



2025 Annual Report



Contents

A message from the principal.....	4
2025 at a glance.....	5
Student Information	5
Staff Information	5
Focus Area One	6
Success for all Students	6
Focus Area Two.....	7
Excellent Educators	7
Focus Area Three.....	8
Engaging Environments.....	8
Focus Area Four.....	9
Launching Leadership.....	9
Focus Area Five	10
Powerful Partnerships.....	10
Target 1	11
By 2026, increase the percentage of students in the top 20% of On Entry Reading to 35%, or above Decile 1 schools.....	11
Target 2	12
By 2026, increase the percentage of students in the top 20% of On Entry Numeracy to 25%, or above Decile 1 schools.....	12
Target 3	13
By 2026, year 3 NAPLAN spelling results will be equal to or above like schools.....	13
Target 4	14
By 2026, year 5 NAPLAN spelling results will be equal to or above like schools.....	14
Target 5	15
By 2026, increase the % of year 5 students in exceeding proficiency level to 30% in NAPLAN numeracy.....	15
Target 6	16
By the end of 2026, all teaching staff will have embedded Melville Primary School pedagogical framework into their daily practice.	16
Target 7	17
By the end of 2026, our school cultures survey results will indicate an average score of 4 or above in every domain.	17

Target 8.....18
 By the end of 2026 4 out of 5 cohorts will demonstrate progress in PAT Maths and Reading
 equal to or above national progress year to year.18
Financial Overview19

A message from the principal

As we reflect on 2025, I am proud of the continued growth and strength of our school community. This year has been characterised by our shared commitment to high-quality teaching, student wellbeing and meaningful collaboration.

A key focus has been the ongoing embedding of our Quality Teaching Strategy. Staff have worked collaboratively to refine their practice, ensuring engaging and high-impact learning experiences for all students. Our involvement in the Riverside Network has further strengthened this work, providing valuable opportunities to collaborate with other schools, share expertise and enhance outcomes for students.

We also invested in professional learning to better support neurodiverse learners. This focus has strengthened staff capability and extended to our parent community through workshops that supported greater understanding and connection between home and school.

Student wellbeing has remained a priority, with the beginning stages of developing a whole-school wellbeing strategy, including establishing shared values to guide a consistent, inclusive and supportive environment for all students.

Students have also benefited from a wide range of enrichment opportunities throughout the year. Excursions have provided meaningful connections to classroom learning, while sports carnivals and arts performances have showcased the enthusiasm, creativity and talents of our students.

I extend my sincere thanks to our dedicated staff for their professionalism and commitment, and to our families for their ongoing support. I also acknowledge the important contribution of our P&C and School Board, whose partnership, advocacy and commitment continue to strengthen our school and enhance opportunities for our students. Most importantly, I congratulate our students on their efforts, achievements and positive contributions throughout the year.

As we look ahead, we remain committed to continuous improvement and to providing the very best opportunities for every learner.

Warm regards,
Melanie Osborne
Principal



2025 at a glance.

Student Information

2025 STUDENT CHARACTERISTICS	
ICSEA (Decile 1)	1116
Transiency rate	2.4%
Fulltime Students (PP-6)	668
Students with Disability	28 (4.2%)
Aboriginal Students	10 (1.5%)
Attendance rate	94%

Staff Information

2025 STAFF CHARACTERISTICS	
Administration Staff	3 (2.8FTE)
Teaching Staff	42 (33.3 FTE)
Allied Professional Staff	27 (19.5 FTE)
Clerical/Administrative	4 (2.9 FTE)



Focus Area One

Success for all Students

What occurred in 2025

In 2025, numerous achievements contributed to improved outcomes for students. A key focus was the increased use of learning sprints, with structured data analysis sessions informing responsive teacher planning and enabling targeted support for student learning. This approach strengthened the school's capacity to meet individual student needs and closely monitor progress.

Implementation of the Multi-Tiered System of Supports (MTSS) framework was further developed, supporting a more structured and evidence-based approach to meeting the diverse needs of all students.

The school maintained a strong commitment to high-quality teaching, with a continued focus on embedding consistent, universal high-impact teaching strategies across all classrooms.

This contributed to a cohesive and effective learning environment, ensuring all students had access to quality instruction.

Behaviour management processes were also reviewed and strengthened, providing greater clarity and consistency for staff and students and supporting a positive, inclusive school culture.

Student wellbeing remained a priority, with the investigation of evidence-based approaches to student care and support. This work resulted in the establishment of a dedicated wellbeing committee to lead the development of a whole-school strategy, ensuring a coordinated and sustained approach to supporting all students.

Recommendations for 2026

- **Further strengthen the implementation of the Multi-Tiered System of Supports (MTSS)**, with a targeted focus on enhancing student engagement and wellbeing across all tiers of support.
- **Develop and formally launch whole-school values**, aligned with the school's wellbeing strategy, to promote a consistent and inclusive culture across the school community.
- **Sustain and monitor the implementation of agreed whole-school approaches**, ensuring continued alignment with the strategic priorities outlined in the School Business Plan.

Focus Area Two

Excellent Educators

What occurred in 2025

In 2025, the Excellent Educators focus area was further strengthened through a deliberate focus on building staff capability via targeted professional learning and the consistent application of evidence-based practices. A key achievement was the completion of the Shaping Minds Research to Impact program by 24 teachers, significantly enhancing staff capacity to deliver high-quality instruction.

Data-informed practice in English and Mathematics was further embedded, with teachers increasingly engaging with whole-school data beyond their own classrooms. This supported more consistent and strategic planning aligned with school improvement priorities.

School systems, policies, and procedures were refined with a strong focus on clarity, consistency, and staff workload. This enabled teachers to prioritise their core work of teaching within a more supportive and sustainable environment.

Staff wellbeing remained a priority, with targeted professional learning supporting the development of a psychosocial risk management plan. Leadership capacity was further strengthened through participation in the Riverside Network High Potential Leaders Program and the High Impact Instructional Coaching course.

Collectively, these strategies contributed to a culture of collaboration, professional growth, and continuous improvement, supporting the delivery of high-quality teaching across the school.

Recommendations for 2026

- **Establish formal Professional Learning Communities (PLCs)** within phase-of-learning teams to strengthen collaborative and data-informed practice.
- **Continue to develop high-potential leaders** through the Riverside Network Program to build leadership capacity.
- **Strengthen cultural responsiveness across the school**, supporting inclusive practice.
- **Enhance staff wellbeing strategies**, with a focus on psychosocial safety.

Focus Area Three

Engaging Environments

What occurred in 2025

In 2025, the Engaging Environments focus area was strengthened through a deliberate focus on building inclusive, supportive, and connected school experiences. A key achievement was the strengthening of cultural relationships, particularly through the development of meaningful connections with Aboriginal and Torres Strait Islander families. This work promoted greater understanding, respect, and engagement across the school community.

Behaviour Management and Students at Educational Risk policies were reviewed and refined, aligning these with best practice through the Multi-Tiered System of Supports (MTSS) model. This strengthened the school's capacity to provide consistent, targeted, and equitable support for all students.

Regular attendance remained a priority. Non-authorised absences, including those associated with family travel during term time, continued to impact attendance rates and remained an ongoing focus in partnership with families to support student engagement and continuity of learning.

Resource allocation remained closely aligned to school priorities, ensuring that staffing, programs, and supports were strategically directed to maximise student outcomes.

Collectively, these strategies contributed to the development of a more inclusive, connected, and responsive school environment that supports the engagement and wellbeing of all students.

Recommendations for 2026

- **Strengthen attendance processes**, with a targeted focus on reducing term-time absences and supporting continuity of learning.
- **Continue to embed the Multi-Tiered System of Supports (MTSS)**, with a particular emphasis on wellbeing and student engagement.
- **Further strengthen cultural responsiveness across the school**, leveraging regional office expertise to build staff capability.

Focus Area Four

Launching Leadership

What occurred in 2025

In 2025, the Launching Leadership focus area was strengthened through a deliberate focus on building leadership capacity and sustaining high-quality teaching practices. A key achievement was the strengthening of the coaching model, with Impact Coaches supporting a consistent cycle of observation and feedback, embedding focused and aligned instructional practices across classrooms.

The school's commitment to leadership development was evident through the graduation of the first cohort of aspirant leaders from the Riverside Network Future Leaders Framework program. The WA Future Leaders' Framework was also utilised to identify and nurture emerging leaders, further strengthening a distributed leadership approach across the school.

School culture and climate remained a priority, alongside the strengthening of induction processes to ensure new staff were well supported, welcomed, and equipped to contribute effectively to school improvement.

The Student Parliament was a notable highlight, providing students with meaningful opportunities to develop leadership skills and contribute to decision-making processes within the school.

Collectively, these strategies strengthened leadership capacity and supported a culture of continuous improvement across the school.

Recommendations for 2026

- **Expand student voice and leadership opportunities** beyond the Student Parliament to strengthen authentic student agency.
- **Continue to provide structured leadership opportunities for staff** through the MLT, coaching, and targeted projects to build leadership capacity.
- **Develop and implement a succession plan** to sustain leadership capability and support continuity following staff promotion or transition.

Focus Area Five

Powerful Partnerships

What occurred in 2025

In 2025, the Powerful Partnerships focus area was strengthened through a deliberate focus on building strong connections between the school, home, and wider community. The P&C and School Board continued to have a direct impact on student learning, with effective governance processes ensuring alignment with the school's Business Plan and ongoing improvement agenda.

The school enhanced its approach to parent engagement through the delivery of targeted education sessions addressing key topics such as cyber safety and neurodiversity, delivered in partnership with external agencies and the school psychologist. These initiatives strengthened shared understanding and supported stronger home-school partnerships.

Communication remained a priority, with ongoing refinement of processes to ensure a balanced and effective flow of information for families. A range of parent engagement opportunities further supported connection and involvement within the school community.

A key highlight of 2025 was the deliberate focus on developing understanding of significant local Aboriginal places within the Melville area, strengthening cultural awareness and connection for both students and staff.

Collectively, these strategies supported the development of a connected and engaged school community, contributing to positive outcomes for all students.

Recommendations for 2026

- **Strengthen cultural responsiveness across staff and students**, aligned with the Aboriginal Cultural Standards Framework.
- **Increase the visibility and engagement of the School Board** within the wider school community.
- **Continue to build School Board capability** through targeted training, ensuring effective and high-quality governance.

Target 1

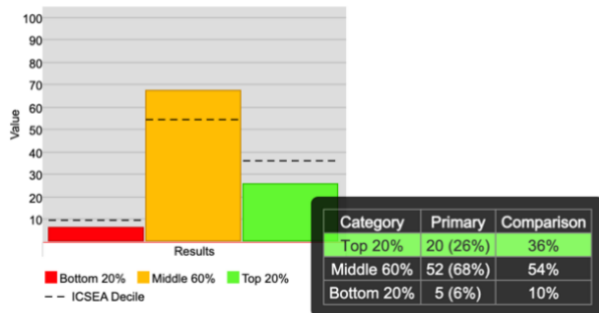
By 2026, increase the percentage of students in the top 20% of On Entry Reading to 35%, or above Decile 1 schools.

Cohort: MELVILLE PRIMARY SCHOOL 20241 (2024)

Reporting Period: Semester 1, 2024

On-Entry - Reading

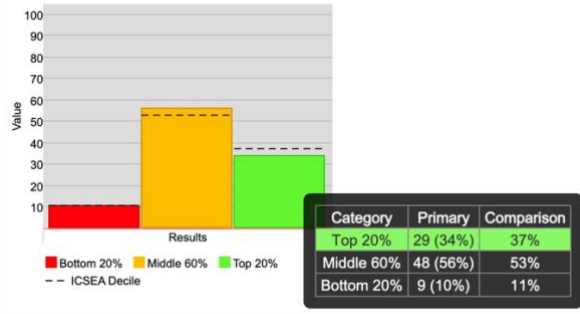
Results compared to ICSEA Decile including data from other schools



Reporting Period: Semester 1, 2025

On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



The proportion of students achieving in the top 20% of On-Entry Reading has continued to improve in 2025, building on gains observed in 2024. This sustained upward trend indicates that early literacy strategies are increasingly effective in supporting higher levels of student achievement. While the target has not yet been met, progress is consistent with expected growth toward the 2026 goal.

This improvement reflects the school's strategic focus on explicit, evidence-based literacy instruction and data-informed planning within the Successful Students focus area.

Target – Not Achieved Progress – As expected



Target 2

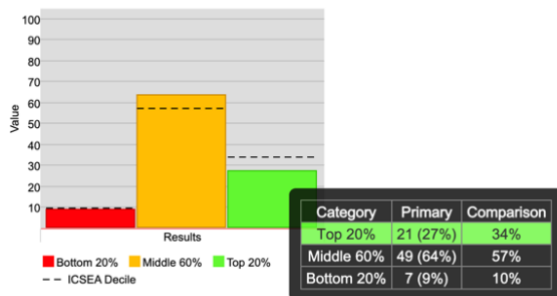
By 2026, increase the percentage of students in the top 20% of On Entry Numeracy to 25%, or above Decile 1 schools.

Cohort: MELVILLE PRIMARY SCHOOL 20241 (2024)

Reporting Period: Semester 1, 2024

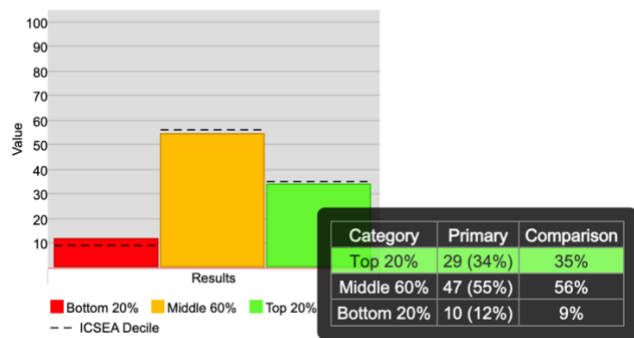
On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



Student performance in the top 20% of On-Entry Numeracy has shown continued improvement in 2025. This reflects the ongoing strengthening of early numeracy instruction and targeted support practices. Although the target has not yet been achieved, the positive trajectory indicates that current strategies are contributing to improved outcomes.

This progress aligns with the Business Plan priority of implementing consistent, evidence-based mathematics practices supported by data analysis and targeted intervention.

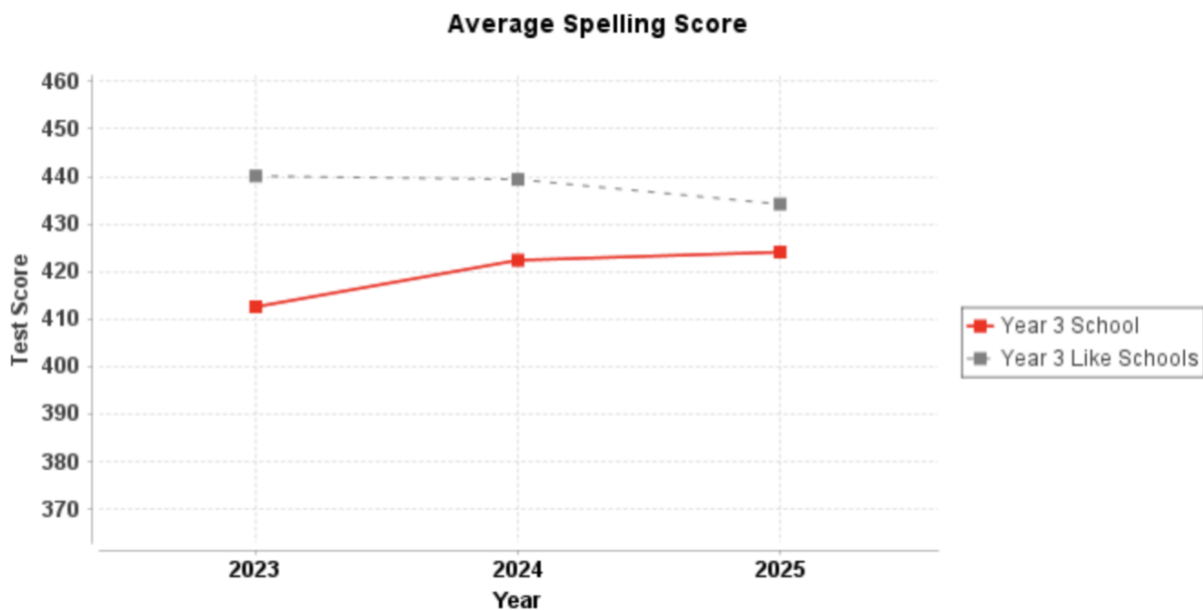
Target – Not Achieved

Progress – As expected



Target 3

By 2026, year 3 NAPLAN spelling results will be equal to or above like schools.



Year	Y03	
	School	Like Schools
2023	413	440
2024	422	439
2025	424	434

The gap between Melville Primary School and like schools in Year 3 NAPLAN spelling has continued to narrow in 2025, building on the improvements achieved in 2024. While results remain below those of like schools, the ongoing reduction in the performance gap demonstrates sustained progress toward achieving parity.

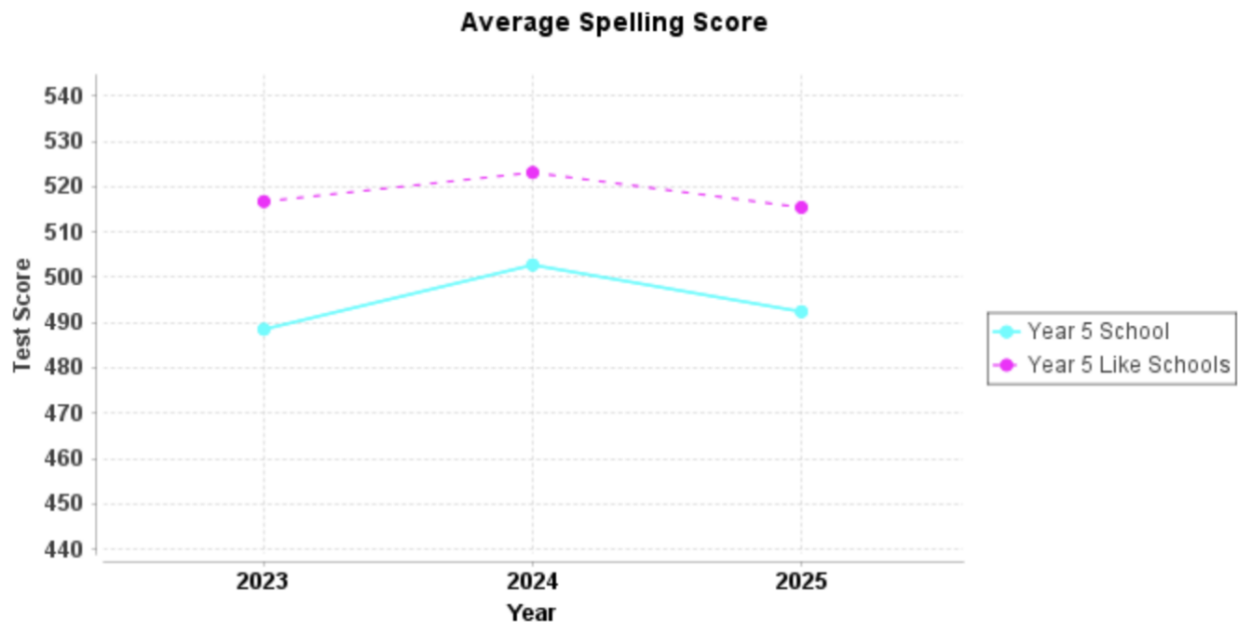
This reflects the impact of whole-school English practices, including the implementation of consistent spelling programs and structured literacy approaches outlined in the Successful Students focus area.

Target – Not Achieved

Progress – As expected

Target 4

By 2026, year 5 NAPLAN spelling results will be equal to or above like schools.



Year	Y05	
	School	Like Schools
2023	489	517
2024	503	523
2025	492	515

Year 5 NAPLAN spelling results indicate continued progress in 2025, with a further reduction in the gap between Melville Primary School and like schools. Although the target has not yet been achieved, the consistent improvement over time reflects the impact of strengthened whole-school literacy practices.

This improvement is aligned with the school's commitment to consistent instructional approaches and the embedding of evidence-based teaching strategies in English across all year levels.

Target – Not Achieved

Progress – As expected

Target 5

By 2026, increase the % of year 5 students in exceeding proficiency level to 30% in NAPLAN numeracy.

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	577 and above	17%	21%	23%	23%	26%	26%	10%	11%	11%
Strong	451 - 576	65%	67%	58%	62%	58%	58%	53%	53%	54%
Developing	386 - 450	14%	10%	18%	11%	13%	13%	23%	23%	23%
NAS	385 and below	4%	2%	1%	4%	2%	3%	12%	12%	11%

The proportion of Year 5 students achieving at the exceeding proficiency level in numeracy has continued to increase in 2025. This reflects the impact of targeted teaching strategies and a sustained focus on extending high-performing students. While additional growth is required to meet the target, progress remains in line with expectations.

This aligns with the Business Plan focus on differentiation and targeted teaching to cater for students at all levels of achievement.

Target – Not Achieved

Progress – As expected



Target 6

By the end of 2026, all teaching staff will have embedded Melville Primary School pedagogical framework into their daily practice.

	Teachers completed the research to Impact program	Teachers completed the Instructional coaching program	Teachers involved in observation and feedback	Teachers involved in peer observation
2023	8	0	0	0
2024	7	2	0	0
2025	9	2	15	15

In 2025, there has been a significant increase in teacher engagement with practices aligned to the Melville Primary School pedagogical framework, particularly in observation, feedback, and peer collaboration. This demonstrates strong progress toward consistent whole-school implementation. While full embedding has not yet been achieved, current evidence indicates that staff are increasingly applying the framework in daily practice.

This reflects the Excellent Educators focus area, which prioritises consistent whole-school approaches, ongoing professional learning, and a shared instructional framework.

Target – Partially Achieved

Progress – As expected



Target 7

By the end of 2026, our school cultures survey results will indicate an average score of 4 or above in every domain.

	Administered	2022		2024	
		Response %	Mean score	Response %	Mean score
Staff	Term 4	39%	3.51	63%	4.05
Community	Term 4	65%	3.89	26%	3.87
Students (yrs 3-6)	Term 4	N/A	N/A	50%	4.17

As the School Culture Survey is conducted biennially, no new data was collected in 2025. However, the improvements observed in 2024 provide a strong baseline for continued progress. Ongoing strategies implemented in 2025 have focused on maintaining and strengthening school culture in preparation for the 2026 survey cycle.

This work aligns with the Business Plan priority of strengthening staff culture, wellbeing, and shared beliefs to support effective teaching and learning environments.

Target – Partially Achieved

Progress – As expected



Target 8

By the end of 2026 4 out of 5 cohorts will demonstrate progress in PAT Maths and Reading equal to or above national progress year to year.

PAT Reading 2024 - 2025

	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort Progression	19.8	18.53	8.33	5.68	6.36
National Progression	12.9	16.3	12.5	7	5.8

PAT Maths 2024 - 2025

	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort Progression	5.3	12.91	8.14	6.57	6.39
National Progression	9.7	8.8	7.1	5.8	4.3

PAT data from 2025 indicates that several cohorts have achieved growth at or above national benchmarks in both Reading and Mathematics. While this was not consistent across all cohorts, the overall pattern reflects positive progress and continued movement toward achieving the target of four out of five cohorts demonstrating expected or above expected growth.

This reflects the school's commitment to using data to drive teaching practice and monitor student progress, as outlined in both the Successful Students and Excellent Educators focus areas.

Target – Partially Achieved

Progress – As expected

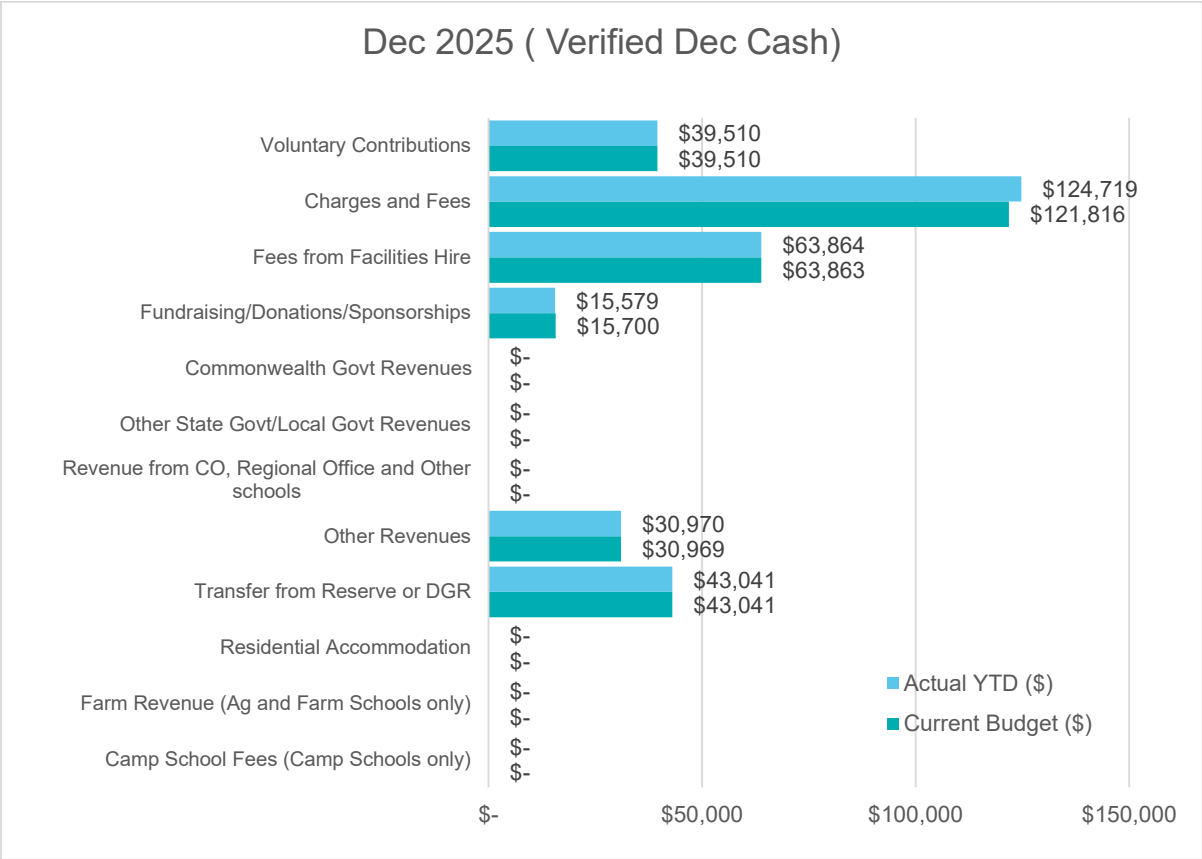
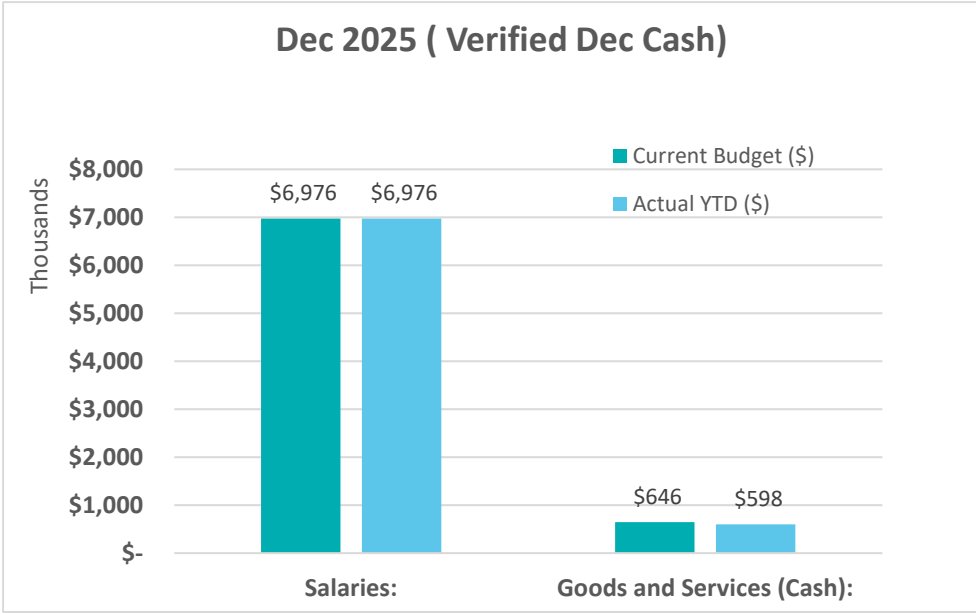


Financial Overview

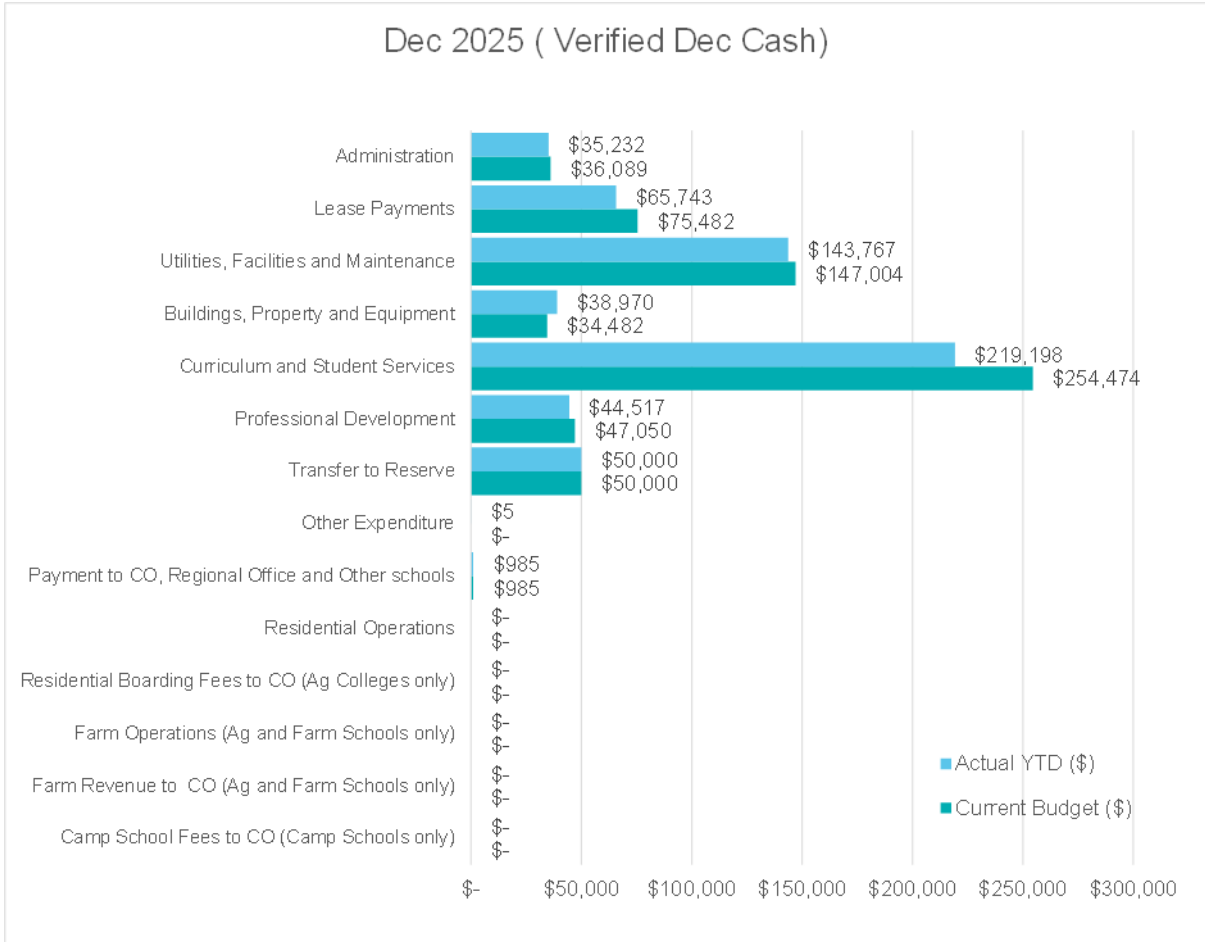
ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	102,800	102,866
Carry Forward (Salary):	142,450	142,450
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	7,157,091	7,157,091
Locally Raised Funds:	314,899	317,683
Total Funds:	7,717,240	7,720,090
EXPENDITURE		
Salaries:	6,975,522	6,975,522
Goods and Services (Cash):	645,566	598,417
Total Expenditure:	7,621,088	7,573,939
VARIANCE:	96,152	146,151

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	102,800	102,866
Carry Forward (Salary)	142,450	142,450
STUDENT-CENTRED FUNDING		
Per Student	5,792,447	5,792,447
School and Student Characteristics	1,010,182	1,010,182
Disability Adjustments	78,869	78,869
Targeted Initiatives	253,622	253,622
Operational Response Allocation	22,884	22,884
Total Funds:	7,158,004	7,158,004
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	4,077	4,077
School Transfers – Salary	(174,175)	(174,175)
School Transfers - Cash	169,183	169,183
Department Adjustments	0	0
Total Funds:	(915)	(915)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	39,510	39,510
Charges and Fees	121,816	124,719
Fees from Facilities Hire	63,863	63,864
Fundraising/Donations/Sponsorships	15,700	15,579
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	30,969	30,970
Transfer from Reserve or DGR	43,041	43,041
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	314,899	317,683
TOTAL	7,717,238	7,720,088

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	6,182,787	6,182,787
New Appointments	0	0
Casual Payments	791,137	791,137
Other Salary Expenditure	1,599	1,599
Total Funds:	6,975,523	6,975,523
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	36,089	35,232
Lease Payments	75,482	65,743
Utilities, Facilities and Maintenance	147,004	143,767
Buildings, Property and Equipment	34,482	38,970
Curriculum and Student Services	254,474	219,198
Professional Development	47,050	44,517
Transfer to Reserve	50,000	50,000
Other Expenditure	0	5
Payment to CO, Regional Office and Other schools	985	985
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:	645,566	598,417
TOTAL	7,621,089	7,573,940



Dec 2025 (Verified Dec Cash)





70 Curtis Road, Melville WA 6156
Tel: 08 9263 1300
melville.ps@education.wa.edu.au

melvilleps.wa.edu.au

