



Kewdale Primary School 2025

Annual Report



Vision: Curious minds. Courageous hearts. Kind, respectful and resilient – that’s the Kewdale Way!

It is with great pleasure that we present the Kewdale Primary School 2025 Annual Report.

This report provides our school community with information about the school’s activities and performance over the past year.

The Annual Report provides an overview of:

- 2025 in the context of our 2022 – 2025 Business Plan
- Successes and celebrations
- Areas of identified scope for improvement

Kewdale Primary School has a dedicated and professional staff who work in partnership with an engaged and supportive community. I would like to thank our School Council and School Council Chair, Justine Stewart, our

generous community, the P&C, and President, Karen Blackshaw, for their dedication and commitment to the progression and governance of our school over the last 12 months.

We recognise that you, the parents, and carers are our students’ first and lifelong educators and we value our partnership. Every day, we strive to provide a safe and enriched learning environment, ensuring success for every student.

We welcome you to share in our school’s 2025 journey, reflective of how we continued to ‘Strive and Succeed’.

Together, we are building a school where consistency drives excellence, collaboration drives growth, and every child leaves Kewdale Primary ready for their future.

Letter/Report from Council Chair

In 2025, Kewdale Primary School welcomed Tracey Irving as Principal and several new School Council members. Kim-lee Austin began the year as Council Chair but stepped down after Term 1, with Justine Stewart taking on the role in Term 2.

The council initially met once per term, increasing to two meetings per term from Term 3 to allow more time for training and discussion.

Key topics discussed throughout the year included:

- the Auslan program,
- choir uniforms,
- Tell Them From Me survey results,
- the SunSmart policy,

- student attendance trends,
- mobile phone guidelines,
- school staff development days,
- parent teacher meetings, and
- school communication strategies.

Council members also discussed NAPLAN data. Writing and grammar were identified as focus areas for the school. In 2026, the council will continue meeting twice per term and support the development of the school’s new business plan.

Justine Stewart

Kewdale Primary School Council Chair



Letter from P&C president

The Kewdale Primary School P&C has enjoyed an outstanding year. We are incredibly fortunate to have so many generous, talented, and enthusiastic volunteers who contribute whenever they can. On behalf of the entire P&C, we extend a heartfelt thank you to each and every one of you.

In 2025, the P&C delivered a wide range of events that brought our school community together and helped raise valuable funds. Highlights included the Quiz Night, our Underwater themed school disco, the Colour Fun Run, and the much loved End of Year Presentation Night, where we celebrated our students and enjoyed the results of the P&C funded Term 4 School Wide Dance Program.

Behind the scenes, our P&C volunteers continued to manage the uniform shop, ensuring affordable and high quality uniforms are readily available onsite to our families.

We also hosted a variety of successful fundraisers such as Frozen Fridays, sausage sizzles, Mother's and Father's Day stalls and raffles, the Faction Carnival Cake Stall, Easter and Christmas raffles, and our Containers for Change drive. These events not only raised funds but also created memorable moments for our school community.

Thanks to every raffle ticket purchased, event attended, hour volunteered, word shared and the spirit of our school community, we achieved something remarkable — raising over \$27,000 this year.

As result, some of the ways we've been able to support the school this year include:

- New faction marquees
- a new water bottle filling station
- Class book sets
- Whole-of-school excursion
- ...and so much more!

This year, we also strengthened the partnership between the School and the P&C. For example, after the P&C funded three new faction marquees, the School was able to fund the fourth and even add an additional marquee for our little learners, our Early Childhood students.

The P&C Association is only as strong as its members, and in 2026 we warmly welcome more families to join us. To make involvement easier, we now offer hybrid meetings so members can join online if they are unable to attend in person.

We look forward to continuing to build a school community where every child feels supported, inspired, and connected — and to having plenty of fun along the way.



Our School Community

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(10)	36	27	27	26	28	25	30	209
Part Time	20								

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

Destination Schools 2025 (2024 Year 6 Cohort)

Destination Schools	Male	Female	Other	Total
4005 Belmont City College	12	11		23
1440 St George's Anglican Grammar School	2	2		4
4116 Darling Range Sports College		2		2
4213 Bob Hawke College		1		1
4169 Cannington Community College	1			1
1253 Hillside Christian College		1		1
1162 St Norbet College		1		1
Total	15	18	0	33



Our Staff

Administration Staff	No	FTE	AB'L
Principal's	1	1.0	0
Associate/Deputy/Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0

Teaching Staff	No	FTE	AB'L
Other Teaching Staff	13	11.4	1
Total Teaching Staff	13	11.4	1

Allied Professionals	No	FTE	AB'L
Clerical/Adminstrative	2	2.0	0
Gardening/Maintenance	2	0.6	0
Instructional	1	0.5	1
Other Allied Professionals	12	7.0	0
Total Allied Professionals	17	10.1	1

Total	33	24.5	2
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2025 saw us welcome new staff and say goodbye to others. Long standing and very valued staff member, Erin Lysle, our music teacher finished at the end of 2025.

Erin has worked with the students in our school for the last 19 years sharing her love of music and providing amazing opportunities for our choir to participate in a range of activities. We welcomed Lily Zampatti, Wendy Salmon and Megan Watson to our teaching staff and acknowledge their contribution to the teaching and learning at KPS in 2025.

At the end of 2025, we said goodbye to our wonderful Education Assistants Kylie Watson, Jamie Dienzo, and Maria Rankine. We also farewelled our school chaplain, Patricia Ocampo, as she moved on to a new assignment. We thank them all for their valued contributions to our school community.



Attendance

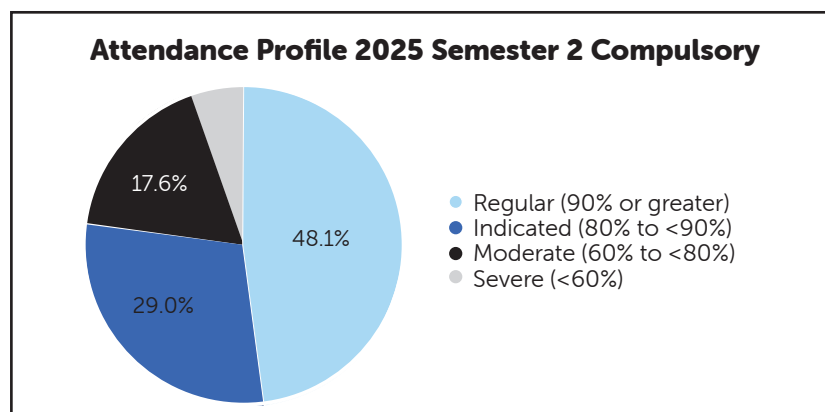
At Kewdale Primary School attendance remains a key priority, as we know that regular attendance directly impacts student learning and success. Our focus continues to be on supporting families and students to maintain strong attendance patterns and reduce absenteeism.

Primary Attendance Rates									
	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	89.9%	90.4%	90.3%	84.4%	85.4%	74.3%	89.3%	90.1%	88.9%
2024	91.6%	91.1%	91.0%	80.3%	85.2%	74.3%	90.3%	90.7%	89.4%
2025	90.6%	90.7%	90.7%	78.4%	84.2%	73.2%	89.3%	90.3%	89.1%

Every day counts

The Education Department of WA defines regular attendance as being above 90%. Consistent attendance and participation are essential factors in achieving social and academic learning outcomes. Student attendance of less than 90% will have an impact on a child's opportunity to achieve their potential. Attendance is monitored on an individual basis and partnerships with parents are developed to improve attendance rates where required.

If a child misses...	That equals... (Days missed per year)	That equals... (Years missed during school career PP-12)	Which is the same as attending until
1 day per fortnight = 90% attendance	20	Nearly 1.5 years	Part-way through Year 11
1 day per week = 80% attendance	40	Over 2 years	Part-way through Year 10
2 day per week = 60% attendance	80	Over 5 years	The end of Year 7
3 day per week = 40% attendance	120	Nearly 8 years	The end of Year 4



Monitoring and Strategies for Improvement

- Individual and whole school approach: Attendance processes and strategies are implemented both for individual students and a whole school approach.
- Monitoring and interventions: Teachers and administrators monitor and put intervention strategies in place for students with low attendance rates.
- Case management: Implement case management processes for at-risk students.
- Regular attendance: Regular attendance is consistently promoted on our school web page, newsletter and semester acknowledgements.
- Attendance Officer: To follow up with parents/caregivers for all unexplained absences



Tracking our Progress - NAPLAN

NAPLAN testing was once again conducted in Term 1 for students in Years 3 and 5. The 2025 results provided our first set of comparable data since the establishment of the new achievement levels in 2023.

Kewdale Primary School's ICSEA (Index of Community Socio-Educational Advantage) was 1009 in 2025 and a national decile rank of 4. When "like schools" comparisons are referred to, they are made to schools with similar ICSEA (range 1005-1014). The average ICSEA across Australia is 1000.

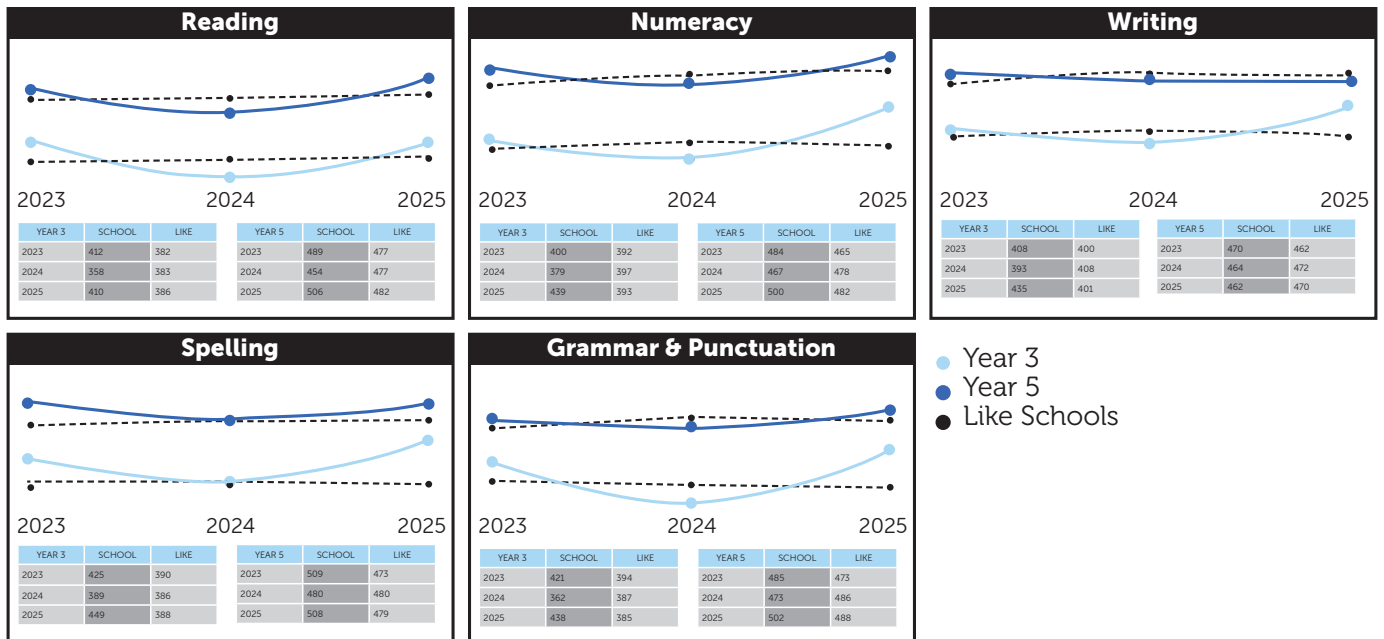
Achievement is now reported using four proficiency levels:

- Exceeding – The student's result surpasses expectations at the time of testing.
- Strong – The student's result meets challenging but reasonable expectations.
- Developing – The student is working towards expectations.
- Needs Additional Support – The student is not yet meeting expected learning outcomes and is likely to require extra support to progress satisfactorily.

NAPLAN: Longitudinal Summary

2025 | Primary Years 3 & 5 | Like Schools Comparison

Longitudinal Performance tracks changes in mean NAPLAN scores over time, compared to the average performance of Like Schools. Note: Due to changes in NAPLAN, scores from 2023 onwards are not directly comparable to earlier years.

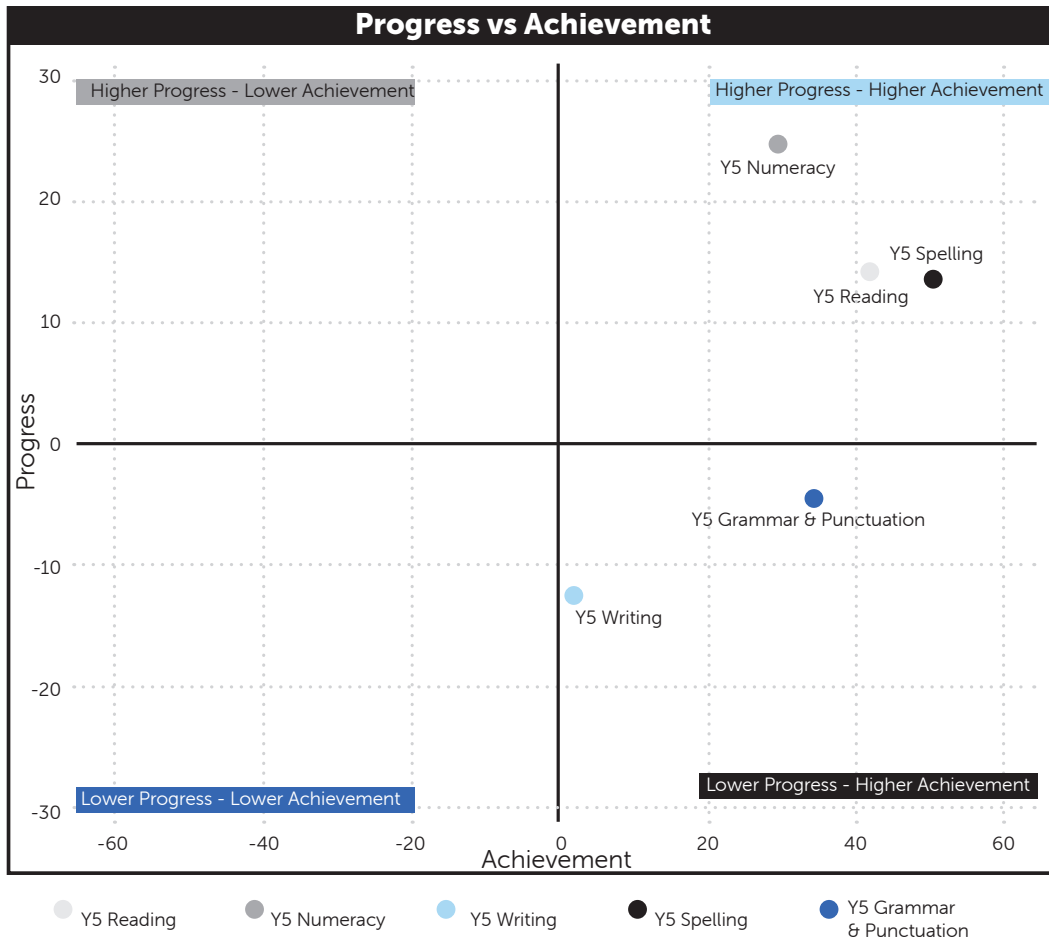


NAPLAN: Progress

2025 | All Years | Like Schools Comparison

The quadrant plots student progress and achievement relative to Like Schools. The y-axis shows the difference in progress between the school and Like Schools, while the x-axis shows the difference in achievement. Both are measured in NAPLANs.

Note that the x-axis and y-axis are dynamically generated based on the school scores. It is important to consider the values of the axes when considering the data. Graphs on the test-specific pages have static axes.



Comparative Performance Year 3			
Year 3	Performance		
	2023	2024	2025
Numeracy	0.5	-0.7	2.4
Reading	1.3	-1.0	1.1
Writing	0.4	-0.3	1.5
Spelling	1.5	0.1	2.3
Grammar & Punctuation	1.3	-0.7	1.7

Comparative Performance Year 5			
Year 5	Performance		
	2023	2024	2025
Numeracy	0.7	-0.4	1.8
Reading	0.7	-0.9	1.5
Writing	0.2	-0.1	-0.3
Spelling	1.4	0.2	1.3
Grammar & Punctuation	0.3	-0.2	0.3

Curriculum

Literacy

Literacy was a strong focus across the school throughout 2025, with several initiatives supporting students' reading and writing development. In the early years through to Year 2, the extension of the InitialLit program provided a structured and evidence-based approach to teaching foundational literacy skills, strengthening students' phonics, reading, and spelling. In Years 3–6, the generous support of the P&C enabled the purchase of high-quality novels, enriching classroom reading programs and fostering a deeper engagement with literature. The school community enthusiastically participated in National Simultaneous Storytime, joining over 2.2 million participants across Australia, with many parents attending to share in the experience. Students also demonstrated a strong commitment to reading through their involvement in the Premier's Reading Challenge. In writing, students in Years 2–6 continued to develop their skills through the Seven Steps to Writing Success program, which supported them to craft engaging and well-structured texts. Together, these initiatives contributed to a vibrant culture of literacy throughout the school.

Numeracy

In 2025, we celebrated our fourth year of using PR1ME Mathematics as our whole-school maths program. PR1ME, published by Scholastic Australia, is now a well-established part of learning at our school and provides a consistent, step-by-step approach to teaching mathematics in every classroom.

Students learn through hands-on experiences, visual models and written methods—known as the Concrete, Pictorial and Abstract approach. This helps children truly understand maths ideas, not just memorise steps. Lessons are carefully sequenced so students can build their knowledge gradually, use strategies with confidence and explain their thinking using the correct mathematical language.

2025 saw a strong focus on reasoning and problem solving with maths mastery the objective. Teachers regularly reviewed student progress and adjusted lessons to meet individual needs. The PR1ME program allows us to provide extra support for students who need more practice, while also offering extension activities to challenge those ready to go further.

Consistency across the school continues to be a real strength. Teachers plan together so learning goals are clear and expectations are the same from class to class. Professional discussions and moderation help ensure we are all working towards the best outcomes for our students.

After four years of PR1ME Mathematics, we are seeing positive results. Students are becoming more confident, resilient and independent in maths. They are better able to explain their ideas, try different strategies and tackle challenging problems with a positive attitude. PR1ME has given our students a strong foundation for continued success in numeracy.

Our P&C generously funded Numero workshops for parents, teachers and students in Term 4. Numero is a math-based game that boosts problem-solving skills, improves fluency and reasoning and is fun for all ages.

Science

Science is taught as specialist subject at Kewdale Primary School. Each class from Year 1 – 6 received an hourly lesson each week with the Science Specialist Teacher in the well-resourced and purpose-built Science/Art room. In 2025 students learnt about Chemical and Earth and Space Sciences and developed their science inquiry skills through both explicit and an inquiry-based approach using Inquisitive, Primary Connections and other teaching and learning resources. The children have learnt about materials, their properties and how they may be changed. They have learnt about changes in our sky and landscape and about Earth's place in space. The students have developed their science inquiry skills by conducting investigations where they ask questions, make predictions, observe and record results as well as discuss and compare their results. The highlight of 2025 was the Year 2-5 excursion to SciTech funded by Kewdale Primary School and SciTech. Students from Years 2-5 enjoyed an exciting day out at SciTech where they explored: the general exhibition area; the feature exhibition, 'Destination Mars'; experienced the Science Theatre Show, 'It's Elementary'; and finished the day at the Planetarium for 'The Great Solar System Adventure'.

Sport/Physed

Throughout the year, our students proudly represented Kewdale Primary School in a wide range of interschool events, including Swimming, Netball, Soccer, AFL, League Tag, Cross Country and Athletics. These experiences provided valuable opportunities to build teamwork, resilience and sportsmanship while competing against neighbouring schools.

In 2025, we celebrated outstanding success, winning the Meritorious Shield in both Swimming and Athletics and being named Overall AFL Champions. These achievements reflect the commitment of our students and the dedication of staff in preparing teams for competition.

Students also participated in specialist coaching clinics delivered by Basketball WA and Volleyball WA through Sporting Schools Australia funding, as well as programs with Golf WA and NRL WA. These experiences supported skill development and introduced students to a range of sporting pathways.

In the early years, Pre-Primary to Year 2 students continued their participation in the KIDDO program, which aligns with the Western Australian Curriculum and allows us to track development against national benchmarks.

We also strengthened our partnership with Belmont City College, with Certificate II and III Sport and Recreation students assisting at carnivals. This collaboration enhanced our events while providing leadership opportunities for secondary students.

Overall, 2025 was a year of strong participation, achievement and community partnership in Physical Education and School Sport

Music

Our music program continued to provide students with valuable opportunities to develop confidence, creativity and performance skills. Throughout the year, students engaged in a range of musical experiences including singing, rhythm, listening and basic instrumental work. A highlight of the program was students participating in the Massed Choir Festival, where they joined with other schools to perform as part of a large combined choir. Students also had the opportunity to perform at Belmont Forum, proudly representing the school and sharing their talents with the wider community. These experiences helped build students' confidence and foster a love of music and performance.

AUSLAN

In 2025, Kewdale Primary School introduced Auslan (Australian Sign Language) as our Language Other Than English (LOTE) program. Auslan is one of Australia's recognised languages and an important part of Deaf culture and communication. Throughout the first year of the program, students were introduced to basic signs and vocabulary, including greetings, the alphabet, numbers, colours, common classroom words and simple phrases. Students also learned about the importance of facial expressions, body language and respectful communication when using Auslan. The program has provided students with an engaging way to develop communication skills while building awareness and appreciation of Australia's Deaf community.

ASSESSMENT

A data informed approach remains central to our practice. In 2025 our whole school assessment schedule was used to provide data that informed our Professional Learning Communities agenda and supported teachers to identify learning gaps and adjust instruction accordingly.



School Events, Highlights and Celebrations



Term 1	Term 2	Term 3	Term 4
Car Wash	Winter Carnival	Pizza with the Principal	Interschool Athletics
Aussie of the Month (Terms 1-4)	NAIDOC	Massed Choir Festival	Dance Lessons
Interschool Swimming carnival	Tree Planting	Faction carnivals	ROLA Competition
Harmony Day Lunch	National Storytime	Interschool Cross Country	Year 6 Activity Week
ANZAC Day	Walk to School	Quiz Night	Year 3 & 4 Kings Park Excursion
Frozen Fridays		Scitech Excursion	Número Incursion
			Celebration Night
			Pizza with the Principal
			Year 6 Graduation Lunch
			Colour Run

School Improvements

- New mats in Early childhood
- Bottle refill station
- New Faction tents
- Painting Staffroom & Room 10

One Line Budget - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	96,209	96,209
Carry Forward (Salary):	217,630	217,630
Income	Current Budget (\$)	Actual YTD (\$)
Student-Centred Funding (including Transfers & Adjustments):	3,183,766	3,183,766
Locally Raised Funds:	115,262	115,263
Total Funds:	3,612,867	3,612,868
Expenditure	Current Budget (\$)	Actual YTD (\$)
Salaries:	2,736,355	2,736,355
Goods and Services (Cash):	434,615	355,433
Total Expenditure:	3,170,969	3,091,788
Variance:	441,897	521,080

Expenditure - Dec 2024 (Verified Dec Cash)		
Salaries	Current Budget (\$)	Actual YTD (\$)
Appointed Staff	2,436,455	2,436,455
Casual Payments	299,900	299,900
Total Funds:	2,736,355	2,736,355
Goods and Services (Cash Expenditure)	Current Budget (\$)	Actual YTD (\$)
Administration	24,217	18,525
Lease Payments	44,506	44,250
Utilities, Facilities and Maintenance	114,872	110,558
Buildings, Property and Equipment	13,470	11,717
Curriculum and Student Services	134,168	112,544
Professional Development	29,391	29,040
Transfer to Reserve	20,400	20,400
Other Expenditure	8,103	8,398
Payment to CO, Regional Office and Other schools	45,488	0
Total Funds:	434,615	355,432
Total	3,170,970	3,091,787

Progress Against Business Plan

Reporting on Business Plan 2023-2025 Priorities

The Kewdale Primary School Business Plan 2023-2025 contains seven targets relating to student achievement and progress, attendance and school satisfaction.

Target 1: NAPLAN scores for literacy and numeracy to be above 'like school' mean scores.

Achieved

The following table displays the relative achievements of Kewdale PS students across the 10 NAPLAN assessment domains in Years 3 and 5 in 2025. Achievement in each domain is expressed as the number of points the school's mean score was above or below our WA Like Schools (the Western Australian public schools with a similar socio-educational advantage to Kewdale PS). The mean absolute achievement scores for KPS and state are also included. The school was 10 or more points above WA Like School comparison in 9 out of 10 domains.

		Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Year 3	Variance to WA like school	+45	+24	+33	+60	+53
	KPS Mean	439	410	435	449	438
	Like School Mean	392	386	402	389	385
	WA Mean	392	384	402	391	389
Year 5	Variance to WA like school	+20	+27	-8	+28	+16
	KPS Mean	500	506	462	508	502
	Like School Mean	480	479	470	479	486
	WA Mean	482	478	267	482	485

10+ points below WA Like Schools

0-10 points below WA Like Schools

Equal to WA Like Schools

0-10 points above WA Like Schools

10+ points above WA Like Schools

The school currently has a renewed focus on quality teaching. Teachers are continuing to employ Daily Reviews in English and Mathematics with teachers reporting that they believe students are retaining information in their long-term memory more effectively. All classes aim to use consistent student engagement strategies to ensure students are supported to actively participate in their learning. It is posited that the introduction of Seven Steps for Writing, a more directed program commonly used by high performing WA public schools that emphasises a framework approach to writing, will raise writing achievement in future years.

- Lines of inquiry identified with Year 5 writing and G&P areas of interest.

Target 2: Positive Behaviour Support' student engagement observation tool with greater than three opportunities to respond per minute.

Baseline Data: 77%

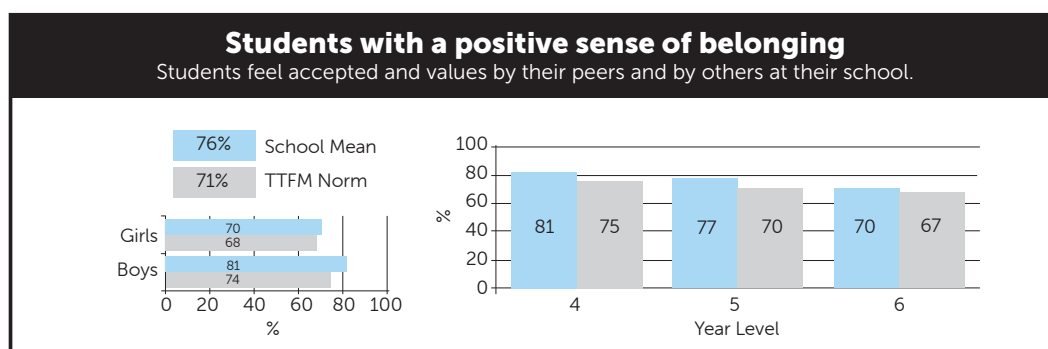
In our ongoing efforts to cultivate a unified approach characterised by minimal variance, sustained coherence, and seamless integration across planning, teaching and assessment, aimed at enhancing student outcomes, our staff actively participate in termly classroom observations during Weeks 6 and 9, coupled with subsequent feedback sessions. These observations primarily centre on the 'Instructional Model' focus area, wherein we systematically gather data on student engagement metrics such as 'opportunities to respond' and 'participation tactics tracking.' Currently, our baseline data reveals that 77% of observed teachers have successfully met the benchmark of facilitating more than three opportunities for student response per minute during instructional time. Our aim is that this metric improves with subsequent focus on consistent student engagement strategies.

- This data was reviewed and due to inconsistent collection was not considered to be reliable as a measure of student engagement. The metric and targets will be reviewed in order for new KPI/Targets in Business Plan to be decided upon.
- Further exploration of processes to develop low-variance delivery using a more refined Instructional Coaching model and "Leading for Impact" is underway with staff Professional Learning being planned for 2026

Target 3: 'Tell Them From Me' student survey where 80% of students report a positive sense of belonging.

76% (+8%)

As an integral aspect of our 2023-2025 Fogarty EDvance school improvement initiative, we have placed a significant emphasis on amplifying student voice to steer our strategic, operational, and relational planning endeavours. Our initial data assessment revealed that 68% of students in Year 4-6 express a favourable sense of belonging. Our objective is to elevate this figure to 80%, surpassing the standard of 77%. Data from 2024 reflected a positive shift in "Students feeling accepted and valued by their peers and others at their school". The dedicated emphasis on our school values and implementation of Positive Behaviour Support has contributed to this shift.



- 2025 results of 76% indicate a shift from baseline data but not yet at the desired target of 80%
- Currently we are implementing "Pizza with the Principal" and a focus on the Positive Behaviour and Values Support to ensure understanding of inclusion at all levels

Target 4: Meeting the National Quality Standard in all areas**4/7**

Kewdale Primary School is committed to establishing robust educational fundamentals during the formative early years of learning. Our K-2 teaching team convenes termly to review and refine our progress towards delivering our National Quality Standard Improvement Plan for 2023-2024. Through strategic and systematic collaboration, we aim to enhance student outcomes and foster academic success. A continued focus on Quality Area 1 and 3 remained in place for 2024, with all areas achieved awaiting verification.

- Verification 02/05/2025 indicates that KPS have met 4/7 Quality Areas and working towards 3 areas – these will become a focus in the new Business Plan as we continue to improve practice and programs in all areas
- Feedback was positive from review team, recommendations included continue to explore ways to incorporate intentional play-based learning alongside the structure of explicit instruction and the more effective use of play-based centres with student 'voice and choice' a high priority.
- Revisiting the schools Positive Behaviour Support model and matrix to ensure consistency and common language and understanding of values.

Quality Area	Working Towards/ Meeting
QA 1- Educational Program and Practice	WT
QA 2- Children's Health and Safety	M
QA 3- Physical Environment	WT
QA 4- Staffing Arrangements	M
QA5- Relationships with Children	WT
QA6- Collaborative Partnerships with Families and Communities	M
QA7- Leadership and Service Management	M

Target 5: Increase our school's overall organisational survey score annually.**Baseline Data: 63**

We are pleased to highlight our strategic efforts to strengthen the organisational culture and overall health of Kewdale Primary School. In 2023, staff survey results provided us with a baseline score of 63, placing us in the lower-middle range when compared with broader benchmarks. This signalled key opportunities to improve aspects of our school's internal environment, leadership practices, and collective effectiveness.

Throughout the years and the life of the business plan, we implemented several targeted strategies designed to build a more cohesive, supportive, and high-functioning school culture. These strategies were informed by stakeholder feedback, internal data, and a commitment to transparency and continuous improvement.

The significant improvement reflects the shared commitment of our leadership team and staff to cultivating a positive and productive school culture. As we move forward, we remain focused on maintaining momentum and embedding high-quality organisational practices that support both staff wellbeing and student outcomes.

- 2025 survey indicates an OHI Score of 85% which is in the Top decile. Focus on Innovation & Learning remains at the forefront of Strategic Planning for improvement.

Target 6: Increase our school's 'Tell Them From Me' parent survey 'parents are informed' score annually.

**7.2
Baseline
Data: 6.3**

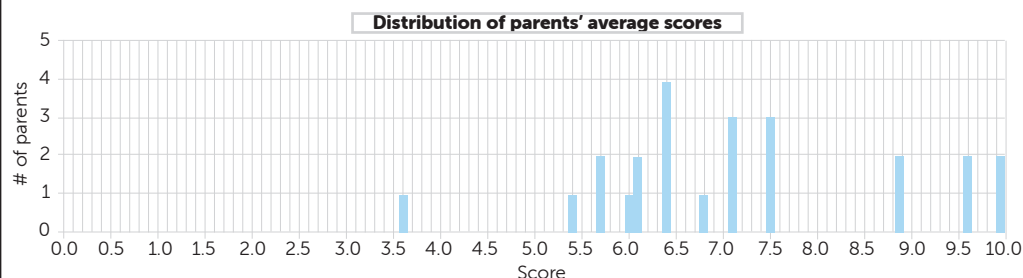
Feedback from parents and caregivers, teachers and students provided an accurate and complete picture of the school climate and culture in 2023. The school mean in "parents are informed" (6.3) was below the region mean and is our 'baseline' data. In 2024 the data reflects a significant improvement in all areas. Kewdale PS uses The Tell Them From Me® Parent Survey to aid in strengthening parent, teacher and school collaboration by providing us with a deeper understanding of parents' perceptions of their child's experiences at home and school. The survey includes these following topics:

Parents feel welcome; Parents are informed; Parents support learning at home; Support for learning; Support for positive behaviour; Feeling safe at school; Inclusion; Parent participation at school; Bullying and exclusion; and Time spent doing homework.

- Target achieved, however future focus on ensuring that all areas including parent involvement and communication channels are improved.

Two-way Communication with Parents - Parents are informed

School Mean (Region Mean)	7.2 (6.8)
Reports on my child's progress are written in terms I understand.	7.7
If there were concerns with my child's behaviour at the school, the teachers would inform me immediately	7.9
I am informed about my child's behaviour at school. whether positive or negative.	7.4
The teachers would inform me if my child were not making adequate progress in school subjects.	7.6
I am well informed about my child's progress in school subjects.	6.6
I am informed about opportunities concerning my child's future.	6.3
I am informed about my child's social and emotional development.	6.6



Some parent comments regarding satisfaction of communication include:

- "From the school overall, no. It's been very limited. Other schools have very active social media/Facebook pages that gives good news posts or just general updates of what's happening in the school or classes or with events, but we don't have that. Just the newsletter which came out in week 4."
- "I feel that there's way too much communication on Connect. Information that doesn't necessarily require communication. The amount of emails received via connect is ridiculous"
- "Communication in general is ok. Just meetings and activities in the school need notice and clear info dates and times."
- "Unfortunately not. Communication is inconsistent and I wouldn't even know the preferred way Kewdale disseminates information."

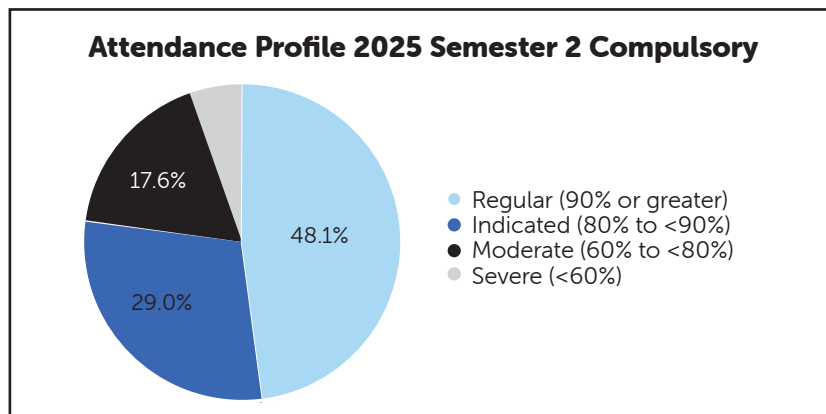
Target 7: Regular attendance exceeding like schools.

59.9%

Regular attendance at school correlates strongly with student academic achievement and progress. The pie chart shows student attendance. Blue indicates regular attendance (90% or above), yellow represents an indicated risk (80-90%), orange equals a moderate risk (60-80%) and red equals severe risk (below 60%). Data for Kewdale PS, Like Schools and WA Public Schools are shown. The school's mean attendance rate in 2025 was 89.3%, which is comparable to the rate for WA Public Schools (89.1%). 65.2% in the regular attendance category means the school was slightly below the Like School (66.2%) and equal to the WA Mean level (65%) in 2024.

- Our 2025 attendance data shows that 59.9% of Kewdale Primary School students are attending regularly (above 90%). This is below 'like schools' – 65.3%
- In 2025, 2.4 % of students were in the "Severe At Risk" category (attendance below 60%). These students typically present with significant anxiety and engagement difficulties, and the school continued to implement a range of supports including targeted case management and wellbeing plans along with close collaboration with families and external agencies
- Attendance remains a school-wide priority, with a continued focus on proactive engagement, early intervention, and consistent communication with families to build regular attendance habits.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	59.1%	24.8%	14.0%	2.1%
2024	65.2%	21.7%	10.0%	3.2%
2025	59.9%	23.6%	14.2%	2.4%
Like Schools 2025	65.3%	24.3%	8.3%	2.2%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%





KEWDALE
Primary School

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Positive growth through learning.