



Annual 20 25 Report

Together we grow through embedding a holistic foundation for our school community to achieve our personal best socially, emotionally, physically and cognitively.

From the Principal

Welcome to the Southern Grove Primary School 2025 Annual Report. It is with great pride that we share this reflection on a year of growth, achievement and continued progress.

This report provides our parents and broader community with a detailed overview of our progress against the goals set out in our Business Plan. It highlights key achievements, recognises important milestones and outlines our priorities for 2026, all with a clear focus on improving student outcomes and strengthening the overall effectiveness of our school.

The Annual Report forms one part of our wider reporting framework. To gain a deeper understanding of our vision, operations and strategic direction, we encourage families to read this report alongside our Business Plan, school information booklets, and curriculum and policy documents, all available on the Southern Grove Primary School website.

We began the year with our annual Twilight Evening, providing students with the opportunity to meet their teachers and become familiar with their learning environments prior to the first day of school. This valued initiative supports a calm and confident start to the year. I extend sincere thanks to our dedicated staff, enthusiastic students and supportive families for the positive way in which we welcomed 2025 together.

A key priority in 2025 has been strengthening staff capability in planning, teaching, assessing and reporting for students with English as an Additional Language or Dialect (EALD). Staff engaged in targeted professional learning focused on the effective use of the EALD Progress Map for both planning and assessment. The new Progress Map was used to assess a small number of students in each class, in preparation for full implementation across all relevant students in 2026. Staff engaged in thoughtful reflection throughout this process, considering how their learning would shape and enhance classroom practice.

Our students participated enthusiastically in Nicholson Network initiatives, including interschool sporting competitions and the inaugural Nicholson Network Choir event. Our school choir proudly represented Southern Grove at the WAGSMS event at Crown Perth, showcasing their talent with confidence and pride. The Year 6 camp was another significant highlight, offering valuable opportunities for students to develop teamwork, resilience and leadership skills.

Our School Board continued to work strategically towards the goals outlined in our strategic plan,

including our commitment to achieving a full-time Education Assistant in every classroom. We are pleased to report that we are 82% of the way towards realising this goal. Our P&C also continued their dedicated fundraising efforts, enabling the purchase of additional resources that enrich teaching and learning programs across the school.

Leadership development remains a strong focus within the Department of Education, and we were delighted to celebrate the achievement of one staff member attaining Level 3 Classroom Teacher status, alongside two colleagues achieving Senior Teacher Level 2. These accomplished educators make significant contributions to both the strategic and operational leadership of the school and are highly valued members of our team.

Our commitment to developing future educators was demonstrated through our Graduate Mentoring Program and the hosting of practicum students across all year levels, from first through to fourth year. We are proud to support both pre-service teachers and newly appointed graduates, recognising the importance of nurturing the next generation of educators.

The Walker Learning Approach continued to flourish in 2025, with two study tours hosted in partnership with the Early Years Foundation. Our early years practices received further recognition when the Minister and representatives from Nature Play WA selected our school as the broadcast location for International Day of Play, highlighting the strength of our play-based learning programs.

The Southern Grove community continues to foster a positive, inclusive and vibrant school culture. Our students consistently demonstrate our four core values and strive each day to achieve their personal best. It is a privilege to lead a school supported by such dedicated staff, engaged students and a committed community.

In presenting this Annual Report, I extend my sincere appreciation to our staff, students and families for their ongoing support and valued contributions throughout the year.



Rebecca Burns
Principal

From the Board Chair

It is with pride that the School Board reflects upon the considerable achievements of our School throughout 2025. During the year, the Board continued to oversee the governance of the school's business plan, attendance and good standing policies, financial management, vendor arrangements and broader strategic direction. The Board also monitored the financial performance of the School, and I am pleased to report that the school continues to remain in a strong financial position.

Throughout the year, the Board worked closely with the leadership team to ensure that our strategic objectives continue to support the wellbeing and development of every child. Feedback from Board members consistently highlighted the school's strong focus on educating the whole child, fostering emotional growth, and creating an inclusive environment where students feel safe, supported and able to be themselves. The school's commitment to research-informed approaches to education, including Walker Learning and Play is the Way, continues to contribute to strong engagement and positive learning experiences for students.

Our primary strategic goal is providing each classroom with an Education Assistant. Initiated in 2018 through the vision of the school leadership team, this initiative continues to be a key priority for the Board. Significant progress has been made this year, with the number of Education Assistants increasing from 19 in 2024 to 25 in 2025. This represents a 30% increase in a single year and brings the school to 82% completion of our goal.

Achieving this objective will allow our School to:

- Provide additional support for extension groups
- Focus on behaviour education rather than behaviour management
- Attract and retain outstanding educators and staff
- Expand the range of programs available to students
- Increase student participation across school initiatives
- Strengthen student engagement, motivation and learning opportunities

Southern Grove Primary School is already leading comparable schools in this area, and the Board extends its sincere thanks to the leadership team for their commitment to delivering this vision.

During the year, the school also received significant recognition when the Honourable Sabine Winton MLA, Western Australian Education Minister, visited to celebrate the International Day of Play. Out of more than 800 public schools across Western Australia, Southern Grove Primary School was

selected to host this event. The visit highlighted the school's exceptional play spaces, strong culture of outdoor learning and commitment to fostering resilience, curiosity and wellbeing through play-based education. The event also attracted media coverage and positive recognition from educational leaders and the CEO of Nature Play, further reinforcing the school's reputation as an exemplar learning environment.

Another important initiative introduced this year was the launch of the Fathering Project. This program provides opportunities for fathers and father figures to connect with their children and with other families within the school community. The first event was a great success, bringing families together through shared activities and strengthening the sense of community that is central to our school culture.

Together, these initiatives reflect the shared commitment of the Board, leadership team, staff and community to creating a supportive, innovative and inclusive learning environment for all students. Looking ahead, the Board remains committed to building upon the strong foundations already in place and continuing to support the strategic vision of the school. By working collaboratively with the leadership team and school community, we will continue striving to provide the best possible educational opportunities for our children.

Finally, I would like to thank the dedicated members of the School Board, the leadership team and all staff for their continued commitment to the success of Southern Grove Primary School.

I encourage you all to continue to:

- Be kind
- Be brave
- Be caring and
- Be polite, as together we grow.

Thank you.

Aaron Berghuber MBA GAICD

Board Chair

Our Context

Southern Grove Primary School is situated in the rapidly expanding suburb of Southern River. Our local intake area is bounded by Warton Road, Gay Street, Southern River Road and Reflections Road. Students residing within this catchment area progress to either Southern River College or HARRISDALE Senior High School for their secondary education.

The school opened in 2018 with a Stage 1 build, catering initially for Kindergarten and Pre-primary students. Following completion of Stage 2 in 2019, the school expanded to accommodate students from Kindergarten to Year 6, welcoming 207 students in its first full year of operation.

Our community is culturally and linguistically diverse, with 56% of students identified as speaking English as an Additional Language or Dialect. Southern Grove Primary is recognised for its committed and highly capable teaching and support staff, who foster a caring and stimulating learning environment. Students are encouraged to challenge themselves, develop a love of learning and strive to reach their full potential.

Since opening, the school has experienced substantial enrolment growth and has become a highly sought-after choice for local families, increasing from 207 students in 2019 to 523 students from Kindergarten to Year 6 in 2025.

Our School Vision

Together we grow through embedding a holistic foundation for our school community to achieve our personal best socially, emotionally, physically and cognitively.

As children develop, they are influenced and supported by many people — teachers, families, leaders, peers and the broader community. Our vision, Together We Grow, reflects our commitment to building a strong, holistic foundation that enables every member of our community to achieve their personal best across social, emotional, physical and cognitive domains.

The two arcs in our logo symbolise the strength and unity of our community, surrounding and supporting our students throughout their learning journey. The circular design represents the continuous nature of learning and reflects collaboration and connectedness. Our colour palette is inspired by the natural environment, chosen to convey warmth, calm and balance.

Our Beliefs

- We believe students thrive when they are actively engaged in learning and supported to pursue their personal best through a strong sense of belonging, becoming and being.
- We believe successful learning is grounded in authentic and positive relationships between students, staff and families.
- We believe optimal learning occurs in environments that nurture social, emotional, physical and cognitive development.
- We believe meaningful progress is achieved through authentic, purposeful and intentionally planned learning experiences.

Our Values

Southern Grove Primary School is dedicated to providing a learning environment that promotes respect, capability and active engagement in the curriculum. Our core values underpin all aspects of school life, ensuring a safe and supportive setting where students are encouraged to take responsibility for their actions, build resilience and develop into confident, independent and self-motivated learners..



Our Staff

As student enrolments continue to grow, so too does our staffing profile. All staff at Southern Grove Primary School have been appointed through a rigorous selection process, ensuring the recruitment of highly skilled and capable professionals across all roles within the school.

The table below provides a snapshot of our staffing appointments since the school's establishment.

Year Commencing	Administration Staff	Teaching Staff	Support Staff	Total Staff
2017	2	0	1	3
2018	2	6	8	16
2019	2	17	20	39
2020	3	28	24	55
2021	3	30	29	62
2022	4	29	30	63
2023	4	31	30	65
2024	3	31	34	68
2025	8	31	31	70

Student Attendance

Consistent attendance plays a vital role in supporting positive student outcomes. The Department of Education sets an expected attendance benchmark of 90% for all schools.

Throughout 2025, we prioritised strengthening regular attendance. 56 students were closely case-managed, with 32 demonstrating measurable improvement in their attendance by the end of the year.

At Southern Grove Primary School, we aim for all students to meet or exceed the 90% benchmark. Encouragingly, in 2025 the overall average attendance rate across all year levels was 90% or higher.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	91.0%	88.9%
2024	93.0%	89.4%
2025	93.0%	89.1%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	90%	90%	91%	92%	91%	92%	93%
2024	93%	92%	93%	92%	94%	94%	93%
2025	94%	91%	93%	95%	92%	94%	92%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%



Student Assessment Data

At Southern Grove Primary School, informed decision-making is driven by the careful use of student assessment data. We intentionally collect and analyse a broad range of evidence to build an accurate picture of each student's growth, strengths and areas for development. Ongoing review of academic results, engagement and wellbeing information enables teachers to refine their practice, differentiate instruction and deliver targeted support, ensuring the best possible outcomes for every student.

In 2025, the data collected at Southern Grove Primary School included:

- Screen of Oral Comprehension Skills (SOCS) Kindy
- On-entry Pre-Primary
- NAPLAN Years 3 and 5
- PAT Early Years Reading and Maths PP and Year 1
- PAT Reading and Maths Adaptive Years 2-6
- PAT Spelling Skills Years 3-6

SCREEN OF ORAL COMPREHENSION SKILLS (SOCS) KINDY

MARCH 2025

Specifics	Number of Students
Total number of students who completed the test	58
Met or exceeded average range in all areas	29 (5 EALD, 0 SEN)
Below average in ONE area	5 (5 EALD)
Below average in TWO areas	9 (7 EALD)
Below average in MORE THAN TWO areas	15 (12 EALD, 1 SEN and EALD)

NOVEMBER 2025

Specifics	Number of Students
Total number of students that completed the test	59
Met or exceeded average range in all areas	44 (18 EALD)
Below average in ONE area	6 (3 EALD)
Below average in TWO areas	2 (1 EALD)
Below average in MORE THAN TWO areas	7 (5 EALD, 1 SEN and EALD)

By the end of Kindy, 75% of our students met or exceeded the average range in all areas, compared to 50% in Term 1.

The number of students who were below average in more than 2 areas, reduced from 26% in Term 1 to 12% by the end of the year.

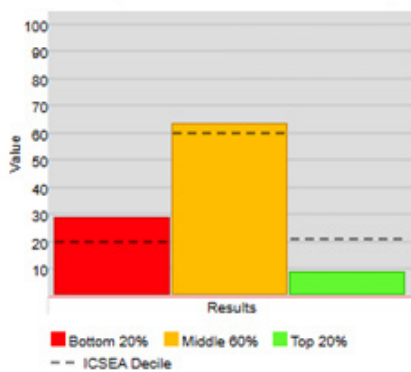
On Entry Assessment Pre Primary

Pre-Primary students' achievement in Reading, Mathematics and Writing is assessed and analysed. Performance is compared against a median benchmark aligned to the school's ICSEA (Index of Community Socio-Educational Advantage), providing context for evaluating student outcomes.

Semester 1, 2025

On-Entry - Reading

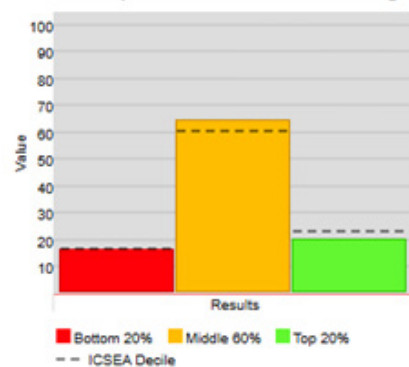
Results compared to ICSEA Decile including data from other schools



Semester 1, 2025

On-Entry - Numeracy

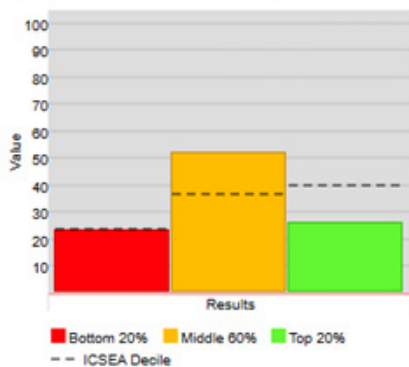
Results compared to ICSEA Decile including data from other schools



Semester 1, 2025

On-Entry - Writing

Results compared to ICSEA Decile including data from other schools



In Semester 1, 2025 On-Entry results indicate that the majority of Pre-Primary students achieved within the middle 60% across Numeracy, Reading and Writing. In Numeracy, student performance was broadly aligned with the ICSEA comparison, with a smaller proportion of students in the top 20%.

Reading results show a higher percentage of students in the bottom 20% compared to Numeracy and Writing, and fewer students in the top 20% band. Writing results demonstrate a more even distribution, with a notable proportion of students achieving in the top 20%, and overall performance tracking close to the ICSEA benchmark.

Based on the Semester 1, 2025 On-Entry data, the following recommendations and targets are proposed:

A priority focus should be strengthening early Reading skills, with targeted small-group intervention for students in the bottom 20% and differentiated extension opportunities to increase the proportion of students achieving in the top 20%. A measurable target could include reducing the percentage of students in the bottom 20% in Reading and increasing the top 20% representation by the end of the year.

In Numeracy, maintaining strong performance within the middle 60% should remain a focus, while implementing enrichment strategies to lift more students into the top 20%. A target could include a measurable increase in students achieving in the top band by Semester 2.

For Writing, continue explicit instruction and moderation practices to sustain performance and further grow the top 20% cohort. A target may include maintaining or exceeding ICSEA-aligned performance while increasing the proportion of students achieving above benchmark expectations.

NAPLAN

In our 2024–2027 Business Plan, we have set a clear target for NAPLAN performance: in all assessed domains, our results will be comparable to or exceed those of Like Schools.

To meet this goal, we aim to have a smaller proportion of students in the Developing and Needs Additional Support categories than Like Schools, and a greater proportion of students achieving in the Strong and Exceeding categories.

2025 READING

Year 3: ABOVE like schools and ABOVE Australian Public Schools

(School mean 414, like schools mean 400, National mean 402)

Year 5: BELOW like schools and BELOW Australian Public Schools

(School mean 491, like schools mean 492, National mean 492)

TARGET: Maintain high achievement in Year 3 Reading, with the school mean remaining above Like Schools and the National mean, achieving a mean score of at least 415, and to improve Year 5 Reading performance so the school mean is above Like Schools and Australian Public Schools, achieving a mean score of at least 495. A focus on extending high-achieving students could aim to increase the proportion of students in the Exceeding band.

2025 WRITING

Year 3: ABOVE like schools and ABOVE Australian Public Schools

(School mean 419, like schools mean 416, National mean 414)

Year 5: ABOVE like schools and ABOVE Australian Public Schools

(School mean 498, like schools mean 476, National mean 480)

TARGET: Increase Year 3 performance so the mean score is at least 420, maintaining performance above Like Schools and the National mean, and to maintain high achievement in Year 5 with a mean score of 500 or higher, remaining well above Like Schools and the National mean. Our priority should be reducing the proportion of students in the Developing and Needs Additional Support categories through targeted writing intervention and consistent moderation practices.

2025 SPELLING

Year 3: ABOVE like schools and ABOVE Australian Public Schools

(School mean 415, like schools mean 411, National mean 405)

Year 5: ABOVE like schools and ABOVE Australian Public Schools

(School mean 501, like schools mean 496, National mean 487)

TARGET: Increase Year 3 performance to achieve a mean score of at least 418, maintaining performance above Like Schools and Australian Public Schools. Maintain and extend high achievement in Year 5 Reading with a mean score of at least 505, remaining above Like Schools and Australian Public Schools.

To continue improving outcomes, a focus should be placed on reducing the number of students in the Developing and Needs Additional Support categories through targeted small-group instruction and consistent whole-school spelling practices. A key target could include increasing the proportion of students achieving in the Exceeding band.

NAPLAN

2025 GRAMMAR AND PUNCTUATION

Year 3: ABOVE like schools and ABOVE Australian Public Schools

(School mean 411, like schools mean 406, National mean 408)

Year 5: ABOVE like schools and ABOVE Australian Public Schools

(School mean 501, like schools mean 500, National mean 497)

TARGET: Maintain and extend Year 3 Grammar and Punctuation achievement with a mean score of at least 415, remaining above Like Schools and Australian Public Schools.

Increase Year 5 Grammar and Punctuation performance to achieve a mean score of at least 505, remaining above Like Schools and Australian Public Schools.

2025 NUMERACY

Year 3: ABOVE like schools and ABOVE Australian Public Schools

(School mean 416, like schools mean 402, National mean 405)

Year 5: ABOVE like schools and ABOVE Australian Public Schools

(School mean 507, like schools mean 494, National mean 492)

TARGET: To build on this success in Mathematics, a key target should be to reduce the proportion of students in the Developing and Needs Additional Support categories through targeted intervention and differentiated instruction. Additionally, implementing extension strategies and problem-solving enrichment could aim to increase the percentage of students achieving in the Exceeding band, particularly in Year 3 and therefore increase our school mean.



PROGRESSIVE ACHIEVEMENT TESTING (PAT)

A key priority within our 2024–2027 Business Plan is that every student achieves at least 12 months' growth in learning each year, as measured through school-based assessment data. Progressive Achievement Test (PAT) data is used as an important measure of student growth. Staff analyse PAT results and apply professional judgement to establish clear, year-level growth expectations, ensuring that students are monitored closely and supported to achieve a minimum of 12 months' progress annually.

PAT READING 2025

- Year 3** – 92% of students made progress to a score that was within their expected range.
- Year 4** – 72% of students made progress to a score that was within their expected range.
- Year 5** – 87.5% of students made progress to a score that was within their expected range.
- Year 6** – 87.5% of students made progress to a score that was within their expected range.

PAT MATHS 2025

- Year 3** - 92% of students made progress to a score that was within their expected range.
- Year 4** - 97% of students made progress to a score that was within their expected range.
- Year 5** - 99% of students made progress to a score that was within their expected range.
- Year 6** - 98% of the students made progress that was within their expected range.

TARGET: All students will achieve at least 12 months' progress in learning each year, as measured through Progressive Achievement Test (PAT) data and supported by teacher professional judgement. Staff will analyse PAT data to identify student growth, monitor progress and implement targeted teaching strategies to support students not meeting expected growth.



Our Programs

Making Connections

Nurturing genuine and effective relationships and partnerships

Identified school priority	Progress against priority	Planned actions
All staff will demonstrate cultural competence or above on the Aboriginal Cultural Standards Framework.	<ul style="list-style-type: none"> • Yongka Club developed • Yarn and Feeds held each semester • All staff complete the 'Culturally responsive pedagogies' PL • Teaching blocks named after the 6 Aboriginal seasons 	<ul style="list-style-type: none"> • Further develop and update our Reconciliation Action Plan 2024-2027. • Teachers continue to incorporate Aboriginal histories, cultures and languages into learning activities and this is reflected in planning documents.
All staff develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.	<ul style="list-style-type: none"> • Teachers set learning goals that reflect high expectations for each Aboriginal student. • Aboriginal student data dashboard created. • Case management for Aboriginal students • Student characteristic funding is used to implement appropriate teaching and learning adjustments for Aboriginal students 	<ul style="list-style-type: none"> • School to continue to build relationships with Aboriginal students, families and community members through Yarn and Feed sessions, parent info sessions, sharing opportunities
Continue to enhance staff and students' knowledge and understanding of diverse cultures	<p>Professional learning to provided to ensure a whole school approach to support learning outcomes for EALD students.</p> <ul style="list-style-type: none"> • Teachers to use Focus Child time as an avenue for students to share information about their families and culture. • Classrooms to have a designated pin up board where students can share where they come from, home languages, cultural dress etc. 	<ul style="list-style-type: none"> • Cultural Committee to plan Harmony Day 12 months in advance. • Immersion lessons to incorporate parent and family members to share cultural knowledge and experiences wherever possible.
Better utilise the diversity of our multicultural community to build relationships and culturally responsive practices.	<ul style="list-style-type: none"> • Staff to share their cultural background with each other and students. • Harmony Day to have a presence of parents in classrooms sharing their cultures. 	<ul style="list-style-type: none"> • Invite groups of parents to help promote special events and celebrations e.g., Ramadan, Diwali, Christmas, Chinese New Year, Dia de los muerto
Continue to seek input and feedback from the school community to maintain and enhance our positive culture.	<ul style="list-style-type: none"> • Chit Chat sessions held up to 3 times per term. Invite specific groups e.g., year levels • Forms surveys to be sent out when specific feedback wanted e.g., leavers shirts. 	<ul style="list-style-type: none"> • School Culture Survey to be completed biannually.

Our Programs

Inspiring Learners

Crafting an engaging, inspiring, orderly learning environment to ensure student success.

Identified school priority	Progress against priority	Planned actions
Embed the Walker Learning Approach with fidelity, promoting student agency and engagement across all years	<ul style="list-style-type: none"> • Early Life Foundation mentor to work with each teacher a minimum of once per year. • WLA Impact coaches employed to coach teachers through each element of the approach. • Planning, teaching and resources to reflect the WLA pedagogy. 	<ul style="list-style-type: none"> • WLA readings to be completed regularly by staff and discusses at KCM's and collab planning meetings.
Refine the approach to whole school attendance tracking and streamline the attendance process.	<ul style="list-style-type: none"> • Revised and updated attendance procedures in place • Operational plan with targeted students in place and monitored by teachers and principal. 	<ul style="list-style-type: none"> • Continue with process
Enhance the existing Southern Grove culture of wellbeing for staff and students.	<ul style="list-style-type: none"> • Introduced Teach Like a Champion as part of Quality Teaching approach • Be You wellbeing tips in Forward Focus and on Be You board in staffroom 	<ul style="list-style-type: none"> • Enhance focus on Be You program • Continue focus on implementation of TLAC techniques
Maintain a strong focus on behaviour education	<ul style="list-style-type: none"> • Behaviour education lessons to start the week across the school. • PITW professional readings to be completed by staff and discussed at KCM's <ul style="list-style-type: none"> • Supporting Student Engagement Policy reviewed and updated • Professional learning provided on Behaviour Education 	<ul style="list-style-type: none"> • Continue with whole school PITW sessions • Continue to provide Professional learning on Behaviour Education
Continue to review the SGPS NQS plan to ensure we are meeting or exceeding the standard.	<ul style="list-style-type: none"> • Reviewed current plan 	<ul style="list-style-type: none"> • Update plan • Request for verification process to be completed towards end of the year.

Our Programs

Powerful Pedagogy

Cultivating excellence in teaching and learning

Identified school priority	Progress against priority	Planned actions
Embed shared beliefs about teaching and learning across the school.	<ul style="list-style-type: none"> QTS Teach for Impact Beliefs module reviewed and updated our staff beliefs 	<ul style="list-style-type: none"> Continue to embed shared beliefs across school
Recruit and retain passionate, committed, high-quality staff.	<ul style="list-style-type: none"> Trialled different approaches to staffing through Department pools and advertising positions <ul style="list-style-type: none"> Workforce plan completed Coaching model implemented for literacy, numeracy, learning support and the Walker Learning Approach. 	<ul style="list-style-type: none"> Continue with current processes
Embed strong induction processes for all staff.	<ul style="list-style-type: none"> Groves Instructional Guide created – Teaching staff and Allied Professionals Formal induction process created and implemented New staff join team on planning day in Term 4 Induction day with exec and new staff in week prior to school starting. 	<ul style="list-style-type: none"> Digitalise the GIG in 2026 Support staff induction process to be held with MCS prior to starting in role.
Continue to focus on high quality teaching, consistent and connected practice in every classroom.	<ul style="list-style-type: none"> Impact coaches and LSC to work alongside new teachers to SGPS <ul style="list-style-type: none"> Professional reading and Implementation of TLAC strategies. Teachers and AP's attended relevant PL Collab meeting times provided for in timetable Word Origins program introduced in Years 4-6 	<ul style="list-style-type: none"> Continue with processes and strategies Continue to upskill teachers in use of EALD Progress Map for planning, teaching and assessing
Development coaching process.	<ul style="list-style-type: none"> Modified our current impact coaching approach to align with the mandated DOE PM process Scheduled PD meetings each term 	<ul style="list-style-type: none"> One goal to include a TLAC focus
Provide opportunities for growth and development for all staff, including leadership opportunities	<ul style="list-style-type: none"> Targeted professional learning Expressions of interest for in-house leadership opportunities 	<ul style="list-style-type: none"> Fully implement the Future Leaders Framework

Our Programs

Elevating Achievement

Enhancing student outcomes and success

Identified school priority	Progress against priority	Planned actions
Continue to develop staff data literacy and storytelling.	<ul style="list-style-type: none"> • Planning days held each term to analyse data with disciplined dialogue – using Dashboard Data Walls facilitated by Impact coaches and Team Leaders • One data focused PLC per term in year level teams 	<ul style="list-style-type: none"> • Continue to provide PL on data literacy for all teachers
Continue the provision of evidence-based intervention and extension strategies for targeted students.	<ul style="list-style-type: none"> • Intervention programs Mini Lit and Mac Lit continued for identified students • Case management approach used to track student performance 	<ul style="list-style-type: none"> • Continue to use intervention programs for identified students • Case management process to continue
Develop and implement a school Enrichment/Challenge Policy.	<ul style="list-style-type: none"> • Impact coaches to visited well performing schools to look at extension programs • Created Enrichment policy for SGPS 	<ul style="list-style-type: none"> • Review data and make necessary changes if required to Enrichment policy
Continue to build on the knowledge and skills teachers require to create and implement highly effective documented plans for targeted students.	<ul style="list-style-type: none"> • Continued staff PL • SEN Planning time working alongside LSC in a coaching model provided • Documented Plans include 'SMART' goals, strategies and evidence collection examples • Engaged with external support providers & parents to integrate goals in SEN meetings • Professional learning for SEN/SAER profiles 	<ul style="list-style-type: none"> • Implement the One Documented Plan approach as per DOE recommendations

Financial Summary

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	145,692	145,692
Carry Forward (Salary):	130,839	130,839
INCOME		
Student-Centred Funding (including Transfers & Adjustments)	6,475,743	6,475,743
Locally Raised Funds (Revenue)	309,673	308,753
Total Funds:	7,061,948	7,061,027
EXPENDITURE		
Salaries:	5,931,930	5,931,930
Goods and Services (Cash):	888,692	760,768
Total Expenditure:	6,820,621	6,692,698
VARIANCE:	241,326	368,329



2025



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