



Achieve, Inspire, Excel

Annual Report 2025

North Cottesloe
Primary School

From the Principal

2025 has been a year of consolidation, growth, and increasing confidence at North Cottesloe Primary School. Building on the strong foundations established in recent years, the school has continued its improvement journey with a clear and shared focus on high-quality teaching, strong leadership, and positive outcomes for every student.

A key achievement in 2025 has been the further embedding of a consistent, evidence-based approach to teaching and learning across the school. Explicit instruction, structured literacy, and a deliberate focus on foundational skills in literacy and numeracy are now firmly established in classroom practice. This has resulted in greater instructional consistency, calm and orderly learning environments, and clearer expectations for students across all year levels.

We are particularly proud of the work in our Early Childhood space this year. Writing outcomes improved markedly, with students progressing from basic letter formation to producing extended and increasingly sophisticated texts. Many are now confidently incorporating detail, dialogue and early punctuation conventions, reflecting both the effectiveness of our instructional sequences and the impact of high-quality modelling and feedback.

A significant strength of the year has been the school's commitment to professional learning and staff capability building. Teachers engaged in sustained professional learning aligned to school priorities, supported by instructional coaching, collaborative planning, and regular opportunities to observe and reflect on practice. This collective focus has strengthened professional dialogue, increased confidence in classroom practice, and reinforced a strong culture of continuous improvement.

Leadership capacity continued to grow through distributed leadership and shared responsibility for improvement. A committed leadership team, supported by aspiring leaders, has played a critical role in embedding change and maintaining momentum.

Staff have demonstrated a strong willingness to reflect, refine, and align their practice in support of the school's Moral Purpose.

North Cottesloe Primary School also continued to provide a rich and balanced educational experience, offering students a wide range of academic, cultural, sporting, and leadership opportunities. Strong partnerships with parents, the P&C, and the wider community remain a defining feature of the school and contribute significantly to its positive culture and sense of belonging.

Future Directions

In 2026 and beyond, the school will continue to build on this momentum with a clear focus on excellence, extension, and targeted support.

Key future directions include:

- Strengthening extension and enrichment opportunities, including the development of academic clubs and enrichment programs that provide challenge, depth, and real-world application for high-achieving students.
- Expanding targeted intervention, particularly through a refined Multi-Tiered System of Support (MTSS), to ensure early identification and timely support for students requiring additional assistance in literacy and numeracy.
- Further lifting writing outcomes, with a continued focus on explicit instruction, language conventions, and structured opportunities for students to apply and extend their skills.
- Embedding student engagement and wellbeing initiatives, ensuring students are supported to attend regularly, engage positively, and thrive academically and socially.
- Continuing to build leadership capacity and staff expertise, through coaching, collaboration, and targeted professional learning aligned to school and system priorities.

Kelly Forder
Principal



P&C Annual Report

It is a pleasure to present the North Cottesloe P&C Annual Report for the 2025 calendar year. Serving as P&C President over the past two years has been incredibly fulfilling. It has allowed me to meet so many generous parents and carers who give their time and energy to help ensure our children have a fantastic experience at North Cottesloe Primary School. The role has also given me the opportunity to see first hand the dedication and care of the school's leadership team, teachers and educators. As parents, we are very fortunate to have such a committed and high-quality group supporting our children.

I would very much like to thank the 2025 Executive team who have been a great support for the past two years - Tanita Rodman (Vice President), Justin Chak (Treasurer) and Emily Groves (Secretary). We have been supported by a fantastic group of parents who work tirelessly to contribute to our school community including our fundraising team – led by Nina Weiner, Renee Hamersley, Philly Sheldrick and Claire McTernan; our grants team – Ann-Maree McDonald, Cath Driscoll and Vanessa Enniss; our sports team – coordinated by Anna van Hazel; and our canteen leader/melamine plates guru, Katie Tierney; the Nourish team, and our grounds team – including Amelia Chaney, Andy Hughes, Ben Kershaw, Olivia McMorro, Renee Hamersley and others who have contributed to various initiatives. It is particularly important to thank and recognise Andy for his work on the school grounds, we are incredibly grateful. My sincere apologies to any parent left off this list. My sincere thanks also go to the school leadership team, teachers and staff for their ongoing support and collaboration with the P&C.

The P&C is funded through voluntary parent contributions as well as fundraising activities throughout the year. In 2025 the contribution remained at \$150 per student, with approximately 72% of families contributing. While this is slightly lower than neighbouring schools, these contributions remain an important source of funding for the school.

In addition to voluntary contributions, the P&C raised \$89,000 through fundraising events, including the very successful Jungle Nights gala and a number of other community activities. Thank you to everyone who participated, volunteered or donated to make these events possible.

We also thank the many local businesses who so generously contributed to events throughout the year. Funds raised by the P&C are directed back into the school to support students and teachers.

In 2025 the P&C contributed funding towards classroom equipment and programs, library books, sports and science equipment, classroom budgets, grounds improvements and additional education support. Throughout the year the P&C also supported many school activities and events including sports carnivals, community gatherings and staff appreciation initiatives. The canteen continued to operate regularly thanks to the dedication of parent volunteers. The P&C supported a Community Use of School Sporting Facilities Program grant application during the year relating to improvements to the school oval, which was successful in securing \$50 000 to significantly improve the school grounds for students and the broader community.

There are a number of families whose children are graduating North Cottesloe in 2025 who have provided significant support to the school over a number of years. We thank these families for their significant contributions over a long period of time, particularly Sonja Heath, Kate Woods and Clare McTernan. Each have been incredibly active and made huge contributions to the school over many many years, and indeed Sonja is a multi-year past P&C President, and each have been class reps numerous times. Incredible innings ladies, well done and we thank you for your help.

Looking ahead to 2026, the P&C will continue to build on this momentum. Plans are already underway for future fundraising and community events, with a structure that shares responsibilities across the school community to help keep these initiatives sustainable. The P&C meets twice each term and all members of the school community are warmly encouraged to attend. It is a great opportunity to hear about what is happening at the school and to contribute ideas and support.

Finally, thank you for the privilege of serving as P&C President. It has been a pleasure to work alongside such a generous and engaged community.

Clare Pope
P&C President

Board Annual Report

Writing this piece for the 2025 Annual Report is my last task as Chairperson of the NCPS. The report contains NAPLAN reporting for 2025 together with some explanation, and some information about the school - staff composition, student attendance and funding. All of this information is available publicly but the annual report pulls it together in one place. If you are pressed for time, then I commend Kelly Forder's "Message from the Principal" to you. It is an accurate, concise report on where NCPS is now on its improvement journey.

That journey really got underway when Jenn Allsop started as Principal in 2022. She and our fabulous Deputy Principal Morgan Shaw lead the school through a significant period of change until Jenn moved on to a collegiate Principal role at the end of term 1 in 2025. The NCPS board had a front row seat to all the changes taking place. We received many presentations from teachers about the changes taking place in the classroom and around the school. I loved them. They made me realise that the most important things happening at the school were not easy to see - because most of the changes were about what and how our children were being taught. When Jenn left I was confident that she, Morgan and all the staff had built a foundation for a new Principal to build upon.

I was a member of the selection panel for a replacement Principal. Kelly stood out because of her skills, knowledge and experience in taking schools through the journey NCPS is on. I was thrilled when she accepted the role.

So, coming back to her "Message from the Principal". The NAPLAN reporting is good albeit still a bit hard to understand. Parents who are old hands at NCPS will already know the general picture. Our children perform well when compared to schools across WA but it has been stubbornly difficult to improve our results, and to perform better than like schools. The NAPLAN reporting will not tell you how the school is going about improving results. Go to Kelly's message for that piece of the puzzle. Better still, talk to her about it if you get a chance. I remain confident NCPS is on the right track.

My parting message is to encourage you, the parents and carers, to get behind our wonderful school and support it. We are so fortunate that our children attend a school where teachers can do their core business - teach. There is regular media reporting about the pressures faced by Principals, Deputies and teachers. Let's do what we can as a community to support the team at NCPS - to take some of the pressure away. I believe that is one of the best things we can do to help the school continue its journey for the benefit of our children and our community. With best wishes to the board's new Chairperson Catherine Driscoll and the board for 2026. See you around at school.

Justin Edwards
Chair of the Board



Student Achievement and Progress

NAPLAN results show steady, improving performance over time, reflecting the school's continued focus on high-quality teaching and learning.

Performance across most areas met expectations when benchmarked against similar schools and students' prior results. Several areas, particularly Numeracy, Reading, and Grammar & Punctuation, came in above expectations, and Spelling showed significant improvement. Writing remains an area of ongoing focus, with targeted work continuing to support student growth.

Overall, these results are a positive indication of the progress students and staff are making together.

Year 3 Comparative Performance 2023–2025

Year 3 results show overall performance close to Like Schools, with Numeracy and Reading demonstrating the strongest trajectory across the period. In 2025, Numeracy improved to above the Like Schools mean, while Reading returned to a position around the comparison group following a dip in 2024.

Writing, Spelling, and Grammar & Punctuation remain slightly below Like Schools, though Spelling and Grammar showed early signs of recovery in 2025.

Overall, the data indicates a solid foundation in early literacy and numeracy, with a continued need to strengthen writing-related outcomes to lift performance consistently above Like Schools.

Year 5 Comparative Performance 2023–2025

Year 5 results demonstrate a clear upward trend in 2025, with Numeracy and Reading moving from below Like Schools to at or above the comparison group. This represents a strong improvement following

a dip in 2024, and reflects increased consistency in upper primary teaching and learning.

Writing, Spelling, and Grammar & Punctuation remain below Like Schools, although modest gains in 2025 suggest improving stability.

Overall, the data indicates that core achievement in Numeracy and Reading is strengthening, while lifting Writing and Grammar & Punctuation remains a priority to ensure balanced performance across all assessed areas.

NAPLAN Proficiency Summary

Across Year 3 and Year 5, most North Cottesloe Primary School students are achieving in the Strong or Exceeding categories in Numeracy, Reading, Writing, Spelling and Grammar & Punctuation. In most learning areas, the proportion of students in these higher proficiency bands is similar to or higher than like schools and WA public schools, indicating strong overall achievement.

In Numeracy and Reading, results show a high proportion of students achieving at Strong and Exceeding levels, particularly by Year 5, reflecting positive progress as students move through the school. Grammar & Punctuation also shows solid performance, with an increasing percentage of students achieving in the Exceeding category by Year 5.

Writing and Spelling results indicate that while the majority of students are achieving at or above the Strong level, a slightly higher proportion of students remain in the Developing category compared to other areas. These results align with school data and have informed a continued focus on explicit instruction and structured approaches in writing and spelling.

Overall, most students are achieving at or above expected proficiency levels, with strong performance relative to Like Schools and clear areas identified for ongoing improvement.

Comparative Performance for Year 3

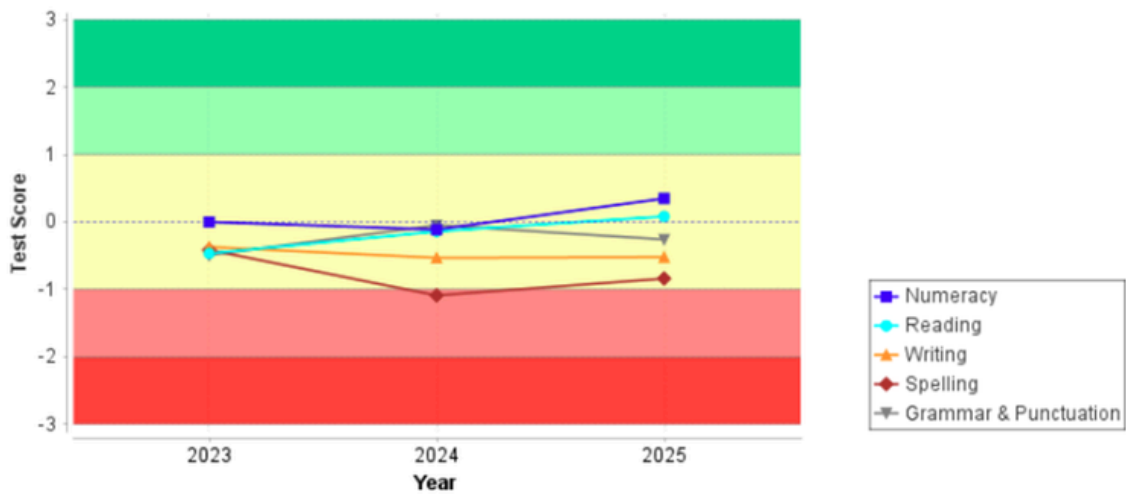
Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	0.0	-0.1	0.3	45	45	55
Reading	-0.5	-0.1	0.1	45	45	55
Writing	-0.4	-0.5	-0.5	45	45	54
Spelling	-0.4	-1.1	-0.8	45	45	54
Grammar & Punctuation	-0.5	0.0	-0.3	45	45	54

Comparative Performance for Year 5

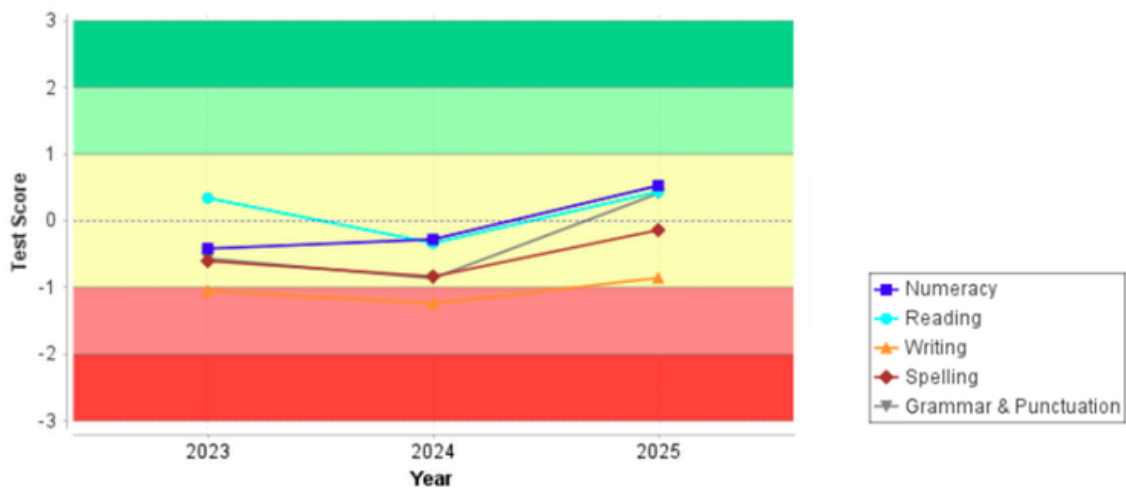
Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.4	-0.3	0.5	35	32	38
Reading	0.3	-0.3	0.4	35	32	38
Writing	-1.0	-1.2	-0.9	35	32	38
Spelling	-0.6	-0.8	-0.1	35	32	38
Grammar & Punctuation	-0.6	-0.9	0.4	35	32	38

- Above Expected** - more than one standard deviation above the predicted school mean
- Expected** - within one standard deviation of the predicted school mean
- Below Expected** - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6

Year 3 Performance



Year 5 Performance



NAPLAN Proficiency

Numeracy

Proficiency Level	Year 3 Numeracy									Year 5 Numeracy								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	22%	27%	27%	30%	28%	25%	10%	8%	8%	17%	25%	29%	34%	37%	36%	10%	11%	11%
Strong	62%	60%	60%	56%	59%	60%	50%	50%	50%	74%	75%	63%	57%	57%	55%	53%	53%	54%
Developing	13%	13%	13%	11%	11%	13%	25%	27%	27%	9%	0%	8%	7%	4%	8%	23%	23%	23%
NAS	2%	0%	0%	3%	3%	2%	14%	13%	13%	0%	0%	0%	2%	2%	1%	12%	12%	11%

Reading

Proficiency Level	Year 3 Reading									Year 5 Reading								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	29%	47%	38%	37%	42%	36%	15%	16%	14%	49%	47%	42%	42%	47%	45%	16%	17%	16%
Strong	58%	38%	51%	49%	44%	50%	46%	44%	44%	51%	41%	45%	50%	44%	47%	52%	48%	51%
Developing	7%	11%	7%	12%	10%	10%	25%	22%	24%	0%	9%	11%	7%	7%	7%	20%	21%	21%
NAS	7%	4%	4%	3%	4%	4%	13%	16%	16%	0%	3%	3%	1%	2%	2%	10%	13%	11%

Writing

Proficiency Level	Year 3 Writing									Year 5 Writing								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	22%	18%	19%	25%	26%	15%	7%	7%	4%	14%	16%	11%	27%	32%	27%	9%	9%	7%
Strong	76%	80%	78%	70%	68%	78%	65%	66%	68%	71%	72%	74%	63%	58%	59%	53%	53%	53%
Developing	2%	2%	4%	4%	5%	5%	17%	17%	18%	11%	9%	16%	9%	8%	11%	25%	25%	26%
NAS	0%	0%	0%	2%	1%	2%	9%	9%	8%	3%	3%	0%	1%	2%	2%	12%	11%	12%

Spelling

Proficiency Level	Year 3 Spelling									Year 5 Spelling								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	24%	18%	20%	35%	32%	29%	14%	14%	14%	34%	38%	16%	44%	45%	42%	19%	19%	19%
Strong	58%	58%	50%	46%	50%	50%	42%	44%	42%	46%	44%	74%	46%	44%	48%	47%	46%	48%
Developing	18%	24%	28%	17%	16%	18%	28%	27%	28%	20%	19%	8%	8%	8%	9%	22%	21%	21%
NAS	0%	0%	2%	2%	2%	2%	14%	14%	14%	0%	0%	3%	2%	3%	1%	11%	11%	11%

Grammar & Punctuation

Proficiency Level	Year 3 Grammar & Punctuation									Year 5 Grammar & Punctuation								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	16%	24%	22%	23%	26%	26%	7%	9%	9%	20%	25%	32%	35%	41%	41%	12%	12%	14%
Strong	56%	49%	50%	54%	52%	52%	42%	40%	38%	71%	63%	55%	52%	49%	47%	48%	48%	45%
Developing	27%	22%	24%	18%	17%	17%	32%	28%	28%	9%	9%	11%	12%	8%	9%	26%	24%	24%
NAS	2%	4%	4%	5%	5%	6%	18%	21%	23%	0%	3%	3%	1%	2%	3%	13%	14%	16%

School Data Overview

Student Numbers and Characteristics

In 2025, the school enrolment comprised of 348 students from Kindergarten to Year 6, representing a stable and well-balanced primary cohort. Of these, 332 students attend full time, with a small number of part-time enrolments in Kindergarten contributing to the overall Full-Time Equivalent (FTE) count. In 2024 this number was 349, showing stability in enrolments over the year.

Enrolments are evenly distributed across year levels, with slightly larger cohorts in Pre-Primary, Year 1 and Year 3, supporting consistent class structures across the school. The student population is also well balanced by gender, with 179 male students and 168 female students.

Workforce Composition

In 2025, the school is staffed by 35 personnel, representing a total workforce of 26.6 FTE. This includes a leadership structure of two full-time administrators (Principal and Deputy Principal).

The teaching workforce comprised of 24 staff members (16.8 FTE), supporting class-based teaching and specialist programs across the school. In addition, nine allied professionals (7.8 FTE) contribute to the effective day-to-day operation of the school, including clerical and administrative staff and other support roles.

	No	FTE	ABL
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	24	16.8	0
Total Teaching Staff	24	16.8	0
Allied Professionals			
Clerical / Administrative	2	2.0	0
Other Allied Professionals	7	5.8	0
Total Allied Professionals	9	7.8	0
Total	35	26.6	0

Student Attendance

In 2025, student attendance remained above WA public school averages but below Like Schools, with 71.1% of students classified as regular attenders compared to 76.8% in Like Schools. The proportion of students in the attendance At Risk categories was slightly higher than Like Schools, though still well below state averages.

Average attendance in 2025 was 91.6%, compared to 93.0% in Like Schools and 89.1% across WA public schools. Analysis indicates that the majority of absenteeism relates to unauthorised family vacation during term time, rather than chronic disengagement.

Post School Destination

In 2025, North Cottesloe Primary School Year 6 students transitioned to a diverse range of highly regarded secondary schools across both the public and independent sectors.

The majority of students enrolled at Shenton College, reflecting strong local public school pathways, while others gained entry to a range of well-established independent schools, including Christ Church Grammar School, Presbyterian Ladies' College, John XXIII College, St Hilda's Anglican School for Girls, Iona Presentation College and Scotch College.

Student Numbers and Characteristics

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(17)	50	61	40	60	35	38	31	332
Part Time	33								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	18	30	131		179
Female	15	20	133		168
Total	33	50	265		348

	Kin	PPR	Pri	Sec	Total
Aboriginal					
Non-Aboriginal	33	50	265		348
Total	33	50	265		348

Student Attendance

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	93.6%	92.7%	90.3%				93.6%	92.6%	88.9%
2024	93.6%	93.3%	91.0%				93.6%	93.3%	89.4%
2025	91.6%	93.1%	90.7%				91.6%	93.0%	89.1%

Student Type : All Students

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	80.7%	16.7%	2.6%	0.0%
2024	84.6%	13.0%	1.5%	0.9%
2025	71.1%	22.6%	5.0%	1.3%
Like Schools 2025	76.8%	19.4%	3.2%	0.6%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

Post School Destination

Destination Schools	Male	Female	Other	Total
4168 Shenton College	5	6		11
1041 Christ Church Grammar School	6			6
1147 Presbyterian Ladies College		5		5
1249 John Xxiii College	2	2		4
1122 St Hilda's Anglican Sch - Girls		4		4
1121 Iona Presentation College		3		3
1171 Scotch College	2			2
1063 Christian Brothers' College	1			1
1042 Methodist Ladies' College		1		1
1440 St George's Anglican Grammar Sch	1			1
Total	17	21	0	38

Funding and Financials

School Income by Funding Source

In 2025, the school received \$3.65 million in Student-Centred Funding from the Department of Education. This funding is primarily determined by student enrolments, with additional allocations provided to support students with particular learning needs and targeted educational initiatives.

As with most public schools, the majority of this funding is directed towards staffing, enabling employment of highly skilled teachers, education assistants and specialist staff who work together to support student learning and wellbeing.

A portion of funding is also provided through Targeted Initiatives, which support specific programs across the school. This includes funding for the Chaplaincy and Student Wellbeing Program, allowing the school to provide access to a chaplain two days per week, as well as funding that contributes to access to a school psychologist one day per week. These roles play an important part in supporting student wellbeing, providing guidance to students and families, and assisting staff to respond to social, emotional and learning needs within the school community.

Together, these resources allow North Cottesloe Primary School to maintain a strong focus on high-quality teaching, targeted support for students, and a safe and supportive learning environment.

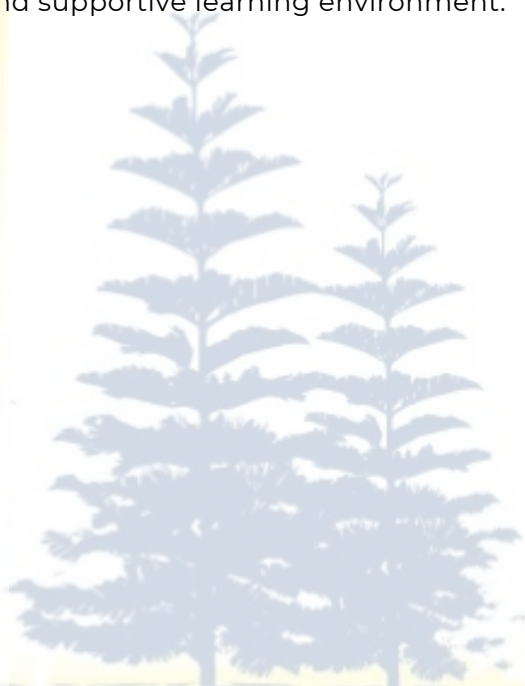
Contributions and Charges

Compared with 2024, the school's voluntary contributions collection rate declined in 2025, with the combined K-6 rate falling from 89.40% to 80.26%.

The largest decrease was in Years 1-6, followed by Pre-Primary, both of which recorded lower collection rates and reduced total funds collected. Kindergarten remained relatively stable and showed a small increase in collection rate.

Overall, the data indicates a reduction in the proportion of voluntary contributions collected across the school compared with 2024. The school has introduced the streamlined use of Compass in 2026, with hopes of improving these figures.

		Cumulative December
Kindergarten		
Voluntary contributions requested	RM Billing	\$2,100
Voluntary contributions collected	RM Billing	\$1,560
Voluntary contributions collection rate		74.29%
Pre-Primary		
Voluntary contributions requested	RM Billing	\$2,940
Voluntary contributions collected	RM Billing	\$2,400
Voluntary contributions collection rate		81.63%
Primary (Years 1-6)		
Voluntary contributions requested	RM Billing	\$16,140
Voluntary contributions collected	RM Billing	\$13,039
Voluntary contributions collection rate		80.79%
Combined Voluntary contributions collection rate (K-6)		80.26%



Student-Centred Funding 2025

Per Student Funding	\$3,100,056.00
Student and School Characteristics	\$405,396.20
Disability Adjustments	\$0.00
Targeted Initiatives	\$119,888.01
Operational Response Allocation	\$20,637.97
Regional Allocation	\$0.00
Total 2025	\$3,645,978.18

Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	33	0	\$185,526.00
Pre-primary	48	0	\$468,816.00
Year 1	62	0	\$605,554.00
Year 2	41	0	\$400,447.00
Year 3	58	0	\$566,486.00
Year 4	37	0	\$301,957.00
Year 5	39	0	\$318,279.00
Year 6	31	0	\$252,991.00
Total	349	0	\$3,100,056.00

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	0	\$0.00
Disability	4	\$57,693.71
English as an Additional Language or Dialect	3	\$8,247.50
Social Disadvantage	4	\$3,466.96
Sub Total		\$69,408.17
School Characteristics		
Enrolment-Linked Base		\$335,988.03
Locality		\$0.00
Sub Total		\$335,988.03
	Total	\$405,396.20

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Educational Adjustment	\$3,840.71
Targeted Initiative: Additional support for delivery of mental health programs	\$13,131.02
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$25,849.63
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$9,519.87
Targeted Initiative: Preschool Reform Agreement	\$37,092.00
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$30,454.78
Total	\$119,888.01

Operational Response Allocation (Detail)

	Amount
Operational Response: Community Kindergarten Linked School Support	\$20,337.97
Operational Response: Targeted Funding to Schools	\$300.00
Total	\$20,637.97