



2025

ANNUAL REPORT

Maximising Potential



www.glengarry.wa.edu

25 Doveridge Drive Duncraig, WA 6025

ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the past and present traditional owners of the land on which we work and live, the Wadjuk people of the Noongar nation. We also acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

THE SCHOOL BOARD

Welcome to Country

Kaya and welcome to Glengarry Primary School's Annual Report for 2025. The School Board gratefully acknowledges the traditional owners of the beautiful bushland on which the school is located and where the school community learn and play every day. We pay our respects to the Wadjuk people of the Noongar nation and to their elders past, present and those to come.

School Board

Welcome to the 2025 Annual Report for Glengarry Primary School.

At the heart of the School Board's work is a simple goal: to ensure Glengarry continues to provide a safe, inclusive and high-quality learning environment where every student has the opportunity to thrive. Throughout 2025, the Board has focused on supporting strong governance, clear strategic direction and supporting the leadership team to deliver on the school's business plan.

We are fortunate to have a Board made up of dedicated parents, staff and community members who bring diverse experience and balanced perspectives to our discussions. Thoughtful decision-making and respectful challenge are essential to good governance, and I thank each member for their commitment and time.

This year has been another full and productive one for the school. Behind the many events, achievements and day-to-day classroom successes is an extraordinary team of educators, support staff and leaders who care deeply about student outcomes and wellbeing. Our P&C and parent community also continue to play an important role in strengthening opportunities and resources for our students.



Glengarry remains a school built on strong partnerships and shared purpose. It has been a privilege to serve as Board Chair in 2025, and I look forward to seeing the school continue to grow in confidence, capability and community spirit.

Laren Collen Board Chair (2025)

The 2025 School Board comprised the following members of the school community.

- | | |
|--|-----------------------------------|
| ★ <i>Murfie Dholakia (Parent)</i> | ★ <i>Melanie Murrell (Parent)</i> |
| ★ <i>Rey Krishnan (Parent)</i> | ★ <i>Megan Richards (Teacher)</i> |
| ★ <i>Hannah James (Parent)</i> | ★ <i>Sara Barrett (Teacher)</i> |
| ★ <i>Laren Collen (Parent)</i> | ★ <i>Sarah Resnik (Teacher)</i> |
| ★ <i>Ramon Rogoza (Community Member)</i> | ★ <i>Peter Meston (Principal)</i> |

Appreciation is extended to all members of the School Board for the support provided in 2025.

The School Board (2026) endorses the 2025 School Annual Report.



Murfie Dholakia
2026 School Board Chair



Catherine Rudd
Principal

PRINCIPAL'S MESSAGE

The 2025 Glengarry Primary School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to high quality education and our ongoing pursuit of “*maximising individual potential*”.

- Our teachers are reflective and responsive to student needs and there is ongoing, quality commitment from our school community.
- Our staff have high expectations and adopt a wide variety of innovative teaching practices. As an Independent Public School, Glengarry Primary is shaping the future of our children with a focus on collaborative learning and local community engagement.
- Our extended leadership team is committed to active management of physical and financial resources to support the needs of our students.
- Our parents, School Board and Parents & Citizens (P&C) play active and important roles in our school.

We focus on supporting all students to maximise their potential academically, socially and emotionally and pride ourselves on being part of a vibrant community, with just under 400 students. Glengarry Primary School has a clear vision and purpose, focused on quality teaching and learning. Through our motto, “We Care”, we aim to provide the best possible education for each student, ensuring they

develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

The Glengarry Primary School Business Plan, developed with significant input from staff and the School Board, communicates to the community our strategic direction and what we aim to achieve over a three-year period. As Principal, I regularly report to the School Board on the school's progress towards the implementation of strategies within the Business Plan, as well as on the achievement of established targets.

While student achievement within a range of areas of literacy and numeracy was sound, the most significant highlight for 2025 was undoubtedly the support provided by our amazing P&C. As highlighted in the P&C President's report, the generous amount of time, effort financial assistance was incredible and ultimately to the benefit of our student body.



The end of 2025 also marked the retirement of our long-standing Principal of 12 years Mr Peter Meston. He ensured the school ran effectively across all areas and will leave a

lasting legacy for years to come.

I commend the 2025 Annual Report and thank all those who have contributed to the production.

*Catherine Rudd
Principal*

SCHOOL OVERVIEW

Glengarry Primary School is located in the western suburb of Duncraig, adjacent to the Mitchell Freeway and a short distance from the Indian Ocean. The school's intake zone is within the local government area of the City of Joondalup, the state electorate of Carine and the Commonwealth electorate of Moore. The school benefits from extensive community support and has ready access to a wide range of facilities. The school was constructed in 1980 in a cluster design with extensive additional work undertaken in recent times.

There is healthy bushland adjacent to the school. It has a diverse range of plants, unique to the Hepburn Heights area of the Swan Coastal plain. It is characterised by regionally significant banksia low woodland communities as well as examples of jarrah woodland, tuarts and limestone heath vegetation.

Glengarry Primary School commenced operating as an Independent Public School as of 2015.



PARENTS & CITIZENS' ASSOCIATION

The P&C is proud to have continued to play an important role in supporting our school community and add to the learning experience of our students. While there have been ongoing difficulties in attracting new members and volunteers, the dedication of a small group has ensured that we were still able to make a meaningful contribution by bringing families together through events, running valued programs, and raising funds to provide additional resources for the school.

This year, our community came together to enjoy a range of much-loved events, including the Blokes and Kids Campout, Winter Wonderland Disco, Bike Week Breakfast, Colourblast, and our Christmas celebration. These events not only bring families together but also help build a strong sense of belonging within our school.

Alongside these events, the P&C has continued to run regular programs such as the school canteen, Running Club, and Book Club. We are also looking forward to expanding our involvement next year with the inclusion of the Glengarry Netball Club.

A key part of the P&C's role is funding extra resources and special items requested by teachers, staff, the principal, and sometimes even students and their families — things that make a real difference but are not always possible within the school's budget. This is where the majority of the funds raised by our community are directed.

This year, the P&C was proud to contribute over \$35,000 towards a range of these "wish list" items. At the beginning of the year, this included funding 50% of the cost of new air conditioning for Rooms 9 and 10, as well as the library and staff room, creating more comfortable learning and working environments.

We also supported the school in maintaining the kindy hen house by funding a new bird-flu-safe cover. Throughout the year, we contributed to a variety of classroom and shared resources that help create a positive and engaging learning environment, including the Athletics subscription, new interschool kit bags, Lego Club resources, and play and construction materials for the Makuru block. A new stage was also purchased to support choir performances and school presentations.

More recently, we approved funding for ABC Reading Eggs for students in Years 1 to 3, as well as new soccer goals for the oval. While the air conditioning project

represented a larger one-off contribution, these types of practical and targeted initiatives reflect the ongoing support the P&C strives to provide each year.

These achievements are a testament to the commitment of our volunteers, and we are very grateful for their time and effort. To continue this work and build on what



has been achieved, we encourage more members of our community to get involved in the year ahead.

Finally, the P&C would like to thank Principal Peter Meston for his ongoing support of the P&C and the school community. As he retires this year, we acknowledge his leadership and dedication and wish him all the very best for the future.

Christiane Hoetzel
President – Glengarry Primary
School P&C

OUR STAFF

The school is extremely well resourced with almost thirty members of the teaching staff including a Principal and two Associate Principals. The school is well supported by non-teaching staff including a Manager Corporate Services position, two School Officers, a Library Officer, Education Assistants (including assistants for special needs students), cleaners and a gardener. The school is also fortunate to have access to additional support via a Nurse, Psychologist, Dental Clinic, Speech Therapist, Chaplain and an out of school care provider.

All teaching staff at Glengarry Primary School meet the professional requirements to teach in Western Australian schools and are registered with the Teacher Registration Board of WA.



STUDENT PROFILE

The 2025 school population of just under 400 students (incorporating 297 children in year 1 to 6 and 99 pre-primary / kindergarten children) was a wonderful blend of students from many different ethnic backgrounds.

High School Destinations

The Year 6 cohort of 2025 was described by their teachers as “an outstanding group of children throughout their schooling at Glengarry” and “remembered with pride by past teachers who spent time with them on their learning journey”. The majority of our students, (over 85%) transitioned to Duncraig Senior High School, with the

balance moving to Carine SHS, Warwick SHS Churchlands SHS or to local private schools.

Once again our Year 6 students ventured to Woodman Point for camp; enjoying a wide range of activities – including open water rafting, abseiling, orienteering and the (always popular) flying fox.

SCHOOL PLANNING

The school focus areas for 2025 were:

- **Numeracy:** improve numeracy achievement of all students across all year levels in the areas of Number and Algebra *with a focus on place value, financial literacy and basic facts.*
- **English:** Improve Literacy achievement of all students across all year levels,
 - Reading with *a focus on comprehension through teaching of The Big 6.*
 - Grammar with *a focus on explicit teaching of the grammar scope and sequence.*
- **Social Emotional Wellbeing:** Resilience: Improve overall SEW of all students across all year levels in the areas of Whole School Values *with a focus on Respect and the regulation of emotions through (Zones of Regulation).*
- **ICT:**
 - The 1:1 iPad program will be embedded across all Year 4 to 6 classes before the end of the current Business Plan.
 - Scope and Sequence aligned to SCSA will be developed following external consultation and embedded by 2026.
- **Early Childhood Education:**
 - Continue to meet the NQS standards (1 to 6) through consistent reflection by K-2 team.
 - Develop an ECE philosophy of what “play” looks like at Glengarry.

Contained within this report is evidence of the progress obtained, and strategies used towards achieving the targets set for each of these focus areas. As an Independent Public School, a Business Plan is generated for a three-year period. Our current plan (2024 – 2026) is inclusive planning to meet the new strategies established to meet areas of need. This Annual Report provides evidence of progress against these goals in the initial year of the plan.

LITERACY & NUMERACY

The National Assessment Program – Literacy and Numeracy (NAPLAN) was undertaken by all Year Three and Five children in March of 2025.

Following the collection and analysis of the collated data, 2025 Operational Plans have been established in an endeavour to address areas of concern. Targets have been formed to highlight intent within the 2024-2026 Business Plan and these are reflected in annual Operational Planning. These targets relate to being “*at or above like schools against NAPLAN*” in all assessed areas. Following consideration, all

phase of learning teams will develop targets that align closely to relevant cohorts of students.

Overarching target: our school aspires to be at least 5% above NAPLAN national average across all assessments in Year 3 and 5 annually.

- Literacy
 - Spelling - demonstrate improvement in stanines 6 to 9 on the Progressive Achievement Test (PAT) from Term 1 to Term 4 in Years 2 to 6.
 - Reading - develop comprehension skills in Year 1 to 6 to improve overall levels as measured by PAT.
 - Writing - demonstrate average growth on the Brightpath ruler (20 points for Year 2/3 and 10 points for Years 4 to 6) from mid-term one to mid-term four within the Narrative genre in Years 2 to 6.
 - Grammar – improve understandings of conventional language as evidenced in writing and monitored via PAT.
- Numeracy
 - Number - develop place value understanding (e.g., financial literacy, conversion of units) to improve Numeracy levels as measured by PAT in Years 2 to 6.

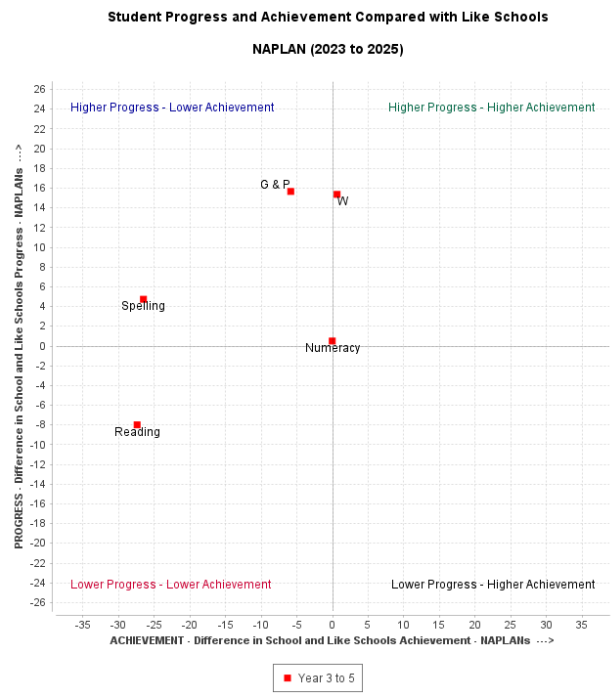
NAPLAN (2025) - Percentage above the National Mean											
BP Target: Be At least 5 % above the National average across all NAPLAN assessments in Years 3 and 5.											
		Maths		Reading		Spelling		Grammar		Writing	
3	Aust.	405	3%	402	4%	405	0%	408	-1%	414	1%
	GPS	417		418		403		404		419	
5	Aust.	492	6%	492	-1%	487	-1%	497	6%	480	3%
	GPS	520		489		483		528		495	

As evidenced above, our Numeracy and Literacy targets were not achieved, with the exception of Year 5 Maths and Grammar. What we are celebrating is our achievement and progress in Writing, as per the graph to the right in both Year 3 and Year 5.

The table above is an overview of comparative performance as compared to Western Australian “like” schools in Numeracy and Literacy. We acknowledge targets against “like” schools are aspirational, i.e. in this context Glengarry Primary School is compared with schools in the highest socio-economic areas in the city.

Given the change in the testing environment, longitudinal assessment prior to 2023 is not possible.

Comparative Performance: colour coding for charts on following slides



- Above Expected - more than one standard deviation above the predicted school mean
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean

Comparative Performance Summary

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.2	0.0	-0.4	1.0	-0.2	0.2
Reading	-0.7	0.5	-0.2	0.8	-0.5	-1.0
Writing	-0.5	0.2	-0.5	1.1	-0.2	0.1
Spelling	-0.8	-0.1	-0.7	-0.5	-0.6	-1.1
Grammar & Punctuation	-0.4	0.2	-0.9	1.2	0.0	0.4

NUMERACY

"Mathematics is not about numbers, equations, computations or algorithms: it is about understanding."
 — William Paul Thurston

Developing strong mathematical understanding continues to be a key priority at Glengarry Primary School. In 2025, our focus has been on strengthening consistency in mathematics instruction across the school while continuing to build student confidence and engagement in the subject.

Mathematics lessons across the school follow **The Glengarry Way**, which provides a clear and consistent structure for teaching and learning. This approach ensures that students experience lessons that include explicit instruction, opportunities for guided practice and regular checks for understanding.

A central feature of this approach remains the use of **Daily Review**. These short, focused sessions provide students with regular opportunities to revisit and practise previously taught concepts. Through this consistent retrieval practice, students strengthen their understanding, build fluency and develop greater confidence in applying mathematical skills.

Across all year levels, students are becoming increasingly confident participating in Daily Review routines and using whiteboards to share their thinking. These structured practices support active engagement and ensure that all students have regular opportunities to practise, explain and refine their mathematical understanding.

Pedagogy

Mathematics teaching at Glengarry is guided by **The Glengarry Way**, which provides teachers with a shared structure for planning and delivering lessons. This ensures students experience a familiar learning routine as they progress through the year levels.

Classroom practice focuses on making student thinking visible. Teachers regularly use whiteboards, questioning and discussion to check understanding and respond to student learning in the moment.

Instructional coaching has continued to support teachers in refining their practice. Through collaboration and professional dialogue, staff work together to strengthen teaching strategies and maintain a high standard of mathematics instruction across the school.

Community Engagement

Providing opportunities for students to experience mathematics in engaging and meaningful ways beyond the classroom continues to be an important part of our numeracy program at Glengarry.

In 2025, the school hosted a whole school mathematics incursion with Professor Maths, where students participated in a range of interactive activities designed to promote problem solving and enthusiasm for mathematics. The session was enjoyed by all students and helped build excitement around mathematics across the school.



Students were also able to further develop their mathematical thinking through the introduction of a lunchtime Numero Maths Club. This club provided students with the opportunity to strengthen their number fluency, strategy and mental computation skills in a fun and social environment. The club concluded with a



Students vs Teachers Numero competition, which was a highlight for many students. The event created a sense of excitement around mathematics and allowed students to showcase their strategic thinking while enjoying a friendly competition with staff. These opportunities continue to promote positive attitudes towards mathematics and support the development of confident and engaged learners across the school community.

Student Engagement

In 2025, our operational targets in financial literacy were informed by analysis of the 2024 NAPLAN and PAT Mathematics data. Teachers worked collaboratively within their Professional Learning Teams (POLTS) to strengthen teaching practices in this area and identify strategies that would support improved student outcomes.

A range of initiatives were introduced to support this focus. Teachers shared resources and classroom strategies, additional money manipulatives were purchased to support hands on learning, and a parent with expertise in accountancy worked with upper primary students to provide real world insights into financial literacy. Students were also able to apply their learning through another successful Bunuru Enterprise Day, which provided a practical and engaging opportunity to explore money concepts in an authentic context.

Throughout the year, several classes also participated in whole school events such as the 100 Days of School and World Math Day. These celebrations allowed students to explore mathematical ideas through themed activities and problem-solving tasks, while the 100 Days of School provided an opportunity to investigate the significance of the number 100 through creative numeracy activities and dress ups. These experiences helped promote enthusiasm for mathematics while reinforcing key concepts in an enjoyable and memorable way.

Support

Students demonstrating strong mathematical ability were also supported through targeted mathematics extension sessions. These sessions proved to be very successful and provided students with opportunities to engage in rich, open-ended problems that encouraged deeper thinking and multiple solution strategies. Students worked collaboratively to investigate complex tasks across a range of mathematical areas including number, measurement, geometry and problem solving. The sessions focused on developing reasoning, persistence and the ability to explain mathematical thinking. Students showed high levels of engagement and enthusiasm, and many demonstrated increased confidence in tackling challenging problems and sharing their strategies with others.

Teachers are supported through professional learning opportunities delivered during staff meetings and development days. These sessions provide opportunities to explore current research, share classroom strategies and strengthen consistent approaches to mathematics instruction across the school.

The Numeracy Curriculum Leader continues to work closely with staff to support the development of effective numeracy practices across the school. This role includes reviewing student achievement data, including NAPLAN, PAT Mathematics and Westwood Basic Facts results, to identify trends and guide teaching priorities.

Progressive Achievement Test (PAT)

The PAT Mathematics data from Term 1 to Term 4 shows strong growth across all year levels, with a clear shift of students into higher stanines. By Term 4, there is a notable increase in students achieving in stanines 7 to 9, particularly in Years 3 to 5. Year 4 demonstrates significant improvement, with a substantial movement of students into the upper bands, while Year 5 also shows strong gains. At the same time, there is a reduction in the lower stanines, indicating fewer students performing at the lowest levels.

These results reflect the impact of the school's consistent approach to numeracy instruction. The upward movement across stanines highlights improved fluency and mathematical understanding. Moving forward, there is an opportunity to further extend students into the highest stanines while continuing to support those requiring additional consolidation to ensure growth across all levels.

PAT Term 1 – Term 4 Maths

PAT Math Data T1 (%)						PAT Math Data T4 (%)					
Stanine	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6	Stanine	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6
9	0	2	0	6	2	9	10	9	13	7	4
8	0	2	3	2	8	8	10	12	17	7	19
7	0	9	9	2	8	7	23	9	17	34	12
6	11	7	12	7	21	6	16	22	17	22	25
5	20	21	29	27	21	5	8	27	16	14	15
4	22	21	22	38	21	4	18	17	12	16	21
3	13	27	15	10	17	3	10	2	6		2
2	32	9	2	4	2	2	5	2	2		2
1	2	2	8	4	0	1					

NAPLAN

The 2025 NAPLAN numeracy results demonstrate a generally positive performance across both Year 3 and Year 5 cohorts, with a strong proportion of students achieving in the Strong and Exceeding bands. In Year 3, 71% of students achieved at or above the Strong standard, which is above WA Public Schools and comparable to like schools. In Year 5, results were particularly strong, with 89% of students achieving in the Strong or Exceeding bands, significantly above both like schools and WA Public Schools. The increase in the Strong band from 51% in 2024 to 74% in 2025 reflects a substantial improvement in overall student performance.

These results suggest that the school’s consistent approach to numeracy instruction is having a positive impact on student outcomes, particularly in building a strong middle band of achievement. Ongoing use of explicit teaching, Daily Review and targeted support will be important in maintaining this upward trend and ensuring continued improvement in numeracy outcomes across the school.

Proficiency Level	Year 3 Numeracy									Year 5 Numeracy								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	15%	21%	16%	23%	14%	15%	11%	8%	8%	22%	20%	15%	20%	21%	24%	11%	11%	11%
Strong	63%	54%	55%	60%	63%	59%	50%	50%	50%	65%	51%	74%	62%	61%	60%	53%	53%	54%
Developing	15%	19%	23%	14%	19%	21%	24%	27%	27%	10%	25%	9%	13%	14%	13%	23%	23%	23%
NAS	6%	5%	7%	4%	5%	5%	14%	13%	13%	2%	4%	2%	4%	4%	3%	12%	12%	11%

Westwood Basic Facts

The Westwood Basic Facts data for 2025 shows strong growth across all year levels, particularly in addition and subtraction. There is a clear shift from Semester 1 to Semester 2, with a significant increase in students achieving “At” and “Above” benchmark. This is especially evident in addition, where many cohorts (Years 3–6) exceed 80% at or above, with Year 6 reaching an exceptional 94% “Above.” Subtraction shows similar improvement, with a notable reduction in students in the “Below” category.

Multiplication and division also show positive trends, particularly in the upper years. By Semester 2, most cohorts demonstrate strong movement into the “At” and “Above” bands, with many achieving around 70–80% combined. Overall, the data highlights consistent improvement, strong consolidation of skills, and effective teaching practices across the school.

	Year 4		Year 5		Year 6	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Addition	94%	98%	98%	100%	91%	98%
Subtraction	81%	98%	85%	100%	89%	96%
Multiplication	85%	96%	90%	100%	81%	96%
Division	71%	95%	88%	94%	79%	92%

LITERACY

Plan



In 2025, Glengarry Primary School has continued to strengthen its whole-school approach to literacy, with a clear focus on consistency, clarity, and impact across all year levels. Planning has centred on aligning instruction in reading, writing, spelling, and grammar to ensure all students are supported to achieve improved literacy outcomes.

With staff now highly familiar with ‘The Glengarry Way’ pedagogy, the focus has shifted towards deepening and sustaining its implementation across classrooms. The Literacy Leader, alongside instructional coaches, has worked closely with staff to support the delivery of the Literacy Operational Plan, ensuring alignment with whole-school priorities and consistency in practice. The Literacy Committee has continued to play a key role in guiding decision-making, drawing on feedback and data from across all phases of learning.

Phase of Learning Team meetings have remained central to the planning process, providing regular opportunities for staff to analyse student progress, refine targets, and respond to identified needs. This collaborative approach ensures that planning is informed, responsive, and aligned across the school.

A key priority in 2025 has been improving literacy achievement for all students, with a deliberate focus on reading comprehension and grammar. Reading instruction continues to be guided by The Big 6, supporting a structured and comprehensive approach to developing students’ understanding of texts. In addition, the explicit teaching of grammar through the Whole School Grammar Scope and Sequence remains a central component of planning, ensuring a clear progression of skills across all year levels.

Through sustained collaboration and a shared commitment to best practice, Glengarry Primary School continues to embed a cohesive and strategic approach to literacy planning, supporting strong outcomes for all students.

Teach

High-quality literacy instruction at Glengarry Primary School continues to be underpinned by a shared and consistent pedagogical approach. In 2025, a strong emphasis has been placed on sustaining excellence in classroom practice through ongoing instructional coaching. Instructional coaches have worked in partnership with teachers to refine practice, celebrate success, and maintain the strength and consistency of 'The Glengarry Way' across all learning environments.

Strengthening reading through The Big 6 has remained a priority, with reading fluency embedded as a regular and intentional classroom routine. Targeted intervention programs, including Repeated Reading and Reading Express, have supported students requiring additional practice, while the Story Dogs program has provided valuable one-on-one opportunities to build confidence and engagement in reading.



The Literacy Pro program was expanded to include Year 3 students in 2025. While initial engagement was lower than in previous years, this prompted a responsive adjustment in Year 5, where classes trialled an enhanced eBook library subscription. This platform enabled teachers to assign texts and incorporate NAPLAN-style comprehension assessments to monitor understanding. As a result, student engagement increased significantly from 48% to 100%, providing greater access to a wider range of texts and increased opportunities for reading at home. The success of this trial has informed planning for continued implementation in 2026.

To further strengthen reading comprehension, staff began trialling Literature Based Units (LBUs), also referred to as knowledge units. These units were designed to build students' background knowledge, supporting deeper engagement with texts. Sentence-level writing was embedded within this approach, allowing grammar to be explicitly taught within meaningful contexts. The integration of Talk for Writing further supported students to engage more deeply with texts, resulting in improved comprehension, stronger writing outcomes, and increased confidence in applying grammatical knowledge. Additional class sets of novels were purchased to support this approach.

To celebrate reading across the school and strengthen connections with the wider community, Glengarry Primary School embraced Book Week with a vibrant library display and whole-school parade. The 2025 theme, *Book an Adventure*, inspired a range of engaging activities, including a school-wide competition where students guessed the countries staff had visited on their own adventures. This initiative further promoted a love of reading, encouraged student participation, and created a shared sense of excitement around literature.

In spelling, Year 3 introduced the Sound Waves program to strengthen the explicit teaching of phonics, supporting students in developing a more secure understanding of sound-letter relationships.



Opportunities to develop oral language and public speaking were prioritised through the return of the Glengarry Speak Up competition for students from Year 1 to Year 6. Students prepared and delivered speeches, demonstrating confidence, clarity, and strong communication skills. The finals were adjudicated by Mrs Gail Kimpton, former principal, whose extensive experience in educational leadership and passion for student voice added depth and

authenticity to the event. This initiative continues to highlight the importance of oral language as a key component of literacy development.

Assess

Assessment practices at Glengarry Primary School continue to play a central role in informing teaching and improving student outcomes. Progressive Achievement Tests (PAT) and NAPLAN online assessments remain key tools for tracking student achievement and growth, providing valuable data to guide planning at a class, cohort, and whole-school level.

In 2025, students in Years 4 and 5 piloted DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to strengthen our understanding of reading development. This screening tool supports the identification of students at risk of reading difficulties, while also monitoring progress in phonemic awareness, phonics, reading fluency, and comprehension. By benchmarking students against expected levels, DIBELS enables teachers to closely track growth in both fluency and understanding. Staff found this data highly valuable in guiding targeted instruction, and there are plans to expand its use across Years 3 to 6 in 2026.

In the early years, the Letters and Sounds tracker continues to be used to assess and monitor student progress across the components of The Big 6, ensuring early identification of needs and timely intervention.



The Elastik platform remains integral to data analysis, enabling teachers to identify gaps at a class, Phase of Learning Team, and whole-school level. These identified gaps have informed our focus on grammar within the Literacy Operational Plan. Phase of Learning Team

Learning Sprints have been driven by this data, with teachers collaboratively targeting specific areas for improvement, implementing focused teaching strategies, and monitoring progress over short cycles. Key gaps have been displayed on data walls for each year group to support collective accountability, with progress tracked through regular Gap Reviews to ensure ongoing improvement.

Brightpath continues to be used alongside Elastik to provide a comprehensive picture of student writing achievement. Whole-school writing moderation tasks were conducted in Term 1 and Term 4, with samples analysed within Phase of Learning Teams using the Brightpath rubric. This process has ensured consistency in teacher judgement across year levels and strengthened shared understandings of writing standards. In addition, Brightpath enables teachers to track and monitor student progress over time, supporting more informed and consistent judgements of student writing development. Through the continued use of structured assessment tools and collaborative data practices, Glengarry Primary School remains committed to responsive teaching, targeted intervention, and sustained improvement in literacy outcomes for all students.

Proficiency Level	Year 3 Reading									Year 5 Reading								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	19%	22%	25%	31%	29%	28%	16%	16%	14%	39%	22%	17%	34%	31%	33%	18%	17%	16%
Strong	52%	66%	45%	50%	49%	48%	45%	44%	44%	53%	61%	53%	54%	52%	49%	51%	48%	51%
Developing	17%	5%	23%	15%	15%	16%	24%	22%	24%	6%	12%	21%	9%	12%	14%	18%	21%	21%
NAS	12%	7%	7%	5%	7%	8%	14%	16%	16%	2%	6%	9%	3%	5%	3%	11%	13%	11%

Reading: sound comparisons for Year 3 v. “Like Schools” with an increase in “Developing” in Year 5 as compared to 2024.

Proficiency Level	Year 3 Spelling									Year 5 Spelling								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	12%	17%	18%	26%	22%	26%	15%	14%	14%	22%	24%	6%	27%	30%	32%	20%	19%	19%
Strong	56%	53%	43%	51%	51%	48%	42%	44%	42%	61%	51%	64%	53%	49%	49%	48%	46%	48%
Developing	29%	26%	27%	20%	23%	21%	28%	27%	28%	14%	16%	21%	15%	16%	15%	20%	21%	21%
NAS	4%	3%	11%	3%	5%	5%	13%	14%	14%	2%	10%	9%	4%	4%	4%	11%	11%	11%

Spelling: Year 3 and Year 5 results below “like schools”, focus on moving high percentage in Strong category for Year 5 into Exceeding.

Proficiency Level	Year 3 Writing									Year 5 Writing								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	10%	16%	5%	16%	13%	11%	9%	7%	4%	31%	16%	13%	18%	16%	17%	10%	9%	7%
Strong	81%	81%	86%	76%	77%	76%	65%	66%	68%	61%	63%	64%	62%	66%	60%	54%	53%	53%
Developing	8%	2%	5%	5%	8%	10%	14%	17%	18%	8%	18%	19%	15%	15%	18%	22%	25%	26%
NAS	2%	2%	5%	2%	3%	3%	10%	9%	8%	0%	4%	4%	5%	4%	4%	12%	11%	12%

Writing: positive results in Year 3 and strong in Year 5. Overall high progress and achievement.

PAT Term 1 – Term 4 Reading

PAT Reading Data T1 (%)						PAT Reading Data T4 (%)					
Stanine	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6	Stanine	YEAR 2	YEARS 3	YEAR 4	YEAR 5	YEAR 6
9	2	5	0	0	2	9	7	8	4	7	4
8	2	5	8	2	2	8	15	8	33	2	7
7	5	5	17	2	8	7	23	13	20	7	21
6	18	11	23	13	31	6	16	25	16	26	40
5	16	13	15	33	25	5	16	22	15	34	12
4	16	20	15	19	17	4	10	10	7	11	12
3	20	18	15	21	6	3	11	7	5	4	
2	19	15	2	8	2	2	1	7		9	4
1	2	8	5	2	7	1					

Progressive Achievement Test (PAT): provides evidence of growth from Term 1 to Term 4. Stanine (“standard nine” scaled scores) where stanine 1 is low. The shift to above average (stanine 5) in Term 4 is pleasing across all year levels.

EARLY CHILDHOOD EDUCATION

PLAN:

In 2025, the Early Childhood Education team drew on the findings of the 2024 NQS assessment to shape forward planning, using the feedback to identify strengths and pinpoint areas requiring further development. This reflection set up a clear direction for 2025 and beyond, with particular emphasis on strengthening Standards 1 and 3, which were highlighted as priority areas for ongoing improvement. Central to this planning was the development of a shared “Philosophy of Play” to underpin consistent pedagogical practice across the early years at Glengarry Primary School, ensuring purposeful play remains intentional, visible and closely connected to curriculum learning both indoors and outdoors. Planning also included a continued commitment to

cultural inclusion and family engagement, ensuring that children’s backgrounds are represented in their learning environments throughout the year. Building capacity to use open ended resources and improve access to shared materials was also prioritised to support more flexible, creative and responsive learning opportunities across K–2. These combined elements formed the foundation for a cohesive and forward focused 2026 operational plan.

On-entry Oral Language: assessment undertaken in Pre-primary and indicative of NAPLAN in Years 3 and 5. Pre-primary in 2020 = Year 5 in 2025 and indicative of significant levels of intervention prior to NAPLAN assessment in 2025. Conversely, levels identified in 2022 on-entry correspond well to 2025 Year 3 NAPLAN.

ON-ENTRY ORAL LANGUAGE PERFORMANCE COMPARISON						
State v. Glengarry Primary School						
STATE	2020	2021	2022	2023	2024	2025
< 25%	9%	6%	9%	7%	9%	3%
25%-50%	13%	15%	10%	13%	6%	3%
50%-75%	19%	23%	14%	29%	34%	42%
>75%	59%	56%	67%	51%	50%	52%

Community Engagement:



TEACH: Throughout 2025, the team implemented a range of actions that strengthened play-based pedagogy and built greater consistency in teaching and learning across the early years. Purposeful play became increasingly aligned with curriculum outcomes, supported by improvements to both indoor and outdoor learning environments and the sharing of practice examples during POLT meetings to refine collective understanding. Access to learning spaces and resources was improved through enhancements such as outdoor play mats, expanded prop boxes and scheduled use of the Year 1–2 wet area, which became a shared wet area for arts, craft, intervention and creative play.

Cultural responsiveness remained a strong focus, with greater visibility of diverse cultures across the year and strengthened community engagement through inclusive events that encouraged families to participate in their child's learning journeys. Curriculum implementation also progressed with the trial and expansion of the KIDDO program, providing structured FMS learning supported by meaningful assessment data, and by adopting Maths Hero as the whole school program to ensure consistency in maths instruction across year levels. The development of the Digital Letters and Sounds Tracker further supported effective teaching by allowing staff to quickly identify students at risk and tailor instruction according to cohort needs.



ASSESS:

The actions taken in 2025 led to measurable improvements in the quality and consistency of teaching and learning across ECE. Purposeful play practices became more visible and more closely linked to curriculum expectations, contributing to a stronger understanding of learning intentions among students and more deliberate use of open-ended resources to promote critical thinking and creative exploration. The enhanced shared wet area, along with expanded resource access across K–2, created more cohesive learning environments where materials could be borrowed flexibly to enrich teaching programs. Family engagement strengthened as inclusive events and cultural initiatives helped build a sense of belonging and expanded opportunities for parents to participate in daily learning experiences. Data use continued to mature, supported by the KIDDO assessments and the Digital Letters

and Sounds Tracker, which together provided clearer insight into student progress and informed more targeted planning across literacy, numeracy and movement skills. These outcomes affirmed the effectiveness of the strategic actions undertaken and established strong foundations for the 2026 focus on refining the shared philosophy of play, extending the KIDDO program a deepening cultural inclusion and strengthening consistency across early childhood pedagogy.

DIRECTIONS:

In 2026 the ECE team will further refine our “Philosophy of Play” through collating information from outside agencies and providers. We will invest resources into increasing Reading Comprehension packs in Years 1 and 2 and inviting parents/carers to support comprehension during school time.

SCIENCE

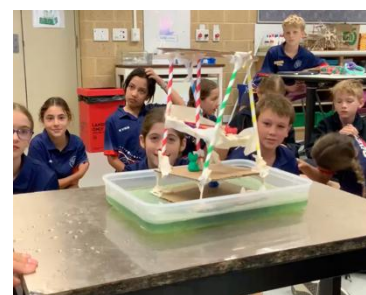
The Science program at Glengarry Primary School provides hands-on learning experiences that support students in developing, consolidating, and applying scientific concepts. Science Understanding and Inquiry Skills are taught across both semesters, with Physical and Space Science covered in Semester One and Biological and Chemical Science in Semester Two. A diverse range of resources, including Inquisitive, Science: A STEM Approach, cooperative learning activities, and digital technologies, are integrated to enhance explicit science instruction. Learning experiences are intentionally adapted to reflect the Perth context, ensuring relevance and connection to students’ everyday lives. This comprehensive approach supports meaningful engagement with scientific concepts while developing inquiry and problem-solving skills.



Year 1/2 exploring forces



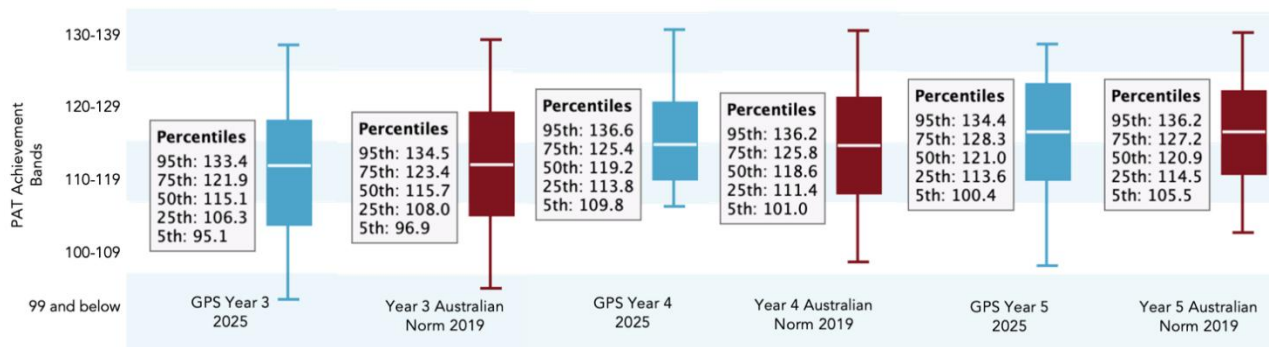
Yr 3/4 investigating magnets



Yr 5/6 building and testing earthquake resistant structures

Progressive Achievement Tests in Science assess students’ scientific knowledge, literacy, and inquiry skills. The 2025 results indicate strong performance across Years 3, 4, and 5, with median scores in all year levels exceeding Australian norms. The Year 4 cohort demonstrated particularly strong growth, with results above national benchmarks across most percentiles. Year 3 students showed solid achievement, with a slight dip at the lower percentiles, suggesting some students may benefit from additional support. Year 5 results remained above national expectations, with a broad spread of achievement indicating a range of learning needs within the cohort. These results will inform targeted teaching strategies to

support both extension and intervention, ensuring continued growth in student achievement in Science.



INFORMATION & COMMUNICATION TECHNOLOGY

In 2025, Glengarry Primary School further strengthened its approach to Digital Technologies, building on the strong foundations established in previous years. The 1:1 iPad program across Years 4 to 6 continued to thrive, with participation increasing to 97%. A key focus throughout the year was ensuring technology was embedded authentically within classroom practice, enabling students to explore, create and demonstrate their learning in a variety of meaningful ways.

Staff professional learning remained a priority, with teachers engaging in regular, hands-on support sessions alongside an Apple Distinguished Educator each fortnight. This sustained focus on capability building has resulted in all relevant teaching staff now recognised as Apple Teachers, with one staff member achieving Apple Learning Coach status.

A significant milestone in 2025 was the full implementation of the Digital Technologies Scope and Sequence. To support consistent assessment practices, Common Assessment Tasks were developed and introduced. Ongoing staff feedback was actively sought and used to refine these processes, ensuring they reflect the needs of our school context. The ICT Committee played a central role in driving this work forward.

In addition, the school transitioned to Compass as its primary platform for parent communication and event permission/ payments. This has streamlined the way information is shared, allowing for more efficient distribution of class updates and student reports. The school has also continued to refine its online communication channels to ensure families receive clear, timely and accessible information.

THE ARTS - MUSIC

Highlights from the Music Program at Glengarry PS in 2025 include;

- In Music, students learnt about instruments of the orchestra and explored and created music. They explored music for different purposes and music from different lands. Students used voice, ukelele, Orff instruments

- (including recorder) and digital technologies to perform and communicate their compositions and show their understanding of Music concepts.
- We acknowledged Reconciliation Week and NAIDOC by embedding Indigenous songs in class Music activities, eg songs about Indigenous place names, animals and bush tucker.
 - The School Choirs represented the school in important school events including the ANZAC Ceremony (*Be a Peacemaker*), Book Fair and Year 6 Graduation assembly. The Year 4 and Senior Choirs attended *One Big Voice* at RAC Arena.
 - Glengarry hosted one of the WA Government Schools Music Society *Schools Make Music Concerts* at Crown Theatre. Three GPS students were MC's for the evening, and our Senior Choir presented a medley entitled *Friendships*. One student was also selected by WAGSMS to perform a Musical Theatre solo.
 - We continued to use Showbie for students to access learning materials and Band and Choir repertoire. Year 5 and 6 students worked on GarageBand pieces, improvising over a backing. Students could share their assigned digital tasks through Showbie for assessment.
 - The Year 6 *Glee Club* met each week and prepared solos and group songs together.
 - Instrumental Music School Services (IMSS) were offered to selected Yr 5 and Yr 6 students on Flute, Clarinet and Brass. IMSS students and selected other students rehearsed weekly in Band. Band students shared their progress by playing at assemblies.
 - The Recorder Ensemble provided extension and challenge for advanced recorder players. They performed, along with students from the IMSS Program, at school assemblies, the *Speak Up!* public speaking competition and the end of year Parent Morning Tea.
 - Music students from Glengarry were offered placements at GATE schools (John Curtin College of the Arts, Churchlands SHS, Duncraig SHS Music) for secondary school.

Mrs Jan Ruscoe (Senior Teacher, Music)

LANGUAGES - FRENCH

The French language program enables all students to communicate in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Language learning broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means that people in all spheres of life have to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

Students were given the opportunity to build upon their French language skills through the topics of pets, numbers, colours, weather and learnt about traditions from Easter and Christmas in French speaking countries.

Using songs and games, students were able to build their knowledge and become more confident in using their French language skills throughout the year. The Languagenut online program also gave students opportunities to develop their listening, reading and writing skills in a fun interactive way.

The curriculum builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

HEALTH & PHYSICAL EDUCATION

Health and Values

In 2025 classes continued to learn about our 8 whole school values of Responsibility, Confidence, Resilience, Persistence, Respect, Cooperation, Integrity and Compassion.

Our 'Buddy Week' initiative took off in Term two to help promote our whole school focus of Respect and our involvement in the departments Action Respect initiative. It's always lovely to see the care our older students show to their younger buddies in making them feel welcome, connected and a sense of belonging. 'We Care' awards continued to be presented at assembly acknowledging students demonstrating the values throughout the month. It was wonderful to secure our Wellbeing officer for the last semester to reinforce our values at recess and lunch and in small group sessions with our students.

A number of social and emotional wellbeing programs are taught across the school to develop students' awareness of emotions and reactions to their emotions. Zones of regulations continued to be embedded throughout the whole school in 2025 and students became more familiar with tools they can use to regulate their emotions and behaviours. Year 5 Rangers continued to support the lunch time play areas. Rangers is an opportunity for Year 5 students to demonstrate leadership skills and help younger students work through any issues they have in the playground. 2025 saw a great increase in keen participants in the Ranger roster and it was great having their support with a number of options given to students to engage with during lunch time play. We also had an increase in participation of extra lunch time activities run by our staff including dance club, ninja warriors, yarning club and art in the park.

PHYSICAL EDUCATION

Swimming: We are fortunate to offer a swimming carnival for our students and this year it was held at Craigie Leisure Centre. The Year 4,5 and 6 students had a fabulous day, although extremely hot, participating in a range of strokes and events to include everyone. We also brought in Champion Boy and Champion Girl medals



for each year level which we thought was important to acknowledge those students who demonstrate talent in the swimming arena.

Interschool Sport:
We were fortunate to have a full program of winter sports being -AFL, Netball, Soccer &



Volleyball. Year Six teams, together with some Year Fives, played each of the other seven schools in our zone each Friday afternoon. We culminated this with a whole day lightning carnival at Kingsway Sporting complex where students were able to show the skills they had developed over the term and compete in graded competitions. Our Netball A team even came home with a pennant for their division.

The House Cross-country event ran as usual, thanks to the many volunteers. Many children attended Monday Running Club for extra practise which is a great way to encourage running for fitness. We were lucky to have some fine weather and compete in our Interschool Cross Country with some great success from a range of year levels.

In Term Three the House Athletics Carnival went ahead, with a great response from the community and students. All houses participated with enthusiasm and great sportsmanship. The carnival ran exceptionally well and our students had many successes. We also brought in Champion Boy and Champion Girl medals for each year level which we thought was important to acknowledge those students who demonstrate talent on the Athletics field.



CONNECTIONS TO COMMUNITY



We were lucky enough to receive two Sporting Schools grants over the year which included coaches from Lacrosse, and Soccer to impart their knowledge and teach the students a range of skills in these areas.

We were fortunate to have Kristian Doolittle and David Okwera, from the Wildcats Basketball team, give up their time to visit us and run a basketball session with our Year 5 class.

We were also able to secure the girls from SEDA netball who came out to take sessions with a range of classes. Helping them to develop their netball skills.

We were also fortunate to have Hannah Cross from the *Olympics Unleashed* program come and speak to our Year 6 students about her time as a synchronized swimmer in the Olympics and what dedication and commitment looks like so they can achieve their set goals.



DIRECTIONS IN 2026:

- Maintain high quality explicit teaching of the Zones of regulation and our 8 values
- Employ the Kiddo program for Fundamental Movement skills in Kindy and Pre-primary
- Maintain connections with CDSSA group through interschool sports events
- Continue to foster community connections
- Actively promote Respect as our focus
- Facilitate Upper primary “Active Citizenship” program

SOCIAL EMOTIONAL WELLBEING

The school’s Social-Emotional Wellbeing (SEW) target for 2025 was to improve the overall wellbeing of all students across all year levels, with a particular emphasis on respect. This was monitored through the Progressive Achievement Assessment in Social-Emotional Wellbeing, administered to students in Years 2 to 6. Results showed a higher number of students achieving in the *very highly developed* and highly developed categories, while other categories remained consistent with previous years and similar school settings. This positive trend reflects the effectiveness of the school’s evidence-based strategies, including explicit teaching of values through the use of SDERA resources & Beyou tools, targeted professional learning for staff, and promoting regulation tools such as the *Zones of Regulation* and *Kelso’s Choices*.

Throughout 2025, students engaged deeply with Glengarry Primary School’s eight whole-school values: Responsibility, Confidence, Resilience, Persistence, Respect, Cooperation, Integrity, and Compassion. House Activities were adapted and Buddy weeks were included twice a term. This was to encourage and foster buddy relationships amongst the year groups. These multi-age sessions allowed students to demonstrate values within the school and in the broader community.

The *We Care* awards were once again presented at assemblies, recognising students who consistently demonstrated the school values. Our Student Wellbeing Officer (SWO), who has been an integral part of the school community, continued to provide valuable support throughout the year. The SWO was key in fostering student wellbeing through various initiatives, including *Art in the Park*, the *Sensory Sand Station*, Social Stencil with Year 2's and *Year 3 Resiliency Sessions* in collaboration with Scripture Union Interns. Our SWO also facilitated a *Friendship Social Stencil Group* for students needing additional support in developing social skills.

Additionally, she actively supported the *Rangers* program, contributed to school newsletters, and presented *We Care* certificates at assemblies. Her presence extended beyond structured programs, as she attended the ANZAC Day service, supported students during swimming lessons, and engaged with families during *Friday Senior Sport*, strengthening connections between students, staff, and the broader school community.

A key focus in 2025 was consolidating the use of the *Zones of Regulation* program to further support students in understanding and managing their emotions. Students became increasingly confident in identifying their emotional states and applying self-regulation strategies when needed. The *Rangers* program also continued to thrive, providing Year 4/5 students with leadership opportunities and equipping them to assist younger students in resolving playground conflicts.

In 2025 our school community held many events that promoted connectedness and partnerships with families. These included:

- Harmony Week
- RUOK Day
- Cyber Safety (Run by Legal Aid)
- Tough stuff program for our Year 5 students focusing on mental health culminating in a 4km Run around the oval



As Glengarry Primary School continues to prioritise Social-Emotional Wellbeing, a strong focus on respect given our acceptance into the Action Respect Initiative across 2025-2026. This will remain a key component of our whole-school approach. This will ensure students develop the skills to navigate challenges and thrive both academically and personally.

Initiatives:



Values Mural – We used some funding from the Action Respect initiative to employ a local artist to design and create our beautiful, bright, Values mural on the front of our library. Having this bright visual leading into the school puts our 8 school values into the forefront of the students minds for the day as they enter school.

Active citizenship initiative - Year 5 and 6 students to take more of sense of Respect others and the community by completing tasks to help others as well as themselves, Becoming actively engaged in their lives and their community

Djiti Djiti Choices revamping our playground problem solving strategies to give them a Glengarry spin. Djiti Djiti choices was created to encourage students to help solve conflicts independently before seeking out an adult, We were even able to purchase a large sign and placed in the Junior primary playground for children to refer to how to solve small conflicts whilst at recess and lunch.

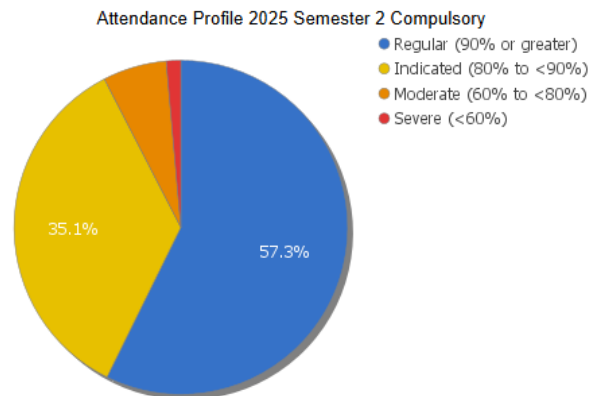


In 2026 we will aim to continue our attention toward RESPECT given our continuation in the Action Respective Initiative for 2026.

Attendance

Glengarry Primary School has maintained high expectations for student attendance in 2025. Staff continue to monitor student attendance closely, following the *Glengarry Primary School Attendance Policy*, which includes consistent communication with parents, reminder letters, and regular promotion of the importance of attendance through the school newsletter.

Our attendance rate in *Semester 2, 2025*, was 89.7%, a slight decrease from 90.4% in 2024. This decline was primarily due to increased families taking holidays during the school term. While overall attendance remains strong, we will continue to reinforce the importance of regular attendance and work with families to minimise disruptions to student learning.



Behaviour Management and Pastoral Care

Staff at Glengarry Primary School continued to integrate our school values into lessons, morning announcements, and school assemblies, reinforcing positive behaviours and expectations across all year levels. The student community maintained a high standard of behaviour throughout 2025, with significantly more positive interactions recorded than negative ones. 2148 positive interactions were documented, reflecting the school's strong commitment to fostering a supportive and values-driven environment.

Proactive programs continued in 2025 to support student wellbeing and positive behaviour. Rangers and You Can Do It (Pre-Primary) remained key programs in teaching students essential social skills and conflict resolution strategies. We also introduced Djiti Djiti choices a revamp of Kelso's choices for our whole school to refer to during small playground problems. For Upper Primary students, the Zones of Regulation program continued to be embedded within health lessons and class discussions, helping students develop self-regulation strategies. In addition, the lunchtime club initiatives helped to support students with alternatives at playtimes. These included Ninja Warrior courses, Dance Club, Knitting Club and activities our Lunchtime Playground Rangers hosted such as; Teddy Hospital play, Pet rock making and much more.

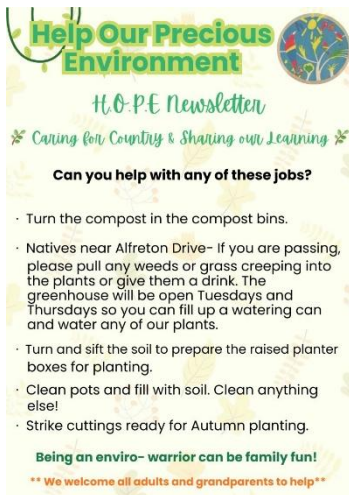
Super Cool Awesome Time Extra Recess (SCATER) continued as a weekly reward, allowing students who demonstrated positive behaviour to participate in a teacher-led activity. Most recorded behaviour incidents remained low-level and were managed effectively through the school's Pastoral Care Policy, ensuring all students involved received appropriate support.

HELP OUR PRECIOUS ENVIRONMENT (HOPE)

At Glengarry Primary School, we strive to foster a strong culture of sustainability among our students. Throughout 2025, the HOPE Group has continued its commitment to environmental stewardship through a range of initiatives that support conservation, recycling, and community engagement. A small number of families have regularly attended Tuesday sessions. Others have come along periodically.

Our Containers for Change initiative has grown, with dedicated bins placed outside the administration building and the greenhouse, helping to reinforce the importance of recycling. Almost \$1000 has been generated, going directly to our P&C.

Children have initiated cleaning up litter on school grounds. It should be noted that our main litter is from outside the school or from Russel (the crow) taking scraps from the bins.



HOPE regularly contributed to the school newsletter, sharing updates on upcoming events and ways for the community to get involved.

Key announcements included:

- Weekly HOPE sessions: Held every Tuesday after school.
- Greenhouse & Shed Access: Open before and after school on Tuesdays and Wednesdays.
- Recycling Access: Containers for Change bins remain available outside key school areas.

The gardening program has flourished this year with students, parents, and volunteers contributing to our garden revamp. Compost has been added to kitchen garden beds and students have enjoyed striking cuttings, involvement in growing and maintaining the school's green spaces has helped reinforce the importance of environmental responsibility. Our creative projects have further increased connection to country. Students have also designed vibrant HOPE signs and posters to promote environmental awareness across the school.

In 2026, the HOPE Group remains committed to promoting a greener, more sustainable school environment. We are inspired by Isaac, our gardener and his commitment to nurturing native plants as habitat for our wildlife. We welcome new ideas and will be making better use of our community kitchen once the new roof is built. Plans for the roof are in process.

COMMUNITY SATISFACTION

The most recent interim survey of the school community followed a two stars and a wish model, given the lack of access to more formal survey tools. Community



members were asked to provide feedback about two aspects that the school is doing well and one aspect that could be improved.

The survey saw that only 27 responses were received. Many of the responses counterproductive with the main “Wish” item that was noted three times was communication. Three respondents reported good communication, and three reported poor communication. The feedback was shared with staff, and a review of the Parent Communication Charter ensured keys aspects were refined and kept up to date, while also ensuring it was linked to the Communication Charter to enable consistency in fortnightly updates across all classrooms. In 2026 all updates will move to be available on Compass.



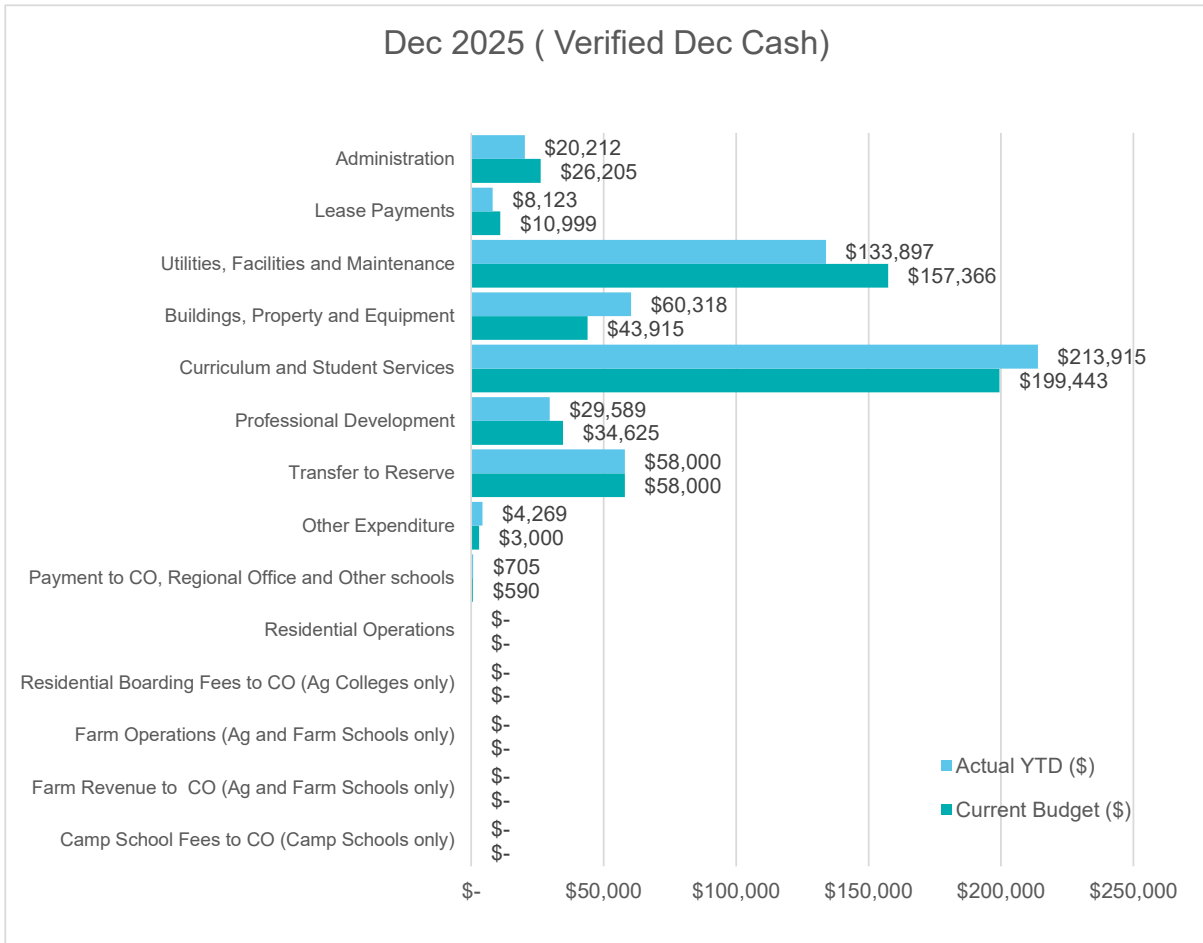
The National School Opinion Survey Tool is now back online, allowing comparison with 2022 data. The next survey will be conducted in 2026 in preparation for the new Business plan.

FINANCIAL SUMMARY

One Line Budget Summary Report – Glengarry Primary School

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	88,159	88,159
Carry Forward (Salary):	238,823	238,823
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,387,821	4,387,821
Locally Raised Funds:	172,812	216,065
Total Funds:	4,887,615	4,930,867
EXPENDITURE		
Salaries:	3,983,103	3,983,103
Goods and Services (Cash):	534,143	529,029
Total Expenditure:	4,517,246	4,512,132
VARIANCE:	370,368	418,735

Goods and Services Expenditure - Budget vs Actual



Note: all financial information and tables provided by DoE.