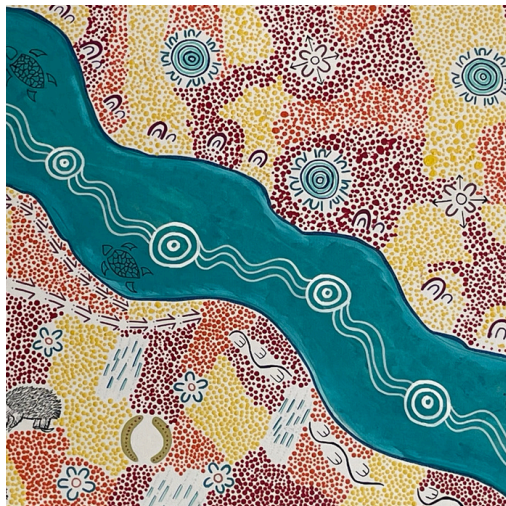




# Maida Vale Primary School Annual Report 2025



**Kaya. Wanjoo Maida Vale  
Primary School nidja Wadjuk  
Noongar boodja.**  
Hello. Welcome to Maida Vale  
Primary School on Wadjuk  
Noongar Country.

## Maida Vale Primary School Annual Report 2025

The 2025 Annual Report provides the community with key information about Maida Vale Primary School's academic and non-academic performance for the 2025 school year. This annual report details the school's achievements and our challenges.

Over the past 12 months the Maida Vale Primary School staff have commenced to work together to meet the targets and strategies in the 2025-2027 School Business Plan. During 2025, staff have had the opportunity to check-in with school-wide and system data to identify continuing areas of priorities and celebrate successful targets. We recognise that our 2025-2027 Business Plan is a working document which needs to be checked in on regularly to ensure we are working towards our targets.

In 2025, Maida Vale Primary School was involved in its second year in the Fogarty Edvance Program. The program objectives of Fogarty Edvance are to:

- Support the school to improve outcomes for students, acknowledging the challenges and imperatives of community disadvantage.
- Support the school leadership team to develop a school culture and personal leadership skills that will ensure that improvements can and will be sustained and built upon.
- Cultivate school leaders who believe in the potential of all students, the value of evidence in decision making, and the capacity of teachers and school leaders to rise to the challenge of school improvement.

A Strategic Directions Document outlines the strategies involved to meet these three priority areas for our school improvement:

- Maximise instructional time across the school.
- Codify good teaching in Reading and Numeracy.
- Targeted Professional Learning - followed up by in-class coaching.

At Maida Vale Primary School, we believe **every child matters, every day, and every child can be successful.** Our moral purpose is, "**Empowering learners, building futures, and creating communities.**" Families at our school are encouraged to actively engage in their child's educational journey, as we work together, to provide a school experience that is academically, socially and emotionally rewarding for all students.

Nicole Borbas  
Principal



## Maida Vale Primary School Annual Board Report 2025

Serving the school community as board chair for the last three years has been rewarding during a period of change and growth. Working alongside dedicated staff and supportive families has given me a renewed focus on what we can achieve together in 2026. Maida Vale Primary School has continued to transform during 2025, with a strong leadership team remaining focused on our student's success.

Maida Vale PS has strengthened its position as the best school in the milky way. We are excited to see Maida Vale continually strive for excellence through understanding the needs of our students and further embedding programs that positively reflect the outcomes the students work hard to achieve.

The school board's role is to provide advice on matters relating to the school, its students, and the greater community.

The board has worked with the school during 2025 to understand and gain perspectives on:

- Positive Behaviour Support
- Reconciliation Action Plan
- Dress code policy
- Homework policy
- Improving communication and year group consistency
- Student forum feedback

The School Review will be part of our focus for 2026 with renewed energy and purpose.

The Maida Valien spirit has once again soared in 2025, and it has been great to see the community thriving being reflected in our school events from the Sports Carnival, rainbow run, IMSS Concert and Christmas concert.

Thank you to our board members for their commitment, we appreciate you providing unique insights, thoughtfully challenging established practices and for the calm and guiding voice. Thank you to our teachers and staff who take time to present at our board meetings, we love learning educational initialisms.

I would also like to acknowledge the parents and community who have taken the opportunity to ask questions and open discussions with our board members. Whether that has been a quick chat, text message or call. These insights are invaluable and appreciated. We want to ensure the Maida Vale community is represented and these experiences and messages are conveyed at board meetings. 2025 has again been a very busy year for Maida Vale and, as I reflect on our year, I feel an overwhelming sense of pride for the strong community presence this school has and the support we show each other. It most certainly takes a village.

Mrs Sarah Hughes  
School Board Chair, 2025

## School Organisation and Structure - Staff 2025

<b>Principal</b>	Nicole Borbas
<b>Associate Principals</b>	Kimberley Owen Nikki Williams Craig Stein
<b>Managers Corporate Services</b>	Elaine Van Den Elzen Jo-Anne Garrett Natashe Gray
<b>School Officers</b>	Jo-Anne Garrett Anna Simmons
<b>Teaching Staff</b>	Therese Pontre Tracy Tupper Ellie McKay Joanne Bekink Claudia Millard Kaye Pryce Kerri Woods Joanne Hamilton Anita Hrkac Carrie Oliver Danielle Whitcombe Brooke Hull Leah Flynn Melinda Kovacevich Ava Idland Cathie Wilson Casey Meaden Michael Munninger Dylan O'Connor Renette Roth Aidan Reed Aaron Bathols Jade Summers Roxanne Jackson Craig Stein Mitchell Harland Denisse Scasserra



### Education Assistants

Susan Chappell  
Kirsten Chew  
Denise Cowin  
Tiana Fenner  
Jane Fitzgerald  
Jasmine George  
Helen Greenley  
Teegan Gurney  
Belinda Helliwell  
Kylie Mitchell  
Lisa Ryan  
Ayu Sari  
Anna Simmons  
Karyn Polis  
Deanne Pilton  
Samantha Johnson

### Chaplain

Bwalya Phiri

### School Psychologist

Stephanie Causton

### Library Officer

Caroline Orr

### Gardener

Jayde McPartland

### Cleaners

Editha Veso  
Gina Pabia  
Agnes Ocampo



**BELONG**



**RESPECT**



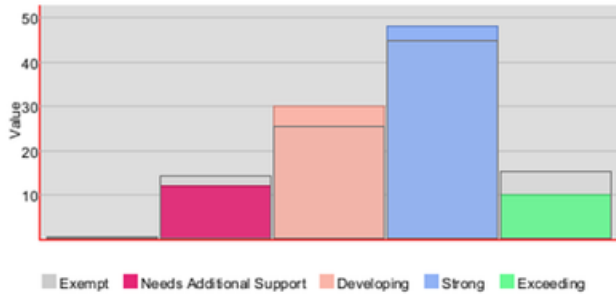
**IMPACT**



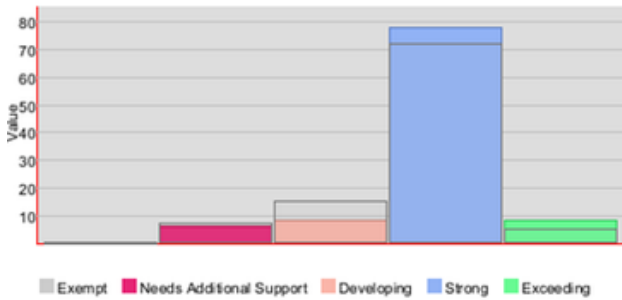
**EXCELLENCE**

# NAPLAN 2025 - English Results

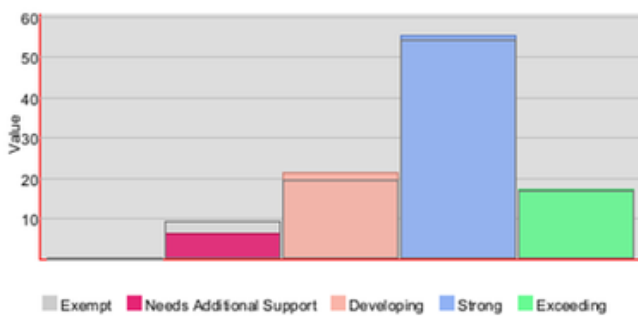
## 2025 Year 3 Reading Achievement



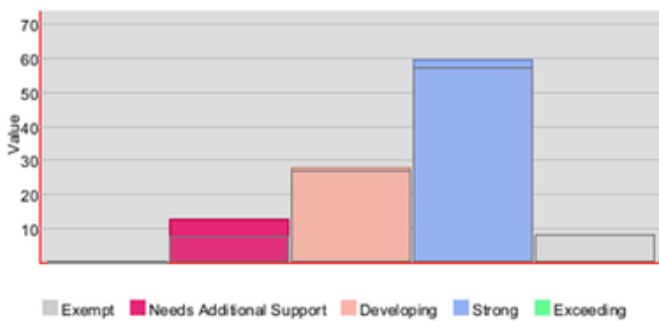
## 2025 Year 3 Writing Achievement



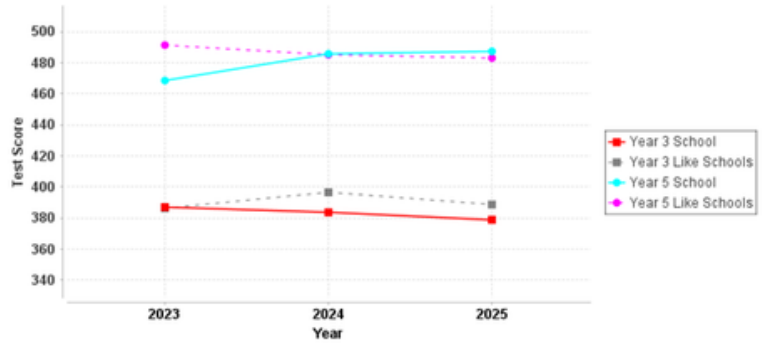
## 2025 Year 5 Reading Achievement



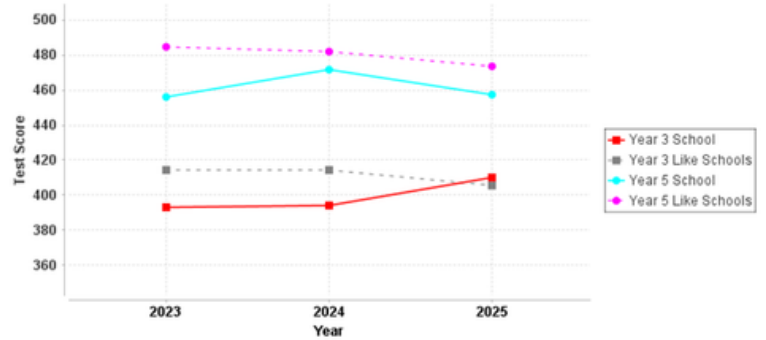
## 2025 Year 5 Writing Achievement



## 2025 Year 3 & 5 Reading Scores



## 2025 Year 3 & 5 Writing Scores



### Key Take-aways from the Data

- Reading results across Year 3 and Year 5 indicate consistent achievement, with the majority of students meeting expected standards.
- Writing achievement shows developing strength, with opportunities to further refine and extend students' written expression and structure.
- Average reading scores across both year levels reflect steady progress in literacy development.
- Writing results highlight the importance of continued explicit teaching of writing skills across all year levels.
- Comparative performance data shows that student achievement is becoming more consistent across cohorts.
- Progress data indicates that students are building their literacy skills steadily as they move through the school.

### NAPLAN Comparative Performance

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.4	-1.2	-0.3	-0.9	-0.2	-0.3
Reading	-0.1	-0.2	-0.3	-0.8	0.3	0.9
Writing	-0.5	-0.6	0.4	-0.6	-0.1	0.3
Spelling	-0.3	-0.3	-0.7	-0.6	0.0	0.2
Grammar & Punctuation	-0.2	-0.6	-0.7	-0.6	-0.3	0.5

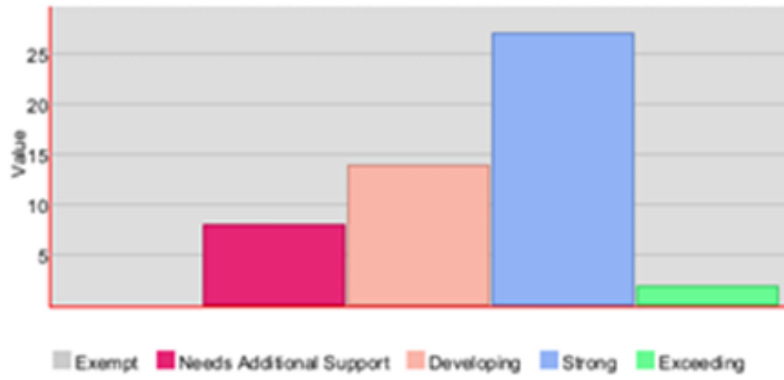
## Future Directions - English

- Review reading resources to align with current pedagogy (Science of Reading).
- Establish important focus areas for Reading in different year levels (background knowledge, vocab, sentence writing response).
- Implement K/PP oral language and reading development (Colourful semantics, NELI).
- Implement knowledge-based units from K-6.
- Provide PL for teachers on evidence-based practices for effective vocabulary instruction.
- Develop a vocabulary scope and sequence.
- Develop a consistent PowerPoint template for vocabulary K-1 and 2-6.
- Create a knowledge-based unit template.
- Identify a 'guiding team' to trial knowledge-based units.
- Teachers to visit other schools who have implemented knowledge-based units (Serpentine PS or Warriapendi PS) and feed back to committee on return to school.
- Create a knowledge-based scope and sequence.
- Develop agreed structure for Literacy block K-6 with the English committee.
- Implement intervention options in Literacy - Sounds Write, MacqLit.
- Review our data tracking process in Reading for Years 3-6.
- Explore tools to track and monitor student progress in reading for Year 3-6.
- Assess the needs and support required for T4W Masterclass staff to lead ongoing coaching and support in T4W.
- Identify staff who require T4W support.
- Provide ongoing coaching and support in T4W, Knowledge-based units and EDI.
- Use assessment data from PAT-R adaptive test to inform the teaching and learning program.

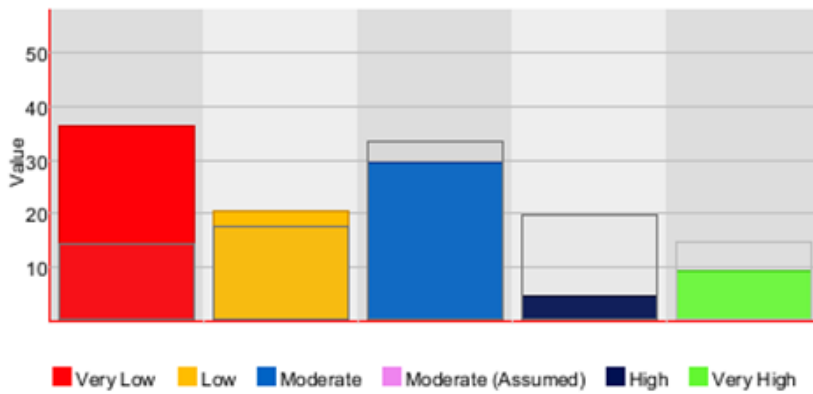


# NAPLAN 2025 - Numeracy Results

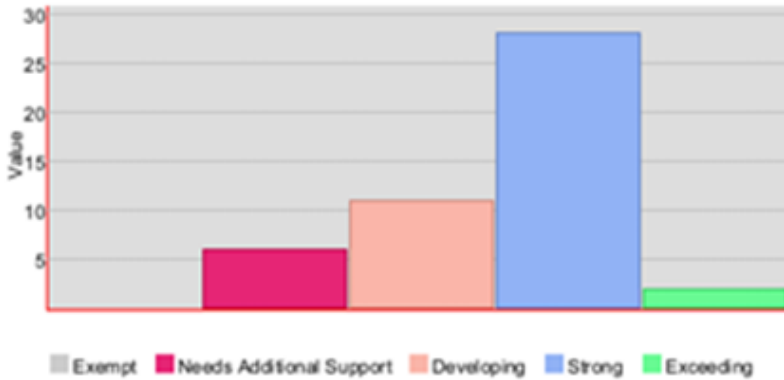
## 2025 Year 3 Numeracy Achievement



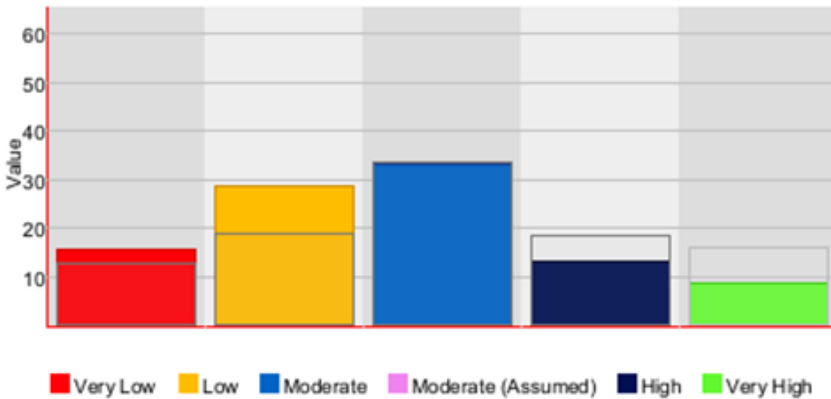
## 2025 Year 3 Numeracy Progress (PP-Year 3)



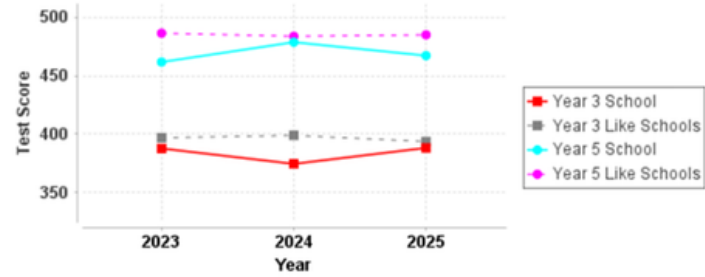
## 2025 Year 5 Numeracy Achievement



## 2025 Year 5 Numeracy Progress (Year 3-5)



## Average Numeracy Score



## NAPLAN Comparative Performance

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	-0.4	-1.2	-0.3	43	57	51
Year 5	-0.9	-0.2	-0.3	49	56	47

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

### Key Take-aways from the Data

- Year 3 Numeracy results showed strong improvement in 2025, reflecting the impact of targeted teaching and early intervention strategies.
- Year 3 performance, while improved, remains slightly below expected levels, highlighting the importance of continuing to strengthen early numeracy foundations.
- Year 5 Numeracy results have shown steady improvement over recent years and are now sitting close to expected performance levels.
- Results across both year levels are becoming more consistent, demonstrating the positive impact of a whole-school approach to Numeracy instruction.
- Improvement has occurred despite changes in cohort sizes, indicating that teaching practices are reliable and embedded across the school.
- Student progress data shows that many students are making steady growth in numeracy across their primary years.
- There is an opportunity to further extend students who are achieving well to lift performance into the 'above expected' range.
- Ongoing focus on differentiation, targeted support, and consistent teaching practice will continue to drive improvement in Numeracy outcomes.

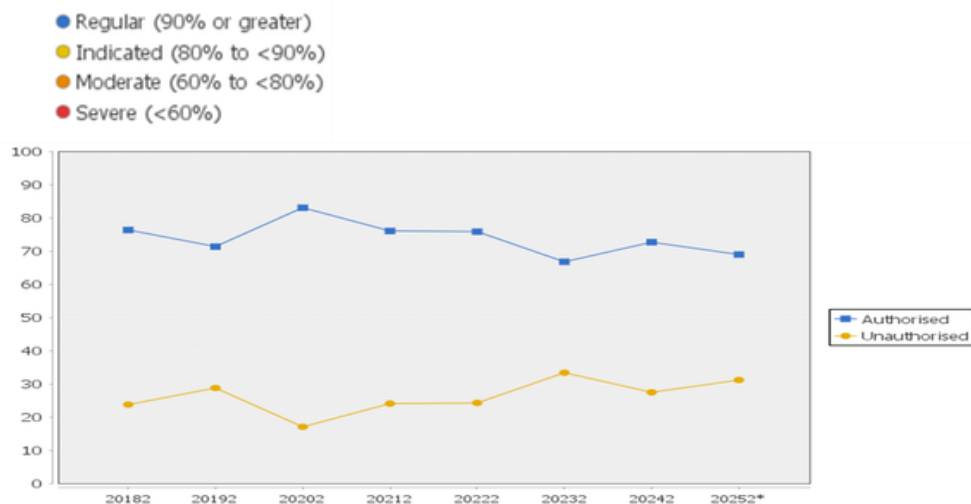
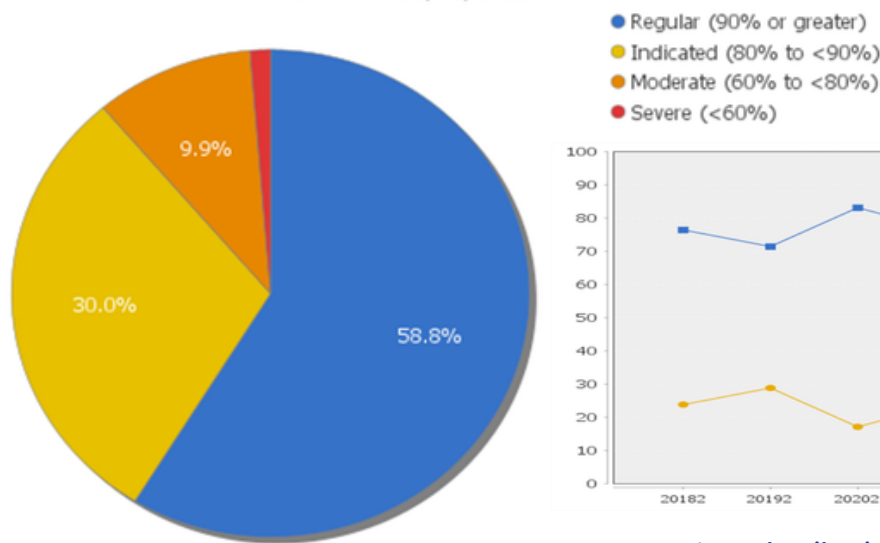
## Future Directions - Numeracy

- Further develop agreed structure for Numeracy block K-6 with the Maths committee.
- Incorporate Bond Blocks as a teaching tool in K/PP.
- Implement an intervention program for Numeracy, Years 1 and 2 - Bond Blocks.
- Agree on and implement an assessment for identifying at risk students in Numeracy.
- Identify benchmark/s for students exiting Numeracy intervention programs.
- Track identified students using agreed Maths assessment.
- Provide on-going coaching in EDI - Mathematics.
- Learning Intentions and Success Criteria clearly stated during Mathematics lesson instruction
- Staff participate in whole school disciplined dialogue regarding Numeracy data.
- Utilise middle leadership in Mathematics to lead data interrogation.
- Utilise middle leadership in Mathematics to demonstrate and coach staff in Mathematics.
- Develop and utilise a program to promote Mathematical fluency.
- Year 4-6 staff utilise data from Brightpath Mathematics to further triangulate data, track student progress and inform teaching.
- Continue to invest in teacher professional learning - Paul Swan HITS in Mathematics and DSF Mathematics Intervention.
- Mathematics Curriculum team to design a consistent PowerPoint template for Mathematics EDI/Daily Reviews.



## Student Attendance - 2025

Attendance Profile 2025 Semester 2  
DRAFT - 10/02/2026



**Longitudinal Student Attendance Data**  
Absence Types - Authorised vs Unauthorised

The attendance rate for Maida Vale Primary School indicates that 58.8% of our students attend school regularly, in Semester 2, 2025. Attendance data from 2023 Semester 2 to 2025 Semester 2 shows attendance has improved, then declined again, with an increased percentage of students having unauthorised absences.

Interestingly, of the absences as at Semester 2, 2025, 31.1% of those were unauthorised. Of these unauthorised absences, 62% of these were Unauthorised Vacations (K), as more families were travelling during the school term.

There still remains a number of students who are at risk - Moderate or Severe attendance, at the end of Semester 2 (44 students or 11.2%), which has increased from the same time in 2024. While some of these students are impacted by disability or health needs, there are proactive steps that we can make at a school level to improve attendance for individual students. These include:

- Continue to utilise a case management approach for at risk students.
- School liaison officer to make phone calls to follow up attendance.
- Continue to build relationships with parents and families to ensure open communication about attendance.
- Provide opportunities for students to participate in school activities that are not academic— Sporting, Lego Club, board games.
- Promote school attendance and attendance data in newsletters and school website.
- Liaise with School Chaplain and School Psychologist in order to support those students and families where anxiety and school refusal is evident.

# MAIDA VALE PRIMARY SCHOOL TTFM - PARTNERS IN LEARNING PARENT SURVEY

A summary of the main findings from the Maida Vale Primary School - Parent Survey (March - April 2025), based on the responses from 89 parents.

## STRENGTHS



### Parents Feel Welcome and Connected

Strong communication: Parents feel welcome (8.1) and find it easy to speak with teachers (8.0). Written communication is clear (7.8) and most parents feel informed about school activities (7.7).



### Positive School Environment

Parents report their children feel safe at school (7.5) and on the way to and from school (8.1). Clear behaviour expectations (8.2) and strong classroom control (7.0) are noted.



### Home Support for Learning

Parents strongly encourage and praise their children's learning (scores of 8.2-8.3). Parents take interest in assignments (7.3) and engage in conversations about peer relationships (7.8).



## MODERATE AREAS



### School Support for Learning

Parents perceive that teachers encourage students to do their best (7.5), but teacher expectations for homework completion are lower (6.1).



### Inclusive Practices

Inclusion and promotion of friendships rated well (7.0), but support for students with special needs rated lower (6.3)

### Communication About Progress



Scores were lower around being informed of child's progress (5.9), behaviour (6.3), and emotional development (5.5).

## AREAS FOR IMPROVEMENT



### Parent Involvement Opportunities

- Attendance at school activities is limited; parents find scheduling difficult (5.9).
- Committee participation is low.



### Support for Behaviour and Inclusion

- Concerns with timely behaviour issue management (5.8).
- Reports of exclusion or unfair treatment by peers or staff are present, though specific numbers are not provided.



### Bullying

- Parents report incidents of bullying, particularly verbal and social types.

## CONCLUSION

Parents feel **welcomed and generally positive** about their children's school experience. However, there are clear opportunities for improvement in **reporting on progress, inclusion practices, behaviour management, and structured parent involvement**. Strengthening two-way communication and targeted support could enhance overall parent satisfaction and engagement.

Parents noted a need for:

- Clearer communication about what their child can do and what they need to learn next.
- A shared understanding among teachers of what great teaching looks like.



# 2025 Highlights



## Financial Summary 2025

<b>ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash):</b>	<b>623</b>	<b>623</b>
<b>Carry Forward (Salary):</b>	<b>122,417</b>	<b>122,417</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	5,041,915	5,041,915
Locally Raised Funds:	144,338	152,927
<b>Total Funds:</b>	<b>5,309,292</b>	<b>5,317,881</b>
<b>EXPENDITURE</b>		
Salaries:	4,705,721	4,705,721
Goods and Services (Cash):	445,311	410,358
<b>Total Expenditure:</b>	<b>5,151,032</b>	<b>5,116,079</b>
<b>VARIANCE:</b>	<b>158,260</b>	<b>201,802</b>

<b>INCOME - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>623</b>	<b>623</b>
<b>Carry Forward (Salary)</b>	<b>122,417</b>	<b>122,417</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	3,770,525	3,770,525
School and Student Characteristics	994,092	994,092
Disability Adjustments	39,135	39,135
Targeted Initiatives	233,396	233,396
Operational Response Allocation	2,270	2,270
<b>Total Funds:</b>	<b>5,039,418</b>	<b>5,039,418</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(302,503)	(302,503)
School Transfers - Cash	305,000	305,000
Department Adjustments	0	0
<b>Total Funds:</b>	<b>2,497</b>	<b>2,497</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	19,352	20,327
Charges and Fees	65,372	70,615
Fees from Facilities Hire	32,450	31,918
Fundraising/Donations/Sponsorships	5,151	5,867
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	1,000	0
Revenue from CO, Regional Office and Other school	0	0
Other Revenues	14,533	17,719
Transfer from Reserve or DGR	6,480	6,480
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>144,338</b>	<b>152,926</b>
<b>TOTAL</b>	<b>5,309,293</b>	<b>5,317,881</b>

## Financial Summary 2025 - contd.

EXPENDITURE - Dec 2025 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	4,237,327	4,237,327
New Appointments	0	0
Casual Payments	468,381	468,381
Other Salary Expenditure	13	13
<b>Total Funds:</b>	<b>4,705,721</b>	<b>4,705,721</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	30,130	21,569
Lease Payments	51,384	51,821
Utilities, Facilities and Maintenance	122,425	117,550
Buildings, Property and Equipment	26,896	18,578
Curriculum and Student Services	160,661	153,911
Professional Development	27,771	26,625
Transfer to Reserve	5,000	5,000
Other Expenditure	21,044	15,303
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>445,311</b>	<b>410,357</b>
<b>TOTAL</b>	<b>5,151,032</b>	<b>5,116,078</b>

## Locally Generated Revenue - Budget vs Actual

