



Annual Report 2025

Vision

We engage an inclusive school community to inspire high quality education.

Values

Excellence – We do our best

Integrity – We are fair

Respect – We are respectful

Resilience – We are resilient

Motto

We Care

Acknowledgement of Country

Mount Claremont Primary School acknowledges the Whadjuk Noongar people as the past and present traditional custodians of this land on which our school is built. We are thankful for gabbidjikap, (the fresh waters), and bilya (the waterways), and the Derbal Yerrigan, the Swan River and Wardan Boodjar (the sea country).

We learn on Noongar Boodja country, with mandjar, (meeting places), filled with native flora and fauna. We knowledge the contributions of Aboriginal Australians and Torres Strait Islander peoples to the education of children and people in this country we live in and share together – Australia

SCHOOL OVERVIEW

Mount Claremont Primary School provides quality education from Kindergarten to Year 6. Our motto 'We Care', ensures quality teaching and learning supports the student towards the pursuit of excellence. The school leaders, teachers and support staff work collaboratively to ensure students achieve their potential.

Our focus is success for all students, high quality teaching and effective leadership and governance.

The school board provides governance in partnership with the school. The board developed the MCPS 2026-2028 Business Plan. The MCPS Business Plan provides strategic direction and priorities for school improvement.

During 2025 the school board:

- Reviewed and endorsed the 2024 Annual Report, School Funding Agreement and Statement of Expectations.
- Endorsed the Schedule of Contributions and Charges 2025
- Reviewed the MCPS School Performance 2025
- Endorsed school policies: Before and After School Guidelines, and Positive Behaviour Policy.

The teaching and learning program align to the WA Curriculum, Early Years Learning Framework and National Quality Standards. Health and wellbeing are supported by the school's chaplain, the Defence School Mentor and Urstrong-Friendology program. The early childhood team developed a philosophy and belief for education in the early years. Teachers implemented a whole school instructional model to teaching with Shaping Minds.

The school offers specialist teaching programs in science, physical education, music, and Japanese. The science program encompasses STEM and an inquiry approach to learning. Physical Education provides experiences and opportunities for participation, teamwork and sportsmanship whilst continuing to foster and value individual effort. Students participate in outside school activities including athletics, swimming, hockey, cross country, basketball, tennis. In music, students participate in community singing, and play a variety of percussion instruments, senior band, choir and participate musical festivals. Instrumental Music School Services (IMSS) provides students with the opportunity to learn brass, guitar or clarinet. Japanese language program is provided for students in years 3 to 6 with a focus on speaking, listening and cultural experiences. A range of technology is available for the students' using notebooks and iPads.

The school has attractive, well-established grounds and gardens with extensive shaded grassed areas throughout, well-resourced library and an undercover area for physical education and performing arts. The kindergarten and pre-primary early childhood area is well equipped with plenty of space for outdoor play. The school has access to Mt Claremont Oval and Lake Claremont. The vegetable gardens in the school encourage sustainability, environmental awareness, and healthy food choices.

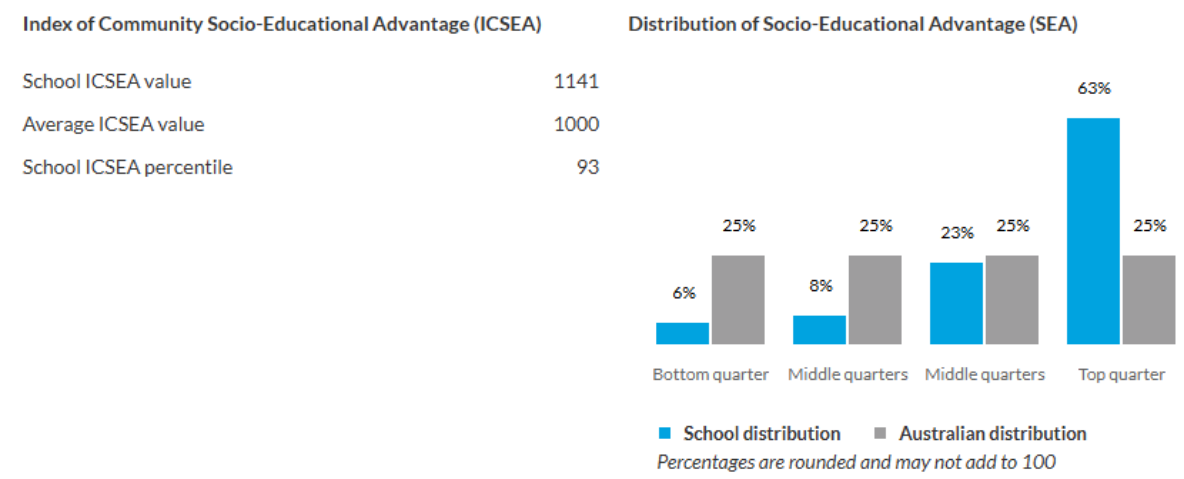
Strong links with the parents and community provides invaluable support for the school. The school in partnership with the P&C Association is home to the Mount Claremont Farmers' Market which operates at the school every Saturday morning. The school benefits from the revenue generated from the market. The school has a partnership with TheirCare and provides before and after school care. The school has established partnerships providing extra-curricular activities (e.g. basketball, tennis, engineers club, Beast Fitness). School community events such as the Sundowner, Family Camp Out, Year 5 and 6 camps, assemblies, dance concert and sport carnivals are highlights for the school.

The 2025 Annual Report provides a summary of our school. Our strength is the partnership between students, staff, parent/carers building a great school in a supportive community.

Tracey Oakes
Principal

Kate Oosethhof
Board Chair

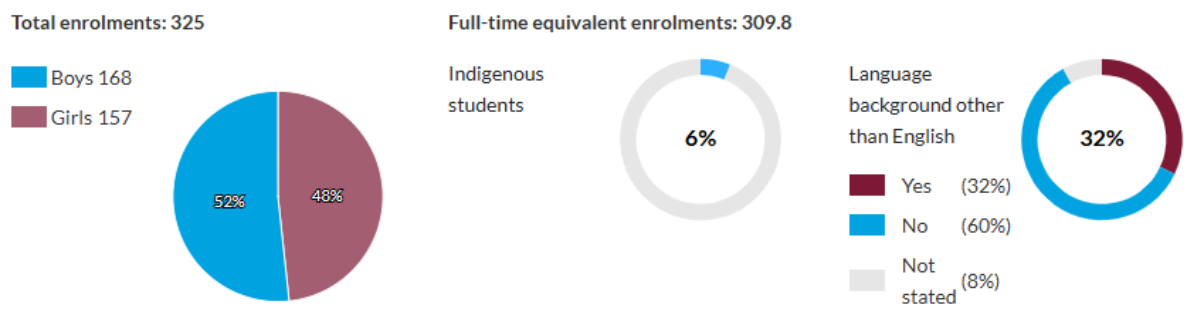
SCHOOL DATA (myschool website, 2025)



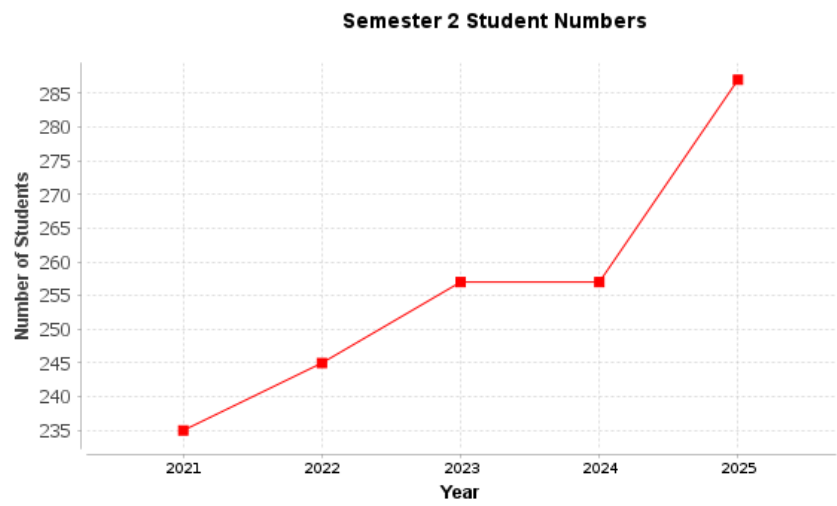
STUDENT ENROLMENT

The number of students enrolled at the school is 325 (includes kindergarten students attending part-time).

Students



Student Enrolment Trends



STUDENT ATTENDANCE

At the end of 2025, the student enrolment 325. In 2025, the school maintained regular attendance of 91.9%. Regular school attendance experienced a increase from 66.50% in 2024 to 72.4% in 2025. Students indicated at risk showed decreased to 20%, moderate risk 4.8% and severe risk increased to 2.8%. These trends highlight areas for further focus and improvement in supporting consistent student attendance.

Student Attendance		
	School	WA Public Schools
2023	92.2%	88.9%
2024	91.0%	89.4%
2025	91.9%	89.1%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	74.90%	19.40%	4.20%	1.50%
2024	66.50%	26.60%	5.30%	1.50%
2025	72.4%	20.0%	4.8%	2.8%
Like Schools 2025	76.9%	18.9%	3.7%	0.5%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

Attendance Improvement Strategies

To improve student attendance, we are implementing a range of strategies aimed at supporting student at educational risk due to low attendance and promoting consistent participation.

- Maintaining regular communication with parents to encourage school attendance.
- Parents writing to principal informing the school of vacations taken during the school term.
- Communication to the community regarding the impact of vacations taken during the school term.
- Whole of school and family approach to student attendance plans.
- Developing attendance plans for students at education risk.
- Conducting welfare checks and home visits with school and support agencies.
- Ensuring access to school necessities (food, school uniforms, stationery items) are provided.

STUDENT ACHIEVEMENT

The 2025 Year 3 and Year 5 NAPLAN average in Numeracy, Reading, Writing, Spelling, Grammar and Punctuation is above the National Schools and WA Public Schools mean.

The 2025 NAPLAN Comparative Performance is measured against Like Schools or statistically similar, “Band 1” schools with a high socio-economic index.

The 2025 student cohort comparative performance shows student achievement in Year 3 within expected levels of achievement in Numeracy, Spelling and Grammar and Punctuation. Year 3 Reading and Writing comparative performance is below expected levels of achievement in comparison to Like Schools.

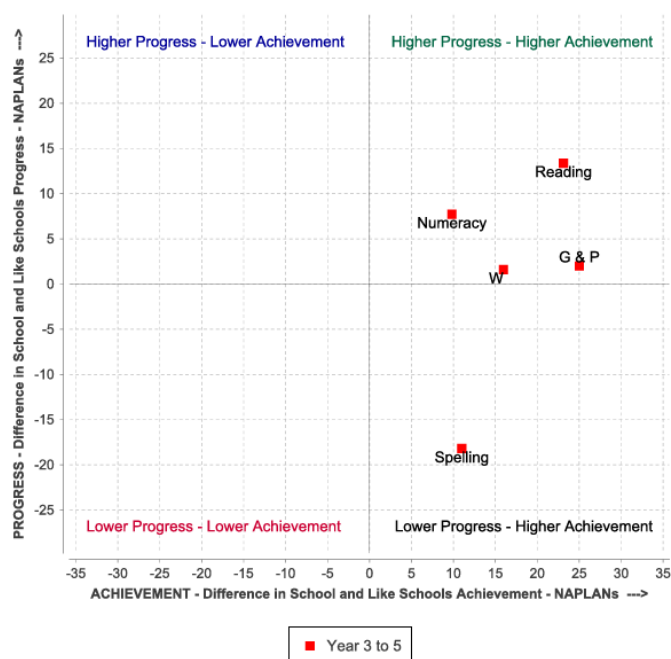
Student achievement in Year 5 is within expected levels of achievement in Numeracy, Reading, Writing, Grammar and Punctuation. Year 5 Writing comparative performance is below expected levels of achievement.

2025 NAPLAN	Year 3 (40 students)	Year 5 (42 Students)
Numeracy	-0.7	-0.4
Reading	-1.1	-0.8
Writing	-1.3	-0.9
Spelling	-0.6	-1.5
Grammar & Punctuation	-0.7	-0.9

Student achievement and progress was measured using a range of assessments. The Mount Claremont Primary School's Assessment Schedule 2025 included NAPLAN 2025, On Entry 2025, Progressive Achievement Tests (PAT), Brightpath, PEAC testing, summative and formative tests. Teacher judgments were used to inform planning, teaching, assessment, and reporting to parents. Students identified at educational risk are impacted by poor attendance.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2023 to Year 5 2025



A celebration of student growth and achievement.

The student progress and achievement from Year 3 to Year 5 shows Higher Progress and Higher Achievement compared with Like Schools in Reading, Numeracy, Grammar and Punctuation and Writing. Student progress and achievement in spelling shows Lower Progress- Higher Achievement.

NUMERACY

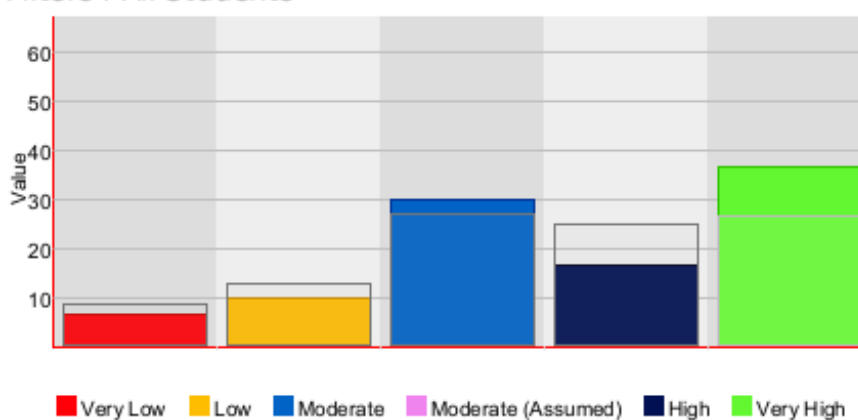
Numeracy: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Numeracy			Year 5 Numeracy		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	17%	20%	8%	28%	27%	11%
Strong	60%	59%	50%	50%	62%	54%
Developing	13%	17%	27%	20%	8%	23%
Needs Additional Support	10%	4%	13%	3%	3%	11%

The NAPLAN 2025, Year 3 and Year 5 Numeracy results are with expected levels of achievement. The proficiency levels in numeracy are comparable to Like Schools. There is a broad range of achievement in Year 3 with 67% in the top two proficiency levels and 23% developing and requiring additional support. The *Elastik* data platform has enabled educators to use a range of student data to identify gaps and strengths in student learning.

Numeracy - Progress

Filters : All Students



The grey line represents Like Schools and the progress of students from Year 3 to Year 5 in Numeracy to Like Schools. The Year 5 progress in numeracy, is 36% of students making very high progress, above like schools.

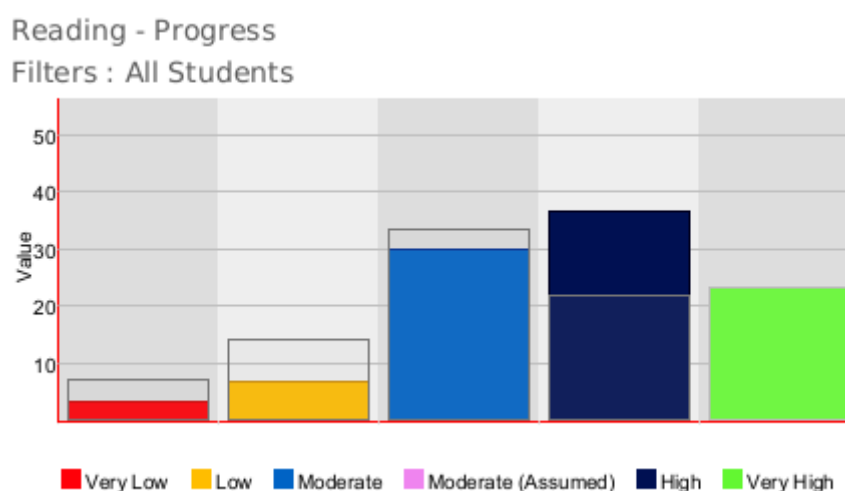
The Mathematics Committee continue to review Mathematics Operational Plan and implement mathematic challenges and problem solving for high performing students (ACM and Maths Olympiad). Recommendations for improvement include using a consistent instructional teaching model for mathematics with Maths Hero and Bond Blocks in teaching and learning plans; continue to develop numeracy practice with professional learning and extend students performing in the exceeding level.

READING

Reading: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Reading			Year 5 Reading		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	21%	33%	14%	33%	37%	16%
Strong	57%	50%	44%	53%	51%	51%
Developing	12%	13%	24%	13%	9%	21%
Needs Additional Support	10%	4%	16%	3%	3%	11%

The Year 3 results are below expected levels of achievement in comparison to Like Schools. The top 2 proficiency bands in Year 3 are 78%. The Year 3 cohort has 22% developing or requiring additional support. Focus on improving the percentage of student achievement from strong to exceeding proficiency.



The grey line represents Like Schools and the progress of students from Year 3 to Year 5 in Reading to Like Schools. The Year 5 progress in Reading, is 36% of students at making high progress, above Like Schools.

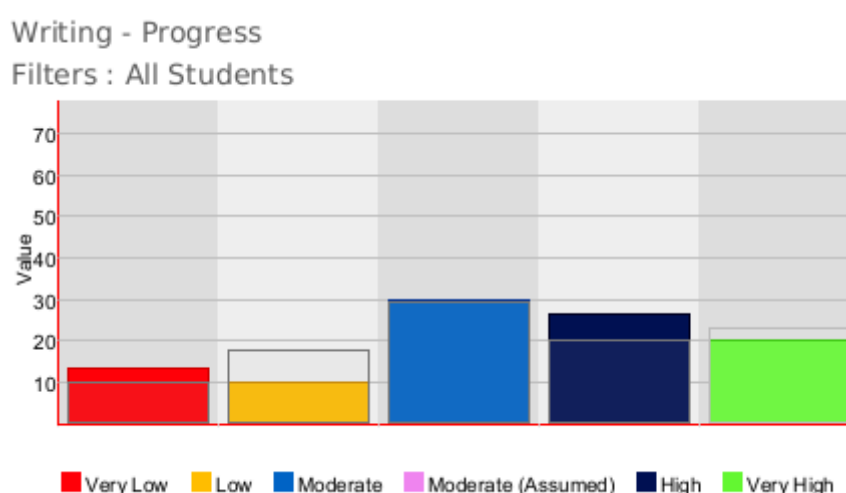
Reading remains a focus for school improvement. Targeting the explicit teaching of reading, Literature Based Units of Reading in Years 3-6. Expansion of Mini-Lit intervention program with Macq Lit to cater for students at risk. Continue PAT assessments in Reading Year 1 to 6 to monitor progress. Implement Multi Lit in years K-2 with Pre-Lit and Initial-Lit teaching programs to target reading, comprehension, spelling and grammar.

WRITING

Writing: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Writing			Year 5 Writing		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	5%	13%	4%	18%	20%	7%
Strong	76%	78%	68%	60%	61%	53%
Developing	17%	5%	18%	20%	16%	26%
Needs Additional Support	2%	3%	8%	2%	3%	12%

The Year 3 writing is below expected levels of achievement in comparison to Like Schools. The top 2 proficiency bands in Year 3 are 81%, with 19% requiring support. The Year 5 writing is within expected levels of achievement. The top two proficiency bands in Year 5 are 78% with 22% requiring support. A focus is to increase the percentage of Year 3 and 5 students from strong to exceeding proficiency bands and provide targeted support for students needing additional support.



The grey line represents Like Schools and progress of students from Year 3 to Year 5 in Reading to Like Schools. The Year 5 progress in Reading, shows 36% of students are making high progress, above Like Schools.

Our focus is to review Talk for Writing in Pre-primary to Year 6 and teacher practice. Implement Multi-Lit suite of intervention programs and explicit teaching with Pre-Lit, Initial Lit (K-2). Resources continue to be purchased to support the implementation of this program. Writing scope and sequence has ensured consistency within year levels and phases of learning. Teachers will use *Elastik* writing moderation tasks and Brightpath to target teaching. Moderation of students writing and providing students with feedback incorporating spelling, vocabulary and grammar is a priority.

SPELLING

Spelling: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Spelling			Year 5 Spelling		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	24%	25%	14%	20%	35%	19%
Strong	40%	52%	42%	60%	52%	48%
Developing	29%	20%	28%	12%	10%	21%
Needs Additional Support	7%	3%	14%	8%	3%	11%

The Year 3 results are within expected levels of achievement and shows a wide distribution of proficiencies. 64% of Year 3 students are performing in the top two proficiencies with 36% requiring further development or additional support. The Year 5 results are below expected levels of achievement in Spelling. 80% of Year 5 students are in the top two proficiencies with 20% requiring further development or additional support.

The school will implement the Multi-Lit suite of literacy programs. This includes Pre-Lit in Kindy and Initial Lit in pre-primary to Year 2. Using a structured explicit approach to teaching phonemic awareness, phonics and spelling. Word Origins was implemented to explicitly teach spelling in Years 3-6. Teachers will focus on supporting students to transfer spelling skills to their writing and other types of assessments.

GRAMMAR and PUNCTUATION

Grammar and Punctuation: Percentage of students in each Proficiency Level in the School, Like Schools and WA Public Schools.

Proficiency Level	Year 3 Grammar & Punctuation			Year 5 Grammar & Punctuation		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
Exceeding	19%	24%	9%	23%	32%	14%
Strong	48%	51%	38%	63%	52%	45%
Developing	24%	19%	28%	13%	11%	24%
Needs Additional Support	10%	7%	23%	3%	5%	16%

The Year 3 and Year 5 results are within expected levels of achievement in comparison to Like Schools. 67% of Year 3 students are performing in the top two proficiencies with 36% requiring further development or additional support. 86% of Year 5 students are in the top two proficiencies with 20% requiring further development or additional support.

Teachers will focus on explicit teaching of punctuation and grammar using Shaping Minds Scope and sequence and daily reviews. The school will implement Multi-Lit suite of programs to explicitly teach grammar and punctuation in the early years.

Student Achievement and Progress Strategies

Staff are guided in the use of data tools, including the Student Achievement Information System, Elastik and the school's assessment schedule to build data literacy, and a greater understanding of individual levels of student achievement and progress.

Staff reviewed Letter and Sounds phonics program and attended professional learning in Multi-Lit Suite (Pre-Lit, Initial Lit) to implement in 2026.

The Mini-Lit literacy program provides targeted support to students identified as developing or requiring additional support in reading.

Reporting and assessment schedules are established, with system, standardised and classroom-based assessments available to inform individual levels of progress and achievement.

Individual Education Plans and EALD Progress Maps, has supported students to demonstrate progress.

Targeted Initiatives

- Annual review of Operational Plans, assessment schedule and curriculum plans
- Continue to develop high impact teaching strategies and a whole school instructional model with Shaping Minds
- Build the capacity of instructional coaches to support teachers through teacher peer observation and feedback.
- Support for teachers for differentiated learning (disabilities, learning difficulties, disorders and behaviour)
- Implement Multi-Lit suite of literacy programs: Pre-Lit in Kindy, Initial Lit from pre-primary to Year 2
- Increase class sets of literacy resources and decodable readers.
- Continue Mini-Lit intervention program in small groups, four lessons per week in years 1 and 2.
- Implement Macq Lit intervention programs in small groups, four lessons per week in Years 3 and 4
- Refine Word Origins spelling program in years 3-6.
- Professional learning in Word Origins, Multi-Lit, reading, and grammar, EALD progress maps, and Mathematics.
- Provide extension and challenge for high performance learners.

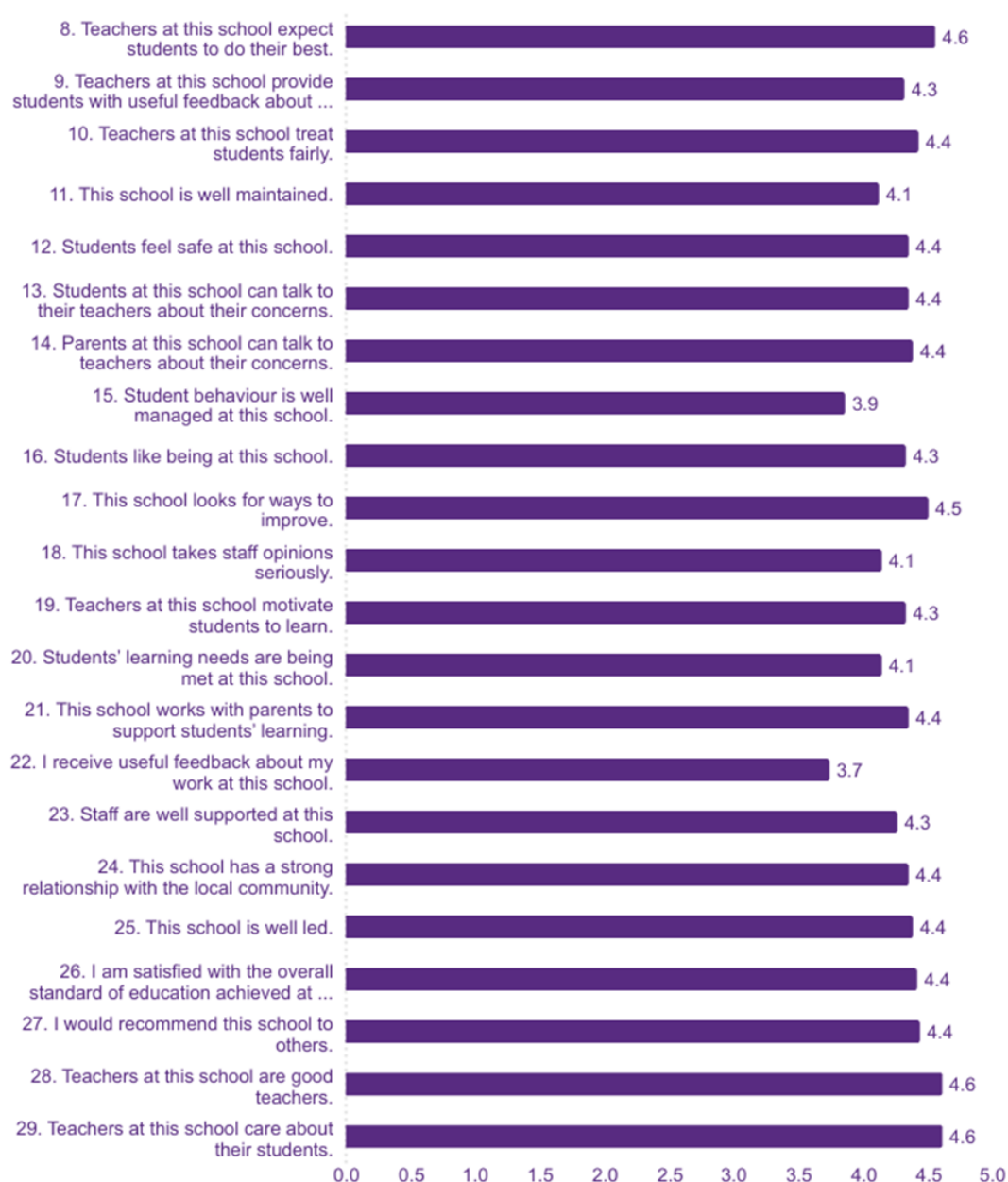
ANNUAL SCHOOL SURVEYS

In the 2025 Mount Claremont School Opinion surveys to the community and staff, an average of 3 or more has been achieved. It is evident that Mount Claremont Primary School has a positive school culture with high expectations. It is a safe supportive school achieving high levels of satisfaction. The surveys were analysed by the staff and school board. The school reviewed the Positive Behaviour in Schools Policy to focus on the school values of Excellence, Integrity, Respect and Resilience and Expectations of Behaviour.

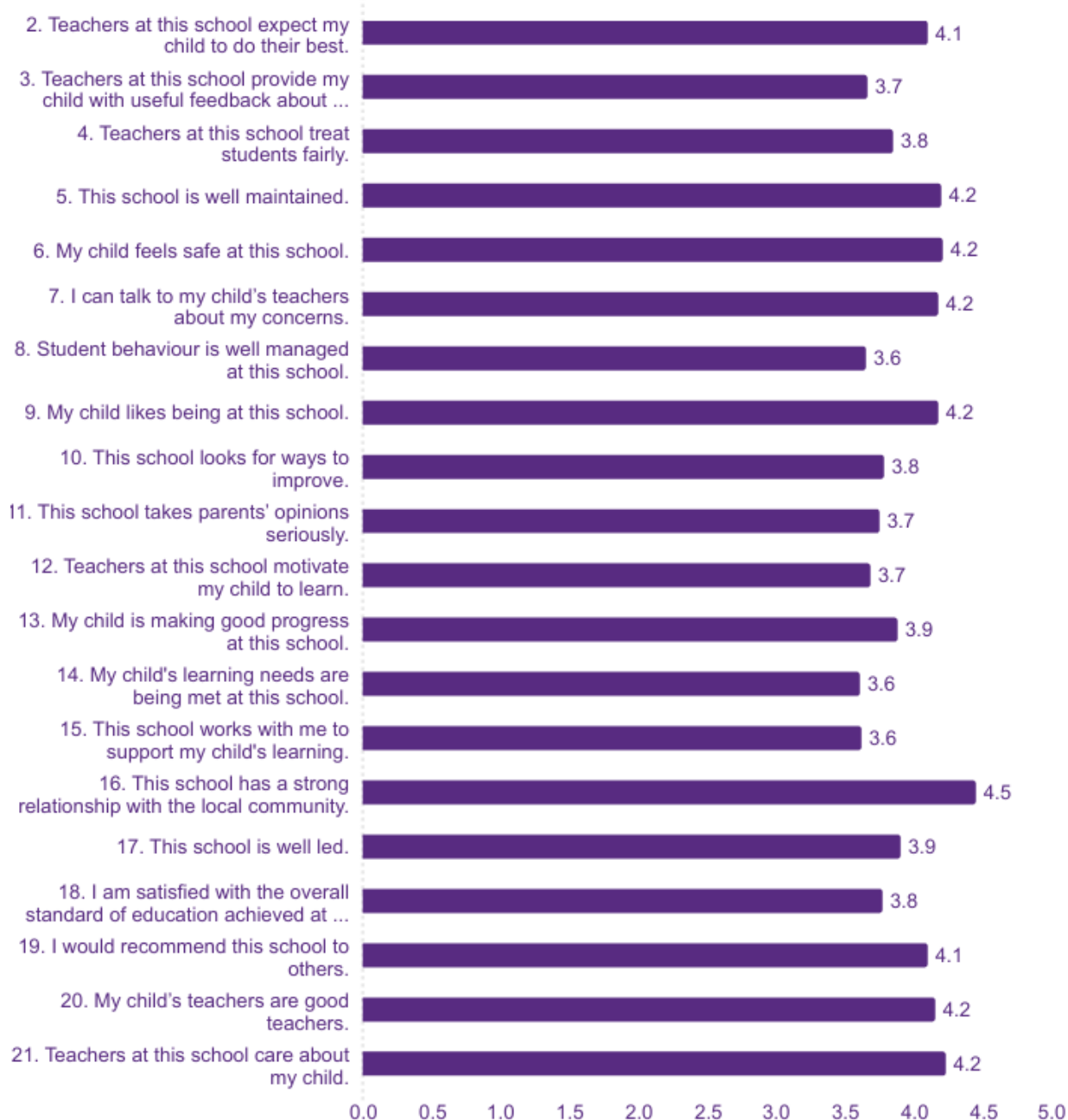
The school will focus on

- the health and well-being of staff and students,
- cultural responsiveness,
- feedback,
- differentiated learning
- development of explicit instruction and teaching for impact.

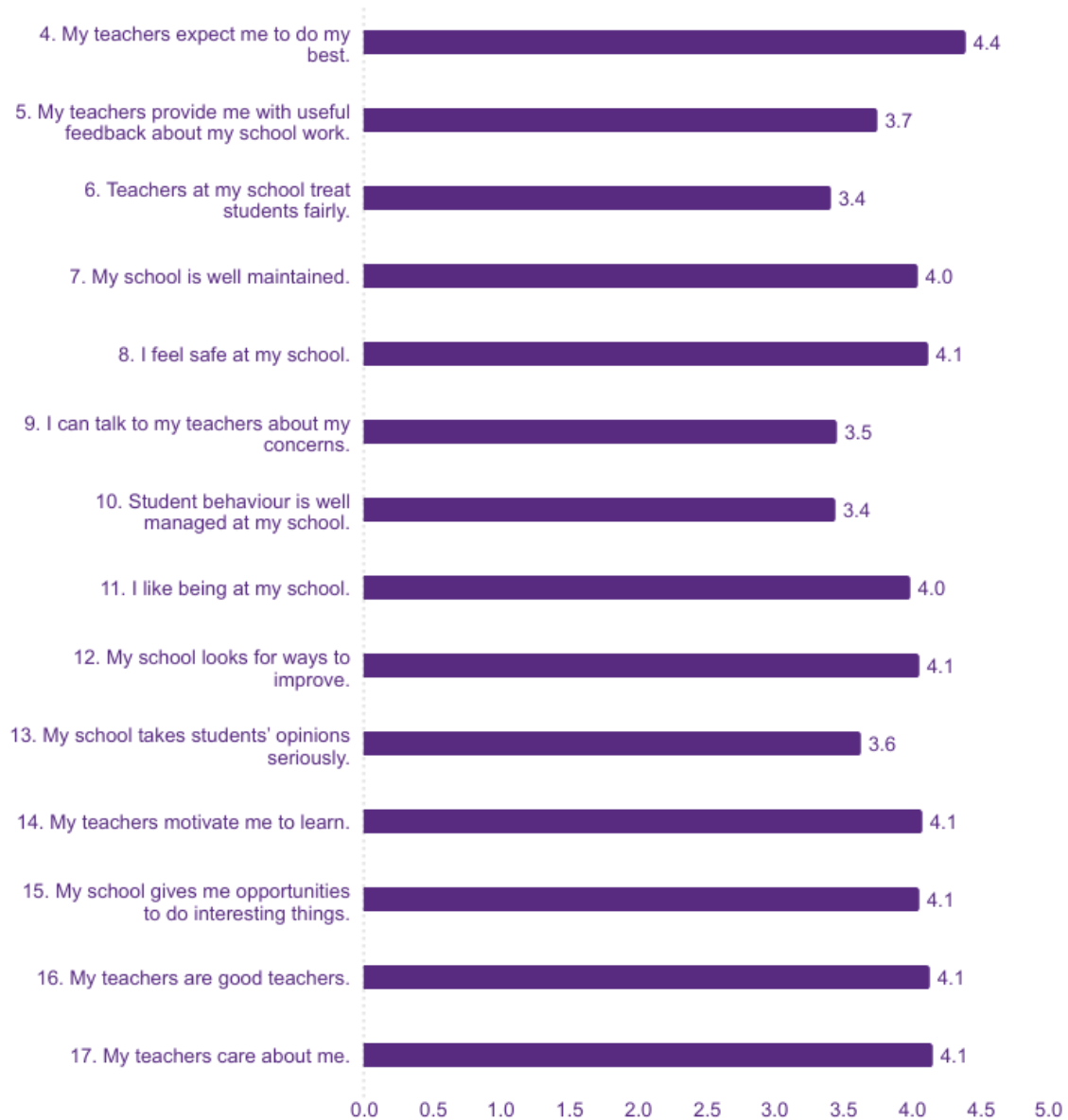
2025 Staff Survey



2025 Parent Survey



2025 Student Survey (Year 5 and Year 6)



OUR WORKFORCE

Our school has a dedicated team of staff members across teaching, administration, and allied professionals, all working together to support student growth and create an inclusive learning environment. All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Our Workforce	No	FTE
Administration Staff		
Principals	1	1.0
Deputy Principals	1	0.8
Total Administration Staff	2	1.8
Teaching Staff		
Level 3 Teachers	1	1.0
Other Teaching Staff	23	17.7
Total Teaching Staff	24	18.7
School Support Staff		
Clerical / Administrative	3	2.2
Other Allied Professionals	16	9.6
Total School Support Staff	20	12.3
Total	46	32.8

2026 school destinations of the 2025 Year 6 student cohort.

Destination Schools	Male	Female	Other	Total
4168 Shenton College	12	8		20
1041 Christ Church Grammar School	4			4
4025 John Curtin College Of The Arts		2		2
1171 Scotch College	2			2
4002 Applecross Senior High School	1			1
4012 Churchlands Senior High School		1		1
4206 Fremantle College	1			1
1147 Presbyterian Ladies College		1		1
4207 Yanchep Secondary College	1			1
Total	21	12	0	33

2025 FINANCIAL SUMMARY

School Financial Summary

Issued on 20 April 2026

School: Mount Claremont Primary School **School Year:** Dec 2025 (Verified Dec Cash)

Region: North Metropolitan Region **Aria:** 0
Distance to Perth (km): 7.57

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 129,447	129,447	0
Carry Forward (Salary):	\$ 150,307	150,307	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 3,841,030	3,841,030	0
Locally Raised Funds:	\$ 433,268	433,934	-666
Total Funds:	\$ 4,554,052	4,554,718	-666
EXPENDITURE			
Salaries:	\$ 3,521,043	3,521,043	0
Goods and Services (Cash):	\$ 724,171	639,437	84,734
Total Expenditure:	\$ 4,245,214	4,160,480	84,734
Variance:	\$ 308,838	394,238	-85,400

Student-Centred Funding

Per Student	\$ 2,812,410.00
School and Student Characteristics	\$ 845,418.31
Disability Adjustments	\$ 54,880.57
Targeted Initiatives	\$ 124,202.15
Operational Response Allocation	\$ 4,449.47
Regional Allocation	\$ 0.00
Total	\$ 3,841,360.50

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 4,236,699
Minimum Expenditure Requirement	
96% of current budget	\$ 4,067,231
10% of carry forward	\$ 57,802
Total Minimum Expenditure	\$ 4,125,033
Current Forecast Expenditure	
Salaries	\$ 3,521,043
Goods and Services (Cash Expenditure)	\$ 639,437
Total Forecast Expenditure (cash and salaries)	\$ 4,160,480

Bank Account Balances (Cash)

Bank Account	\$ 368,245.26
Investment Account(s)	\$ 0.00
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 368,245.26

Reserve Account Balances

General Reserve (IPS Only)	\$ 260,000.00
Total for all Reserve Accounts	\$ 260,000.00

*Reserve balances are included in the total