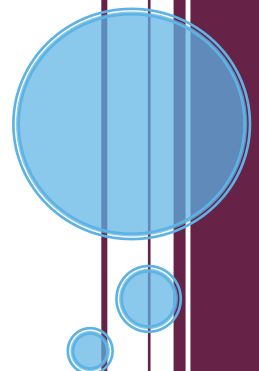




BIBRA LAKE PRIMARY SCHOOL

2025 Annual Report

Be Inspired Be Respectful Achieve



Acknowledgement

At Bibra Lake Primary School, we respectfully acknowledge the Wadjuk people of the Noongar Nation as the Traditional Custodians of the land on which our school stands. We honour their enduring connection to this country—its lands, waters, skies, and communities—and pay our respects to Elders past and present.

We recognise that the Beeliam Boodja has been a place of teaching, learning, and cultural knowledge for countless generations. We acknowledge the rich traditions of learning shared through language, story, song, and connection to Country.

We recognise that Aboriginal families, Elders, and communities are the first educators of their children, and we value the strengths, identities, and cultural knowledge that Aboriginal children bring to our classrooms. We are committed to fostering a learning environment that honours these contributions and builds meaningful partnerships with our Aboriginal students, families, and community.

At Bibra Lake Primary School, we strive to walk together in respect, connection, and learning as we build a future grounded in understanding and shared responsibility.

The word Aboriginal is taken to mean Aboriginal, Aboriginal and Torres Strait Islander, and Indigenous. When referring to individuals, use the term Aboriginal person.

Our Vision

Providing a safe environment for every student to be inspired, curious, creative and respectful in enabling them to become successful lifelong learners and contribute positively to society.

Our Values

Respect

Responsibility

Learning

Connection

Our Beliefs

We believe students learn best when:

- They feel a sense of belonging,
- They are valued and their learning, health and wellbeing and social needs are met,
- They are in a safe environment,
- They are supported and engaged in their learning and encouraged to take risks,
- Parents and carers are active partners in their child's wellbeing and learning and
- They have the opportunity to explore and make sense of their world through play and inquiry.

Message from the School Board Chair

A successful Independent Public School is built on a strong, connected, and proactive community. At Bibra Lake Primary School, we are fortunate to have families who actively support the school and contribute positively to its culture and direction.

The School Board brings together parent and staff representatives, each offering valuable perspectives. Parents provide insight into the experiences and aspirations of our community, while staff and Department of Education representatives contribute deep educational knowledge. Together, we engage in thoughtful and, at times, robust discussions, always underpinned by mutual respect and a shared commitment to achieving the best outcomes for our students. I extend my sincere thanks to all Board members for their dedication and contribution throughout the year.

During 2025, the School Board focused on its core governance responsibilities to support the effective operation and ongoing improvement of the school. This included regular review of financial information and resource allocation to ensure alignment with school priorities and transparency in decision-making. The Board also monitored the early implementation of the 2025–2028 Business Plan, providing oversight and guidance to ensure planned strategies were enacted with fidelity. Through these actions, the Board has remained committed to strengthening school performance, supporting leadership, and maintaining a clear focus on positive outcomes for all students.

Looking ahead, the School Board will continue to monitor the implementation of the 2025–2028 Business Plan, ensuring that progress remains aligned with our shared vision and the values of our school community.

Simon Oeij
School Board Chair



Message from the Principal

At Bibra Lake Primary School, we continued in 2025 to provide a learning environment that responds to the diverse needs of our students and supports their academic, physical, social and creative development. Our staff remain committed to delivering high-quality teaching and learning, selecting evidence-informed programs, tools and resources that reflect best practice and create opportunities for every child to succeed.

Throughout 2025, the school built on the strong foundations established in previous years. Key initiatives, including the implementation of the InitialLit program in the early years and junior primary, were embedded and refined to further strengthen literacy outcomes. Our digital learning capabilities continued to expand through the BYOD program, supporting student engagement and contemporary learning practices. We also continued to foster strong community connections through events such as NAIDOC Week, strengthening students' understanding of culture, identity and belonging.

Maintaining a safe, inclusive and supportive learning environment remained a priority. Consistent, whole-school approaches to behaviour continued to ensure that staff are supported to teach and students are supported to learn. Clear expectations across classrooms and playgrounds contribute to a positive and orderly environment where all students feel safe and valued.

As an Independent Public School, our work is grounded in a strong sense of community and shared purpose. Our values of Respect, Responsibility, Learning and Connection continue to underpin all aspects of school life and are evident in the actions and interactions of students, staff and families.

I encourage you to read our [2025–2028 Business Plan](#) and visit our website at www.bibralakeps.wa.edu.au to learn more about our ongoing improvement journey.

The following report provides an overview of the actions and outcomes achieved throughout 2025. We are proud of what has been accomplished and remain focused on continuing this progress into 2026 and beyond.

Aaron Young
Principal



Progress against our School Priorities

In 2025, Bibra Lake Primary School continued to build a positive, inclusive and high-quality learning environment as we began implementing our 2025–2028 Business Plan. A strong focus on student and staff wellbeing has helped ensure our school remains a safe, supportive and connected place for everyone. Clear and consistent approaches to behaviour and social–emotional learning mean students know what to expect and feel supported both in and out of the classroom.

In teaching and learning, we have continued to strengthen our whole-school programs, particularly in literacy, while providing additional support for students who need it through targeted programs such as Small Group Tuition. Our investment in digital learning, including the BYOD program, has also helped to engage students and support modern, flexible learning experiences.

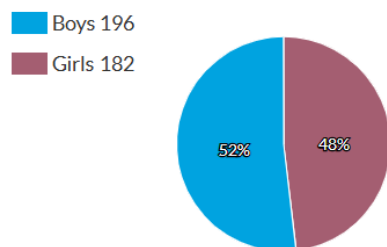
We have prioritised supporting our staff through ongoing professional learning and opportunities to work together, ensuring consistent, high-quality teaching across the school. This is reflected in our students' continued strong performance when compared to similar schools.

Building strong relationships remains a key focus. We continue to work closely with families, community groups and external providers to create meaningful opportunities for our students and strengthen our school culture. Events and initiatives that celebrate diversity and connection play an important role in helping every student feel a sense of belonging. As we reflect on 2025, we are proud of the progress we have made and the strong foundations now in place. We look forward to continuing this work in 2026, with a clear focus on supporting every student to succeed.

Enrolments and Characteristics

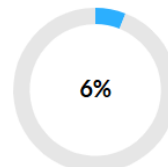
Students

Total enrolments: 378

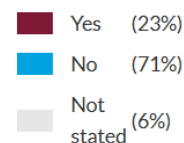


Full-time equivalent enrolments: 362.4

Indigenous students



Language background other than English



Data source: ACARA My School Website

The Bibra Lake Primary School community reflects a vibrant and diverse learning environment where every child is supported to belong and succeed. In 2025, our school enrolled 378 students, with a balanced mix of boys and girls, and a rich cultural background that strengthens our community. This includes 23% of students from language backgrounds other than English and 6% of students identifying as Aboriginal or Torres Strait Islander. These diverse perspectives help create a school where students learn from each other as well as from their teachers, building understanding, respect and connection.

To better understand our school community, we use a national measure called ICSEA, which looks at factors such as family background, education and occupation. Our ICSEA value of 1031 places us slightly above the national average, with a percentile ranking of 60, meaning we sit around the middle compared to schools across Australia. Our student population is spread across all socio-educational ranges (21% lower, 62% middle, 17% higher), showing that we are a balanced and representative community. What this means for your child is that we plan and tailor our teaching to meet a wide range of needs, ensuring every student is known, valued and supported. We are proud of our inclusive environment and remain committed to helping every child thrive and reach their full potential.

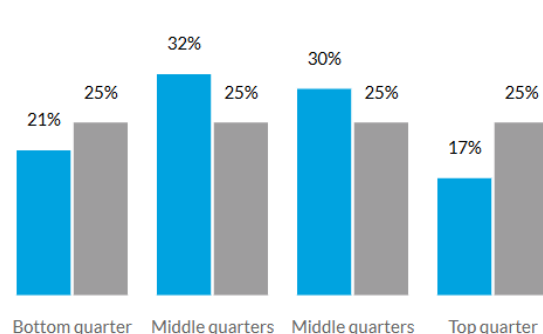
Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value
Average ICSEA value
School ICSEA percentile

1031
1000
60

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Data source: ACARA My School Website

Attendance

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	89.3%	90.5%	90.3%	78.1%	81.5%	74.3%	88.2%	90.1%	88.9%
2024	90.8%	90.9%	91.0%	73.0%	85.5%	74.3%	89.5%	90.7%	89.4%
2025	90.2%	91.2%	90.7%	59.0%	82.5%	73.2%	88.1%	90.8%	89.1%

Data Source: Schools Online Website

Bibra Lake Primary School continues to place a strong focus on student attendance, recognising that being at school every day is key to learning success. In 2025, our overall attendance rate was 88.1%, which remains close to previous years and reflects the ongoing efforts of our staff, students and families to support regular attendance.

For non-Aboriginal students, attendance remained steady at 90.2%, in line with similar schools and state averages. We have seen more variation in attendance for our Aboriginal students (59.0%), and this is an area where we are continuing to strengthen our support and engagement. We know that improving attendance in this area is important and requires strong partnerships with families, early support and consistent follow-up.

Throughout 2025, we have continued to strengthen our attendance processes, including early identification of students whose attendance is starting to decline, improved communication with families, and targeted support where needed. Our aim is to work closely with families to ensure any barriers to attendance are addressed as early as possible.

While we are proud of the strong attendance of many of our students, we recognise there is more work to do. Moving forward, our focus will remain on early intervention and proactive support, ensuring every student has the opportunity to attend regularly, stay connected to school, and achieve their best.

Year 6 Destination School

Destination Schools	Male	Female	Other	Total
4143 Leeming Senior High School	11	6		17
1368 Seton Catholic College	1	9		10
4150 Lakeland Senior High School	1	4		5
1396 Kennedy Baptist College	1	2		3
4206 Fremantle College	2			2
1063 Christian Brothers' College	1			1
1299 Corpus Christi College		1		1
1432 Emmanuel Catholic College		1		1
4025 John Curtin College Of The Arts	1			1
6087 Leeming Shs Ed Sup Ctre		1		1
4034 Melville Senior High School	1			1
1322 Rockingham Montessori School		1		1
4048 Rossmoyne Senior High School		1		1
1333 The King's College	1			1
Total	20	26	0	46

Data Source: Schools Online Website



Our 2025 Year 6 destination data shows that Leeming Senior High School continues to be the main transition school, with 17 students choosing to enrol there.

We are also seeing families choose from a wide range of other secondary schools, including Seton Catholic College, Applecross SHS, Emmanuel Catholic College and a number of specialist or independent schools. In total, our 29 graduating students transitioned to a variety of schools across the region.

This spread highlights a well-informed and thoughtful parent community, with families selecting schools that best suit their child’s individual strengths, interests and future goals. We are proud to support students and families through this important transition and to see our students move confidently into the next stage of their learning journey.

National School Opinion Survey Results (2025)

The 2025 National School Opinion Survey continues to highlight the strong, supportive and inclusive culture at Bibra Lake Primary School. Across students, staff and parents, there is a consistent sense that our school is a positive place to learn and work, with strong relationships and a clear focus on improvement.

Student responses were very positive, with a strong return rate of almost 60%, giving confidence that the results are representative. Students reported that their teachers care about them, expect them to do their best and provide a positive learning environment. Students feel safe at school and recognise that their teachers are motivating and supportive.

An area for growth identified by students is around having a stronger voice in school decision-making, as well as feeling more confident in approaching teachers with concerns. This provides an opportunity to further strengthen student leadership and support structures.

Staff feedback also reflects a strong and positive professional culture, with high levels of agreement that teachers are skilled, care about students and are committed to achieving the best outcomes. Staff indicated that the school is well led, focused on improvement, and maintains strong relationships with students and families.

Areas for continued focus include ensuring consistent approaches to students at risk across the school, strengthening feedback and support for staff, and increasing opportunities for staff voice in decision-making.

Parent responses provided a positive picture of teaching quality and student wellbeing, with strong agreement that teachers are caring, capable and support student learning. Parents also indicated that students feel safe and enjoy being at school.

It is important to note that the parent response rate was lower than desired (approximately 15%), which means the results should be interpreted with some caution. While feedback is valuable, it may not fully represent the views of the broader parent community. Key areas for improvement identified include behaviour management, communication of student progress, and ensuring parents feel their feedback is heard and acted upon.

Workforce Composition

	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			
Other Teaching Staff	28	19.6	0
Total Teaching Staff	28	19.6	0
Allied Professionals			
Clerical / Administrative	5	2.4	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	19	11.5	0
Total Allied Professionals	25	14.5	0
Total	56	37.1	0

Data Source: Schools Online Website



In 2025, Bibra Lake Primary School continued to maintain a strong and well-balanced workforce to support high-quality teaching and learning across the school. Our team is made up of 56 staff, equating to 37.1 full-time equivalent (FTE) positions.

Our leadership team includes three administrators (Principal and Associate Principals), who work closely with staff to guide the school's direction and ensure a strong focus on student outcomes. Our 28 teaching staff (19.6 FTE) bring a wide range of experience and expertise to the classroom, delivering engaging and effective learning programs for all students.

The school is also supported by 25 allied professionals (14.5 FTE), including education assistants, administrative staff, and maintenance personnel. These staff play a vital role in supporting student learning, wellbeing and the day-to-day operations of the school.

This well-rounded staffing structure ensures that students are supported both in and beyond the classroom, enabling us to provide a safe, organised and high-quality learning environment for all.

Student Achievement

LITERACY & NUMERACY (NAPLAN)

Our 2025 NAPLAN results reflect strong and consistent student achievement across literacy, with continued positive performance in Reading, Writing, Spelling, and Grammar & Punctuation. Across both Year 3 and Year 5, students are performing at levels comparable to, and in some areas exceeding, like schools. This demonstrates the impact of our whole-school focus on structured literacy, explicit teaching, and targeted support for all learners.



Reading and Writing remain areas of strength. Students are demonstrating confidence, engagement and steady growth, with a strong proportion achieving in the 'Strong' and 'Exceeding' proficiency bands. Consistency in Spelling and Grammar & Punctuation further highlights the effectiveness of our evidence-based literacy programs and the shared commitment of staff to high-quality teaching practices.



While we celebrate these positive outcomes, our data also identifies opportunities to further strengthen student achievement in Numeracy, particularly in areas such as problem-solving and mathematical reasoning. This has been identified as a key focus within our 2025–2028 Business Plan. Throughout 2025, we have begun implementing a whole-school approach to mathematics, designed to build deep understanding, fluency, and flexible thinking across all year levels.

It is important to recognise that NAPLAN provides only one snapshot of student learning. While it offers valuable insight into literacy and numeracy achievement, it does not capture the full breadth of student growth, including creativity, resilience, wellbeing and social development. At Bibra Lake Primary School, we remain committed to supporting the whole child and ensuring every student is known, valued and supported.

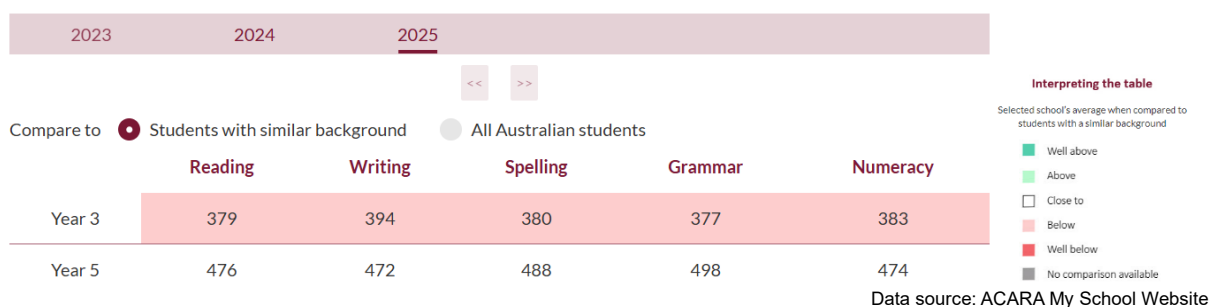
We are proud of our students' efforts and achievements, and we thank our families for their ongoing support in helping students to succeed.

NAPLAN Comparative Performance Summary

Our 2025 NAPLAN results show that Bibra Lake Primary School continues to perform well when compared to students with similar backgrounds. In Year 5, student achievement remains strong across all literacy areas, with results in Reading, Writing, Spelling and Grammar reflecting solid and consistent performance. These results demonstrate the ongoing impact of our whole-school teaching approaches and targeted support programs.

Year 3 results are also consistent across all domains, with students performing at expected levels in Reading, Writing, Spelling, Grammar and Numeracy. While these results are steady, they highlight an opportunity to further strengthen early progress, particularly in literacy and numeracy, to support continued growth into the upper years.

Overall, the data indicates that our students are achieving at or around expected levels compared to similar schools, with particularly strong outcomes in Year 5. This reflects a sustained focus on high-quality teaching, early intervention, and consistent support across the school.

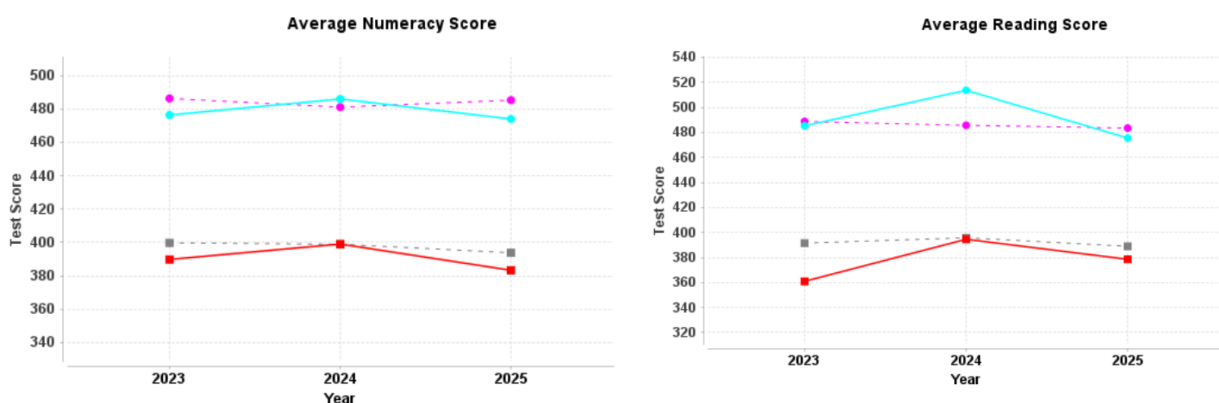


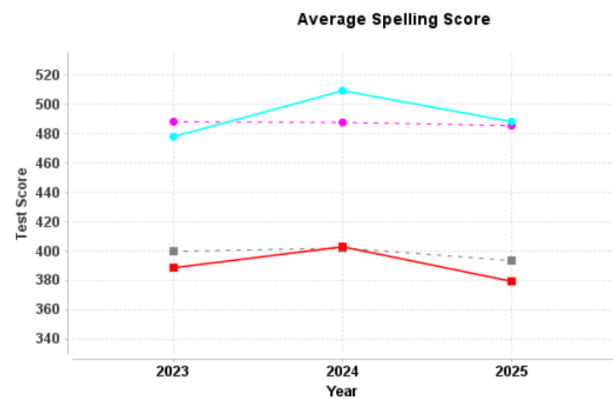
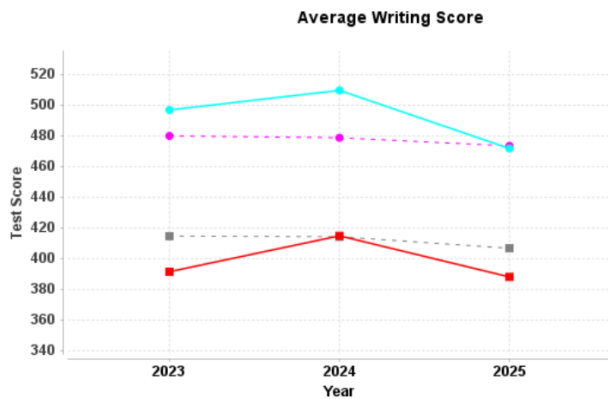
Longitudinal Summary

Our longitudinal NAPLAN data from 2023 to 2025 shows a pattern of steady performance, with a strong peak in 2024 followed by a slight adjustment in 2025. Year 5 results remain a highlight, with students continuing to perform strongly across all literacy areas. While scores in Reading, Writing and Spelling have moderated slightly from their 2024 peak, they remain at or around levels comparable to students with similar backgrounds, reflecting sustained achievement over time.

Year 3 results show a similar trend, with growth from 2023 to 2024 and a slight decline in 2025. Despite this, performance remains consistent with expected levels, indicating a stable foundation in the early years. These patterns suggest that while the significant gains seen in 2024 have not fully carried forward, overall performance remains steady and comparable across the three-year period.

Overall, the longitudinal data highlights a period of strong growth followed by consolidation. Our focus moving forward will be on building consistency across year levels and ensuring that early gains are sustained and strengthened as students progress through the school.





Data Source: Schools Online Website



School Highlights for 2024 included:

Academic Excellence and Innovation

- Continued implementation and refinement of whole-school literacy programs, strengthening Reading, Writing, Spelling and Grammar outcomes
- Strong NAPLAN performance with students achieving at or above like schools across most literacy domains
- Introduction of a whole-school mathematics approach aligned to the 2025–2028 Business Plan, with a focus on problem-solving and reasoning
- Ongoing Small Group Tuition (SGT) program supporting targeted intervention in literacy and numeracy
- Expansion and embedding of the BYOD program to support digital learning and student engagement
- Consistent teaching practices supported through collaborative planning and professional learning



Student Wellbeing and Engagement

- Continued implementation of whole-school behaviour expectations aligned to Connection, Learning, Respect and Responsibility
- Strong student survey results indicating students feel safe, supported and cared for by their teachers
- Focus on social-emotional learning and trauma-informed practices across all classrooms
- Increased focus on student voice and leadership opportunities as identified through NSOS feedback
- Ongoing wellbeing initiatives promoting connection, belonging and engagement



Cultural and Community Engagement

- NAIDOC Week celebrations and ongoing commitment to cultural inclusion and Aboriginal perspectives
- Harmony Day and other inclusive events celebrating diversity within the school community
- Strong community participation in school events including Open Night, assemblies and special celebrations



Sports and Physical Activity

- Successful faction carnivals, interschool events and cross-country participation
- Swimming lessons program supporting water safety and physical development
- Ongoing student participation in sporting events and interschool competitions
- Continued partnerships with external providers supporting sport and physical activity



Arts and Performance

- Music assemblies and performances showcasing student talent, including IMMS participation
- Edu Dance and Dance Sport programs and performances promoting creativity and engagement
- Classroom-based visual arts displays celebrating student learning
- Opportunities for students to participate in performance and creative expression



Community Partnerships

- Ongoing strong support from the P&C in fundraising and school events
- Active and effective School Board governance supporting strategic direction
- Partnerships with external providers (e.g. Code Camp, Sports programs) enhancing student opportunities



Educational Experiences and Opportunities

- A range of excursions and incursions supporting curriculum learning (e.g. Kings Park, Zoo, local excursions)
- Student leadership opportunities including participation in leadership events and development programs
- Engagement in national events such as National Simultaneous Storytime
- Year 6 graduation and transition activities supporting readiness for secondary school



School Improvement and Operations

- Implementation of the 2025–2028 Business Plan with a clear focus on teaching, learning and wellbeing
- Strengthened attendance processes with a focus on early intervention and family engagement
- Continued investment in school facilities and learning environments
- Ongoing focus on staff development, collaboration and leadership capacity



Bibra Lake Primary School Financial Summary as at Dec 2025

At Bibra Lake Primary School, we remain committed to transparent and responsible financial management that supports high-quality teaching, safe learning environments, and long-term planning. The following provides an overview of our 2025 financial position and how we use our resources to support students and the school community.

Income and Expenditure Overview

In 2025, the school received funding through a combination of:

- Student-Centred Funding from the Department of Education,
- Carry forward funds from 2024 (including both cash and staffing allocations), and
- Locally raised funds such as voluntary contributions, fundraising, and facility hire.

These funds are used to support the day-to-day operation of the school, with the majority allocated to:

- Staff salaries, ensuring high-quality teaching and support for students, and
- Goods and services, including learning resources, utilities, maintenance, and student programs.

How Surplus Funds Are Used

Any funds remaining at the end of the year are carried forward into the following year and play an important role in planning and sustainability. These funds support:

- Future planning and reserves, ensuring the school can respond to changing needs,
- Minor works and upgrades, such as improvements to classrooms, outdoor spaces and facilities, and
- Forward staffing, allowing the school to maintain programs, provide additional support, and respond to student needs.

Our approach ensures we balance careful financial management with ongoing investment in programs, resources, and facilities that enhance student learning, wellbeing and engagement.

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	72,614	72,614
Carry Forward (Salary):	101,362	101,362
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,579,655	4,579,655
Locally Raised Funds:	141,601	191,479
Total Funds:	4,895,232	4,945,110
EXPENDITURE		
Salaries:	4,094,617	4,094,617
Goods and Services (Cash):	611,332	529,871
Total Expenditure:	4,705,949	4,624,488
VARIANCE:	189,283	320,622

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	72,614	72,614
Carry Forward (Salary)	101,362	101,362
STUDENT-CENTRED FUNDING		
Per Student	3,307,710	3,307,710
School and Student Characteristics	940,732	940,732
Disability Adjustments	50,432	50,432
Targeted Initiatives	278,181	278,181
Operational Response Allocation	1,940	1,940
Total Funds:	4,578,995	4,578,995
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(277,940)	(277,940)
School Transfers - Cash	278,599	278,599
Department Adjustments	0	0
Total Funds:	659	659
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	12,340	12,400
Charges and Fees	36,920	83,857
Fees from Facilities Hire	39,091	39,451
Fundraising/Donations/Sponsorships	17,982	19,930
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	5,000	5,000
Revenue from CO, Regional Office and Other schools	7,053	7,053
Other Revenues	9,512	10,086
Transfer from Reserve or DGR	13,703	13,703
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	141,601	191,480
TOTAL	4,895,231	4,945,110
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,653,998	3,653,998
New Appointments	0	0
Casual Payments	439,861	439,861
Other Salary Expenditure	759	759
Total Funds:	4,094,618	4,094,618
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	25,387	25,968
Lease Payments	45,652	44,428
Utilities, Facilities and Maintenance	164,950	136,889
Buildings, Property and Equipment	201,927	116,443
Curriculum and Student Services	130,761	168,947
Professional Development	25,500	20,036
Transfer to Reserve	17,000	17,000
Other Expenditure	0	4
Payment to CO, Regional Office and Other schools	155	155
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	611,332	529,870
TOTAL	4,705,950	4,624,488