



# Excelsior

# Primary School

Independent Public School



**Annual Report 2025**

## Principal's Address

It is with great pleasure that I present our 2025 Annual Report. This report provides our parents, staff, students and the broader community with a detailed overview of the school's activities, performance and progress throughout the year. It highlights our achievements while also identifying areas for continued growth as we move forward.

As the second year of our 2024–2026 Business Plan, 2025 saw a continued strengthening of whole-school approaches designed to improve consistency and enhance student outcomes. Our ongoing implementation of Positive Behaviour Support (PBS) has remained a strong focus, supported by the publication of Staff and Parent Handbooks and a continued emphasis on the acknowledgement of positive behaviours through distributed tangible acknowledgements and assembly prize draws.

Throughout 2025, we continued to embed coaching cycles across the school to strengthen teacher capacity and further raise student achievement. These cycles have enabled staff to refine high-impact teaching strategies, engage in reflective practice and ensure greater alignment between planning, instruction and assessment. The introduction of Phase of Learning Teams has also enhanced collaboration, shared planning and collective efficacy across year groups. This structure has contributed to greater consistency and reduced variance between classrooms, providing all students with cohesive, high-quality learning programs.

Our Successful Learner Attributes have become increasingly evident in classrooms, with students demonstrating greater confidence, resilience and responsibility for their learning. Inspired by our focus on Growth Mindset, students continue to embrace “The Power of Yet” and are becoming more independent learners who actively set goals and monitor their progress.

I would like to acknowledge the dedication of our School Board and P&C, whose commitment and support have played an important role in improving opportunities and resources for our students. Our P&C continues to be highly visible and deeply valued, and I extend my sincere thanks to the many volunteers who contribute their time and skills throughout the year. Their involvement remains an essential part of our school community.

I hope you find our Annual Report informative and that it supports your understanding of the school's operations, performance and direction. It is important that the information in this report is considered alongside student reports, parent-teacher interviews, school newsletters and regular communication with staff.

As we continue our improvement journey into 2026, we remain focused on delivering high-quality learning programs, maintaining low variance across classrooms and achieving positive outcomes for every student. As always, ‘The Excelsior Way’ guides our planning, decision-making and daily practice.

*Jayna Grantham*  
Principal



## School Overview

Excelsior Primary School is an Independent Public School located in the suburb of Canning Vale with an enrolment of 328 students in 13 classes from Kindergarten to Year 6. Our school opened in 2005 and prides itself in the inclusive welcoming culture that embraces our students, parents and wider community. We have an abundance of grass and open space along with several playgrounds, basketball and tennis courts, large oval, enclosed Undercover Area, specialist classrooms including a purpose-built Science Room and Library along with four open planned teaching blocks.

Excelsior Primary School has a dedicated, student focused professional learning community who is committed to striving for excellence in teaching and learning to support personal academic and social growth, active citizenship and lifelong learning for all. The drivers for our continual school improvement are, Excellence in Teaching and Learning, Excellence in Leadership, Excellence in the Learning Environment and Excellence in Community Partnerships.

High Expectations are held for staff and students alike and are focused on providing our students with every opportunity to succeed and develop the skills and attributes to become confident, lifelong learners. Our teaching staff deliver high-quality education programs which are differentiated to meet individual learning needs. We aim to engage every student in the learning process to raise academic standards across all areas of the Curriculum with a clear vision and the establishment of effective management structures to support achievement. We showcase our outstanding specialist area of The Arts, including Music, Instrumental Music and Visual Arts in biennial musicals and Open Evenings along with our innovative STEM program. Our students participate in regional competitions and activities such as Numero, Synergy Solar Car Challenge and the Massed Choir Festival.



## School Overview

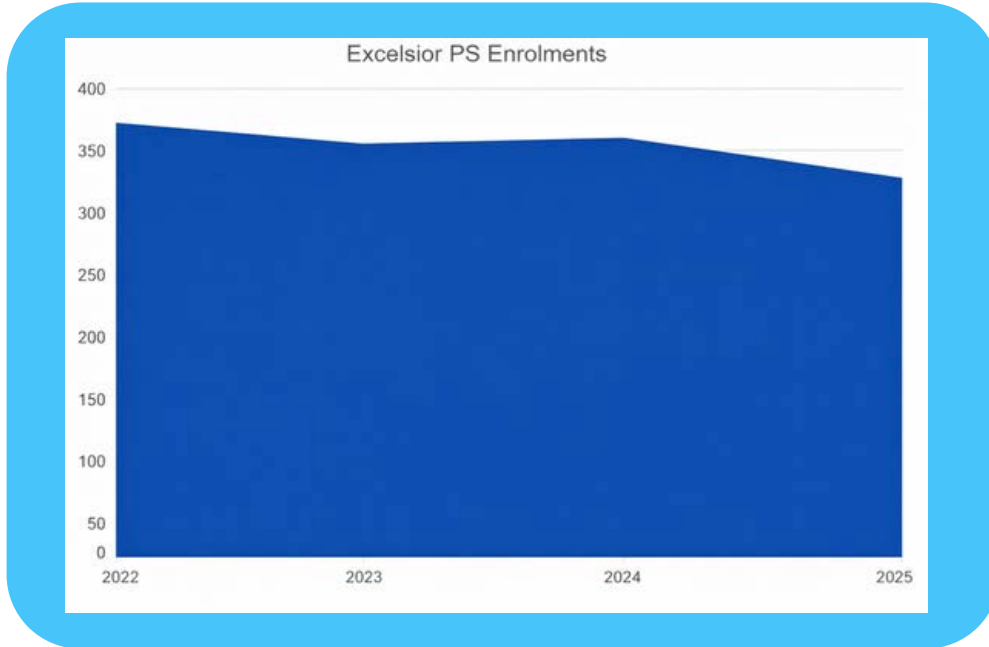
We aim to support and promote academic excellence for every child through explicit teaching, higher order thinking skills, cooperative learning and instructional strategies. Quality moderation, assessment, feedback and reflection informs whole school improvement planning. For everyone at Excelsior, every child matters every day. Up-to-date ICT requirements ensure wireless access, iPad and laptop technology, Apple TV's and electronic whiteboards in all classrooms. The iPad 1-1 Program for Years 4-6 students adds a digital resource to further enhance student progress and achievement. ICT is an embedded tool at Excelsior for teaching and learning in an integrated curriculum that supports academic excellence.

Our school vision is reflected in our school motto of Excite, Explore, Excel and embedded in our whole school ethos, 'The Excelsior Way'. The Excelsior Way is our local innovative assimilation of values and beliefs for our whole school community, based on the 4Rs of Respect, Relationships, Responsibilities and Reach for the Stars. Other programs such as KIDDO, Aussie of the Month, National Australian Values, Excel Club, Higher Order Thinking and Cyber Safety integrate neatly into The Excelsior Way and support students to develop the skills and understandings to become active and productive citizens. We pride ourselves in our school wide approach to sustainability, with all students engaged in a range of in-class and whole school sustainability practices.

We value and acknowledge that a strong partnership with parents and community supports and encourages, success for all students, regular attendance, high engagement, a safe school environment and positive and productive relationships. Our School Board and Student Council are integral participants in the leadership of our school and our P&C works alongside us to provide additional resources, increase parent engagement and feedback and to run exciting student events such as Colour Fun Run and the P&C Disco. Harmony Week, NAIDOC Week, ANZAC Ceremony, The Arts Week and a multitude of other exciting events and activities are supported by strong community participation and engagement. Our school is a positive reflection of our wonderful wider community which encourages and supports our students to be responsible and productive citizens.



## Student Numbers and Characteristics



The decline in enrolments has continued as expected. This has been due to the aging demographic of our catchment area, families moving for economic reasons and our catchment area has no areas for development. As expected, we had a decrease in numbers this year due to our small Year 6 cohort.

## Post School Destination



**Harrisdale SHS**  
**Canning Vale College**  
**Kelmscott SHS**  
**Lynwood SHS**  
**Carey Baptist College**  
**Rossmoyne SHS**  
**Armadale SHS**  
**Providence Christian College**  
**Mercedes College**  
**Applecross SHS**  
**John Curtin College of the Arts**  
**Lemming SHS**  
**Australian Islamic College Forrestdale**

## 2025 Staff Composition

### Staff Information

	No	FTE	ABL
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	19	14.8	0
<b>Total Teaching Staff</b>	<b>19</b>	<b>14.8</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	4	2.5	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	10	6.7	0
<b>Total Allied Professionals</b>	<b>15</b>	<b>10.0</b>	<b>0</b>
<b>Total</b>	<b>37</b>	<b>27.8</b>	<b>0</b>

Staff at Excelsior Primary School are merit selected and are committed to enhancing the inclusive, positive whole school culture. Our teaching staff are highly competent, professional, collaborative and student focused. They are committed to teaching for impact and delivering high quality teaching and learning programs that are engaging and incorporate student voice. They have a shared pedagogy which is evidence based and targeted for year-on-year student progress.

We have dedicated Allied Professionals who are an invaluable part of our team. This includes, Education Assistants, clerical and administration, gardening and maintenance and cleaning staff. Our Education Assistants are an integral part of our teaching team. They support our teachers by working in small groups and individually with students on targeted intervention strategies to improve student outcomes.

## Student Attendance

The data in the table alongside shows we have had an upward trend in attendance over the last three years. We are above WA Public Schools and Like Schools but have not achieved our Business Plan Target of 93% or higher. Our attendance has been impacted by international family holidays, cultural days and late arrivals. We will continue to employ strategies to maintain the upward trend.

### 2025 Overall Attendance

Year	School	Like Schools	WA Public Schools
2023	91.5%	90.7%	88.9%
2024	92.6%	91.5%	89.4%
2025	91.7%	91.0%	89.1%

## Strategies to address non-attendance

We have maintained our focus on attendance and implemented key strategies, where appropriate, including following up via parent phone calls and letters. Student engagement to support regular attendance is further enhanced by:

- A whole school ethos of, Excelsior Way, supporting positive health and wellbeing and academic achievement.
- Evidence-based whole school approaches to support student interest and engagement.

## From our School Board Chair

The school board works closely with Mrs Grantham to make sure Excelsior is doing its best for students, teachers and the community. This includes approving certain expenditure by the school and the school dress code - even Leaver's shirts! 2025 was a great year for Excelsior with some great NAPLAN results, lots of wonderful community days and many upgrades and improvements around the school.

This included the new PA system for the assembly area and my favourite addition - the wonderful Waterland's mural by Ms Davidson. Many thanks to the P&C for enabling so much of this and raising so much for the school, really making it possible for the school and community to reach for the stars!

*James Offer*

School Board Chair



## From our P&C President

Our P&C plays an important role in supporting our school community by working in partnership with staff, families, and leadership to enhance opportunities for students. Through fundraising events, volunteering, and community engagement, the P&C helps provide resources and improvements that directly benefit the school environment and student experience.

In 2024 a key achievement was contributing the majority of funding, \$20,000, towards the purchase and installation of the new Undercover Area audio system, which enhances assemblies, performances, and whole-school events. We have recently contributed \$20,000 to A Block playground improvements as our 2025 contribution.

The P&C is proud to support the school through events such as fundraising activities and special events, such the disco and colour fun run that foster school spirit and engagement. We thank our dedicated volunteers, families, and school staff for their ongoing support and collaboration, which allows us to continue making a positive impact within our school community.

*Amie Crosswell*

P&C President



## Literacy

2025 saw a 'deep dive' into Reading instruction in our K-2 classes based on inconsistent Reading NAPLAN results. Being selected to take part in the Leading Cultures in School program, we have used the Collaborative Complex Problem-Solving Thinking Tool to analyse our teaching and learning programs, data and data collection practices. This has led to us investigating research in current evidence-based practice and robust discussions surrounding our current programs. This will be a driver in 2026, guiding further investigation and implementation of a low variance Reading curriculum, in conjunction with high impact instructional strategies in all Literacy lessons to support student learning and growth across all aspects of English.

## Key Strategies in 2025

- A continued focus on implementing the Western Australian Curriculum.
- Collaborative year level planning to ensure the delivery of consistent programs across year levels.
- The development of a Literacy Daily Review Template for staff to use, ensuring consistency across all year levels.
- High impact instructional strategies and participation tactics ensure students are engaged in learning experiences.
- Use of the Excelsior Writing Scope and Sequence to ensure planning and programs cover the breadth of the Writing curriculum.
- Whole class and small group (focus) Reading instruction using a range of vocabulary rich, high interest texts appropriate to the learning abilities of the reader.
- Teacher surveys to elicit current teaching practices in Reading for K-2.
- The Science of Reading (Scarborough's Reading Rope and the Five Pillars of Reading) investigated from a variety of sources, and processes started to ensure this forms the basis of our Shared Agreed Reading Practice.
- Seven Steps for Writing used as a resource across Grade 4-6.
- Talk 4 Writing (Pie Corbitt) in K-3 classrooms, following our 'Commitment to T4W' document.
- K-2: Letters and Sounds (oral language/phonics program) – lesson template developed this year to ensure low variance and regular assessment with data interrogation sessions built into Phase of Learning meetings.
- Year 3 – 6: SoundWaves program with consistent assessments as per our 3-6 Assessment Schedule.
- Novel Studies in Year 4-6 with this being extended to Year 3 in 2026.
- Heggerty Phonemic Awareness program implemented across K-2 classes, including regular assessment to monitor and plan for student progress.
- Intervention programs, MiniLit and MacqLit, implemented to support students identified through specific testing that require reading intervention.
- Education Assistants working with small groups to bridge gaps in learning identified through assessments.
- Common Assessment Tasks across year levels to ensure staff are making consistent judgements when reporting.
- Use of KAT and On-entry Assessment data to support teaching Kindergarten and Pre-Primary
- Use of On-entry, NAPLAN and SAIS data (using the Elastik platform) to inform teacher practice and delivery of effective programs.
- PAT Reading to track student progress and identify teaching target areas.
- BrightPath/Elastik assessment to show individual Writing progress with moderation during Phase of Learning meetings, including discussions based around target setting and attainment.
- Dibels assessment tool used across the school to identify students who need support and intervention.
- Book week celebrations to support and foster a love for quality literature, including a Book Week Parade.
- Participation in National Simultaneous Story Time 2025.
- Opportunities to extend and challenge high achieving students by participating in the Speak Up Awards.
- Participation in the Prime Minister's Spelling Bee for Year 3-6 with students reaching State Final level.

## Results

This year, we refined our Assessment Schedule, making adjustments based on the timing and effectiveness of each assessment, ensuring that we have breadth in our data. We spent time identifying specific focus students who could be extended further and started to align our teaching and learning with the Science of Reading, beginning with Vocabulary.

# Literacy Data Analysis

## NAPLAN

Business Plan 2024-2026 Targets:

- Improve the achievement of the stable cohort in NAPLAN English by value adding 2 bands from Year 3 to Year 5 with a minimum achievement of Band 4

Reading					Writing					Spelling					Grammar/Punctuation				
Year	Year 3		Year 5		Year	Year 3		Year 5		Year	Year 3		Year 5		Year	Year 3		Year 5	
	EPS	Like Schools	EPS	Like Schools		EPS	Like Schools	EPS	Like Schools		EPS	Like Schools	EPS	Like Schools		EPS	Like Schools		
2018	421	439	505	505	2018	410	408	471	458	2018	413	418	504	498	2018	428	435	516	504
2019	437	423	530	508	2019	447	421	487	472	2019	451	407	527	496	2019	460	430	520	498
2021	429	441	521	514	2021	436	440	509	491	2021	416	424	535	511	2021	418	438	524	505
2022	459	446	503	515	2022	449	419	487	480	2022	450	430	520	510	2022	442	447	497	509
2023	422	404	489	502	2023	441	423	487	493	2023	435	411	502	500	2023	436	412	492	505
2024	408	405	502	493	2024	437	422	516	481	2024	432	406	512	491	2024	421	410	512	502
2025	437	396	508	476	2025	432	415	512	481	2025	425	402	512	488	2025	440	400	523	499

Year 3	Our mean	National	Like schools
Reading	437	402	396
Writing	432	414	415
Spelling	425	405	402
Grammar &	440	408	400
Year 5	Our mean	National	Like schools
Reading	508	480	476
Writing	512	485	481
Spelling	512	487	488
Grammar &	523	497	499



Our Year 3 and 5 students achieved above like schools and the national mean in all Literacy NAPLAN assessments in 2025, however, when looking closer at our longitudinal data, making comparisons with previous years, our results are generally on a downward trend, apart from Year 5 Writing, Year 3 Spelling and Year 3 and 5 Grammar and Punctuation. It is this trend that has led us to begin thoroughly investigating our whole school practices in this area.

## PAT/Brightpath/Elastik Writemark

In response to lower PAT Reading results in our Year One cohort in 2024, more support was provided this year to our Year One and Two classes during Literacy Blocks in the form of a trained Education Assistant. Phonics instruction is planned based on student need and groupings are flexible based on regular data collection cycles. Brightpath and Elastik Writemark are used across Excelsior Primary School to monitor, track and assess Writing. A common assessment is set across the PP-6 classes which is then used for moderation and planning within year levels. When identifying strengths and weaknesses, vocabulary continues to be an area to improve. Moving forward, we have made this a priority in Phase of Learning team meetings throughout the year, with a Vocabulary Scope and Sequence being developed across all Learning Areas, including specialist subject areas.

## Improvement Strategies

- Talk 4 Writing Commitment document to be updated by K-3 teachers. Any new staff to attend training.
- High impact instructional strategies supported through continuance of Impact Coaching.
- EPS Literacy Daily Review Template and Ochre Education to be used in all classrooms.
- Assessments to be implemented as per the Excelsior Assessment Schedule with a focus on tracking progress, intervention and moderation.
- Vocabulary Scope and Sequences to be finalised and implemented.
- Syntax project to be used as a resource for teaching grammar and punctuation.
- EAL/D operational plan and policy with Progress Maps used to track development.
- MiniLit and Macqlit programs will continue to support students identified through testing that require reading intervention.
- Education Assistants to work with intervention groups in Literacy development.
- Scribblers Festival 2026 for selected Year 4/5 students who show an interest and passion for creative writing.
- Continue to offer students the opportunity to develop their public speaking skills by participating in Speak Up Awards 2026.
- Parents invited to be part of our annual Book Week Dress Up Parade to encourage family support to promote literacy.
- Potential author visit for 2026



## Numeracy

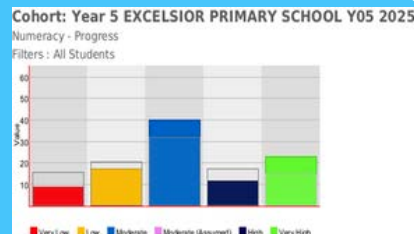
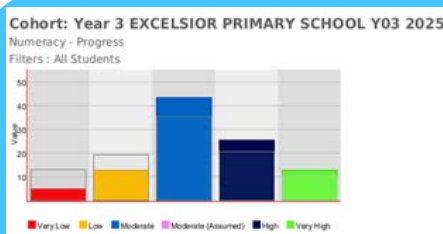
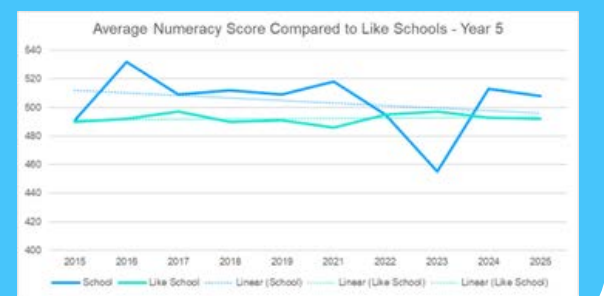
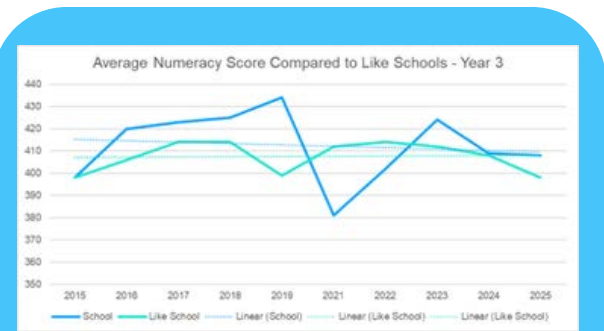
In 2025, in line with our Business Plan Targets, improving student achievement and progress remained a priority. This will be achieved through the continuation of a whole school math program, increased focus on data to inform teaching and upskilling of staff in teaching for impact.

## Key Strategies in 2025

- Use of reporting summary and On-entry Assessment data to support teaching Kindergarten and Pre-Primary.
- Use of On-entry, NAPLAN and SAIS data to inform teacher practice and delivery of effective programs.
- Use of National Quality Standards to ensure nationally consistent delivery of programs from K-2.
- Collaborative planning at a cluster and year level to provide a common focus of math concepts and strategies over a set period.
- Explicit teaching of Math concepts and strategies.
- High impact strategies being used by all staff
- Introduction of Math Trek by Firefly as the new Math program across Year PP-6. Workbooks and digital content in Year 3-6 and Digital Content only for Year PP-2.
- Use of Math Trek Assessments to ensure consistency of assessment across classes and moderation. A whole school Excel Spreadsheet was created to record data.
- Use of CAT tasks where needed to complement Oxford assessment.
- Continued focus on teaching of mathematical and mental strategies in P-6.
- Senior student participation in NUMERO competition.
- Use of senior students to assist junior classes in NUMERO when needed.
- Introduction of a Senior Teacher to assist other teachers in effective use of NUMERO in class, and to run the NUMERO squad for interschool.
- Paul Swan Boxes continue to be added to for implementation of effective warm-ups.
- Years 3-6 participated in Have Some Fun Online
- Free play areas for STEAM challenges at lunch and recess.
- Replenishment of hands-on resources and math equipment in classrooms.
- Continuation of coaching cycles with a focus on full participation tactics and improving student engagement, as well as effective use of daily reviews.
- Promotion of successful learner attributes and PBS in classrooms to encourage greater engagement.

## NAPLAN

Year	Year 3		Year 5	
	School	Like School	School	Like School
2022	402	414	495	495
2023	424	412	455	497
2024	409	408	513	493
2025	408	398	508	492



# Numeracy Data Analysis

Excelsior Primary is performing above the National and Like School average in Year 3 and Year 5 in NAPLAN. This is an improvement from 2024 where we were well below.

11.9% of students in top band compared to 7.5% in like schools in Year 3.

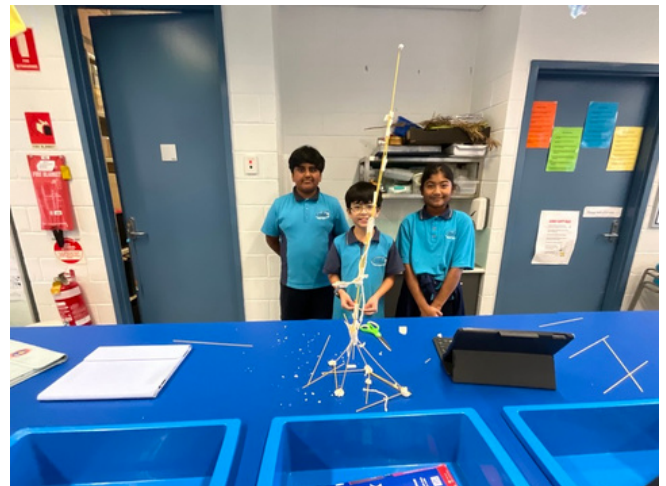
In Year 5, 25.7% of students were exceeding their proficiency compared to 10.7% in like schools.

These results indicate our focus of trying to extend our top end students is having some success as not only are we having a large percentage demonstrating exceeding proficiency, but we are also seeing a high number of students achieving very high progress.

## Improvement Strategies for 2026

In order to not only maintain our current achievement levels, but to improve our student's progress we will use the following strategies:

- Teachers to share successes and/or areas for improvement with daily reviews at staff meetings.
- Improved use of Math Trek assessment data to guide teaching, both identifying where we can challenge more capable students, as well as identify students at risk that require additional support.
- Use of moderation and analysis of school-based assessment data to identify common areas of strength and weakness across the school.
- Use of Math Trek Program across PP-6. Online books for PP-2, hard copy books 3-6.
- All year levels to use and record results of Math Trek assessments.
- Continuation of Senior Teacher Mentoring in NUMERO to improve effective use of this across all year levels.
- Enter selected students in Have Sum Fun Online, NUMERO and Solar Car Challenge competitions.
- Targeted use of Allied Professionals to assist in improving student outcomes.
- An increased focus on explicit instruction and more teachers to be upskilled in Teaching for Impact strategies.
- Coaching cycles to continue.



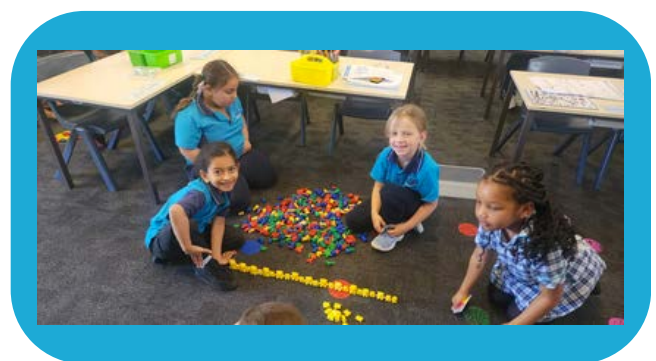
## Early Childhood Education and On-Entry

Teaching and learning in the Early Childhood years (Kindergarten to Year 2) at Excelsior Primary School is guided by a commitment to a guaranteed and viable curriculum across all learning areas. In alignment with the Excelsior Primary School Business Plan 2024–2026, teachers implement a balanced approach that combines play-based learning with explicit teaching. Planned, hands-on learning experiences and clear instruction, supported by high-impact teaching strategies, ensuring learning is purposeful, engaging and developmentally appropriate. Teaching practices are aligned with the National Quality Standard and the Early Years Learning Framework to support the holistic development of all early learners.



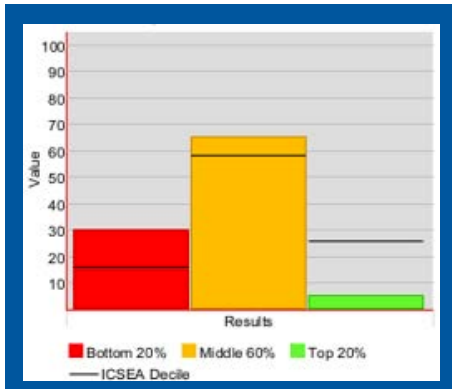
### Key Strategies in 2025

- A continued focus on implementing the Western Australian Curriculum, EYLF (K) and NQS.
- Collaborative staff planning and common assessment activities.
- Creation of a Middle Leadership team in 2024 for an effective communication system within the school.
- Use of KAT and On-entry Assessment data to support teaching Kindergarten and Pre-Primary
- Whole school synthetic phonics program – K-2: Letters and Sounds.
- Heggerty Phonemic Awareness program implemented across K-2 classes.
- oBrightPath/Elastik assessment to show individual Writing progress (PP -2)
- Implementation of Talk for Writing to improve individual Writing outcomes.
- Teaching strategies to increase percentage of Pre-Primary students reaching recommended end-of-year points (On Entry Assessment) in both Literacy and Maths.
- Teachers trained and/or coached in explicit teaching strategies with Teach Well.
- Teachers value and promote planned play as a critical and integral part of learning, problem solving and wellbeing in the early childhood years.
- Maintain and develop strong connections with Families and the Excelsior Community.
- Provide parent workshop to provide education for parents on home reading programs, and literacy strategies families can use at home to strengthen the home-school literacy connection.
- Implementation of Maths Trek as the Whole School Maths Program.
- Development of an Early Years shared Literacy Science of Reading document, specific for Excelsior PS for low variance and a whole school approach to improve Literacy targets.

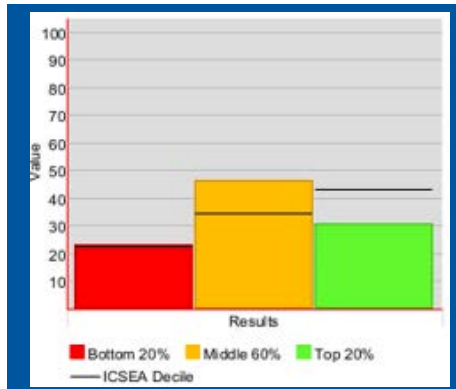


## On-Entry Pre-Primary Base Data

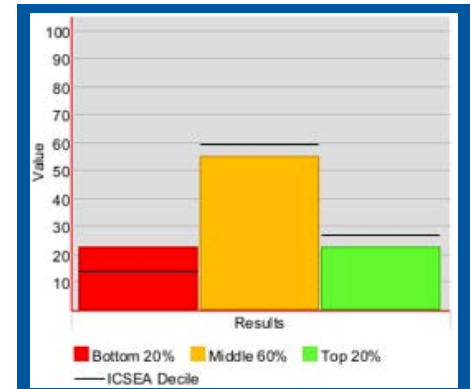
### Reading



### Writing



### Numeracy



The graphs above show our results in comparison to 'Like Schools' who have a similar ICSEA

The graphs above depict the progress of our Yr 3 students from their On-Entry results in pre-primary. Reading has been identified as a focus area as we have more students in the bottom percentile than, 'like schools'. We have a large portion of students who begin school with English as a Second Language and thus speak limited English. Targeted intervention has been implemented with vocabulary development, EAL/D resources and strategies, and small group work to progress the students further.

Subitising, recognising numerals and matching numerals to quantity were areas of strength for our pre-primary students. Numeracy tasks are more concrete and less language-dependent and therefore are more accessible for our EAL/D students.

## Improvement Strategies for 2026

- Middle leadership staff (Phase Leaders) to communicate between Leadership Team and Teaching Staff. Phase Leaders will act as key links between the Leadership Team and teaching staff, leading purposeful phase meetings that drive collaboration, shared decision-making, and continuous improvement in teaching and learning.
- A focus on explicit handwriting lessons (PP/1) and Peggy Leggo(K) to reduce cognitive load when writing.
- Complete the creation of the Excelsior Early Years shared Literacy Science of Reading document for low variance and a whole school approach to improve Literacy targets.
- Assessments to be implemented as per the Excelsior Assessment Schedule with a focus on tracking progress, intervention and moderation.
- Vocabulary in all learning areas to be explicitly taught daily.
- Future NAPLAN targets in inferential comprehension will be improved through targeted and explicit teaching for identified focus students.
- Letters and Sounds Phonics: Streaming of students for targeted group interventions according to data informed results and to tailor teaching to each phase levels for both support and extension. (PP-2)
- Impact Coaching Cycle to continue to provide mentoring and upskilling amongst Early Years Teaching Staff.
- Plan for engaging outdoor spaces and planned outdoor play environments (A & E Block).
- Explicit teaching of expected school behaviour (PBS). Collection of data to guide planning of PBS.
- Learning environments providing support for EAL/D learners through consistent classroom practice.
- Maths Trek will continue to be used as the core mathematics program, supported by purposeful planning of hands-on tasks to enhance student engagement and conceptual understanding.
- Provide parent workshops for supporting their children with Literacy.

## Music

The students learn a Kodaly-inspired program from Pre-Primary to Year 6 and have music one hour a week. All students learn to sing, play classroom instruments (eg. xylophones, drums etc.) move to music, listen, respond, create and perform. The Year 3 students begin learning the recorder which they continue into Year 4. During Year 5 and 6 they begin learning the ukulele, basic drum kit skills and keyboard. All Year 4-6 students have the opportunity to be part of the school choir and ten students in both Year 5 and 6 receive instrumental lessons as part of the Instrumental Music School Services Program on either clarinet or brass (trumpet, trombone or baritone).

### Strengths

Students generally demonstrate strengths in: Making (Skills) and Making (Performance). Most students express enjoyment and engagement in music, specifically in the practical element of the subject. This year in the upper year levels, a stronger focus was placed on composing and performing to give the students more time to play and create which they seem to have really engaged in.

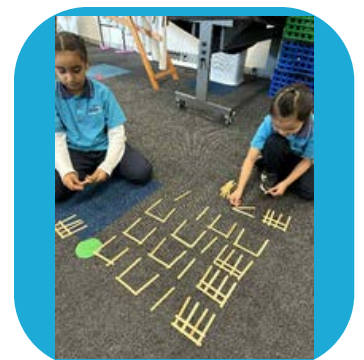
### Areas for Improvement

Students showed some weakness in: Making (Ideas) and Responding ie. notation, written composition, analysis. These aspects of the curriculum are more written and technical and therefore harder to engage the students in. Additionally, students with low literacy skills or who are EALD naturally struggle more with written tasks.



### Key Strategies and Achievements

- Continue to meet multiple levels of WA Curriculum with well-organised and scaffolded programs starting from Pre-Primary and flowing through to Year 6 have helped to build a strong culture for Music at our school
- Continuing to keep the classroom well-resourced with instruments such as ukuleles, keyboards, electronic drum kit, percussion instruments along with use of ICT programs like Staff Wars, Kahoot and Garage Band providing more opportunity for varied and engaging lessons
- IMSS program retention has still been quite strong in 2025 with 9 Year 5s and 9 Year 6 students taking part in lessons. Our clarinet students have been doing exceedingly well. IMSS students performed at the Book Awards and Graduation ceremony. Year 4 students have been assessed for 2025 and 10 new students will be beginning lessons next year.
- The School Choir performed the Australian national anthem in English and Noongar, the New Zealand national anthem in both English and Maori and a song called The Last ANZAC by Michael Travers for the ANZAC Day Service



## Moana Jr

- 43 students from Year 4-6 were cast in Moana Jr and rehearsed for two and a half terms before, after and during school. They memorised numerous songs with complicated rhythms and part work. Songs were in English, Samoan and Tokelauan languages which at times was quite a challenge! They discovered important elements of Polynesian culture and many performance skills such as projection, facial expression and character work. Students used their initiative, worked as a team and had the opportunity to help create dances, props and set pieces.
- performed 2 shows at Don Russell Performing Arts Centre at the end of term 3. They had the chance to work with professional sound and lighting technicians who were both very impressed by the student's talent, professionalism and behaviour.
- "... a delightful large cast production, bursting with energy and enthusiasm. Directed by community theatre favourite Tara Oorjitham, this young cast had a great stage awareness and discipline, but didn't forget to have a great time, a feeling which inspired the audience to also feel great...a high-quality production that delighted its audience and highlighted a bucket load of developing talent. A joy to watch. Congratulations to Excelsior Primary for producing such fabulous work, you should feel very proud." Kimberely Shaw, Stage Whispers

## Recommendations

- A ukulele ensemble for interested students or concert band/ensemble for the students in the IMSS program
- Massed Choir Festival or school musical (2027)
- Nicholson Network Choir Festival 2026/7
- Local area concert band with other Nicholson Network schools



## Visual Arts

Students learn a directed Visual Arts curriculum (SCASA) for pre-primary to Year 6. Teach Well full participation strategies are used, such as Daily Reviews, Choral Response, Non-Volunteers, Attention Signals and Routines. All students learn routines of the art room in preparation for being independent workers. As experimentation is the key word in the Visual Arts curriculum, a variety of mediums are used each term to enhance creativity and to help develop their understanding of the Elements of Art. All students have the opportunity to draw, paint, print make, complete ceramic projects and make multi-media projects.



This year A grade students participated in an Extension Art project. They selected, sketched and painted a creature for the wetland's mural. Visual Arts Assistants helped complete bench seats for PBS, as well as jobs around the art room. It has been a productive year, with a focus on increasing student value in the Arts even more, as they see their art works appear in their environment.



## Strengths

Students demonstrate strengths in making, their skills in drawing, which leads to successful finished products in all mediums.

This year upper students have been given more independence in the design and layout of work, as well as inquiry-based learning. This is demonstrated in the needle work by C6 and the Tall ships by Year 4 and 5. Responding has improved, due mainly to Teach Well strategies, particularly Non-Volunteers and Form Questionnaires.



## Areas for Improvement

Increasing students participation and value of Art so that they produce work of their highest standard. Improve use of PBS tracking as a tool for improving student engagement and behaviour during lessons.

An ongoing area for improvement is the transference of prior knowledge and skills from one learning context to another, including across curriculum areas. When students are asked to draw on previously learnt skills independently, they often require additional guidance and reminders. This suggests a reliance on direct instruction and a need to further develop creativity, independence, and the flexible application of learnt skills.

Some basic skills are lacking in junior students. Eg, using scissors, pencil grip, paint brush grip and gluing skills.

Student voice in Forms suggested that they feel too rushed and would like a longer time to complete artworks.

## Key Strategies and Achievements

- Continue with SCASA programme, in a well organised, scaffolded and modelled way for junior students. Embark on more open ended, inquiry-based work for upper students.
- Gather thoughts, opinions and information through Forms questionnaires from year4-6 and use this information to plan and improve teaching and learning.
- Continue resourcing well. (We are exceptionally lucky!)
- Continue with Visual Arts Assistants.
- Mural painting and extension Art.
- Consolidated relationship with P&C – artworks entered for WACCSO conference. Tea towel artwork for fundraiser.
- Bench seats – PBS
- ANZAC Art
- Graduation Art, whole school display.
- Back drops for Moana musical completed by students.
- Cross-curricula artworks.
- Cultural diversity artworks.



## Italian

A new teacher of Italian commenced in 2025. Extensive diagnostic testing was undertaken, with the results informing the planning.

Students commence language studies in Year 3 for a period of 1 hour per week. The focus for Term 1 was to have all year groups gain proficiency in fast-paced vocabulary reviews in line with a whole school approach. Using a 30/40/30 rule to cater for all abilities and the Gradual Release model, children build automaticity to assist with retention, moving their learning from the short term to long-term memory. Together with the use of non-volunteers, students are given agency in their learning with expectation of participation within the safety of a “have-a-go” ethos.



## Strengths

A target for each student across Years 3 to 6 to achieve a minimum C grade across the two strands of the Languages Curriculum (Communicating and Understanding), was set at the beginning of the year. This target was achieved for Year 3 students with very few students in the senior years not meeting this benchmark.

Music is a significant means to assist children with retention in the teaching of a second language. Children were exposed to both traditional Italian music and well-known popular songs translated into Italian, with the view to increasing engagement. The success of this was evident at the whole school Italian Assembly in Term 3 whereby each year level performed a unique song. All students from Years 1 to 6 concluded the assembly with a simple, choreographed Italian song that unified the school, particularly in providing opportunity for the younger students to get a taste of what they may expect with their future Italian studies. As a special treat, students from PP to Year 6 enjoyed a cup of traditional gelato to round off a highly successful event.

## Areas for Improvement

Early diagnostic testing of Years 4 to 6 revealed limited knowledge of core vocabulary across all year groups. It is considered this may have resulted from students not having continuity of learning, having had different teachers each year. It is envisaged that with the continuation of the same teacher in 2026, together with a strict adherence to a whole school approach to Explicit Teaching, these gaps will be less obvious.

## Key Strategies and Achievements

- Familiarisation with Version 9 of the Languages Curriculum will be necessary to continue a highly organised languages program that is scaffolded to meet the many diverse needs of students at our school.
- A whole school Italian Assembly was presented in Term 3 which included musical performances by each Year group, a photo montage set to classical, Italian music and opportunity for 16 students to address the assembly in the target language. The school was educated in Italy's commitment to sustainability with comparisons made to Australia and other countries around the world. Students in Years 1 and 2 were able to join their older peers in a choreographed, musical number that was taught outside of the Italian timetable.
- In Term 4, allocation was made within the Italian budget for a Year 6 lunch. Students were treated to a simple lunch of pasta, salad, garlic bread and Panetone for dessert. A first for Excelsior Primary School, it is envisaged this will be entrenched as a new tradition that our graduating students may look forward to each year.
- As a commitment to a Performance Management goal, contact with the Italian teacher at Campbell Road Primary School was initiated in Term 3. Discussions included the intention for the design and delivery of a Common Assessment Task for Year 6 students early in Term 1, 2026.



## EAL/D Review

In 2025, Excelsior Primary School continued to strengthen and refine its approach to supporting students with English as an Additional Language or Dialect (EAL/D), building on the systems and structures established in 2024. The EAL/D committee remained active, with the EAL/D leader and middle leadership team continuing to work collaboratively across all phases of learning to embed consistent and effective practices across the school.

Accurate identification and ongoing monitoring of EAL/D students remained a key priority. Progress Maps continued to be used to track students' English language development, inform targeted planning and support appropriate classroom adjustments. These processes enabled teachers to develop a clearer understanding of students' language needs within the whole class setting.

Throughout the year, there was an increased focus on embedding high-quality EAL/D strategies within classroom practice. Support for EAL/D students was strengthened through the implementation of Teach Well best practice strategies, including daily reviews and non-volunteer tactics, which supported comprehension, participation and confidence for learners acquiring English. In addition, the introduction of school-wide Positive Behaviour Support (PBS) strategies ensured that behavioural and learning expectations were consistent across all classrooms. This consistency particularly supported students who are new to the English language by providing clear, predictable routines and expectations, enabling them to engage more confidently in learning.

Professional learning remained a focus in 2025, with the EAL/D committee continuing to build their understanding of EAL/D pedagogy and language development. Ongoing collaboration between the committee and classroom teachers strengthened staff confidence and consistency in supporting EAL/D learners across learning areas. EAL/D resources were further developed throughout the year, including the addition of a range of bilingual texts, assessment resources, and culturally representative materials such as multicultural clothing and toys, to better reflect and support the diverse backgrounds of students across the school.

A key strategy implemented to support high-needs EAL/D students was the provision of individual support sessions, delivering intensive English language intervention for selected students. These targeted sessions focused on developing core language skills, including phonics, reading, speaking and listening, and were designed to complement classroom instruction while addressing specific learning gaps. All participating students demonstrated measurable progression over the year, with three students recognised at the end of year with awards for Most Improved, highlighting the positive impact of this intervention on student confidence, engagement and achievement.

Engagement with families from culturally and linguistically diverse backgrounds continued to be a strong focus. In addition to the ongoing Cultural Café events, the school hosted special cultural celebrations, including Diwali and a Chinese cultural celebration, which actively involved students, families and staff. These events provided meaningful opportunities for families to share their cultures, traditions and experiences with the wider school community, promoting inclusivity, cultural understanding and a strong sense of belonging for EAL/D students and their families.

Overall, EAL/D students demonstrated increased confidence, participation and engagement in classroom learning throughout 2025. The continued refinement of systems and practices has strengthened the school's capacity to support EAL/D learners effectively. Moving forward, the focus will remain on further embedding whole-school EAL/D practices, refining assessment and tracking processes, and continuing to build the capacity of staff to meet the diverse language needs of students.

## Key Strategies

- Use of Progress Maps and reporting to parents for all identified EAL/D students across the school.
- Targeted professional development for the EAL/D committee to enhance their capacity in supporting teachers with the completion of progress maps and reporting requirements.
- Targeted professional development for the EAL/D committee to enhance their capacity in supporting teachers to provide an inclusive and adaptive environment for EAL/D students within the classroom.
- EAL/D leader continued upskilling in operational, reporting and funding strategies.
- EAL/D attended ongoing Nicholson Network meetings with other leaders from local schools with an aim of collaboration and moderation.
- Continue expanding the collection of culturally diverse books, toys, and costumes to support inclusive education and celebrate the varied countries of origin and cultural backgrounds represented within our school community.
- Cultural Café's held each term, with increased collaboration between the school and families.
- Recognition and celebration of significant cultural dates within individual classrooms. Eg. Chinese New Year.
- Special celebrations focussed on individual cultures: Eg. Diwali.
- English language intervention sessions with select high needs students to support their language development and inclusion back in the classroom.
- Connections made with local (Thornlie) IEC centre. Visit to the centre to receive guidance and shared resources to better support EAL/D students in the classroom.



Culture Café celebrating Chinese culture

## Improvement Strategies

- In 2026, all progress maps to be converted to online digital maps that progress with the student.
- Further develop small group tutoring sessions for EAL/D students who have limited English and require intervention.
- Continue to ensure that all funded students are on EAL/D progress maps and receiving an EAL/D report.
- Create a database that tracks student progression using progress maps and reporting.
- Provide EAL/D committee members further training to upskill and support their colleagues.
- EAL/D leader to complete online training through the EAL/D hub. Relevant information to be fed back to middle leadership team.
- Seek out further Professional Learning that is to assist teachers with supporting EAL/D students in the classroom.
- Review EAL/D policy in October 2026.
- Continue to advertise in the newsletter asking for cultural donations from parents.
- Purchase multilingual books to build EAL/D library.
- Complete parent surveys to continue monitoring home countries, spoken languages and any relevant celebrations.
- Hold one Cultural Café each term, with a focus on celebrating different cultural events throughout the year.
- Create a cultural events calendar specifically for our school.
- Source further guests to speak at Cultural Café's.
- Include more parents in the setup of Cultural Café's.
- Teachers to teach and celebrate at least one Cultural event in their classroom and to involve parents if possible.
- Newsletter recognition of cultural events that have been celebrated.
- Continue to form connections and relationships with community leaders and organisations.
- Maintain connection and continue meetings with EAL/D leaders from like schools.
- Continue attending EAL/D leader Nicholson network meetings.



**Staff and family members attending Culture Café to celebrate Diwali**

# 2025 School Improvements

- Wetlands Mural
- Planted Native Hybiscus
- Undercover Area Audio Visual System
- Replaced three projectors
- Replaced Kiln
- Server Upgraded



# 2025 Highlights





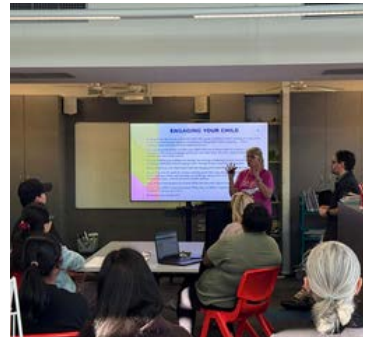
# 2025 Highlights

*Excite*

*Explore*

*Excel*

Term One	Term Two	Term Three	Term Four
Interschool Summer Carnival NAPLAN	Harmony Day Harmony Day family Picnic	Pyjama Day School Cross Country	Faction Carnival Year 4/5 Peninsula Farm excursion
ANZAC day ceremony	Mother's Day afternoon tea PP/Kindy	Book Fair	Ride to School Day
SOLAR Car Challenge	Year 6 Camp	HASS incursion P-Year 6	Kindergarten Orientation
East Fremantle Footy Clinic	Cultural Cafe	PP/Year 1 Dress as a Pirate Day	Grandparents Day
Parent Interviews	P & C Mother's Day stall	Year 3 <b>Boala</b> Bardin Museum excursion	Kindy/PP faction Carnival
	Swimming lessons	STEM Technology Showcase excursion	Interschool Athletic Carnival
	Winter Interschool Carnival	Book Fair	Year 2 Constable Care excursion
	Eagles Footy Clinic	First Aid Incursion	PP/Year One <b>Peval</b> and Sarah excursion
	National Simultaneous Story Time	Book Week Parade	P & C Fun Run
	Student Councillor Sock It To Sarcoma fundraiser	Father's Day K/PP afternoon tea	Parent/volunteer Thank You Morning Tea
	Cultural Cafe	P & C Father's Day stall	Class Awards ceremony
	Girls AFL Carnival	Parliament House Visit Student Councillors	Year 6 Graduation
		Moana Musical	Year 6 Grad excursion
		School Disco	Year 6 Leadership Lunch
		Interschool Cross Country	CVC Performing Arts Troupe
			Year 6 Grad excursion
			Year 6 Leadership Lunch
			CVC Performing Arts Troupe



Priority Areas	Needs Review	Moving Towards	Met
<b>Excellence in Teaching and Learning 2024 to 2026</b>			
Increase the percentage of students who make moderate to very high progress from On-Entry to Year 3 and to Year 5			
All teachers use data to inform their teaching and learning programs			
Teaching for Impact evident across all classes			
<b>Milestones 2025</b>			
High Participation Tactics evident in all classes			
All teachers participate in coaching cycle once per term			
Excelsior Successful Learner Attributes explicitly taught			
Data collection, interrogation and moderation embedded into Year Level Plans			
EAL/D Key teachers established in Phases of Learning			
Targeted intervention implemented for students just below moderate progress			
Shared pedagogy evident across school			
NAPLAN data analysis evident in year level and classroom planning			
Pedagogical Framework created			
School Musical Production			
<b>Excellence in Leadership 2024 to 2026</b>			
A connected leadership model is embedded and empowers staff to build their leadership capacity			
Increase student agency and voice in all leadership roles			
Rigorous self-review cycle inclusive of all stakeholders is embedded practice			
<b>Milestones 2025</b>			
Model for Middle Leadership developed and transparent for all staff			
Self-Review cycle evident across phases of learning and all learning areas			
Develop a Scope and Sequence for student leadership linked to the curriculum			
Staff induction process embedded			
Forums developed for sharing effective practice			
Implement Peer Observations and coaching to ensure opportunities for sharing, mentoring and feedback			
<b>Excellence in the Learning Environment 2024 to 2026</b>			
Positive Behaviour in School (PBS) embedded as a whole school approach			
EAL/D culturally responsive practices evident throughout the school			
Maintain attendance rates above 93%			
Improve social, emotional and engagement outcomes for students as evidenced through survey data			
<b>Milestones 2025</b>			
PBS Posters displayed around the school			
Bank of Behaviour Indicator school videos created			
PBS whole school language evident across school			
Student Behavioural referral Process and flowchart developed in line with PBS			
EAL/D parent and staff committee formed to assist with planning of cultural events and cultural responsiveness			
Aboriginal Cultural Framework is evident in all teaching and learning areas			
The Excelsior Way is demonstrated by all staff and students			
Growth Mindset whole school language is embedded			
Analyse student well being data and identify strategies for improvement			
<b>Excellence in Community Relationships and Partnerships 2024 to 2026</b>			
Work with outside agencies to support student achievement and ongoing growth and development			
Provide a range of opportunities to increase parent and community engagement			
Build and utilise community and partnerships to develop opportunities for the students, school and staff			
Raise School Board profile in school community above 4.0 in School Culture Survey			
<b>Milestones 2025</b>			
School Board and P&C give report at Book Award Assembly in Semester 2			
School Board and P&C end of previous year report included in Annual report			
Implement parent information sessions on key teaching strategies and school improvement drivers scheduled on term planners each semester			
Local business careers expo			
Speech and Occupational Therapy university partnership			

Target Monitoring Status:	
<span style="color: green;">■</span>	Target met and capable of being sustained
<span style="color: yellow;">■</span>	Progress made towards target during 2024
<span style="color: blue;">■</span>	Target unlikely to be met by end of 2026 and requires review.

# Financial Summary 2025

## ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	103,938	103,938
Carry Forward (Salary):	261,824	261,824

## INCOME

Student-Centred Funding (including Transfers & Adjustments):	3,692,866	3,692,866
Locally Raised Funds:	195,345	209,414
<b>Total Funds:</b>	<b>4,253,973</b>	<b>4,268,042</b>

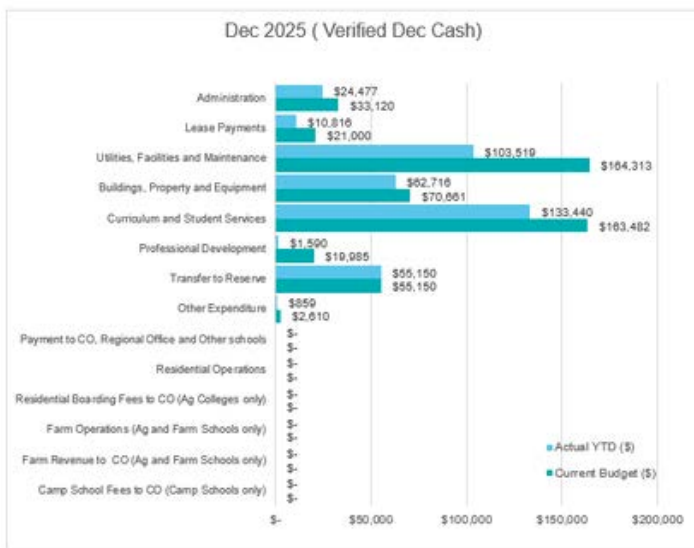
## EXPENDITURE

Salaries:	3,456,875	3,456,875
Goods and Services (Cash):	530,321	392,566
<b>Total Expenditure:</b>	<b>3,987,196</b>	<b>3,849,441</b>

## VARIANCE:

**266,777      418,601**

### Goods and Services Expenditure - Budget vs Actual



### EXPENDITURE - Dec 2025 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	3,146,558	3,146,558
New Appointments	0	0
Casual Payments	309,254	309,254
Other Salary Expenditure	1,063	1,063
<b>Total Funds:</b>	<b>3,456,875</b>	<b>3,456,875</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	33,120	24,477
Lease Payments	21,000	10,816
Utilities, Facilities and Maintenance	164,313	103,519
Buildings, Property and Equipment	70,661	82,716
Curriculum and Student Services	163,482	133,440
Professional Development	19,985	1,590
Transfer to Reserve	55,150	55,150
Other Expenditure	2,610	859
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
<b>Total Funds:</b>	<b>530,321</b>	<b>392,567</b>
<b>TOTAL</b>	<b>3,987,196</b>	<b>3,849,442</b>

### INCOME - Dec 2025 ( Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	103,938	103,938
Carry Forward (Salary)	261,824	261,824

#### STUDENT-CENTRED FUNDING

Per Student	2,810,264	2,810,264
School and Student Characteristics	733,797	733,797
Disability Adjustments	34,467	34,467
Targeted Initiatives	105,549	105,549
Operational Response Allocation	7,753	7,753
<b>Total Funds:</b>	<b>3,691,830</b>	<b>3,691,830</b>

#### TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers - Salary	(257,311)	(257,311)
School Transfers - Cash	258,347	258,347
Department Adjustments	0	0
<b>Total Funds:</b>	<b>1,036</b>	<b>1,036</b>

#### LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	10,923	12,420
Charges and Fees	77,070	75,659
Fees from Facilities Hire	36,250	36,841
Fundraising/Donations/Sponsorships	21,468	24,348
Commonwealth Govt Revenues	200	200
Other State Govt/Local Govt Revenues	210	3,533
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	16,286	23,475
Transfer from Reserve or DGR	32,938	32,938
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>195,345</b>	<b>209,414</b>
<b>TOTAL</b>	<b>4,253,973</b>	<b>4,268,042</b>

### Locally Generated Revenue - Budget vs Actual

