



Brabham  
PRIMARY SCHOOL

# 2025

# ANNUAL REPORT

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THROUGH COMMUNITY WE GROW

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# ACKNOWLEDGEMENT TO COUNTRY

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Ngany kaaditj waangkiny koorra burdiya nidja  
boodja yanginy nganyang yira koorra yey  
koorliny Nyoongar moort. Ngany djoorabiny  
mandja nyin kaadatjiny Whadjak boodjar.

We acknowledge the traditional owners of this  
land and pay our respects to past and present  
elders. It is a privilege to meet, live and learn on  
Whadjak Boodjhar.

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# FOREWORD

**"I want to sincerely thank our school community for their patience and adaptability as we navigated restricted parking, shared spaces, and the busy construction process."**

The 2025 school year has been another important chapter in the continued growth and development of Brabham Primary School. As one of the newer schools in the Swan region, Brabham continues to evolve alongside the rapidly expanding community it serves. With a culturally diverse student population, our focus remains firmly on ensuring that every student is supported to succeed in a safe, inclusive and engaging learning environment.

Throughout 2025, the work of the school has been guided by the Brabham Primary School Business Plan 2025–2028, which outlines our commitment to high-quality teaching, strong student wellbeing, inclusive practices and meaningful community partnerships. The initiatives implemented this year reflect the collective efforts of staff to continually improve teaching and learning while ensuring that students feel connected to their school community.

A major focus during the year has been strengthening literacy and numeracy outcomes. In English, new structured approaches to reading were introduced, including Literature-Based Units in Kindergarten to Year 2 and Talk4Reading in Years 3–6, supporting students to develop deeper comprehension and stronger vocabulary skills. In mathematics, staff worked closely with mathematics educator Dr Paul Swan to strengthen conceptual understanding through the use of concrete materials and hands-on learning experiences. These approaches help students develop confidence and flexibility in their mathematical thinking.

Student wellbeing has remained central to the culture of Brabham Primary School. Our whole-school wellbeing approach continues to be strengthened through the implementation of The Resilience Project, with its focus on Gratitude, Empathy and Mindfulness. These values are reinforced through classroom learning and through the recognition of students who demonstrate these qualities through our GEM Awards. The continued development of the Wellbeing Hub has also provided an important space where students can access targeted support when required, helping them to regulate and re-engage positively with their learning.

Students have also had many opportunities throughout the year to celebrate their creativity and talents. Participation in events such as Wakakirri, where our students achieved outstanding success, and One Big Voice, which brought students together with thousands of others across Western Australia, provided memorable experiences that fostered confidence, teamwork and pride in our school.

Beyond the classroom, students have been encouraged to take an active role in shaping their school community. Initiatives such as the Green Team and partnerships with organisations including Millennium Kids have provided opportunities for students to engage in sustainability projects and contribute positively to their local environment.

As Principal, I am incredibly proud of the dedication and professionalism shown by our staff throughout the year. Their commitment to collaboration and continuous improvement ensures that students at Brabham Primary School receive high-quality teaching and meaningful learning experiences every day.

I would also like to acknowledge the continued support of our families, School Board, P and C and wider community. The strong partnerships we share play an essential role in creating a positive and supportive learning environment for our students.

As we look ahead, Brabham Primary School will continue to build on the work undertaken during 2025, strengthening teaching practices, supporting student wellbeing and ensuring that every student has the opportunity to achieve success.

Together, we will continue to grow as a learning community guided by our school motto: Through Community We Grow.



**Julie Woodhouse**  
**K-6 Principal**



# SCHOOL PROFILE

Brabham Primary School is located in the rapidly developing suburb of Brabham in the Swan region of Western Australia. Since opening in 2021, the school has experienced significant enrolment growth as new families continue to move into the surrounding community. This growth has contributed to the development of a vibrant and diverse school community and has required the continued refinement of leadership structures, staffing and learning environments to meet the needs of students.

During the 2025 school year, Brabham Primary School catered for approximately 978 students from Kindergarten to Year 6 across two campuses. The main campus provides education for students from Pre-Primary to Year 6, while the Bidi Kaatadjiny Early Childhood campus supports Kindergarten and Pre-Primary students in a purpose-built learning environment designed specifically for early childhood education.

The Bidi campus provides a setting that supports play-based learning aligned with the Early Years Learning Framework and the National Quality Standards, ensuring that young students are supported in developing the foundational skills required for successful transition into primary schooling.

Brabham Primary School serves a culturally and linguistically diverse community. A significant proportion of students come from families where languages other than English are spoken at home, and the school provides targeted support for students identified as learning English as an Additional Language or Dialect (EAL/D). Teachers work to ensure that these students are supported to access the curriculum while also valuing and recognising the cultural and linguistic diversity they bring to the school community.

The school also supports students with a range of learning needs through inclusive education practices. Students identified as Students at Educational Risk (SAER) receive targeted support through collaborative planning involving classroom teachers, leadership staff, education assistants and external support agencies where appropriate.

The teaching staff at Brabham Primary School work collaboratively to deliver high-quality teaching and learning programs aligned with the Western Australian Curriculum. Staff are supported through professional learning opportunities, instructional coaching and collaborative planning structures that aim to strengthen teaching practice and improve student outcomes.

As a large and growing school, Brabham Primary School places strong emphasis on building a positive school culture where students feel safe, supported and connected to their learning environment. Programs that support student wellbeing, leadership opportunities and community engagement continue to play an important role in fostering a sense of belonging within the school community.

The diversity of the Brabham community is recognised as a strength, and the school remains committed to ensuring that learning environments reflect the identities, cultures and experiences of the students and families it serves.



Our school logo design was informed by input from families and community members and refined by our steering committee. Our logo is a source of pride as it contains elements that reflect the values of the wider community.

The people represent the importance of community and the trees reflect the importance of caring for our surrounding natural environment. The book symbolises the sharing of knowledge. The spine of the book is viewed by some as a road, symbolic of Brabham's racing history, and by others as the Swan River. The Swan Valley, including the Swan River is important to the Aboriginal people, both spiritually and as a place to hunt and meet.

The dots surrounding the tree represent the rich and diverse cultures that exist within our community.



# 2025 STUDENT PROFILE

## Student Numbers (as at 2025 Semester 2)

### Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(46)	135	160	146	144	112	100	89	932
Part Time	92								

#### Note:

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

### Gender

	Kin	PPR	Pri	Sec	Total
Male	47	72	378		497
Female	45	63	373		481
Total	92	135	751		978

Figure 1 shows the steady growth in student enrolment at Brabham Primary School since opening in 2021.

The continued increase in enrolments reflects the rapid development of the Brabham community and highlights the ongoing need for strong planning to ensure that facilities, staffing and learning programs continue to meet the needs of the growing student population.

Figure 2 highlights the diversity of the Brabham Primary School student population. The range of cultural and linguistic backgrounds represented within the school community reinforces the importance of inclusive teaching practices and targeted support programs that ensure all students can successfully access the curriculum.

# 2025 MAJOR PRIORITY AREAS

## **CULTURAL RESPONSIVENESS**

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Brabham Primary School is committed to creating a culturally responsive learning environment where the identities, cultures and experiences of all students are recognised and valued. As a culturally diverse school community, staff understand the importance of ensuring that teaching practices, school programs and relationships with families reflect the diversity of the students and community the school serves.

Throughout the 2025 school year, the school continued to strengthen its commitment to culturally responsive practices through professional learning, curriculum planning and community partnerships. These initiatives support staff in developing a deeper understanding of culturally responsive teaching and help ensure that Aboriginal perspectives are embedded meaningfully across the curriculum.

Staff engaged in professional learning focused on building cultural awareness and strengthening understanding of the Aboriginal Cultural Standards Framework. These learning opportunities supported teachers in reflecting on their own practice and identifying ways to ensure that classrooms are inclusive and culturally safe for all students.

The school continued to embed Aboriginal perspectives across learning areas, providing students with opportunities to learn about Aboriginal histories, cultures and connections to Country. Through curriculum activities and classroom discussions, students developed a greater understanding of the importance of respecting and valuing Aboriginal culture.

During 2025, the school also continued to strengthen Two-Way learning approaches, recognising the importance of incorporating both Aboriginal knowledge systems and Western perspectives within teaching and learning programs. These approaches allow students to explore concepts through multiple perspectives and support the development of intercultural understanding.

An important component of the school's culturally responsive practices is the role of the Aboriginal and Islander Education Officer (AEIO). The AEIO works closely with students, staff and families to provide cultural guidance and support, helping to strengthen connections between the school and Aboriginal families within the community. Through this role, the school is able to provide targeted support for Aboriginal students while also ensuring that cultural perspectives are respectfully integrated into school practices.

The AEIO also plays an important role in supporting staff understanding of Aboriginal culture and helping to build positive relationships with families. By acting as a bridge between the school and community, the AEIO contributes to creating an environment where Aboriginal students feel recognised, respected and supported in their learning.

Throughout 2025, the AEIO also supported student wellbeing and engagement by working closely with families, assisting with attendance support and helping students maintain strong connections to school. The AEIO played an important role in helping coordinate culturally significant events and activities that celebrate Aboriginal culture, including NAIDOC Week celebrations and community engagement opportunities.

Community gatherings such as school BBQs provided valuable opportunities for families to come together in a welcoming and inclusive environment. These events helped strengthen relationships between the school and the Aboriginal community, encouraging families to feel connected to the school and actively involved in their children's learning.

Students were also provided with opportunities to engage in learning experiences that celebrate Aboriginal culture and recognise the significance of Country. These experiences help foster respect, curiosity and appreciation for Aboriginal histories and traditions.

By continuing to strengthen culturally responsive practices during 2025, Brabham Primary School aims to create an inclusive environment where all students feel respected, valued and connected to their learning.



# STUDENTS AT EDUCATIONAL RISK

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Supporting students identified as Students at Educational Risk (SAER) remained a key priority at Brabham Primary School throughout the 2025 school year. As a large and diverse school community, staff recognise the importance of ensuring that all students have equitable access to learning and are supported to achieve success both academically and socially.

During 2025, the school continued to implement a structured and collaborative approach to supporting students identified as being at educational risk. Classroom teachers played a central role in this process by monitoring student progress, identifying learning needs and implementing targeted strategies within the classroom environment.

Students identified as SAER were supported through individualised planning and collaborative case management involving classroom teachers, members of the leadership team, education assistants and, where appropriate, external support agencies. These collaborative discussions ensured that support strategies were responsive to the individual needs of each student and aligned with the school's inclusive education practices.

Individual plans were developed to support students who required additional adjustments to their learning program. These plans outlined the specific strategies, supports and adjustments required to enable students to participate successfully in classroom learning. Progress towards these goals was monitored regularly, with teachers reviewing and adapting strategies as required.

Education Assistants played a significant role in supporting students at educational risk throughout the year. Working under the guidance of classroom teachers, education assistants provided targeted support within classrooms, helping students access learning tasks and develop the skills needed to participate successfully in lessons.

The school's Lead Special Needs Education Assistant continued to provide leadership and support to the education assistant team during 2025. This role helped strengthen coordination of support across classrooms and ensured that strategies used to support students were consistent and effective.

The Wellbeing Hub also played an important role in supporting students at educational risk, particularly those experiencing challenges related to emotional regulation or social interactions. The Hub provided a calm and supportive environment where students could access short-term support when required, allowing them to regulate and return to learning ready to re-engage in the classroom.

Through this coordinated and collaborative approach, Brabham Primary School continued to strengthen its inclusive practices during 2025. By ensuring that appropriate supports were in place, the school aims to provide every student with the opportunity to experience success and remain actively engaged in their learning.

# STUDENT LEADERSHIP & STUDENT VOICE

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Developing student leadership and encouraging student voice continued to be an important focus at Brabham Primary School during the 2025 school year. Providing students with opportunities to contribute to their school community helps foster a sense of responsibility, confidence and belonging. Leadership experiences also allow students to develop important skills such as teamwork, communication and decision-making.

Throughout 2025, students were provided with a range of opportunities to take on leadership roles within the school. Student leaders worked closely with staff to support school initiatives, represent student perspectives and contribute to the positive culture of the school community.

A key initiative supporting student leadership during the year was the continued work of the Brabham Primary School Green Team. The Green Team provides students with opportunities to lead sustainability initiatives across the school while developing an understanding of environmental responsibility.

Students involved in the Green Team participated in a variety of projects throughout 2025, including recycling programs, waste reduction initiatives and environmental awareness activities. These initiatives encouraged students to think critically about the impact of their actions on the environment and to promote sustainable practices within the school community.

Through partnerships with organisations such as Millennium Kids and GreenLAB, students also had opportunities to engage in environmental projects beyond the classroom. These activities included planting native vegetation and contributing to projects designed to support local biodiversity, including initiatives to support the endangered Carnaby's Black Cockatoo.

Participation in these projects allowed students to connect their learning with real-world environmental issues while also developing a strong sense of community responsibility.

Student leadership opportunities also extended to supporting school events, assemblies and community initiatives throughout the year. These opportunities allowed students to take an active role in shaping the culture of the school and to model positive behaviour for younger students.

By providing meaningful leadership opportunities, Brabham Primary School encourages students to develop confidence in their abilities and recognise that they can make valuable contributions to their school and community. These experiences help foster a sense of pride and belonging while preparing students for future leadership roles both within and beyond the school environment.

# HEALTH & STUDENT WELL BEING

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Supporting the health, wellbeing and emotional development of students remained a key priority at Brabham Primary School throughout the 2025 school year. As the school continues to grow and serve a diverse community, leadership recognises the importance of ensuring that students feel safe, supported and connected to their learning environment.

A whole-school approach to wellbeing underpins the work of the school. This approach recognises that student wellbeing is closely linked to engagement, behaviour and academic success. During 2025, staff continued to embed a range of initiatives that support students in developing emotional awareness, resilience and positive relationships.

A central component of the school's wellbeing approach is the continued implementation of The Resilience Project, which focuses on the principles of Gratitude, Empathy and Mindfulness (GEM). These principles are embedded across the school through classroom discussions, daily practices and whole-school activities that encourage students to reflect on their emotions, appreciate others and develop strategies for managing challenges.

Throughout the year, teachers incorporated activities that encouraged students to practise gratitude, demonstrate empathy and engage in mindfulness strategies that support emotional regulation. These practices help students build resilience and strengthen their ability to manage challenges both inside and outside the classroom.

To reinforce these values across the school community, GEM Awards were presented regularly to recognise students who demonstrated the principles of gratitude, empathy and mindfulness in their daily interactions. These awards celebrated positive behaviour and encouraged students to actively model the values promoted through The Resilience Project. Recognising students in this way helps strengthen a positive school culture and reinforces the importance of kindness, respect and emotional awareness.

In addition to The Resilience Project, the Zones of Regulation framework continued to support students in understanding and managing their emotions. This framework helps students identify how they are feeling and develop strategies to regulate their behaviour. During 2025, teachers continued to embed Zones of Regulation strategies within classroom routines, helping students develop the skills needed to manage their emotions and remain engaged in learning.

Protective Behaviours lessons were also delivered across year levels, supporting students to develop an understanding of personal safety, boundaries and strategies for seeking help when needed. These lessons play an important role in helping students build confidence in recognising safe and unsafe situations and understanding how to respond appropriately.

A significant element of the school's wellbeing structures is the Brabham Primary School Wellbeing Hub, which continued to provide targeted support for students requiring additional assistance with emotional regulation during 2025. The Wellbeing Hub provides a structured environment where students can access short-term support when experiencing heightened emotional states or when they require additional guidance to re-engage with learning.

Students accessing the Wellbeing Hub are supported through strategies such as emotional regulation activities, restorative conversations and guided reflection. These approaches help students develop the skills needed to return to the classroom ready to participate positively in learning.

The Wellbeing Hub operates as part of a tiered approach to student support. Classroom teachers provide the first level of support through strong relationships and proactive classroom practices. When additional support is required, the wellbeing team works collaboratively with teachers, leadership and families to develop strategies that support individual student needs.

An important part of the school's wellbeing support network during 2025 was the work of the School Chaplain, who provided additional pastoral care and support for students. The chaplain worked closely with students who required guidance with social, emotional or friendship challenges and provided a trusted adult presence within the school community. Through one-on-one conversations, small group activities and informal support, the chaplain helped students develop confidence, build positive relationships and strengthen their sense of belonging within the school.

The chaplain also worked collaboratively with members of the wellbeing team to support students experiencing difficulties and to assist in connecting families with additional services where appropriate. This role strengthened the school's ability to respond to student wellbeing needs in a timely and supportive way.

In addition to providing emotional and behavioural support for students, the Wellbeing Hub also plays an important role in supporting families within the school community. Through partnerships with Coles Brabham and OzHarvest, the school is able to access food donations that are distributed to families who may be experiencing hardship. The Wellbeing Hub also maintains a community pantry, providing food and essential items to families in need. This initiative helps ensure that students are able to come to school ready to learn while also strengthening the school's connection with the wider community. By working in partnership with local organisations, Brabham Primary School is able to provide practical support to families and reinforce a culture of care, compassion and community within the school.

Throughout 2025, this coordinated approach to wellbeing helped ensure that students were supported both academically and socially. By embedding wellbeing initiatives within daily school practices and providing targeted support when required, Brabham Primary School continues to foster a positive school culture where students feel valued, respected and ready to learn.

# STUDENT PERFORMANCE

## **MATHEMATICS LEARNING AREA**

Strengthening mathematics teaching was an important focus for Brabham Primary School during 2025. Staff worked to develop approaches that support students in building deeper conceptual understanding rather than relying on procedural methods.

During the year, teachers engaged in professional learning with mathematics educator Dr Paul Swan, exploring strategies that emphasise the use of concrete materials and visual representations. These approaches allow students to physically manipulate objects to represent mathematical ideas before moving towards abstract representations.

Teachers incorporated a variety of manipulatives into their lessons, including place value materials, fraction models and number representations. These resources supported students in developing stronger understanding of number relationships and mathematical reasoning.

Collaborative planning sessions provided opportunities for teachers to share strategies and reflect on the effectiveness of different approaches. These discussions helped strengthen consistency in mathematics instruction across year levels and supported the continued development of teacher confidence in delivering engaging mathematics lessons.

## **ENGLISH LEARNING AREA**

Literacy development was a major focus for the school during 2025. Analysis of assessment data indicated that strengthening reading comprehension and fluency would be important areas for improvement.

In response to this data, the school introduced a new structured reading approach. Literature-Based Units were introduced in Kindergarten to Year 2 to support early literacy development through rich texts and structured language experiences. In Years 3–6, the Talk4Reading framework was implemented to strengthen students' comprehension, vocabulary development and oral language skills.

Professional learning sessions were delivered throughout the year to support teachers in implementing these approaches effectively. Curriculum leaders also provided ongoing support through collaborative planning sessions and classroom discussions.

The introduction of these programs represents an important step in strengthening literacy instruction and ensuring that reading approaches are consistent across year levels.

## SCIENCE LEARNING AREA

Science learning during the 2025 school year focused on developing students' curiosity and their ability to investigate real-world questions. Students participated in hands-on investigations designed to encourage inquiry and exploration. Through these investigations, students developed skills in observation, questioning and problem-solving.

The school also continued to incorporate Two-Way Science approaches, allowing students to explore scientific concepts through both Western scientific knowledge and Aboriginal perspectives. These experiences helped students develop a deeper understanding of the natural world while also recognising the importance of cultural knowledge systems.

Events such as National Science Week provided additional opportunities for students to engage in science learning through collaborative activities and experiments.

## PERFORMING ARTS LEARNING AREA

The Performing Arts program continued to play an important role in supporting student creativity, confidence and self-expression during the 2025 school year. Through music, drama and movement, students were provided with opportunities to explore creative ideas, collaborate with peers and develop performance skills in a supportive and engaging learning environment.

Throughout the year, students participated in a range of classroom learning experiences designed to develop their understanding of rhythm, movement, storytelling and performance. These lessons encouraged students to experiment with different forms of creative expression while also building confidence when presenting ideas in front of others.

A highlight of the Performing Arts program in 2025 was the school's participation in Wakakirri, a national storytelling event that allows students to communicate powerful messages through dance and drama. Students worked collaboratively to develop and rehearse a performance that combined storytelling, choreography and visual elements.

The dedication and commitment shown by the students throughout the rehearsal process culminated in a highly successful performance, with Brabham Primary School winning several Wakakirri Awards. This achievement was a source of great pride for the students and the wider school community and highlighted the creativity and teamwork demonstrated by the performers.

Another significant opportunity for students during 2025 was participation in the One Big Voice children's choir event, which brings together students from schools across Western Australia to celebrate music and collective performance. Students worked throughout the term to learn and rehearse a range of songs before joining thousands of other students in a large-scale choir performance.

Participation in One Big Voice provided students with a unique opportunity to experience the excitement of performing as part of a mass choir. The event not only allowed students to develop their musical skills but also fostered a strong sense of belonging and shared achievement.

Events such as Wakakirri and One Big Voice play an important role in enriching the educational experiences of students at Brabham Primary School. These opportunities allow students to develop confidence, teamwork and creativity while also strengthening connections between the school and the wider community.

Through the continued development of the Performing Arts program, Brabham Primary School aims to provide students with meaningful opportunities to explore their talents, express themselves creatively and participate in experiences that build confidence and pride in their achievements.

# STUDENT ACHIEVEMENT & PROGRESS

Monitoring student achievement and progress remained a key focus at Brabham Primary School during the 2025 school year. Teachers used a range of assessment tools to monitor learning, identify trends and ensure that teaching programs remained responsive to student needs.

Throughout the year, teachers engaged in regular collaborative planning meetings where student data was analysed and discussed. These discussions allowed staff to identify students who required additional support while also recognising areas of strength across year levels. By analysing student data collectively, teachers were able to refine their instructional approaches and share strategies that supported improved learning outcomes.

Assessment data used during 2025 included classroom assessments, Progressive Achievement Tests (PAT) and NAPLAN results. These tools provided valuable insights into student progress and allowed the school to monitor growth over time.

Teachers also continued to strengthen moderation processes to ensure that assessment judgements remained consistent across classrooms. These moderation discussions helped teachers develop shared understandings of achievement standards while also supporting professional learning. The ongoing use of data to inform teaching decisions allowed staff to respond quickly to emerging trends and ensure that students received appropriate support when needed.

## NAPLAN RESULTS

Students in Year 3 and Year 5 participated in the National Assessment Program, Literacy and Numeracy (NAPLAN) during the 2025 school year. NAPLAN provides valuable information about student achievement in the areas of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, allowing schools to analyse trends in student learning and evaluate the effectiveness of teaching programs.

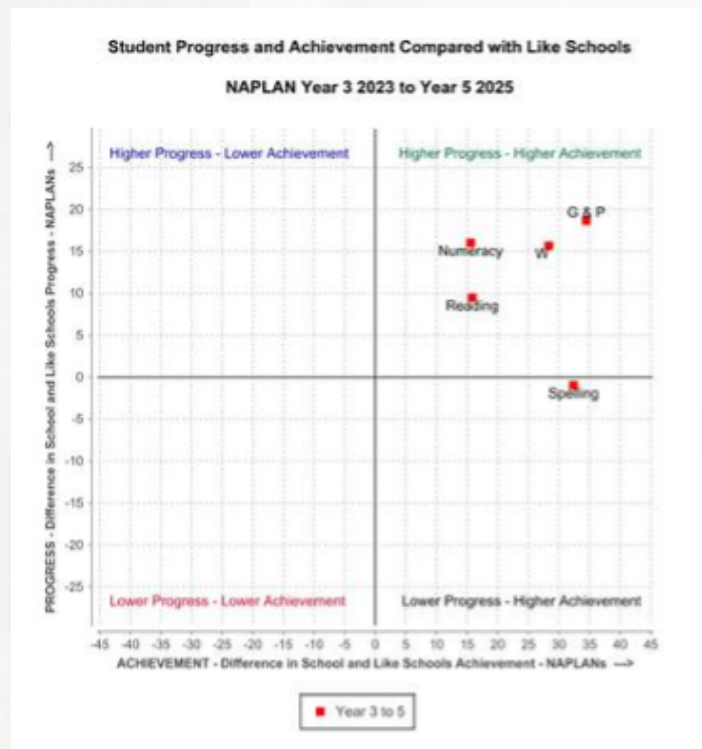
At Brabham Primary School, NAPLAN data is analysed alongside a range of other assessment tools including Progressive Achievement Tests (PAT), classroom assessments and teacher judgement. This layered approach ensures that student performance is interpreted within the broader context of classroom learning and ongoing assessment practices.

The 2025 NAPLAN results indicated that student achievement at Brabham Primary School remained broadly comparable with like schools across most domains. The data also provided valuable insights into areas of strength as well as areas where further development would support continued improvement.

Analysis of the 2025 results indicated that most of Brabham Primary School students were performing within the Strong and Developing proficiency levels, demonstrating that students are progressing toward the expected achievement standards for their year level.

A smaller proportion of students were identified within the Needs Additional Support band. These students are supported through targeted classroom intervention strategies, small-group instruction and ongoing monitoring of progress.

Students identified within the Exceeding proficiency level demonstrated advanced understanding of curriculum concepts and strong application of higher-level thinking skills. Teachers continue to provide extension opportunities to support these students in further developing their skills.



## READING

The 2025 NAPLAN reading results indicated that many students demonstrated strong comprehension skills when responding to questions requiring literal understanding and retrieval of information from texts. Students generally showed confidence in identifying key ideas and recognising details within a passage.

However, analysis of item-level data indicated that questions requiring higher-order comprehension skills, such as inference, interpretation and analysis of author intent, presented greater challenge for some students.

This insight reinforced the importance of strengthening explicit teaching of comprehension strategies across the school. During 2025, the introduction of Literature-Based Units (K-2) and Talk4Reading (Years 3-6) aimed to address these areas by supporting students to engage more deeply with texts and develop stronger comprehension and vocabulary skills.

NAPLAN Reading	2025	
	Year 3	Year 5
Exceeding	11%	14%
Strong	47%	53%
Developing	29%	24%
Needs Additional Support	13%	9%

Figure 3 demonstrates student growth in reading across the year levels assessed. The data indicates that most students made progress in their reading development throughout the year. These results reflect the school's continued focus on strengthening reading comprehension through structured literacy approaches such as Literature-Based Units in the early years and Talk4Reading in the upper primary years

## WRITING

The writing results in 2025 reflected a broad range of student abilities across both Year 3 and Year 5 cohorts. Many students demonstrated strengths in generating ideas and structuring their writing in response to the writing prompt.

The data also highlighted opportunities for further development in areas such as sentence complexity, vocabulary choice and editing skills. These areas are important in helping students refine their writing and communicate their ideas more effectively.

During 2025, staff engaged in professional learning focused on strengthening writing instruction and supporting students in developing greater control over language structures and written expression.

NAPLAN Writing	2025	
	Year 3	Year 5
Exceeding	2%	16%
Strong	77%	62%
Developing	14%	14%
Needs Additional Support	8%	8%

## SPELLING, GRAMMAR & PUNCTUATION

Results in Spelling and Grammar and Punctuation indicated that most students demonstrated developing understanding of common spelling patterns and grammatical structures.

Explicit spelling instruction and structured literacy approaches implemented across the school continue to support students in building these foundational skills. Teachers continue to reinforce language conventions through daily literacy lessons and integrated writing activities.

## NUMERACY

The numeracy results indicated that many students demonstrated confidence when solving problems related to number operations and basic mathematical procedures. Students generally showed strong understanding when working with familiar mathematical concepts and tasks.

However, questions requiring multi-step reasoning, problem solving and interpretation of mathematical information in unfamiliar contexts were more challenging for some students. These findings reinforced the importance of strengthening conceptual understanding of mathematics and supporting students in applying their knowledge in different situations.

During 2025 the school continued to strengthen mathematics teaching practices through professional learning with mathematics educator Dr Paul Swan. This work emphasised the use of concrete materials and hands-on learning experiences to support deeper understanding of mathematical concepts.

NAPLAN Numeracy	2025	
	Year 3	Year 5
Exceeding	7%	10%
Strong	47%	55%
Developing	33%	29%
Needs Additional Support	13%	6%

## USING NAPLAN TO INFORM TEACHING

The analysis of NAPLAN results during 2025 played an important role in informing school planning and teaching practices.

Teachers used NAPLAN data alongside PAT results and classroom assessments to:

- identify areas of strength and challenge across year levels
- refine teaching strategies in literacy and numeracy
- inform curriculum planning within learning areas
- support targeted intervention for students requiring additional support

The insights gained from the 2025 NAPLAN results contributed to a range of school improvement initiatives, including strengthening reading instruction and increasing the use of hands-on learning approaches in mathematics.

Through ongoing analysis and collaborative discussion, the school continues to use assessment data to guide teaching practices and support improved student outcomes.



# ATTENDANCE

During the 2025 school year, Brabham Primary School continued to prioritise attendance as an important indicator of student engagement. Attendance data was monitored regularly by the Executive Leadership Team and year-level teams to identify patterns and trends across the school.

Overall attendance during 2025 was 89.1%, which remains broadly consistent with attendance patterns across Western Australian public schools. While most students attended school regularly, the data also highlighted that a proportion of students experienced irregular attendance during the year.

Analysis of the 2025 attendance data identified several key trends. Most students fell within the regular attendance category, demonstrating consistent engagement with their learning. However, a smaller group of students were identified within the indicated or moderate risk attendance categories, indicating that they had missed a significant number of school days throughout the year.

For these students, school leaders and classroom teachers worked collaboratively with families to understand the factors contributing to absenteeism.

The school's wellbeing structures played an important role in supporting students experiencing attendance challenges. The Wellbeing Hub provided targeted support for students who required assistance with emotional regulation or re-engagement with learning. By addressing wellbeing needs alongside attendance concerns, the school aims to remove barriers that may prevent students from attending school consistently.

Staff also maintained regular communication with families regarding attendance expectations and the importance of regular school attendance. These conversations focused on building positive partnerships with families and ensuring that parents and carers felt supported in addressing attendance concerns.

Teachers continued to emphasise the importance of strong classroom relationships and engaging learning environments as a key factor in promoting regular attendance. When students feel connected to their classroom and confident in their learning, they are more likely to attend school consistently.

The monitoring of attendance data will remain an important focus for the school moving forward. By continuing to analyse attendance trends and provide targeted support where required, Brabham Primary School aims to strengthen student engagement and ensure that all students have the opportunity to participate fully in their learning.

# 2025 STUDENT ATTENDANCE

## Attendance

### Primary Attendance Rates

	School	WA Public Schools
2023	90.4%	88.9%
2024	90.2%	89.4%
2025	90.9%	89.1%

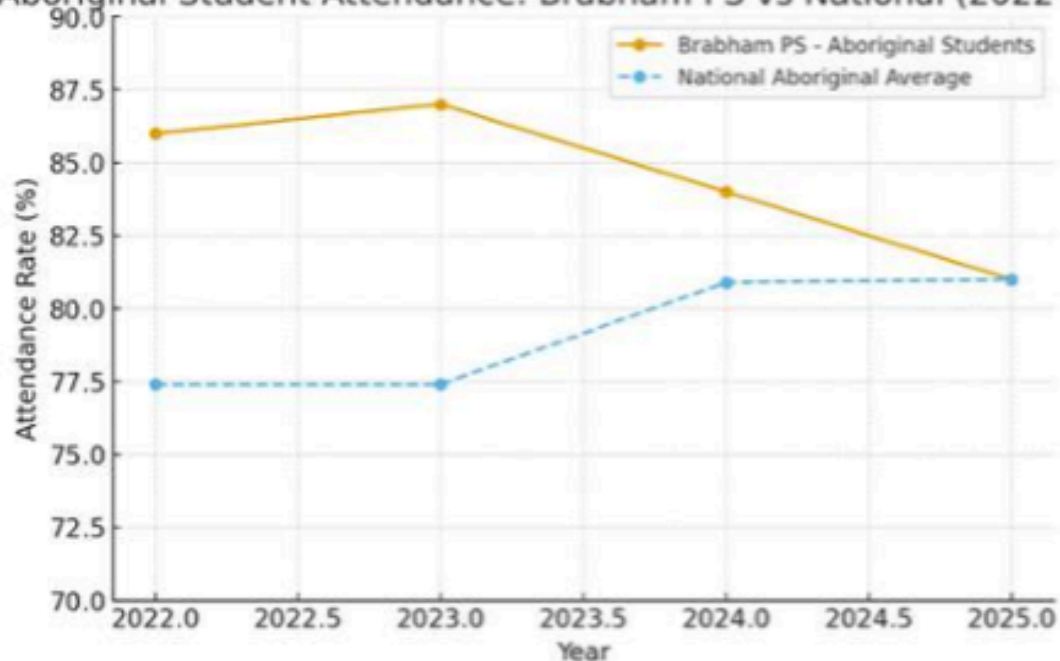
### Attendance % - Primary Year Levels

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

Figure ... shows the overall attendance rate at Brabham Primary School across recent years. Attendance in 2025 remained broadly consistent with state trends, with most students attending school regularly. Ongoing monitoring of attendance data allows the school to identify students requiring additional support and to work collaboratively with families to improve engagement.

## Aboriginal Student Attendance v's National Average (2022 –Current)

Aboriginal Student Attendance: Brabham PS vs National (2022-2025)



Year	Enrolments	BPS regular attendance	National Aboriginal Attendance	Gap (Brabham v's National)
2022	40	86%	77.4%	8.6%
2023	51	87%	77.4%	9.6%
2024	53	84%	80.9%	3.1%
2025	51	81%	81%	0.0%

\*National averages based on ABS/ACARA reported data for Aboriginal students in Years 1-10

### Conclusion

Over the past four years, Brabham Primary School has maintained strong attendance rates for Aboriginal students, consistently meeting or exceeding national averages. In 2022 and 2023, BPS attendance was 86% and 87%, notably higher than the national averages of 77.4%, resulting in gaps of 8.6% and 9.6%, respectively. In 2024, the gap narrowed to 3.1%, with BPS at 84% and the national average at 80.9%. By 2025, Brabham's Aboriginal student attendance aligned exactly with the national average at 81%, demonstrating sustained progress and parity with national benchmarks.

# FINANCIAL SUMMARY

Financial management during the 2025 school year remained aligned with the priorities outlined in the Brabham Primary School Business Plan 2025–2028.

School resources were allocated to areas that directly support student learning and wellbeing. This included investment in teaching resources, professional learning opportunities for staff and wellbeing programs designed to support student engagement. The school invested heavily into purchasing more concrete materials for student to engage in hands on learning in Math.

Budget planning also supported the continued development of school facilities and resources needed to accommodate the school's growing student population.

The Finance Committee and School Board continued to provide oversight of financial planning and expenditure, ensuring that resources were used effectively and responsibly.

<b>ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash):</b>	<b>84,467</b>	<b>84,467</b>
<b>Carry Forward (Salary):</b>	<b>259,726</b>	<b>259,726</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	12,592,910	12,592,910
Locally Raised Funds:	528,475	528,961
<b>Total Funds:</b>	<b>13,465,578</b>	<b>13,466,064</b>
<b>EXPENDITURE</b>		
Salaries:	11,075,641	11,075,641
Goods and Services (Cash):	2,228,541	2,227,042
<b>Total Expenditure:</b>	<b>13,304,182</b>	<b>13,302,683</b>
<b>VARIANCE:</b>	<b>161,396</b>	<b>163,381</b>

## Student-Centred Funding

### Student-Centred Funding 2025

Per Student Funding	\$8,611,652.00
Student and School Characteristics	\$2,917,012.93
Disability Adjustments	\$9,433.33
Targeted Initiatives	\$257,137.88
Operational Response Allocation	\$266,413.48
Regional Allocation	\$0.00
<b>Total 2025</b>	<b>\$12,061,649.62</b>

### Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	91	0	\$511,602.00
Pre-primary	134	0	\$1,308,778.00
Year 1	162	0	\$1,582,254.00
Year 2	146	0	\$1,425,982.00
Year 3	140	0	\$1,367,380.00
Year 4	104	0	\$848,744.00
Year 5	105	0	\$856,905.00
Year 6	87	0	\$710,007.00
<b>Total</b>	<b>969</b>	<b>0</b>	<b>\$8,611,652.00</b>

### Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	50	\$112,774.33
Disability	113	\$1,607,234.30
English as an Additional Language or Dialect	305	\$1,031,994.18
Social Disadvantage	187	\$165,010.12
<b>Sub Total</b>		<b>\$2,917,012.93</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$0.00
Locality		\$0.00
<b>Sub Total</b>		<b>\$0.00</b>
<b>Total</b>		<b>\$2,917,012.93</b>

### Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Educational Adjustment	\$33,817.81
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$25,849.63
Targeted Initiative: Expansion of Complex Behaviour Coordinators	\$52,524.06
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$16,400.34
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$13,131.02
Targeted Initiative: Preschool Reform Agreement	\$102,284.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$13,131.02
<b>Total</b>	<b>\$257,137.88</b>

### Operational Response Allocation (Detail)

	Amount
Operational Response: Dental Therapy Clinics	\$5,813.00
Operational Response: Host School Psychologists	\$500.00
Operational Response: Split Site Cash Allocation	\$10,100.00
Operational Response: Split Site Salary Allocation	\$249,700.48

Operational Response: Targeted Funding to Schools	\$300.00
<b>Total</b>	<b>\$266,413.48</b>

Figure ... illustrates how school funding was allocated during the 2025 school year. The majority of resources were directed toward staffing and teaching programs that support student learning. Additional investment in teaching resources, wellbeing programs and professional learning reflects the school's commitment to improving educational outcomes and supporting student wellbeing.



**Brabham**  
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