

School Report 2025

Grovelands Primary School

Endorsed by the School Board 24 March 2026



Grovelands
Primary School

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School Report

Grovelands Primary School

Principal's Message

It is my privilege to present the 2025 Annual Report for Grovelands Primary School. It reflects the success we have achieved through hard work and dedication to our community. We had a very successful 2025 with the introduction of Positive Behaviour focus areas, whole school instructional routines, and continued improvement in our implementation of whole school programs that yielded improved student achievement.

The renewed focus on our high expectations led us to review our Good Standing Policy and this was endorsed by the School Board. Full implementation of the policy, including adherence to dress code and student attendance was achieved in 2025. Whole school offsite excursions at the end of each semester celebrated students that maintained their Good Standing, and this practice will continue in 2026.

A focus on promoting enrolments and marketing the school will ensure continued growth into the future. Plans for investment in our infrastructure will greatly assist with our marketing and promotion of the school.

The school participated in its second Public School Review in Term Four. This process identified key areas of focus for the school in 2026. Staff are enthusiastic about continuing our improvement journey as we strive to achieve our vision that Grovelands Primary School is an inspired community of engaged, empowered learners.

Thank you for supporting us in our journey.

Emma-Mae Kapuscik
Principal

School Overview (source: Schools Online)
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Grovelands Primary School is a 'You Can Do It!' school which celebrates the five keys to success - Organisation, Getting Along, Persistence, Confidence and Resilience.
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Our school vision is to be an inspired community of engaged, empowered learners.

We have a dedicated team of experienced and passionate teaching staff who are committed to providing opportunities for students to grow, achieve and excel at school. Our staff place an emphasis on quality teaching, and work to provide a broad and challenging curriculum that meets the interests and learning needs of all students. Our Specialist Teaching areas encourage students to excel in the areas of Literacy, Numeracy, Science, Art, Health and Physical Education. These are supported by mobile ICT resources and a Library Resource Centre.

We are committed to developing and sustaining a culture of continuous self-improvement and life-long learning in an environment of collaboration and innovation. We are a blend of cultures, ideas, innovation and imagination. Grovelands Primary celebrates diversity and achievement, and promotes excellence in all areas of life.

Student Numbers and Characteristics (Data) (source: Schools Online)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(17)	42	37	38	37	48	45	54	318
Part Time	34								

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

	Kin	PPR	Pri	Sec	Total
Male	23	17	124		164
Female	11	25	135		171
Total	34	42	259		335

	Kin	PPR	Pri	Sec	Total
Aboriginal	6	11	65		82
Non-Aboriginal	28	31	194		253
Total	34	42	259		335

Comments:

Student numbers remained stable, with 335 students enrolled in Semester Two, 2025. The distribution of students is consistent Kindergarten to Year 3, with slightly higher enrolments in Years 4-6.

In the next few years, this will likely result in a downward trend on overall student numbers. The school will need to focus on marketing and promotion of the school in the local community, including nearby new developments, to encourage additional enrolments.

Improvement to school infrastructure in 2026 and beyond, including a planned upgrade to our Undercover Area, rebranding of our social media, and relaunch of the school website will assist with promotion of the school.

Workforce composition (Data) (source: Schools Online)

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	4	2.1	0
Total Administration Staff	5	3.1	0
Teaching Staff			
Other Teaching Staff	22	18.8	0
Total Teaching Staff	22	18.8	0
Allied Professionals			
Clerical / Administrative	5	2.8	0
Gardening / Maintenance	1	1.0	0
Instructional	1	1.0	1
Other Allied Professionals	15	10.8	1
Total Allied Professionals	22	15.6	2
Total	49	37.5	2

Comments:

Grovelands Primary School is supported by a dedicated and skilled team of professionals that work collaboratively to contribute to the learning success of each student.

Our workforce consists of Administrators, Teachers and Education Assistants, all working towards our vision for Grovelands Primary School.

We have a diversity of experience, and this is embraced as we commit to continuous improvement and ongoing learning.

Student Attendance (Data) (source: Schools Online)

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	85.8%	88.2%	90.3%	77.1%	72.9%	74.3%	84.0%	84.2%	88.9%
2024	84.6%	87.8%	91.0%	74.5%	72.2%	74.3%	81.9%	83.6%	89.4%
2025	88.3%	88.0%	90.7%	77.8%	71.5%	73.2%	85.6%	83.4%	89.1%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	48.2%	24.6%	16.6%	10.7%
2024	42.9%	25.7%	19.4%	12.0%
2025	53.7%	22.7%	15.0%	8.6%
Like Schools 2025	47.6%	24.6%	16.4%	11.4%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

Describe your analysis and impact of evidence

Student attendance improved in 2025, with Grovelands Primary School exceeding Like Schools in overall attendance for both Aboriginal and non-Aboriginal students, and the regular attendance category.

Within the 'At Risk' categories, Grovelands Primary School has shown improvement in all categories, and had a lower percentage in the Indicated category when compared to both Like Schools and WA Public Schools. Within both the Moderate and Severe categories, Grovelands Primary School had lower percentages than Like Schools.

Full implementation of our Good Standing Policy in 2025 had a positive impact on attendance, as students needed to attend 85% or more each term to participate in planned Good Standing activities.

Describe how non-attendance is managed by the school

The school has a comprehensive, tiered process for attendance follow up, including individual case management for chronic non-attenders.

Daily SMS messages are sent through Compass, with teachers reminding families to explain absences via their classroom communication channels.

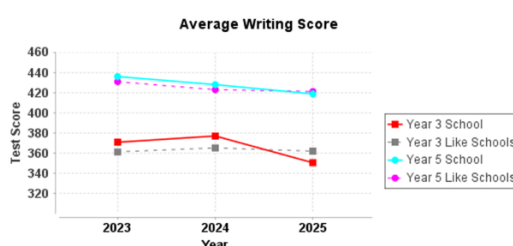
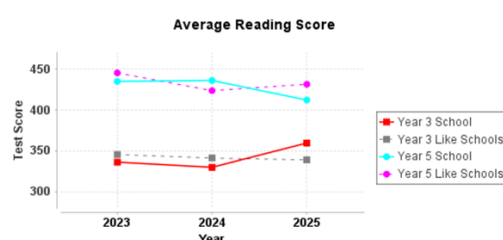
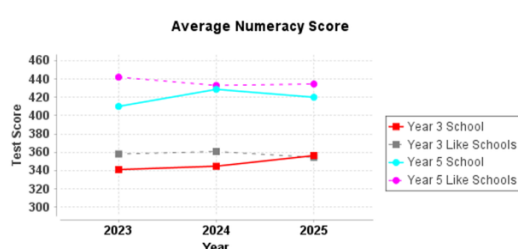
Students that had attendance below 85% were sent letters at the end of Week 4 each term, reminding them that they had to improve their attendance to participate in end of term Good Standing activities. This process will be further streamlined in 2026, to provide more timely updates for families and minimise workload for staff, with the focus being on improved attendance overall.

Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.4	-0.5	0.5	39	45	38
Reading	-0.1	-0.2	1.2	39	45	38
Writing	0.6	0.7	-0.0	39	46	38
Spelling	-0.1	-0.3	0.1	39	45	38
Grammar & Punctuation	-0.6	0.3	0.6	39	45	38

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-1.1	-0.1	-0.3	53	49	43
Reading	-0.0	0.5	-1.0	52	49	43
Writing	0.6	0.3	-0.3	53	49	43
Spelling	-0.4	-0.3	-0.3	52	48	43
Grammar & Punctuation	0.2	-0.2	0.3	52	48	43



Describe your analysis and impact of evidence

What does the data show?

- The school achievement trend in Year 3 and Year 5 Spelling mirrors that of like schools, with our achievement being lower.
- Year 3 Numeracy and Reading achievement in 2025 is higher than that of like schools.
- Year 3 achievement in Spelling in 2025 demonstrates an improvement trend exceeding like schools.
- Year 3 Numeracy achievement is consistently improving.
- Year 5 achievement has decreased in Reading, Writing and Grammar & Punctuation.

What has the school done to respond?

- Continue Talk4Writing across the school, K-6. Implement whole school approaches and expectations with fidelity. All staff attended a Talk 4 Writing Planning Masterclass in June 2024, which resolved some confusion and inconsistencies within the program. All new staff attend PL.
- Continue Letters & Sounds for all students P-2. Kindergarten students participate in a Phonological Awareness scope and sequence developed by SEMLDC.
- Implemented Spelling Success in Action 2 for Years 3 and 4 in 2024 and Years 5 and 6 in 2025, with Spelling Success in Action 3 beginning in Years 5 and 6 in 2026 (program releasing late Term 4, 2025).

- Implemented Top Ten Maths K-3 in 2024, with Years 4-6 implementing in 2025. School based data indicates significant improvement for those students engaging in the lessons with fidelity.
- Re-implemented whole school NAPLAN data review sessions at SDD.
- Continued gap and custom reviews on Elastik at cohort level, with some teachers utilising the lessons available and implementing additional reviews at point of need.
- School was allocated Small Group Tuition funding, and we are using that to address Number and Place Value gaps for small groups of students in Years 2,3,4. This started mid-2025 and will continue until the end of 2026.

Parent satisfaction with the school (DATA) (source: school-based data)

Parent Survey Longitudinal Results (Mean Scores)

Business Plan Targets (Relationships, Learning Environment, Leadership):

4 in identified categories

	2022	2023	2025
Teachers at this school expect my child to do their best.	4.6	4.4	4.3
Teachers at this school provide my child with useful feedback about their school work	4.6	4.4	4.27
Teachers at this school treat students fairly. #	4.7	4.3	4.17
This school is well maintained.	4.7	4.4	4.27
My child feels safe at this school. #	4.7	4.2	4.08
I can talk to my child's teachers about my concerns. #	4.6	4.5	4.38
Student behaviour is well managed at this school #	4.6	4.2	4.03
My child likes being at this school #	4.7	4.4	4.49
This school looks for ways to improve	4.6	4.4	4.24
This school takes parents' opinions seriously #	4.6	4.2	4.05
Teachers at this school motivate my child to learn.	4.7	4.4	4.27
My child is making good progress at this school	4.6	4.3	4.14
My child's learning needs are being met at this school	4.6	4.2	4.17
This school works with me to support my child's learning #	4.6	4.2	4.24
This school has a strong relationship with the local community #	4.6	4.3	4.14
This school is well led #	4.7	4.4	4.22
I am satisfied with the overall standard of education achieved at this school #	4.6	4.3	4.11
I would recommend this school to others	4.6	4.4	4.32
My child's teachers are good teachers	4.8	4.4	4.49
Teachers at this school care about my child #	4.7	4.5	4.43

Green – Target Met

Orange – Progress towards Target

Blue - Investigate

Describe your analysis and impact of evidence

The school implemented its own version of the National School Opinion Survey in 2025. Parent satisfaction is high, with the school maintaining scores of 4 or more in the identified categories for improvement in our Business Plan.

It is interesting to note that while we have achieved scores above 4 in the identified areas, all areas show a decline when compared to 2022 data, and only two identified areas have improved since the 2023 data collection period.

A renewed focus on parent community engagement and expectations will occur in 2026, with intent to arrest these trends.

School Income by Funding Source (DATA) (source: Schools Resourcing System)

School:	Grovelands Primary School	School Year:	Dec 2025 (Verified Dec Cash)
Region:	South Metropolitan Region	Aria:	0
		Distance to Perth (km):	22.71

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 146,925	146,925	-0
Carry Forward (Salary):	\$ 447,241	447,241	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,890,843	4,890,843	0
Locally Raised Funds:	\$ 34,685	73,901	-39,215
Total Funds:	\$ 5,519,694	5,558,910	-39,216
EXPENDITURE			
Salaries:	\$ 4,373,094	4,373,094	0
Goods and Services (Cash):	\$ 619,769	622,687	-2,919
Total Expenditure:	\$ 4,992,863	4,995,782	-2,919
Variance:	\$ 526,831	563,128	-36,297

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$4,373,094.28	\$4,373,094.28	\$0.00
Appointed Staff	\$3,854,493.78	\$3,854,493.78	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$515,212.12	\$515,212.12	\$0.00
Other Salary Expenditure	\$3,388.38	\$3,388.38	\$0.00
Goods and Services (Cash Expenditure)	\$619,768.96	\$622,687.48	\$-2,918.52
Administration	\$18,440.00	\$19,732.61	\$-1,292.61
Lease Payments	\$21,944.00	\$26,392.96	\$-4,448.96
Utilities, Facilities and Maintenance	\$226,192.28	\$219,096.60	\$7,095.68
Buildings, Property and Equipment	\$94,764.00	\$81,979.48	\$12,784.52
Curriculum and Student Services	\$193,504.08	\$203,889.97	\$-10,385.89
Professional Development	\$17,700.00	\$16,518.79	\$1,181.21
Transfer to Reserve	\$35,780.00	\$35,780.00	\$0.00
Other Expenditure	\$11,444.60	\$19,297.07	\$-7,852.47
Payment to CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,992,863.24	\$4,995,781.76	\$-2,918.52

Describe your analysis and impact of evidence

The school received additional student funding in 2025, largely due to the changing demographic of student enrolments. Additional support for students with disabilities was provided through Education Assistant allocations in classes.

Targeted Initiatives funding included:

- Additional EA FTE \$166 160.03 allocated to support student achievement in K-2;
- Chaplaincy & Student Wellbeing Program \$25 849.63;
- Expansion of Complex Behaviour Coordinators \$26 262.03 allocated to staffing to support review of current Multi-tiered Systems of Support in the school;
- Small Group Tuition \$31 514.44 allocated to staffing small group support of students in Years 2-4 in Numeracy; and
- Small Scale Election Commitments \$60 000 used to improve play spaces for students.

All Targeted Initiatives funding received by the school was utilised to address the identified priority areas.

Significant additional school funding, \$12 109.62, was used to increase School Chaplaincy time in 2025. In 2026 the school will reduce spending to the funding received as we prioritise other areas related to the outcomes of our Public School Review. Further, the school will explore other provider options, with intent to employ a Student Wellbeing Officer rather than a Chaplain.

In 2026, the school will include cash and salary budgets in operational planning to support an empowerment agenda for staff and to ensure resources are expended effectively and develop improved reporting and accountability processes for student characteristics funding, ensuring it is directed effectively to the students who need it most.

Identified school priority	Progress against priority	Planned actions
Student achievement & progress – Literacy & Numeracy	• Year 3: Met Business Plan Target for Reading. • Year 5: Did not meet any Business Plan Targets. • Small Group Tuition funding utilised to support student achievement in Numeracy for small groups of students in Years 2, 3 and 4.	• Develop structured disciplined dialogue protocols, templates and regular processes for analysing student achievement and progress, guiding effective teaching and targeted interventions. • Small Group Tuition intervention to continue in 2026.
Teaching quality – implementation of whole school programs	• School wide approaches to teaching and learning - all Business Plan Targets met. • Planning alignment - Business Plan Targets met. • School wide approaches to Performance and Development - 12/19 Business Plan Targets met.	• Explore opportunities to collaborate with a Quality Teaching Strategy lead school to enhance instructional practice. • Review the implementation of the Teaching for Impact framework amongst all staff and develop shared beliefs about teaching and learning, an agreed instructional model, supported by an instructional coach. • Implement a consistent approach to English as an additional language or dialect Progress Maps across all classrooms to guide planning, instruction and assessment for these students.

Relationships and partnerships	• Staff – 9/15 Business Plan Targets met. • Community – All Business Plan Targets met. • Students – 2/4 Business Plan Targets met.	• Work with staff to explore strategies to strengthen the building of a more engaging relational staff culture that encourages authentic consultation, collaboration and the consideration of feedback for potential action. • Employ a Student Wellbeing Officer in 2026, utilising the Chaplaincy and Student Wellbeing Program Targeted Initiative funding.
Learning environment	• Parent Survey – All Business Plan Targets met. • Student Survey – 0/4 Business Plan Targets met. • Positive Behaviour – 0/12 Business Plan Targets met. • Small Scale Election Commitment funding utilised to improve play spaces for students.	• Conduct Psychosocial Audit to identify potential risks and implement strategies that address and enhance the wellbeing of students and staff • Strengthen processes for students at educational risk by implementing effective case management processes informed by improved tiered intervention supports. • Develop a more consistent behaviour management system that incorporates restorative practices being delivered with fidelity across the school by all staff.