



2025 ANNUAL REPORT





PRINCIPAL'S MESSAGE

Dear Parents, Families and the School Community,

2025 saw another year of the school driving to improve the progress of students through focussing on aligning and making visible quality teaching and learning programs across the school.

The school continued to be committed to developing and strengthening a culture of 'High Care and Performance' by working collaboratively with the school community to provide a learning environment that is positive and underpinned by a strong set of values.

We are continuing to grow and develop our Professional Learning Community culture, embedded across the Cluster schools by refining our practices around using data, working collaboratively, and ensuring the results are trending upwards. Carnaby Rise Primary School is committed to collaborating with other schools to continuously improve school practices and approaches.

The school values the contributions and relationships with our families and how that best supports students to succeed. We are working closely with our School Board and P&C to ensure there is connection to the school, as a partnership.

A highlight of 2025 was Carnaby Rise winning the Interschool Athletics Carnival. The win went a long way in enhancing our sense of community among students, parents and staff. Along with the lasting memories the event rewarded participation and the resilience our diverse range of students demonstrated on the day.

As we move into the 2026 school year, I look forward to building on our successes with the students, staff, and school community as we continue our pursuit of achieving high care and performance.

Karen Giacomucci
Principal

OUR VISION & VALUES

OUR VISION

Carnaby Rise Primary School fosters a culture of belonging, curiosity and innovation. Our 'Student First' approach when working with our diverse community ensures our students reach their potential as positive global citizens.

Our vision is underpinned by a professional learning community foundation which is driven by:

LEARNING – All students and staff are engaged and committed to their ongoing learning

COLLABORATION – Helping all students and staff requires a collaborative and collective effort

RESULTS – To assess our effectiveness the school focuses on results and uses that evidence to inform and improve our professional practice

OUR VALUES

Community

Respect

Persistence

Success



SCHOOL BOARD REPORT



And just like that, the year has flown by. Another year, another cohort graduates, and we get ready to welcome a new cohort into Kindy.

Right up front, I want to say thank you to my fellow board members: Krystn, Alan, Jessie, Ciara, Mel, Kellie, Ashleigh, and Karen. We meet after school/work twice a term. Thank you for your time and commitment to ensuring our school is as good as it can be. It is not easy to find and retain volunteers, so I am grateful that we have such a skilled and committed group supporting our school.

I continue to learn about how the school operates and how much goes into making it work from so many people. It is a complex environment with many different stakeholders. As parents, we only get a narrow insight into the school through our children, their classrooms, and their teachers. I ended last year's annual report with the saying that "it takes a village to raise a child," and that the village must first be built and then maintained. Our community is a tapestry of students, school staff, parents, caregivers, and residents. What I continue to be reminded of is that the staff of our school are just as invested in creating the best environment for our children to learn and develop as we are as parents. From this comes a clear call to action: how do we do more to partner and work together? This will be a focus for us as a school board over the next two years as we develop a new business plan.

I have been delighted with our focus as a board this year. One key area has been communication. This has been a topic of discussion since day one of the school, and I would like to acknowledge the school for its ongoing commitment to improving how we engage with the community and ensure strong awareness of what is happening. We are always open to feedback as we continue to improve this important function.

The school board plays an important role as a connector between parents, teachers, and school leadership. A board member attended nearly all of this year's P&C meetings, and we ensured representation at key school events to engage with the community.

SCHOOL BOARD REPORT



We wrapped up the year with some great events, including the Open Night, featuring the outstanding art exhibition. Thank you to Jen and the P&C for their efforts in organising these events, as well as the ongoing weekly time and energy you dedicate to supporting lunches and everything else you do for the school.

Congratulations also to our new school leaders: Mila, Jax, Stella, and Willow. Having had the privilege of holding leadership positions, I encourage you all to embrace the opportunity. I wish you well for 2026 and know that you will come away with lifelong skills and memories.

To Karen (Principal) and Ashleigh (Secretary of the Board), thank you for the work that goes into ensuring we operate as efficiently as possible. We appreciate your openness to the ideas and feedback we provide.

As I noted above, and also last year, it takes a village. This does not happen without people putting themselves forward and leaning in to build that village. Next year, we will focus on this: how do we better engage parents and the community in our school, encouraging more people to step forward and support the great community we have at Carnaby.

Regards,

Cam Scadding
Board Chair



PARENTS & CITIZENS ASSOCIATION

2025 started with the Open Afternoon where we gave away free icypoles to Carnaby students and sold secondhand uniforms which was a great way to meet new families and welcome old families back to the school.

Since then, it has been a busy term for us as we set everything up for the year ahead. Voluntary Contributions, Library Bags, and Birthday Buckets are back up on Qkr with all kindy students receiving a free library bag. Lunches, our Run Club, and Breakfast Club started up again in Week 3.

Late last year our P&C approved to give \$150 to all Carnaby classrooms and \$4,350 was sent through to the school in Week 2 for the 24 classrooms and 5 specialist classes. The aim of this was to provide an extra boost to the budget of Carnaby teachers and directly benefit all students at the school. We look forward to hearing how this money was spent by teachers.

Events planned for 2026 include the Anzac Breakfast, Mother's and Father's Day Stalls and our very popular School Disco.

Wrapping up 2025

- Funded five picnic benches for the school
- Raised \$700 from our Secondhand Book Stall
- Spent \$1,300 putting on the Anzac Day Breakfast
- Supported the start of the Rise and Shine Café with a \$1,000 donation
- Received \$5,360 in Voluntary Contributions
- 906 Mother's Day stall tokens sold (profit \$2,550)
- 842 Father's Day stall tokens sold (profit \$1,740)
- 6,180 lunch orders
- Started running a Secondhand Uniform Store with just under 200 items donated and sold
- 145 Birthday Buckets ordered (around 3,600 icypoles)
- Around 50 kids attended each week at our Run for Fun Club
- 374 Disco tickets sold
- Collected and donated teddy bears to support Wheelchairs for Kids
- 55 boxes of Krispy Kremes ordered raising \$800
- Sold 36 library bags
- 1,058 Easter Raffle tickets sold
- 433 Lego Raffle tickets sold
- 284 pizza orders for our Pizza Day
- We also supported the Fathering Project and the Yr 6 Graduation Sub-Committees

We are looking forward to continuing to support the Carnaby students, staff, and community this year.

Jen Ackland
Carnaby Rise P&C President

PROGRESS TOWARDS THE 2024-2026 BUSINESS PLAN TARGETS

2025 saw the first year of implementation of the 2024-2026 Business Plan. Below is a review of the school's targets and progress over the second year of its implementation.

Each area has a clear set of priorities and targets that were tracked and reviewed as we moved through the life of the Business Plan. Each target was tracked using a traffic light system. Red indicates not achieved, Amber/Orange indicates partially achieved and Green indicates achieved in that year. Anything marked in grey is yet to be actioned.

The targets below were set in 2024 and mapped against the three years of the business plan cycle.

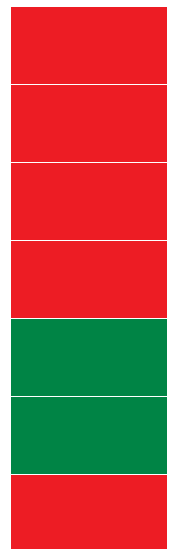
Quality Teaching & Learning

- Data Informed Practice
- Differentiation
- Engagement
- Effective Feedback
- Performance and Development

QUALITY TEACHING & LEARNING TARGETS

NAPLAN Targets

- Numeracy: Match or exceed Like Schools performance in Years 3 and 5
- Reading: Match or exceed Like Schools performance in Years 3 and 5
- Writing: Match Like Schools performance in Year 3
- Writing: Match or exceed Like Schools performance in Year 5
- Spelling: Exceed Like Schools performance in Years 3 and 5
- Grammar & Punctuation: Match or exceed Like Schools performance in Year 3
- Grammar & Punctuation: Exceed Like Schools performance in Year 5



National Quality Standard

Sustain meeting of all NQS standards in KP Meet requirements of all quality areas within the NQS Yrs 1 and 2.



EALD

By the end of Year 2 EALD stable cohort will achieve EAL/D EC Progress Map Level 4 in Speaking and Listening



PROGRESS TOWARDS THE 2024-2026 BUSINESS PLAN TARGETS

HEALTH & WELLBEING TARGETS

Priority Areas:

- Student Health and Wellbeing
- Staff Wellbeing
- Community Support for Student Health and Wellbeing
- Attendance

Student Wellbeing

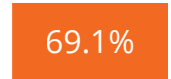
- 75% of Year 5/6 cohort mediumhigh wellbeing across all areas as referenced by the WEC



Attendance

- Increase regular attendance to 75%

69.1%



Actions Planned for 2025

- Baseline data Years 3-6 “Resilient Youth Survey” collected 2024 to inform school focus areas 2025-2026.
- Collect baseline data using the DOEWA School Culture Survey



SURVEY
PLATFORM N/A

COMMUNICATION TARGETS

Priority Areas:

- Communication with Families
 - Engaging Families
 - Internal Communication
- Increase % of families, particularly EALD families, accessing agreed communication platform Increase % of families, particularly EALD families, accessing reporting data



STUDENT ACHIEVEMENT DATA



Carnaby Rise Primary School has a strong, shared belief that high-quality teaching is underpinned by data-informed practice and collective responsibility for student success. Staff collaborate to use systemic and school-based assessment information to plan, differentiate, intervene and extend learning.

NAPLAN

In 2025 NAPLAN testing was undertaken in March. A new NAPLAN scale was also introduced with four proficiency levels explaining students' achievement in 2023. This is the first year that we have comparable progress scales between Years 3-5

The following data represents the performance of Carnaby Rise Primary School students. This provides data that can be used for short-term and long-term teaching adjustments. This data also forms part of the data set used to develop strategic and operational targets as seen in the 2024-2026 Business Plan and 2026 CRPS Focus documents for Literacy and Numeracy.

In 2025 CRPS we had 91 Year 3 students and 92 Year 5 students complete the assessment.

Every year, NAPLAN gives us a snapshot of how our students are tracking in literacy and numeracy compared to similar schools across Australia. It's one measure among many, but it's an important one, and we want to share it with you honestly.

The short version: 2025 shows real progress in some areas, and continued work to do in others. We're proud of the gains, and we're clear about what still needs attention.

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.1	-1.2	-0.3	0.2	-0.2	-0.3
Reading	0.1	-1.0	-0.2	-0.4	-0.8	-0.0
Writing	-0.2	-0.7	-0.3	0.1	-1.3	-0.5
Spelling	0.6	-0.3	0.6	0.6	-0.1	0.2
Grammar & Punctuation	0.2	-0.7	0.1	0.6	-0.8	-0.5

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

Numeracy

Numeracy results in 2025 were mixed. In Year 5, 67% of students are performing at Strong level — above the similar schools rate of 59%. NAS levels are comparable to Like Schools.

However, in both Year 3 and Year 5, the proportion of students reaching Exceeding is below similar schools. In Year 5, only 5% of students reached Exceeding compared to 14% at similar schools. This tells us that while most students are meeting the standard, we have an opportunity to extend and challenge our higher-performing students more effectively.

Year 3 Numeracy also showed a slight increase in the Developing category (30%) compared to similar schools (27%), which we are monitoring closely.

STUDENT ACHIEVEMENT DATA

Reading

Reading has been one of our strongest areas of improvement this year, and the numbers back that up. In Year 3, 69% of our students are performing at Strong or Exceeding levels in Reading; up from 53% in 2024. Importantly, the proportion of students needing additional support dropped from 16% to 10%.

In Year 5, the results are even more encouraging. Only 4% of our Year 5 students are in the NAS category ;that's half the rate of similar schools (8%) and well below the WA public school average of 11%. Three quarters of our Year 5 students are performing at Strong or Exceeding levels.

This is a genuine school strength and reflects the consistent focus our teachers have placed on reading instruction.

Writing

Writing is the area that needs the most attention, and we are not where we want to be.

In Year 3, 9% of students are in the NAS category for Writing — above the 5% rate for similar schools. The proportion achieving Exceeding has remained low at just 5%.

In Year 5 only 2% of students are performing at Exceeding level in Writing, compared to 10% at similar schools. And 11% of Year 5 students are in the NAS category.

Writing is a complex skill — it draws on vocabulary, ideas, grammar, and the ability to structure thinking. We are working on a deliberate, whole-school approach to how writing is taught and supported across every year level. This will be a clear priority in 2026, and we will keep you updated on our progress.

Spelling

Spelling continues to be an area where Carnaby Rise performs well.

In Year 5, 23% of students are in the Exceeding category — matching similar schools and sitting above the state average. A further 59% are performing at Strong level. Only 4% are in the NAS category compared to 7% for similar schools.

Year 3 has also recovered strongly, with 71% of students at Strong or Exceeding — up from 55% in 2024.

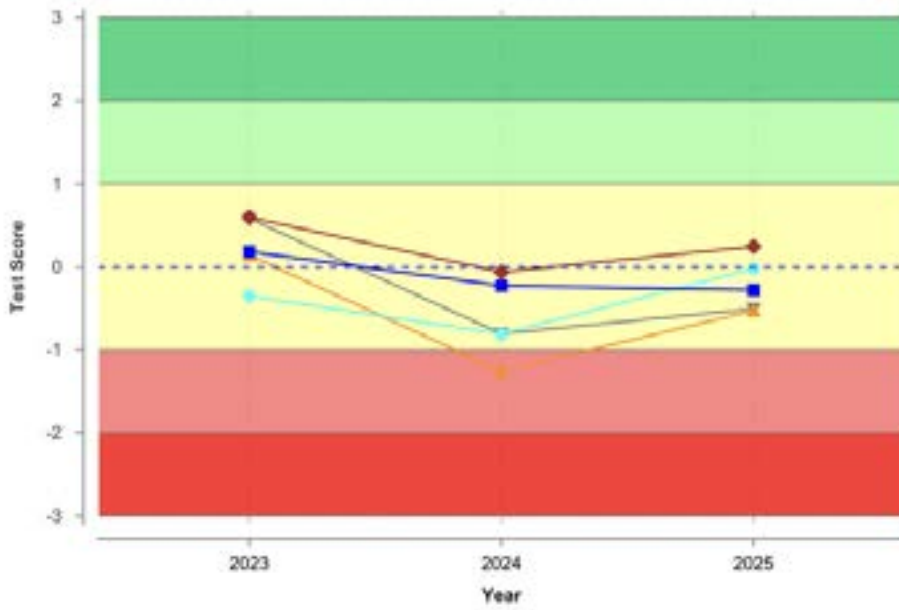
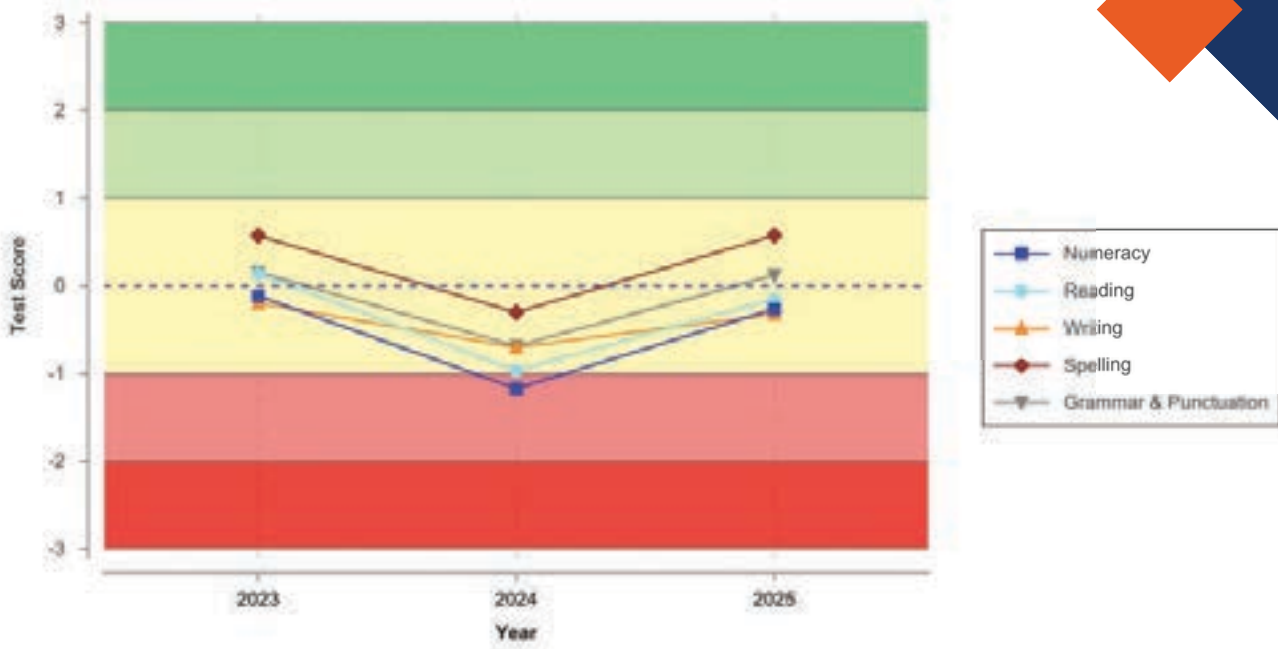
Punctuation & Grammar

Year 3 Grammar and Punctuation has shown improvement, with 63% of students now at Strong or Exceeding: up from 49% in 2024, and now ahead of similar schools (56%).

Year 5 is more of a concern. Only 42% of students are at Strong level, compared to 51% at similar schools. And 12% are in the NAS category. Given this cohort was one of our stronger performers in 2023, this is something we are actively investigating.

STUDENT ACHIEVEMENT DATA

NAPLAN Longitudinal Performance



STUDENT ACHIEVEMENT DATA

ON-ENTRY ASSESSMENT

This assessment provides valuable insight into students' knowledge and understanding at the beginning of their first year of formal schooling.

Students in Pre-Primary participated in On-Entry testing during Weeks 3 – 6 of Term 1. The assessment is completed one-on-one with their teacher and covers all strands of the English and Mathematics curriculum.

In 2025 the PP Cohort demonstrated positive performance across the key areas.

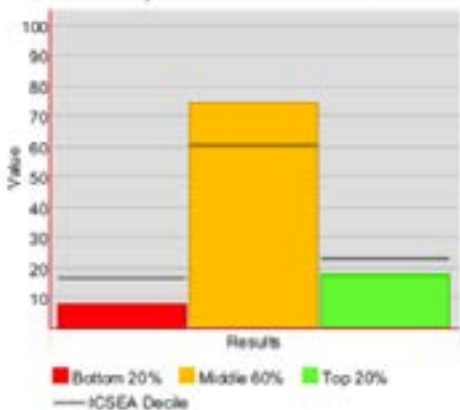
- Carnaby Rise PP students performed above the Public School Median and like schools in Reading and Numeracy.
- In Writing results we are on par with the public school median and like schools.

Early Childhood staff analysed cohort data to identify focus areas in Term 1, 2025 following On-Entry testing and as a result they implemented;

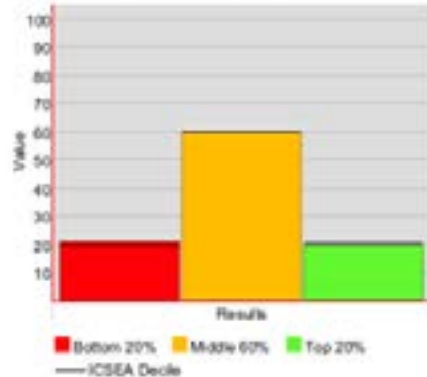
- Targeted learning programs to address gaps and extend on foundation knowledge using Letters and Sounds, BookShare Protocol (including oral to written and Seven Steps approaches), Heggerty PA skills and daily Reviews in Maths.
- Intentional planning was embedded in Kindergarten and PP to ensure continuity and progression in key skill areas.

	Carnaby Rise	Like	Variance
Numeracy	442	435	7
Reading	462	456	8
Writing	210	210	On par

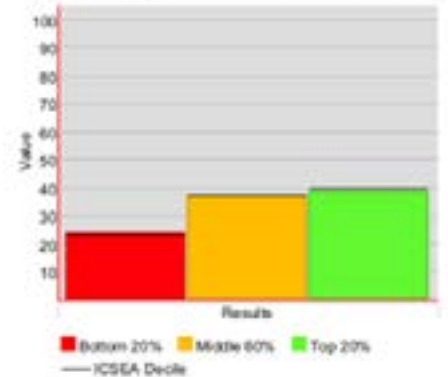
On-Entry - Numeracy
Results compared to ICSEA Decile including



On-Entry - Reading
Results compared to ICSEA Decile including



On-Entry - Writing
Results compared to ICSEA Decile including



STUDENT ACHIEVEMENT DATA

YEARS 5 & 6 WELLBEING AND ENGAGEMENT SURVEY

The Wellbeing and Engagement Census has been conducted annually since 2019 to track the wellbeing of our Year 5 and 6 cohort. In 2025 the survey was also conducted across the Ashdale Cluster. A total of 152 students were surveyed, with the results of medium/ high wellbeing being over 70% in each domain.

It is important to note there also has been a reduction in the % of students at Carnaby experiencing low wellbeing over the past 3 years, the results are below most schools in the Ashdale Cluster and below 2025 All South Australian Schools for all areas identified below.

	High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	Year
Emotional wellbeing							
Happiness	85	51	14	57%	34%	9%	2025
Optimism	82	52	16	55%	35%	11%	2025
Satisfaction with life	83	53	15	55%	35%	10%	2025
Emotion regulation	57	72	22	38%	48%	15%	2025
Absence of sadness [^]	82	47	22	54%	31%	15%	2025
Absence of worries [^]	66	56	27	44%	38%	18%	2025
Resilience (coping skills)	50	70	31	33%	46%	21%	2025
Engagement with school							
Important adult at school	84	63	5	55%	41%	3%	2025
Connectedness to adults at school	102	40	7	68%	27%	5%	2025
Emotional engagement with teachers	102	42	4	69%	28%	3%	2025
School climate	57	71	21	38%	48%	14%	2025
School belonging	71	52	25	48%	35%	17%	2025
Peer belonging	83	48	18	56%	32%	12%	2025
Friendship intimacy	118	17	14	79%	11%	9%	2025
Engagement (flow)	62	54	33	42%	36%	22%	2025
Absence of physical bullying [^]	90	52	6	61%	35%	4%	2025
Absence of verbal bullying [^]	63	66	20	42%	44%	13%	2025
Absence of social bullying [^]	75	58	14	51%	39%	10%	2025
Absence of cyberbullying [^]	100	39	8	68%	27%	5%	2025
Learning readiness							
Perseverance	72	65	12	48%	44%	8%	2025
Cognitive engagement	82	54	13	55%	36%	9%	2025
Academic self concept	101	40	8	68%	27%	5%	2025
Health and wellbeing out of school							
Overall health	45	73	31	30%	49%	21%	2025
Body image	76	58	10	53%	40%	7%	2025
Nutrition - breakfast	108	13	28	72%	9%	19%	2025
Sleep	88	41	20	59%	28%	13%	2025
Music and arts	78	35	35	53%	24%	24%	2025
Sports	91	30	22	64%	21%	15%	2025
Organised activities	132	13	4	89%	9%	2%	2025

STUDENT ACHIEVEMENT DATA

THE RESILIENCE PROJECT

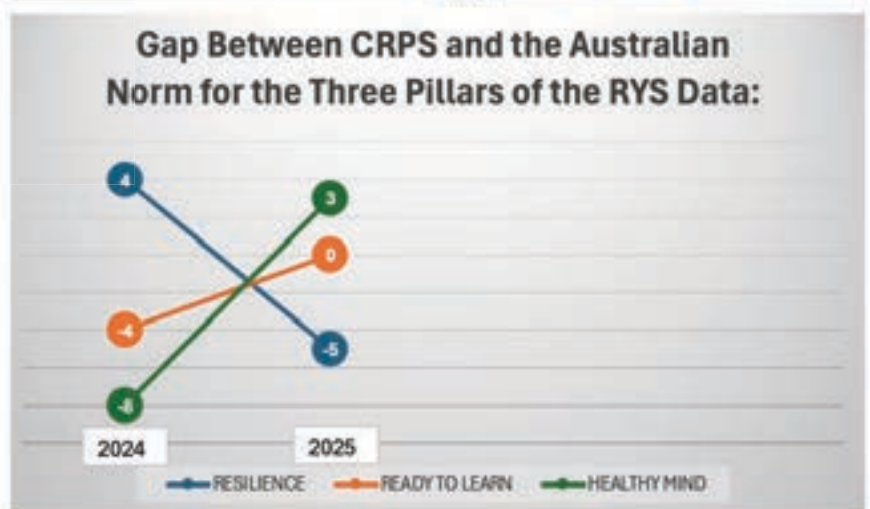
At Carnaby Rise we believe resilience and wellbeing are key factors to ensure a happy and fulfilling future. To gain accurate understanding of students strengths and challenges, the school has collected data via Resilient Youth Australia.

A total were surveyed from years 3-6. Staff from K-6 used this data to inform 2026 Health and Wellbeing Focus Documents as well

Our target was to improve the gap between CRPS students and the Australian norms for the three pillars of RYS data:

- 1) Resilient
- 2) Ready to Learn
- 3) Healthy Mind

Pillars	FORM	Classification and T-Score			
		2024	Gap	2025	Target
Resilience Measured by hope and life satisfaction.	CRPS	65%	-4%	56%	No. Decrease by 9%
	Aus Norm	61%		61%	
Ready to Learn Measured by anxiety and coping skills.	CRPS	46%	-4%	51%	Yes. Increase by 4%
	Aus Norm	50%		51%	
Healthy Mind Measured by anxiety and depression.	CRPS	49%	-8%	60%	Yes. Increase by 11%
	Aus Norm	57%		57%	



CRPS WELLBEING STRATEGY 2026 RECOMMENDATIONS

CRPS prides itself on educating the whole child. The students services team work diligently to support the wellbeing of our students and staff.

Strengthen and sustain key wellbeing initiatives

- Re-establish and strengthen community partnerships such as The Fathering Project
- Increase opportunities for connection and engagement
- Further develop and extend the Rise Up Program to support targeted student wellbeing needs.

Enhance whole-school wellbeing practices and community connection

- Strengthen the implementation of The Resilience Project by protecting and enhancing dedicated weekly lesson time (Tuesday mornings)
- Increasing opportunities for community connection and engagement.

Strengthen staff wellbeing and monitoring processes

- Develop a more systematic approach to monitoring staff wellbeing and responding with targeted actions
- Building leadership capacity through professional learning (Term 1, 2026 Psychosocial Hazards Training) to ensure a safe and supportive workplace.

STUDENT ACHIEVEMENT DATA



In 2025, Carnaby Rise Primary School continued to strengthen its commitment to providing high-quality learning environments aligned with the National Quality Standards (NQS). Our focus remained on creating inclusive, engaging, and supportive spaces that promote student wellbeing, development, and a strong sense of belonging.

Significant improvements were planned for our outdoor learning environments in 2025, including the design and upcoming construction of a new playground scheduled for 2026 to support gross motor development. This future space is intended to encourage active play, risk-taking, and the development of physical confidence, aligning with NQS Quality Area 3: Physical Environment. In addition, plans were established for the introduction of a new sandpit play area in 2026, aimed at fostering creativity, imagination, and collaborative play, further enriching students' opportunities for open-ended learning.

To support students' emotional wellbeing, we introduced a lunchtime "NQS Room." This calm and inclusive space provides opportunities for quieter play experiences such as board games, colouring, and social interaction in a supportive environment. This initiative reflects our commitment to NQS Quality Area 5: Relationships with Children, ensuring all students feel safe, supported, and valued.

Through these initiatives, Carnaby Rise continues to prioritise student wellbeing, engagement, and holistic development, ensuring our practices are reflective of the National Quality Standards and responsive to the needs of our learners.

Quality Area	How this is displayed in our classrooms:
Quality Area 1: Educational Program and Practice Engaging, child-centred learning experiences displayed visually to support student development.	<ul style="list-style-type: none"> • Learning Walls – Visual guides for literacy, numeracy, and inquiry topics. • Student Goal Boards – Individual learning goals and progress tracking. • Inquiry-Based Learning Displays – Student questions, research findings, and reflections (wander wall in year 1 & 2). • Visual Timetables – Daily schedules to support routine and transitions. • Classroom Learning Intentions & Success Criteria – Clear expectations for learning. • WALT display • Class charters • Morning meetings PPT
Quality Area 2: Children's Health and Safety A safe and supportive environment where student wellbeing is prioritised.	<ul style="list-style-type: none"> • Wellbeing Corner – Calm-down strategies, breathing exercises, and emotions charts. • Healthy Habits Posters – Handwashing, hygiene, and healthy eating reminders. • Emergency Procedures Display – Fire evacuation plans and emergency contacts. • Sun Safety & Hydration Station – "Remember Your Hat" and "Drink Water" visuals. • Classroom Expectations & Safety Rules – Visual reminders of safe behaviour. • Resilience Project/wellbeing support/journals/DS display • Classroom folder with contact numbers • Lockdown procedure
Quality Area 3: Physical Environment Inspiring and inclusive learning spaces that encourage exploration and creativity.	<ul style="list-style-type: none"> • Cultural Display – Flags, artefacts, and language greetings from diverse cultures. • Sensory Play & Exploration Table – Hands-on materials for engagement. • Organized Learning Area – Visual labels for resources and materials. • Student trays to organise belongings. • Learning areas (K-PP) • Learning through play wet area (year 1) • Lunchtime NQS room (y1-yf 6)
Quality Area 4: Staffing Arrangements Professional and collaborative educators ensuring consistency in learning.	<ul style="list-style-type: none"> • Meet the Educators Board – Photos and introductions to classroom staff. • Teacher & EA Timetables – Visible schedule of support staff availability. • Group Work Rotations – Small group instruction plans. • Sway notice- get to know the teachers (by Karen)
Quality Area 5: Relationships with Children Respectful and meaningful connections that promote social and emotional wellbeing.	<ul style="list-style-type: none"> • Star of the Week Board – Celebrating individual student achievements. • Class Compliment Wall – Positive peer recognition. • Emotion Check-in Chart – Daily self-reflection on feelings. • Resilience Project/wellbeing check-ins • Mindfulness Minutes/Wednesday speaker whole school meditation • STAR student certificates • Winning over strategies- social discussions
Quality Area 6: Collaborative Partnerships with Families and Communities Strong home-school relationships that support student learning and development.	<ul style="list-style-type: none"> • Weekly admin Sway notice to families • Weekly classroom Connect notices • Parent interviews • Morning welcomes with children and families • Homony Day celebrations • ANZAC day • Diwali celebrations
Quality Area 7: Governance and Leadership	<ul style="list-style-type: none"> • School Vision & Values Display – Clearly communicated philosophy. • Leadership Structure Board – Roles of leadership team members. • Policies & Procedures Folder – Accessible key policies (e.g. behaviour, safety). • Continuous Improvement Plan Display – School goals and progress. • Staff Code of Conduct Summary – Professional expectations. • Student Leadership Opportunities – Evidence of student agency in leadership. • Sustainability Practices – Recycling systems and environmental initiatives.

STUDENT VOICE

As part of Priority 2: Health and Wellbeing in Carnaby Rise Primary School's Business Plan, a range of strategies have been implemented to strengthen student voice and leadership across the school. In 2025, the Year 6 student leaders attended the GRIP Leadership Conference alongside peers from schools across the state. This conference equipped students with the skills and understanding needed to effectively lead and represent the student body.

The student leadership group also participated in the City of Wanneroo Leadership Program. This initiative involved attending a student forum, developing a community action plan, implementing the plan, and presenting their outcomes. The group focused on improving the safety and cleanliness of parks and playgrounds by promoting respectful behaviour in public spaces. In addition, the leadership group organised fundraisers to support Seeing Eye Dogs Australia and the Cancer Council. To inform teaching practices across the school, feedback was gathered from upper primary students regarding their learning experiences and the effectiveness of teacher feedback. Students also completed wellbeing assessments to ensure the school continues to provide a safe, supportive, and inclusive learning environment.

In 2025, the school received a record number of nominations for student leadership positions. Students were also given the opportunity to apply for leadership roles in Sport, Art, Science, Library, and Wellbeing. The school remains committed to providing students with a wide range of leadership opportunities and ensuring their voices are heard across all areas of school life.



ATTENDANCE & BEHAVIOUR

ATTENDANCE

Across all year levels, overall attendance sat at 91.5%, higher than attendance rate for WA public schools, which was 89.1%.

The regular attendance for 2025 was 69.1%. A rise from 67.5% in 2024. With a strategic target of 70% this continues to be a focus.

We had 30.9% of our students sitting in Attendance at Risk category (see image below), this is a decrease of 4.5% from 2023. During 2024, 62% of all absences were deemed authorised.

Student Type : All Students

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	64.6%	28.3%	6.3%	0.8%
2024	67.3%	25.7%	6.3%	0.8%
2025	69.1%	24.6%	4.9%	1.4%
Like Schools 2025	68.7%	22.1%	7.2%	2.0%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%



YEAR 6 DESTINATION DATA

DESTINATION DATA

The below table indicates where our exiting Year 6 students enrolled in secondary schooling for 2025.

Ashdale Secondary College	57
Kingsway Christian College	4
Carine Senior High School	4
Landsdale Christian School	2
Belridge Secondary College	2
Mater Dei College	2
Dun Craig Senior High School	1
Mercy College	1
Hampton Senior High School	1
Bullsbrook College	1
Aranmore Catholic College	1
St Stephens School	1
Trinity College	1



As part of Priority 3 – Communication in our Business Plan, our goal is to build authentic *Clear, Consistent and Connected Communication*

In 2025 Carnaby Rise Primary School strengthened its strategic approach to communication, ensuring systems and practices were aligned to the Business Plan and supported strong relationships across the school community.

Key Achievements

- *Clear Internal Communication*

The Operational Overview, Microsoft Teams and weekly Carnaby Call Out (Sway) provided consistent, centralised communication for staff. These structures improved clarity, reduced email overload and ensured strong alignment across the school.

- *Consistent Communication Practices*

Targeted professional learning supported staff to use agreed platforms (Compass, Teams, Sway, Connect) effectively and consistently, improving the quality and professionalism of communication with families.

- *Stronger Collaboration*

Structured meetings, PLCs and distributed leadership processes enhanced communication for collaboration, ensuring transparency, shared accountability and a clear focus on student outcomes.

- *Enhanced Family and Community Engagement*

A continuation of the use of Sway, Connect, social media, website and SMS ensured communication was timely, accessible and engaging.

Compass was introduced in 2025 as part of the Department's Project Kaartijan, with the initial phase utilised to monitor attendance and behaviour across the school.

This multi-platform approach strengthened connections with families and improved community confidence in the school.

- *Responsive to Feedback*

Community survey data informed improvements to event communication, transition processes and reporting access, demonstrating a commitment to continuous improvement.

Impact

Communication at Carnaby Rise is now more consistent, transparent and effective, resulting in stronger staff alignment, improved family engagement and a highly connected school community.

Next Steps

In 2026, the school will refine communication further through platform review, expanding the use of Compass, with improved accessibility for all families and continued strengthening of community partnerships.

2025 HIGHLIGHTS



YEAR SIX CAMP

The 2025 Year 6 camp was a special milestone and a memorable part of the students' final year of primary school. Students and staff travelled to Cahoot's Adventure Camp, where they stepped outside their comfort zones and took part in a wide range of new and rewarding experiences. From navigating the high ropes course to collaborating on the low ropes challenges, students showed determination, cooperation and encouraged one another throughout. Over the three days, they also enjoyed activities such as rock climbing, archery and water-based team challenges.

Spending three days away from home provided valuable opportunities for students to build resilience and independence. Living in dormitories with their peers, managing their belongings and daily routines, and supporting one another helped them grow in confidence and maturity. The evenings brought everyone together for a fun-filled quiz night and an entertaining talent show, where students proudly shared their abilities and celebrated each other's efforts.

The camp finished with a full day at Outback Splash, providing a fun and memorable conclusion to a wonderful camp and a fantastic way to finish their primary school camp journey.



2025 HIGHLIGHTS



CHOIR

The Carnaby Rise Primary School Choir continues to flourish, growing stronger and more vibrant each year. In 2024, our students proudly represented the school at the WA Massed Choir Festival for the very first time, an unforgettable and inspiring experience for everyone involved. The festival has since become a highlight of our calendar, and we are thrilled to be participating once again this year for the third consecutive year.

Beyond this prestigious event, our choir has played a meaningful role within the school with many important school and community performances, including the annual ANZAC Day Dawn Service, Cluster Muster, the school's Open Night Christmas Carols, and the end-of-year Book award ceremonies.

It is truly heartwarming to see the enthusiasm, dedication, and love of the performing arts that our Carnaby students bring to each performance. Their commitment and joy shine through at every event. We are incredibly proud of our achievements and eagerly look forward to another exciting year in 2027.

AUSLAN

In 2025, Auslan continued to flourish across our school, with students enthusiastically building their skills and deepening their understanding of Deaf culture. A key focus was learning about the 2025 Summer Deaflympics that was held in Tokyo, where students explored the history of the Deaflympics, discovered inspiring Deaf athletes, and practised signing different sports and participating countries in Auslan.

A highlight of the year has been our Auslan Book Buddies program, where Year 5/6 students partner with Year 1/2 students to share stories and practise signing together. These cross-age sessions have built confidence, leadership, and connection, strengthening both Auslan skills and friendships across the school.

BOOK WEEK

In 2025 we celebrated Book Week with a whole school dress up parade and a book fair. The theme was "Book an Adventure" students and staff paraded around the library, proudly showcasing a wide range of creative and thoughtfully prepared costumes. The celebration concluded with our traditional whole school photo capturing many smiling faces. It was particularly wonderful to see our senior students so actively involved in this year's event.

The school also hosted a book fair in partnership with Larrikin House, generating a significant commission that will be reinvested into expanding and enhancing the library's collection. This assists in supporting student learning and fostering a love of reading. The successful initiative was made possible through the valued support of our families and staff, we sincerely acknowledge their ongoing commitment and continued support.

2025 HIGHLIGHTS



SCIENCE

This year has been an exciting and hands-on journey in STEM and Science.

One of our biggest highlights was competing in the First Lego League competition (FLL), where our team proudly received the Breakthrough Award. The competition involved an intense design process, with a group of 10 students working collaboratively, giving up a lunchtime each week, to build and code a robot using LEGO. The robot had to complete as many missions as possible within two minutes, requiring strategic thinking, problem-solving, and resilience. Alongside the robot design, students developed and presented a PowerPoint to judges, confidently explaining their process and learning. They also identified a real-world problem and designed an innovative prototype solution, which they brought to life using our 3D printers.

During NAIDOC Week, we collaborated with Art and Sport to design and create boomerangs. Students explored the science behind flight, investigating how shape, angle, and air movement affect the way a boomerang travels. This cross-curricular experience deepened their understanding of aerodynamics while celebrating culture and creativity.

For Science Week, under the theme “Decoding the Universe,” students immersed themselves in a range of engaging activities. The week began with a science-based incursion that sparked curiosity and wonder. Students then constructed sundials, carefully marking time throughout the day to understand how the Sun’s position affects shadows. They investigated different types of leaves around the school grounds, examining structure and function. Our Year 5 students were lucky to have our very own Scientist family Rachel and Cam Scadding work with them and extract DNA from strawberries. The week finished with an exciting science-themed scavenger hunt that reinforced key concepts in a fun and interactive way.

To celebrate all their hard work, the Science Room was opened during Open Night, giving students the opportunity to proudly showcase their learning to parents and carers. Families explored displays of student work and even had the chance to test out our new microscopes, making it a fantastic evening of shared discovery and celebration.



2025 HIGHLIGHTS



PHYSICAL EDUCATION

2025 marked another outstanding year of sporting achievement at Carnaby Rise Primary School. Building on the strong foundations established in previous years, students continued to demonstrate significant growth in sporting ability, teamwork, resilience and competitive performance across a range of events.

In July, students competed in the 2025 Lightning Carnival, achieving exceptional results by winning three shields. This result highlighted the continued improvement in student skill, preparation and teamwork. The spirit of participation and achievement continued during the August and September carnival season. The annual Carnaby Rise Faction Carnival showcased the school's values of community, respect, persistence and success, with Earth Faction finishing the day as overall champions.

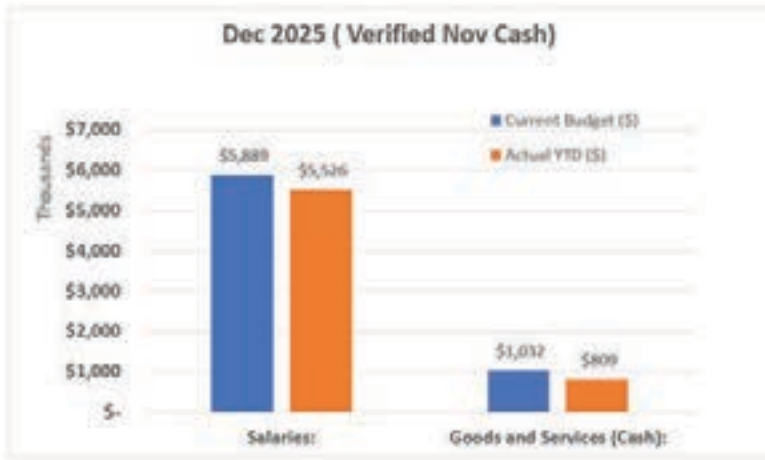
Students then represented the school, over two days, at the interschool athletics carnival, where their performance and determination resulted in Carnaby Rise being crowned Interschool Champions for the first time.

Over recent years, Carnaby Rise has demonstrated clear growth in sporting ability and achievement, developing a strong reputation as a competitive and successful sporting school. This success reflects the collective commitment of staff and students to skill development, preparation and participation in sport. We look forward to, and are building towards, 2026 becoming another successful year.

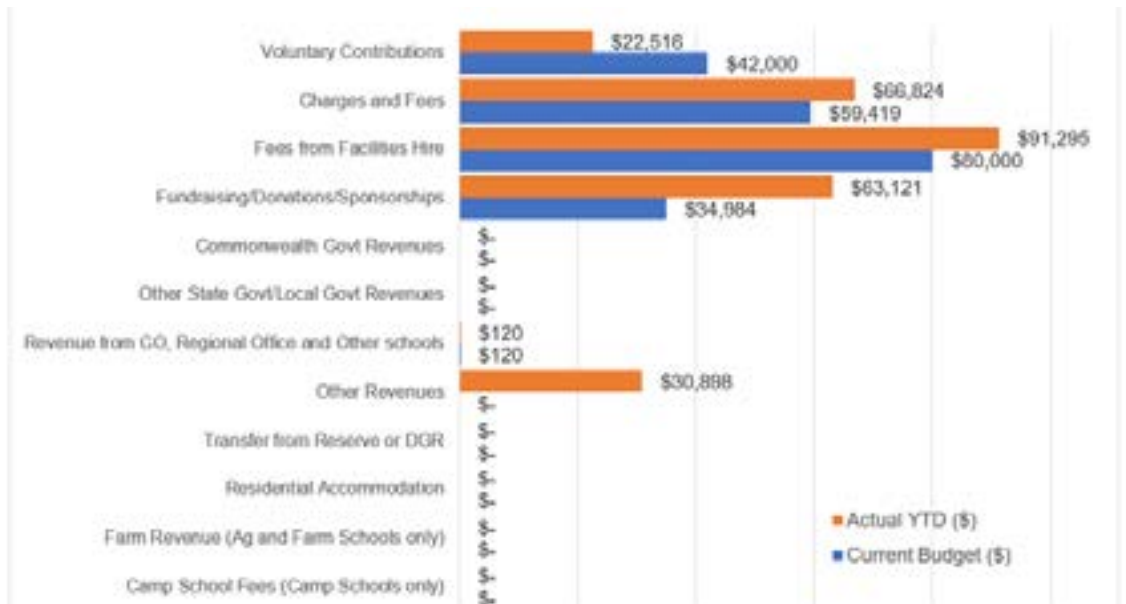


FINANCIAL SUMMARY

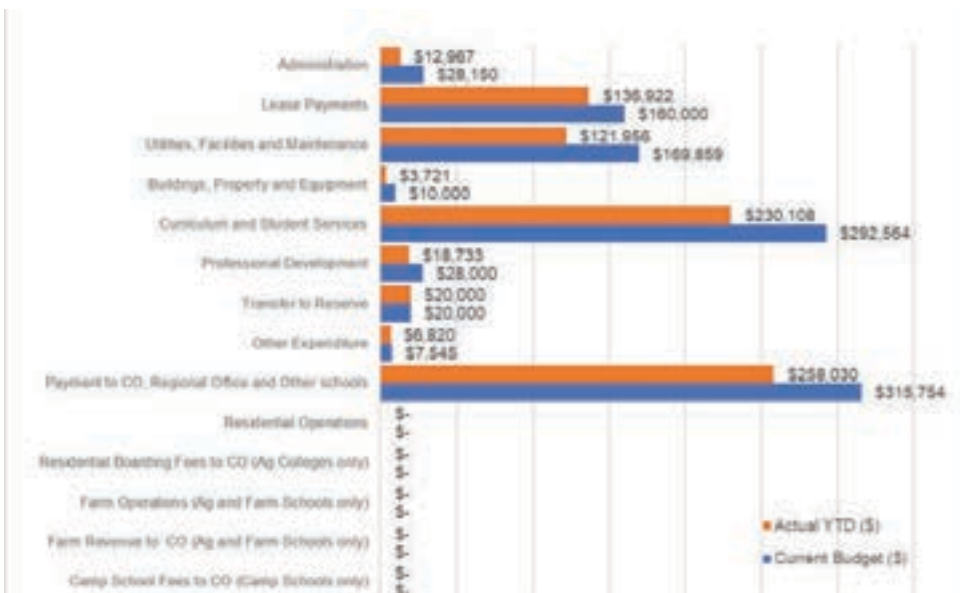
Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual



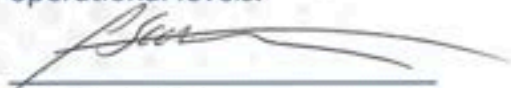
Goods and Services Expenditure - Budget vs Actual



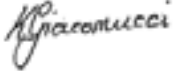


SCHOOL BOARD RATIFICATION

We, the undersigned, agree with the content of this report and have worked to analyse the data presented and collaboratively develop improvement targets at both strategic and operational levels.



Cam Scadding
School Board Chair



Karen Giaomucci
Principal