

School Report 2025

Lakelands Primary School



From the Principal

2025 Annual School Report – Year in Review - 2025 was a year of growth, resilience, and strategic progress for Lakelands Primary School. Despite periods of change, our community continued to demonstrate a strong commitment to student achievement, wellbeing, and future-focused planning.

Enrolment Growth and Infrastructure - Student enrolments increased significantly from 619 to 660, reflecting the continued confidence families place in our school. In anticipation of ongoing growth, two additional classrooms were established, ensuring we remain well positioned to meet rising demand while maintaining high-quality teaching and learning environments.

Student Achievement and NAPLAN Performance - Academic achievement remained a key focus throughout the year. NAPLAN results were strong, particularly in Year 3, where student performance demonstrated encouraging achievement. Across the school, five out of ten NAPLAN assessments exceeded the WA public school average, moving us closer to achieving our aspirational targets within the next two years. These results reflect the collective efforts of staff in delivering targeted, evidence-informed teaching practices.

Leadership and Staffing - The 2025 school year included a period of leadership transition, with myself accessing 19 weeks medical leave. During this time, the school was expertly led by Mrs Hamilton, supported by the leadership team. Their professionalism and dedication ensured continuity of leadership and the successful completion of a Public-School Review, a significant achievement for the school gaining a three year return on all criteria.

We also welcomed Mr Mercer as our new Deputy Principal – Student Services, strengthening our capacity to support student wellbeing and engagement. In response to increasing student services demands, a new role was established, and Mrs Ellis was appointed as Student Services Support Officer, further enhancing support structures for students and families.

New whole school approaches - A significant highlight of the year was the introduction of two new whole-school programs: The Resilience Project and Maths Trek. Both initiatives were launched with great enthusiasm and immediately embraced across the school. Staff engagement was strong from the outset, with rapid uptake and consistent implementation evident in classrooms. The positive and proactive response from staff reflected a shared commitment to student wellbeing and high-quality mathematics teaching, setting a strong foundation for ongoing impact in the years ahead.

Targeted Support and Budget Repair - Through careful financial management and budget repair, the school successfully re-established its intervention programs, ensuring targeted support for students requiring additional assistance. This was achieved while operating with two Deputy Principals, demonstrating effective resource allocation and a strong commitment to student learning outcomes.

Workforce Planning and Recruitment - A comprehensive recruitment process for 2026 teaching positions was conducted to ensure the school continues to attract high-quality educators aligned with our strategic direction and growing enrolment profile.

Conclusion

2025 was a year marked by growth, adaptability, and collective effort. Lakelands Primary School remains well positioned for continued improvement, with strong foundations in leadership, teaching quality, student support, and future planning.

Thank you for your continued support.

With Gratitude

Bradden Mitchell – Principal

Lakelands Primary School

Moral Purpose

Our high expectations inspire and empower every child to reach their full potential every day.

Strategic Intent

Developing the whole child and lifting learning achievement by inspiring growth through excellence, creativity, building partnerships and sustaining caring relationships.

Aspiration

To move from performing above like schools, to performing above WA public averages in all areas on NAPLAN.

We are an Independent Public School located in the rapidly growing suburb of Lakelands, north of Mandurah. Located on Cawana Parkway the school was opened in 2014. We cater for students in Kindergarten through to Year 6 and have an outstanding team of educators who share a commitment to work hand-in-hand with the community to provide a quality education for all students. We share a moral purpose that expects high expectations so that our students are inspired and empowered to reach their potential every day. Our combined effort ensures a dedicated focus on developing the whole child: socially, emotionally, physically and academically. This focus reinforces the school's core values of leadership, courage, responsibility, respect and cooperation. Naturally, a great school has great parent and community support. Our School Board takes an active role in establishing and maintaining clear direction for the school and works alongside our Parents and Citizen Association, who each term organises activities which bring the greater school community together.

School Context

-	ICSEA	2024 Cohort (released March 2025)	963 (7)
		2023 Cohort (released March 2024)	989 (5)
		2022 Cohort (released March 2023)	974 (6)
		2021 Cohort (released March 2022)	982 (6)
		2020 Cohort (released March 2021)	984 (6)
-	Student Transiency	2025	23.8% (8)
		2024	15.8% (6)
		2023	13.8% (5)
		2022	14.6% (5)
		2021	11.2% (4)

Lakelands Primary School's ICSEA in 2025 experienced a two decile decline after remaining generally stable over the previous 4 years. Transiency rates accelerated in 2025, we are now witnessing a rise in transiency, primarily driven by overseas and interstate migration using Lakelands as a base, then once established moving out to other areas closer to employment opportunities.

Lakelands School Board

As the incoming Chairperson of the Lakelands Primary School Board in 2025, it has been both a privilege and a responsibility to step into this role and continue the strong governance and community partnership established by previous Boards. Our focus this year has remained firmly on supporting the strategic direction of the school, ensuring transparency, and celebrating the many achievements of our students and staff.

At Lakelands Primary School, we are committed to maintaining openness and inclusivity in all that we do. All Board meetings continue to be open to the school community and the public, fostering engagement and encouraging open dialogue. Meeting each term in the evening has enabled broader participation and provided opportunities for Board development and team-building, strengthening our working relationship with the Principal and leadership team.

School Performance and Strategic Direction

Throughout 2025, the Board has been regularly informed about student achievement and progress through a range of data sets, including NAPLAN and Progressive Achievement Tests (PAT). These measures allow us to monitor growth in literacy and numeracy and ensure alignment with our 2024–2027 Business Plan priorities.

A highlight this year has been the continued success of The Resilience Project, which remains a cornerstone of our wellbeing framework. The program continues to positively influence school culture, equipping students with strategies to build gratitude, empathy and emotional literacy. Its ongoing impact is evident in student voice, behaviour data and overall school climate.

We have also seen strong outcomes from our targeted literacy intervention groups, which provide additional support to students requiring explicit instruction and small-group teaching. The Board is encouraged by the measurable progress demonstrated by students participating in these programs and commends staff for their commitment to evidence-based practice.

The implementation of Maths Trek across the school has been another significant initiative in 2025. This structured and consistent approach to mathematics instruction has strengthened whole-school practices, enhanced teacher collaboration, and supported improved student confidence and achievement in numeracy.

Public School Review

A major milestone for Lakelands Primary School in 2025 was the successful completion of our Public School Review. This process provided an in-depth evaluation of our performance, governance, teaching practices, and strategic direction.

The review panel acknowledged the school's clear vision, strong instructional leadership, commitment to student wellbeing, and effective use of data to inform practice. The positive feedback received affirms the dedication of our leadership team, staff and broader community, and validates the strong foundations in place to support continued improvement. The Board is extremely proud of this achievement. The outcome of the Public School Review is a testament to the collective effort of staff, students, families and community partners, and positions the school strongly for the next phase of its strategic journey.

Wellbeing, Engagement and Community Voice

In 2025, the Board reviewed the results of the Wellbeing and Engagement Census, alongside other perception data, to better understand the experiences of students, staff and families. These insights continue to inform decision-making and ensure that student voice remains central to school improvement.

We also greatly value the opportunity to hear directly from key community groups throughout the year, including The Lakelands Lads, Loveable Lakelands and our wonderful P&C. We extend our sincere thanks to each of these groups for their passion, advocacy and partnership.

Governance and Financial Oversight

The Board endorsed the 2025 school budget and remains confident in the strong financial management and governance practices demonstrated by the school administration. We reviewed and approved voluntary contributions and personal item lists for 2026 and continue to monitor resource allocation to ensure alignment with strategic priorities.

We are grateful for the ongoing generosity and hard work of the P&C, whose contributions continue to make a meaningful difference to our school environment and student experience.

Acknowledgements

I would like to acknowledge the dedication and professionalism of our Principal and leadership team, whose commitment to excellence drives the continued success of Lakelands Primary School. I also extend my sincere thanks to my fellow Board members for their thoughtful contributions, diverse perspectives, and unwavering commitment to serving our school community.

It is a privilege to work alongside such passionate individuals who share a common goal, providing the very best educational environment for our children.

As we look ahead to 2026, the Board remains committed to strong governance, meaningful community engagement, and supporting the school to achieve its aspirations. I am proud to serve as Chairperson in 2025 and look forward to another successful year for Lakelands Primary School.

Jill Sinclair

Board Chairperson 2025

Lakelands P&C

As we reflect on 2025, I would like to acknowledge the time, effort, and commitment shown by our P&C members, executive team, volunteers, school staff, and wider school community throughout the year.

One of the highlights of 2025 was the Mother's Day and Father's Day Breakfasts, which were extremely well attended and warmly received by families. While these events were a great success from a community engagement perspective, they did result in a financial loss. Moving forward, if these events are to continue, a strong focus should be placed on securing sponsorships or external support to ensure they are financially sustainable.

Throughout the year, it became clear that the uniform shop requires greater consistency in its operation. This will be an important area to review going forward to ensure smoother processes, clearer communication, and a more reliable experience for families.

Another key reflection from 2025 is the need for the P&C and executive team to be more hands-on and collaborative in supporting one another. Stronger teamwork and shared responsibility will be essential to maintaining momentum and avoiding volunteer burnout.

I would like to extend sincere thanks to our 2025 Grants Officer, Emma Fiori, who successfully arranged a meeting with the City of Mandurah regarding ongoing parking and traffic flow concerns before and after school. This advocacy on behalf of our school community is greatly appreciated.

Thanks to the fundraising efforts of the P&C, we were proud to contribute to several important initiatives, including:

- The Early Years playground
- Shade installation in the Early Years area
- Keyboards for the music program

- Interschool shirts and singlets for the sports program
- The Year 6 graduation photobooth
- Year 6 leavers' shirts (nameless and yearless)

These contributions directly supported student wellbeing, participation, and memorable school experiences.

Despite having greater outgoing expenses this year, due to hosting community events in lieu of fundraisers for two of our bigger occasions, we raised a total of \$25,336.59 for the 2025 year. The donations to the school, as outlined above, came to a total of \$21,295.00. We were also gifted \$980 by the WA State Government to use as the P and C deems appropriate. These funds will be discussed in the first general meeting of 2026. The amount of \$745.35 is owing to the year 6 camp/graduation funds, as a result of the sale of the graduation bears on behalf of the Year 6's of 2025.

In closing, I would like to thank everyone who contributed to the P&C in 2025. Every effort, whether large or small, helped support our school community and make a positive difference for our students.

Justine Clements
P&C President

Student Numbers and Characteristics

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(30)	86	70	91	80	86	84	89	616
Part Time	60								

Semester 2	2021	2022	2023	2024	2025
Primary (Excluding Kin)	622	584	560	534	586

	Kin	PPR	Pri	Sec	Total
Male	27	40	249		316
Female	33	46	251		330
Total	60	86	500		646

	Kin	PPR	Pri	Sec	Total
Aboriginal	4	4	33		41
Non-Aboriginal	56	82	467		605
Total	60	86	500		646

Comments:

In 2025, the school experienced sustained enrolment growth, increasing from 616 students at the census to a peak of 660 students by Term 4. In anticipation of continued growth, a proactive decision was made in late 2024 to expand the classroom configuration by two additional classrooms for the following year.

Discussions with the local member, Paul Papalia CSC MLA, indicate that steady enrolment growth is expected to continue in coming years. This is largely attributed to workforce relocation associated with the AUKUS submarine program, including families from the United Kingdom and the United States settling in the region. When combined with ongoing residential developments and the postponement of North Lakelands Primary School and East Lakelands Primary School construction until the 2030s, Lakelands PS faces the prospect of significant enrolment increases that will place growing pressure on existing infrastructure.

Workforce Composition**Table 1 FTE and headcount of staff for occupation groups**

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	5	5.0	0	0.0	5	5.0
Teacher	37	30.8	3	3.0	40	33.8
Mainstream EAs	7	5.5	0	0.0	7	5.5
Education Support EAs	18	13.4	1	0.9	19	14.3
Admin	4	3.4	0	0.0	4	3.4
Cleaner	4	3.5	0	0.0	4	3.5
Other	2	1.2	0	0.0	2	1.2
Total	77	62.8	4	3.9	81	66.7

Table 2 Total employment FTE and headcount 2022-2025

Year	Headcount	FTE
2022	81	70.5
2023	87	70.5
2024	82	67.6
2025	81	66.7

Comments:

Throughout 2025, the school experienced significant changes within the leadership team. The Principal was on medical leave for 19 weeks, during which time the K–2 Deputy Principal capably assumed the role of Acting Principal. During this period, the school operated with two Deputy Principals instead of the usual three, with the leadership team working collaboratively to ensure continuity of operations and strategic direction.

In Term 3, the 3–6 Deputy Principal successfully secured a position closer to home. Following this transition, the decision was made to recruit a Student Services Deputy Principal, responding to workload concerns and returned the school to a more traditional leadership structure aligned with strategic and operational priorities.

In Term 4, the K–2 Deputy Principal also gained a position closer to her home. After careful consideration, the decision was made not to refill this role. As a result, for the second time in 2025, the school concluded the year operating with two Deputy Principals rather than three. Despite these changes, the leadership team remained focused on maintaining stability, supporting staff and students, and progressing key school priorities.

SSSO In 2025, the Student Services Support Officer (SSSO) position was created, combining the Student Wellbeing Officer role with the operational components of the Student Services Deputy position. This reflects a deliberate approach to building staff capacity and then formalising a role to effectively leverage an individual's demonstrated skill set.

2022-2025 Promotional Pipeline

Since 2022, Lakelands Primary School has successfully supported and promoted staff into substantive leadership positions across other schools. These appointments reflect the depth of leadership capability developed within the school and our strong commitment to professional growth and succession planning.

Specifically, staff from Lakelands have been appointed to the following substantive roles:

- Two Level 5 Principals
- One Manager Corporate Services (MCS)
- Three Deputy Principals
- Two Deputy Principals recruited at level
- One Instructional Coach

These outcomes highlight Lakelands as a school that actively builds leadership capacity and prepares educators to take on senior and system-level roles within public education.

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	90.4%	89.4%	90.3%	85.3%	82.4%	74.3%	90.2%	88.7%	88.9%
2024	89.4%	90.3%	91.0%	87.4%	79.8%	74.3%	89.3%	89.3%	89.4%
2025	90.0%	89.1%	90.7%	86.1%	77.6%	73.2%	89.8%	87.9%	89.1%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	64.1%	25.7%	9.3%	0.9%
2024	59.3%	28.2%	10.0%	2.5%
2025	64.4%	23.9%	8.7%	3.0%
Like Schools 2025	58.7%	24.6%	11.1%	5.6%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

Analysis and impact of evidence

The school continues to demonstrate stable and strong performance outcomes across all cohorts from 2023 to 2025. Aboriginal student achievement remains a particular strength, consistently exceeding both Like Schools and WA Public Schools by a significant margin.

Non-Aboriginal Students

Performance is stable and competitive. After a dip in 2024, 2025 shows recovery, positioning the school slightly above Like Schools but marginally below the WA Public Schools average.

Aboriginal Students

Aboriginal student results remain a clear strength. Despite a small drop in 2025, performance is significantly above both Like Schools and WA Public Schools across all three years, with the performance gap widening positively over time.

Total School Results

Whole-school performance is stable and generally above Like Schools and WA Public Schools, with 2025 showing improvement after the slight dip in 2024.

Key Performance Indicator:

- Lift the percentage of regular attendance equal to like schools.

Lakelands PS **DID ACHIEVE** this KPI in 2025.

School – 64.4 %

Like Schools – 58.7%

WA Public Schools – 64.0%

Student Wellbeing Service Summary – Nicole Ellis

In 2024, the school transitioned from a Chaplaincy model to a Student Wellbeing Officer (SWO), with Choyces engaged as the third-party provider. The SWO supports the school community two days per week. The figures below reflect 1:1 sessions only and do not include informal check-ins or break-time clubs.

2024

47 students were seen.

Key trends/issues identified:

- Difficulties with self-regulation – 15%
- Grief & Loss – 7%
- Family Separation/Dynamics – 25%
- Mental Health/Anxiety – 11%
- School Avoidance – 5%
- Friendships – 5%
- Domestic Violence – 11%
- Family Member Incarcerated – 3%
- Accident/Illness Support – 18%

Hardship Support

- 2 families received weekly food hampers (via Bridge Builders)
- 2 families accessed Backpack Buddies (weekend food support program)

2025

79 students were seen

Key trends/issues identified:

- Difficulties with self-regulation – 28%
- Grief & Loss – 6%
- Family Separation/Dynamics – 23%
- Mental Health/Anxiety – 22%
- School Avoidance – 4%
- Friendships – 4%
- Domestic Violence – 8%
- Family Member Incarcerated – 2%
- Accident/Illness Support – 7%

Hardship Support

- Stationery provided to 6 families
- Uniforms provided to 6 families
- 5 families accessed Backpack Buddies
- 2 families received weekly food hampers (1 continuing from 2024, 1 new family)

Summary

- Increase in students accessing support (47 → 79)
- Ongoing prevalence of family-related concerns
- Notable increase in self-regulation and mental health needs
- Expanded hardship support provided to families

Student Achievement and Progress**NAPLAN and PAT**WA Average School Performance comparison:

ASPIRATION: To move from performing above like schools, to performing above WA Public School averages in all areas of NAPLAN. **Not achieved**

KPI: The school average for each NAPLAN test will exceed that of WA schools by more than 15 points. **Not achieved**

	Year 3	Year 5
Numeracy	-4	-24
Reading	2	-19
Writing	1	2
Spelling	15	-9
G&P	4	-15

- The table above shows the school performance compared to WA state averages
- 5 out of 10 NAPLAN test results were above the state average which is the most tests ever achieved above state averages at Lakelands beating the previous year which was 3 tests.
- Continued strong performance against like schools

10 Test Average Performance

Position	Like schools	Decile	ICSEA	10 Test Average
1	Kelmscott Primary School	7	965	437
	WA Public School Average			435
2	Jerramungup District High School	7	967	433
3	East Beechboro Primary School	7	965	431
4	Lakelands Primary School	7	963	431
5	Ellenbrook Primary School	7	961	430
6	Bentley Primary School	7	964	426
7	Maddington Primary School	7	963	426
8	East Maddington Primary School	7	962	425
9	Glen Huon Primary School	7	963	423
10	High Wycombe Primary School	7	967	415
	Like schools			414
11	Rockingham Lakes Primary School	7	962	414
12	North Kalgoorlie Primary School	7	963	413
13	Yanchep Rise Primary School	7	960	413
14	Port Kennedy Primary School	7	964	411
15	Eaton Primary School	7	965	408
16	Charthouse Primary School	7	965	407
17	Yale Primary School	7	961	406
18	Marri Grove Primary School	7	967	403
19	Bullsbrook College	7	960	402
21	Golden Bay Primary School	7	965	394
21	Waikiki Primary School	7	964	394
22	Dalwallinu District High School	7	962	393
23	York District High School	7	961	390

**** Highest 10 test average history:**

2025 = 431 2024 = 419 2023 = 427 2022 = 444.5 2021 = 431.7

PAT Numeracy									
Cohort Median	2019	2020	2021	2022	2023	2024	2025	Aust. Average	2024-2025 Gain
Year 6	125.5	123.1	129	127.4	126.7	128.5	123.3	128.9	0.9
Year 5	115.6	118.3	119.6	120.2	118.8	122.4	122	125.5	6.5
Year 4	117.5	114.8	119.6	117.8	117.5	115.5	119.1	121.1	5.7
Year 3	111.8	108.9	111.8	112.7	113.4	113.4	114.2	115.4	10.9
Year 2	101.5	104.6	109.3	112.3	110.9	103.3	102.7	108.3	4.8
Year 1	92.1	98.1	96.6	99.5	104.1	97.9	95	99.5	
School Average	110.7	111.3	114.3	115	115.2	113.5	112.7	116.45	
Target: Each year level to equal or exceed cohort mean above Australian average									
PAT Reading									
Cohort Median	2019	2020	2021	2022	2023	2024	2025	Aust. Average	2024-2025 Gain
Year 6	129.6	127.8	127.8	126.7	128.6	124.9	124.6	128.9	3.3
Year 5	117.5	121.5	123.5	122.1	123.5	121.3	121.9	125.8	6.6
Year 4	119.1	117	119.3	118.7	121.3	115.3	115.8	120.9	3.5
Year 3	106.5	103.3	109.9	113.1	109.9	112.3	111.3	113	7.6
Year 2	92.5	97.7	104.5	103.7	104.5	103.7	93.9	101.1	13.5
Year 1	79.6	84.2	79.6	80.1	79.6	80.4	78.6	84.2	
School Average	107.4	108.6	110.8	110.7	111.2	109.7	107.7	112.3	
Target: Each year level to equal or exceed cohort mean above Australian average									
*** Green boxes indicate above Australian Average performance									
PAT Numeracy – Key Trends (2019–2025)									
- Strong performance in upper years but declining in 2024–2025 - Significant mid-cohort growth (Years 2–3) - Year 1 growth is inconsistent highlighting differing cohort readiness or instructional variability.									
PAT Reading – Key Trends (2019–2025)									
- Very strong performance in Year 6 - Exceptional mid-school performance (Years 3–5) - Year 2 is a standout trend - School Average Rising Significantly 2019: 107.4 2025: 107.7									
While modest, the trajectory is upward , with more year levels meeting or approaching the target of exceeding the Australian mean.									

Describe your analysis and impact of evidence

In 2025, Lakelands Primary School committed to implementing the **Maths Trek** whole-school mathematics program in response to declining numeracy results and staff readiness to adopt the recommendations of the school's Mathematics Working Party.

Following a successful trial of the program in Term 4, 2024, all staff participated in professional learning during Term 1, 2025 to support consistent implementation across the school. Lakelands Primary School has committed to a five-year implementation period, allowing time for sustained practice, monitoring of impact, and continuous improvement.

The school has been encouraged by the positive and enthusiastic uptake of the program by staff as they work to strengthen numeracy outcomes for all students.

Following a period of budget repair through strategic staffing decisions, Lakelands Primary School was able to reinstate its literacy intervention program in the second half of 2025. This targeted program has previously demonstrated strong benefits in supporting students to close gaps in literacy development that may have occurred in earlier years of schooling. The reintroduction of the program aims to re-engage students requiring additional support and improve access to the curriculum, particularly for students in Years 1 and 2. It is anticipated that this renewed focus on early literacy intervention will strengthen foundational skills and support improved learning outcomes.

Classroom walkthroughs were used to support and monitor the implementation of partner reading, strengthening the school's reading approach and promoting consistency across classrooms. Regular reviews of knowledge units and the inclusion of new curriculum codes supported accurate curriculum alignment and effective delivery. These strategies contributed to strengthening reading instruction and enhancing the overall quality of literacy teaching at Lakelands Primary School.

Year 6 2025 Post School Destination 2026

Destination Schools	Male	Female	Other	Total
4199 Coastal Lakes College	29	37		66
1462 Mandurah Baptist College	2	4		6
4196 John Tonkin College	4			4
4176 Comet Bay College	1	1		2
1412 Foundation Christian College	2			2
1324 South Coast Baptist College	2			2
1487 Austin Cove Baptist College		1		1
4148 Coodanup College	1			1
4166 Halls Head College		1		1
4128 Safety Bay Senior High School		1		1
4159 Warnbro Community High School		1		1
Total	41	46	0	87

Describe your analysis and impact of evidence

The data demonstrates a highly concentrated transition pattern, with Coastal Lakes College receiving 66 of 87 students (76%), confirming its position as the dominant secondary destination and primary feeder pathway, reflecting the strong orientation program we have with the college.

A secondary group of schools accounts for 24% of students, led by Mandurah Baptist College (6.9%) and John Tonkin College (4.6%), alongside several smaller destinations with minimal enrolments. The presence of 11 students (12.6%) attending independent Christian/Baptist schools indicates a consistent, though moderate, preference for non-government education.

Tell Them from Me (TTFM) Surveys

Focus on Learning - TEACHER	2020	2021	2022	2023	2024	2025
Leadership	6.5	6.9	6.1	6.7	7.1	6.9
Collaboration	7.0	7.9	7.9	8.0	8.0	8.1
Learning Culture	7.8	8.2	8.2	8.1	8.2	8.1
Data Informs Practice	7.6	8.1	8.4	8.1	8.3	7.9
Teaching Strategies	7.6	8.0	8.3	8.2	8.3	8.1
Technology	4.6	5.6	6.1	5.6	5.4	5.5
Inclusive school	7.8	8.2	8.3	8.3	8.5	8.4
Parent Involvement	6.7	7.1	7.2	7.2	7.5	7.2
Challenging and Visible Goals	7.0	7.6	7.7	7.6	7.8	7.5
Planned Learning Opportunities	7.1	7.6	7.7	7.5	7.8	7.8
Quality Feedback	6.4	7.1	7.3	7.2	7.1	7.2
Overcoming Obstacles of Learning	7.3	7.7	7.6	7.7	8.0	7.6

Consistent Improvement: Collaboration, Inclusive School, and Teaching Strategies show steady growth, indicating strong development in these areas.

Stable High Performance: Learning Culture and Planned Learning Opportunities maintain high scores across all years.

Inclusive School Culture: Rose from 7.8 to 8.4, peaking at 8.5 (2024)
Reflects a growing commitment to equity and diversity.

Partners in Learning- PARENTS	2020	2021	2022	2023	2024	2025
Parents Feel Welcome	7.6	7.8	7.8	7.6	7.5	7.5
Parents are informed	6.9	7.2	7.2	7.0	7.1	6.9
Parents support learning at home	7.7	7.6	7.5	7.1	7.7	7.2
School supports learning	7.5	7.7	7.4	7.3	7.5	7.5
School supports positive behaviour	7.5	7.8	7.6	7.5	7.7	7.6
Safety at school	7.6	8.0	7.7	7.6	7.8	7.4
Inclusive school	7.0	7.5	7.4	7.2	7.4	7.1

Consistently High “**School supports positive behaviour**” Scores have remained strong, ranging from 7.5 to 7.8, reflecting a positive school culture and effective behaviour support systems.

Strong “**School supports learning**” This metric has stayed between 7.3 and 7.7, showing that parents perceive the school as actively supporting their children’s academic growth.

Welcoming Environment “**Parents Feel Welcome**” has consistently scored well, indicating that the school maintains a friendly and inclusive atmosphere for families.

Stability in “**Parents Feel Welcome**” Scores have remained relatively steady, hovering between 7.5 and 7.8, showing consistent performance but also a plateau that might benefit from fresh engagement strategies.

Fluctuation in “**Safety at school**” While safety peaked at 8.0 in 2021, it has since declined to 7.4 in 2025. This may indicate shifting perceptions or emerging concerns that could be addressed through communication or policy.

Student Outcomes and School Climate	2020	2021	2022	2023	2024	2025
Students with a positive sense of belonging	64%	64%	63%	67%	68%	61%
Students with positive relationships	81%	83%	79%	83%	78%	79%
Students that value schooling outcomes	89%	93%	93%	86%	90%	87%
Students who are interested and motivated	54%	63%	58%	43%	51%	43%

Decline in Student Interest and Motivation: Trend: Significant downward trend.

Details: Peaked at 63% in 2021, but dropped to 43% in both 2023 and 2025.

Implication: Indicates growing disengagement among students over time.

Fluctuating Sense of Belonging: Trend: Moderate fluctuations with a recent decline.

Details: Rose to 68% in 2024, then fell sharply to 61% in 2025.

Implication: Suggests instability in students' emotional connection to the school.

Stable Positive Relationships: Trend: Relatively consistent.

Details: Ranged between 78% and 83% across all years.

Implication: Indicates a steady level of peer and teacher relationships.

Describe your analysis and impact of evidence

Key Performance indicator: We did not achieve these 2024 Key performance indicators.

- 75% of Lakelands Year 4-6 students report they are interested and motivated to learn.
2022 = 58% 2023 = 43% 2024 = 51% 2025 = 43%
- TTFM Parent Involvement goal was 7.7
2022 = 7.2 2023 = 7.2 2024 = 7.5 2025 = 7.2
- TTFM Parents are informed goal was 7.7
2022 = 7.2 2023 = 7.0 2024 = 7.1 2025 = 6.9
- At the beginning of 2025 The Resilience Project was adopted as a whole school Social Emotional Learning program to address the social needs of our students.
- Organisation Health Index (OHI) and the Tell Them from me survey will be conducted every year as part of the Fogarty alumni partnership.
- Teacher communication protocols with parents via Seesaw are currently being reviewed with the view of switching to Compass as our major form of communication tool in 2026, with careful consideration given to balancing teacher workload and meeting parent expectations across the school.

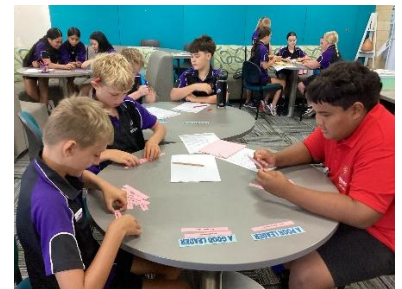
2025 Student Leadership



In 2025, the Student Leaders provided opportunities for students to develop initiative, independence, resilience and public speaking skills while strengthening connections between students, staff and other Mandurah schools.

At the start of the year, leaders met to clarify expectations, explore effective leadership qualities and practise impromptu speaking. They discussed their roles, identified early priorities and worked collaboratively to create a memorandum of agreement that guided their leadership throughout the year.

Student Councillors attended the Primary GRIP Leadership Conference at the Perth Convention & Exhibition Centre in March, joining students from hundreds of schools. The conference focused on servant leadership—supporting others, encouraging participation and representing the voice of the school community.



Two students represented Lakelands Primary School in the City of Mandurah Junior Council Program. Through this program, students promoted the Crime Stoppers **Bikelinc** initiative by distributing cards and sharing information through assemblies and newsletters. They also raised awareness about online safety and cyberbullying through stickers and magnets, and supported **Bridge Builders**, a community organisation that provides backpacks and buddy bags with essential items for children in need.

On 19 May, 22 Lakelands student leaders attended a regional leadership conference at Mandurah Baptist College, working with leaders from other schools. The conference focused on mindfulness, character and purposeful leadership.

The year concluded with Student Councillors addressing the Year 5 cohort ahead of the 2026 election process. Councillors shared reflections and advice about the responsibilities of leadership, with staff noting the positive influence they had on younger students.



2025 Physical Education Report – Brooke DeOliveira

Lakelands Primary School remains an active member of the Coastal School Sports Association (CSSA), providing students with opportunities to compete against nearby schools including Meadow Springs Primary School, Oakwood Primary School, Madora Bay Primary School and Singleton Primary School. Our partnership with Coastal Lakes College also enables former students to develop umpiring skills while giving current students early exposure to secondary school.



Four major interschool events are held annually for Year 5 and 6 students. The Term 1 Summer Carnival at Coastal Lakes College and Meadow Springs Sporting Facility includes basketball, league tag, cricket and tee ball. The Term 2 Winter Carnival features soccer, netball, AFL and volleyball. In Term 3, Year 3–6 students compete in the Interschool Cross Country at Singleton Primary School. The year concludes with the Term 4 Athletics Carnival, where Year 3–6 students compete in running, jumping, throwing and team events.

Year 5 and 6 students also participate in an additional hour of Senior Sport each Friday, with opportunities to train and be selected for interschool teams in sports such as volleyball, soccer, netball, AFL, basketball, league tag and cricket. From Term 2, Year 4 students also joined Senior Sport to build skills in preparation for future carnivals.

Achievements

Inter-school sports on offer for senior students to represent Lakelands:

- Summer Carnival: Finishing 3rd place in cricket and 3rd place in tee ball and league tag. Competed in Basketball
- Winter Carnival: Volleyball: 3rd, Soccer 4th Netball 2nd and AFL Boys 4th and Girls 2nd
- Athletics: Years 3, 4, 5 and 6 students competed in various individual races as well as jumps, throws and team events. Lakelands finished 2nd out of 4 schools and had 3 female champions and 1 boy champion. We also won the team games shield for the second time in a row.
- Cross country: Finishing 3rd out of 4 schools
- Lakelands Primary School Faction Athletics Carnival: We organised a very successful Carnival, with the pre-primary's joining the year 1s to 6 again this year. During the day students participated in running races, jumps, throws and team Games designed to prepare students for the Interschool Athletics Championships.

This year was the first year we ran a bike safety course provided to the year 6 students before Rottneest camp.

Lakelands Faction Captains: This year faction captains remained an important leadership role within the school. This was another great opportunity for the year 6 cohort to grow their leadership skills. Faction captains ran lunch time games, maintained classroom sporting equipment and became valuable role models for their peers.

Future directions

- Model and encourage teamwork skills and sportsmanship by the continuing faction captain program.
- Continue to grow CSSA network and remain competitive.
- Continue to re-establish the Your Move program to encourage riding or walking to school to help increase student activity levels.
- Introduce KIDDO at a whole school level.
- Continual bike safety lessons for years 6 students before camp.



2025 Music Annual Report – Mrs Eryl Lewis

Objectives:

- **Quality Music Education:** Continue providing high-quality, curriculum-aligned lessons from Pre-primary to Year 6, ensuring engagement across all strands of the WA Music Curriculum: Creating, Performing, and Responding.
- **IMSS Program:** Maintain the Instrumental Music School Services (IMSS) program, offering students opportunities to perform at assemblies, events, and community performances.
- **Choral Participation:** Encourage and support student involvement in the School and Performance Choirs, fostering vocal development and ensemble skills.
- **Ukulele Choir Development:** Expand opportunities for students to perform in a Ukulele Choir at school events.
- **Instrument Provision:** Continue replacing and expanding the school's percussion instrument stock to enhance music education and performance experiences.

Program Overview:

The 2025 music program delivered curriculum-aligned music education across all year levels using resources from *The Fun Music Company* and *Musicplayonline*, supporting the WA Music Curriculum: *Creating, Performing, and Responding*.

- **Creating:** Students explored composition and improvisation through percussion, ukulele, and group activities like ostinato rhythms.
- **Performing:** Students learned to play percussion, xylophones, ukulele, keyboards, and other instruments, gaining proficiency through ensemble and solo performances.
- **Responding:** Students developed listening and analytical skills through structured aural activities and reflections.

Ukulele & Keyboard Programs:

- **Ukulele (Years 3–6):** Continued from 2022, focusing on instrument technique, tablature, and group performance.
- **Keyboard (Years 3–6):** Introduced a four-week program with keyboards donated by the P & C. Students progressed from basic skills in Year 3 to reading formal notation and performing with backing tracks in Years 4–6.

Choir Programs:

- **School Choir:** Performed at ANZAC Services, Harmony Day, Christmas Concerts, and community events like Latitude Lifestyle Village.
- **Performance Choir:** Represented the school at *One Big Voice* at RAC Arena, performing with 4,000 students.

Instrumental Music School Services (IMSS):

The IMSS program provided instrumental lessons in classical guitar, flute, and brass to 16 students in Years 5 and 6.

2025 Summary:

The music program achieved significant growth in musical literacy, performance, composition, and aural skills. Students demonstrated improvement across all WA Curriculum strands, with notable development in instrumental technique, choral performance, and creative expression.

2026 Goals:

- Continue high-quality, curriculum-aligned music education.
- Increase visibility of the IMSS program, offering more performance opportunities.
- Expand the keyboard program, ensuring a progressive pathway for skill development.
- Further develop instrument provision, ensuring all students have access to the tools they need for a rich musical experience.



Year 3-6 Keyboard Program

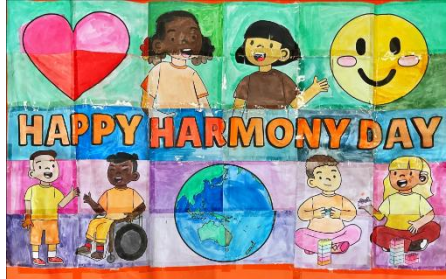


One Big Voice at the RAC Arena



2025 Visual Arts Report – Calah Preece

Visual Arts Annual Report



The Specialist Art program added creativity, colour and fun across the school through weekly Visual Art sessions.

Content and Curriculum

Programs were planned and assessed using the Australian and WA Curriculum. Year 2–6 students used Art sketchpads to record ideas, sketches and skills, allowing them to track artistic growth across their years at Lakelands. Students developed techniques using a range of media including clay, pastels, chalk, watercolour, textiles and acrylics, with skills taught progressively across year levels.



Celebrating Excellence

Every student created a gem now displayed in the staffroom. Year 5 students also designed treasure chests filled with compliments from across the school, which were presented to staff for Staff Appreciation Day in recognition of their dedication to students.

The **Festival of the Stars** showcased student creativity, with every child displaying an artwork and families voting for “Best in Show.”

Our Year 6 students also left a legacy by painting signs promoting Gratitude, Empathy, Mindfulness and Emotional Literacy. Displayed in the Block 4 wet area, these works reflect the language of The Resiliency Project while adding colour and positivity to the school.



Future Directions

Looking to the future of Art at our school we are going to continue with community and school exhibitions such as Festival of Stars and the promotion of The Arts through the school's the school newsletter. We will continue integrating whole school events and programs, such as Harmony Day and The Resiliency Project, into the Visual Arts program.

2025 Science Annual Report – Mrs Aggie Theodosiou

Science at Lakelands Primary School promotes a passion for learning and develops scientific, creative, and critical thinking skills. Biological, Chemical, Physical and Earth and Space Sciences are taught and include practical experiments, research skills and digital technologies. Teachers facilitate and assess understanding and skills using the current version of the Western Australian Curriculum. Students are assessed in various ways, including the SCSA Judging Standards and ACER PAT Science.



Science Week: Students participated in a variety of activities to celebrate Science Week and develop critical and creative thinking skills. The activities included becoming a palaeontologist and an archaeologist in uncovering and discovering dinosaurs in the ice and sand. They incorporated physical science concepts to create walking spiders, wind-powered and solar-powered vehicles. Students created earthquake-ready building models using cardboard and Lego. Students in Years 4 to 6 used microscopes to view a variety of organic cells.

Festival of the Stars – Learning Journey –

Festival of the Stars was a wonderful showcase of students' learning, including electrical models by Year 6 students and hands-on activities for all families to enjoy.

Discovery Area: Students extended their understanding through play and hands-on, non-directed experiences.



Cross-School Moderation: Each year, science specialist teachers meet to moderate and make consistent judgements using student work samples. This year, we have also participated in workshops and implemented new science aspects to help familiarise teachers and students with the updated WA Science Curriculum (Operational in 2026).

Assessments

Pat Science Assessment: The percentage of students reaching or surpassing the PAT goals was pleasing. The results are comparative against the Australian Norm.

Year	Goal	Results
4	More than 15% of students above 60%	27% above
5	More than 20% of students above 60%	40% above
6	More than 20% of students above 60%	20% above

Focus areas for 2026

Implement the updated curriculum and introduce new science understanding and skills in all year levels.

- Years 3 to 6 – will develop their understanding of fair testing, writing investigable questions, measuring, graphing and interpreting results.
- Years 1 and 2 will focus on drawing, labelling, making predictions, and comparing results.
- Kindy and Pre-Primary begin their journey of scientific discovery.

**School Income by Funding Source****ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)**

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	189,788	189,788
Carry Forward (Salary):	51,833	51,833
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	7,276,648	7,276,648
Locally Raised Funds:	182,958	182,962
Total Funds:	7,701,227	7,701,231
EXPENDITURE		
Salaries:	6,794,132	6,794,132
Goods and Services (Cash):	766,732	774,123
Total Expenditure:	7,560,864	7,568,254
VARIANCE:	140,363	132,977