2025

Annual REPORT

Beckenham Primary School

Our School

Our Vision

We aim to reflect on our practises and embrace quality teaching, which inspires all students to succeed and strengthens their resilience, integrity and respect to support them towards becoming good global citizens.

Values

As part of our journey to implement positive behaviour support (PBS) across our school, we adopted our new school values. These are:

- Strive
- Respect
- Responsibility

About Our School

Beckenham Primary School is located on Whadjuk Noongar Boodjar and has been an integral part of the local community for over 100 years, opening in 1912. The school is located 12km from the Perth CBD on the Perth-Armadale train line. Beckenham is a vibrant and nurturing educational institution committed to providing a stimulating and inclusive learning environment for students which is characterised by a diversity of cultural backgrounds amongst our student population.

Our school motto, “Share and Care” embodies the values of tolerance, caring, understanding, thoughtfulness and selflessness which all contribute to a productive and harmonious school climate. The school is fortunate in having a diverse student population with over 40 cultural groups represented.

Welcome to Beckenham Primary School

Acknowledgement of Country

We respectfully acknowledge the past and present traditional custodians of this land which our school is located on, the Whadjuk Noongar people. It is a privilege to be on Whadjuk Noongar country. We also acknowledge the contributions of Aboriginal Australians and non Aboriginal Australians to the education and reconciliation of all children and people in this country we all live in and share together – Australia.

From the Principal

Dear Students, Parents, and Guardians,

I present to you the 2025 annual report for Beckenham Primary School (BPS). In 2025 I commenced and completed my first year as BPS principal. It has been a pleasure getting to know our students, staff and school community members. Thank you to everyone who warmly welcomed me to our school.

In 2025, we BPS participated in a one-year Public School Review return process. This involved staff working towards and implementing recommendations identified by the school and public school review team in 2024 in the Relationships and Partnerships domain. This work included providing clear information for families about shared communication between home and school by developing “Talking with My School” guidelines and streamlining communication through Compass. We also developed a “Class Placement Policy” to provide greater transparency about how class structures and student placements are determined, and the process in place to assess parent requests.

A big thank you to members of our school board, led by chairperson Sarah Midolo and supported by secretary Charlotte Shaw, for your contribution to school governance. Board members play an important role in contributing to good school governance so that school resources are used efficiently, and community expectations and the school’s priorities reflect the needs of our students. In addition to endorsing the communication guidelines and class placement policy, the board was consulted and agreed to the vision developed by our Reconciliation Action Plan committee. This vision will guide the committee towards developing and implementing our RAP during 2026.

Welcome to Beckenham Primary School

Our Parents & Citizens (P&C) Association may be small in membership but is mighty in impact. Led by President Danielle Boucher, the P&C raised nearly $19,000! Thanks to their outstanding fundraising efforts, the P&C purchased our school / students Choir shirts, a new train themed playground, outdoor musical instruments, our Mathletics subscription for 2025 and 2026, and prizes for Book Week. They also paid for bus hire that enabled our Student Leaders to attend a leadership conference. The Year 6 graduation sub-committee also contributed a whopping total of $4100 which meant families received a big discount on the cost of their child's attendance at the lunch.

My heartfelt thanks also goes to our exceptional staff. Their commitment, energy and care through 2025 has ensured that our students were well positioned to learn, grow and thrive every single day. We farewelled a number of longer term staff in 2025 which included Ms Dry, Mrs Parker, Ms Noble, Mrs Soraine and Mrs Eliades. We thank them for their contribution to BPS and wish them all the very best for the future. Our associate principal Mrs Hogg also farewelled us as she takes a well deserved year of leave in 2026.

We look forward to another successful year grounded in student learning as we head into 2026.

Warm regards

Dr Bree Wagner

Principal

School Board Report

The Beckenham Primary School Board had another productive year in 2025. The board had the opportunity to continue to monitor progress and provide feedback with our school business plan, data analysis processes, the school review process, and other various policies.
Key staff attended meetings so that board members could hear about different initiatives within the school and their progress and impact in line with the school business plan. This year included our Talking with my School initiative and Positive Behaviour Support initiatives.

We welcomed some new and fresh faces to the Board for 2026 in both the Parent and Staff categories which allowed for some new ideas and insights being brought to the table. The board worked on being more visible to the school community during 2025 trialling a meet and greet and board information session/pin up board at the school's Show and Shine event. We will continue to work on this in 2026.

We farewelled Irene Clewer at the conclusion of 2025 as she completed her long-standing tenure with the School Board. We would like to thank Irene for her insights, commitment and support over the years to our school board. Her contributions have been invaluable and will be missed.
Thank you to all board members for your ongoing service, commitment and dedication to Beckenham Primary School and its students.

Mrs Sarah Midolo
School Board Chair

2025 School Events & Highlights

Term 1

- NAPLAN Parent Information session
- Student Representative Council elections
- NAPLAN for students in Year 3 and 5
- Summer Interschool Carnival
- Ride 2 School Day
- Parent/Teacher interviews
- P&C Mother's Day Stall
- Life Ed Van incursion
- Student leaders Dream and Lead Conference
- Harmony Day Picnic and celebrations
- Guitar lessons (IMSS)
- Formal assemblies

Term 2

- ANZAC Ceremony
- Bike Education for Year 4 students
- National Walk Safely to School Day
- Indigenous Science workshop with Philip Green
- Winter Interschool Carnival
- Cross Country Carnival
- National Sorry Day
- National Reconciliation Week
- NAIDOC assembly
- National Simultaneous Storytime
- Outdoor Classroom Day
- Guitar lessons (IMSS)
- Formal assemblies

2025 School Events & Highlights

Term 3

- Public School Review
- SRC Pyjama Day
- Interschool Cross Country
- Book Week celebrations
- One Big Voice performance by school choir
- School photos

- In-term swimming lessons
- PEAC testing for Year 4 students
- P&C Father's Day Stall
- R U OK? Day
- Kindergarten Parent Information session
- Guitar lessons (IMSS)
- Show and Shine
- Formal assemblies

Term 4

- Barking Gecko Theatre Excursion
- Athletics Carnival
- Weeding Wednesdays in the Kitchen Garden
- Interschool Athletics Carnival
- School Captain elections for 2026
- Canning Show Art Display
- Diwali celebrations
- P&C Christmas Stall
- Adventure Week excursions for Year 6 students
- Graduation Ceremony & Graduation Lunch
- Presentation Awards Assembly
- Guitar lessons (IMSS)
- Formal assemblies

School Planning & Improvement

Planning for school improvement at Beckenham Primary School is guided by the Department of Education's strategic directions and the school's business plan. Our Public School Review was held in Term 2 2024. The report is available on our website and Schools Online.

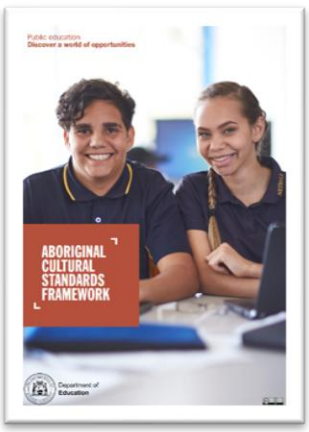
FOCUS AREA 1: Leadership

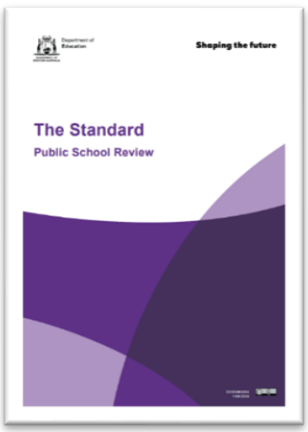
FOCUS AREA 2: Teaching

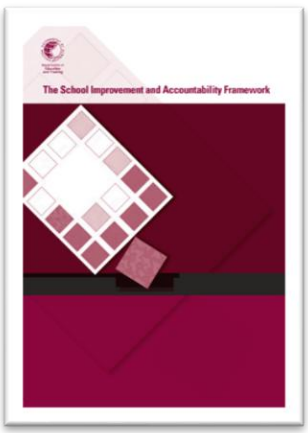
FOCUS AREA 3: Environment

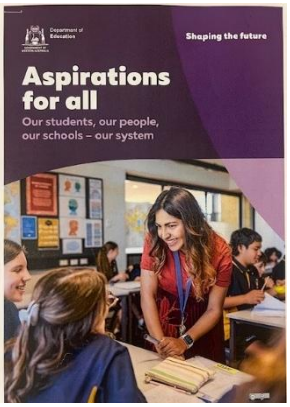
FOCUS AREA 4: Resources

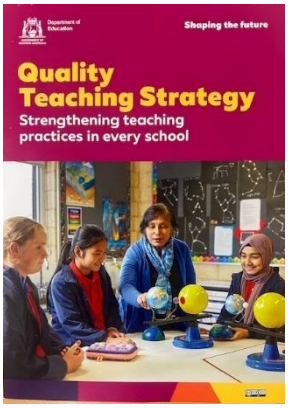
FOCUS AREA 5: Relationships











System level documents that inform school planning

School Characteristics

Index of Community Socio-Economic Advantage (ICSEA)

Beckenham Primary School has an ICSEA of 992. The average ICSEA across Australia is 1000.

Like Schools

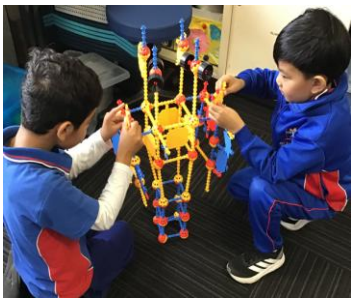
When "like school" comparisons are referred to in this report, they are made with schools with a similar ICSEA. Like school comparisons include the following schools:

School	Suburb	ICSEA Value
West Byford Primary School	South Metro	992
Grandis Primary School	Banksia Grove	993
Rockingham Beach Primary School	Rockingham	993
Forrestdale Primary School	Forrestdale	990

Network Schools

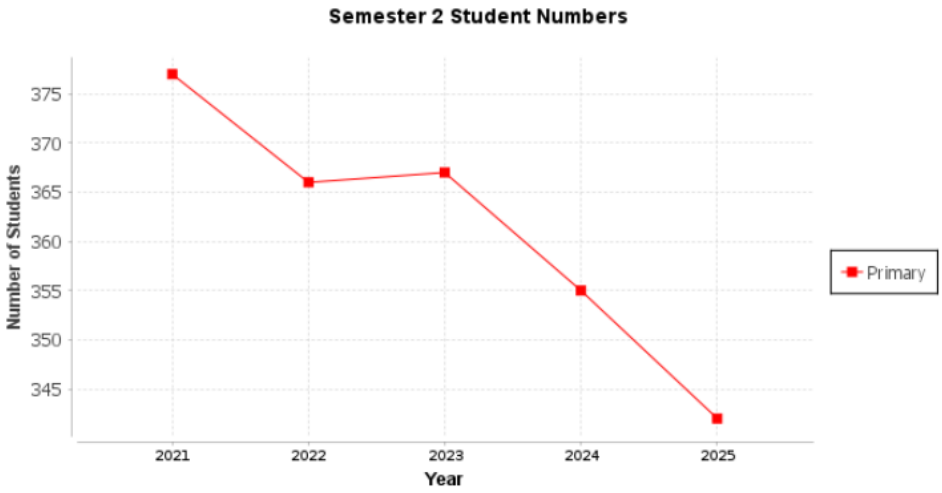
Beckenham Primary School is situated in the South Metropolitan Education Region. The school is a member of the Djarlgarro network, which comprises of the following schools:

- Bramfield Park Primary School (PS)
- East Kenwick PS
- Gibbs Street PS
- Maddington PS
- Queens Park PS
- Yule Brooke College
- Cannington Community College
- East Maddington PS
- Maddington Education Support Centre
- Orange Grove PS
- Seven Oaks Senior College



Student Numbers

Enrolment Overview



Excluding Kindergarten

Student Number	(FTE)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(25)	56	48	43	54	44	48	49	367
Part Time	49								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	27	28	129		184
Female	22	28	157		207
Total	49	56	286		391

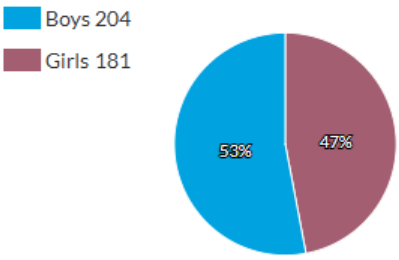
The majority of students at Beckenham Primary School are drawn from within our local area boundary. We have a student transiency rate of 16.4%. This was a reduction from 22% in 2024.

Student Characteristics

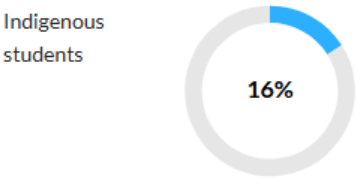
Characteristic Overview

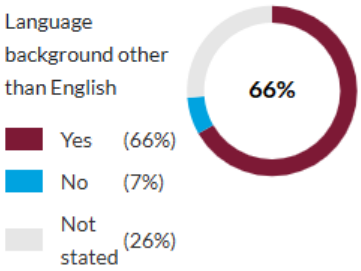
Students

Total enrolments: 385



Full-time equivalent enrolments: 369.4





In the Semester 2, 2025 Census, our student population consisted of:

- 49 Kindergarten students,
- 56 Pre-primary students; and
- 286 Year One to Year Six students totaling 391 students.

The student body at Beckenham Primary School reflects the diverse nature of our school community. In 2025 approximately 11% of our students identified as Aboriginal and 70% of students had a language background other than English (EAL/D). Given the high number of EALD speakers at BPS, we developed enrolment processes that captured additional information about students' English language proficiency. We also funded a specialist EALD teacher to support students develop English language skills.

In recognition of the cultural diversity that exists within our school, our Cultural Committee works together to plan cultural celebrations and opportunities for learning throughout the year. In 2025, the committee organised a Harmony Day Picnic and supported staff to celebrate Diwali. Our Term 2 assembly hosted by Room 8 was aligned to NAIDOC week and educated our community about significant dates and events impacting the lives of Aboriginal and Torres Strait Islander peoples.

Year 6 High School Transition

In 2025, a total of 53 students graduated from Year 6 at Beckenham Primary School. This year, our local secondary school, Cannington Community College (CCC) worked incredibly hard to strengthen transition processes between our schools which is a priority of our local Djarlgarro Network Schools. The transition program included providing information sessions to principals, presenting information to prospective parents here at BPS, holding an open night, and providing enrolment support. They also organised a high school taster visit for all Year 6 students attending BPS so they could be come familiar with the high school environment. An additional transition day was provided by CCC for students enrolled there in 2026.

Below: High school destination schools for 2025 Year 6 cohort

Destination Schools	Male	Female	Other	Total
Cannington Community College	9	13		22
St Norbert College	4	5		9
Yule Brook College	4			4
Darling Range Sports College	2	1		3
Lynwood Senior High School	2	1		3
Aranmore Catholic College		2		2
Como Secondary College	1	1		2
Australind Senior High School		1		1
Clontarf Aboriginal College	1			1
Gilmore College		1		1
Harrisdale Senior High School	1			1
Lakeland Senior High School		1		1
Lumen Christi College	1			1
Mazenod College	1			1
Willetton Senior High School	1			1

Student Representative Council

In 2025, the Student Representative Council (SRC) made a valuable contribution to school life through its leadership and strong commitment to representing student voice. The SRC played an instrumental role in hosting events to commemorate ANZAC Day and Remembrance Day and contributed to the coordination of Pyjama Day to raise funds for our sister school, Chambak Primary School. They also actively supported the school's recognition of R U OK? Day and assisted in the organisation of Book Week. We thank the SRC for their dedication to the Beckenham Primary School community.

2025 Performance Against Business Plan Targets

Target 1: All NAPLAN achievement will be at or above like schools.

Result 5/10

The table below displays the relative achievement of Beckenham PS (BPS) students across the 5 NAPLAN assessment domains for Years 3 and 5. Achievement in each domain is expressed as the number of points the school's mean score was compared to our Western Australian (WA) Like Schools (the WA public schools with a similar index of socio-educational advantage to BPS). Year 3 NAPLAN scores were below WA Like Schools and WA Public Schools overall for all domains. The mean scores for Year 5 students were above WA Like Schools for all domains and were above the WA Public School mean for Writing and Spelling.

In 2025, staff participated in professional learning to support the continued implementation of core literacy programs with fidelity. This included "Letters and Sounds" (synthetic phonics)and Talk for Writing. As part of our involvement in the Department of Education's Quality Teaching Strategy, we also commenced work to re-establish the pre-conditions for improved student learning outcomes by participating in Leading Cultures of Teaching Excellence. This has and will continue identifying causes through analysis of additional data sources, establishing a professional learning community model, and targeting 'solutions' to specific identified causal factors. This will include the development of whole-school curriculum to reduce variation across classes, strengthening teacher capacity to differentiate their practice for students with additional needs and ensuring Tier 2 interventions are timetabled to provide support above and beyond Tier 1 literacy instruction.

Beckenham PS - 2025		
Year 3	*vs WA Like Schools*	Year 5
-7	Numeracy	11
-15	Reading	15
-11	Writing	24
-10	Spelling	30
-21	Grammar	13

Beckenham PS - 2025		
Year 3	*vs WA Public Schools*	Year 5
-33	Numeracy	-11
-47	Reading	-10
-36	Writing	5
-34	Spelling	20
-61	Grammar	-6

10+ points below the comparison	0-10 points below the comparison	Equal to the comparison	0-10 points above the comparison	10+ above the comparison

Target 2: 80% of Year 2-6 students will achieve stanine 3 or above in all PAT assessments.

Result N/A

This target cannot be reported on as PAT maths and reading adaptive assessments which are now used at BPS do not provide a stanine score.

2025 Performance Against Business Plan Targets

Target 3: 80% of the stable cohort will make moderate to very high progress from on-entry to Year 3 NAPLAN.

Result 0/2

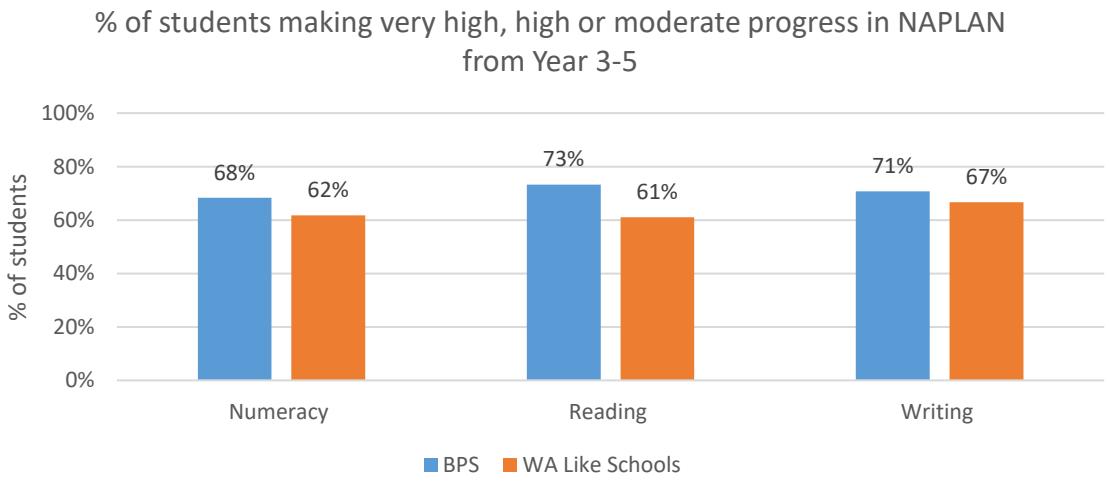
		BPS	WA Like Schools
Numeracy	Very high	8.1%	11.8%
	High	29.7%	18.3%
	Moderate	18.9%	36.3%
	Low	27%	18.8%
	Very low	16.2%	14.8%

		BPS	WA Like Schools
Reading	Very high	18.9%	11.7%
	High	24.3%	20%
	Moderate	21.6%	30.2%
	Low	21.6%	19.6%
	Very low	13.5%	18.5%

Moderate to very high progress was made by 57% and 65% of students in numeracy and reading assessments respectively from pre-primary on-entry testing and Year 3 NAPLAN. This compares to 66% (numeracy) and 62% (reading) of students attending WA Like Schools. A key change in 2025 was to increase the availability of places in our Kindergarten program so that more students have access to an additional year of schooling, providing them exposure and opportunity to acquire English as an Additional Language.

Target 4: 80% of the stable cohort will make moderate to very high progress from Year 3 to Year 5 NAPLAN.

Result 0/3

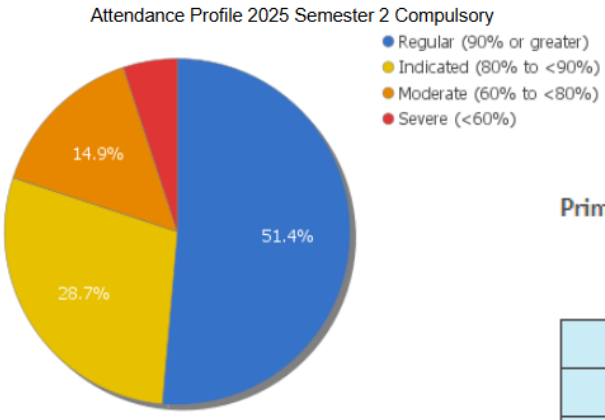


The table above shows that while we did not meet our target, a greater percentage of students at BPS made moderate to very high progress from Year 3 to 5 NAPLAN in numeracy, reading and writing when compared to WA Like Schools. In 2026, work will continue to develop low variation approaches to teaching mathematics and reading.

2025 Performance Against Business Plan Targets

Target 5: Maintain 85% regular attendance

Result 0/1



Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	87.7%	88.9%
2024	90.4%	89.4%
2025	89.7%	89.1%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	84%	86%	88%	88%	90%	89%	88%
2024	86%	88%	95%	89%	91%	93%	91%
2025	84%	89%	88%	91%	90%	93%	93%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

In 2025, Beckenham Primary School recorded an attendance rate of 89.7%, which was comparable to Western Australian Public Schools (89.4%) and our Like Schools (89.4%) during the same period. While an improvement from our 2022 (85.8%) and 2023 (87.7%) attendance rates, our 2025 attendance was 0.7% lower than in 2024 meaning our overall attendance dropped from regular to the indicated category. Highest attendance was seen in Year 5 and 6 while concerningly, our lowest attendance was recorded for students in Pre-Primary and Year 1.

We remain committed to collaborating with parents and students to identifying reasons for student absences and increasing our attendance rates across all year groups. A key factor identified as impacting attendance rates is the high number of in-term holidays taken by families. Information about the impact of in-term holidays on student learning was included on our in-term absence form. In the case of unexplained absences, we continue to utilise SMS to identify reasons for non-attendance and send unexplained absence letters home twice per term. For students in the severe attendance category, we work with families to identify barriers to attendance and strategies that can be implemented to help restore regular attendance patterns. Our Attendance Processes will be updated in 2026 which will include additional information about case management of students with severe attendance and methods for communicating the regular attendance expectation to our school community.

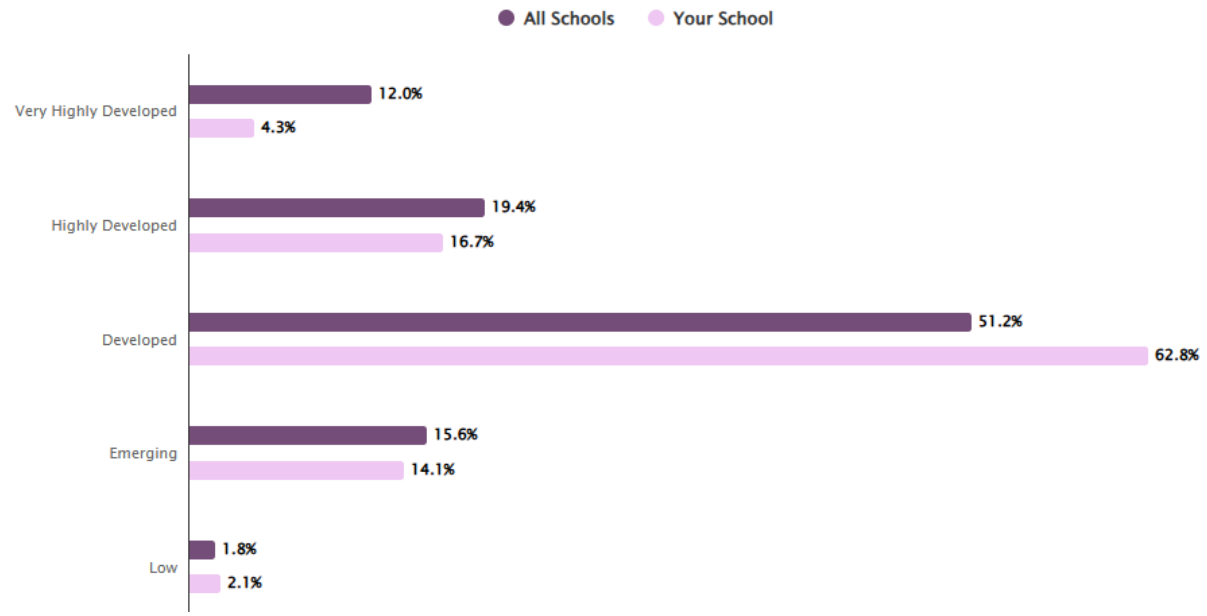
2025 Performance Against Business Plan Targets

Target 6: 80% of student achieve rating of developed, highly developed and very highly developed in PAT social-emotional wellbeing survey

Result 1/1

Overall social-emotional wellbeing

The overall social-emotional wellbeing report provides a comparison of all students from your school and all schools, as distributed across each of the five developmental levels.



A total of 234 students from Pre-Primary to Year 6 completed the PAT social-emotional wellbeing survey. The graph above shows that 83.8% of students were rated as having developed to very highly developed overall social-emotional wellbeing. This results was 3.8% above our target of 80%. The graph also shows that while we had a greater number of students in the developed categories than all schools across Australia who completed the survey, we had a lower number of students in the very and highly developed categories.

We continue to support the development of student social-emotional wellbeing (SEW) at BPS through a multi-tiered system of support. Students from Kindergarten to Year 6 learn about social-emotional wellbeing and strategies to support wellbeing through the program Aussie Optimism. All students had the opportunity to participate in our Food Bank school breakfast club 5 days per week and could access additional snacks, fruit and lunch, donated by a local church, Foodbank, and Eat Up. We employed a student support officer (SSO), who is a trained counselor, three days per week. The SSO provides small group tuition to students who need additional learning to help them self-regulate by using the program Zones of Regulation. She also provided 1:1 counselling support to students via a referral process. We continued engaging a Youth Care school chaplain (2 days) and our part-time AIEO (2 days) who provided additional small group sessions, ran clubs at break times, and provided 1:1 check ins and in class support for students requiring additional help to improve their SEW. In 2025 we also had 0.36 FTE from the school psychology service.

2025 Performance Against Business Plan Targets

Target 7: 80% of staff indicate rating of agree to strongly agree in the school culture survey

Result 1/1

17 staff completed the 65-statement school culture survey (staff version) in March 2025. Of the 1105 total questions (17 x 65), 1033 were rated as agree or strongly agree by staff). This resulted in 93% of staff agreeing or strongly agreeing to the survey statements which exceeded our target by 13%.

Target 8: National School Opinion Survey Results reflect parent and community satisfaction

Result 1/1

29 parents completed the 48-statement school culture survey (parent version) in March 2025. Of the 1392 total questions (29 x 48), 1033 were rated as agree or strongly agree by staff). This resulted in 71% of parents agreeing or strongly agreeing to the survey statements.

Target 6: National School Opinion Survey Results reflect parent and community satisfaction

Result N/A

As the School Culture Survey was conducted in 2025, the NSOS will be conducted with the school community 2026.

Feedback collected from staff and parents has been used to help inform school improvement plans and track progress in key areas, including those related to our Public School Review recommendations.

Financial Summary

School Financial Summary as at 31 December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	**139,860**	**139,860**
Carry Forward (Salary):	**43,084**	**43,084**
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,857,843	4,857,843
Locally Raised Funds:	155,429	198,344
Total Funds:	**5,196,217**	**5,239,132**
EXPENDITURE		
Salaries:	4,621,596	4,621,596
Goods and Services (Cash):	479,444	449,987
Total Expenditure:	**5,101,040**	**5,071,582**
VARIANCE:	**95,177**	**167,550**

INCOME - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	**139,860**	**139,860**
Carry Forward (Salary)	**43,084**	**43,084**
STUDENT-CENTRED FUNDING		
Per Student	3,367,376	3,367,376
School and Student Characteristics	1,204,001	1,204,001
Disability Adjustments	31,202	31,202
Targeted Initiatives	249,995	249,995
Operational Response Allocation	2,630	2,630
Total Funds:	**4,855,204**	**4,855,204**
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(172,213)	(172,213)
School Transfers - Cash	174,853	174,853
Department Adjustments	0	0
Total Funds:	**2,640**	**2,640**
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	12,431	12,881
Charges and Fees	52,537	56,917
Fees from Facilities Hire	37,200	48,750
Fundraising/Donations/Sponsorships	33,633	52,962
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	19,629	26,834
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	**155,430**	**198,344**
TOTAL	**5,196,218**	**5,239,132**

EXPENDITURE - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	3,996,495	3,996,495
New Appointments	0	0
Casual Payments	620,535	620,535
Other Salary Expenditure	4,565	4,565
Total Funds:	**4,621,595**	**4,621,595**
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	37,674	29,271
Lease Payments	58,891	63,032
Utilities, Facilities and Maintenance	192,329	192,713
Buildings, Property and Equipment	15,583	23,298
Curriculum and Student Services	150,202	123,760
Professional Development	12,330	12,460
Transfer to Reserve	0	0
Other Expenditure	12,135	5,398
Payment to CO, Regional Office and Other schools	300	55
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
Total Funds:	**479,444**	**449,987**
TOTAL	**5,101,039**	**5,071,582**