

OFFICIAL

School Report 2025

East Victoria Park Primary School



Celebrating Diversity

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School Report

East Victoria Park Primary School

School Overview

Established in 1914 East Victoria Park Primary School has been preparing our children for the future for more than a century. Through our motto, 'Celebrating Diversity', we aim to provide the best possible education for each child who attends our school, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

East Victoria Park Primary School is a level 5 independent public school located on the corner of Mint St and Beatty Ave in the vibrant and diverse suburb of East Victoria Park. Our well-resourced facilities include connected classrooms, music room, library, general multi-purpose room, science room and covered assembly area, all set on extensive and attractive grounds.

As an independent public school, EVPPS is dedicated to shaping the future of our students through collaborative learning and strong community engagement. Our Parents & Citizens Association and School Board, comprised of passionate and committed parents, play active and essential roles in supporting and enriching our school community.

Our committed, proactive teachers and dedicated support staff provide quality education programs tailored to meet each child's needs and expectations. We pride ourselves on our uniqueness, with over 400 students from a wide range of backgrounds and over 52 cultural communities. Specialist learning areas include Music, Science, Physical Education and Languages.

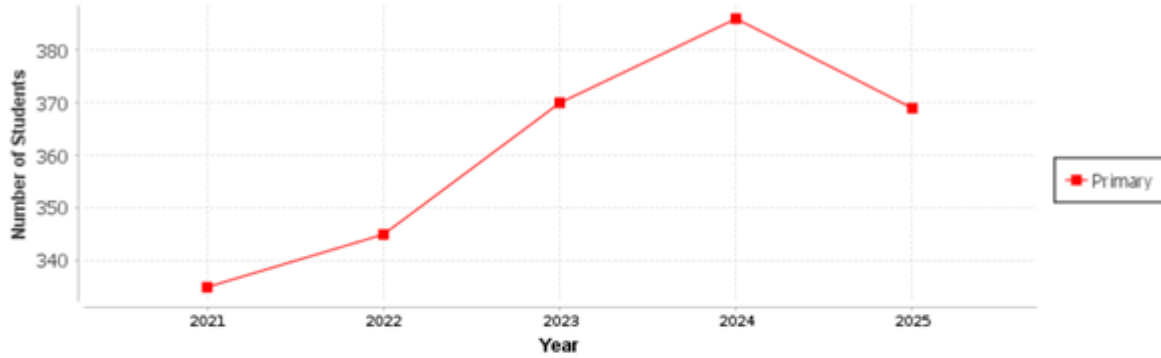
At EVPPS, Japanese is taught as the designated Languages subject, and technology is seamlessly integrated across the curriculum using iPads and laptops as learning tools. The school takes pride in its strong music tradition, featuring an instrumental music ensemble supported by a comprehensive instrumental music program, as well as a vocal ensemble that performs at parent assemblies and community events.

In sports, EVPPS competes within the Victoria Park School Sports Association and participates in sporting carnivals, upholding a proud tradition of success.

We share the school campus with an Education Support Centre who cater for students with disability. The two schools work as one whenever practicable and integration benefits all students.

Student Numbers and Characteristics

Student Number Trends (based on 2025 Semester 2 Census Data)



2025 Semester 2

	2021	2022	2023	2024	2025
Primary (Excluding Kin)	335	345	370	386	369
Total	335	345	370	386	369

Note:

The graph and table include only full-time students

Comments:

Our student numbers have grown steadily again this year, with projected numbers for 2026 expected to stabilise or decrease. This is because of reduced dependents of international students enrolling in the school.

Workforce

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Level 3 Teachers	1	0.8	0
Other Teaching Staff	26	21.4	0
Total Teaching Staff	27	22.2	0
Clerical / Administrative	4	2.4	0
Gardening / Maintenance	1	0.7	0
Other Allied Professionals	15	11.2	0
Total Allied Professionals	20	14.3	0
Total	50	39.5	0

Note:

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.

Comments:

Staff numbers have continued to grow in response to increasing student enrolments. Our team comprises a balanced mix of experienced and early-career teachers, supported by a collaborative and collegial culture that fosters improved student outcomes.

Student Attendance

Attendance

Primary Attendance Rates

	School	WA Public Schools
2023	91.0%	88.9%
2024	92.1%	89.4%
2025	91.4%	89.1%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	90%	91%	90%	90%	94%	90%	92%
2024	92%	90%	94%	91%	91%	94%	92%
2025	90%	91%	91%	93%	92%	90%	93%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Analysis and impact of evidence

Attendance has remained consistently strong, with the school outperforming the WA Public Schools average each year. In 2025, attendance was 91.4%, above the state average of 89.1%.

Across year levels, attendance ranged from 90% to 93%, with the highest rates in Years 3 and 6. All cohorts performed at or above the state average (89%), reflecting strong student engagement.

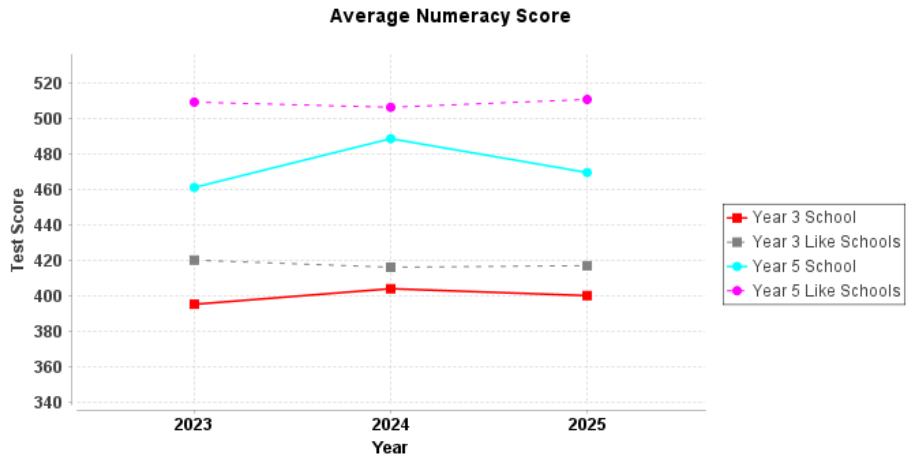
Overall, attendance remains stable and above average, with a continued focus on maintaining high levels across all year groups.

Student Achievement and Progress

NAPLAN

Numeracy

Average Numeracy Score



Proficiency Levels Summary

		Numeracy			
		Year 3			
		2024		2025	
Proficiency Level	NAPLAN Score Range	School	Like Sch	School	Like Sch
Exceeding	493 and above	12%	14%	8%	13%
Strong	378 - 492	56%	57%	47%	58%
Developing	311 - 377	21%	22%	37%	21%
NAS	310 and below	12%	7%	8%	8%

		Numeracy			
		Year 5			
		2024		2025	
Proficiency Level	NAPLAN Score Range	School	Like Sch	School	Like Sch
Exceeding	577 and above	11%	17%	8%	18%
Strong	451 - 576	57%	60%	47%	61%
Developing	386 - 450	25%	17%	31%	17%
NAS	385 and below	6%	5%	14%	5%

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Numeracy Analysis

Numeracy results show steady performance, with some improvement in Year 3 and variability in Year 5. Year 3 scores increased from 2023 to 2024 and remained stable in 2025, continuing to track below like schools but within a consistent range. Year 5 showed a lift in 2024 followed by a slight decline in 2025, widening the gap to like schools.

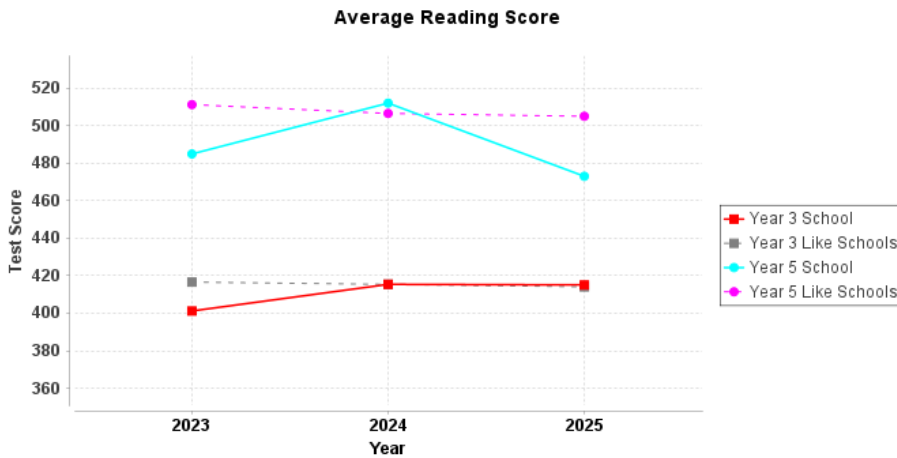
Proficiency data indicates a shift in 2025 towards more students in the Developing category across both Year 3 and Year 5, with a corresponding decrease in the Exceeding and Strong bands. This trend is more pronounced in Year 5, where the percentage of students in the lower bands increased.

Overall, while achievement remains broadly stable, the data highlights a need to strengthen differentiation and targeted support to lift students into the Strong and Exceeding bands, particularly in Year 5.

In 2025, the school adopted a whole-school approach to numeracy, resulting in greater consistency and more impactful, low-variance, connected practice across the school.

Reading

Average Reading Score



Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	481 and above	31%	24%	19%	22%
Strong	368 - 480	42%	49%	56%	53%
Developing	282 - 367	13%	18%	15%	17%
NAS	281 and below	13%	9%	10%	8%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	555 and above	31%	28%	20%	23%
Strong	448 - 554	48%	51%	45%	57%
Developing	377 - 447	18%	15%	22%	14%
NAS	376 and below	3%	6%	12%	5%

Reading Analysis

Reading results show steady performance, with improvement in Year 3 and increased variability in Year 5. Year 3 scores increased from 2023 to 2024 and remained stable in 2025, continuing to track below like schools but within a consistent range. Year 5 showed a lift in 2024 followed by a decline in 2025, widening the gap to like schools.

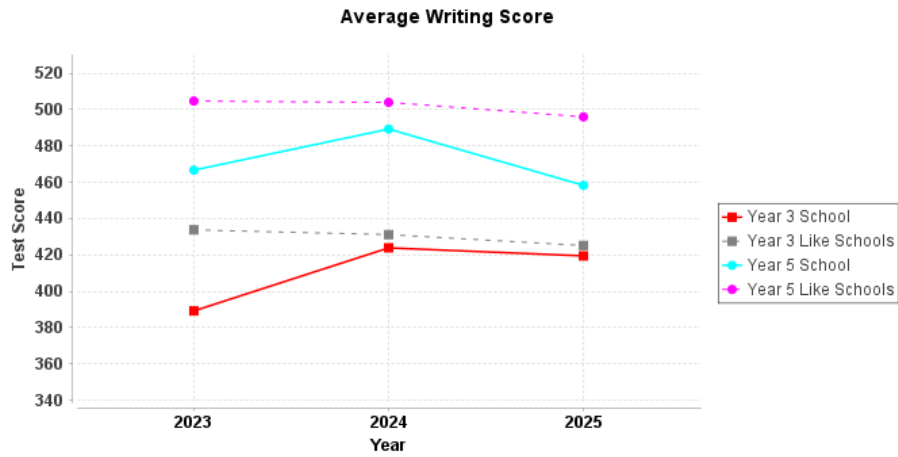
Proficiency data indicates a shift in 2025 towards fewer students in the Exceeding band and a greater concentration in the Strong and Developing categories, particularly in Year 5. There is also an increase in students in the lower bands in Year 5, including NAS, indicating a broader spread of achievement.

Overall, while achievement in Year 3 remains stable with positive movement into the Strong band, the data highlights a need to strengthen differentiation and targeted support to both extend high-achieving students and support those at risk, particularly in Year 5.

The Year 3 data reflects the positive impact of the implementation of Initialit in the early years. Moving forward, there is a need to strengthen the focus on reading instruction across Years 3–6.

Writing

Average Writing Score



Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	503 and above	6%	11%	0%	9%
Strong	370 - 502	79%	78%	87%	77%
Developing	296 - 369	10%	8%	9%	9%
NAS	295 and below	6%	4%	4%	5%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	19%	18%	12%	15%
Strong	455 - 569	49%	62%	39%	63%
Developing	385 - 454	27%	15%	24%	17%
NAS	384 and below	5%	5%	24%	5%

Writing Analysis

Writing results show improvement in Year 3 and variability in Year 5. Year 3 scores increased from 2023 to 2024 and remained relatively stable in 2025, performing closer to like schools. Year 5 showed a lift in 2024 followed by a decline in 2025, widening the gap to like schools.

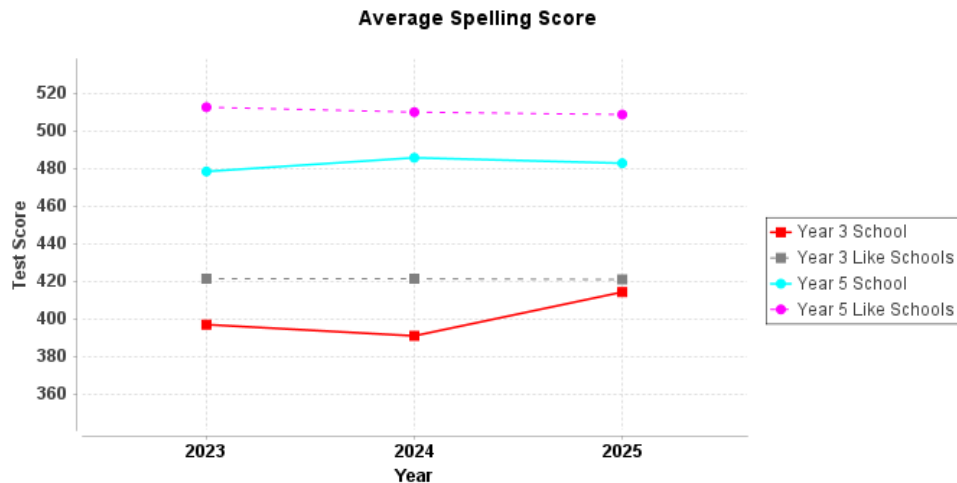
Proficiency data indicates a shift in 2025 towards fewer students in the Exceeding band across both year levels. In Year 3, there is a strong concentration of students in the Strong band, with a reduction in both Exceeding and NAS. In Year 5, there is a notable increase in students in the lower bands, particularly NAS, alongside a decline in the Strong band.

Overall, while Year 3 achievement remains stable with most students performing at the expected level, the data highlights a need to strengthen differentiation and targeted support to extend high-achieving students and reduce the number of students in the lower bands, particularly in Year 5.

The 2026 Year 3 cohort will be the first group of students to sit NAPLAN following the implementation of the Talk for Writing program in K–2. From 2026, the program will be progressively rolled out across Years 3–6.

Spelling

Average Spelling Score



Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	489 and above	8%	21%	23%	19%
Strong	380 - 488	48%	49%	46%	52%
Developing	294 - 379	37%	24%	25%	22%
NAS	293 and below	8%	6%	6%	7%

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	553 and above	24%	32%	20%	28%
Strong	451 - 552	41%	47%	45%	52%
Developing	378 - 450	24%	15%	29%	16%
NAS	377 and below	11%	6%	6%	4%

Spelling Analysis

Spelling results show overall improvement in Year 3 and stable performance in Year 5. Year 3 scores declined slightly from 2023 to 2024 before increasing in 2025, bringing performance closer to like schools. Year 5 scores remained relatively stable across the three years, continuing to track below like schools.

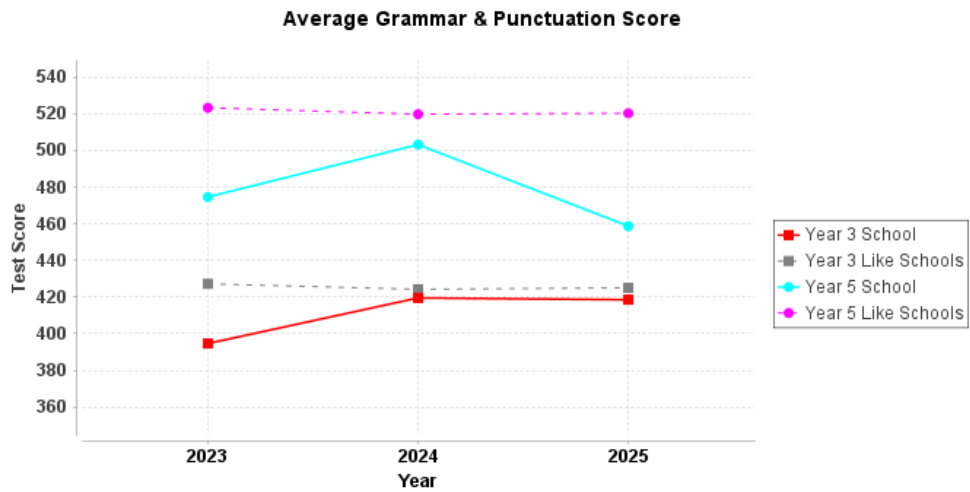
Proficiency data indicates a positive shift in Year 3 in 2025, with a significant increase in students in the Exceeding band and a reduction in Developing and NAS. In Year 5, there is a slight decline in the Exceeding band and an increase in students in the Developing category, although NAS has decreased.

Overall, Year 3 results show encouraging improvement with more students achieving at higher levels. In contrast, Year 5 results highlight a need to strengthen differentiation and targeted support to increase the proportion of students in the Strong and Exceeding bands and reduce those in the Developing category.

The data reflects the success of the implementation of InitialLit in Year K – 2 and Word Work in Year 3 – 6, programs that are implemented consistently, with low variance across year levels.

Grammar & Punctuation

Average Grammar & Punctuation Score



Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	523 and above	15%	13%	19%	16%
Strong	404 - 522	44%	51%	38%	47%
Developing	312 - 403	25%	24%	31%	25%
NAS	311 and below	15%	12%	13%	13%

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	582 and above	19%	21%	10%	23%
Strong	470 - 581	48%	54%	31%	52%
Developing	397 - 469	24%	18%	31%	16%
NAS	396 and below	10%	6%	29%	8%

Grammar & Punctuation Analysis

Grammar and punctuation results show improvement in Year 3 and increased variability in Year 5. Year 3 scores increased from 2023 to 2024 and remained stable in 2025, tracking close to like schools. Year 5 showed a lift in 2024 followed by a notable decline in 2025, widening the gap to like schools.

Proficiency data indicates mixed movement in Year 3, with an increase in the Exceeding band but a shift from Strong into Developing. In Year 5, there is a significant decline in the Exceeding and Strong bands, alongside a substantial increase in students in the Developing and NAS categories.

Overall, while Year 3 achievement remains relatively stable with some improvement at the higher end, the data highlights a need to strengthen differentiation and targeted support to lift students into the Strong and Exceeding bands and reduce the proportion of students in the lower bands, particularly in Year 5.

The Year 3 results again reflect the success of the implementation of InitialLit. A Grammar and Punctuation project commenced in Term 4, 2025 and will be rolled out across Years 3–6 in 2026 and beyond.

Analysis and impact of evidence

NAPLAN results show generally stable performance across the school, with stronger outcomes in Year 3 and greater variability in Year 5. Year 3 data across reading, writing, spelling, and grammar & punctuation indicates steady improvement and a solid proportion of students achieving in the Strong band, reflecting effective early years instruction.

Areas to celebrate include improvement in Year 3 spelling and reading, and a consistent shift of students into the Strong band, demonstrating that many students are meeting expected standards.

Areas for improvement are most evident in Year 5, where results across several domains show a decline in average scores and an increase in students in the Developing and NAS bands, alongside fewer students achieving in the Exceeding band. This indicates a need to strengthen targeted intervention and extension strategies, ensuring all students are supported to progress and high-achieving students are extended.

Overall, the data highlights the importance of continuity of learning from Year 3 to Year 5, with a focus on differentiation to both support and extend learners across all achievement levels.

Student Wellbeing and Engagement Census

About the Wellbeing and Engagement Census

The words wellbeing, engagement, character strengths, resilience, positive education, the general capabilities, and social and emotional skills are often used interchangeably. These terms each refer to a broad set of skills that help people succeed at school and later in adulthood.

This data collection aligns with a growing evidence base about the value of 21st Century skills for workplace and communities in the future (what people know, how people perceive the environment and how they learn new skills).

Wellbeing and Engagement Summary (2025)

The 2025 Wellbeing and Engagement Census data indicates that most students report positive levels of wellbeing and strong engagement with school, with several areas of strength when compared to South Australian public schools, alongside some identified areas for improvement.

Areas of strength

Students at East Victoria Park Primary School report stronger connections to school and adults than the state average. In particular:

- Higher levels of teacher relationships (78% vs 67%), important adults at school (69% vs 62%), and connectedness to adults (66% vs 61%)
- Strong school belonging (59% vs 42%) and peer belonging (59% vs 50%)
- Positive learning readiness, including academic self-concept (70% vs 48%) and cognitive engagement (55% vs 43%)
- High participation in organised activities (88% vs 79%) and strong nutrition and sleep habits

These results reflect a positive, inclusive school culture where students feel supported, connected, and capable as learners, often exceeding state benchmarks.

Analysis and impact of evidence

Areas for development

Despite these strengths, some areas are below or more variable than state averages:

- Emotional wellbeing indicators such as optimism (49% vs 44%) and satisfaction with life (39% vs 42%) show mixed results, with some students experiencing lower wellbeing
- Engagement (flow) is notably lower (23% vs 23% similar but still low overall), indicating reduced deep learning engagement
- Bullying-related measures remain a concern, with lower positive responses in absence of verbal (50% vs 50%), social (52% vs 57%), and physical bullying (59% vs 68%) compared to state averages
- Overall health (30% vs 29%) remains low across both the school and state, indicating a broader trend requiring attention
- Increased proportions of students reporting challenges in emotional regulation and worries

Future focus

The data suggests a need to:

- Strengthen whole-school wellbeing strategies, particularly around emotional regulation, resilience, and optimism
- Increase student engagement in learning (flow) through high-impact teaching and student voice
 - `1Q
- Maintain and build on strong relationships and connectedness, which are a key protective factor
- Monitor wellbeing trends and provide targeted support for at-risk students

Summary

Overall, the school demonstrates strong comparative performance in connectedness and learning confidence, with a clear opportunity to further enhance student wellbeing, engagement, and sense of safety. Addressing these issues through targeted interventions—such as well-being programs, peer support initiatives, and health education—could enhance overall student well-being and engagement.

The school began implementation will of the Friendly Schools Plus program in 2025. Friendly Schools helps build critical social and emotional skills, create positive, safe and supportive learning environments, and significantly reduce bullying in both primary and secondary schools.

With over 20 years of extensive research in Australian schools, Friendly Schools is recognised nationally and internationally as one of the most comprehensive and thoroughly tested approaches to enhance student wellbeing.

The data from the Wellbeing and Engagement Census will be an important reference as we begin a new business planning cycle in 2026.

School Income by Funding Source

One Line Budget – Dec 2025

		Current Budget	Actual YTD
Carry Forward (Cash):	\$	84,315	84,315
Carry Forward (Salary):	\$	243,857	243,857
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$	4,984,647	4,984,647
Locally Raised Funds:	\$	329,989	358,922
Total Funds:	\$	5,642,808	5,671,741
EXPENDITURE			
Salaries:	\$	4,827,495	4,827,495
Goods and Services (Cash):	\$	573,281	528,426
Total Expenditure:	\$	5,400,777	5,355,921
Variance:	\$	242,032	315,820

Analysis and impact of evidence

The school remained in a strong financial position throughout 2025, with careful management of resources supporting both operational needs and strategic priorities.

Total funds available in 2025 were **\$5.67 million**, slightly above the budgeted amount due to higher-than-expected locally raised funds. Locally raised income exceeded projections, reflecting strong community support and effective financial management processes.

Total expenditure for the year was **\$5.36 million**, which was below the allocated budget. Salaries remained the school's largest area of expenditure, reflecting the school's continued investment in staffing to support student learning and wellbeing. Expenditure on goods and services was also carefully managed, finishing below budget.

As a result, the school finished the year with a positive variance of approximately **\$315,820**, placing the school in a stable financial position moving into 2026.

Impact of Financial Management

The school's sound financial management has enabled continued investment in:

- High-quality teaching and learning programs

- Student wellbeing and support initiatives
- Staffing and targeted intervention programs
- Resources and classroom support materials
- Ongoing improvements to school operations and learning environments

The positive financial position also provides flexibility to respond to future school priorities and emerging student needs while maintaining sustainable financial practices.

Overall, the 2025 financial position reflects responsible budgeting, careful monitoring of expenditure, and a continued focus on ensuring resources are directed towards improving student outcomes.

Identified school priority	Progress against priority	Planned actions
<p>Continue to develop staff data literacy through a disciplined dialogue model, to increase understanding and proficiency in the use of systemic and school-based data to inform planning at the whole school, cohort, classroom and individual level.</p>	<ul style="list-style-type: none"> • Staff have participated in data analysis training. • Systemic and school-based data has been analysed by whole staff and teams of staff. • Staff in K – 6 sourced and designed assessments for their new approach to teaching mathematics. 	<ol style="list-style-type: none"> 1. Whole school professional learning to develop staff data literacy. 2. Year level teams to use cohort and class data to plan for improvement in teaching cycles that are planned at year level, in collaborative meetings.
<p>Collect and analyse data at the whole school, cohort, class and individual level to measure the impact of the instructional model, whole school programs and interventions on student learning.</p>	<ul style="list-style-type: none"> • This target is in progress 	<ol style="list-style-type: none"> 1. Data is collected and analysed at multiple points throughout the year. 2. At the end of 2026 consider all data sources and use this to measure the impact of the instructional model and whole school programs. 3. Use data sources to measure the impact of intervention programs.
<p>Continue to monitor closely the impact of the Instructional Coaching initiative in the fidelity of implementation of the instructional model and whole school programs and the extent to which low variance teaching practice is embedded.</p>	<ul style="list-style-type: none"> • This target is in progress 	<ol style="list-style-type: none"> 1. Monitor the implementation of the instructional model throughout 2026. 2. Coaching team to analyse and present survey data to staff.
<p>Closely investigate and monitor progress from On-entry to Year 3, and Year 3 to Year 5, to determine effectiveness of whole school intervention programs and instructional approach.</p>	<ul style="list-style-type: none"> • This target is in progress 	<ol style="list-style-type: none"> 1. Compare On-entry to Year 3 progress and achievement against 2025 data (stable cohort). 2. Compare Year 3 data for students over the past 3 years for students who have completed MiniLit.

<p>Aligned to the Quality Teaching Strategy – Teaching for Impact, build on and further strengthen a consistent, collaborative approach to create a reflective teaching culture delivering impactful, low variance, connected practice across the school.</p>	<ul style="list-style-type: none"> • Literacy programs in K – 2 are aligned and delivered with increasing fidelity. • Whole school programs in literacy and numeracy are implemented from K – 6. 	<ol style="list-style-type: none"> 1. Implement the agreed lesson design with a focus on literacy and numeracy learning areas. 2. Implement whole school approaches to literacy and numeracy. 3. Focus on implementing consistent practice in the use of learning intentions and success criteria, supported by instructional coaching.
<p>Continue to embed classroom observations and feedback to review, monitor and support teachers in the implementation of the agreed pedagogy and instructional model, with fidelity, across the school.</p>	<ul style="list-style-type: none"> • This target is in progress 	<ol style="list-style-type: none"> 1. Align instructional coaching with performance and development process. 2. Implement instructional coaching cycles with fidelity across all teaching staff.
<p>Maintain a focus on, and further develop, teacher capacity in the use of data and feedback from students, to measure the impact of their teaching on student learning.</p>	<ul style="list-style-type: none"> • Teachers meet in year level teams, once a week and work collaboratively to teach, plan and assess their year levels. 	<ol style="list-style-type: none"> 1. Embed processes in collaborative planning that are supported by the instructional coaching model and are focused on student data, measuring achievement and progress. 2. Embedding a plan, teach, assess cycle in year level collaborative teams.