



ANNUAL REPORT 2025



2025 SCHOOL YEAR OVERVIEW

This report reflects our ongoing commitment to excellence in teaching & learning, safe and inclusive learning environments, positive partnerships, and strong governance.

2025 was a successful year for Forest Crescent Primary School, marked by a smooth leadership transition during Mr Andy Holmes' six months of long service leave. Throughout the year, the School Board provided engaged and effective oversight, ensuring a continued focus on creating the conditions for student success. In reviewing progress against the targets of the 2023–2025 Business Plan, the Board recognised the positive impact of our collaborative practices, evidence-based programs, and strong student support structures.

The Board also identified clear priorities for continued growth in 2026, including strengthening two-way communication between the school and families, ensuring greater consistency in behaviour expectations and practices across the school, and further deepening the important connections between students and teachers.

Wellbeing programs such as *A Stitch in Time* and *Zero2Hero* were highlighted as significant contributors to students' social and emotional development and to fostering a strong culture of wellbeing. These initiatives continue to support positive engagement and reinforce our commitment to student care and inclusion.

The P&C played a vital role in strengthening our teaching and learning programs and in sustaining the safe, inclusive, and welcoming environment we value so highly. We acknowledge the P&C's support in funding professional learning for two teachers through CTRL+SHFT, enhancing staff capability and our capacity to support students and families. Alongside their essential fundraising efforts, the P&C also enriched our school community through inclusive events such as the Colour Run and the Fathering Project, strengthening connections and a shared sense of belonging.

In 2025, Forest Crescent Primary School was a finalist for the **WA Mental Health Education Award**, a category that recognises excellence in education, prevention, and inclusion. This recognition is a meaningful acknowledgement of the important work led by our Health and Wellbeing Committee and provides a solid foundation to build upon in 2026.

Louise Armstrong

Principal

VISION

Success for All

MOTTO

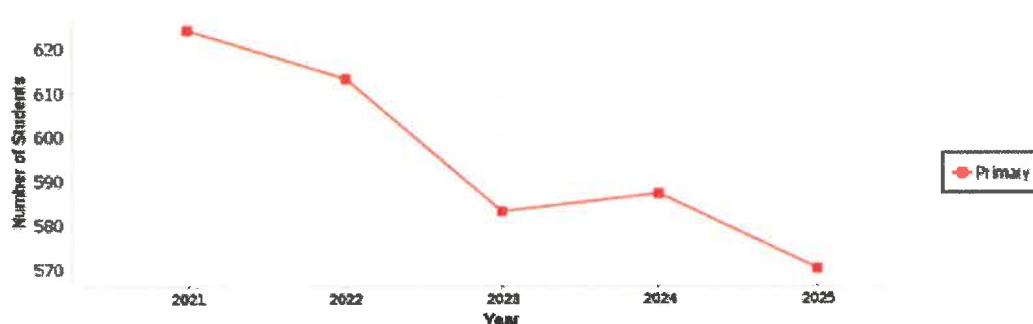
In Learning We grow

VALUES

- ❖ **Excellence in Learning** – We value curiosity, effort, and a commitment to achieving one's potential.
- ❖ **Integrity and Self-Respect** – We support confidence, self-respect, and a strong sense of identity.
- ❖ **Respect and Inclusion** – We treat others, their rights and property with care and respect.
- ❖ **Community Responsibility** – We encourage service and positive contribution to our school and wider community.
- ❖ **Care for Our Environment** – We act responsibly to protect and care for the natural environment.

STUDENT NUMBERS AND CHARACTERISTICS

Student Number Trends (based on 2025 Semester 2 Census Data)



2025 Semester 2

	2021	2022	2023	2024	2025
Primary (Excluding Kin)	624	613	583	587	570
Total	624	613	583	587	570

Note:

The graph and table include only full-time students

Since 2021, we have experienced a gradual decline in numbers which represents a reduction in total student enrolment (PP - 6) of approximately 10% in the five-year period 2021 – 2025.

Student Characteristics funding is strategically deployed to support outcomes for all students. Additional funding is provided to schools to support students with disability and additional learning needs through two components:

- educational adjustment allocation – to implement programs and learning supports for students with additional learning needs.
- individual disability allocation (IDA) – to support students with an eligible disability based on application, approval, and review.

Our 2025 enrolments included individual disability funding for forty students. Resources allocated for eligible students with disability can be used flexibly to best meet their educational needs. Schools have the capacity to determine the most effective support 'package' for each student using the funding provided and other resources and services. This includes but is not limited to the strategic allocation of mainstream and special needs education assistants; early intervention programs such as MiniLit and professional learning to build staff capacity. Ongoing data collection, both school based and system wide, informs program delivery.

WORKFORCE COMPOSITION

Analysis of our workforce profile data, 2022 – 2026, identifies a slight reduction in headcount (91 - 87) accompanied by a similar reduction in total FTE (72.7 – 66.2). Over this same period, the student population declined by approximately 10 percent, the teaching staff headcount decreased by four and the school support staff headcount remained the same (36). The school will continue to closely monitor student enrolment to ensure we are making the best use of human resources and have the right people to achieve our goals and meet the needs of our students. During the period 2022 – 2026, the school has increased the percentage of permanent staff members (81 – 87%) providing greater stability within the workforce.

STUDENT ATTENDANCE

It is important to view the current attendance data in light of the change in attendance rates across all schools post-COVID. Prior to 2022, attendance rates were traditionally in the low to mid ninety percent range. At this time, it was widespread practice for schools to include attendance targets in their strategic planning and actively promote one hundred percent attendance. The landscape has changed significantly in the years since. The Department now produces “*Keep our school community safe*” posters and encourages both staff and students to stay home if unwell. Whilst we know that every day at school contributes to learning which leads to better engagement and higher academic achievement, we now also recognise the complexities which lie beneath the increased prevalence of school refusal and the need to support student attendance through a promotion, prevention, and response approach. We will review our Attendance policy, to ensure our processes reflect contemporary approaches to monitoring attendance and addressing factors contributing to low attendance.

Attendance

Primary Attendance Rates

	School	WA Public Schools
2023	91.7%	88.9%
2024	91.6%	89.4%
2025	91.3%	89.1%

Attendance % - Primary Year Levels

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

STUDENT ACHIEVEMENT AND PROGRESS

Where we compare our school performance to 'Like Schools,' this is based on the *Index of Community Socio-Educational Advantage (ICSEA)*, a scale of socio-educational advantage that is computed for each school. This scale measures certain characteristics of the family and school, such as parental education and occupation, and school characteristics such as location and socio-economic background of the students it serves. Forest Crescent Primary School had an ICSEA of 1014 for 2025.

NAPLAN – PERFORMANCE

In 2023, 4 proficiency levels replaced the previous numerical NAPLAN bands and National Minimum Standard (NMS). The 2025 results represent the first year in which NAPLAN to NAPLAN progress or proficiency levels were reported since the introduction of the proficiency levels.

Schools within one standard deviation of the predicted performance are considered to be performing as expected (yellow). The comparative performance tables indicate FCPS students currently performing 'as expected.'

NAPLAN Comparative Performance for Writing

Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.1	-0.3	0.6	83	83	80
Year 5	0.8	0.4	0.1	83	88	79

NAPLAN Comparative Performance for Reading

Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.2	-0.4	0.4	83	85	80
Year 5	0.4	1.2	0.0	84	88	79

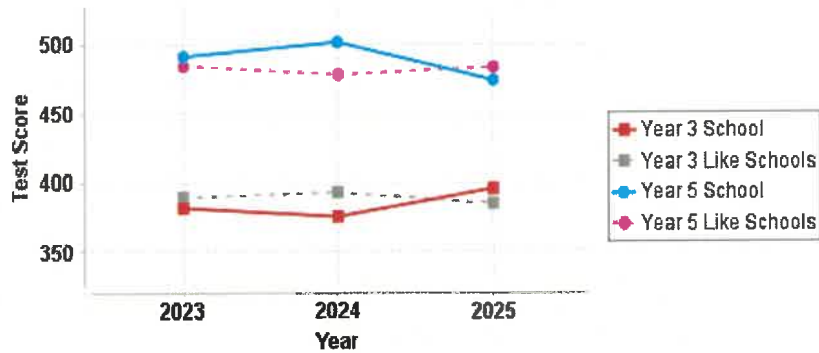
NAPLAN Comparative Performance for Numeracy

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.2	-0.8	0.2	83	84	80
Year 5	0.4	0.4	0.4	83	84	79

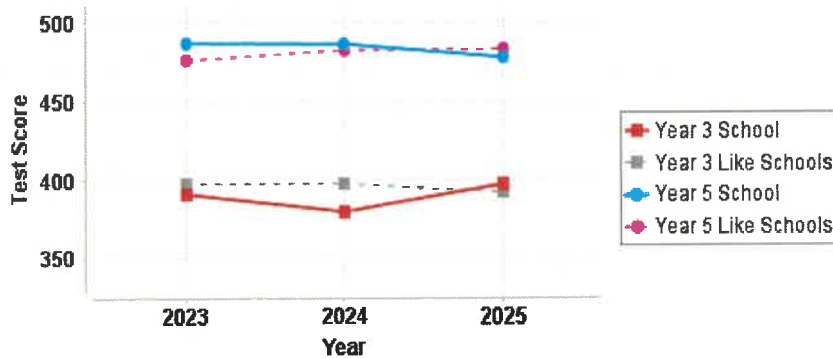
NAPLAN – PERFORMANCE

School improvement targets were based on the achievement of results “at or exceeding ‘like’ schools.” An aspirational yet achievable future target would be to aim to be one of the 15% of schools, more than one standard deviation above predicted performance (green).

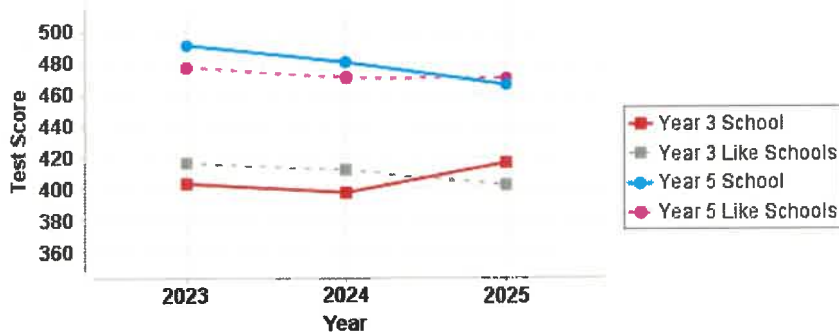
Average Reading Score



Average Numeracy Score



Average Writing Score



PARENT, STUDENT AND STAFF SATISFACTION WITH THE SCHOOL

The last general survey of parents, staff and senior students was conducted in 2024. As the Department of Education has since decommissioned the school survey tool, we will utilise an alternative tool, retaining the format and general questions, to deliver the 2026 survey and enable comparison with previous results.

The 2024 survey results highlighted a strong sense of confidence and pride in the school community. Parents praised the school's high expectations, quality teaching, care for students, clear communication, and positive reputation, noting that they would readily recommend the school. Staff similarly celebrated high expectations, a safe and fair environment, strong relationships with students and families, and a shared commitment to student wellbeing and engagement. Both groups identified positive partnerships between the school, families, and the wider community as a key strength. The survey also highlighted clear priorities for improvement, including strengthened provision for gifted and talented students, consistent behaviour management, and clearer communication about student progress and achievement. Staff additionally identified the need for enhanced feedback, greater leadership support, and stronger opportunities for staff voice to inform decision-making.

Student feedback further reinforced many of the school's strengths. Students reported that their teachers expect them to be their best, provide engaging and interesting learning opportunities, and demonstrate strong teaching practice. These responses reflect a positive learning culture where students feel challenged and supported. Students also identified key areas for improvement, including having their opinions taken seriously, being treated fairly, feeling confident to raise concerns with teachers, and consistent management of student behaviour. Together, the insights from parents, staff and students will inform the school's ongoing strategic planning, ensuring future priorities are closely aligned to the needs and voices of our community.

PROGRESS AGAINST PRIORITIES: BOARD REFLECTIONS

The Board, staff and Leadership Team reflected on our progress against the priorities of the Business Plan (2023 - 2025).

The Board endorsed our commitment to creating the conditions for sustained student success and highlighted our progress against each priority, outlined below. The Board recognized our strong focus on wellbeing programs and support structures and the strong, respectful relationships between teachers, students and parents fostering trust and collaboration.

PROGRESS AGAINST PRIORITY: SUCCESSFUL STUDENTS

Overall Year 3 and Year 5 NAPLAN results in both Literacy and Numeracy are comparable with 'like' schools. Our SAIS data indicates 85% of students achieving a C grade or above. It is important to note that learning area grades are based on teacher judgment, informed by school and system data, but a subjective assessment, nevertheless.

BOARD SELF REFLECTION: WHAT'S WORKING WELL

Student Wellbeing and Engagement

- Strong focus on wellbeing programs and support structures.
- Students feel happy, safe, and enjoy coming to school each day.

Positive Relationships with Teachers

- Students like and connect well with their teachers, fostering engagement and a sense of belonging.

Targeted Support for Learning Needs

- "The Hub" provides effective academic and social support.
- Documented plans (IEPs, IBPs, progress maps) are used to guide individualised learning and monitor progress.

Catering for Diverse Interests and Abilities

- A broad range of programs such as TAGS (drama, music, art), lunchtime clubs, and the running club provide enrichment and cater for varied student interests and abilities.
- Differentiated learning, planning and assessment are evident across classrooms.

BOARD SELF REFLECTION: AREAS FOR IMPROVEMENT

Consistent Behaviour Expectations and Practices

- Greater consistency in behaviour management across classes, supported by evidence-based approaches.

Enhanced Extension and Support Programs

- Broader access to targeted support, including small group numeracy programs and enrichment opportunities through GATE.

Improved Communication with Families

- Clearer communication with parents about the GATE program and available student support options.

PROGRESS AGAINST PRIORITY: SAFE AND INCLUSIVE LEARNING ENVIRONMENTS

The reflection process (October 2025) to assess the school against the National Quality Standard (NQS) Quality Areas 2, 3, 4 and 5, determined the following:

Overall Quality Area recording	Working Towards (WT)	Meeting (M)
Quality Area 1 Educational program and practice	✓	
Quality Area 2 Children’s health and safety	✓	
Quality Area 3 Physical environment	✓	
Quality Area 4 Staffing arrangements	✓	
Quality Area 5 Relationships with children		✓
Quality Area 6 Collaborative partnerships with families and communities		✓
Quality Area 7 Governance and Leadership	✓	

Figure 1

BOARD SELF REFLECTION: WHAT’S WORKING WELL

Strong Student Support Structures

- Effective support provided through the SAER team, Learning Support Coordinator, EALD Coordinator, Chaplain, and “The Hub,” ensuring students’ academic, social, and emotional needs are met.
- Case conferences are used to coordinate and strengthen support for SAER students.

Inclusive Practices and Whole-School Support

- Special Needs students are supported school-wide, reflecting a shared commitment to inclusion and equity.

Positive Relationships and Community Connections

- Strong, respectful relationships between teachers, students, and parents foster trust and collaboration.
- The Pre-Kindy program and community engagement, including the presence of crosswalk attendants, contribute to a safe and connected school environment.

Wellbeing and Enrichment Opportunities

- Programs such as *A Stitch in Time*, TAGS, and various clubs promote wellbeing, belonging, and student engagement.

Visible and Supportive Leadership

- A present and approachable principal contributes to a positive school culture and sense of safety.

BOARD SELF REFLECTION: AREAS FOR IMPROVEMENT

Expanded Learning Spaces

- Increased opportunities for varied learning environments, such as outdoor classrooms, to enhance engagement and connection with learning.

Stronger Student–Teacher Connections

- More students feeling comfortable to approach and speak with teachers about their learning or wellbeing.

Cultural Connection and Inclusion

- Additional opportunities for students/families from similar cultural backgrounds to connect and share experiences, strengthening inclusivity and belonging.

PROGRESS AGAINST PRIORITY: EXCELLENCE IN TEACHING & LEARNING

The reflection process (October 2025) to assess the school against the National Quality Standard (NQS) Quality Areas 1 and 7, determined the following:

Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice	✓	
Quality Area 2	Children’s health and safety	✓	
Quality Area 3	Physical environment	✓	
Quality Area 4	Staffing arrangements	✓	
Quality Area 5	Relationships with children		✓
Quality Area 6	Collaborative partnerships with families and communities		✓
Quality Area 7	Governance and Leadership	✓	

Quality Area 1 – Educational Program and Practice

In response to areas identified for improvement, the school will strengthen strategic planning processes to improve alignment between system, network, school, and classroom-level planning. School-level planning will provide clear guidance for curriculum decision-making across Kindergarten to Year 6, ensuring coherence and continuity of learning. The school will remain informed of West Australian Curriculum changes and updates as released by the School Curriculum and Standards Authority (SCSA), incorporating these in a timely and deliberate manner. A continued focus will

be placed on improving the consistency and quality of documented planning across all year levels to support effective teaching and learning.

Quality Area 7 – Governance and Leadership

To address areas identified for improvement, the school will undertake a whole-school, collaborative strategic planning process to develop the 2027–2029 Business Plan. This process will ensure all staff have opportunities to contribute, promoting shared ownership and collective responsibility for school improvement. The school will also strengthen governance and leadership practices by embedding the National Quality Standard (NQS) reflection cycle into whole-school improvement planning. This approach will support ongoing self-review, informed decision-making, and continuous improvement.

BOARD SELF REFLECTION: WHAT'S WORKING WELL

Collaborative Practice

- Teachers engage in purposeful collaboration, including dedicated DOTT time for planning, moderation, and sharing effective practice.

Evidence-Based Programs

- Implementation of whole-school and targeted intervention programs, such as UFLI, supports consistent, research-informed teaching.

Focus on Staff Wellbeing

- Wellness programs contribute to a supportive and balanced environment that enables teachers to perform at their best.

BOARD SELF REFLECTION: AREAS FOR IMPROVEMENT

Consistent and Aligned Teaching Practice

- Greater consistency in instructional approaches across year levels to reduce cognitive load and support continuity for all learners, particularly those with learning challenges.

Enhanced Communication with Families

- More regular and transparent communication about teaching programs, student progress, and academic outcomes.

High Expectations for All Learners

- Continued encouragement for students who are 'cruising' to extend themselves and achieve their personal best.

Focus on Academic and Social-Emotional Growth

- Strengthened emphasis on both academic achievement and social-emotional learning to support whole-child development.

PROGRESS AGAINST PRIORITY: POSITIVE PARTNERSHIPS & STRONG GOVERNANCE

The 2024 school survey showed that a positive rating of 4.0 was achieved in 76% of parent responses, 71% of student responses and 77% of staff responses.

The reflection process (October 2025) to assess the school against the National Quality Standard (NQS) Quality Area 6, determined the following:

Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice	✓	
Quality Area 2	Children's health and safety	✓	
Quality Area 3	Physical environment	✓	
Quality Area 4	Staffing arrangements	✓	
Quality Area 5	Relationships with children		✓
Quality Area 6	Collaborative partnerships with families and communities		✓
Quality Area 7	Governance and Leadership	✓	

BOARD SELF REFLECTION: WHAT'S WORKING WELL

Active and Engaged School Community

- Strong parent involvement through an active P&C, engaged School Board, and participation in
- EALD workshops for parents.

Community and External Partnerships

- Productive relationships with Rotary, local MPs, and community sponsors enhance school programs.
- and resources.
- Collaboration within the Nicholson and PE (VSSA) school networks strengthens professional.
- connections and opportunities for students.

Wellbeing and Resilience Programs

- Partnerships supporting A Stitch in Time and Zero 2 Hero programs contribute to student wellbeing.
- and resilience.

School Promotion and Growth

- Active recruitment of new families and promotion of the school strengthen community confidence and engagement.

BOARD SELF REFLECTION: AREAS FOR IMPROVEMENT

Broader Parent Engagement

- Increased involvement in the P&C from parents of students in lower grades and representation of First Nations and EALD families on the School Board.

Strategic Growth and Planning

- Strengthened focus on strategic planning to guide school priorities and initiatives.

Clear Leadership Structure

- Greater clarity around roles and responsibilities within the school's leadership model to support effective governance and decision-making.

SCHOOL FINANCIAL INFORMATION

Forest Crescent Primary School manages resources in a targeted manner, creating the conditions for sustained student success and maximising the learning outcomes for all students. The Board and Finance Committee ratified the 2025 School Budget, Voluntary Contributions & Charges, and the Personal Items List for students.

The cash income and expenditure is reflected in the following extract from the One Line Budget Statement - December 2025

Income


	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$87,645.00	\$87,645.00	\$0.00
Carry Forward (Salary)	\$179,295.80	\$179,295.80	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$7,321,760.26	\$7,321,760.26	\$0.00
Per Student	\$5,458,711.00	\$5,458,711.00	\$0.00
School and Student Characteristics	\$1,405,118.60	\$1,405,118.60	\$0.00
Disability Adjustments	\$88,017.85	\$88,017.85	\$0.00
Targeted Initiatives	\$287,171.68	\$287,171.68	\$0.00
Operational Response Allocation	\$82,081.28	\$82,081.28	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers - Salary	-\$181,127.15	-\$181,127.15	\$0.00

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$7,022,069.07	\$7,022,069.07	\$0.00
Appointed Staff	\$6,100,785.25	\$6,100,785.25	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$916,564.58	\$916,564.58	\$0.00
Other Salary Expenditure	\$4,719.24	\$4,719.24	\$0.00
Goods and Services (Cash Expenditure)	\$762,935.45	\$685,384.54	\$77,550.91
Administration	\$22,161.00	\$25,059.95	\$-2,898.95
Lease Payments	\$44,166.00	\$33,162.46	\$11,003.54
Utilities, Facilities and Maintenance	\$209,760.50	\$204,499.87	\$5,260.63
Buildings, Property and Equipment	\$160,857.95	\$127,117.53	\$33,740.42
Curriculum and Student Services	\$304,400.33	\$270,452.67	\$33,947.66
Professional Development	\$16,000.00	\$17,865.69	\$-1,865.69
Transfer to Reserve	\$0.00	\$0.00	\$0.00
Other Expenditure	\$5,589.67	\$7,226.37	\$-1,636.70
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	\$7,785,004.52	\$7,707,453.61	\$77,550.91

SCHOOL AND COMMUNITY ENDORSEMENT

This Annual Report 2025 is hereby endorsed by the Forest Crescent Primary School Board on behalf of the school and community.



Louise Armstrong
PRINCIPAL



Kelly Ibbitson
SCHOOL BOARD CHAIR