

POWERING LIFELONG LEARNING

Respect Responsibility Resilience

www.yokineps.wa.edu.au



ANNUAL REPORT 2025

School Overview

Yokine Primary School was founded in 1959 and is located 5 kms north of the Perth CBD within the City of Stirling, on Whadjuk Noongar country. As a vibrant and proactive school, we are proud and excited to be charged with the responsibility of building upon the educational reputation that has been established over many years. Our school is a place where everyone belongs, embracing a rich multicultural identity, with over 40 different cultural backgrounds, and almost 45% of students with language backgrounds other than English. There is a strong sense of community and tradition, focusing on supporting students' needs academically, socially and emotionally.

Our school is committed to achieving excellence through innovative teaching and learning, and an agreed expectation that all staff will collaborate and engage with colleagues as part of a professional learning community. We work as a team to deliver a curriculum that fosters independent learning and promotes critical and creative thinking.

As a school community, we understand that the wellbeing of our students, staff and families is integral to creating a shared culture where everyone can perform at their best. Our School Board and Parents & Citizens' Association play important roles and are proactive across our school. Together, we nurture and support students to participate, be considerate, and value the pursuit of knowledge.

Principal's comment

It is my pleasure to present the 2025 Annual Report for Yokine Primary School. This report provides our community with a clear and comprehensive overview of our school's achievements, priorities, and progress throughout the past year. It reflects the dedication of our staff, the engagement of our families, and the outstanding efforts of our students who continue to embody our core values of Respect, Responsibility and Resilience.

Throughout 2025, our vision of Powering Lifelong Learning continued to guide how we support students academically, socially, and emotionally. Our shared moral purpose, supporting meaningful connections so that students thrive in a safe learning environment, remained at the forefront of our work. Our teachers continued to implement high-quality instructional approaches across all learning areas. As a school, we remain committed to embedding evidence-based teaching practices and collaborative planning. Specialist programs continued to be a highlight of student learning in 2025.

Our school community thrives on the strong partnerships that exist between staff, families and the wider community. The active involvement of parents and carers, whether through reading support, event participation, School Board, P&C initiatives or volunteering, contributes significantly to the strength of our school culture. This year we were thrilled to connect with the wider community through the Hawaiian Giving Box campaign and school visits from local day care center Busy Bee Day Care.

Ensuring that our learning environment remained safe, welcoming and well-resourced continued to be a key priority. The pride our students show in caring for their surroundings reinforces our shared belief that schools are communal spaces where every individual can thrive. In 2025, this commitment was demonstrated through the refurbishment of Rooms 7 and 8 and the installation of a new water fountain. We were also fortunate to have local artist Olive Cheng collaborate with staff and students to design bushtucker garden signage and create a vibrant mural outside the library, bringing colour and creativity to our school grounds.

I extend my heartfelt thanks to our exceptional staff for their commitment, professionalism and care. Thank you also to our families for your ongoing involvement and encouragement. I appreciate the efforts of our P&C in fundraising and fostering meaningful community engagement. I further acknowledge the commitment of our School Board, whose collaborative work with staff continues to provide strong governance, thoughtful guidance and strategic direction for our school.

As we move into 2026 and beyond, Yokine Primary School remains committed to ensuring every child is known, valued and supported. Our priorities will continue to focus on high-quality teaching, wellbeing, cultural responsiveness, community partnerships, and evidence-informed improvement.

Emma King
Principal 2025

From the School's Board Chair

In 2025, the Yokine Primary School Board has continued to work in close partnership with our school community to support positive outcomes for every student. Our role is grounded in good governance, thoughtful discussion and a shared commitment to ensuring that the school's direction reflects the needs of our children and families.

Working alongside our Principal, Emma King, the Board met twice per term to review student progress, consider policy updates and contribute to strategic decision-making. This year, we have spent time carefully reviewing the School Business Plan to ensure it remains clear, purposeful and aligned to the evolving priorities of our school. These conversations are always centred on what will make the greatest difference for students.

A highlight of the year has been our engagement with student achievement data, including the 2025 NAPLAN results. It is encouraging to see the depth of understanding our staff bring to the data and the way it is used to inform teaching and learning. As a Board, we value the opportunity to ask questions, explore different perspectives and better understand how progress is measured and supported across the school.

Board members have also continued to build their governance capability through attending Network Schools Board Training, as well as dedicated Board Chair training. Investing in this learning ensures we can fulfil our responsibilities with confidence and clarity, and continue to serve the school effectively. Stepping into the role of Chair this year has reinforced for me the importance of listening carefully, considering varied perspectives and keeping students at the centre of every conversation. The strength of our Board lies in respectful dialogue and a shared focus on doing what is right for our school community.

I would like to sincerely thank Samantha Gilmour and Jessica Berry for their valued service to the School Board. Their time, insight and willingness to contribute have been greatly appreciated. This year also marks the conclusion of George Lohse's 6 years of service on the School Board, including his 5 years as Board Chair. George has provided steady leadership and thoughtful guidance over many years. On behalf of the Board and the wider school community, I extend our sincere thanks for his commitment and contribution to Yokine Primary School. I am grateful to each Board member for the time and care they invest in supporting our school.

School Board meetings remain open to parents who would like to learn more about how the school is governed. I encourage members of our community to reach out if you are interested in attending or simply wish to know more about the Board's work.

Together, we remain committed to supporting a school environment where every child feels supported, challenged and able to thrive.

Nerina Papanastasiou - Board Chair

2025 SCHOOL BOARD

Parent Representatives

George Lohse (Chair)

Murray Dunstan

Nerina Papanastasiou

Natasha Davidson

Jessica Berry

Samantha Gilmore

Eva Radovic

Community Representative

Glenn Williams

Staff Representatives

Emma King (Principal)

Kaitlyn Mustica

Elise Matthews

Louise Bowtell

2025 School Board

Award

George Lohse



From the P&C President

In 2025, the Parents and Citizens (P&C) Association at Yokine Primary School achieved outstanding results that strengthened both the school community and the student learning environment. Through a series of well-supported fundraising initiatives and community-building events, the P&C made a meaningful and highly visible impact across the school. Funds raised throughout the year supported important improvements across the school, including extra mathematics resources, Athletics Carnival ribbons, the hire of the end-of-stage concert, Yoki book awards, and the colour run.

We had a community picnic at the beginning of the year to welcome new and existing families, and three in-school morning tea events during the year which was lots of fun for everyone.

A major highlight of the year was the success of four large-scale sausage sizzle events held at the Federal Election, the State Election, the Open Night, and the School House Carnival. These events generated exceptional fundraising results and showed the incredible volunteer spirit within the community.

Adding to the vibrant spirit of the House Carnival, the P&C organised the sale of colourful carnival accessories. From tutus to fun supporter gear, these items helped ensure “tutu fun” for everyone while raising additional funds for the school. The P&C proudly hosted its first outdoor movie night at the Yokine Bowls Club, creating a memorable evening for families to gather, relax, and connect. The event was a fantastic success, bringing the community together in a fun and inclusive setting while also contributing valuable fundraising income. Another standout achievement was the dedication shown to the school’s community garden, with a big thank you to Natasha L, Eva, Nerina and Clint. The amazing results created a beautiful outdoor area that supports both student wellbeing and environmental education.

The P&C uniform shop also saw incredible effort and organisation in 2025. Thank you to Sarah, Gemma and Samantha, who worked diligently behind the scenes to streamline processes, manage stock efficiently, and provide friendly, reliable service to families.

Overall, 2025 was a year defined by hard work, innovation, collaboration, and community spirit for the Yokine Primary School P&C. We say thank you and goodbye to Gemma Coombes for her 4 years of dedicated service to the P&C, including 3 years as our Social Media Co-ordinator. Thank you also to Nerina Papanastasiou who did a brilliant job as Vice President, and congratulations on her new role as School Board Chair.

Natasha Davidson - P&C President

<p>2025 P&C Executive Office Bearerers</p> <p><u>President</u> Natasha Davidson</p> <p><u>Vice President</u> Nerina Papanastasiou</p> <p><u>Treasurer</u> Joey Yu</p> <p><u>Secretary</u> Quentin White</p> <p><u>Executive Members</u> Gabrielle Ardon Louise Fletcher Jasmin McDonald Delphine Stein</p>

Year 6 Student Awards

Academic Achievement

Award
 Stanley

Physical Education Award

Hudson

Music Award

Aashvi

City of Stirling Primary
School Citizenship Award

Hannah
 Dan

Mt Lawley SHS Year 7
Scholarships

Hannah
 Archie

Japanese Award

Hannah

Visual Arts Award:

Xiomara

Student Leaders

Dan
 Hudson
 Hannah
 Stanley

House Captains

Swan: Jacinta & Reuben
 Flinders: Conrad and Tayer
 Royal: Xiomara & Brayden
 Lawley: Lilly

Peer Mediator Committee

Patrick
 Rigjed
 Saavi

Whole School Teaching and Learning

Yokine Primary School has well established whole school approaches to teaching and learning, allowing staff to prioritise refinement of our instructional practises. During the year, staff engaged with opportunities to explore; effective Daily Reviews supporting students to strengthen their long-term memory recall; and Lesson Structures that support students in explicitly and clearly understanding concepts, which are then reinforced through guided and independent practice. We targeted the role of Questioning in our classrooms, supported by the Department of Education's Teaching for Impact initiative. Teachers focused on asking a range of question types alongside a range of student response structures to support a deeper level of thinking and encourage student participation. This focus was further supported by our Instructional Strategies for Engagement (ISE) trained staff, Kaitlyn Mustica and Tiana Nero, who developed and implemented an ISE scope and sequence to ensure our students are engaged with familiar and new strategies to support learning.

Early Childhood Education

In 2025, our Early Childhood Education (ECE) team continued to strengthen high-quality practice through a shared commitment to the National Quality Standard (NQS) and ongoing professional collaboration. We developed our Early Childhood Philosophy to align with research and evidence on how children aged 0–8 learn, ensuring our teaching remains developmentally responsive.

Play-based learning is central to our approach. To strengthen curriculum implementation, InitialLit storybook play-based learning tubs were intentionally curated and introduced from Kindergarten to Year 2. These themed resource tubs provide every class with engaging, high-quality resources that encourage children to learn through play. Children use the materials to explore stories, develop oral language and literacy skills, and build social and creative thinking through collaborative play. The shared tubs support intentional teaching, curriculum alignment and student engagement, while promoting equity and collaboration across classrooms.

Student wellbeing was a key focus throughout the year. Lunchtime engagement opportunities were expanded to reflect children's interests, with structured play options including large-scale games, construction materials and creative activities. These initiatives supported the development of social skills, teamwork and positive peer relationships, contributing to improved behaviour, increased participation and enhanced student wellbeing.

Overall, 2025 has been a year of meaningful progress and shared achievement. Our school community has demonstrated a strong commitment to continuous improvement and positive outcomes for every child. As a result of these collective efforts, the school is well positioned for an external audit in 2026, with confidence that all seven National Quality Standard (NQS) Quality Areas are being met. This reflects the high standard of teaching, leadership and learning environments across our school.

English

English is taught daily in every Yokine Primary School classroom through a structured Literacy Block. A new addition to the Year 4 literacy block in 2025 was the inclusion of SpellEx B, a whole-class spelling program suitable for students from Year 4, continuing on from previously implemented programs; Pre-Lit, InitialLit and SpellEx A. These programs are backed by research from Macquarie University. As part of our Literacy Blocks our classes were engaged with Story Book analysis, Novel Studies, writing in a wide range of genres, oral presentations and class debates.

Our English teaching at Yokine Primary School is led by our Curriculum Leader, Tiffany Sutherland, and along with the English committee they explored some reading teaching units from the Primary English Teacher Association Australia (PETAA) to support the use of literature to improve our comprehension in upper primary students. The committee supported staff to continue our writing assessment moderation through working in collaborative teaching teams to ensure consistent teacher judgements and identification of areas for focus and celebration. Our English Committee also brought fun events to the school throughout Book Week including a bookmark competition, buddy reading, a lunchtime story with the principal, and a special visit from our PBS mascot, Yoki. We even took advantage of a *mysterious backpack* that was dumped over our fence, using it as a writing prompt. The highlight of our annual English calendar is always our Book Week Parade, which saw most students and many parents celebrate reading across the school.

Mathematics

Our Mathematics committee, led by Jade Sheehan and Elizabeth Emery, were extremely busy this year. Through the generous support of our P&C we were able to update class mathematics resources to support opportunities for concrete practice and hands on learning through play and exploration. This year, the Mathematics Committee supported our staff by engaging with the Maths Association of Western Australia (MAWA), to upskill staff in Multiplicative Thinking and Promoting Problem Solving through Rich Tasks for our K-2 and 3-6 teaching teams. This led our Mathematics Committee to research, trial and implement a consistent approach to Problem Solving across our school, supported by a scope and sequence and classroom displays.

Our teachers are constantly collecting and reviewing student achievement and progress data in Mathematics, focusing on basic number facts, year level unit assessments and end of year tests through the Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT). These robust data sets allow for teachers to review the effectiveness of their teaching and have facilitated the introduction of Mathematics Support Intervention to be trialled in 2025 with our Year 2 students under the support of our Deputy Principal, Student Services, Elise Matthews and Education Assistant, Jenny Phillips.

Specialist Areas

In 2025, students at Yokine Primary School were fortunate to experience a rich and engaging range of specialist programs across The Arts (Music and Visual Arts), Languages (Japanese), Science and Physical Education. These high-quality programs offered students exciting opportunities to explore their interests, build new skills, and learn in dynamic and stimulating environments.

Music

Year 1 to Year 6 students attended a weekly Music lesson. Students begin to read and write music using graphic notation from Years 1 to 3, then using standard notation from Years 4 to 6. Activities included singing, dancing, playing tuned and untuned percussion instruments and providing critical responses to audio and visual representations.

Music Highlights of 2025

- Harmony Day: The Choir sang "Tshotsholozza" and the whole school attended a Japanese Taiko Drumming incursion from Okinawa.
- ANZAC Service: The Choir performed "Spirit of the ANZACS".
- Aboriginal Cultural Appreciation Week: The Choir sang "I am Australian" with the chorus in Noongar language. This was followed by a Smoking Ceremony and didgeridoo playing.
- Instrumental Music School Services students performed in their flute, clarinet and classical guitar groups at assembly.
- Choir performances took place at Flinders' Square Shopping Centre and the Osborne Park Show.

Physical Education

The Health and Physical Education program at Yokine Primary School continued to focus on developing students' Fundamental Movement Skills (FMS), building confidence, and promoting positive attitudes towards lifelong physical activity.

The school maintained its partnership with Sports Challenge Australia to deliver fitness testing and the KIDDO platform for completing the FMS skill assessment. These assessments provided valuable insight into students' physical development, with parents receiving detailed reports on their child's progress. The data also supported ongoing improvements to the Physical Education program.

Students participated in a wide range of sports and activities throughout the year. Sporting Schools funding enabled specialist coaching clinics, allowing students to experience new sports and further develop their skills while encouraging participation in local community clubs.

Yokine students proudly represented the school at a range of Interschool carnivals. A highlight was winning the inaugural Summer Carnival, while the boys' cricket team achieved an excellent result by progressing to the regional finals. The school also continued to perform strongly in Tennis and Basketball competitions.

Japanese

The Japanese Language Program, delivered to students in Years 3-6, provides an engaging and comprehensive learning experience. The program aims to develop students' communication skills in Japanese while also fostering an understanding of Japan's unique culture and customs. By learning the language and exploring cultural practices, students broaden their perspectives and gain a deeper appreciation for global diversity and different belief systems.

Studying Japanese enhances language proficiency and encourages students to reflect on their own identity, values, and cultural background. It has been shown to improve cognitive skills and open up a range of personal, social, and future career opportunities. Through a variety of interactive methods, such as songs, stories, role-playing, presentations, and the use of technology, students actively engage with the language. These activities support the development of their speaking, listening, reading, and writing skills, making the learning process both enjoyable and meaningful while preparing students to communicate effectively in a globally connected world.

Visual Arts

The Visual Arts Program is provided to all children in Years 1 to Years 6 and is delivered weekly by Mrs Abi Callow. As well as year level projects on the diverse themes of food, birds, turtles, balloon dogs, K-Pop demons and flowers, and the year 6's continued the tradition of creating a personal self-portrait canvas artwork. Students came together to work on several whole school art projects to celebrate cultural and special events.

Flinders' Square Art exhibition: A selection of food themed artworks were displayed at Flinders' Square shopping centre in April this year, the public were asked to vote for their favourites, and all students were rewarded for their efforts with chocolate treats donated by Coles.

Bush Tucker Garden artwork: We were thrilled to welcome Artist Olive Cheng to work with year 1 and 2 students on designs for signage for the bush tucker garden. Students learnt about the native plants, drew pictures of the plants and learnt about Olive's beautiful pyrography artwork. Olive then created plant signs and information boards incorporating the students' ideas in her designs.

Osborne Park Show: 10 Year 6 students were invited to exhibit their best works at the show, resulting in two first and two second place prizes. Yokine Primary was also successful winning the first ever design the fireworks art competition, resulting in Riyansha in room 7 setting off the Friday night fireworks.

PBS

In 2025, Yokine Primary School's whole school Positive Behaviour Support (PBS) framework remained a strong foundation for promoting positive behaviour, with the core values of Respect, Responsibility and Resilience embedded across all learning environments. These expectations were explicitly taught, modelled and reinforced through consistent language, predictable routines and clear processes, supporting a calm, safe and inclusive school culture. Students demonstrating PBS values were regularly acknowledged through 'Pawsome' tokens, individual recognition and whole school celebrations, reinforcing positive behaviour in meaningful and motivating ways.

The school made strong progress towards consolidating Tier 1 implementation, with staff engaging in CMS and ISE professional learning, classroom observations and surveys to refine consistent practice across year levels. Data tools, including the School Evaluation Tool (SET), Team Implementation Checklist (TIC) and Classroom Practice surveys, were used to monitor implementation and guide targeted support. Staff expectations and PBS processes were continually communicated through staff meetings, induction processes, memos and visible displays, ensuring clarity and shared ownership.

Further development of Tier 2 systems ensured early identification and support for students requiring additional behavioural intervention, supported through class climate data, behaviour documentation and collaboration with student services, the chaplain and school psychologist. Engagement with families and the wider community remained a key priority, with PBS information shared through newsletters and digital platforms, parent brochures, classroom lessons, PBS blitzes and partnerships with external providers. Collectively, these initiatives strengthened consistency, student engagement and whole school alignment around behaviour expectations, contributing to a positive and thriving school culture.

Health Wellbeing

In 2025, Yokine Primary School maintained a strong whole school approach to student and staff wellbeing, guided by the Health and Wellbeing Operational Plan. The school focused on fostering safe, inclusive and supportive learning environments, embedding the Health scope and sequence across all year levels, and enhancing students' social emotional skills through explicit teaching and evidence-based programs.

Staff engaged in ongoing wellbeing initiatives, including professional learning linked to the Nesli Wellbeing Toolkit, contributing to a positive and collaborative professional climate. Analysis of Sports Challenge data informed targeted strategies to improve outcomes in the 'Self and Others' domain, complemented by leadership and play based programs that promoted resilience and positive peer relationships.

Strong connections with families and the wider community were further developed through events such as R U OK? Day, and partnerships with external providers delivering health and leadership incursion and training. Collectively, these initiatives supported improved wellbeing outcomes and strengthened community engagement across the school.

Cultural Responsiveness

Yokine Primary School prioritises our cultural responsiveness, focusing on appreciation and recognition of the Aboriginal culture across our school. The Culture Responsiveness Committee, led by Justine Banning, had a very busy 2025, facilitating our cyclical review of the Aboriginal Culture Standards Framework (ACSF) standard, with a focus on Learning Environment.

Actions taken by the Committee to create a welcoming and supportive learning environment that respect the cultures, languages, experiences and world views of Aboriginal students (ACSF) included the update and launch of new Year 6 Student Leavers Shirts that incorporate commissioned artwork from Aboriginal Educator and artist, Rosie Payne. Mrs Callow painted a Noongar and English Pathway Mural near ECE3, turning a spill into a masterpiece. Special thanks to our Kindy students for your

contributions to the mural. We also had many of our classes develop their own Acknowledgement of Country, which were shared with our community via school board meetings and assemblies.

To support our students the Culturally Responsiveness Committee engaged the services of Renarta Coyne and Charmaine Climo for our Year 5 students to experience Koora Waangkininy Boodjar, a presentation that takes participants on an immersive journey, guiding them through colonisation from the perspective of Aboriginal and Torres Strait Islander peoples. It is an experiential teaching tool to share the historical and contemporary relationships between Aboriginal and non-Aboriginal people of Australia.

We also conducted our first Culture Appreciation Week, combining the messages of events such as NAIDOC week, Reconciliation Week and Sorry Day, focusing on recognising the valuable contributions of Aboriginal people to our communities. The week concluded with an assembly involving a smoking ceremony from Jonny and Daniel Garlett, a performance from our School Choir and a Noongar song performance by two Dianella Secondary College students. Special guests, including Aboriginal Elder Ms Lee and MLA for Mount Lawley, Frank Paolino came for a Gallery Walk to see our Reconciliation Art Display. Dianella Secondary College also provided a Coding Lesson for our Year 5 students on the Dreamtime Story connected to the Emu in the Stars. This hands-on session was well received and a valuable Digital Technologies extension activity for our students.

Cultural Responsiveness committee member and Year 3/4 teacher, Heather Dexter, provided the staff and community Noongar language terms throughout the year, alongside definitions to increase our exposure and language use. To extend and continue the development of our staff, professional learning from Tamara Tucker was organised for the final school development day of 2025. Tamara clarified and improved our perspectives and understanding of the Noongar people.

Our Cultural Responsiveness Committee also coordinates our annual Harmony Week. This year saw a fabulous incursion from traditional Japanese Taiko Drummers from Okinawa, who amazed us all with their skill, energy and the cultural knowledge that they shared with us. Our school community participates in an annual Harmony Week parade, showcasing the diversity within our school community with students wearing Cultural Dress or orange clothing to support the message of Harmony Week: Everyone Belongs.

Student Services

In 2025, Yokine Primary School continued its strong commitment to supporting the social, emotional, behavioural, academic, and developmental needs of all students. The Student Services Team, comprising the Chaplain, School Psychologist, In School Speech Pathologist, and key external partnerships, worked collaboratively to ensure that students received timely, targeted, and evidence based support.

A new Chaplain, Tania Caetano, commenced in August 2025 and will continue in the role throughout 2026. During her initial months at the school, she provided individual pastoral and emotional support to more than ten students across three days per fortnight. Additionally, she facilitated a lunchtime club, contributed to morning reading support, and referred families to suitable community agencies when specialised assistance was required. Her early contributions strengthened student connection, engagement, and overall wellbeing.

The School Psychologist, available on site one day per week, made a significant contribution to early intervention and case consultation across the school. In 2025, she supported students from Kindergarten to Year 6, including facilitating referral processes for four students to the Language Development Centre. She also provided staff with targeted, evidence informed strategies to address individual learning needs, behavioural challenges, and emotional regulation, strengthening classroom practice and student wellbeing. She also prepared written school perspectives to support families accessing external assessments and allied health services via their general practitioners. Her involvement contributed to a safe, inclusive, and well-regulated learning environment.

Through the ongoing partnership with the Northeast Metropolitan Language Development Centre, the In School Speech Pathology Program continued to deliver specialised support for students with speech, language, and communication needs. Throughout 2025, the Speech Pathologist was in high demand due to the breadth, quality, and impact of her work. She made successful referrals to the Language Development Centre, provided professional learning and upskilling for education assistants in oral language strategies for small group instruction, and delivered effective whole class, small group, and individual language strategies based on identified student needs. In recognition of the increasing demand and the positive impact of the service, the Speech Pathologist's time at Yokine Primary School will increase to one full day per week in 2026.

Yokine Primary School also maintained a strong and productive partnership with the Government of Western Australia Child and Adolescent Health Service (CAHS). This collaboration plays an important role in supporting children's development, health, and wellbeing, particularly during the early years of schooling. Through routine health screenings, monitoring of developmental milestones, and timely referrals where necessary, CAHS ensures families have access to essential health services and that students' physical and developmental needs are identified and supported across the primary school years.

Collectively, these services provide a comprehensive and integrated support framework that enhances student wellbeing, promotes inclusion, and contributes to positive outcomes for all learners at Yokine Primary School.

Intervention Programs

In 2025, Yokine Primary School continued to strengthen its commitment to targeted literacy intervention across the early and middle years. Teaching staff and Education Assistants identified 18 Year 1 and 2 students requiring additional reading support beyond classroom instruction, with intervention groups delivered by EAs using the evidence based MiniLit program, aligned with our whole school Initialit approach. Ongoing monitoring of these students ensured steady development in reading fluency, phonemic awareness, and comprehension skills.

In the upper years, we successfully completed intervention cycles for eight Year 4 - 6 students continuing the MacqLit program from the previous year, enabling them to close the gap to reach year level expectations. Semester 2 also saw the launch of a new Year 3 MacqLit group, further broadening support. A key factor in student progress was the daily morning reading program, where volunteers, EAs, and staff were trained in the Pause, Prompt, Praise framework to enhance reading confidence and accuracy. Student growth was consistently tracked through regular words per minute fluency checks, ensuring timely adjustments and strong literacy outcomes across the school.

In 2025, Yokine Primary School introduced the Bond Blocks Mathematics program in Year 2 to strengthen students' foundational number skills through a structured, hands on approach. While the initial implementation focused on supporting Year 2 learners to build automaticity with number bonds, addition, subtraction, and part-part-whole relationships, the long term intention is to expand Bond Blocks into a comprehensive Year 2 - 4 intervention model. This staged rollout will allow the school to provide consistent, targeted numeracy support across the middle years, ensuring students continue to develop the mathematical fluency and confidence required for increasingly complex concepts. The early success of Bond Blocks in Year 2 provides a strong foundation for this future growth.

Students Numbers and Characteristics

Long-term enrolment data demonstrates that student numbers at Yokine Primary School have remained stable since 2021, reflecting steady demand for placement at the school. In Semester 2 of 2025, the school recorded an enrolment of 274 students, excluding Kindergarten. This represents a slight decrease compared with previous years; however, overall patterns indicate consistent enrolment levels. The school's stable student population continues to reflect its strong reputation, diverse community, and sustained interest from families both within and beyond the local intake area.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	38	36	39	37	47	45	32	294
Part Time	39								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

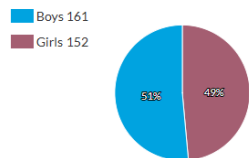
	Kin	PPR	Pri	Sec	Total
Male	18	16	127		161
Female	21	22	109		152
Total	39	38	236		313

	Kin	PPR	Pri	Sec	Total
Aboriginal		2	10		12
Non-Aboriginal	39	36	226		301
Total	39	38	236		313

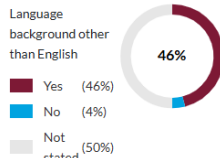
The student population is diverse, with 46% of students from a language background other than English and School ICSEA of 1073. Our student population reflects a rich and highly diverse linguistic community. While English is the predominant language spoken by the majority of students, the data shows representation from over 50 additional languages, highlighting the multicultural nature of our school. Dzongkha, French, Mandarin, Persian, Arabic, Nepali, and Vietnamese are most common, with many students identifying as multilingual. This diversity enriches our learning environment and underscores the importance of inclusive practices, culturally responsive teaching, and targeted EAL/D support to ensure all students are able to thrive academically and socially.

Students

Total enrolments: 313



Full-time equivalent enrolments: 297.4

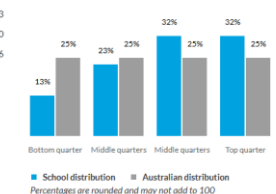


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value
Average ICSEA value
School ICSEA percentile

Distribution of Socio-Educational Advantage (SEA)



Student Attendance

Target: The regular attendance rate of students will remain above the WA Public School average, and above or equal to Like Schools.

Regular attendance at school correlates strongly with student academic achievement and progress. Attendance data for Yokine Primary School compared to Like Schools and WA Public Schools is shown in the table below. In 2025, our attendance targets focused on increasing the overall regular attendance rate to 85% and supporting individual Aboriginal students to achieve attendance rates of 70% or higher. We remain committed to implementing our Student Attendance Policy, reinforcing the message that “every day counts”. Ongoing monitoring, communication with families, and targeted strategies will continue to guide our efforts to improve student attendance. Parents are able to inform the school of their child’s absence through Compass. If the school is not informed of an absence, a system generated SMS will be dispatched at 9:30 a.m. requesting an explanation for the absence.

2023 - 2025 Student Attendance Overview

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	92.3%	91.4%	90.3%	85.0%	86.1%	74.3%	91.9%	91.3%	88.9%
2024	92.3%	92.2%	91.0%	76.9%	77.3%	74.3%	91.4%	91.8%	89.4%
2025	93.1%	92.2%	90.7%	79.2%	82.6%	73.2%	92.5%	92.0%	89.1%

2023 - 2025 Attendance Categories

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	72.8%	21.8%	4.8%	0.6%
2024	72.4%	16.8%	8.8%	2.0%
2025	74.5%	19.2%	4.5%	1.7%
Like Schools 2025	73.1%	19.8%	5.6%	1.4%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

Workforce Composition

Teaching staff are registered and qualified in line with the Teacher Registration Board of Western Australia, and all staff meet the requirements of the Department of Education. The school has employed teachers with varied experience and a diversity of expertise and experience.

In 2025, Yokine Primary School continued to maintain a dedicated and highly skilled staff committed to delivering high-quality teaching and learning programs. Workforce planning ensured that long service leave and other staff absences were managed carefully to minimise disruption to classroom continuity and student outcomes. During this period, substantive Principal Jennifer Hirsch continued her secondment at the Leadership Institute, with leadership structures adjusted to support ongoing school operations.

Throughout the year, two of our experienced permanent staff members, Elle Demasi and Nicole Toth commenced parental leave. The school also celebrated staff movement with Cathy Reddish accepting a position as Manager Corporate Services at another school, leading to the appointment of Kendra Shields who joined our Front Office team. In Early Childhood Education, the school welcomed back Ellen MacKenzie, whose return strengthened the continuity of quality practice across the ECE cohort.

The year also marked the retirement of long-serving gardener Peter Dalkin, whose contributions to the school grounds were greatly valued over many years. Peter Bracegirdle was appointed to the position, continuing the tradition of maintaining a safe and vibrant school environment. We also said farewell to Long time cleaner, Jenny Boland.

Yokine Primary School also benefited from the expertise of several staff in fixed-term positions, including Libby Emery, Madalen Silver, Emma Clarke, Libby Taylor, Brianna Bateson, Shin Wei, Sarena Clarke and Meg Phillips who all brought professionalism, enthusiasm, and a strong commitment to student learning. The school extends its sincere thanks to all departing and incoming staff for their dedication and contribution to the Yokine community.

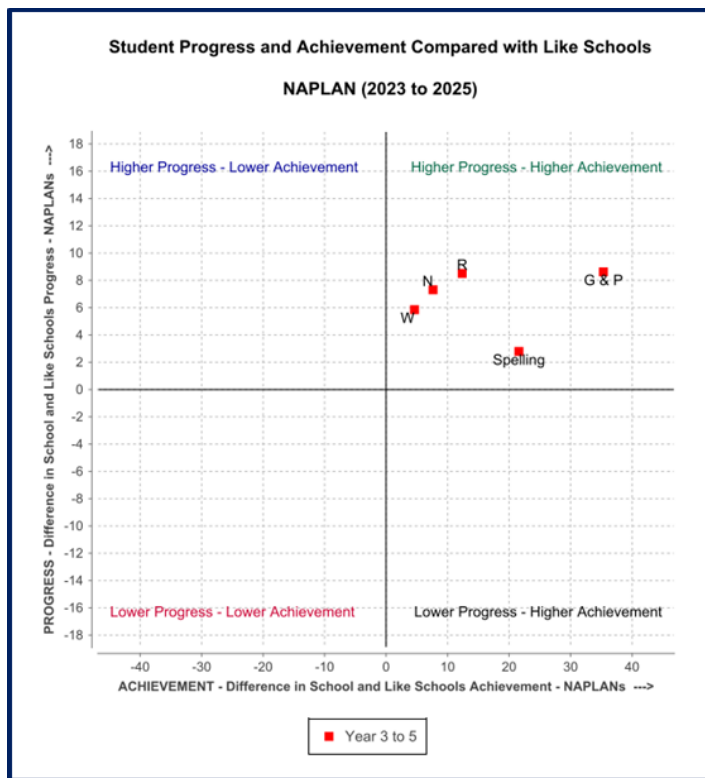


	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	18	14.1	0
Total Teaching Staff	20	16.1	0
Allied Professionals			
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	1	0.5	0
Other Allied Professionals	10	5.8	0
Total Allied Professionals	14	8.7	0
Total	37	27.8	0

Student Achievement and Progress

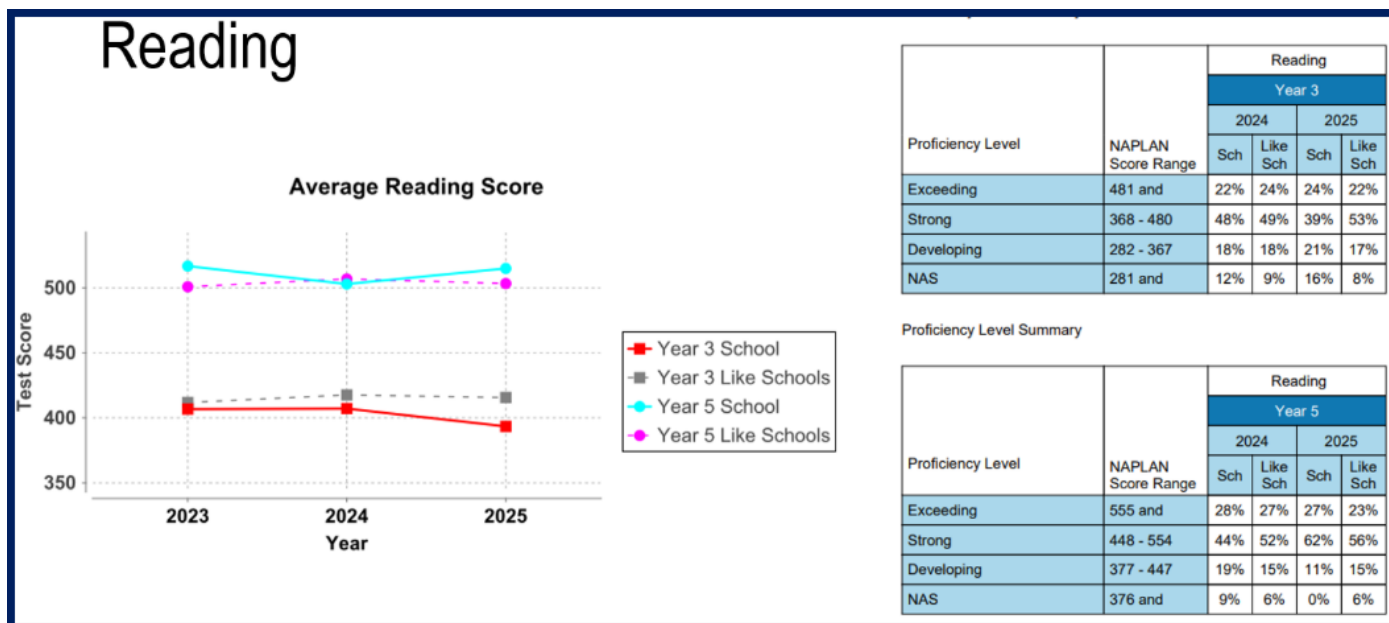
Target: The achievement of students in literacy and numeracy will be similar to, or above, like schools in NAPLAN (Year 3 and Year 5).

This year we were able to measure progress from Year 3 to Year 5 NAPLAN for the first time since 2021. This data highlighted the impressive gains our students have made in their learning, with all five NAPLAN data sets showing that our Year 5 students made high progress and high achievement since their 2023 Year 3 NAPLAN tests.



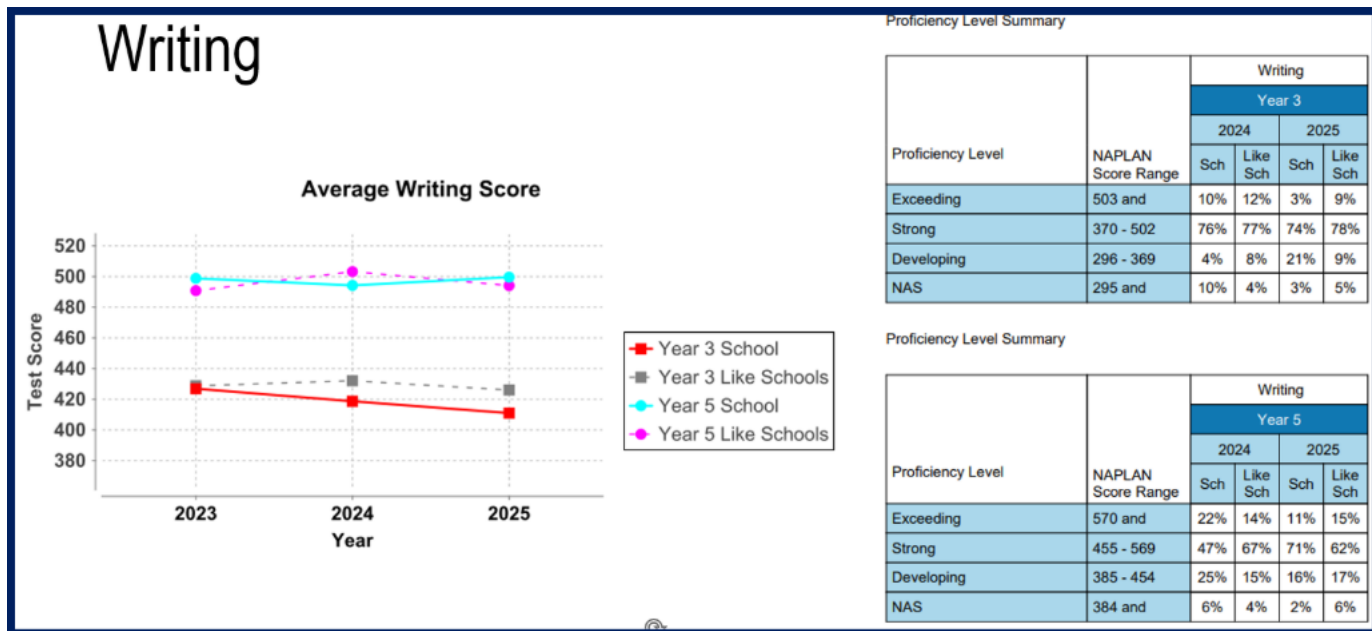
NAPLAN Reading

The 2025 NAPLAN Reading data analysis shows that our Year 3 students are underrepresented in the Exceeding and Strong proficiency levels. The effectiveness of our literacy intervention programs is reflected in the high proportion of Year 5 students achieving at the Exceeding and Strong proficiency levels, with no students requiring additional support. We can see that Year 5 reading can be inconsistent when compared to Like Schools, with a strong focus leading up to Year 3 reading skills required to address the trend of achieving below like schools.



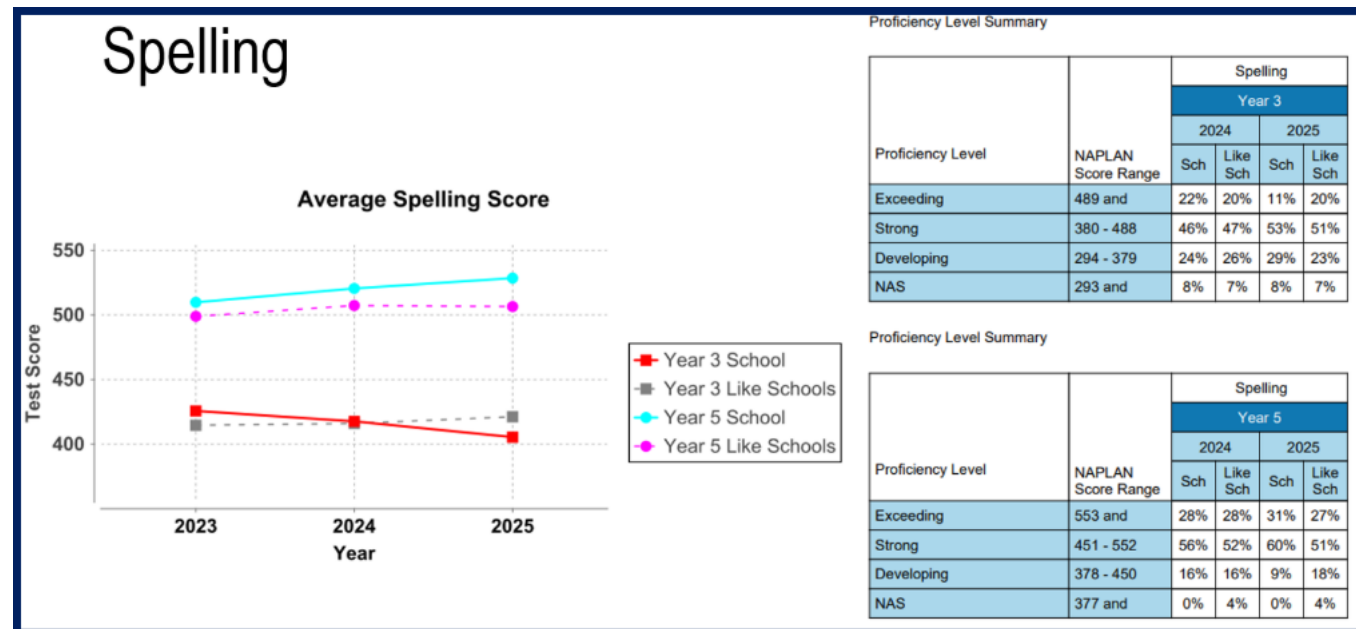
NAPLAN Writing

Our NAPLAN writing data shows that both Year 3 and 5 are underrepresented in the Exceeding and Needs Additional Support proficiency levels. The large groupings of students in the middle levels of proficiency, at Strong and Developing, highlights a growth area for extending our students in Writing across the school and celebrates the effectiveness of our teachers in teaching foundational Writing skills. Year 5 Writing achievement has been stable for the past three years, with a downward showing trend in Year 3.



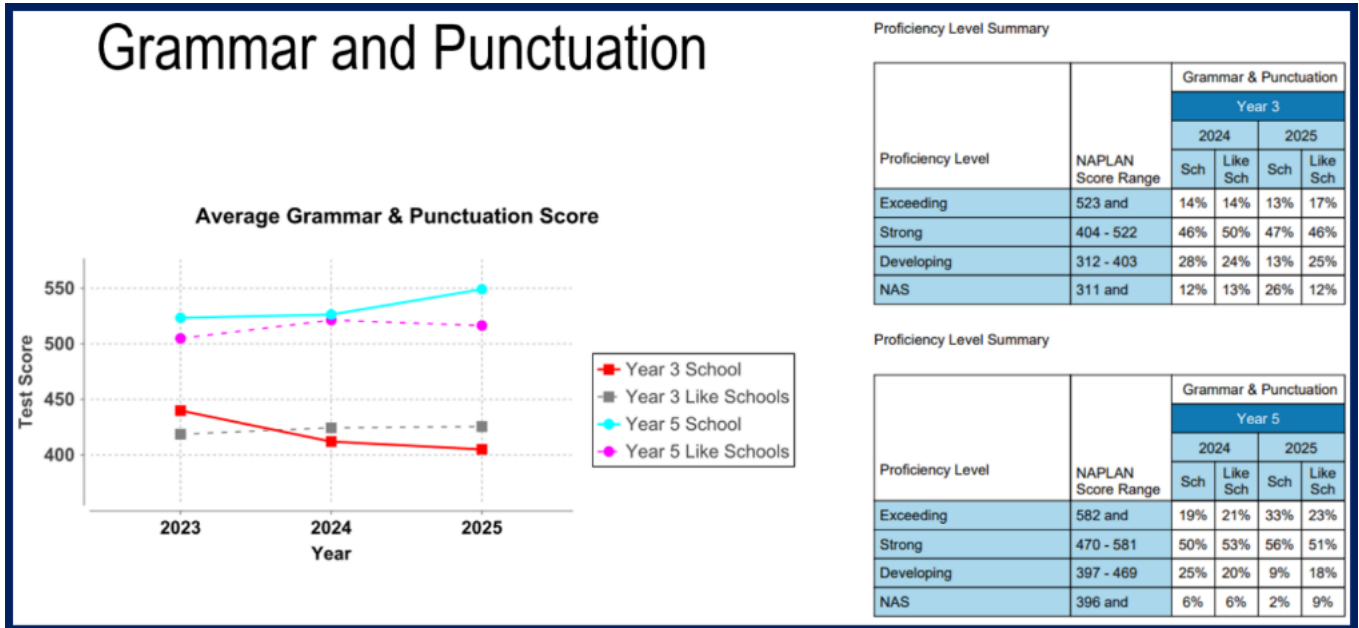
NAPLAN Spelling

Our Year 3 Spelling data shows a slightly lower achievement when compared to Like Schools with a downward trend beginning to develop, with this occurring due to a lower than expected percentage of our students being in the Exceeding proficiency level. Our Year 5 Spelling data shows that our Year 5 students exceed the achievement of Like Schools, with no students in the Needs Additional Support proficiency level and results above like schools for both Strong and Exceeding.



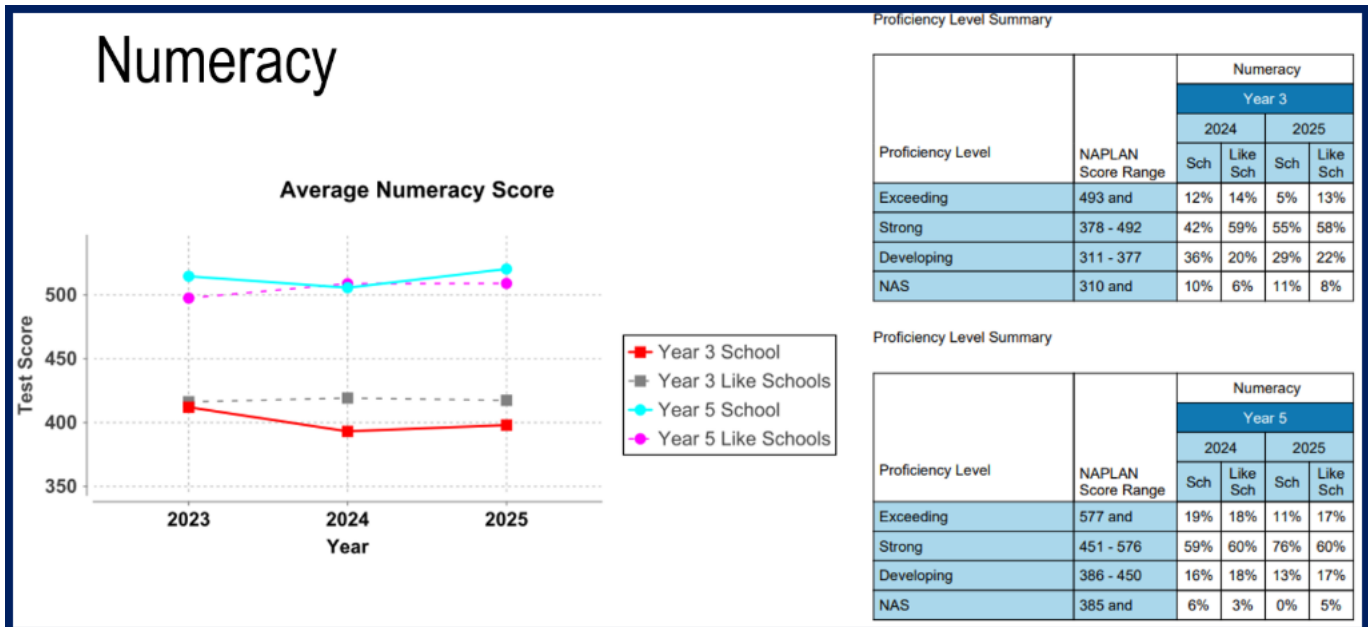
NAPLAN Grammar and Punctuation

Year 3 NAPLAN Grammar and Punctuation data has highlighted that a quarter of Year 3 students achieved at the Needs Additional Support proficiency level which is double the number of students when compared to Like Schools. The Year 5 NAPLAN Grammar and Punctuation results show that this has not been repeated in Year 5, with 89% of students achieving Strong or Exceeding results, compared to 74% in Like Schools.



NAPLAN Numeracy

Both Year 3 and Year 5 have trended up from the previous year's results. However, both year levels show less students achieving in the Exceeding proficiency level by 7-8%, highlighting focus areas for classroom teachers. With no students in Year 5 achieving in the Needs Additional Support proficiency level and 76% of students in the Strong level we can see a higher overall achievement than Like Schools. While Year 3 NAPLAN Numeracy data is below like schools, the difference between Yokine Primary School and Like Schools has reduced and we have a higher number of Year 3 students in the Strong proficiency level.



Science

ACER provides schools with the PAT which as a suite of national standardised assessments, allowing schools to compare their performance to national averages in achievement. In 2025, each of the Year 4 to 6 Science groups mean scores exceed the national mean score, with Year 3 student mean improved from 2024, bringing the Year 3 mean score only 0.6 below the Australian Science Mean.

	YPS PAT Science scaled score mean	Australian PAT Science mean
Year 3	115.1	115.7
Year 4	119.2	118.6
Year 5	124.9	120.9
Year 6	125.4	122.7

Parent, Student and Teacher satisfaction with the school

Target: The National School Opinion survey results are positive for community, staff and students.

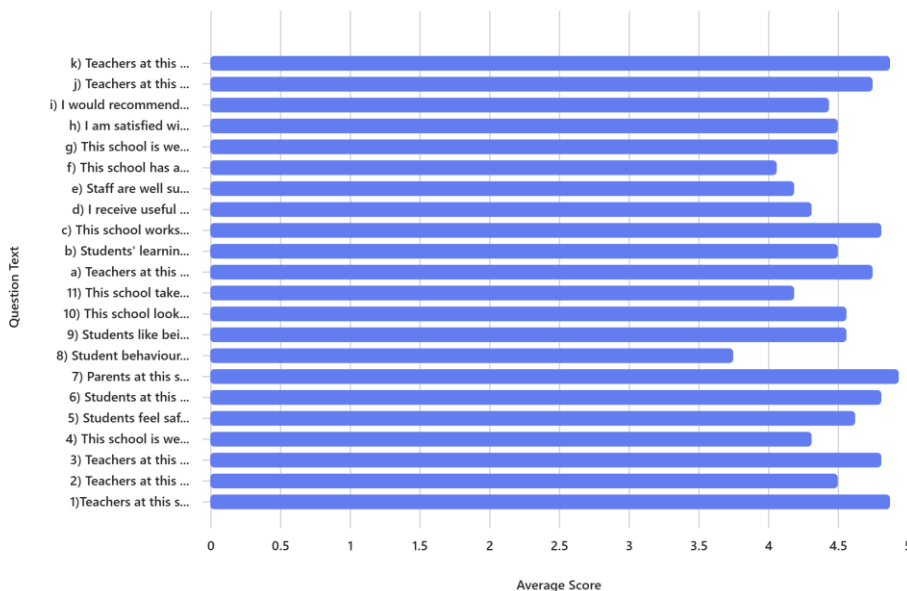
The school deploys the National School Opinion Survey with parents, staff and students on a biennial basis in order to receive feedback about its performance. Each question requires respondents to answer on a five-point scale, where 1 equals strongly disagree, 2 is disagree, 3 is neither agree nor disagree, 4 is agree and 5 is strongly agree.

Staff Survey:

In the staff survey, the mean response score across all items was 4.53 out of 5, a slight increase from 4.31 in 2023. It was pleasing to note the high scores for ‘Parents at this school can talk to teachers about their concerns’, ‘Teachers at this school care about their students’ and ‘Teachers at this school expect students to do their best’. Scoring 4.0 or less, ‘Student behaviour is well managed at this school’ and ‘This school has a strong relationship with the community’ will be areas to prioritise.

In response to the items rated lowest, the school aims to undertake the following actions;

- Link with community groups to enhance learning
- Staff to survey Parent group to explore opportunities to support student learning
- Review B&E guidelines, with a focus on restorative practices.



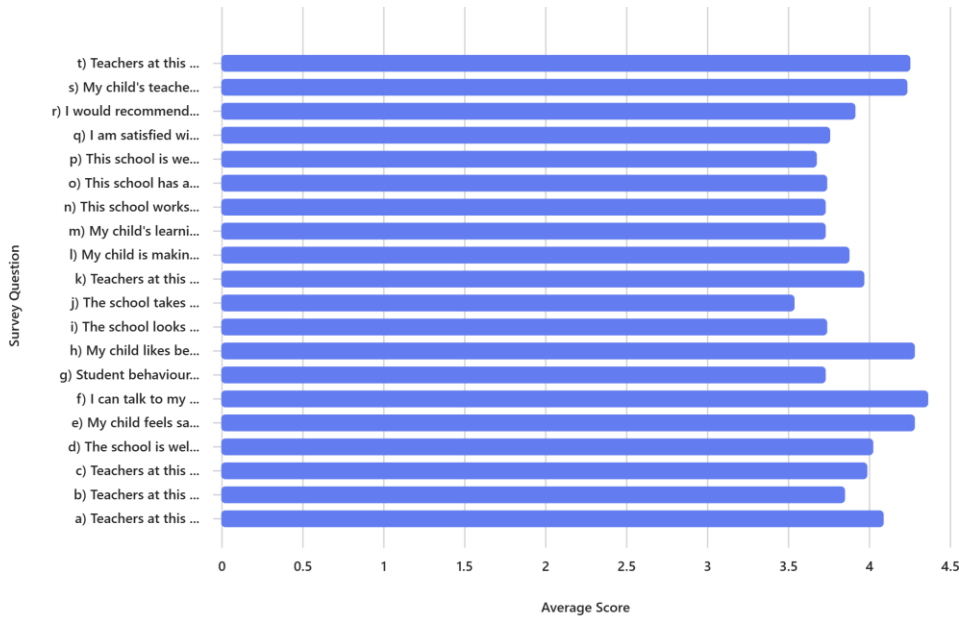
Parent Survey:

In 2025, the National School Opinion Survey received responses from parents across all year levels, ensuring broad representation. Year 5 parents had the highest participation, consistent with trends observed in 2023. Overall, the 2025 results closely mirrored those from 2023, indicating stable and consistent levels of satisfaction within the school community.

The mean score across all items in the parent survey was 3.94 out of 5, indicating a moderately high level of satisfaction with the school. Similar to 2023, ‘I can talk to my child’s teachers about my concerns’ and ‘My child likes being at this school’ rated highest, underscoring the positive learning environment provided by school staff. ‘The school takes parent’s opinions seriously’ and ‘This school is well led’ scored lowest. There was a degree of misunderstanding regarding the role of the YPS Board. Parent workshops were of interest, particular in Maths, English, Triple P and Cybersafety. Increased communication may promote more of what we currently do and create a shared understanding of decisions.

In response to the items rated lowest, the school aims to undertake the following actions;

- PBS Parent Handbook to share process of behaviour management
- Promote Parent workshop opportunities that are available throughout the network.
- Utilise communication platforms to promote school events, celebrations and learning

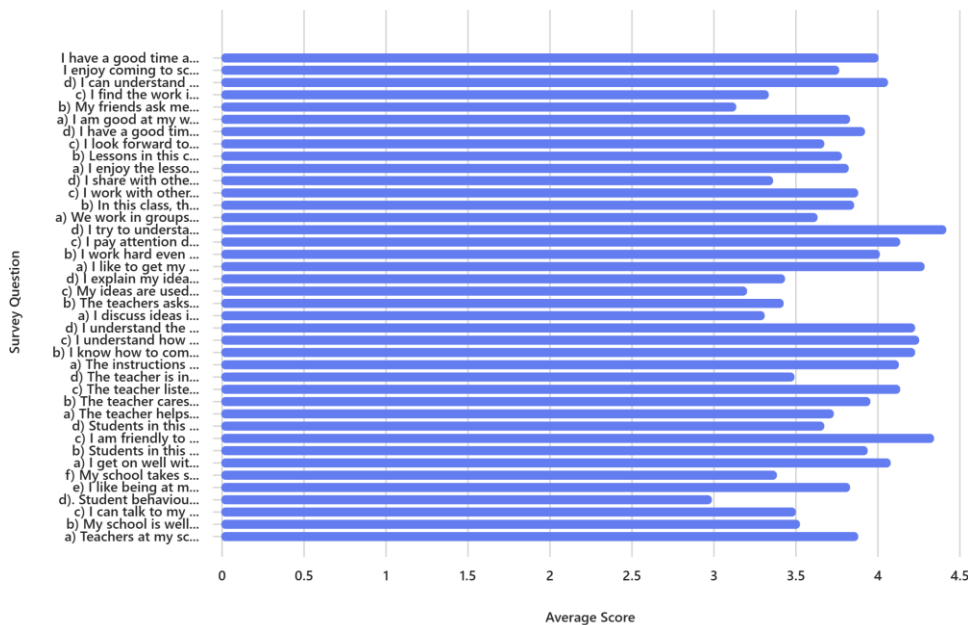


Student Survey:

In 2025 students from Year 3 to 6 were surveyed. This increased the number of responses from 40 to 120. The student survey mean score was 3.79 out of 5. The highest scoring items were 'I am friendly to students in this class' and, 'I try to understand this work'. The school must continue to work to improve students' perceptions around managing student behaviour and being involved in their learning.

In response to the items rated lowest, the school aims to undertake the following actions;

- Build consistency of CMS and PBS language though staff development days and explicit teaching of expected behaviours
- Plan to incorporate collaborative group work to increase student involvement in learning.
- Provide opportunities for student voice to guide learning



Post School Destination

The majority of students from The Graduating Class of 2024 headed to Mount Lawley Senior High School, with several students successfully accessing scholarship positions or entry into specialised secondary education programs within the metropolitan area.

Destination Schools	Male	Female	Other	Total
4038 Mount Lawley Senior High School	11	15	1	27
4004 Balcatta Senior High School		4		4
4012 Churchlands Senior High School	3			3
1378 John Septimus Roe Ang Com Sch	2			2
4042 Perth Modern School	2			2
1151 Trinity College	2			2
4036 Dianella Secondary College	1			1
4029 Kent Street Senior High School	1			1
4051 Morley Senior High School	1			1
1178 Servite College	1			1
Total	24	19	1	44

School Income by Funding Source

The School Resourcing Funding Agreement outlines the accountability expectations of the Principal in relation to the management of funding to the school through the student-centred funding model and the operation of the one-line budget. The school adopts a strategic approach to planning future directions and works to ensure that resources are carefully aligned with transparent planning documents and are reviewed and monitored closely.

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	119,252	119,252
Carry Forward (Salary):	257,427	257,427
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,679,716	3,679,716
Locally Raised Funds:	239,849	248,663
Total Funds:	4,296,245	4,305,059
EXPENDITURE		
Salaries:	3,408,537	3,408,537
Goods and Services (Cash):	553,000	478,543
Total Expenditure:	3,961,537	3,887,080
VARIANCE:	334,708	417,979

Acknowledgement of country

Yokine Primary School is building a culturally safe and responsive school. We acknowledge the Whadjuk Noongar people as the Traditional Owners of the lands and waters where we are privileged to live and work and pay our respect to Elders past and present.

