responsibility and collective responsibility.	Medium	High
Access to good performance information that enables the board to set targets and monitor performance.	Medium	High
Principal understands governance and values the contribution of the board.	Medium	High
Strong strategic planning skills and creation of a culture of collective responsibility to fulfil goals and remedy problems.	Medium	High
Skilled board chair.	Medium	High
A culture that places high value on performance and other information and has the skills to analyse it.	Medium	High
A formal code of conduct and clear expectations of the behaviour of board members.	Medium	High

The School Board has worked purposefully to develop their knowledge of the function and roles of board members through training provided by the Department of Education as well as the development of School Board Code of Conduct. The board's increased knowledge is reflected in the 2025 school board survey results.

Parents and Carer Satisfaction

Parents and carers were once again asked for their feedback in how the school is going in supporting their child. The results of the survey held in September during Open Night are summarised below:

Survey Item	2023 Response	2025 Response
Staff at this school care about my child.	98% agree	98% agree
Behaviour is well managed at this school.	98% agree	90% agree
My child's learning needs are met at this school.	95% agree	95%
My child likes being at this school.	98%	95%
How important do you believe it is for your child to attend school every day? (New question for 2025).		97% very important

Results indicate strong parent/carers satisfaction with the school in both 2023 and 2025. There was a slight decline in the number of respondents who agree that behaviour is well managed.

Staff Opinion Survey

This staff opinion survey compares perceptions on relationships within the school and teaching and learning across two years:

Improved Areas

- Staff morale showed a clear uplift between 2023 and 2025, suggesting a more positive work environment.
- Leadership expectations and staff respect increased, indicating enhanced trust and clarity from school leaders.
- Valuing opinions and staff feeling supported both improved, reflecting better engagement and communication from leadership.
- Staff-student relationships and relationships with Aboriginal students and families remained strong and consistent.

Stable or Slight Declines

- Parents' involvement in student learning and education remained high but slightly decreased in 2025.
- Use of student voice to reflect on teaching impact showed only a small improvement.
- Opportunities for parents to engage remained steady.

Professional Practice and Learning

- High expectations culture slightly declined (3.8 to 3.7).
- Engagement with community aspirations declined significantly (4.3 to 3.6).
- Leadership support and strategic alignment showed small improvements.
- Reflection remains a strength (4.8 to 4.7).
- Feedback on pedagogy remains the lowest scoring area, improving only from 3.4 to 3.5.
- Staff continue to report being professionally enriched by working at the school (4.1 both years).

Feedback and Review

- Recognition of quality teaching remains unchanged (3.4).
- Feedback on student impact improved significantly (2.8 to 3.3).
- Feedback from leaders is now seen as empowering, with a major jump from 2.4 to 3.8.
- Goal alignment with teaching practice is consistently high (4.1 to 4.3).
- Self-assessment and peer learning support also improved (3.5 to 3.8).
- Professional learning remained steady and well-rated (3.9 both years).
- School culture supporting growth increased from 2.9 to 3.6.

SCHOOL BOARD CHAIR

2025 has been a year of continued growth, achievement and connection for the Leda Primary School community. Throughout the year, our staff, families and School Board have worked together to ensure our students were supported not only in their academic learning, but also in their social and emotional wellbeing. It has been encouraging to see the positive impact of this collective effort reflected in student engagement, confidence and achievement across the school.

A key focus for the School Board in 2025 has been strengthening governance practices and ensuring that our decisions remain centred on the needs and success of students. Board members have continued to build their knowledge and understanding of effective school governance through ongoing professional learning and collaboration with school leadership. This has supported a positive culture of respectful discussion, shared responsibility and strategic planning for the future of our school.

During 2025, we continued to see the benefits of the targeted intervention and support programs introduced in previous years. Literacy programs including Supported Reading, MacqLit and Letters and Sounds Phonics intervention have continued to help students build strong foundational reading skills and confidence in learning. The Bond Blocks mathematics program has also become an important part of classroom practice, supporting students to strengthen their number sense, counting and problem-solving abilities. Staff have worked consistently to embed these approaches across the school, and we are pleased to see improved student outcomes, greater engagement in learning and increased confidence among many students.

Supporting student wellbeing remained a strong priority throughout the year. As part of the Action Respect Program, the school continued implementing initiatives focused on respectful relationships, emotional regulation and positive social interactions. These programs are helping students develop important life skills such as empathy, resilience,

communication and conflict resolution. We have seen students growing in confidence, building stronger peer relationships and contributing positively to the school environment.

Family and community engagement has also continued to strengthen in 2025. Through school events, classroom activities, open evenings and the ongoing support of our dedicated P&C, families have had many opportunities to connect with the school and celebrate student success. These partnerships are vital in creating a strong sense of belonging and support for our students and families.

I would like to acknowledge and thank all Board members, staff and families for their ongoing commitment to Leda Primary School. Your care, dedication and collaboration continue to make a positive difference in the lives of our students.

It has been a privilege to serve as School Board Chair and to witness the growth, resilience and achievements of our school community throughout 2025. Together, we are continuing to build a school where every student feels supported, valued and empowered to succeed both academically and personally.

Jaime Yallup Farrant
School Board Chair

P & C PRESIDENT

2025 was a successful year for the Leda Schools P&C. We continued reaching more families and community members and I'm pleased we had some new members join and express interest in helping raise money for our students. Throughout the year, our school community came together, and we have experienced remarkable support from both the school's students, parents, staff, and the wider communities. This had a major impact on our fundraising results. In 2025 we received a grant from our local member to complete the playground between blocks 2 & 4 for \$95,000 allowing our fundraising to contribute to the Vinyl educational markings.

As a team we raised \$19 297 with expenses \$12406 (excluding \$14000 for vinyls artwork as this was paid in January 2026). This included \$2761 directly to the schools to benefit the students with events such as Graduation, ANZAC Ceremony and sensory items for ESC.

This year the executive team has had some challenges. However, we came together as a community and supported each other ensuring the roles were filled and providing support and training for the years to come. As an executive team we are working hard on ensuring all parents and community members feel welcome and included in P&C events. There have been many conversations had and I am happy at how the P&C is now perceived in the community.

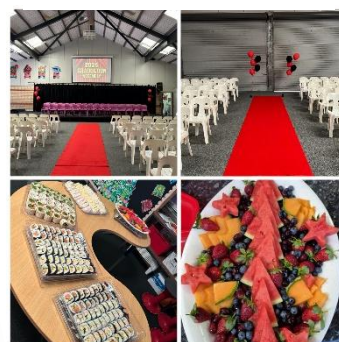
We had many successful fundraising events this year including our: arts fundraiser; the sports carnival lunch order days; various stalls, raffles and election BBQ's. Experiencing the joy of our children as they participate in the P&C run events gives a meaningful impact of our collective efforts and the P&C are excited to continue this work in the years to come. I would like to extend heartfelt gratitude to the teachers, EA's, Principals, administrative staff, and leadership teams of Leda Primary and Leda Education Support Centre for their unwavering support throughout the year. Additionally, I would like to express my sincere appreciation to every member of the P&C committee and the numerous volunteers who generously dedicated their time, creativity, and boundless energy towards the P&C's goals for 2025. I look forward to continuing the wonderful work of Leda P&C in the years to come.

Lauren Verner
Leda Schools P&C President

Easter
Raffle



Graduation Catering



CURRICULUM

ENGLISH

2025 Strategies and Milestones

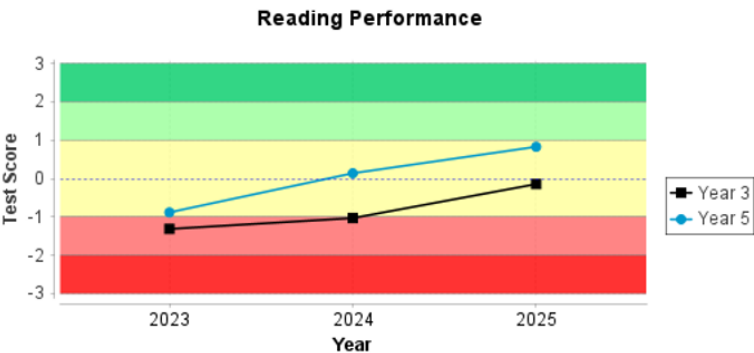
- Continued the role of English Curriculum Leader to support staff in implementing whole-school reading, writing and spelling programs.
- Provided professional learning for staff on guided reading and developed an observation and feedback rubric to strengthen the whole-school approach.
- Supported teachers to develop small reading groups, analyse assessment data and engage in collaborative planning.
- Analysed year-level data to identify learning gaps and inform targeted teaching.
- Developed year-level reading targets.
- Trialled Talk for Reading across the school, with teachers attending professional learning through the Dyslexia SPELD Foundation (DSF) and implementing the trial across four classrooms.
- Reviewed the Handwriting Policy.
- Commenced the development of a Reading Room.
- Continued the MacqLit Reading Intervention Program for the second year to support Year 3–6 students, consisting of four one-hour intensive sessions per week. Students who attended regularly demonstrated significant improvement.
- Continued the Letters and Sounds Phonics Intervention Program for PP–Year 2 students for the second year, with participating students making significant gains.
- Participated in national literacy events, including Book Week and National Simultaneous Storytime.
- Showcased English learning during Open Night.
- Reviewed the Talk for Writing sequence in collaboration with teaching staff.

NAPLAN COMPARATIVE REPORTS AND PROFICIENCY LEVELS

Reading

NAPLAN Comparative Performance for Reading

Reading	Performance			Students			1	Above expected - more than one standard deviation above the predicted school
	2023	2024	2025	2023	2024	2025		
Year 3	-1.3	-1.0	-0.1	54	45	51	2	Expected - within one standard deviation of the predicted school mean
Year 5	-0.9	0.1	0.8	57	53	48	3	Below expected - more than one standard deviation below the predicted school
							0	If blank, then no data available or number of students is less than 6



Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	4%	4%	6%	8%	8%	9%	15%	16%	14%
Strong	368 – 480	26%	29%	29%	38%	41%	32%	46%	44%	44%
Developing	282 - 367	31%	33%	37%	28%	28%	28%	25%	22%	24%
NAS	281 and below	39%	33%	27%	26%	23%	30%	13%	16%	16%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and above	5%	6%	6%	11%	9%	9%	16%	17%	16%
Strong	448 - 554	42%	42%	54%	44%	42%	40%	52%	48%	51%
Developing	377 - 447	30%	32%	10%	27%	24%	27%	20%	21%	21%
NAS	376 and below	23%	21%	29%	18%	25%	24%	10%	13%	11%

In Reading, Year 3 students are above like schools. Year 5 students are similar to like schools but have shown improvement.

Writing

NAPLAN Comparative Performance for Writing

Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-1.3	-0.7	0.3	54	44	53
Year 5	-0.0	0.8	0.2	57	53	49

1

Above expected - more than one standard deviation above the predicted school

2

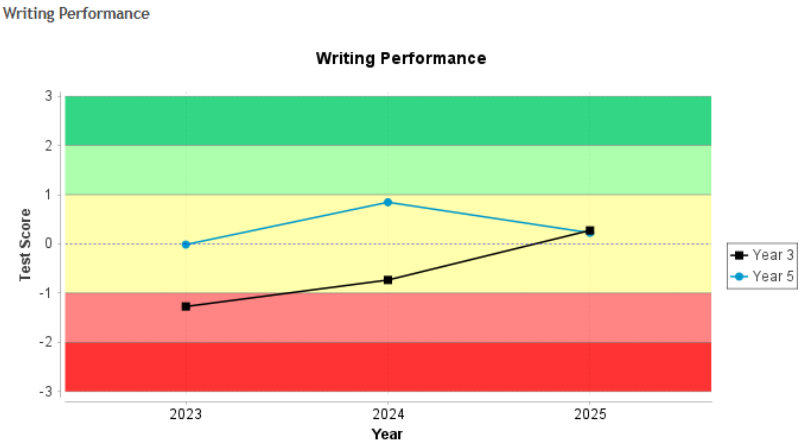
Expected - within one standard deviation of the predicted school mean

3

Below expected - more than one standard deviation below the predicted school

0

If blank, then no data available or number of students is less than 6



Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	503 and above	4%	2%	4%	3%	4%	2%	7%	7%	4%
Strong	370 – 502	46%	55%	58%	59%	62%	57%	65%	66%	68%
Developing	296 - 369	17%	23%	21%	24%	19%	21%	17%	17%	18%
NAS	295 and below	33%	20%	17%	15%	15%	19%	9%	9%	8%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	570 and above	5%	8%	0%	5%	6%	1%	9%	9%	7%
Strong	455 – 569	46%	53%	39%	45%	46%	41%	53%	53%	53%
Developing	385 - 454	21%	23%	37%	30%	27%	32%	25%	25%	26%
NAS	384 and below	28%	17%	24%	20%	21%	26%	12%	11%	12%

The writing performance of both Year 3 and 5 students has shown improvement. Year 3 students are just above like schools and Year 5 students are similar. Strong progress in lifting students into the ‘Developing’ category and reducing the proportion of students in needing additional support. Both Year levels are showing improvement.

Spelling

NAPLAN Comparative Performance for Spelling

Spelling	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-1.8	-0.9	0.4	54	45	52
Year 5	-0.8	0.3	0.2	57	53	48

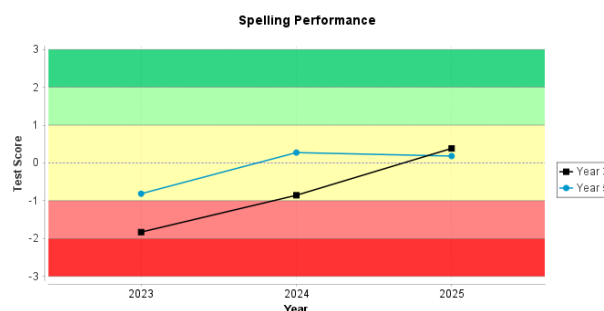
1 Above expected - more than one standard deviation above the predicted school

2 Expected - within one standard deviation of the predicted school mean

3 Below expected - more than one standard deviation below the predicted school

0 If blank, then no data available or number of students is less than 6

Spelling Performance



Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	489 and above	2%	7%	12%	9%	8%	10%	14%	14%	14%
Strong	380 – 488	26%	31%	33%	34%	38%	32%	42%	44%	42%
Developing	294 - 379	31%	22%	33%	34%	32%	32%	28%	27%	28%
NAS	293 and below	41%	40%	23%	23%	22%	26%	14%	14%	14%

Percentage of students in each Proficiency Level

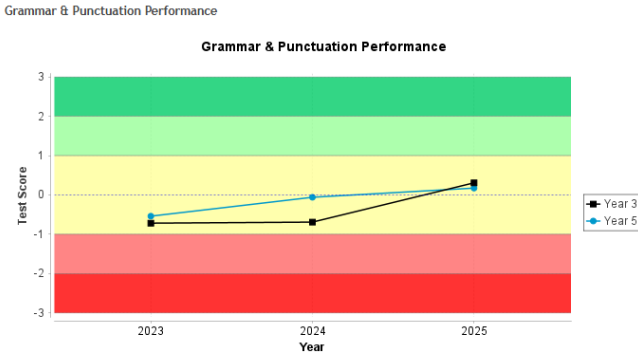
Proficiency Level	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	553 and above	2%	7%	12%	9%	8%	10%	14%	14%	14%
Strong	451 – 552	26%	31%	33%	34%	38%	32%	42%	44%	42%
Developing	378 - 450	31%	22%	33%	34%	32%	32%	28%	27%	28%
NAS	377 and below	41%	40%	23%	23%	22%	26%	14%	14%	14%

The spelling performance of Year 3 students has improved significantly with 12% in the ‘Exceeding’ Category. Year 5 students’ performance has declined slightly. Year 3 and Year 5 students are similar to like schools.

Grammar and Punctuation

NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance			Students				
	2023	2024	2025	2023	2024	2025		
Year 3	-0.7	-0.7	0.3	54	45	52	1	Above expected - more than one standard deviation above the predicted school
Year 5	-0.5	0.1	0.2	57	53	48	2	Expected - within one standard deviation of the predicted school mean
							3	Below expected - more than one standard deviation below the predicted school
							0	If blank, then no data available or number of students is less than 6



Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	523 and above	6%	0%	6%	3%	4%	4%	7%	9%	9%
Strong	404 – 522	24%	24%	23%	33%	32%	29%	42%	40%	38%
Developing	312 - 403	30%	31%	46%	35%	34%	28%	32%	28%	28%
NAS	311 and below	41%	44%	25%	29%	30%	39%	18%	21%	23%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	582 and above	5%	0%	6%	5%	4%	5%	12%	12%	14%
Strong	470 – 581	30%	42%	29%	41%	41%	35%	42%	40%	38%
Developing	397 - 469	33%	32%	31%	30%	31%	27%	26%	24%	24%
NAS	396 and below	32%	26%	33%	23%	24%	32%	13%	14%	16%

In Grammar & Punctuation, Year 3 students are performing above like schools and have shown significant improvement. Year 5 students have shown some improvement and are similar to like schools with some variation in the ‘Strong’ and ‘Developing’ categories.

INTERVENTION

MACQLIT

The MacqLit intervention program continued throughout 2025, supporting targeted students to improve their reading fluency skills as measured through pre and post WARP assessments. Overall, students demonstrated strong growth across all intervention groups, with many achieving significant increases in reading fluency and confidence. Several students more than doubled their reading scores, with some students demonstrating growth exceeding 100%. The program was particularly successful in supporting students with very low baseline reading levels, with consistent improvement evident across the year. These results reflect the positive impact of explicit, targeted literacy intervention and the ongoing commitment of staff to improving student outcomes in reading.

Macqlit Final Progress 2025
(Results based on Pre WARP Test to Post WARP Test)

*These measure students' reading fluency

Group 1:	Pre WARP Term 1	Post WARP Term 4	Progress (words)	Percentage
	31	No data		
	58	66	8	22%
	58 (term 2 start)	81	23	39%
	26	47	21	80%
	86	98	12	13%
Group 2:				
	80	102	22	27%
	85	110	25	29%
	65	90	25	38%
	54 (term 2 start)	98	44	81%
	96	114	18	18%
Group 3:				
	30	44	14	46%
	96	116	20	20%
	110	118	8	7%
	110	136	26	23%
Group 5:				
	22	57	35	159%
	23	46	23	100%
	42	90	48	114%
	21	65	44	209%
	23 (term 3 start)	41	18	78%
	74	87	13	17%
Group 6:				
	1	19	18	180%
	6	31	25	416%

	8	9	1	12%
	2	16	14	700%
	5	18	13	260%
	6 (term 3 start)	22	16	266%

LETTERS AND SOUNDS INTERVENTION

The Letters and Sounds intervention program continued across Pre-Primary to Year 3 throughout 2025, providing targeted support for 55 students requiring additional assistance in early literacy and phonics development. Data collected across the year demonstrated strong student growth in grapheme-phoneme correspondence knowledge, decoding skills and progression through the Letters and Sounds phases.

Many students made gains between Term 1 and Term 4, with a number of students progressing into or beyond expected phase levels for their year group. Students participating in the intervention showed increased confidence and improved achievement in phonological awareness and early reading skills. The consistent monitoring of student progress allowed intervention programs to be responsive to individual learning needs and contributed to improved literacy outcomes across the early years. Some students who did not demonstrate expected progress were impacted by factors such as inconsistent attendance and complex learning needs.

- Pre-Primary: Of the 16 students who participated in the Letters and Sounds Intervention Program, 100% demonstrated progress across Phase 2 and Phase 3.
- Year 1: Of the 14 students who participated in the Letters and Sounds Intervention Program, 85% demonstrated progress across Phase 2, Phase 3 and Phase 4. Several students exited the program at the end of Term 3 after achieving benchmark level expectations.
- Year 2: Of the 10 students who participated in the Letters and Sounds Intervention Program, 80% demonstrated progress across Phase 2, Phase 3 and Phase 4.
- Year 3: Of the 15 students who participated in the Letters and Sounds Intervention Program, 86.7% demonstrated progress across Phase 2, Phase 3 and Phase 4.

MATHEMATICS

2025 Strategies and milestones:

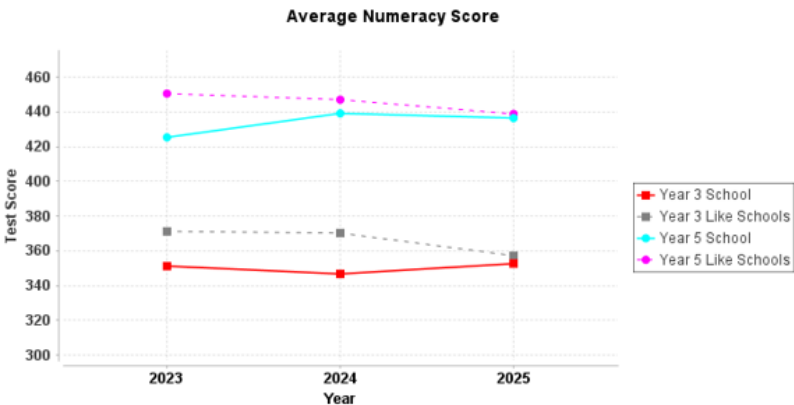
- All teaching staff and full-time education assistants received training in Number and Place Value, including assessments and differentiating with Maths facilitator, Sheila Griffin.
- The Mathematics Instructional Coach provided staff support with implementing Bond Blocks through additional training, observations and demonstrations of Bond Blocks lessons. Staff were assisted with analysing data collected throughout the year and tracking student progress.
- All teaching staff received professional development to assist them in implementing the new Western Australian Mathematics curriculum that is mandated from 2026.
- Stay and Play Maths sessions were held after school to engage our families in mathematics at home. Students and their caregivers stayed to play maths related games to engage families in activities that have a mathematics focus to assist them in practising maths in the home in a fun way. Each family that attended received a take-home pack to continue playing the games at home.
- The 2025 Kindergarten orientation pack included maths activities for caregivers to use in the lead up to their child starting Kindergarten in 2026. The Mathematics Instructional Coach also ran an orientation afternoon where the caregivers and their child engaged in mathematics activities that their children would be doing when they started Kindergarten.
- Increased resources within classroom Mathematics kits to include materials recommended by Sheila Griffin to support the development of students’ fluency in number and place value.
- The Mathematics Curriculum Overviews for each year level were updated to reflect the new Western Australian Maths Curriculum.
- Student engagement in ‘100 days of school’ whole school Mathematics activities and focus.

The student performance for numeracy currently shows that Leda PS students are below like schools. However, the Year 5 cohort made significant progress towards closing the gap between Leda Primary and like schools. This was also seen in the PAT-Maths data. Years 5 and 6 made improvements on the group mean in 2025, except for the Year 3 and 4 groups which remained the same. The Year 2 group was lower than 2024.

Comparative Performance for Numeracy

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.7	-1.0	-0.2	54	45	54
Year 5	-1.2	-0.2	0.2	57	52	49

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



MATHEMATICS cont.

The NAPLAN proficiency levels indicate a reduction in the Needing Additional Support band. However, early intervention and strong skills in early numeracy will continue to a focus. Between the 2023 Year 3 and 2025 Year 5 test over 10% of the cohort moved out of the NAS proficiency level which is encouraging to see. The Year 5 cohort has a slightly higher percentage of students in the exceeding proficiency than like school. A continued focus will be to continue to provide opportunities for students within the strong and developing levels to increase their performance.

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	493 and above	7%	2%	0%	6%	4%	3%	10%	8%	8%
Strong	378 - 492	33%	29%	35%	43%	42%	36%	50%	50%	50%
Developing	311 - 377	20%	36%	43%	27%	34%	36%	25%	27%	27%
NAS	310 and below	39%	33%	22%	23%	20%	25%	14%	13%	13%

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	577 and above	2%	2%	6%	4%	5%	4%	10%	11%	11%
Strong	451 - 576	35%	37%	27%	47%	42%	39%	53%	53%	54%
Developing	386 - 450	28%	46%	43%	30%	33%	31%	23%	23%	23%
NAS	385 and below	35%	15%	24%	20%	21%	26%	12%	12%	11%

Year	2025 Leda PS Average	PAT-Maths						
			2024 Leda PS Average	2023 Leda PS Average	2022 Leda PS Average	National Normative Average 2025		National Normative Average 2024
2	99.9		101.5	97.4	96.5	108.5		108.3
3	106.1	+4.6	106.1	102.6	107.5	115.8	+7.1	115.4
4	113.4	+7.3	113.4	113.4	110.4	121.5	+6.1	121.1
5	114.1	+0.7	117	112.6	114.6	126	+4.9	125.5
6	121.9	+4.9	123.1	121.9	120.6	129.4	+3.9	128.9

HUMANITIES AND SOCIAL SCIENCES (HASS)

In 2025, HASS was delivered through a cross-curricular approach, integrating Science, Italian, Mathematics, English, and Technology. Our commitment to the Aboriginal Cultural Standards Framework was upheld through the recognition of NAIDOC Week and National Reconciliation Week. Cultural diversity within the school community was celebrated during Harmony Week through a whole-school dress-up day, art activities, and a family picnic. The school community also participated in significant commemorative events, including ANZAC Day and Remembrance Day.



ABORIGINAL EDUCATION

In 2025, Aboriginal students at Leda Primary School were supported by a 0.6 AIEO for a Semester and our HASS Committee.

We have continued our Community Partnerships with KOYA and The Institute of Indigenous Wellbeing and Sport. Programs include KEP girls groups (Yr 4-6) and YAC boys group (Yr 4-6) that ran twice a week in school time. Our Aboriginal Students in Year 1-6 also had the opportunity to participate in Koya Club (after school homework group for students in Year 1-6) However, due to funding, the KOYA programme will not continue in its current format in 2026.

This year for NAIDOC, we celebrated the theme “The Next Generation: Strength, Vision and Legacy” with our community. The celebrations included a Smoking Ceremony by Barry Winmar and Tyson Headland from The Institute of Indigenous Wellbeing and Sport. Binar Cultural Performances performed Aboriginal Dances.

Throughout NAIDOC week, lunch time activities were held. These included rock painting, braiding and stories. We had the Water Corporation incursion as well as Basketball Workshops, braiding and beading as well as The Stephen Michael Foundation who ran TIG (traditional indigenous games).

In 2025 the school began a new partnership with The Stephen Michael Foundation. Our Year 6s participated in an 8-week Future Leaders Program that developed students’ teamwork and leadership skills.

Students in Year 5 and 6 also participated in the Traditional Indigenous Games that was run by The Institute of Indigenous Wellbeing and Sport and The Stephen Michael Foundation. At this fun day students participated in a range of Traditional Indigenous Games against other schools. Leda Primary School came second on the day. Our school continued to support Students Health and Wellbeing through collaboration with Moorditj Koort (health checks) and the EarBus organisation (ear health).



HEALTH

In 2025 the Health Committee and Action Respect team participated in workshops to strengthen whole school approaches to respectful relationships education. Through surveys and interviews with staff, students and parents we identified the common need of resilience, empathy and self-esteem. A plan was developed to implement Morning Meetings to provide a consistent approach to teaching students the social, emotional, and interpersonal skills needed to succeed academically and socially. A group of teachers and classes across Pre-primary to Year 6 were chosen to pilot Morning Meetings to begin in 2026.

The School Chaplain attended training for the program GRIT (Growth, Resilience, Integrity, Traction) which was implemented with the Year 5 students. The GRIT program promotes personal growth and builds resilience in children and equips them with tools to confidently approach challenges and change.

The School Chaplain ran small group, play-based social and emotional lessons in Kindy and Pre-primary classrooms twice per week working on social skills to support positive interactions with others in the classroom and playground. Teachers have been using the school-based Scope and Sequence that links PBS, Health Curriculum, Protective Behaviours and Friendly Schools into a yearly lesson overview across the school.

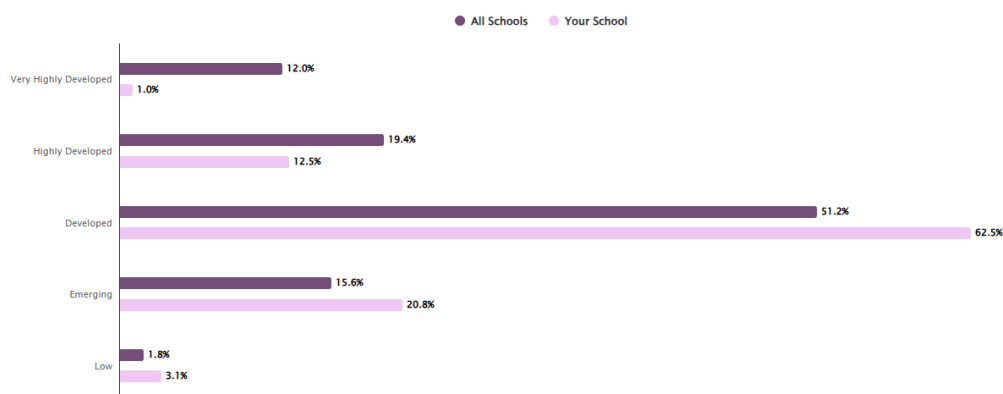
Students from Year 2-6 participated in the PAT Social and Emotional Wellbeing testing. This data was reviewed with staff at a staff meeting where teachers looked at data in their own year levels and noted trends and patterns. This testing has been planned to be repeated in 2026 to gain some longitudinal data around this area.



2025 Results

Overall social-emotional wellbeing

The overall social-emotional wellbeing report provides a comparison of all students from your school and all schools, as distributed across each of the five developmental levels.



R U OK Day



PHYSICAL EDUCATION

In 2025, Physical Education continued as a specialist subject, with all students from Kindergarten to Year 6 participating in regular, structured physical activity each week.

Early Childhood Education:

In early childhood, students participated in a range of play-based learning experiences designed to develop fundamental movement skills. Lessons focused on body management and locomotor skills such as running, jumping, balancing, and climbing. Students also began to explore object control through simple throwing, catching, and striking activities, while learning to follow rules, take turns, and engage cooperatively with others.



Years 1-6

Across Years 1 to 6, students further developed and refined their fundamental movement skills, applying them in increasingly complex and dynamic environments. Lessons emphasised movement concepts, game sense, and strategy, allowing students to make decisions, solve problems, and work effectively as part of a team.

Representatives from Leda Primary School participated in various events hosted by the Kwinana Schools Sporting Association (KSSA), including the Cricket Carnival, Winter Sports Carnival (soccer, netball, hockey, and Australian Rules football), Cross Country Carnival, and the Athletics Carnival.



Leda celebrated some outstanding team success, with our netball team winning the Winter Sports Carnival and our girls' cricket team taking first place in the Cricket Carnival. Leda also celebrated individual successes in interschool sport, with a Year 4 student placing 2nd in Cross Country, a Year 5 student placing 3rd in Cross Country, and a Year 4 student achieving runner-up champion boy in the Athletics Carnival. Swimming lessons were conducted in Term 4 for students from PP to Year 6. It was pleasing to see such strong attendance, with many students demonstrating improvement in their swimming skills and confidence.

MUSIC

In 2025, the Music programme at Leda Primary School remained a vibrant and valued part of the curriculum, providing students with engaging learning experiences that were aligned with the WA Curriculum. The continued use of a structured colour-coded approach to teaching notes on the recorder, ukulele and xylophones supported student understanding, resulting in greater confidence and improved outcomes across year levels.

A group of ten Year 5 students extended their musical development through participation in the IMSS programme, while ten Year 6 students continued their learning on clarinet and brass instruments. Lessons were designed to allow students of varying abilities to access the content and demonstrate progress at their own level. Ongoing professional learning ensured the delivery of a relevant and high-quality programme.

Performance remained a key feature of the programme, with students participating in a range of school and community events that built confidence and strengthened connections beyond the classroom. The school choir took part in a musical drama performance at the Crown Theatre, telling the story of Hansel and Gretel, as part of WAGSMS.

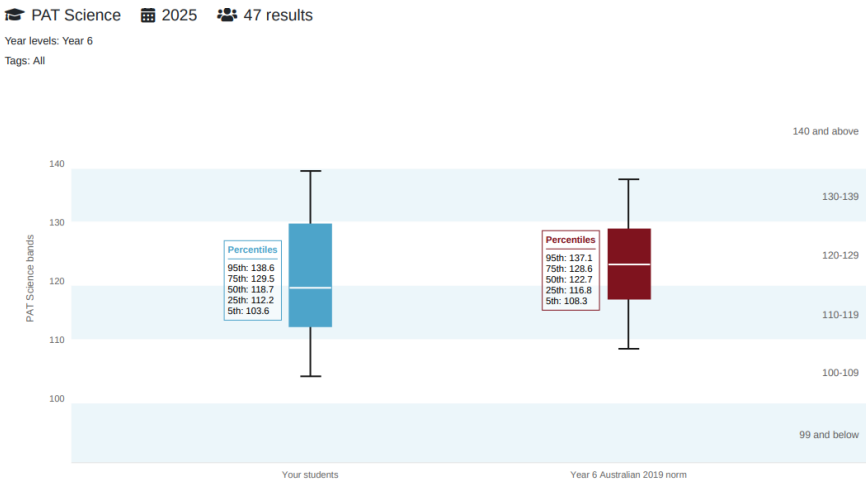
Opportunities to learn and perform songs in Aboriginal language continued to promote cultural awareness and respect. The music programme fostered enthusiasm for music, reinforced positive behaviours in line with the PBS Matrix, and provided an inclusive environment where all students were supported to succeed.



SCIENCE

In 2025, the Science learning area maintained a strong focus on developing students’ inquiry skills through hands-on, investigative learning in line with the Science curriculum. Across all year levels, students planned and conducted investigations, analysed results and communicated their understanding using appropriate scientific language. Teaching programs supported the development of knowledge in the science understanding strands across all year levels, while building skills in questioning, predicting, observing and reflecting. Whole school events such as Science Week helped to build curiosity and enthusiasm for science.

Analysis of the 2025 PAT Science data shows steady improvement across most year levels, with increased average scores and more students achieving at expected levels. While some cohorts remain slightly below national norms, the overall trend indicates positive growth. The Year 6 cohort of students showed significant progress. This data will continue to inform targeted teaching and support in 2026, with a focus on further strengthening scientific understanding and inquiry.



TECHNOLOGIES

Business Plan Goal - Educators embedding the use of digital technologies into teaching delivery.

In 2025, students at Leda Primary School engaged with the Technologies curriculum through access to a range of digital tools, including iPads and laptops. These tools supported creativity, collaboration and problem solving, while enabling students to develop important skills for a digital world.

Digital Technologies was delivered by specialist teachers. A strong emphasis was placed on online safety, with explicit teaching to support students in making responsible choices and keeping themselves safe online. Students also participated in the Alcoa Foundation Real World Digital Technologies partnership with Scitech, which provided authentic learning opportunities through classroom workshops, teacher support, and real-world applications of digital technologies concepts. As part of this program, the school hosted a Catch a Hacker community event, where families worked together to solve digital challenges to identify the hacker.



Design Technologies was taught by classroom teachers, supported by the Technologies Leader. Students engaged in hands on design processes to generate and create solutions to real world problems, using a range of materials and technologies. The Year 5 classes worked in partnership with Questacon to research, design and build solar ovens, applying the design process to explore sustainable energy solutions.



The **Technology Support Coach** supported teachers to build confidence and capability in integrating technologies into their classroom programs. This included providing in class support, modelling lessons, co-teaching and facilitating professional learning opportunities to strengthen the effective use of digital tools across the curriculum.

A group of Year 6 students attended the It Takes a Spark STEM Conference, where they engaged in hands-on STEM learning experiences and workshops designed to inspire innovation, problem-solving and future pathways in science, technology, engineering and mathematics.



LEARNING ENVIRONMENT

POSITIVE BEHAVIOUR SUPPORT (PBS)

We continued to strengthen our whole school approach to providing a positive and inclusive learning environment.

Our PBS expectations are:

- We are respectful
- We are responsible
- We show self-control
- We are learners



When students demonstrated the expectations, they were acknowledged with behaviour tokens. When each faction reached the set targets students were rewarded with a variety of activities including:

- Icy pole day
- Picnic lunch
- Free dress – team colours
- Silent disco

Incentives were introduced in 2025 to reward students who were showing the weekly expectations. Teachers were encouraged to hand out positive behaviour slips which were put into a fortnightly draw. Five students from each block were drawn at assembly. They could then spin the ‘PBS wheel’ and win a prize. This has increased student awareness of our weekly PBS focus as well as reduced incidents of misbehaviour in the playground.

The school continued to focus on the importance of maintaining Good Standing. Students who maintained their good standing were eligible to participate in the PBS rewards.

STUDENTS AT EDUCATIONAL RISK 2025

Students at Leda are supported by the Student Services Team. This team is made up of the Principal, Deputy Principals, AIEO, Chaplain and School Psychologist. This team meet to share information and make plans to support Students at Educational Risk. This year we moved away from having a dedicated Learning Support Co-ordinator to Line Managers overseeing SAER students.

During 2025, the Student Services team:

- * Provided the extensive use of school support staff to support children with Documented Plans.
- * Provision of on-going professional learning for teachers who teach children with special needs.
- * Enabled the utilisation of the expertise of the School Psychologist and the School Chaplain across the school.

The school continued to use a data base for tracking students at Educational Risk with the aim of tracking students with the most recent and up to date information.

We accessed support from other Education Department providers such as SSEN:BE, SSEN:D and SSEN:Sensory.

STUDENT ATTENDANCE AND ENGAGEMENT

During 2025 the Student Services team supported:

- * The on-going communication to families regarding appropriate attendance.
- * The continuation of badges to reward students with 90% and above attendance at school.
- * The continuation of attendance trophies at assembly for classes with the highest attendance and the most improved attendance
- * In 2025 student attendance at Leda PS total school attendance was 85.4% which is still above like schools by 0.7%. However, this shows a decline in the attendance percentage rate than in previous years. Attendance was 86.7% in 2023 and 87.3% in 2024.
- * Our Aboriginal Student attendance has dropped to 75.9%. This is a decrease of 5.7%. Compared to Like Schools our Aboriginal Student attendance remains above by 3.8% and compared to WA Public Schools we are above by 2.7%.

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	88.1%	88.4%	90.3%	79.9%	74.8%	74.3%	86.7%	86.4%	88.9%
2024	88.5%	89.2%	91.0%	81.6%	76.6%	74.3%	87.3%	86.9%	89.4%
2025	88.0%	88.0%	90.7%	75.9%	72.1%	73.2%	85.4%	84.7%	89.1%

2025 School Year



ANZAC Ceremony



P & C Appreciation Day



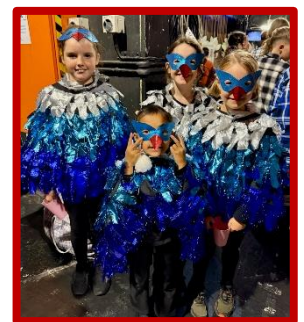
- ANZAC Day Ceremony
- National Simultaneous Storytime
- Faction and Interschool Athletics
- Leda Eco Action Club
- 100 Days of School
- NAIDOC Week
- Nom! Schools Incursion
- Yr 6 Big Days Out
- Harmony Day
- Easter Hat Parade
- Ride /Walk to School Day
- After school Stay and Play Sessions
- R U OK Day



Reconciliation Week



Crown Performance / Assembly



Year 6
Big Days Out



2025 Financial Summary

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	450,000	461,476
Carry Forward (Salary)	674,882	674,882
STUDENT-CENTRED FUNDING		
Per Student	3,110,998	3,110,998
School and Student Characteristics	1,427,445	1,427,445
Disability Adjustments	92,299	92,299
Targeted Initiatives	374,865	374,865
Operational Response Allocation	1,940	1,940
Total Funds:	5,007,547	5,007,547
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(164,150)	(164,150)
School Transfers - Cash	264,150	264,150
Department Adjustments	(13,843)	(13,843)
Total Funds:	86,157	86,157
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	4,200	4,044
Charges and Fees	30,188	30,188
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	628	628
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	40,000	5,229
Other Revenues	46,180	44,747
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	121,196	84,836
TOTAL	6,339,782	6,314,898

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,082,377	4,082,377
New Appointments	0	0
Casual Payments	342,816	342,816
Other Salary Expenditure	4,459	4,459
Total Funds:	4,429,652	4,429,652
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	33,190	18,526
Lease Payments	65,907	58,964
Utilities, Facilities and Maintenance	202,281	175,648
Buildings, Property and Equipment	319,070	89,860
Curriculum and Student Services	249,712	194,511
Professional Development	30,200	16,127
Transfer to Reserve	0	0
Other Expenditure	12,970	5,469
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	913,330	559,105
TOTAL	5,342,982	4,988,757