

2025 ANNUAL REPORT



*'We work together to make a difference for every child,
through respectful relationships and inspiring opportunities for success.'*

Topics	Page
School Overview	3, 4, 5, 6, 7
NAPLAN	8, 9, 10
Kids N Dads	12
Community Pantry & Onebox	12
Breakfast Club	12
P & C AND School Council	12
Destination Schools	12
Curriculum Reports: Literacy	13, 14
Curriculum Reports: Early Childhood	15
Curriculum Reports: Aboriginal Education	16
Curriculum Reports: Numeracy	17
Curriculum Reports: The Arts—Music	18
Curriculum Reports: Science, Design and Technology	19
Curriculum Reports: Sport	20
Curriculum Reports: LOTE—Auslan	21
Digital Technologies	22
Financial Summary	23, 24, 25
Acronyms	26



SCHOOL OVERVIEW

Welcome to East Maddington Primary School – a dynamic, welcoming and inclusive learning community where innovation is embraced and every child is supported to thrive. Our school caters for students from Kindergarten through to Year 6 and is proud to provide a nurturing environment where children feel valued, safe and inspired to learn.

One of the first things families notice when they join our school is the incredible diversity that makes up our community. Students from more than 50 different cultural backgrounds attend East Maddington Primary School, creating a rich and vibrant environment where diversity is celebrated every day. This diversity provides students with valuable opportunities to learn about and appreciate different cultures, traditions and perspectives, including the important history and culture of Aboriginal and Torres Strait Islander peoples.

Our commitment to inclusivity and respect for diversity is reflected in the many events, celebrations and learning experiences that take place throughout the year. Families are warmly invited to participate in school events and community celebrations that showcase the cultures, languages and traditions represented within our school. These occasions help strengthen the strong sense of belonging that exists within our community and contribute to East Maddington Primary School being recognised as a school of choice in the local area.

At East Maddington Primary School, we provide a broad and engaging curriculum designed to meet the diverse learning needs, interests and aspirations of our students. While Literacy and Numeracy remain central to our teaching and learning programs, students also engage in a wide range of learning areas including Science, Humanities and Social Sciences, Languages, Technologies and The Arts. Our goal is to ensure every child experience a balanced and enriching education that develops curiosity, creativity and critical thinking.

Students also benefit from a variety of specialist learning programs that enhance and extend their classroom experiences. These include Music, Physical Education, Digital Technology, Design Technology, Science and Auslan. Students in Years 5 and 6 have the additional opportunity to learn guitar, allowing them to further develop their musical skills and confidence. As a Waste Sorted School, sustainability is an important focus of learning. Students in Years 3 to 6 participate in integrated Science and Design Technology programs that explore environmental responsibility and sustainable practices. These experiences also strengthen students' STEM capabilities in Science, Technology, Engineering and Mathematics, helping to equip them with the skills needed to become confident, capable learners in an ever-changing world.

Our dedicated team of experienced teachers and education support staff work collaboratively to provide a high-quality education for every student. In addition to strong academic programs, we place significant emphasis on supporting students' social, emotional and physical development. Classroom teachers are supported by additional staff who assist with differentiated learning, ensuring students receive the support or extension they need to reach their full potential.

Our school motto, *Growing Minds, Shaping Futures*, reflects our belief that every child has the potential to succeed and that education plays a powerful role in helping students achieve their aspirations. We encourage students to challenge themselves, explore their interests and develop confidence in their abilities. Families are valued partners in this journey, and we actively encourage parents and carers to be involved in their child's education. This may occur informally through regular communication with teachers, or formally through participation in the Parents and Citizens (P&C) Association or the School Council.

East Maddington Primary School also maintains strong partnerships with community organisations that help provide additional support for students and families. Programs such as Foodbank, the Community Pantry and The Smith Family offer practical assistance and opportunities for families within our community. Our school chaplain plays an important role in supporting student wellbeing, providing individual support for students, families and staff, as well as facilitating group programs such as *Seasons for Growth* and *Rhythm to Recovery*.

Our spacious and well-equipped campus provides a range of facilities designed to support engaging and innovative learning experiences. These include a specialist music room, a purpose-built kitchen and science laboratory, a computer laboratory, a well-resourced library, and a large sustainable garden that serves as an outdoor classroom. Our site is also home to a campus of the South Metropolitan Language Development Centre and a dental therapy unit, providing valuable services to students.

Located on the school grounds is the Child and Parent Centre, which offers support for families with children from birth to eight years of age. The Centre provides access to a variety of services including speech therapy, parenting programs, playgroups, early learning activities and a child health nurse. We strongly encourage families to engage with the Centre and take advantage of the many opportunities and supports available.

At East Maddington Primary School, we are proud of the strong, supportive community we have built together. By working in partnership with families and the wider community, we strive to create an environment where every child feels connected, confident and capable of achieving success.

Ms Fiona Blundell – Principal

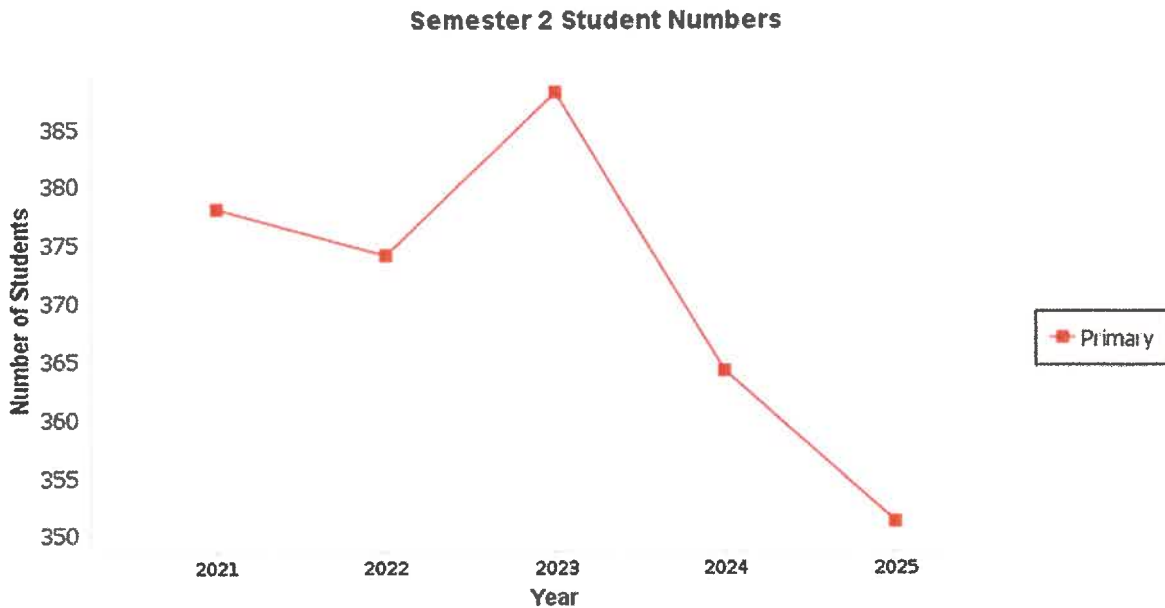
Student Numbers - Trends

2025 Semester 2

[<< 2025 Semester 1 Graph](#)

[<< 2024 Semester 2 Graph](#)

[<< 2024 Semester 1 Graph](#)



Attendance:

Student numbers (compulsory schooling only) have dropped since 2023, possibly due to the cost-of-living/rental crisis which has seen several families unable to afford the rental prices in Maddington which have risen to \$640 - \$660 or higher per week. We know from student tracking that some families have become homeless, forcing them to rely on family or friends for accommodation. Student numbers in each classroom still remain high enough that careful consideration is required before accepting cross boundary applications.

Following the 2023 Public School Review and the one-year turnaround focus for the *Learning Environment* domain, a comprehensive review of attendance processes was undertaken to identify areas for strengthening and improvement. It was acknowledged that several significant factors had contributed to a decline in regular attendance for Aboriginal students—from being above the state average for WA public schools in 2021 to well below in 2022.

Attendance data for 2025 was collated and analysed to identify trends both prior to and following the COVID period. New strategies developed in 2024 to raise expectations and improve attendance were strengthened. Individual students requiring additional support were case-managed, and regular attendance and student services meetings were scheduled. An *Attendance Improvement Plan* was developed, discussed with staff, and endorsed by the School Council.

Information highlighting the link between attendance, *Good Standing*, and *Student Councillor Agreements* was regularly communicated to students and families through Connect and the school newsletter from the beginning of the school year.

Overall attendance has shown improvement since 2021, with Semester 1 regular attendance recorded at 64.7%. For Aboriginal students, 35.5% attended regularly in Semester 1 and 36.7% in Semester 2, sitting well below regular attendance for the whole school.

Following the 2024 review of the *Learning Environment* domain, the school will continue to address attendance concerns by:

- Maintaining regular communication with parents and the wider community about the importance of consistent attendance and promptly following up unexplained absences.
- Continuing to rigorously analyse attendance data to identify emerging patterns or trends and review the effectiveness of current strategies.
- Consulting with the School Council and P&C to gain community feedback on current strategies and inform future directions.
- Strengthening partnerships with the Aboriginal Teaching and Learning Team to further engage Aboriginal students and their families in improving attendance outcomes.

Continue to implement Good Standing expectations with attendance at 80% or higher.

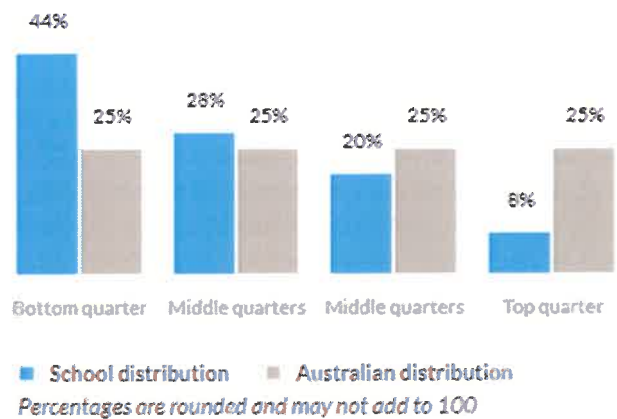
SCHOOL PROFILE

Student background

Index of Community Socio-Educational Advantage (ICSEA)

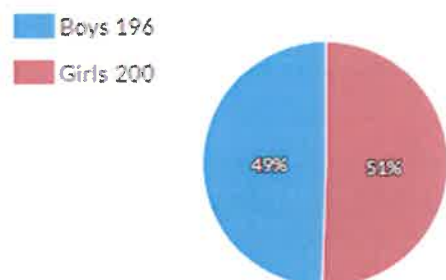
School ICSEA value	970
Average ICSEA value	1000
School ICSEA percentile	33

Distribution of Socio-Educational Advantage (SEA)

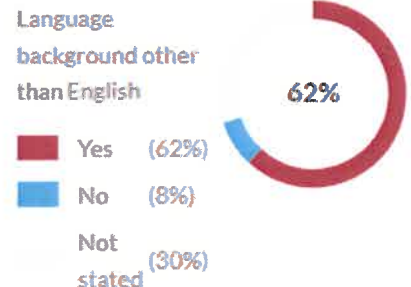
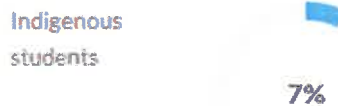


Students

Total enrolments: 396



Full-time equivalent enrolments: 378.0



WORKPLACE 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	2	2.0	0
Other Teaching Staff	27	20.8	0
Total Teaching Staff	29	22.8	0
Allied Professionals			
Clerical / Administrative	4	2.4	0
Gardening / Maintenance	1	0.4	1
Instructional	1	0.3	1
Other Allied Professionals	15	13.2	0
Total Allied Professionals	21	16.3	2
Total	53	42.1	2

Note

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Mean Difference between EMPS and WA



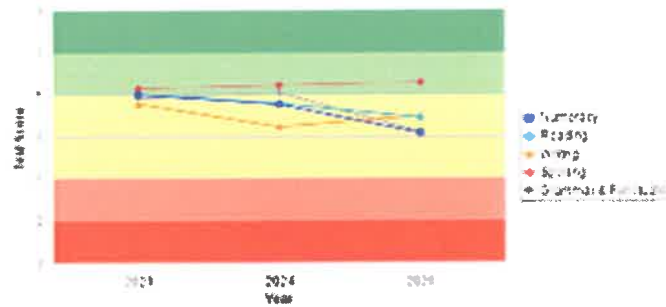
Yr 3	2023	2024	2025	Progress 2023 – 2025 against WA Mean
Numeracy	5	1	16	Below
Reading	4	3	8	Below
Spelling	+3	+11	+15	Above
Grammar	6	+1	26	Below
Writing	9	13	9	Equal
Yr 5				
Numeracy	10	17	26	Below
Reading	22	12	10	Above
Spelling	+4	8	+4	Equal
Grammar	8	4	24	Below
Writing	12	10	6	Above

Comparative Performance for Year 3

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	1.0	0.8	0.1	51	42	40
Reading	1.0	0.8	0.5	52	43	40
Writing	0.8	0.7	0.5	52	43	40
Spelling	1.1	1.2	1.3	52	42	40
Grammar & Punctuation	0.9	1.0	0.1	52	47	40

Year 3 Performance

Year 3 Performance

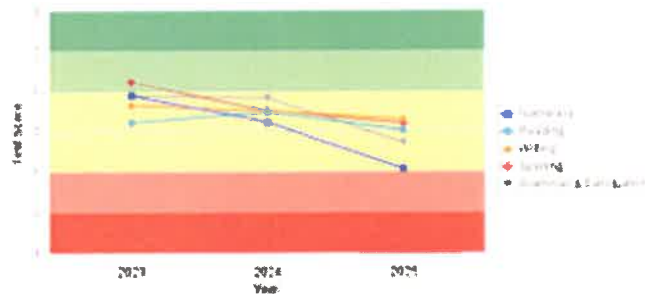


Comparative Performance for Year 5

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.9	0.2	-0.9	46	56	51
Reading	0.2	0.5	0.0	47	56	52
Writing	0.7	0.5	0.1	47	56	51
Spelling	1.2	0.5	0.2	47	56	52
Grammar & Punctuation	0.9	0.8	-0.3	47	56	52

Year 5 Performance

Year 5 Performance



Year 3 & 5 NAPLAN Performance Summary

The 2025 NAPLAN results for Year 3 at East Maddington Primary School reflect a consistent and developing foundation in literacy and numeracy, with clear strengths in core skill acquisition and identified areas for continued improvement.

In Reading, the majority of students achieved at or above the expected standard, demonstrating solid comprehension of literal and some inferred meaning. This reflects the school's continued focus on explicit instruction and structured literacy approaches, which are supporting students to build strong decoding and comprehension skills. Similarly, in Spelling, students showed sound knowledge of phoneme–grapheme relationships, indicating that early literacy instruction is having a positive impact across the cohort.

Numeracy results indicate that most students are developing appropriate understanding of key concepts, particularly in number and basic operations. The distribution of students within the middle proficiency bands suggests that consistent whole-class instruction is supporting the majority of learners to meet expected benchmarks.

Writing and Grammar & Punctuation remain areas for further development. While students are able to demonstrate basic writing skills, there are fewer students achieving in the higher proficiency bands. This indicates a need to strengthen students' ability to construct more complex sentences, apply accurate punctuation, and develop more cohesive and detailed texts. These areas will form a key focus moving forward, with an emphasis on explicit teaching of sentence structure, vocabulary development and text construction.

A notable trend across the data is the concentration of students within the middle bands. While this reflects stable and consistent teaching practices, it also highlights an opportunity to increase the number of students achieving at higher levels. Strengthening differentiation and extension opportunities will be important to support high-achieving students to reach their full potential.

In response to this data, the school will prioritise writing and language development as a key improvement focus. This will include the implementation of consistent whole-school approaches to sentence-level instruction, increased opportunities for structured writing, and ongoing professional learning to support staff in delivering high-impact teaching practices. Additionally, targeted intervention and extension will be refined to ensure all students are appropriately supported and challenged.

Overall, the Year 3 NAPLAN results demonstrate a strong foundation and provide clear direction for continued improvement as the school progresses its commitment to consistent, evidence-based teaching practices.

Year 5 NAPLAN Performance Summary

The 2025 NAPLAN results for Year 5 at East Maddington Primary School demonstrate a consistent level of achievement across literacy and numeracy, with clear strengths in foundational skill development and identified areas for continued improvement as students' progress through upper primary.

In Reading, the majority of students achieved at or above the expected standard, with a strong representation in the middle to upper proficiency bands. This reflects the sustained impact of the school's explicit instruction and structured literacy approaches, with students demonstrating solid comprehension skills, including the ability to interpret and infer meaning from a range of texts. Similarly, in Spelling, students showed sound understanding of spelling patterns and conventions, indicating that foundational phonics and morphology instruction continues to support student outcomes in the upper years.

Numeracy results indicate that most students are achieving at expected levels, particularly in number and basic operations. The distribution of students across the middle bands suggests consistent and effective whole-class instruction, with students able to apply procedural knowledge with increasing confidence.

Writing, along with Grammar and Punctuation, remains an area for further development. While students demonstrate basic writing skills, there are fewer students achieving in the higher proficiency bands. This highlights the need to strengthen students' ability to construct more complex sentences, apply accurate punctuation, and develop cohesive and well-elaborated texts. The data suggests that while students have an understanding of language conventions, there is a need to further support the consistent application of these skills within extended writing tasks.

A key trend across the Year 5 data is the concentration of students within the middle proficiency bands. While this reflects stable and consistent teaching practices, it also indicates an opportunity to increase the number of students achieving at higher levels. Strengthening differentiation and providing targeted extension opportunities will be important to support high-achieving students to reach their full potential.

In response to these results, the school will prioritise writing and language development as a key focus for improvement. This will include the implementation of consistent whole-school approaches to sentence-level instruction, increased opportunities for structured writing, and ongoing professional learning to support staff in delivering high-impact teaching practices. In addition, targeted intervention and extension strategies will be refined to ensure all students are appropriately supported and challenged.

Overall, the Year 5 NAPLAN results demonstrate a solid foundation and provide clear direction for continued improvement as the school strengthens consistency, precision and challenge in teaching and learning across the upper years.

Community Pantry & One Box Program

The Community Pantry continued to be a valued part of our school community in 2025, made possible through our ongoing partnership with SecondBite. This initiative is grounded in the spirit of care and connection, ensuring that families have access to essential food items when they need a little extra support.

Each week, the pantry provides a mix of staples and, at times, fresh and additional items, helping to supplement one to two meals for families. It has also become a space where generosity is shared, with local businesses and market gardeners contributing surplus produce to support others. While the contents of the pantry vary from week to week, the sense of community it fosters remains constant.

On average, around 30 families accessed the pantry each week. In addition, our partnership with the One Box Program enabled us to distribute 20 boxes of fresh fruit and vegetables to families, further strengthening the support available within our community.

These initiatives reflect what can be achieved when a community comes together to look after one another. I would like to extend a heartfelt thank you to Mrs Kathy Russo, whose commitment to collecting donations each week makes this support possible.

Kids N Dads

The Kids N Dads program continued to strengthen connections within our school community throughout 2025. These events provide valuable opportunities for dads and father figures to spend quality time with their children while building relationships with other families.

This year's activities included a fun-filled afternoon of traditional games such as egg-and-spoon races, sack races, three-legged races, tug-of-war, and badminton. These simple activities created a wonderful atmosphere of laughter, teamwork, and shared experience.

The Kids N Dads movie night was also a highlight, bringing families together in a relaxed and welcoming environment. It has been especially pleasing to see more fathers and father figures engaging with the school through these events.

Our Family Movie Night further extended this sense of community, while also supporting the P&C through a successful fundraising opportunity, with many families enjoying a shared meal together on the night.

Breakfast Club

Breakfast Club continues to be an important part of our school community, providing not only meals but also a welcoming space where students can begin their day feeling connected and supported.

In 2025, we strengthened our commitment to sustainability through improved recycling practices. With the help of our student "Waste Warriors," recyclable items are carefully sorted and collected, with significant amounts diverted from landfill each term. This initiative reflects our shared responsibility in caring for our environment.

Breakfast Club has also become a place where students develop independence and life skills. Students are encouraged to take responsibility for cleaning up after themselves, fostering a sense of ownership and pride. It has been wonderful to see how quickly students have embraced this responsibility.

With the growth of Run Club, the number of students attending Breakfast Club has increased significantly, with meals provided rising from approximately 550 to just under 1,000 per term. This highlights the important role the program plays in supporting student wellbeing. Cheese Toasty Tuesdays” has quickly become a favourite, adding another layer of enjoyment and routine to the week.

P&C and School Council

Our school community is strengthened by the incredible dedication of our P&C and School Council members. These individuals generously give their time, energy, and expertise to support our students, often working behind the scenes to ensure opportunities and initiatives can take place.

Their contributions help create a vibrant, supportive, and connected school environment for all families. While many of their efforts may go unseen, their impact is felt across the entire community.

On behalf of the school, I extend my sincere thanks to each and every member. Your commitment to our community is deeply valued and truly appreciated.



Destination Schools	Male	Female	Other	Total
4055 Thornlie Senior High School	8	6		14
4127 Yule Brook College	7	3		10
1308 Lumen Christi College	1	4		5
4174 Canning Vale College	1	1		2
4169 Cannington Community College	1	1		2
4058 Kelmscott Senior High School	2			2
4133 Lesmurdie Senior High School	2			2
1100 Aranmore Catholic College		1		1
1547 Australian Islamic College Forrestdale	1			1
4005 Belmont City College		1		1
4193 Byford Secondary College		1		1
1415 Carey Baptist College		1		1
1037 Carmel Adventist College	1			1
4132 Cecil Andrews College	1			1
4049 Como Secondary College	1			1
4029 Kent Street Senior High School		1		1
4121 Southern River College		1		1
1103 St Brigid's College		1		1
1151 Trinity College	1			1
Total	27	22	0	49

In 2025, East Maddington Primary School continued to strengthen the implementation of the English curriculum through a coordinated whole-school approach aligned with the Western Australian Curriculum and the EMPS Teaching and Learning Framework. A strong focus remained on explicit teaching, structured literacy practices, and the use of data to inform teaching and learning.

The continued development of middle leadership played an important role in maintaining consistency across year levels. Middle Leaders supported staff through Professional Learning Team (PLT) meetings, coaching, and ongoing discussions focused on improving literacy instruction. These collaborative structures strengthened shared expectations and ensured a consistent approach to the delivery of English programs across the school.

Throughout the year, staff implemented a range of evidence-based literacy programs to support student learning. These included Heggarty Phonological Awareness and Heggarty Bridge the Gap, InitialLit, MultiLit, Pre-Lit, Talk for Writing, Ochre Education Novel Studies and Paired Fluency. Teachers continued to develop planning documentation aligned with these programs and the Western Australian Curriculum, ensuring students received structured and explicit instruction in reading, writing and oral language.

Talk for Writing for Kindergarten to Year 2 was trialled in several classrooms to support a more structured and explicit approach to teaching writing. This approach provided teachers with a clear framework for modelling language structures, supporting oral rehearsal, and developing students' confidence and independence in writing. Following the success of this trial, Talk for Writing will be rolled out across Kindergarten to Year 2 in 2026.

Ochre Education Novel Studies were implemented with fidelity in Years 4–6 and trialled by Year 3 classroom teachers. These units supported explicit instruction in reading comprehension, vocabulary development and writing through high-quality shared texts. Following the successful trial, Ochre Education Novel Studies will be implemented across Years 3–6 for full implementation in 2026.

MultiLit continued to support Students at Educational Risk (SAER) in Years 3–6, providing targeted intervention for students requiring additional support in reading. These interventions helped strengthen foundational literacy skills and supported improved access to classroom learning.

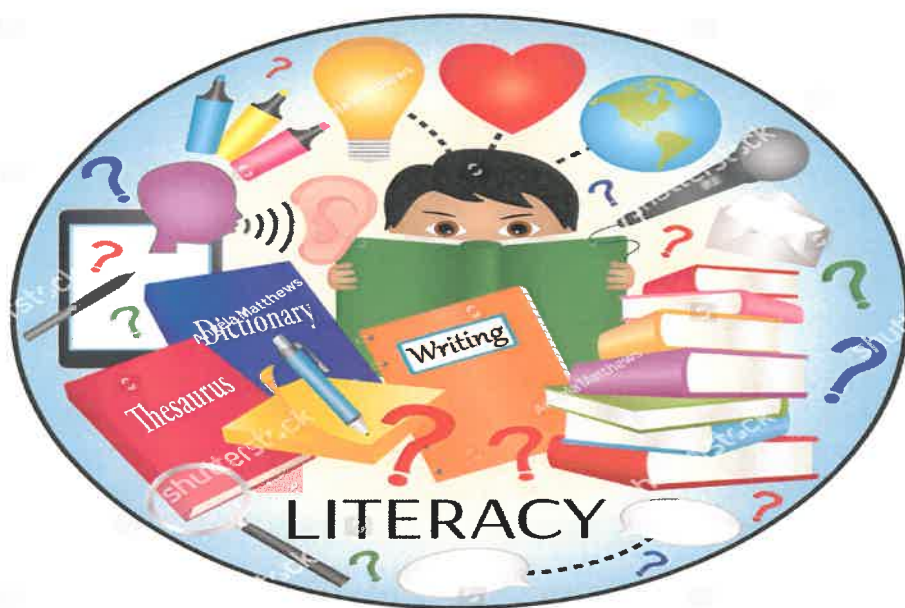
A strong emphasis remained on the use of data to guide teaching and intervention. Student performance information from sources such as On-Entry assessments, NAPLAN, PAT Reading, Brightpath, DIBELS and school-based assessments was regularly analysed by teachers and leaders. This analysis informed differentiated classroom instruction, targeted support for SAER students, and the monitoring of student progress across the year.

Professional collaboration was strengthened through regular PLT meetings where staff engaged in data analysis, moderation of student work and collaborative planning. Moderated assessment tasks and the use of Elastik and Brightpath writing tools supported greater consistency in teacher judgement and assessment practices across the school. In 2026, Brightpath will continue to be used to support consistent writing assessment and moderation processes.

East Maddington Primary School also continued to promote a culture of reading and literacy through whole-school initiatives. Book Week celebrations, literacy events and classroom activities helped to encourage student engagement with reading and writing. These events provided opportunities to showcase student learning and foster a love of literature within the school community.

Across the school, teachers increasingly embedded the EMPS Teaching and Learning Framework and evidence-based instructional practices. Some staff engaged in professional learning aligned with Teach for Impact and the Quality Teaching Strategy, supporting the ongoing development of high-impact teaching strategies in English.

Through these initiatives, the school continued to strengthen whole-school literacy practices while supporting improved student engagement and progress in English. The work undertaken throughout 2025 has laid a strong foundation for continued improvement as the school further develops its structured literacy approach and consistent teaching practices across all year levels.



EARLY CHILDHOOD

In 2026, East Maddington Primary School continued to strengthen its Early Childhood Education (ECE) program through a clear focus on evidence-based curriculum, consistent practice and alignment with the National Quality Standard (NQS). Our approach ensures that all students in Kindergarten to Year 2 are provided with high-quality, developmentally appropriate learning experiences that support strong foundations in literacy, numeracy and social-emotional development.

A key priority has been the refinement of our curriculum through the implementation of structured, explicit teaching practices. Programs such as InitialLit, PreLit, Talk4Writing and Heggerty have been embedded to support early literacy development, alongside a strengthened focus on oral language and vocabulary. These approaches are supported by consistent whole school practices, including daily review, clear lesson routines and targeted differentiation to meet student needs.

Expectations across ECE have been clearly defined to ensure low-variance, high-impact teaching in every classroom. Staff have engaged in ongoing professional learning aligned with Teach for Impact and the Quality Teaching Strategy, building collective efficacy and shared responsibility for student outcomes. Collaborative planning and data-informed practice have been central to this work, enabling teams to respond effectively to student progress and adjust teaching accordingly.

Our ECE program remains strongly aligned with the National Quality Standard, particularly in the areas of educational program and practice, relationships with children and collaborative partnerships with families. Classrooms reflect inclusive, safe and engaging environments where children are supported to develop independence, resilience and a strong sense of belonging.



Through these strategic improvements, East Maddington PS continues to build a cohesive and high-performing ECE model that sets all students up for success in their early years and beyond.



ABORIGINAL EDUCATION

Aboriginal Education – 2025

In 2025, East Maddington Primary School continued to strengthen its commitment to Aboriginal education through a focus on culture, connection and culturally responsive practice. Aboriginal perspectives were embedded across teaching and learning programs, supporting all students to develop a deeper understanding and respect for Aboriginal histories, cultures and contributions. Staff engaged in ongoing professional learning to build cultural competence and ensure inclusive and respectful classroom environments.



Throughout the year, students participated in a range of authentic cultural learning experiences. These included the Aboriginal Survival Technology incursion, workshops with Binar Education, and meaningful contributions from local Aboriginal families who performed at our NAIDOC assembly. These opportunities enriched student learning and strengthened connections with culture and community.

A highlight of the year was a whole-school literacy project centred on a text by an Aboriginal author, where students innovated the story to reflect the context and community of East Maddington Primary School. This work supported both literacy development and cultural understanding, allowing students to engage deeply with Aboriginal perspectives while making meaningful connections to their own experiences.

East Maddington Primary School remains committed to building strong partnerships with Aboriginal families and the wider community, with a continued focus on improving engagement, belonging and outcomes for Aboriginal students into 2026 and beyond.



THE ARTS—MUSIC

All students from Pre-Primary to Year 6 have an explicit teaching component at the beginning of each lesson with a focus on singing and formal vocal technique. This builds confidence in all students in how to give back to their community when singing in public. As a result, our students have been equipped to be confident happy singers at our annual Christmas Concert and the Year 6 Graduation. The main feature of music lesson starts with students responding to and commenting on how and why Artists use different types of instruments in their work and then progressing to creating our own music in keeping with the style of selected composers. Older students are responsible for putting forward Artist, Genre and specific song titles for selection and consideration in planning new music learning experiences. This process of student feedback has resulted in the continued establishment of Ukulele Studies as an additional field of study for Year5/6 students during Term 3. This is a specific feature of the learning program at our school for senior primary students as they have the dexterity and residual strength to play stringed instruments in an extended manner in class.

The East Maddington School Choir consisting of 40 students have performed at The Anzac Day Commemorative Service, the Choir Assembly, the One Big Voice Choir Festival at the RAC Arena and at the East Maddington Child and Parent Centre as part of their 10th Anniversary celebration in front of invited guests and community representatives. They were highly commended for this end of year community performance. At the Graduation Ceremony for Year 6 students, our graduates performed a choral reworking of the Bruno Mars classic, Count On Me. The graduating students were supported by a pre-recorded backing track by Mr Stuart. Our instrumental guitar students also showcased their work. Presentation Assembly in the final week of the 2025 school year. This series of ensemble performances also featured extended solo and duet performances by our Year 6 student representative, Dhruva Manikandan with his tutor, Mr Graham.



SCIENCE, DESIGN AND TECHNOLOGY

It was another exciting year in science. Students developed their skills in the safe and effective use of microscopes, egg incubators, digital media, artificial lighting, grow chambers, propagation heating, digital water testing, and other laboratory equipment. They hatched and raised chickens in the laboratory and completed a range of hands-on experiments across all four learning areas.

During Science Week, EMPS students watched rockets launch onsite and participated in the Science Slam, where they researched, prepared, and presented an experiment or demonstration of their choice to friends, family, and teachers.

In Design and Technology, students grew mushrooms from spores under artificial lights before cooking them and other ingredients they had grown in class. They also constructed model structures incorporating plumbing and electrical systems, and designed boats and bridges that were tested by adding weights to see how much they could withstand.

Students used the raised soil garden beds and aquaponic and hydroponic systems to grow vegetables, fruit, and eggs for the school community.



PHYSICAL EDUCATION

East Maddington Primary School has a Physical Education specialist to teach the Years Yr 1-6. In conjunction with teachers and Education Assistants from across the school population, we organize a range of whole school sports activities.

Research shows that regular exercise can improve an individual's health and well-being both physically and mentally. Physical Education does not only teach the physical skills involved in sports; it helps build resilience and promotes cooperative team mentalities. This teaches students to challenge themselves continually and to support their classmates. It also inculcates within students a sense of sportsmanship as well as teaching them the benefits of competition.

East Maddington Primary School recognises this variety of benefits and helps to support its student population as they develop throughout their school careers.

Our Physical Education program provides students from Pre-Primary through to Year 6 an opportunity to experience a wide range of national and international sports. Students in the Lower Primary, Pre-Primary – Year 2, will focus on developing their fundamental movement skills, locomotor and stationery, which are coordination based.

Middle and Senior Primary, Years 3 – 6, looks at integrating these skills into a range of sports throughout the year.

While incorporating these skills in game situations. Students in Years 3 – 6 are also challenged with intra-personal and inter-personal athletics skills. They learn game strategies and different techniques for working cooperatively with their classmates. This allows students to practice their sporting abilities—showing their Mutual Respect for their teammates.

Each year, students put these skills into practice by participating in a variety of sporting/game opportunities:

- Swimming Lessons
- Faction Athletics Carnival
- Interschool Athletics Carnival
- Interschool Lightning Carnivals
(Summer and Winter)
- Intra - School Cross Country Carnivals
- Interschool Cross Country
- Interschool Athletics Carnival
- All School Colour Fun Run



AUSLAN

In 2025 EMPS continued with Auslan as the LOTE language. Students in years 3-6 each received one hour a week of specialist instruction in their classrooms. Over the course of the year the students learnt vocabulary for a range of topics, Auslan grammar and linguistics, and the basics of Deaf culture and etiquette.

Some of the topics and skills taught in 2025 include:

- Greetings and introductions
- Animal vocabulary
- Colour vocabulary
- Food vocabulary
- Asking and answering questions
- Family vocabulary
- Preferences (signing that they like or dislike something)
- Depicting signs
- Story telling
- Deaflympics and sport vocabulary
- Holiday/Christmas vocabulary
- Correct sign order
- Deaf etiquette
- Number based signs

The students have been learning through direct instruction and modelled examples. They have practiced their signing through games and interactive activities. They have been assessed by creating video Auslan texts on specific topics, and through demonstrating their understanding of Auslan in Flexiquiz (an online assessment tool).

The students have shown an eagerness to learn more Auslan, as well as to learn more about the Deaf community. Learning Auslan provides the students with a valuable skillset for the present and the future. It also gives students a deeper understanding about what defines language and how languages develop, function, and connect with the people who use them. They will also gain a greater appreciation for the diverse and varied experiences of others, hopefully becoming more aware of the challenges that others face, and in doing so become more inclusive and empathetic.

DATA

What is data and how can we collect it? This is the question of inquiry underpinning the knowledge and skills digital technologies students have been exploring this term. With simple understanding that data is information, learners are using their senses to observe and collect data. Where and when possible, digital technologies lessons are aligned with cross-curriculum content.

Students began the term, using their ears to find the syllables in their names and then organised the data. A data wall is being constructed to display the findings, encouraging students to look for patterns. Following on, learners grouped their birthdays by the month they were born in and looked for patterns in the data. A display, featuring their birthdays with the corresponding months and Noongar seasons is also being constructed. Engaging their eyes, students have been observing the seasons and weather and representing their data with pictures.

Moving forward lessons will continue to include taste, smell and touch, with students documenting and ordering foods that are sweet, salty and sour, leaves and flowers that have fragrance and describe objects they can touch that are squishy, slimy or rough, for example.

INTERNET SAFETY

During a lesson on safe internet use for International Safer Internet Day, students discussed and drew pictures of the ways our bodies respond when we don't feel safe. Learners identified five grownups they felt they could talk to and ask for help if they ever feel unsafe when using the internet. A lesson in internet safety is planned for each term this year, with resources from the Australian Esafety Commission.

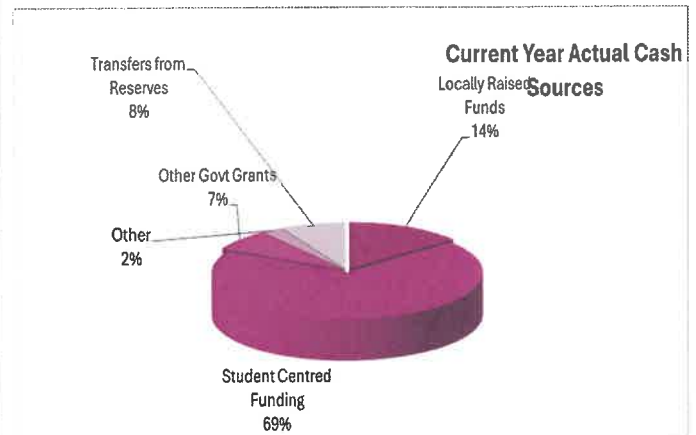
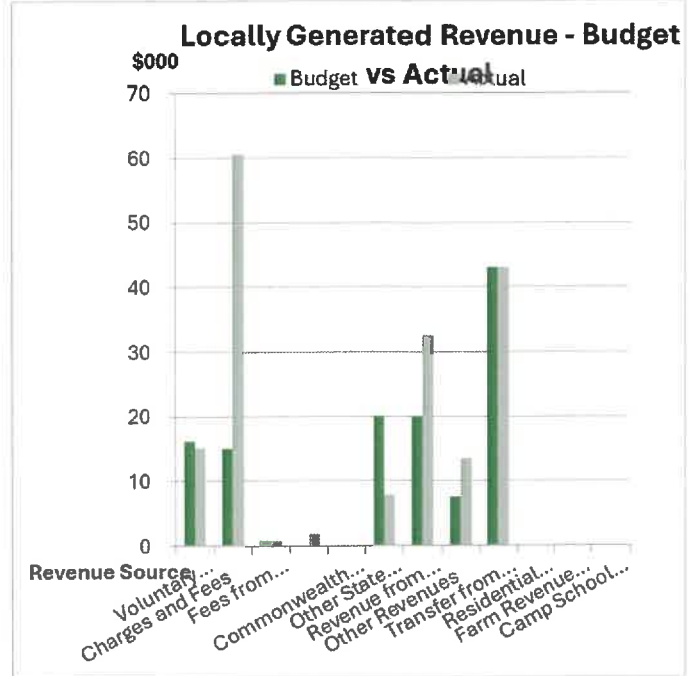
DIGITAL SYSTEMS

What is coding and what is a bug? This is the knowledge students have been gaining this term. Using Kaibots from the CSER Lending Library at Adelaide University, students can demonstrate their coding and debugging skills. Other robots will be used throughout the year including Bee-Bots, Dash and Dot and Spheros. iPad, PC and Mac fundamentals will commence in Semester 2, providing students with access to the vast array of software applications and the basics of how hardware works.

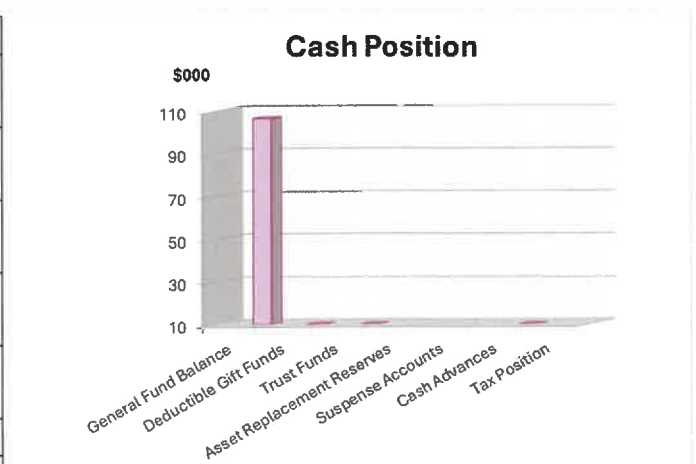


FINANCIAL SUMMARY

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$16,100.00	\$15,263.00
2	Charges and Fees	\$15,000.00	\$60,637.00
3	Fees from Facilities Hire	\$814.00	\$814.00
4	Fundraising/Donations/Sponsorships		1,875.00
5	Commonwealth Govt Revenues		
6	Other State Govt/Local Govt Revenues	\$20,000.00	\$7,838.00
7	Revenue from Co, Regional Office and Other Schools	\$20,000.00	\$32,468.00
8	Other Revenues	\$7,500.00	\$13,623.00
9	Transfer from Reserve or DGR	\$43,000.00	\$43,000.00
10	Residential Accommodation		
11	Farm Revenue (Ag and Farm Schools only)		
12	Camp School Fees (Camp Schools only)		
	Total Locally Raised Funds	\$122,414.00	\$175,518.00
	Opening Balance	\$16,359.00	\$16,359.00
	Student Centred Funding	\$250,000.00	\$385,042.00
	Total Cash Funds Available	\$388,773.00	\$576,919.00
	Total Salary Allocation		
	Total Funds Available	\$388,773.00	\$576,919.00

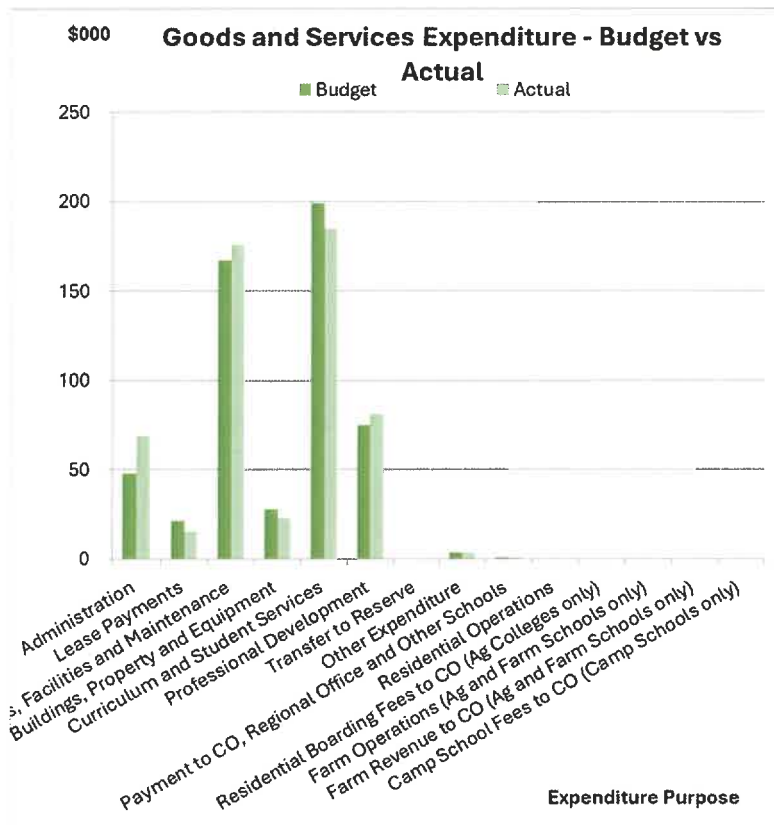


Cash Position as at: 31.12.25	
Bank Balance	\$
Made up of:	\$
1 General Fund Balance	\$
2 Deductible Gift Funds	\$
3 Trust Funds	\$
4 Asset Replacement Reserves	
5 Suspense Accounts	
6 Cash Advances	\$
7 Tax Position	
Total Bank Balance	\$



FINANCIAL SUMMARY

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 47,623.00	\$ 68,592.00
2	Lease Payments	\$ 21,000.00	\$ 15,155.00
3	Utilities, Facilities and Maintenance	\$ 167,108.00	\$ 175,808.00
4	Buildings, Property and Equipment	\$ 27,900.00	\$ 23,090.00
5	Curriculum and Student Services	\$ 199,257.00	\$ 185,270.00
6	Professional Development	\$ 75,000.00	\$ 80,962.00
7	Transfer to Reserve		\$ -
8	Other Expenditure	\$ 3,320.00	\$ 3,320.00
9	Payment to CO, Regional Office and Other Schools	\$ 200.00	\$ 175.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 541,408.00	\$ 552,372.00
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 541,408.00	\$ 552,372.00
	Cash Budget Variance	\$ (152,635.00)	



FINANCIAL SUMMARY

East Maddington Primary School has invested significant funds in school improvements and resources, including technology and support, whole school programs, professional development for staff, specialist staff, upgrades to classrooms and wet areas, top dressing of the oval, Top Ten Maths Resources, Novel study class sets for Ochre Education and Open Parachute—whole school evidence based health & well being programs. All these programs and improvements have been put in place to further improve the academic, social and emotional and physical well-being for students.

The Annual Report for 2025 has been endorsed by the East Maddington Primary School Council

Chairperson

 Kathy Russo 25.3.26

Fiona Blundell:
Principal

 Fiona Blundell 25.3.26

ACRONYMS

ABE	Attitude Behaviour Effort
AC	Australian Curriculum
ACER	Australian Council of Educational Research
ADHD	Attention Deficit Hyperactivity Disorder
AEDC	Australian Early Development Census
AITSL	Australian Institute for Teaching and School Leadership
AIEO	Aboriginal Islander Education Officer
CDC	Child Development Centre
CMS	Classroom Management Strategies
DoE	Department of Education
EAL/D	English as an Additional Language
EA's	Education Assistant
ELLA	Early Learning Languages Australia
EYLF	Early Years Learning Framework
FTE	Full Time Equivalent
GEPs	Group Education Plans
HASS	Humanities and Social Sciences
IBP	Individual Behaviour Plan
ICT	Information Communication Technology
IEP	Individual Education Plan
IEC	Intensive English Centre
KAT	Kindergarten Assessment Tool
LOTE	Languages Other than English
LDC	Language Development Centre
MultiLit	Make up Lost Time in Literacy
MiniLit	Meeting Initial Needs in Literacy
MaqLit	Maquarie Literacy Program
NAI-DOC	National Aborigines and Islanders Day Observance Committee
NQS	National Quality Standard

NCCD	National Consistent Collection of
P&C	Parents and Citizens' Association
PD	Professional Development
PAT	Progressive Assessment Test
PALS	Partnership Acceptance Learning Sharing
PBS	Positive Behaviour Support
Pre-Lit	Pre-Literacy
PEAC	Primary Extension and Challenge
PLIS	Professional Learning Information System
PLT	Professional Learning Teams
PR1ME	Mathematics Program
SaER	Students at Educational Risk
SAIS	Student Achievement Information System
SCSA	School Curriculum Standards Authority
SDERA	School Drug Education and Road Safety
SEB	Student Engagement and Behaviour
SEN	Special Education Needs
SIS	Student Information Systems
SSEN-B	Special Education Needs Behaviour/Disability
SSEN-D	
SSTU-WA	State School Teachers Union of WA
STAWA	Science Teachers Association of Western Australia
STEM	Science, Technology, Engineering and Mathematics
VTs	Visiting Teachers
WAPS	Wireless Access Points
WAECS-SA	WA Education Corporate Services Staff Association
WAMC	WA Massed Choir