



KAPINARA
PRIMARY
SCHOOL

ANNUAL REPORT

2025

Kindness, Consideration and Service for Others

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“We strive to develop resilient children who treat themselves and others with respect, love learning, behave with integrity and think critically and creatively”.

PRINCIPAL'S ADDRESS

It is my pleasure to present the Kapinara Primary School Annual Report, which provides an overview of our achievements, highlights and progress against the targets outlined in our 2024–2026 Business Plan. This report reflects our collective efforts to ensure every student is supported to learn, grow and thrive, and offers our community transparency about our performance and future direction.



The year 2025 marks the midpoint of our current Business Plan cycle and provides an important opportunity to reflect on progress to date while refining priorities for the final phase of implementation.

Our Business Plan is centred on five strategic priorities:

- Promoting high-quality teaching
- Enhancing a learning environment that champions wellbeing
- Inspiring shared leadership for impact
- Strengthening connections through relationships and partnerships
- Supporting strategic resourcing

These priorities are underpinned by our core values of kindness, consideration and service for others, which guide our decision-making and shape the culture of our school.

In 2025, Kapinara Primary School focused on strengthening consistency and quality of teaching through clearly defined whole-school approaches. The Seven Steps for Writing Success program was implemented across all year levels to support a common language and explicit instruction in writing. In mathematics, PR1ME Mathematics was successfully trialled during the year as preparation for whole-school implementation in 2026. Together, these initiatives strengthened teacher capability, improved alignment of curriculum delivery and enhanced student engagement in core learning areas.

Significant work was also undertaken to embed consistent expectations for high-quality teaching across all classrooms. Staff engaged in collaborative planning, professional learning and data-informed practice to ensure that teaching programs respond effectively to student needs. Inclusive practices were further strengthened to support diverse learners and promote equitable outcomes for all students.

Student wellbeing remained a central priority. Our Positive Behaviour Support (PBS) framework continued to guide whole-school approaches to behaviour, relationships and belonging, promoting a safe, respectful and inclusive learning environment. Programs that foster resilience, student voice and connectedness were strengthened, ensuring that students feel valued, supported and ready to learn.

Partnerships with families and the wider community continued to be a defining strength of Kapinara Primary School. Events, volunteer contributions and collaborative initiatives reflected the strong sense of connection and shared purpose within our community. The ongoing support of our Parents and Citizens' Association and School Board has been instrumental in enhancing resources, facilities and opportunities for students.

I extend my sincere appreciation to our dedicated staff for their professionalism, expertise and unwavering commitment to students. I also thank our families for their trust, support and active involvement in school life. Together, we continue to cultivate a positive, inclusive and high-achieving learning environment.

As we move into the final phase of our Business Plan, Kapinara Primary School is well positioned to build on its strong foundations. Our focus remains on continuous improvement, innovation and maintaining the high standards our community expects. I feel privileged to lead this vibrant school and look forward to working in partnership with staff, students and families to ensure every child is supported to reach their full potential.

The ongoing success of Kapinara Primary School is the result of a deeply connected community working together with a shared commitment to excellence in public education. I am excited about the journey ahead and confident that the future of Kapinara is both strong and bright.

Natalie Oddy
BEd (Hons), MEd (Leadership)
Principal

SCHOOL REPORT

KAPINARA PRIMARY SCHOOL

School Overview

At Kapinara Primary School, our purpose is to ensure all students develop the knowledge, skills and confidence to achieve their individual potential and contribute positively to society.

The development of personal skills is reflected in the school motto- Kindness, Consideration and Services for Others. We strive to develop resilient children who treat themselves and others with respect, love of learning, behave with integrity, and think critically and creatively.

Fostering high standards of student achievement, Kapinara Primary School provides a broad range of cross curricula programs for Kindergarten to Year 6 students. We place an emphasis on the positive health and wellbeing of students, staff and the broader community.

We are proud to provide inspirational teaching and learning opportunities in visual arts, music, physical education and Japanese. These are complemented by optional programs including Swimming Club and Running Club

We are fortunate to have the support of a dedicated P&C and a collaborative School Board.

Student Numbers and Characteristics

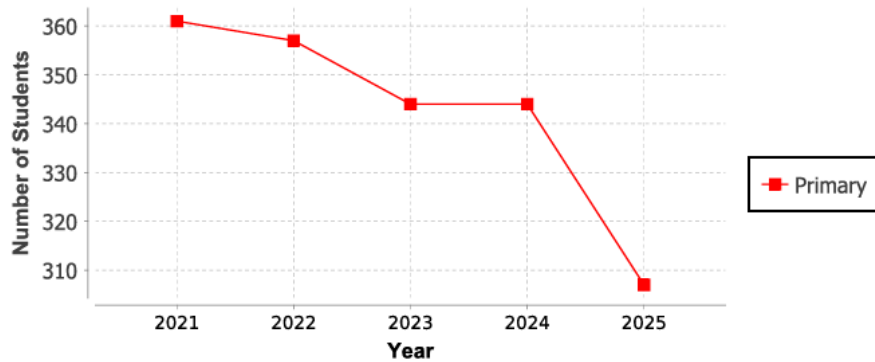
Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	32	38	43	50	39	48	57	328
Part Time	41								

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

	Kin	PPR	Pri	Sec	Total
Male	19	18	141		178
Female	22	14	134		170
Total	41	32	275		348

	Kin	PPR	Pri	Sec	Total
Aboriginal		1			1
Non-Aboriginal	41	31	275		347
Total	41	32	275		348

Semester 2 Student Numbers**Comments:**

Our student population reflects the diversity of our wider community. Approximately 11% of students speak a language other than English at home, representing 13 different language groups. This cultural diversity strengthens our school and contributes to an inclusive, vibrant learning environment where a range of perspectives are valued and celebrated.

In recent years, enrolments have shown a downward trend, mirroring patterns seen across our neighbouring schools. We are responding thoughtfully to this trend to ensure our programs remain responsive to the changing profile and needs of our community.



Workforce Composition

Staff Information

	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	1	1.0	0
Other Teaching Staff	23	15.4	0
Total Teaching Staff	24	16.4	0
Allied Professionals			
Clerical / Administrative	3	2.0	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	11	6.8	0
Total Allied Professionals	15	9.4	0
Total	41	28.6	0

Comments:

Kapinara Primary School is supported by a highly skilled and committed team of educators and support staff who work collaboratively to deliver the priorities outlined in our 2024 - 2026 Business Plan. Our staffing profile includes 16.4 FTE teaching staff and 12.4 FTE administration and school support staff, ensuring strong instructional practice alongside responsive operational and student support structures.

Our specialist curriculum strengthens the Business Plan focus on high-quality teaching and learning across all learning areas. Students access Music, Physical Education and Health from Pre-primary to Year 6, Japanese in Years 3 - 6, and Digital and Design Technologies in Years 1 - 2. All teachers meet the professional requirements for Western Australian public schools, with registration verified through the Teacher Registration Board of Western Australia.

Consistent with our Business Plan priority on student wellbeing and engagement, we maintain a strong, multi-layered support framework. Our School Chaplain, co-funded with the valued support of the P&C, enhances students' social and emotional development. Our School Psychologist provides targeted, specialist support to strengthen student engagement and wellbeing for learning, working closely with families and staff to align interventions with school, regional and Departmental priorities.

Student Attendance

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	91.5%	92.7%	90.3%	null%	null%	null%	91.5%	92.7%	88.9%
2024	92.2%	93.3%	91%	90.3%	83.7%	74.3%	92.2%	93.2%	89.4%
2025	92%	93.2%	90.7%	81%	89.7%	73.2%	92%	93.2%	89.1%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	94%	93%	92%	92%	91%	91%	88%
2024	94%	92%	92%	91%	92%	91%	93%
2025	92%	91%	93%	95%	92%	93%	89%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Describe your analysis and impact of evidence

Regular attendance has a link to student achievement, wellbeing and long-term engagement with learning. Encouragingly, the majority of our students attend at or above the Western Australian Department of Education's recommended minimum attendance rate.

While overall attendance is generally strong, our aggregate rate currently sits slightly below that of like schools. The primary contributing factors are family holidays taken during term time and periods of long-term illness affecting a small number of students.

Describe how non-attendance is managed by the school

Unexplained absences are followed up in accordance with our Attendance Policy. Where a reason for absence has not been provided, families are notified via Compass and, if required, formal correspondence is issued. This ensures clear communication, supports accurate record keeping, and reinforces the shared responsibility between home and school in maintaining regular attendance.

When a student's attendance falls within the moderate or severe risk range, a more structured response is implemented in line with our Attendance Intervention Flowchart. This may include a formal meeting with parents or caregivers and the development of an Individual Attendance Plan (IAP). IAPs are collaboratively designed with the student, family and relevant school personnel to identify barriers to attendance and outline agreed strategies for improvement.

For students experiencing persistent or complex attendance challenges, the school may engage external agencies to strengthen support. This can include consultation with School of Special Educational Needs (SEN) services and other appropriate providers to implement targeted interventions aimed at restoring and sustaining engagement in education. In cases of severe and ongoing non-attendance, referral to the Attendance Advisory Panel may be considered in accordance with Departmental processes.

STUDENT ACHIEVEMENT AND PROGRESS

NAPLAN

NAPLAN Numeracy

Total students with a test score

	School Year 3 Numeracy				School Year 5 Numeracy		
	2023	2024	2025		2023	2024	2025
Total Students	55	48	48	Total Students	53	58	48

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	40%	50%	71%	49%	46%	46%
Middle 60%	58%	46%	29%	47%	49%	51%
Bottom 20%	2%	4%	0%	4%	5%	4%

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	47%	53%	33%	55%	49%	53%
Middle 60%	49%	40%	67%	42%	48%	45%
Bottom 20%	4%	7%	0%	3%	3%	3%

NAPLAN Numeracy Comparative performance for Numeracy to like schools

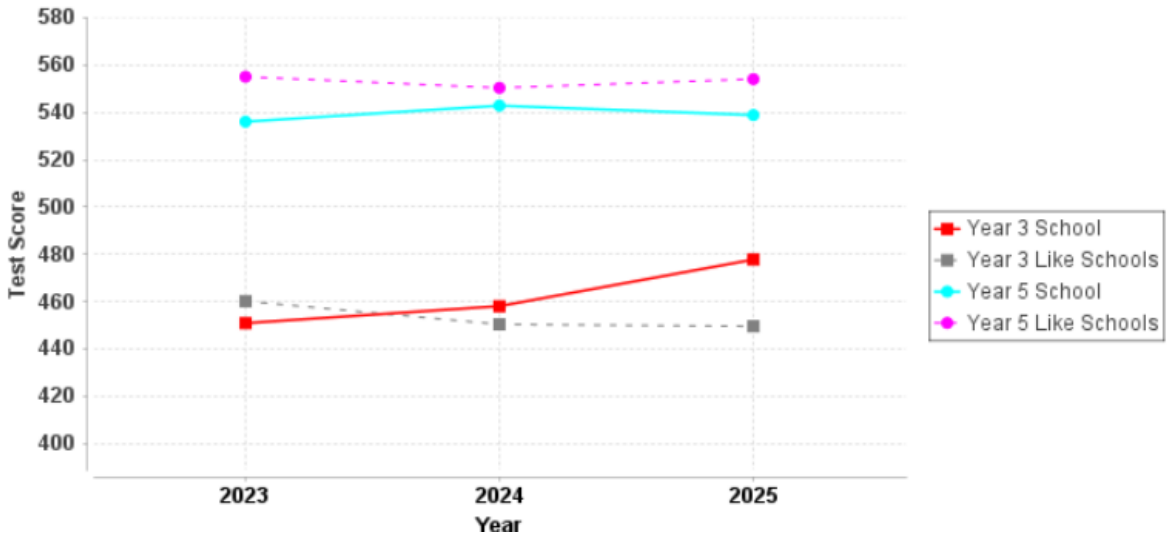
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	493 and above	22%	31%	33%	33%	26%	25%	10%	8%	8%
Strong	378 - 492	69%	58%	63%	55%	60%	60%	50%	50%	50%
Developing	311 - 377	9%	10%	4%	10%	12%	13%	25%	27%	27%
NAS	310 and below	0%	0%	0%	2%	3%	2%	14%	13%	13%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	577 and above	19%	33%	21%	38%	34%	36%	10%	11%	11%
Strong	451 - 576	75%	59%	73%	53%	59%	55%	53%	53%	54%
Developing	386 - 450	6%	5%	6%	7%	5%	8%	23%	23%	23%
NAS	385 and below	0%	3%	0%	1%	2%	1%	12%	12%	11%

Average Numeracy Score



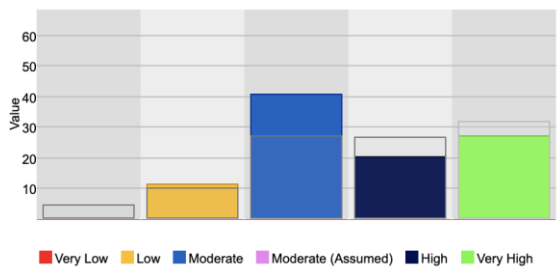
Numeracy Progress Data

Cohort: Year 3 KAPINARA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Numeracy - Progress

Filters : All Students

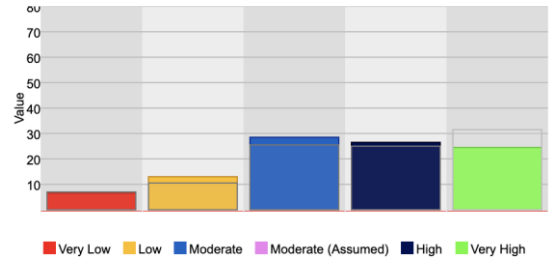


Cohort: Year 5 KAPINARA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Numeracy - Progress

Filters : All Students

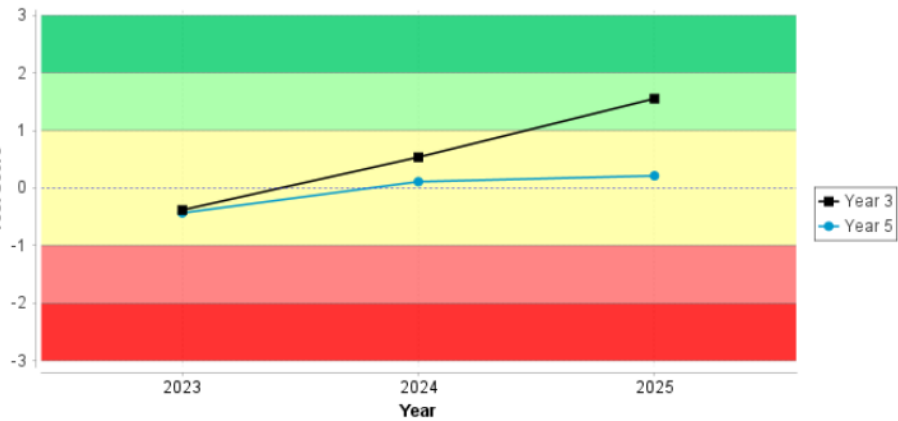


NAPLAN Comparative Performance for Numeracy

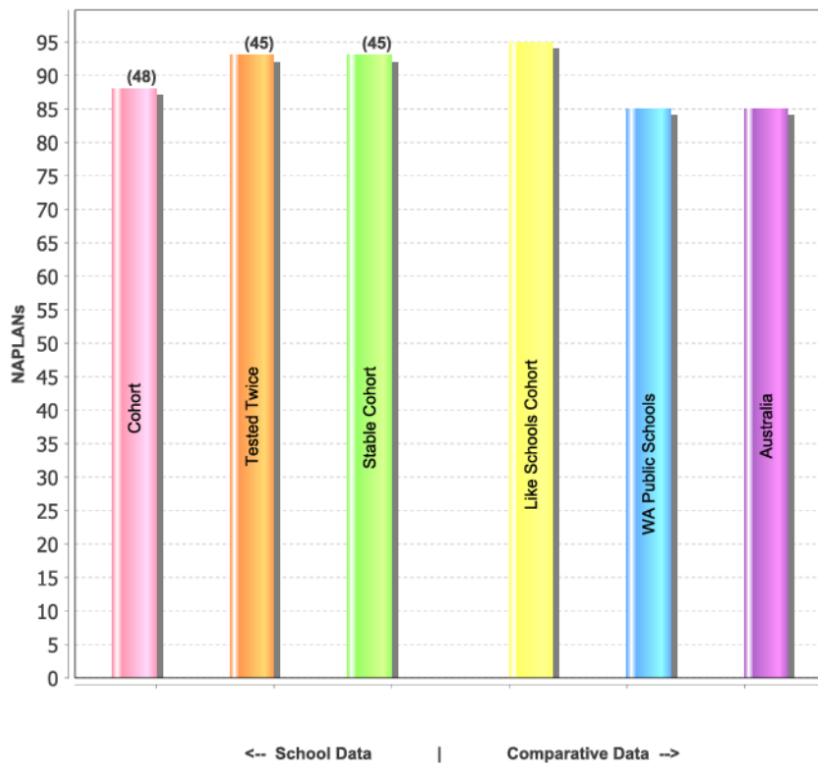
Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.4	0.5	1.6	55	48	48
Year 5	-0.4	0.1	0.2	53	58	48

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

Numeracy Performance



Progress from Year 3 2023 to Year 5 2025 - Numeracy



NAPLAN Reading

Number of students with a Test Score

	School Year 3 Reading		
	2023	2024	2025
Total Students	55	49	48

Number of students with a Test Score

	School Year 5 Reading		
	2023	2024	2025
Total Students	53	58	48

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

	Year 3 Reading					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
WA Public Schools						
Top 20%	44%	45%	63%	47%	43%	41%
Middle 60%	55%	53%	38%	49%	51%	54%
Bottom 20%	2%	2%	0%	3%	5%	5%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

	Year 5 Reading					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
WA Public Schools						
Top 20%	49%	50%	40%	49%	47%	46%
Middle 60%	47%	45%	58%	48%	49%	49%
Bottom 20%	4%	5%	2%	4%	4%	5%

NAPLAN Reading Comparative performance for Reading Proficiency to Like Schools and to WA Public Schools

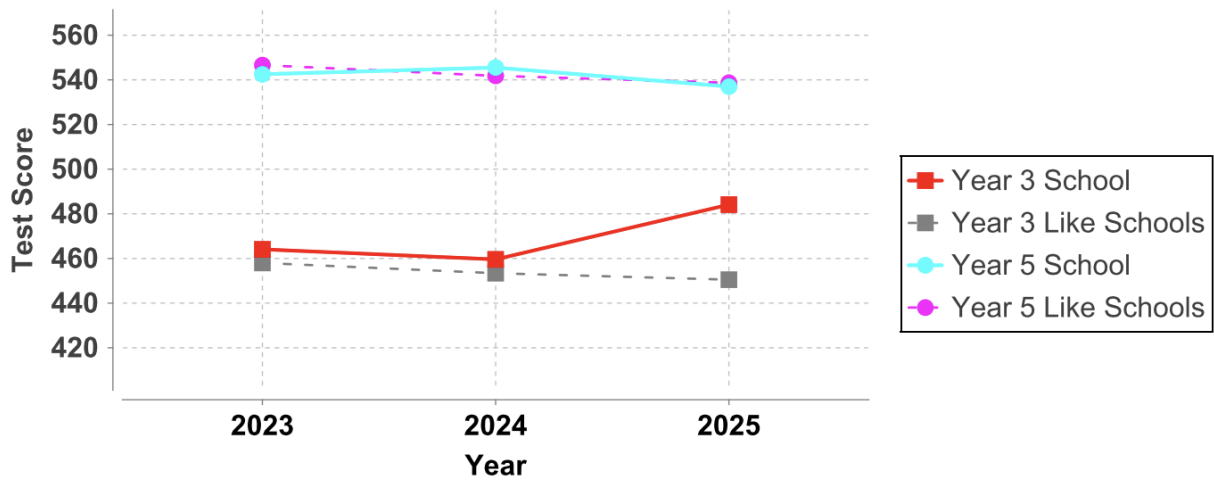
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	38%	39%	56%	40%	39%	37%	15%	16%	14%
Strong	368 - 480	55%	51%	38%	48%	46%	50%	46%	44%	44%
Developing	282 - 367	7%	8%	6%	10%	11%	10%	25%	22%	24%
NAS	281 and below	0%	2%	0%	2%	4%	3%	13%	16%	16%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and above	47%	48%	35%	45%	45%	43%	16%	17%	16%
Strong	448 - 554	47%	41%	58%	47%	46%	47%	52%	48%	51%
Developing	377 - 447	2%	7%	4%	6%	7%	8%	20%	21%	21%
NAS	376 and below	4%	3%	2%	1%	2%	2%	10%	13%	11%

Average Reading Score



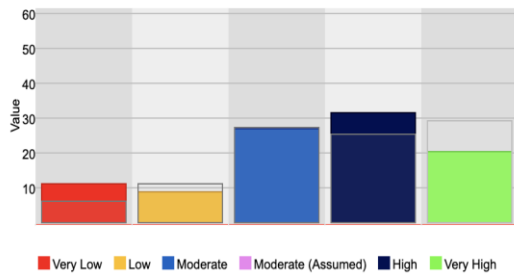
Reading Progress Data

Cohort: Year 3 KAPINARA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Reading - Progress

Filters : All Students

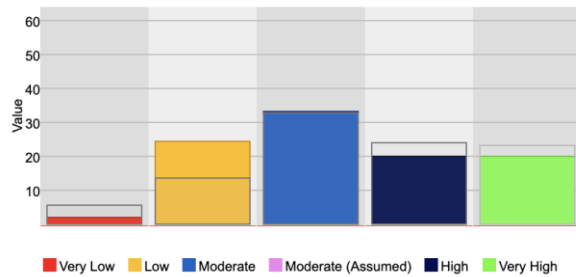


Cohort: Year 5 KAPINARA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Reading - Progress

Filters : All Students

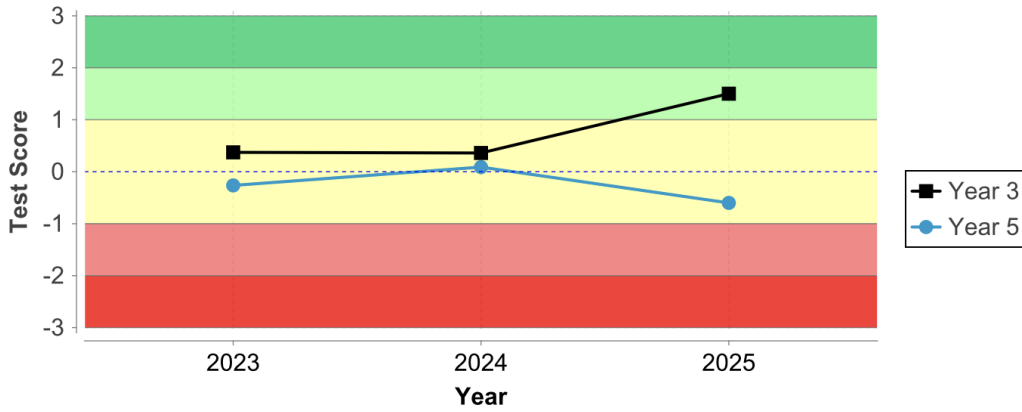


NAPLAN Comparative Performance for Reading

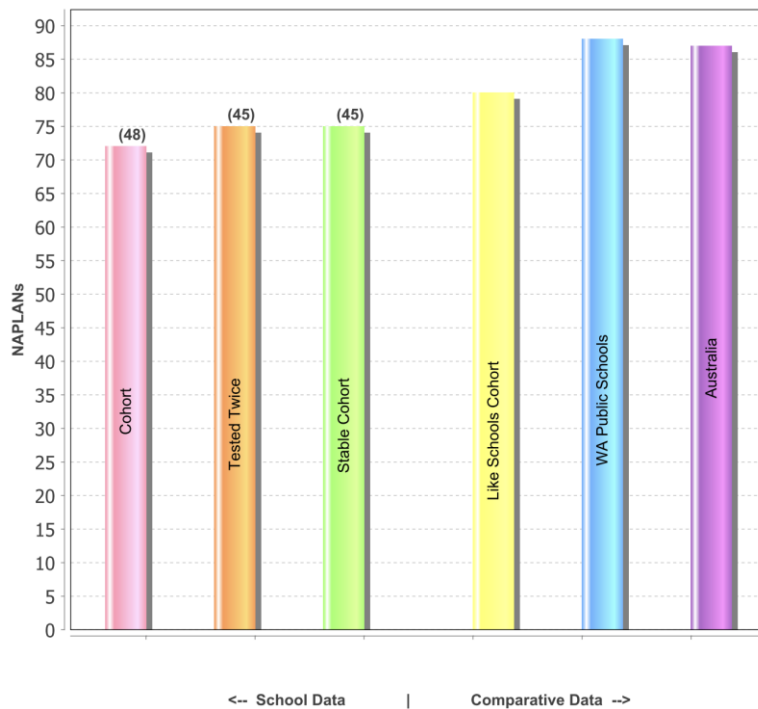
Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	0.4	0.4	1.5	55	49	48
Year 5	-0.3	0.1	-0.6	53	58	48

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

Reading Performance



Progress from Year 3 2023 to Year 5 2025 - Reading



NAPLAN Writing

Number of students with a Test Score

	School Year 3 Writing		
	2023	2024	2025
Total Students	55	49	48

Number of students with a Test Score

	School Year 5 Writing		
	2023	2024	2025
Total Students	53	57	48

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	44%	49%	48%	48%	47%	53%
Middle 60%	55%	51%	52%	49%	49%	43%
Bottom 20%	2%	0%	0%	3%	4%	4%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	43%	49%	44%	53%	51%	48%
Middle 60%	51%	47%	56%	44%	46%	47%
Bottom 20%	6%	4%	0%	3%	3%	4%

NAPLAN Writing Comparative performance for Writing Proficiency to Like Schools and to WA Public Schools

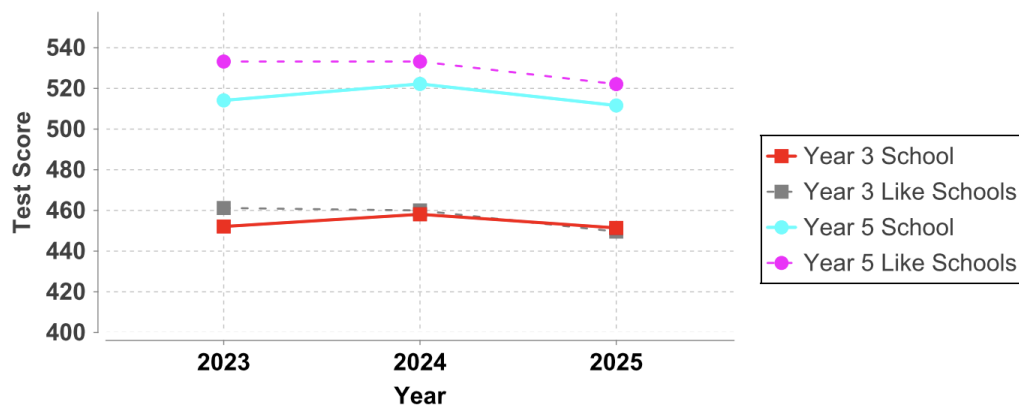
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	503 and above	16%	20%	10%	24%	24%	16%	7%	7%	4%
Strong	370 - 502	82%	71%	85%	71%	70%	78%	65%	66%	68%
Developing	296 - 369	2%	8%	4%	4%	4%	4%	17%	17%	18%
NAS	295 and below	0%	0%	0%	1%	1%	2%	9%	9%	8%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	570 and above	17%	21%	15%	29%	29%	27%	9%	9%	7%
Strong	455 - 569	70%	70%	67%	61%	60%	60%	53%	53%	53%
Developing	385 - 454	9%	5%	19%	8%	8%	11%	25%	25%	26%
NAS	384 and below	4%	4%	0%	2%	2%	3%	12%	11%	12%

Average Writing Score



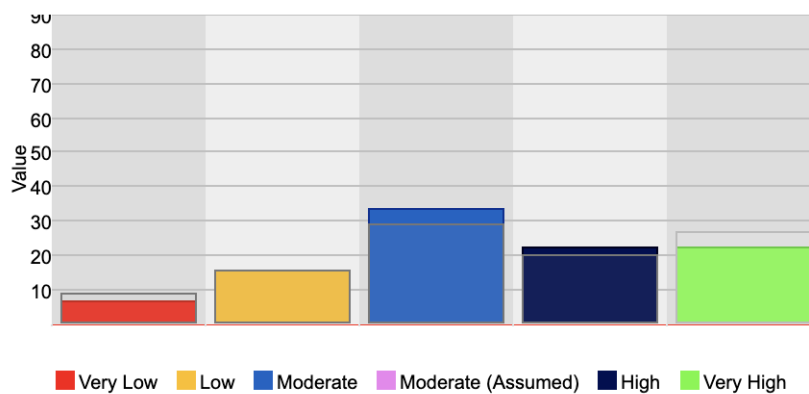
Writing Progress Data*

Cohort: Year 5 KAPINARA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Progress

Filters : All Students



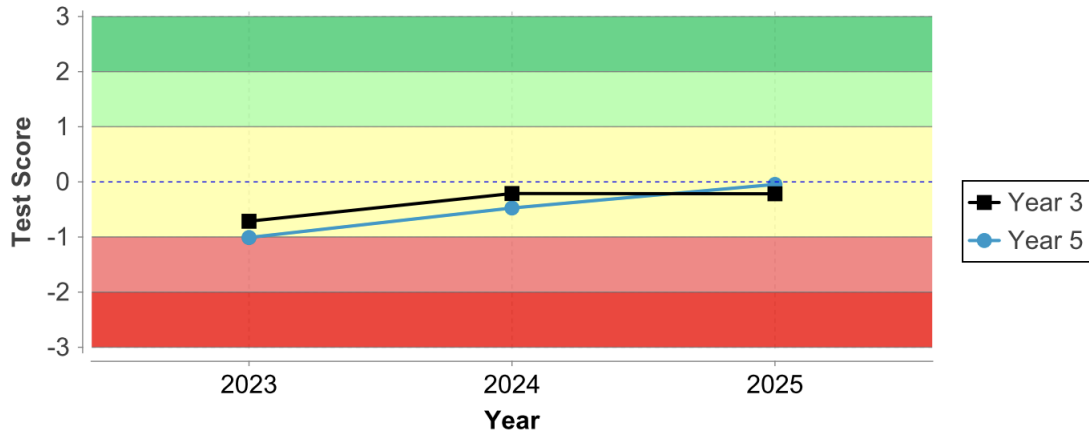
*Please note that Writing progress data is not available for Year 3s

NAPLAN Comparative Performance for Writing

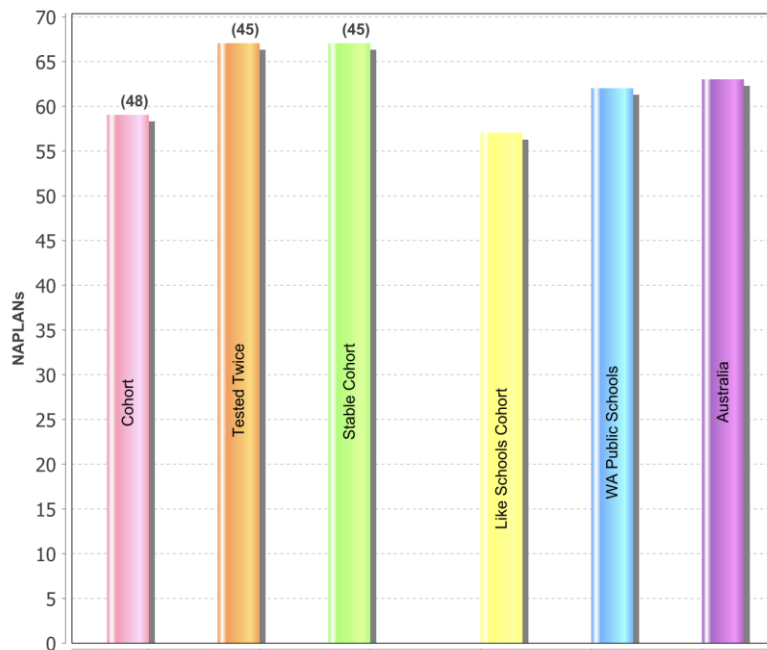
Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.7	-0.2	-0.2	55	49	48
Year 5	-1.0	-0.5	-0.0	53	57	48

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

Writing Performance



Progress from Year 3 2023 to Year 5 2025 - Writing



NAPLAN Spelling

Number of students with a Test Score

	School Year 3 Spelling		
	2023	2024	2025
Total Students	55	48	48

Number of students with a Test Score

	School Year 5 Spelling		
	2023	2024	2025
Total Students	53	57	48

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	33%	38%	40%	42%	39%	36%
Middle 60%	65%	56%	58%	55%	55%	60%
Bottom 20%	2%	6%	2%	3%	6%	4%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	40%	28%	33%	44%	41%	41%
Middle 60%	55%	63%	63%	51%	54%	54%
Bottom 20%	6%	9%	4%	5%	5%	5%

NAPLAN Spelling Comparative performance for Spelling Proficiency to Like Schools and to WA Public Schools

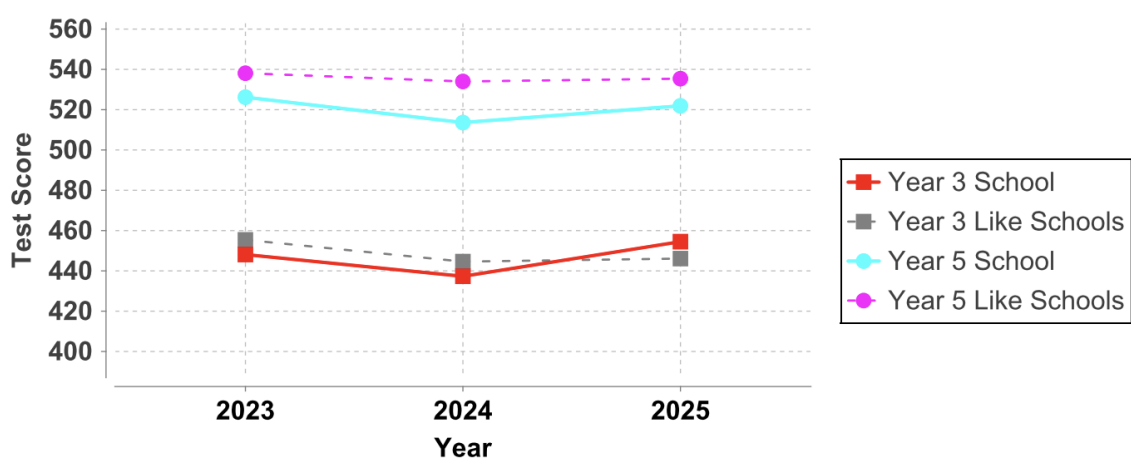
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	489 and above	22%	25%	33%	35%	30%	29%	14%	14%	14%
Strong	380 - 488	58%	56%	56%	49%	49%	51%	42%	44%	42%
Developing	294 - 379	20%	15%	10%	14%	19%	18%	28%	27%	28%
NAS	293 and below	0%	4%	0%	2%	2%	2%	14%	14%	14%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	553 and above	36%	30%	33%	44%	43%	40%	19%	19%	19%
Strong	451 - 552	53%	53%	50%	45%	46%	49%	47%	46%	48%
Developing	378 - 450	9%	12%	17%	9%	9%	9%	22%	21%	21%
NAS	377 and below	2%	5%	0%	2%	2%	2%	11%	11%	11%

Average Spelling Score

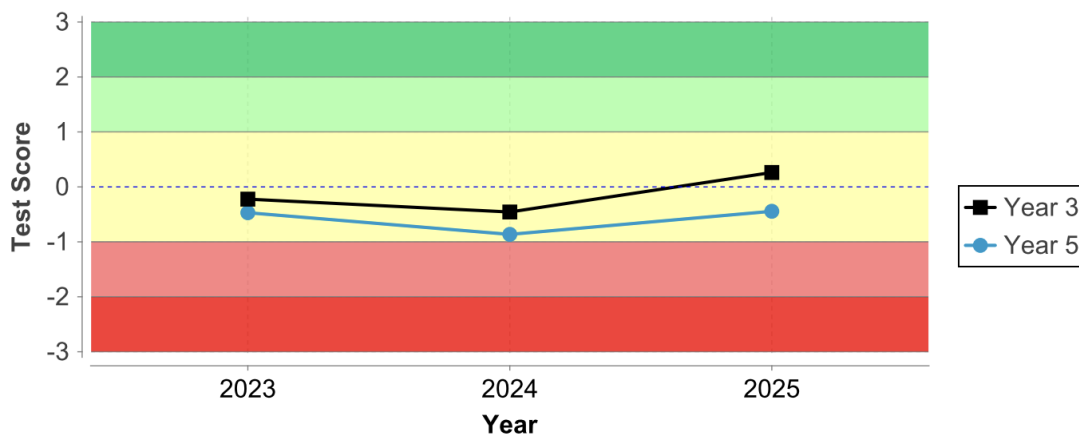


NAPLAN Comparative Performance for Spelling

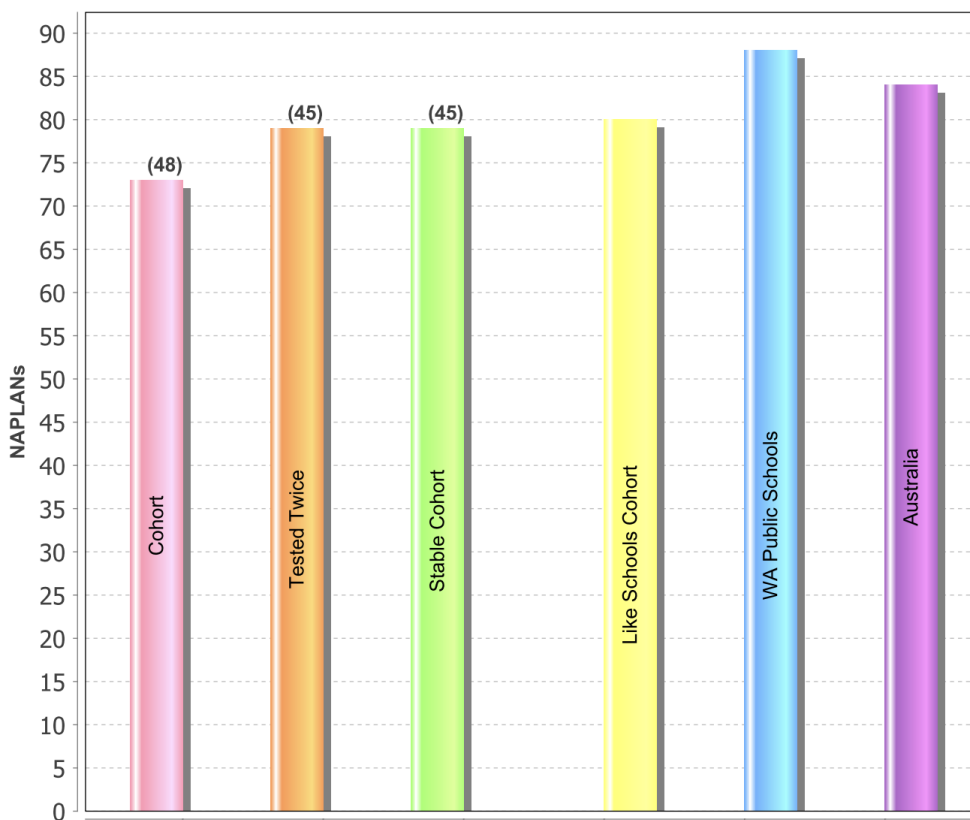
Spelling	Performance		Students	
	2021	2022	2021	2022
Year 3	-0.1	0.0	59	58
Year 5	0.3	0.0	58	36

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

Spelling Performance



Progress from Year 3 2023 to Year 5 2025 - Spelling



<-- School Data | Comparative Data -->

NAPLAN Grammar and Punctuation

Number of students with a Test Score

	School Year 3 Grammar & Punctuation		
	2023	2024	2025
Total Students	55	48	48

Number of students with a Test Score

	School Year 5 Grammar & Punctuation		
	2023	2024	2025
Total Students	53	57	48

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	45%	54%	52%	48%	55%	41%
Middle 60%	55%	42%	48%	49%	37%	55%
Bottom 20%	0%	4%	0%	4%	8%	5%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	32%	46%	33%	48%	47%	47%
Middle 60%	62%	51%	65%	49%	49%	49%
Bottom 20%	6%	4%	2%	3%	4%	4%

NAPLAN Grammar and Punctuation Comparative performance for Grammar and Punctuation Proficiency to Like Schools and to WA Public Schools

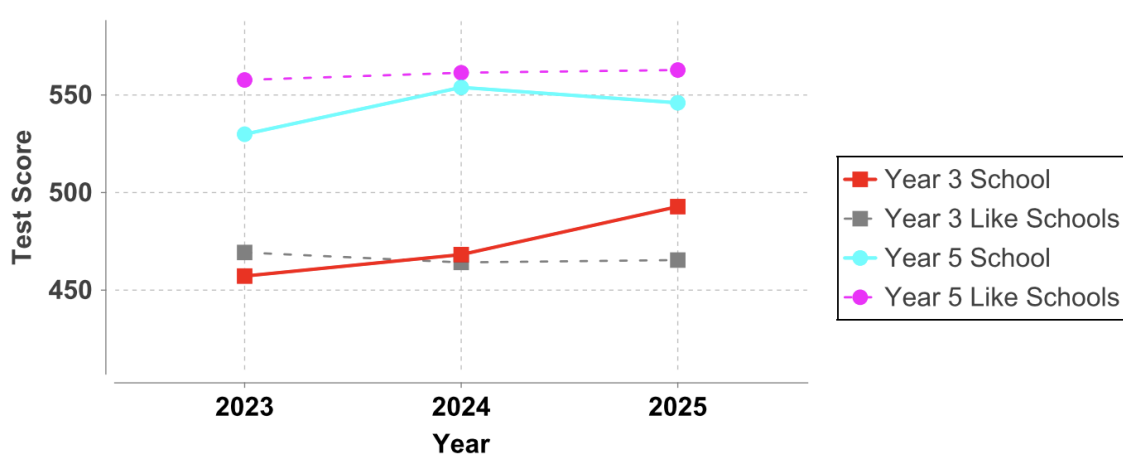
Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	523 and above	15%	23%	38%	25%	25%	26%	7%	9%	9%
Strong	404 - 522	60%	52%	48%	56%	52%	52%	42%	40%	38%
Developing	312 - 403	25%	23%	15%	16%	18%	17%	32%	28%	28%
NAS	311 and below	0%	2%	0%	3%	6%	5%	18%	21%	23%

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	582 and above	15%	33%	23%	38%	39%	40%	12%	12%	14%
Strong	470 - 581	68%	53%	63%	49%	50%	47%	48%	48%	45%
Developing	397 - 469	13%	11%	13%	11%	10%	10%	26%	24%	24%
NAS	396 and below	4%	4%	2%	2%	2%	3%	13%	14%	16%

Average Grammar & Punctuation Score

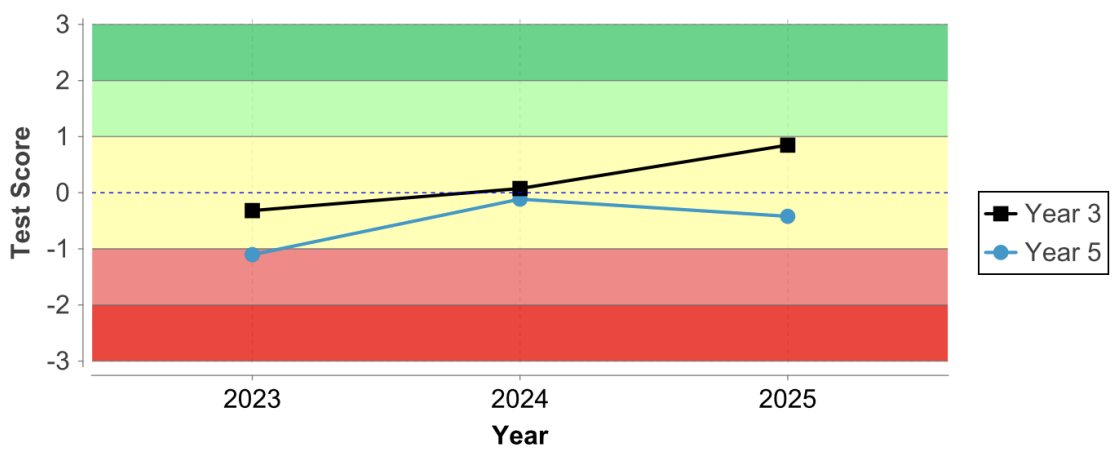


NAPLAN Comparative Performance for Grammar & Punctuation

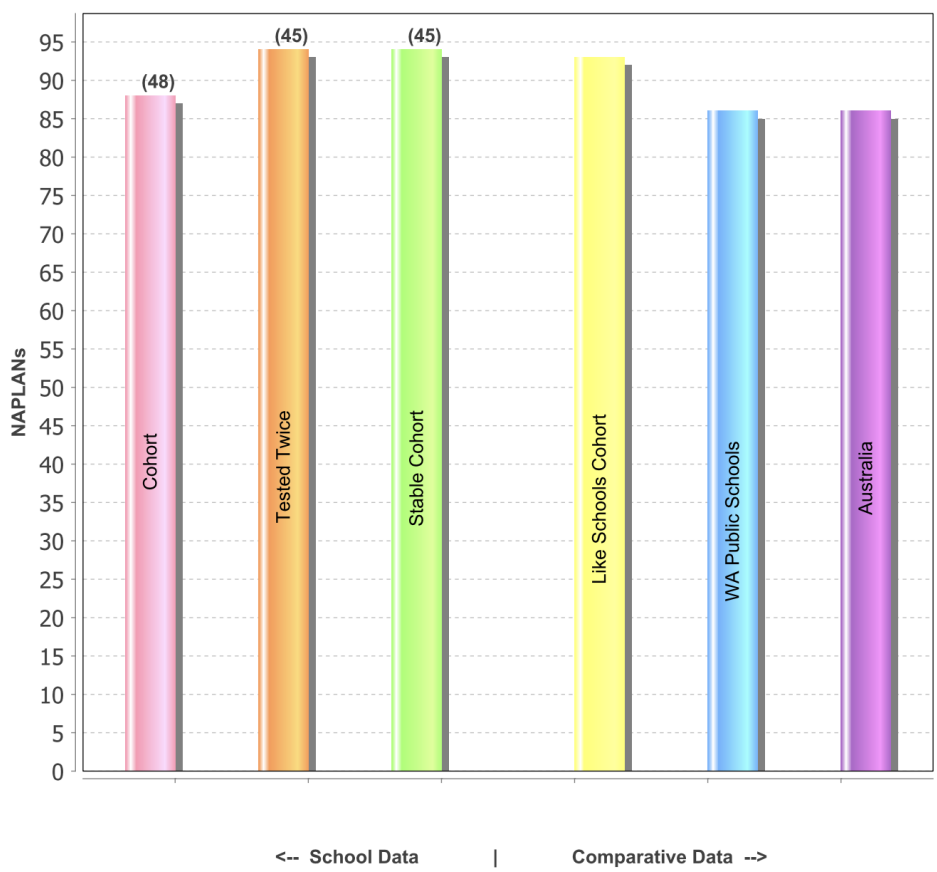
Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.3	0.1	0.8	55	48	48
Year 5	-1.1	-0.1	-0.4	53	57	48

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

Grammar & Punctuation Performance



Progress from Year 3 2023 to Year 5 2025 - Grammar & Punctuation



Describe your analysis and impact of evidence

NAPLAN Performance Analysis (2023–2025)

Numeracy

Year 3 NAPLAN Numeracy results reflect impressive achievement and an upward trajectory over the last three years.

- 71% of students achieved in the Top 20% of WA Public Schools (up from 40% in 2023).
- This significantly exceeds Like Schools (46%) and WA Public Schools averages.
- 0% of students were in the Bottom 20%
- 96% of students achieved in the Strong or Exceeding proficiency levels, well above state averages.

The reduction in the Middle 60% band reflects positive upward movement into the Top 20%. This shift indicates that differentiation and extension strategies in early years classrooms are successfully stretching capable learners while maintaining high levels of support for all students.

Year 5 results continue to show strong outcomes and consolidation of achievement.

- 100% of students achieved within the Top 20% or Middle 60% bands with no students in the Bottom 20%.
- 96% of students achieved at Strong or Exceeding proficiency levels.

While the proportion of students in the Top 20% decreased from 53% (2024) to 33% (2025), this corresponded with an increase in the Middle 60% (67%), indicating strong consolidation across the cohort.

Compared to Like Schools, our Year 5 cohort performed strongly overall, with particularly positive results in reducing low achievement. The data suggests that while our intervention structures are highly effective, there is an opportunity to further strengthen extension and high-end reasoning to increase the proportion of students achieving at the Exceeding level in upper primary.

Reading

Our 2025 Reading results demonstrate sustained high performance across year levels, with strong comparative outcomes relative to Like Schools and WA Public Schools.

Year 3 Reading results reflect strong foundational literacy development:

- A high proportion of students achieved in the Strong and Exceeding proficiency levels, positioning the school above WA Public School averages.
- The percentage of students in the lowest proficiency bands remains minimal, demonstrating the effectiveness of structured literacy practices.
- Comparative data indicates competitive performance relative to Like Schools, with particular strength in comprehension outcomes.

These results affirm the impact of our systematic synthetic phonics approach and structured comprehension strategies embedded in early years classrooms. The data indicates that students are developing strong decoding, fluency and inferential comprehension skills by the end of Year 3.

Year 5 Reading results demonstrate consolidation of literacy skills:

- The majority of students achieved at Strong or Exceeding proficiency levels.
- Low proportions of students were identified in the lower proficiency bands.

- Comparative performance against WA Public Schools remains strong, with outcomes broadly aligned with Like Schools.

The data suggests sustained literacy growth from early primary through to upper primary. Continued focus will be placed on deep comprehension, analytical reading and vocabulary development to further strengthen performance at the Exceeding level.

Writing

Writing remains a key strategic focus area, with steady performance and evidence of ongoing development in both content and conventions.

Year 3 Writing results indicate:

- Strong performance in idea development and text structure.
- Solid proportions of students achieving at the Strong level.
- Low representation in the lowest proficiency bands.

The results reflect the positive impact of explicit genre instruction, modelling of sentence structures and consistent whole-school approaches to writing.

Year 5 Writing outcomes demonstrate:

- Consolidation of persuasive and narrative writing skills.
- A stable distribution across proficiency bands.
- Competitive performance relative to WA Public Schools.

Writing continues to require sustained instructional focus, particularly in extending high-achieving students to the Exceeding band through deeper vocabulary use, complex sentence structures and refined audience awareness. Our whole-school writing approach remains a central driver of improvement.

Spelling

Spelling results reflect the impact of our systematic, structured literacy approach.

Our Year 3 results validate the implementation of explicit synthetic phonics instruction and morphological awareness strategies in early years classrooms.

- Majority of students achieving within Strong and Exceeding proficiency bands.
- Minimal representation in lower bands.
- Achievement slightly above Like Schools

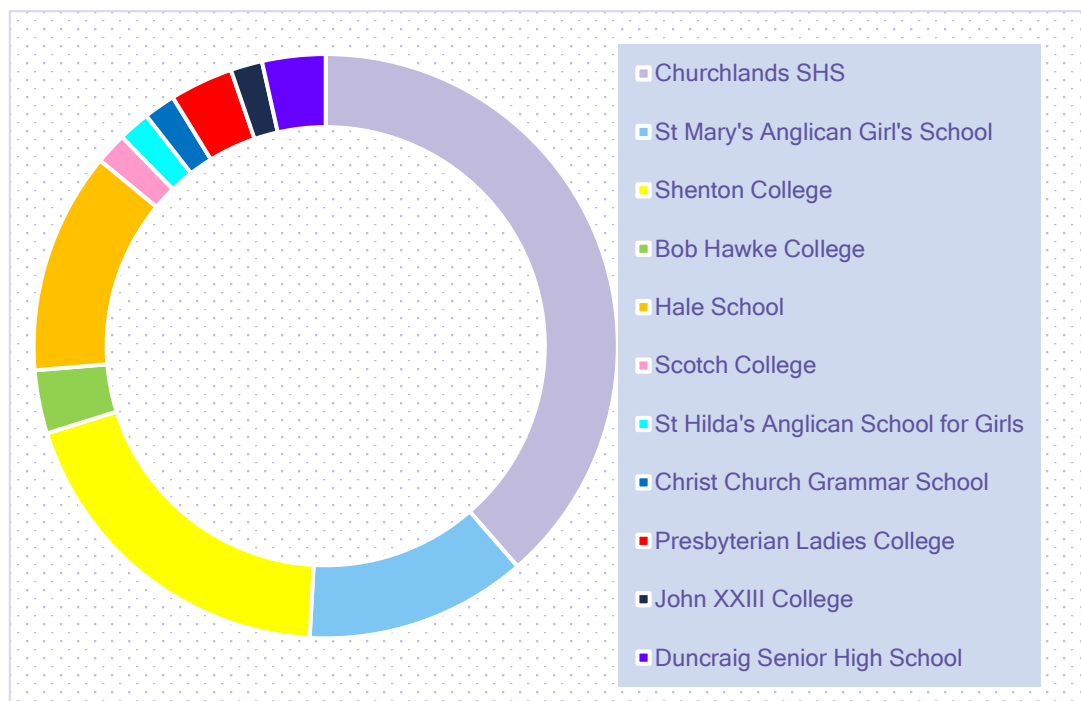
Although still slightly below Like Schools, our Year 5 Spelling results show improvement from 2024 with:

- Continued strong performance across the cohort.
- Evidence of consolidation of spelling conventions and word knowledge.

Grammar and Punctuation

Grammar and Punctuation results indicate sound understanding of language conventions across year levels with both Year 3 and Year 5 cohorts outperforming like schools in the Top 20% of students. We also have strong proportions of students achieving at Strong proficiency and very low representation in lower proficiency bands. Overall the performance is broadly aligned with Like Schools and above WA Public Schools.

YEAR 6 POST PRIMARY SCHOOL DESTINATION



Destination School	Number of Students
Bob Hawke College	2
Christ Church Grammar School	1
Churchlands Senior High School	22
DunCraig Senior High School	2
Hale School	7
John XXII College	1
Presbyterian Ladies College	2
Scotch College	2
Shenton College	11
St Hilda-s Anglican School for Girls	1
St Mary's Anglican Girls' School	7

Describe your analysis and impact of evidence

The majority of our Year 6 students graduated to government high schools. A significant proportion enrolled in various private secondary colleges.

SCHOOL INCOME BY FUNDING SOURCE

Student-Centred Funding

Student-Centred Funding

Student-Centred Funding - 2025

Per Student Funding	\$	2,982,318.00
Student and School Characteristics	\$	644,687.38
Disability Adjustments	\$	35,419.20
Targeted Initiatives	\$	111,416.61
Operational Response Allocation	\$	12,092.30
Regional Allocation	\$	0.00
Total 2025	\$	3,785,933.49

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	40	0	\$224,880.00
Pre-primary	32	0	\$312,544.00
Year 1	39	0	\$380,913.00
Year 2	42	0	\$410,214.00
Year 3	49	0	\$478,583.00
Year 4	39	0	\$318,279.00
Year 5	48	0	\$391,728.00
Year 6	57	0	\$465,177.00
Total	346	0	\$2,982,318.00

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	1.00	\$2,348.00
Disability	17.43	\$285,415.53
English as an Additional Language or Dialect	3.00	\$9,897.00
Social Disadvantage	3.89	\$2,874.63
Sub Total		\$300,535.16
School Characteristics		
Enrolment-Linked Base		\$344,152.22
Locality		\$0.00
Sub Total		\$344,152.22
Total		\$644,687.38

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Educational Adjustment	\$1,213.92
Targeted Initiative: Additional support for delivery of mental health programs	\$13,131.02
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$25,849.63
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$13,131.02
Targeted Initiative: Preschool Reform Agreement	\$44,960.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$13,131.02
Total	\$111,416.61

Operational Response Allocation (Detail)

	Amount
Operational Response: Attraction and Retention	\$11,217.45
Operational Response: Personal Care in Schools Payments	\$574.85
Operational Response: Targeted Funding to Schools	\$300.00
Total	\$12,092.30

Note

The 2025 financial details are as at 1 April 2025

MIDDLE LEADERSHIP

In 2025, Kapinara Primary School strengthened its distributed leadership model through the formal establishment of a Middle Leadership Team. Six teachers elected to take on key leadership portfolios in English, Mathematics, Cultural Responsiveness and Positive Behaviour Support, in addition to leading our Kindergarten - Year 2 and Year 3 - 6 Phase of Learning teams. Targeted professional learning was undertaken to build leadership capability and ensure alignment with the Department's Quality Teaching Strategy. This work has strengthened instructional coherence, built collective efficacy and supported consistent whole-school improvement. Reports outlining the progress and impact of each portfolio are provided below.

Kindergarten – Year 2 Phase of Learning Team

Throughout 2025, K - 2 staff engaged in a structured Appreciative Inquiry and Phase of Learning cycle to strengthen whole-school alignment in literacy and numeracy through collaborative practice. An initial audit of programs, time allocations and resources identified both inconsistencies and strengths across year levels. Key areas for improvement included fidelity of implementation, consistent handwriting expectations, and strengthening students' understanding of sounds versus letters before entering Year 2.

In Semester 2, the focus shifted to deeper pedagogical alignment. Staff established clear norms for effective co-lab meetings and strengthened implementation of the Seven Steps to Writing Success program. Teachers shared classroom practice and student work samples, reporting increased consistency of language and approach across year levels. This has supported stronger whole-school coherence in writing instruction.

The K - 2 team also progressed work aligned to the National Quality Standard, collaboratively reviewing and uploading evidence for Quality Areas 3 - 7 and completing required surveys. Across Terms 3 and 4, collaboration was further strengthened through the 7 Norms of Collaboration and shared "I will" statements, showing the growing consistency of whole-school pedagogy from K - 6.

Collectively, this work has strengthened alignment, built professional clarity, and reinforced Kapinara's commitment to consistent, evidence-informed whole-school practice.

Chrissie Minissale

K - 2 Phase Leader

Years 3 - 6 Phase of Learning Team

Throughout the year, the Phase of Learning team worked deliberately to strengthen a culture of teaching excellence across the school. Targeted Phase of Learning meetings supported the implementation of key whole-school initiatives, including Seven Steps Writing, alongside the review

and discussion of Teaching for Impact documentation to build shared understanding and consistent classroom practice.

A strong focus on analysing student data informed strategic decision-making, enabling teams to identify priority areas for improvement and agree on clear, achievable actions. Leading this work involved navigating a range of staff perspectives and challenging conversations, resulting in a deeper understanding of how to lead academic dialogue, both successfully and at times unsuccessfully, while learning the importance of maintaining focus on the scheduled agenda.

Through welcoming constructive feedback before, during and after meetings, leadership capacity, collaboration and confidence were strengthened, making the year both demanding and highly rewarding, underpinned by reflection, problem-solving and a shared commitment to continuous improvement.

David Virgo

3 – 6 Phase Leader

English Committee

The English Committee's journey throughout 2025 has been hugely rewarding, marked by purposeful planning, strong collaboration and meaningful school-wide progress. Developing our strategic plan was a significant early achievement, with a relevant and targeted focus shaped by school data and insights from Leadership Professional Development. Regular communication through committee meetings ensured clarity, alignment and shared direction, while close collaboration, allowed us to produce a strategic plan that meaningfully connected to the Kapinara Business Plan priorities. This groundwork enabled the effective implementation of key initiatives, including Seven Steps for Writing, the creation of a whole-school Writing Genre Overview for rollout in 2026, the selection of a consistent grammar text to strengthen alignment in grammar and punctuation, and implementation of Writemark to support moderation and assessment in writing, across the school.

Throughout the year, the committee took an active role in leading colleagues and supporting change. Professional learning opportunities- ranging from Seven Steps Hub access to Writemark PL, digital grammar platform walkthroughs and the introduction of a common paragraph structure for Years 4 - 6, helped to build staff confidence and capability. Sharing practice in Phase of Learning meetings further strengthened implementation and celebrated emerging successes, highlighting the positive impact of our collective work. Looking ahead, our priority for 2026 is to continue embedding the initiatives introduced this year and to sustain the momentum built in 2025, ensuring a consistent, high-quality writing approach becomes a deeply established part of Kapinara's culture.

Kylie Powell

English Committee Leader

Mathematics Committee

In 2025, the Mathematics Committee progressed a clear, data-informed improvement agenda aligned with the school's Business Plan and the Quality Teaching Strategy as part of three year strategic planning. Through refined team structures and purposeful use of staff meeting time, the committee led consistent implementation and professional dialogue to strengthen mathematics teaching practices across the school.

As part of a deliberate, evidence-based decision-making process, a range of whole-school mathematics approaches were considered to determine the best strategic fit for Kapinara Primary School. This evaluation informed the structured PR1ME Maths trial in Year 2 and Year 3 during Terms 2 and 3. The trial followed a planned improvement cycle of preparation, targeted resource investment and classroom implementation. Analysis of student learning data indicated increased student engagement and strengthening conceptual understanding.

In preparation for 2026, the committee also engaged in the foundational work required to launch the whole-school approach to mathematics. This included planning for full implementation of PRIME Maths, supported by a significant P&C donation to resource classrooms with concrete materials and engagement with the PR1ME Hub to strengthen alignment with evidence-based mathematics practice. This work ensures the school enters 2026 with strong structures, resources and shared clarity to support consistent, high-impact mathematics teaching across all classrooms.

Gemma Hopetoun-Smith

Mathematics Committee Leader

Culturally Responsive Committee

In 2025, the Culturally Responsive Committee played a key role in shaping the school's direction by establishing reconciliation as a core priority within the Strategic Plan, aligned to the school vision. With no existing Strategic Plan in place, the committee began its work from the ground up, reflecting on current practices across the school, including professional development, incursions, excursions and routines. This process prompted meaningful discussion around what cultural responsiveness looks like in practice at Kapinara Primary School and led to a shared commitment to developing a Reconciliation Action Plan (RAP) that builds understanding of Australia's history and Aboriginal and Torres Strait Islander perspectives.

A range of initiatives were implemented to embed reconciliation authentically into school life. These included the introduction of a daily Noongar greeting, the establishment of a Noongar "word of the fortnight", and the singing of the national anthem in both English and Noongar. We have commenced working with local elder, Aunty Lois, and Reconciliation WA. We look forward to strengthening this partnerships over the years to come.

The committee supported and led change across the school by engaging colleagues through workshops to gather data and input for the RAP. Practical support was provided through shared templates to assist teachers in displaying Noongar vocabulary, and curated resources and texts were made available in the staffroom to support classroom practice. Regular collaborative meetings across the Churchlands Network of Schools further strengthened professional learning and shared understanding. Through these collective efforts, reconciliation has become increasingly visible, meaningful and embedded across the Kapinara Primary School community.

Leigh-Ann Chipps

Culturally Responsive Committee Leader

Positive Behaviour Support Committee

Throughout 2025, the Positive Behaviour Support (PBS) Committee focused on establishing strong foundations to support consistent, whole-school practice. The PBS team met regularly to develop a shared vision, mission and Behaviour Expectations Matrix aligned with school priorities and data. The committee worked collaboratively with the wider school community to develop a 2025 - 2027 Strategic Plan and an evolving PBS Handbook, supporting staff clarity and consistency.

Key initiatives included auditing existing behaviour systems, strengthening processes for encouraging expected behaviours and responding to inappropriate behaviours, and embedding data collection to inform decision-making. Student voice was a strong feature, with students contributing to the design of PBS values, symbols and signage, including the production and installation of large values symbols and the development of values badges, supported by a Town of Cambridge grant.

In 2026, the committee will prioritise staff training in PBS philosophy and practices, the development of explicit behaviour lesson plans and visuals, alongside increased use of the recognition system through students earning points towards values badges. The committee will also continue weekly Values Catch-Ups to further embed positive behaviour across the school and strengthen alignment between the Behaviour Matrix and the Grow Your Mind program.

Madeline Smyth

Positive Behaviour Support Committee Leader

PROGRESS TOWARDS 2024-2026 BUSINESS PLAN PRIORITIES

Academic Achievement

Identified School Priority: The percentage of Kapinara students attaining proficiency level of 'exceeding' in each Year 3 and Year 5 NAPLAN assessment will be equal to or greater than like schools.

	Year 3 Kapinara Primary School	Year 3 Like Schools	Year 5 Kapinara Primary School	Year 5 Like Schools
Numeracy	31%	26%	33%	34%
Reading	39%	39%	48%	45%
Writing	20%	24%	21%	29%
Spelling	25%	30%	30%	43%
Grammar and Punctuation	23%	25%	33%	39%

Progress against priority: Analysis of 2025 NAPLAN data indicates mixed progress toward our priority of achieving a percentage of students in the 'Exceeding' proficiency band equal to or greater than like schools. In Year 3, Kapinara performed above like schools in Numeracy (31% vs 26%), matched like schools in Reading (39%), and was slightly below in Grammar and Punctuation (23% vs 25%), Writing (20% vs 24%) and Spelling (25% vs 30%). In Year 5, results were stronger in Reading (48% vs 45%) and close to like schools in Numeracy (33% vs 34%). However, Writing (21% vs 29%), Spelling (30% vs 43%) and Grammar and Punctuation (33% vs 39%) remain below like-school comparisons. These results suggest that while Reading and Numeracy are areas of relative strength, further targeted improvement is required in Writing and language conventions to meet our strategic goal.

Planned actions: In response, the school will implement PRIME Mathematics to strengthen conceptual understanding and lift the proportion of high-achieving students in Numeracy. A consistent, systemic approach to the explicit teaching of Grammar and Punctuation will be embedded across year levels to address gaps in language conventions. Additionally, Seven Steps to Writing Success will be embedded with increasing fidelity to ensure consistent language, modelling and explicit instruction in writing across the school. Together, these actions aim to increase the proportion of students achieving in the 'Exceeding' band and strengthen alignment with our like-school benchmarks.

Academic Progress

Identified School Priority: The percentage of Kapinara students making high and very high levels of progress in Reading, Writing and Numeracy from On-Entry to Year 3 NAPLAN will be equal to or greater than the percentage of students from like schools.

	High Levels of Progress		Very High Levels of Progress	
	Year 3 Kapinara Primary School	Year 3 Like Schools	Year 3 Kapinara Primary School	Year 3 Like Schools
Numeracy	20.5%	26.6%	27.3%	31.8%
Reading	31.8%	25.6%	20.5%	29.3%
Writing	Data Not available			

Progress against priority: Progress against this priority is mixed. In Reading, Kapinara exceeded like schools in the proportion of students achieving High Levels of Progress (31.8% vs 25.6%), though fewer students achieved Very High Levels of Progress (20.5% vs 29.3%). In Numeracy, Kapinara is currently below like schools in both the High (20.5% vs 26.6%) and Very High (27.3% vs 31.8%) bands. Writing data is not available, limiting full analysis. Overall, while Reading shows strength in the high progress band, achieving parity with like schools across all areas remains a focus.

Identified School Priority: The percentage of Kapinara students making high and very high levels of progress in Reading, Writing and Numeracy NAPLAN assessments from Year 3 to Year 5 will be equal to or greater than the percentage of students from like schools.

	High Levels of Progress		Very High Levels of Progress	
	Year 5 Kapinara Primary School	Year 5 Like Schools	Year 5 Kapinara Primary School	Year 5 Like Schools
Numeracy	26.7%	25.0%	24.4	31.8%
Reading	20.0%	24.0%	20.0	23.5%
Writing	22.2%	20.1%	22.2	26.8%

Progress against priority: Progress from Year 3 to Year 5 is varied. In Numeracy, Kapinara exceeded like schools in the High progress band (26.7% vs 25.0%) but was below in Very High (24.4% vs 31.8%). In Reading, Kapinara is below like schools in both High (20.0% vs 24.0%) and Very High (20.0% vs 23.5%) progress. In Writing, Kapinara exceeded like schools in the High band (22.2% vs 20.1%) but trailed in Very High (22.2% vs 26.8%). Overall, while there are strengths in the high progress bands, lifting performance in the very high band remains a priority.

Identified School Priority: The percentage of Kapinara students making low or very low progress in Reading, Writing and Numeracy from On-Entry to Year 3 NAPLAN will be equal to or less than the percentage of students from like schools.

	Low Progress		Very Low Progress	
	Year 3 Kapinara Primary School	Year 3 Like Schools	Year 3 Kapinara Primary School	Year 3 Like Schools
Numeracy	11.4%	9.9%	0.0%	4.6%
Reading	9.1%	11.2%	11.4%	6.2%
Writing	Data not available			

Progress against priority: Progress against this priority is varied. In Numeracy, Kapinara had a slightly higher proportion of students in the Low band (11.4% vs 9.9%) but no students in the Very Low band (0.0% vs 4.6%), which is a positive outcome. In Reading, Kapinara recorded fewer students in the Low band (9.1% vs 11.2%) but more in the Very Low band (11.4% vs 6.2%). Writing data was unavailable, limiting full analysis. Reducing very low progress in Reading remains a focus.

Identified School Priority: The percentage of Kapinara students making low or very low progress in Reading, Writing and Numeracy NAPLAN assessments from Year 3 to Year 5 will be equal to or less than the percentage of students from like schools.

	Low Progress		Very Low Progress	
	Year 5 Kapinara Primary School	Year 5 Like Schools	Year 5 Kapinara Primary School	Year 5 Like Schools
Numeracy	13.3	10.5	6.7	7.0
Reading	24.4	13.8	2.2	6.0
Writing	15.6	15.3	6.7	8.7

Progress against priority: Progress against this priority is varied. In Numeracy, Kapinara recorded higher Low progress (13.3% vs 10.5%) and similar Very Low progress (6.7% vs 7.0%) compared to like schools. In Reading, Kapinara had significantly higher Low progress (24.4% vs 13.8%) but lower Very Low progress (2.2% vs 6.0%). In Writing, results were comparable in the Low band (15.6% vs 15.3%) and lower in the Very Low band (6.7% vs 8.7%). Reducing low progress, particularly in Reading, remains a key priority.

Planned actions: To address areas of low progress, the school will strengthen whole-school approaches to teaching and learning. In 2026, Kapinara will implement Prime Maths from Pre-primary to Year 6, providing a consistent, evidence-informed mathematics program that supports differentiation, targeted intervention and structured extension. In Writing, the introduction of Seven Steps to Writing Success in mid-2025 establishes a common instructional framework across all year levels. Alongside this, there will be a renewed focus on purposeful extension opportunities for high-achieving students to increase the proportion demonstrating high and very high progress. Together, these initiatives ensure the delivery of a viable, guaranteed curriculum, strengthen instructional consistency, and support improved growth outcomes for all students.

Personal and Social Development

Identified School Priority: Kapinara students' overall measure for 'Feelings and Behaviours' will be above the Australian norm in the 'very highly developed' range

2023 Years 2 – 6 students at Kapinara Primary School	30.3%
2024 Years 2 – 6 students at Kapinara Primary School	34.7%
2025 Years 2 – 6 students at Kapinara Primary School	36.6%
Australian Norm	23.8%

Progress against priority: Target is being met and progress is good

Identified School Priority: Kapinara students' overall measure of 'Internal Strengths' will be above the Australian norm in the 'very highly developed' range

2023 Years 2 – 6 students at Kapinara Primary School	20.6%
2024 Years 2 – 6 students at Kapinara Primary School	18.9%
2025 Years 2 – 6 students at Kapinara Primary School	20.8%
Australian Norm	14.8%

Progress against priority: Target is being met, although progress declined in 2024 it rose again in 2025

Identified School Priority: Kapinara students' measures on the following 'emotional regulation' items will be above the Australian norm:

- 'When I am angry, I stop and think before I act'
- 'I am good at solving conflicts without fighting'
- 'I can calm down quickly when I feel bad'

'When I am angry, I stop and think before I act'	2023 Years 2 – 6 students at Kapinara Primary School	65.64%
	2024 Years 2 – 6 students at Kapinara Primary School	67.13%
	2025 Years 2 – 6 students at Kapinara Primary School	63.67%
	Australian Norm	64.84%
'I am good at solving conflicts without fighting'	2023 Years 2 – 6 students at Kapinara Primary School	72.94%
	2024 Years 2 – 6 students at Kapinara Primary School	77.03%
	2025 Years 2 – 6 students at Kapinara Primary School	78.35%
	Australian Norm	73.31%
'I can calm down quickly when I feel bad'	2023 Years 2 – 6 students at Kapinara Primary School	61.22%
	2024 Years 2 – 6 students at	58.16%

	Kapinara Primary School	
	2025 Years 2 – 6 students at Kapinara Primary School	59.69%
	Australian Norm	58.69%
Progress against priority: Targets are being met in two areas but has declined on the item 'When I am angry, I stop and think before I act'.		
Identified School Priority: Kapinara students' measures on the item 'I think it is important to treat all people with respect' will be ABOVE the Australian norm		
2023 Years 2 – 6 students at Kapinara Primary School	90.88%	
2024 Years 2 – 6 students at Kapinara Primary School	92.64%	
2025 Years 2 – 6 students at Kapinara Primary School	94.65%	
Australian Norm	95.06%	
Progress against priority: Target is very close being met and progress has increased since 2023		
Planned actions: Current targeted initiative based on behaviour expectations in using manners, treating people with respect and kindness to others		
Identified School Priority: Kapinara students' measures on the item 'I think someone who treats me unfairly is a bad person and it is okay to hurt them back' will be BELOW the Australian norm		
2023 Years 2 – 6 students at Kapinara Primary School	15.39%	
2024 Years 2 – 6 students at Kapinara Primary School	18.65%	
2025 Years 2 – 6 students at Kapinara Primary School	19.45%	
Australian Norm	15.98%	
Progress against priority: Target is not being met and progress is in reverse		
Planned actions: Student wellbeing and social-emotional competence remain a key focus. In 2025, the school continued implementation of the Grow Your Mind Health program, with the full impact expected to become more evident over time as staff confidence and curriculum integration deepen. This has been complemented by strengthened Positive Behaviour Support processes and the deliberate embedding of our school values; Kindness, Consideration and Leading Through Service across classrooms and whole-school practices. Together, these actions aim to build students' emotional literacy, resilience and positive relationships, creating a safe and supportive learning environment for all.		
Wellbeing		
Identified School Priority: Measures of HIGH and MEDIUM wellbeing pertaining to 'emotional regulation' for Kapinara students will be at or above those of the corresponding South Australian student population		
	High Wellbeing	Medium Wellbeing
2024 Years 4 – 6 students at Kapinara Primary School	33%	41%
2025 Years 4 – 6 students at Kapinara Primary School	42%	36%
South Australian students	35%	41%
Progress against priority: Progress is being made towards the target being met with notable gains in the High Wellbeing area.		
Identified School Priority: Measures of HIGH and MEDIUM wellbeing pertaining to the 'absence of verbal bullying' will be at or above those of the corresponding South Australian student population		
	High Wellbeing	Medium Wellbeing
2024 Years 4 – 6 students at Kapinara Primary School	47%	42%
2025 Years 4 – 6 students at Kapinara Primary School	39%	55%
South Australian students	50%	37%
Progress against priority: Target is being exceeded significantly in medium wellbeing and although the high wellbeing measure has declined there is still a significant increase in the proportion of students in the positive wellbeing areas.		

Identified School Priority: Kapinara students' measure of LOW wellbeing related to the 'absence of verbal wellbeing' will not exceed 10%		
	Low Wellbeing	
2024 Years 4 – 6 students at Kapinara Primary School	11%	
2025 Years 4 – 6 students at Kapinara Primary School	7%	
South Australian students	13%	
Progress against priority: Target has made progress and is being met.		
Planned actions: The embedding of our school values and their focus on caring for others should continue to support our students' positive wellbeing.		
Identified School Priority: Measures of HIGH and MEDIUM wellbeing pertaining to the 'absence of social bullying' will be at or above those of the corresponding South Australian student population.		
	High Wellbeing	Medium Wellbeing
2024 Years 4 – 6 students at Kapinara Primary School	49%	43%
2025 Years 4 – 6 students at Kapinara Primary School	49%	42%
South Australian students	57%	33%
Progress against priority: Progress towards this target has remained static over the last two years.		
Identified School Priority: Kapinara students' measure of LOW wellbeing related to the 'absence of social bullying' will not exceed 10%.		
	Low Wellbeing	
2024 Years 4 – 6 students at Kapinara Primary School	8%	
2025 Years 4 – 6 students at Kapinara Primary School	10%	
South Australian students	10%	
Progress against priority: Target is being met.		
Planned actions: At Kapinara Primary School, we view student wellbeing as fundamental to academic success and a shared responsibility across our community. In 2025, we continued to strengthen our whole-school Social and Emotional Learning (SEL) approach, enhancing our Positive Behaviour Support framework and embedding our core values of Kindness, Consideration and Leading Through Service across classrooms, student leadership and community events. Our restorative practices remain central, supporting students to build respectful relationships, regulate emotions and take responsibility for their actions.		
<p>Alongside the ongoing implementation of the Grow Your Mind program, we refined our targeted wellbeing supports to better meet individual needs. Small-group social skills programs were adjusted to provide more focused, responsive intervention for identified students, and the Build Up Zone (BUZ) conflict resolution initiative continued under the guidance of our school chaplain. The chaplain also provides individualised support to students, staff and families as required. Student wellbeing will remain a strategic priority as we continue to strengthen a safe, inclusive and supportive learning environment for all.</p>		
Attendance		
Identified School Priority: The overall attendance rate for Kapinara Primary School students will be equal to or above the overall attendance rate of like schools.		
2025 Kapinara Primary School	92%	
2025 Like Schools	93.2%	
Progress against priority: Target is not being met.		
Identified School Priority: The percentage of Kapinara students with 'Regular' attendance will be equal to or above the percentage of students with 'Regular' attendance in like schools.		
2025 Kapinara Primary School	71%	
2025 Like Schools	78%	
Progress against priority: Target is not being met.		

Planned actions: At Kapinara Primary School, we believe consistent attendance ensures that students do not miss out on critical ideas, concepts, knowledge, and skills, and allows them to build and maintain important social connections and relationships.

In 2025, the two most significant factors impacting student attendance have been illness (accounting for approximately 41% of absences) and unauthorised vacations (approximately 30%). While absence due to illness is considered a valid reason for non-attendance, family vacations during term time are not authorised and can significantly disrupt a child's learning progress.

We are committed to working in partnership with our school community to improve attendance and minimise unnecessary absences. Through consistent messaging in our school newsletter, and in collaboration with the School Board and the P&C, we will continue to encourage families to plan holidays during scheduled school breaks.



BOARD REPORT

2025 was a year of consolidation and delivery for Kapinara and the School Board. The solid foundations laid in 2024 (especially the completion of the 2024-2026 Business Plan and the appointment of Natalie Oddy as permanent principal) allowed the school to focus on putting plans into action.

Board changes

We farewelled parent representative and previous Board Chair, Felicity Maher, and teacher representative Kylie Lund. We were in turn joined by parent Melissa Sharp and teacher representative Leigh-Ann Chipps. Sadly, we said goodbye to Mandy Rogers who kept the Board running as secretary, but we are very fortunate that Jade Brennan has seamlessly stepped into that role. Suzie Richards, Rob Pradera and Katie Voss continue as parent representatives, with principal Natalie Oddy, deputies Madeline Smyth and class teacher David Virgo rounding out the staff representation.

Key activities

One of the functions of a School Board is to monitor the school's progress against its Business Plan. At each meeting in the year we were delighted to receive presentations from staff on various focus areas in the plan. Highlights included the Kaartdijin / Compass staged rollout; the Positive Behavior Support and reward system; early childhood workshops; staff development through the Leading Cultures of Teaching Excellence program; and the "Seven Steps for Writing Success" program. It is heartening to see the dedication and passion of the staff involved in these initiatives and also the high level of interest and engagement of the Board members when hearing about them. The Board was particularly excited to hear about the PR1ME maths program trial, which has now been rolled out to the entire school.

In 2025 we endorsed the 2026 Student Leadership Model, which provides opportunities for student leadership development from kindergarten all the way to Year 6.

Lastly, our school was represented in two external activities run by the Department of Education. The first was a Principal and Board Chair training day, which I attended with our principal Natalie Oddy. The second was the Boards and Councils Advisory Group; a departmental body set up to provide advice and feedback to the Department in relation to the functioning of school boards.

Looking ahead to 2026

During 2026 Board members will undertake continued training to support our role, both initial training for new members and revision for existing members. We will also begin preparations for the next cycle of the Public School Review process, and the next revision of the school's Business Plan, while continuing to monitor progress under the current plan.

As a final word, for any parent looking for opportunities to become further involved in the school community, I very much encourage you to consider nominating for a Board position when vacancies arise. The role is rewarding, provides valuable insights into the functioning of public schools, and gives you an opportunity to contribute to shaping the future of Kapinara.

Gavin Bennett
Board Chair

2025

KAPINARA P&C SNAPSHOT

Kapinara's P&C would like to acknowledge and sincerely thank our wonderful school community for their support and involvement throughout 2025. As volunteers generously give their time and energy to assist with a range of activities benefiting our students and staff. These efforts help strengthen the connection between home and school while contributing funding to valuable resources and opportunities for our students.

We are incredibly grateful to the parents, carers, staff, and community members who volunteer, attend events, and support our initiatives. Your continued enthusiasm and commitment make a meaningful difference to our school community every year.

VOLUNTARY CONTRIBUTIONS

\$29,000



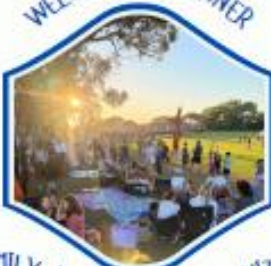
ONGOING INITIATIVES

- ✓ Onsite Canteen
- ✓ Onsite Uniform Shop

FUNDS RAISED!

\$89,051

WELCOME SUNDOWNER



BAKE SALES



FATHER'S DAY



COLOUR RUN



SCITECH FAMILY NIGHT



QUIZ NIGHT



EASTER RAFFLE



Thank you!

PROJECTS FUNDED!

- ✓ Sports Equipment
- ✓ Year 5 Novels
- ✓ Network Upgrades
- ✓ Year Level Flags

UNDERCOVER FAN



PLAYGROUND SHADE SAILS



AFL GOAL POSTS



PAID

Follow P&C on socials!  KapinaraPandC  @kapinara_pandc

