



ANNUAL REPORT

2025



Respectful. Organised. Safe.

Acknowledgement of Country

White Gum Valley Primary School kaadatj ali ngalang kaadadjiny-miya-p nyin Wadjak Noongar boodja-k. Ngalak kaadatj Noongar moort wer Birdiya, koora koora, yeyi wer boordakan.

White Gum Valley Primary School acknowledges that our school stands on Wadjak Noongar country. We show respect for past, present and future Elders and families.

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OUR SCHOOL

About Us

White Gum Valley Primary School is a community of learners striving for excellence in an environment of care, support and cooperation. The school is attractively situated in the tree-filled suburb of White Gum Valley, in close proximity to the port city of Fremantle. Historically, this area was an important meeting place for local Aboriginal people of the Wadjuk Noongar Nation.

Established in 1901, the school retains much of its original heritage architecture. The school comprises the main Pre-primary to Year 6 site on Hope Street and the off-site Hazel Orme Community Kindergarten on Samson Street. The school also has an on-site playgroup facility for children aged 0–3 years.

Our commitment to student wellbeing is reflected in a pastoral care program that promotes positive behaviour and emotional development through the Positive Behaviour Support (PBS) framework. The school also has a Reconciliation Action Plan (RAP) that helps guide planning and decision-making across the school.

We collaborate with a range of local agencies to support our students, including MANNA Inc., Foodbank, EdConnect Australia volunteers, and a speech program delivered through a partnership between a university and a speech centre.

Our P&C Association is actively involved in the school community and undertakes a variety of fundraising initiatives, while also operating the canteen and uniform service. The School Board plays an important role in assisting the school to set strategic directions and maintain focus on the objectives outlined in the Business Plan.

Further information about our school can be found on our website at whitegumvalley.wa.edu.au.

Principal's Introduction

This Annual Report for 2025 provides a summary of the school's performance and highlights for the year. It details key achievements, special projects, initiatives and events. It contains a range of information which meets Federal Reporting requirements.

Throughout 2025, additional information has been provided to the school community through Connect, MGM notifications, the website, social media, electronic signage, reports to the School Board and P&C Association, parent workshops, meetings, learning journeys, assemblies, special events, classroom web pages and formal reports.

White Gum Valley Primary School is proud to have been an Independent Public School (IPS) with a history spanning 124 years. Our 3 Year Business Plan was in its final year and was developed using

consideration of the context of our school and the school's data. Analysis of our progress towards meeting targets and milestones of the 2023–25 Business Plan was tracked across the six domains using a consistent reflection against our Business Plan tracker.

We have continued to look at improvements in the way we collect, analyse and use data to inform our understanding of student needs and our planning in order to maximise student outcomes. The introduction in 2024 of research-based whole-school initiatives has resulted in continued improvement across Literacy measures, most notably in Spelling and Reading. The school has also shown focus in implementing whole-school Numeracy blocks, which follow the scope and sequence developed through Shaping Minds.

A Public School Review was held in both 2023 and 2024 in line with the accountability timeline from the Department of Education. The full report of this Review is available through Schools Online. The Review found that a comprehensive and rigorous school self-assessment was submitted by the school. Commendations from the reviewers showed that they validated the claims made by the school and agreed with the ongoing improvement strategies outlined in the Business Plan. The next Review is scheduled for 2026.

The School Board plays a major part in representing parents in decision-making and assuring compliance. School Board members are trained to develop the skills and understandings required to ensure they have effective oversight of school policies, school contributions, finances and our School Plan. Information presented at each Board meeting is reported back to the school's P&C by their representative on the Board.

White Gum Valley Primary School has been supported by an actively involved P&C which works hard to provide additional funding to enrich our school programs. The P&C manage the Canteen and Uniform Service; however, more broadly, they enrich the community-centred philosophy of our school. Parent involvement within the school is high, assisted through the P&C's organisation of social and fundraising events.

Year 6 students became Student Representatives through a voting process and became efficient and diligent representatives for their school. To ensure representation across the remainder of the school in terms of our core values of Respect, Organised and Safe, our PBS representatives are voted by their classmates. They then provide leadership and voice for all students around our ROS commitments.

A School Chaplain provided pastoral care to our students, staff and parents, and coordinated the Breakfast Club along with parent volunteers. Volunteers from Ed Connect supported selected students in developing social skills and assisting their learning. Volunteer and partnership programs have enriched our student learning programs.

Speech Therapy and Occupational Therapy students from Curtin University worked with identified students at the school. These services were provided under contract through external providers who provided supervision. A Master of Counselling student was supervised to work with identified students. Teachers from our school provided mentor training to beginning teachers from three universities, as well as trainee Education Assistants and work experience students from our feeder government high schools and SEDA College.

I thank the stewardship of Mr Glenn Rondoni over the past 17 years as Principal. Under his guidance, the school has continued to focus on the wellbeing and achievement of all students, whilst remaining firmly committed to its community. As Acting Principal, it has been my pleasure to continue his work in anticipation of the appointment of Ms Cass Cole as our future Principal.



Cristy Coulson
Principal

School Board Report

The School Board membership in 2025 comprised:

Parent representatives: Teresa Matassa (Chair), Sharon Chang, Anjea Travers, Dr Christina Chau and Matt Hopkins.

Staff representatives: Glenn Rondoni (Principal, *Terms 1–3*), Cristy Coulson (Deputy Principal, *Terms 1–3*; Acting Principal, *Term 4*), Rosalind Byrne (Acting Deputy Principal, *Term 4*), Jane Kitson and Jodie Huggins.

The School Board met twice each term, for a total of eight meetings across the 2025 school year.

Key 2025 school activities supported by the School Board

In addition to its regular oversight of school activities and monitoring progress against the School Business Plan, the School Board supported the following key activities:

- The year commenced with the upgrade of the undercover canteen area to create an extended, secure shaded space for school assemblies, graduation and sheltered play.
- Creating a secure undercover space had been a priority for the school leadership team and Board for more than 10 years, with savings set aside each year to support the upgrade. The improved area includes a series of Noongar mosaic signs created especially for the school by local Elder Christine Reich, which are greatly appreciated by the school community. The extended space has already been well used, including as a shaded stage for the end-of-year Edu-Dance concert. The School Board will continue to investigate further additions to support a permanent audio-visual system in the area.
- The Board supported a new Indigenous Literacy Day initiative coordinated by Jane Kitson, with students learning an Indigenous language song and busking around the school to fundraise for the development of readers for first language speakers.
- White Gum Valley Primary School was selected by the Australian Education Research Organisation (AERO) to trial new assessment methods to improve student learning outcomes. This included Hazel Orme Kindergarten teaching staff receiving training to implement a new assessment tool for early learning, as well as training and mentoring visits for all staff to support new literacy assessment approaches across the school.

- A new 'Waste Wise' plan for the school was developed by Jack Swan, Esther Clark and Ashleigh Richards with support from the P&C, to strengthen student and school community sustainability outcomes and support future applications for sustainability grants.
- White Gum Valley Primary School was one of the first schools to receive a new WA Government grant for air conditioning. Electrical preparation works commenced at the end of 2025, ahead of upgraded electrical connections and the installation of new air conditioning in all classrooms over the 2025–26 summer period.

Looking ahead, the School Board will continue to support the school leadership team, teachers and students as they transition to new practices and approaches under the incoming Principal and Deputy Principal. Welcoming new school leaders provides an opportunity to reflect on current practices, strengthen support for new student wellbeing, resilience and learning initiatives. Reviewing the School Business Plan will also provide an important opportunity to focus on the future strategic direction of the school and identify areas for celebration, reflection and improvement.

The School Board extends its gratitude to:

- Glenn Rondoni for his strategic leadership, organisation, kindness and strong connections with students and the community over many years as School Principal.
- Cristy Coulson for her guidance and calm leadership of the school in the Deputy Principal and Acting Principal roles throughout 2025.
- The teaching representatives for 2025, Jane Kitson and Jodie Huggins, for their enthusiasm and commitment to trialling new learning approaches and extending the range of educational tools and programs that enhance students' school experiences.

On behalf of the School Board, I thank all members for their contribution throughout the year and for their shared commitment to the ongoing success of our students and school community.

Teresa Matassa

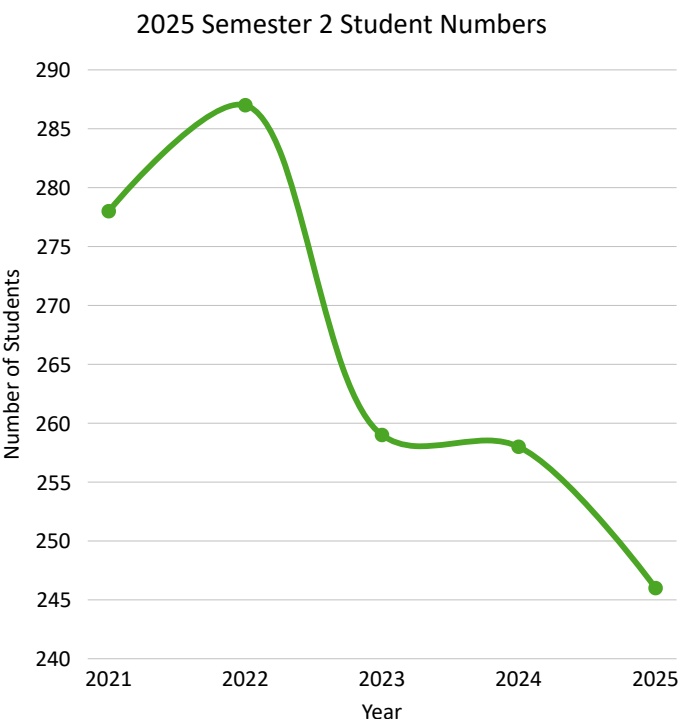
Teresa Matassa
Chair, School Board



OUR STUDENTS

Enrolments

In 2025 we had 40 Kindergarten enrolments at Hazel Orme, with an additional 15 being hosted by Fremantle Primary School.



Semester 2	2021	2022	2023	2024	2025
Primary (Excluding Kin)	278	287	259	258	246

Across the Primary School site there were 246 students in the following composition:

Year Group	Students
Pre-Primary	38
Year 1	41
Year 2	33
Year 3	27
Year 4	43
Year 5	30
Year 6	34
Total	246

Of the 246 students enrolled, 113 were male and 133 were female. Pre-primary had an equal number of male and female students (19 each), while the Primary years comprised 94 male students and 114 female students.



OUR WORKFORCE

Staffing and Leadership

With 42 staff across the school, White Gum Valley Primary School seeks to maximise support for all students and their individual needs. The Student Services team, consisting of our Chaplain, Psychologist, and Mental Health and Learning Support Coordinator, works closely with students. In 2025, we also had coaches for Teaching for Impact (under the Quality Teaching Strategy) and Literacy, who supported our teachers, Education Assistants and students.

Staff	No	FTE
Administration Staff		
Principals	1	1.0
Deputy Principals	1	1.0
Total Administration Staff	2	2.0
Teaching Staff		
Other Teaching Staff	24	15.2
Total Teaching Staff	24	15.2
Allied Professionals		
Clerical / Administrative	4	2.0
Gardening / Maintenance	1	0.4
Other Allied Professionals	11	8.0
Total Allied Professionals	16	10.4
Total	42	27.6

In 2025, our long-serving Principal, Mr Glenn Rondoni, left the school after many years of dedicated service, and incoming Principal Ms Cass Cole was appointed.



All teaching staff meet the professional requirements to teach in Western Australian schools and are listed on the public register of teachers maintained by the Teacher Registration Board of Western Australia.

Our school promotes leadership opportunities for staff through a range of committees, Professional Learning Communities (PLCs), Phase of Learning teams and School Leadership Team structures. In 2025, we had one Level 3 teacher and a number of Senior Teachers who undertook additional leadership responsibilities across the school.



WHAT WE DO

Our Aims

At White Gum Valley Primary School, we aim to develop:

- Students able to grow academically, socially, emotionally, physically and creatively in a positive, enjoyable and inclusive learning environment.
- Students who are empowered to meet the challenges of a rapidly evolving world.
- A safe and supportive learning environment for all students and staff.

School Priorities – Academic Areas

Literacy

In 2025, White Gum Valley Primary School trialled Ochre Education's English novel units across selected year levels. These knowledge-rich units, built around high-quality picture books and novels, ensure that reading and writing are taught together, helping students build knowledge and understanding of important ideas through reading, discussion and structured writing activities. Grammar and punctuation are embedded within meaningful writing tasks. Students demonstrated strong engagement and enjoyment in reading and listening to these texts.

In PP–Year 2, students participated in home reading using decodable texts, explicit phonics instruction through the Letters and Sounds program, as well as

paired fluency practice. From Year 3, students also take part in Spelling Mastery to enhance their understanding of spelling and morphology. Emphasis is placed on assessment data, including DIBELS and Brightpath, to inform targeted instruction and support student progress. Targeted support includes Letters and Sounds intervention for Years 1–2, along with the UFLI Phonics program in Years 3–6. DIBELS data indicated improvement in oral reading fluency across the school, demonstrating the impact of consistent, evidence-informed teaching.

The importance of reading as a foundational skill for lifelong success continued to be strongly promoted, including through a parent Reading Workshop. Students also enthusiastically participated in the Premier's Reading Challenge. The English Committee hosted The Great Library Adventure, a whole-school event where students and their families came together to explore, share stories and immerse themselves in the joy of reading through a range of engaging activities.

Community partnerships were enhanced through the Busking for Change initiative in collaboration with the Indigenous Literacy Foundation (ILF). Students performed the song Country Tells Us When, busking at school entrances and performing at the Book Week assembly. Funds raised supported the provision of culturally relevant books and literacy resources to remote Indigenous communities. Due to its success, this initiative will continue in 2026.

Mathematics

The Mathematics Professional Learning Community (PLC) has developed a whole-school scope and sequence, informed by Shaping Minds resources. This framework provides clear, structured guidance for teaching and learning across all year levels. An interleaving approach is embedded throughout, ensuring key concepts are revisited regularly to strengthen long-term retention and support students in applying their knowledge across contexts.

A strong emphasis is placed on the development of mathematical vocabulary. Teachers explicitly teach and model appropriate terminology, ensuring students understand and can confidently use mathematical language. Vocabulary is displayed in classrooms at an age-appropriate level and is embedded within teaching, learning and assessment practices.

Digital learning tools support the development of fluency and foundational skills. Students in Years 1–2 access NumBots, a self-paced program designed to strengthen early number understanding and build strong mathematical foundations. This program may also be used in Years 3–6 for students requiring additional support. Students in Years 3–6 engage with Times Tables Rock Stars for at least 30 minutes per week to build speed and accuracy in recalling multiplication facts.

We continue to prioritise regular opportunities to explore mathematics through problem solving. Building on our involvement in the Lighthouse Maths program through Scitech in 2023, the Powerful Problem Solving approach remains embedded across the school, supporting consistent teaching practices and the ongoing development of students' reasoning and problem-solving skills. This is further strengthened through the consistent use of the RUCSAC strategy (Read, Underline to Understand, Choose, Solve, Answer, Check), which is embedded across the school and applied daily to problem-solving tasks.

Número has continued to play a key role in developing students' number sense, mental computation and confidence in Mathematics. This year, White Gum Valley achieved strong results at

the interschool Número competition, placing 11th and 13th overall, as well as achieving a top-six finish in one event.

Year 5 and 6 students organised and hosted a Market Day for Pre-Primary and Year 1 students, providing an authentic and engaging learning experience. This initiative supported senior students in developing entrepreneurial skills such as planning, organising and managing a stall, while also demonstrating leadership by guiding younger students through the purchasing process using play money.

Pre-Primary and Year 1 students engaged in hands-on learning by practising money skills, particularly working to the dollar, with the support of the older students. This experience promoted confidence, communication and the real-world application of mathematical concepts. Year 3 and 4 students designed and created board games for their peers, with a similar focus on applying learning through play. This activity fostered creativity, problem solving and collaboration, while reinforcing key concepts in an engaging and purposeful way.

Our key priorities for 2026 include the implementation of the Ochre scope and sequence across the school to ensure alignment with daily review practices and to respond effectively to teacher feedback. Additionally, we will introduce the Bond Blocks intervention program to support identified students in developing their number sense, ensuring targeted and evidence-based support for those requiring additional assistance.



Humanities and Social Sciences (HASS)

Throughout the year, the HASS program provided opportunities for students to recognise and reflect on significant national and cultural events. Students participated in activities and discussions linked to events such as Reconciliation Week, Harmony Week, ANZAC Day, NAIDOC Week and Remembrance Day, helping to build their understanding of Australia's history, culture and diverse communities. These events encouraged students to develop respect, empathy and an appreciation for the contributions and experiences of others. Through whole-school activities, class discussions and commemorative events, students were supported to make meaningful connections between the wider community and their own lives.

Reconciliation Week and NAIDOC Week each have an annual theme, with the 2025 theme being Bridging Now to Next. As a whole school, we created a Boab Tree and displayed it outside the library. Students completed a sentence beginning with We walk together in reconciliation by... They decorated the leaves with colours of their choice. Harmony Week was celebrated throughout the classrooms from 16 March to 22 March, culminating in a beautiful assembly presented by Room 11 and Ms Foster, where students shared their heritage with the community.

To commemorate ANZAC Day, the school gathered in front of the flags, which were flown at half-mast as a mark of respect. We were honoured to have serving soldiers at the service, adding to the significance of the occasion. Selected students thoughtfully read the ANZAC poem In Flanders Fields by John McCrae, while two students from each class laid a wreath beneath the flags. The bugle was played before the school observed a minute of silence to remember those who served and sacrificed. Every student also contributed by colouring or decorating an ANZAC poppy, which was placed together to create a beautiful field of poppies. It was a moving and respectful occasion that allowed the school community to honour and remember the soldiers who lost their lives in war.

As part of Clean Up Australia Day, students participated in activities and classroom discussions about the importance of caring for the environment

and keeping our world clean, finishing with a meaningful opportunity to take responsibility for their environment and work together to keep the school clean and tidy.

The school continued to implement the Inquisitive program across all classrooms. The program provides a fun, engaging and interactive way for students to explore curriculum areas and deepen their understanding through a range of activities, videos and inquiry tasks. To support the curriculum, a range of HASS-themed books was purchased to further support literature and inquiry within the classroom. In addition, a globe was provided for each classroom from Pre-Primary to Year 3 to encourage interaction and exploration of the world and develop an understanding of where students are within it.

Science and Digital Technologies

In 2025, Science was delivered by a Specialist Teacher across PP–Year 2, whilst the Science curriculum was taught in Years 3–6 by classroom teachers following the WGVPS Whole School Scope and Sequence document. As part of this, hands-on learning was integral to student understanding and involved a variety of practical activities.

Digital Technologies was a specialist subject for all students from Years 1–6, with the specialist teacher liaising across the school to enhance learning in other curriculum areas. To support this, one term was dedicated across the year levels to developing the Market Day. Senior students focused on construction techniques, whilst middle-year students devised games to demonstrate and play with other year levels. Coding, engineering and technology were important elements of this learning area.

Music

Our Music teacher is integral to the community feel of the school, running instrumental lessons and choir, and ensuring that all students have the opportunity to perform if they wish. Music lessons also teach whole-school songs for assemblies, helping to foster a sense of belonging across the school community. The Music curriculum is heavily influenced by the Kodály Method, which supports musical understanding through song and movement, and is offered from Pre-Primary to Year 6.

Visual Arts

Our students continued their association with the Gwyneth Ewen Art Exhibition, run by the City of Fremantle. Student entries were developed and refined during art lessons, highlighting the rich architecture of Fremantle.

Health and Physical Education

In 2025, the Physical Education teaching load was shared between Eric Truong and Diane Foster. Diane taught half a day and Eric taught one and a half days.

For our junior year groups, our focus was on increasing students' enjoyment of physical activity and playing within the rules of a game. Students engaged in a variety of games to expose them to changing expectations and rules.

For our senior classes, our goal was to expose them to a variety of sports. To facilitate this, we accessed Sporting Schools grants and clinics offered by different organisations. We were able to use our grants to engage a specialist coach to teach students how to play ultimate frisbee and lacrosse.



We also began building a relationship with Fremantle College and its AFL program, bringing a group of Year 10 students to the school to coach all year groups. The day was a success, and plans were already in place to continue this partnership in future years. White Gum Valley also hosted SEDA College for soccer and AFL clinics.

Our goals for 2026 are to continue exposing students to a wide variety of sports (a Sporting Schools grant has already been secured for Term 1). We hope to have all students participating in school events (cross-country, athletics, winter carnival, etc.) at a level appropriate to their abilities.

Before school, we offered activities linked to the sporting events held each term (cross-country, athletics and winter carnival). This provided students with another opportunity to practise in smaller groups and build their confidence in a different environment.



Languages

Italian was offered across Years 1–6 over two days each week. A highlight of the year was the annual Italian Week celebration, featuring gelato, design activities and a dress-up competition.

School Programs

Positive Behaviour Support (PBS)

The PBS Team met twice per term throughout 2025 to review school practices, analyse data and continue strengthening positive behaviour support across the school.

At the beginning of the year, the Behaviour Referral Process was revised to better align with the school's restorative practices approach. The wording was updated to Remind, Redirect, Relocation, Reflection Class and Restore. The team felt these terms more accurately reflected our restorative process and intentionally moved away from using the term *buddy class* in relation to unexpected behaviour.

The Teacher Self-Assessment Tool was administered again in 2025, continuing our collection of data from 2023, 2024 and 2025. This ongoing process allowed staff to identify trends and areas of growth in classroom behaviour support practices, including positive reinforcement, strategies used to acknowledge appropriate behaviour, and the use of a continuum of responses to unproductive behaviour.

The results showed growth across several areas, with a significant improvement in the area, "I use a continuum of strategies to respond to unproductive behaviour," increasing from 73% to 94%. This indicates greater consistency among staff in using a range of proactive behaviour strategies.

In 2025, Faction Tokens and Token Tubes were introduced as a replacement for faction cards. Students responded positively to the visual system, while also reducing paper use across the school. ROS certificates continued throughout 2025 following their introduction in 2024, and a new termly ROS Certificate Raffle was implemented to further celebrate positive behaviours.

Towards the end of 2025, the PBS Team worked collaboratively with staff to review and update the school Behaviour Matrix, ensuring expectations remained relevant, clear and aligned with whole-school priorities.

Student voice continued to be an important component of PBS implementation. ROS Representatives were elected in both Semester 1 and Semester 2 and met regularly with Mrs Wright. Representatives shared observations about positive behaviours and areas for improvement across the school. They also contributed ideas, including suggested fortnightly focus areas and recommendations for ROS Certificate recipients.

Overall, 2025 saw continued growth and refinement of PBS practices across the school, with a strong focus on consistency and restorative approaches.

Sustainability

Over the past 12 months, our school has continued to strengthen its commitment to sustainability through a range of environmentally conscious initiatives and community-focused actions. A major achievement was becoming an accredited WasteSorted School, recognising our ongoing efforts to manage waste streams effectively and educate students and the wider community about reducing and minimising waste. This included the introduction of a battery recycling bin and the installation of clearly labelled general waste, mixed recycling and paper recycling bins in every class-

room to support consistent waste management practices across the school.

Student voice and leadership have also played a key role through the establishment of our Sustainability Club, empowering students to make informed and sustainable decisions for our school community. The club has been instrumental in promoting and supporting events such as Waste-Free Thursday, Ride to School Day, Walk Safely to School Day, Clean Up Australia Day and waste audit incursions. Students also contributed to the National Bird Count and collaborated with Sweltering Cities, an organisation advocating for cooler and more equitable outdoor spaces.

Sustainability initiatives have continued to influence many aspects of school life, including the transition away from paper-based faction rewards through the introduction of reusable faction tokens, as well as the continued use of reusable items in the canteen. With the support of the 2025 Year 6 Leavers' gift, funding was also secured for the installation of a Cockitrough to provide a vital water source for the endangered cockatoo population.

In 2026, we look forward to continuing to promote sustainability across our school community through ongoing participation in these important events and new initiatives, including the introduction of a composting system to 'close the loop' on our green waste. We remain committed to educating and empowering our students, staff and wider community to make sustainable choices in all aspects of everyday life.

Student Leadership

In 2025, Year 6 students were elected as Faction Captains and Student Councillors by students in Years 3–6 each semester, with the Term 4 election supported by the Electoral Commission. Faction Captains took on key responsibilities, including collecting faction tokens, managing the sports shed and leading their factions at the athletics carnival.

Student Councillors and ROS Representatives, elected by students in Years 2–5, met fortnightly with a designated staff member to contribute to decisions about our PBS fortnightly focus and faction token rewards.

Our Buddy Program continued to pair Year 5 students with a Pre-Primary buddy, building a relationship that carries through to Year 6 graduation, where the Year 1 buddy presents their partner with a graduation bear in a celebrated full-circle moment for the school community.

Year 6 students also had the opportunity to participate in the GRIT program, run by our School Chaplain, which provided further opportunities for personal growth and development.

Wellbeing

Student wellbeing in 2025 remained a central priority within our school, embedded in everyday teaching and learning practices. It is recognised as an essential component of student success, underpinning engagement, achievement and positive relationships.

All year levels had access to evidence-based programs such as the Friendly Schools program, The Zones of Regulation and the Butterfly Body Bright program. In 2025, the school undertook a comprehensive review of wellbeing through a student survey involving all classes from Years 2 to 6, alongside a staff wellbeing survey conducted throughout the year. The data gathered provided valuable insights into current strengths and areas for growth, enabling the school to identify key areas of need and establish clear, evidence-based goals for ongoing improvement.

Throughout the 2025 school year, a range of whole-school initiatives were carried out to promote and support wellbeing. These included dedicated events such as Wellbeing Week, R U OK? Day and Bullying No Way Week, which provided meaningful opportunities for students and staff to engage in conversations and activities focused on mental health, connection and positive behaviour.

Building on the findings from the 2025 data, the school has identified a strong focus for 2026 on developing student resilience and embedding mindfulness practices into daily classroom routines. These priorities aim to further strengthen students' emotional regulation, coping strategies and overall wellbeing as part of a consistent, whole-school approach.

National Quality Standard (NQS)

In 2025, our early years program continued to align with the National Quality Standard (NQS), delivering a high-quality, play-based and intentional learning environment that supported the holistic development of all students. This curriculum was designed to foster curiosity, independence and strong foundational skills across all learning areas, with a particular emphasis on literacy, numeracy and social-emotional development.

Links with System Priorities

The program was closely aligned with system priorities, including evidence-based teaching practices, improved literacy and numeracy outcomes, and inclusive education. There was a strong focus on differentiation to meet diverse learner needs, ensuring all students were supported to achieve growth.

Whole-School Programs

A range of whole-school programs supported consistency and quality teaching practices, including:

- Ochre Education resources to support explicit instruction
- Shaping Minds for an interleaved approach to learning Mathematics
- Letters and Sounds (L&S) for systematic synthetic phonics
- Brightpath to support writing development and moderation

Classes and Year-Level Focus

All early childhood classes (Kindergarten to Year 2) were involved in the NQS-aligned program.

- Kindergarten: Focus on social skills, oral language and play-based inquiry
- Pre-Primary: Increasing focus on early literacy and numeracy foundations
- Years 1–2: Stronger emphasis on explicit teaching, writing development and application of skills across learning areas

Regular Programs

Students participated in a range of regular programs, including:

- Daily literacy and numeracy blocks
- Structured phonics instruction

- Guided and independent reading
- Play-based and inquiry learning sessions
- Social-emotional learning activities

Special Activities (Incursions and Excursions)

Enrichment opportunities were provided through incursions and excursions that enhanced student engagement and real-world connections. The Pre-Primary students attended an incursion featuring the Spare Parts Puppet Theatre production *Reach for the Sky*. Designed specifically for the early years, this immersive puppetry experience invited young audiences to explore emotions and the diverse ways we perceive the world. It blended puppetry, clowning, music and sensory engagement to inspire students to believe that their imagination can take them anywhere – from floating above the clouds in a hot-air balloon to swimming with whales beneath the sea.

Highlights for 2026 will include a *Play in the Past* incursion, allowing students to have a play-based, hands-on and student-centred learning experience in the HASS area of History. The incursion will offer a unique opportunity for students to touch, play with and explore vintage real-world items.

Data and Evidence of Improvement

Student progress data indicated continued improvement in early literacy skills, particularly in phonics and writing. Brightpath data showed growth in students' writing ability across year levels, while ongoing assessment in Letters and Sounds demonstrated strong progress in phonemic awareness and decoding skills.

Community Collaboration and Partnerships

The program was strengthened through partnerships with families and the wider community, including regular Ed Connect volunteers. Parent engagement was encouraged through regular communication, workshops and involvement in classroom activities. Collaboration with external providers and community organisations enhanced learning opportunities and supported student wellbeing.

Goals for 2026

- Further strengthen alignment with the NQS Quality Areas, particularly in intentional teaching and assessment practices

- Continue to embed evidence-based literacy and numeracy programs
- Enhance differentiation to support diverse learners, including EAL/D students
- Expand community partnerships and parent engagement opportunities
- Increase the use of data to inform teaching and track student growth





OUR FINANCIALS

2025 Financial Summary	
Brought Forward	\$518,575.12
Income	\$432,053.52
Expenditure	\$644,224.39
Carry Forward	\$306,404.25



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