



2025 ANNUAL REPORT



Settlers
PRIMARY SCHOOL

PRINCIPAL'S WELCOME



The 2025 Settlers Primary School Annual Report provides an outline of our school performance against our 2023-2026 Business Plan.

It provides details of student performance in academic and non-academic areas and outlines the progress we have made throughout the year in the areas of school and student performance, financial and human resource management and community partnerships.

As an Independent Public School, Settlers Primary School is committed to implementing and achieving all the requirements of our Statement of Expectation. This document is a signed document between the School Board, the school and the Department of Education.

We are proud to present the 2025 Settlers Primary School Annual Report, reflecting on the year and what our school community has achieved.

Settlers Primary School's enrolment numbers have defied future projecting planning, due to our school being recognised as a 'school of choice' in the local area. Real estate in the Settlers PS catchment area is sought after by young families, inquiry about enrolments is consistent and our reputation in the wider community is positive. As a result of our school brand, our numbers have not declined as rapidly as had been predicted.

There is no doubt that our school culture is special and precious to all of us. It is driven by our high expectations of ourselves and each other and we embrace the privilege of belonging in a safe, collaborative and friendly environment underpinned by our positive behaviour principles. All stakeholders in our community value the opportunity to engage in professional dialogue and work in a strengths-based environment to ensure that we are all heard, valued and effective contributors to our school improvement plan.

We celebrated a major milestone in the school's journey in 2025, with the year marking our 20th birthday! Our whole community enjoyed a special birthday celebration including a giant cake, a presentation of pictures of staff at 20 years old stating what they were doing and what they thought life would be like next to a picture of them now, each class donated 20 items to "The Crew", a local charity that helps out people doing it tough, students presented what they love about Settlers and we all sang Happy Birthday to Settlers! That was followed by a community afternoon tea involving all staff, the P&C and School Board. The afternoon tea led into Open Night celebrations that brought the wider community into the school and included live music performed by a previous student, a special birthday treasure hunt and a mammoth 20 Years of Sausage Sizzles BBQ!

The next day was a student fun day where students dressed in free dress, raising over \$700 for Telethon and class parties in every class where the students got to eat a slice of the giant cake! Music from 2020 was played throughout the week and the pre-primary students had a messy play day. A dance party in the under covered assembly area at lunch time took the afternoon of fun to the next level!

All in all, it was a very good combination of reflection and acknowledgement of all that had gone before us, a celebration of where we are now and a chance to dream of what we might become in the future!

In this reflection of our achievements through the past 20 years and in 2025 we hope that the dedication and commitment of our school community shine through. Our results are testament to the efforts all stakeholders have contributed to our improvement plan, and we look forward to building upon the hard work that has taken place throughout 2025, to determine the upcoming development of our new business plan (2027-2029) This work will commence 2026 and involve our whole school community to determine how our school moves forward in its future.



Nicola Batten
Principal



BOARD CHAIR



On behalf of the Settlers Primary School Board, I am pleased to endorse the 2026 Annual Report. As a Board representing parents, staff and the wider community, our focus remains firmly on achieving the best possible outcomes for our students.

The 2025 school year marked Settlers Primary School's 20th year, a time of celebration, reflection, and change. It provided an opportunity to recognise how far the school has come while continuing to look ahead with confidence. Strong progress continues against the goals outlined in our 2023 School Business Plan. These goals were intentionally ambitious and focused on re-establishing Settlers Primary School at the levels of performance and expectation our community rightly holds. The Board is pleased with the momentum achieved to date.

In 2026, the school will undertake a Public School Review and develop a new Business Plan. This process will enable community collaboration, allowing us to reflect on achievements from the previous cycle and set clear, measurable goals for the future.

Change was a key feature of 2025, particularly in school leadership. Throughout this period, our teaching, administrative, and support staff remained focused on delivering positive academic, social, and wellbeing outcomes for students. As both Board Chair and a parent, I see firsthand the care, commitment, and professionalism shown by staff every day.

Following her leadership during 2025, I am pleased to confirm that Nicola Batten has been appointed permanent Principal from 2026 onwards. The Board looks forward to a positive future for Settlers Primary School under her leadership and thanks Mr Jake Petterwood and Ms Christine Bewetz for their valuable contributions during their time as Principals.

Investment in teacher professional development and consistent, evidence-based learning programs remains a cornerstone of school improvement. The school met or exceeded 14 of the 16 Business Plan goals, with NAPLAN results showing strong improvement—8 out of 10 results across both cohorts met or exceeded national averages.

Affordability and accessibility remain important priorities for the Board. Many activities and events are made possible through the outstanding support of our P&C volunteers, whose contribution continues to strengthen our school community. I sincerely thank all those who volunteered their time over the year.

Thank you for your continued support of Settlers Primary School

- Maintain high expectations for Mathematics teaching and learning across the school
- Continue consistent implementation of explicit teaching, Daily Reviews, and full participation tactics
- Use student data to track achievement and guide the teaching of basic facts
- Strengthen student understanding and use of mathematical vocabulary across all year levels
- Identify consistent assessments across the school
- Develop intervention and extension to support students at their point of need
- Create a dedicated mathematics block to strengthen consistency and maximise instructional time across classrooms

- Percentage of fully trained teachers (2025) = 100%
- Level 3 teachers (2025) = 0
- Settlers School Performance Metrics 2025 attached
- 2025 Business Plan tracking



Zane Padman
Board Chair



P & C



It is a pleasure to present the 2025 Annual Report for the Settlers Primary P&C Association. This year has been filled with hard work, collaboration, and significant milestones that have strengthened our school community. As we look back, we can be incredibly proud of the collaborative effort that has helped our students thrive.

This year, our focus was to bring our community together through events like the school Mothers and Father's day stall, Year 6 Car Wash and Disco's. Fostering closer relationships between parents, teachers, and students this year was a success by welcoming new members and preparing for future role changes. It is this 'parent power' that makes our school special, and I am proud of the inclusive, supportive environment we have cultivated together.

A massive thank you to our hardworking volunteers, committee members, and parents who have contributed their time, energy, and enthusiasm this year. None of our achievements—from the fundraising raffles to the school disco—would have been possible without you. To our teachers and school staff, your partnership and dedication to our children are truly appreciated. Thank you for being part of this incredible community!



Overall money donated to Settlers Primary School

- \$19,160
- The financial health of the Association remains strong, allowing us to plan for further investment in the coming year.
- We look forward to bringing ping pong tables to the quad, new artwork and plenty more for our students to enjoy in 2026!



Kelly Mez

P & C President

Dictionary for the library - \$2300
Clay roller machine for the art department - \$1500
3D printer for the digital tech department - \$1500

Book award books K-Yr6 - \$3000
Spelling Mastery - \$5000
Teacher wellness trolley - \$300

Science Bottle Rocket Competition prizes - \$300
Year 6 Camp Hats \$1400
Year 6 big day out - \$1700

Christmas concert stage - \$2000
Kindy transition bears - \$160



FINANCE



In 2025, Settlers Primary School demonstrated sound governance, financial accountability and effective operational management to support the delivery of high-quality teaching and learning. The school maintained a strong focus on aligning financial and human resources with strategic priorities identified in the School Business Plan, ensuring that student needs remained central to decision-making.

Workforce Planning

Staffing remained the school's primary investment, with approximately \$6.92 million allocated to salaries, supporting continuity of teaching, specialist roles and education support staff.

Resource Allocation

School operating costs were strategically managed, ensuring a safe, well-maintained and functional learning environment. Funding allocations supported curriculum delivery, student wellbeing initiatives and the effective day-to-day operation of the school.

Financial Management and Budget Performance

The school managed a total income of \$8,081,082 reflecting effective utilisation of:

- Carry Forward funds of approximately \$400,000
- Student-Centred Funding of approximately \$7.45 million
- Locally Raised Funds of approximately \$228,000

Total expenditure for the year was \$7,584,477, resulting in a net operating surplus and a closing balance of \$496,605 strengthening the school's financial position.

There were no significant variances across major income categories and controlled variances in expenditure.

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	207,460	207,460
Carry Forward (Salary):	196,996	196,996
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	7,448,133	7,448,133
Locally Raised Funds:	230,898	228,493
Total Funds:	8,083,487	8,081,082
EXPENDITURE		
Salaries:	6,921,693	6,921,693
Goods and Services (Cash):	735,940	662,784
Total Expenditure:	7,657,633	7,584,477
VARIANCE:	425,854	496,605



ENGLISH



In 2025, Settlers embedded Talk for Writing as the writing program across all year levels with a consistent lesson structure to ensure low variance teacher. Spelling Mastery continued to be the program taught in Years 3-6 and Sounds Write was implemented across Pre primary to Years 2. Our school invested in researching class novels and implementing a schedule of these being used in the classrooms across odd and even years to ensure new novels were taught each year, even if in a composite class.

MiniLit and Macqlit was implemented in Term 2 after two Special Needs Education Assistants and a Deputy Principal completed the two-day training in these programs.

Minilit was taught to five groups of Years 1-2 students participating in the reading intervention program four hours per week.

Macqlit was run one hour per week with Years 3-4 students participating in the reading intervention program four hours per week. All students participating in the program demonstrated progress of their literacy skills with seven students no longer requiring intervention moving into 2026.

A Scope and Sequence for Sounds Write was created as it was now being taught in all PP-Year 2 classrooms from the beginning of the year. Reviewing of previously taught concepts was included to embed the knowledge and understanding for all students.

Spelling Mastery has been part of the school for three years now and we are seeing a plateau in the data and students becoming disengaged with the program. Research will be carried out in Semester 1, 2026, to investigate if this program remains in place or we move onto a different program.

Talk for Writing is continuing to be embedded across all year levels with expectations increasing and the plan to improve consistency of the sequence of lessons in 2026. NAPLAN Writing results continued to improve, especially in Year 5, demonstrating the strong impact this program is continuing to have on all students.

Reading fluency has continued to be part of the English block with adjustments made to align reading with Sounds Write to enable students to practice the skills learnt in spelling with their reading, linking this practice to research to allow students the opportunity to consolidate their skills and apply their knowledge across other areas.

As part of PAT assessments, we trialed the new Early Years assessments in 2025 for Pre-primary, Year 1 and Year 2. These assessments were more developmentally appropriate for this age level and informed teachers of what their students know more than the current tests. It was agreed that these tests will be utilised from Semester 2, 2026, when they come online.

Brightpath continued to be used for assessments in Writing as a moderating tool to allow teachers the opportunity to track the growth of their students and use this tool along with the Judging Standards when deciding on grades for their students.

2026

Recommendations

The teaching of Reading is going to be addressed in 2026 with explicit instruction of Reading using the updated WA Curriculum and Scope and Sequence to support this. A whole school English block will be created and implemented across all year levels to ensure consistency and a high level of expectations. With the inclusion of vocabulary in writing and reading lessons, this needs to be assessed and will be part of the PAT testing in 2026 to assess the effectiveness of the current teaching.

Further Professional Learning in Brightpath for teachers for consistency and to upskill new staff in using this program for assessing and moderating.



Total Students

NAFLAN	Reading					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Number of Students	87	84	100	94	59	85

Average Test Score

NAFLAN	Reading					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	394	485	397	483	392	488
WA Public School Average Score	391	481	387	477	384	478

Percentages of Students - Proficiency Levels (School)

NAFLAN	Reading					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Exceeding	17	10	15	16	14	18
Strong	47	68	52	51	53	52
Developing	22	18	22	23	20	25
Needs Additional Support	14	5	11	10	14	6

Total Students

NAFLAN	Grammar & Punctuation					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Number of Students	86	83	100	94	59	85

Average Test Score

NAFLAN	Grammar & Punctuation					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	408	485	404	508	393	495
WA Public School Average Score	398	487	395	487	389	485

Percentages of Students - Proficiency Levels (School)

NAFLAN	Grammar & Punctuation					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Exceeding	7	8	8	10	12	12
Strong	47	47	46	56	41	51
Developing	38	31	28	20	25	31
Needs Additional Support	8	13	18	7	22	7

Total Students

NAFLAN	Spelling					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Number of Students	86	83	100	94	59	85

Average Test Score

NAFLAN	Spelling					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	398	479	404	495	390	496
WA Public School Average Score	393	482	390	482	391	482

Percentages of Students - Proficiency Levels (School)

NAFLAN	Spelling					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Exceeding	14	16	18	21	10	24
Strong	47	45	43	50	49	51
Developing	30	30	33	26	31	20
Needs Additional Support	9	10	6	3	10	6

Total Students

NAFLAN	Writing					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Number of Students	85	86	100	94	61	86

Average Test Score

NAFLAN	Writing					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	418	470	427	502	398	507
WA Public School Average Score	406	472	405	473	402	467

Percentages of Students - Proficiency Levels (School)

NAFLAN	Writing					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Exceeding	12	6	6	16	2	16
Strong	61	62	79	63	77	67
Developing	21	22	11	20	13	13
Needs Additional Support	5	10	4	1	8	3



MATHEMATICS



Settlers Primary School continues to demonstrate a strong commitment to improving student outcomes in Mathematics through consistent, evidence-based whole-school approaches. Whole-school implementation of PRIME Mathematics and structured Daily Reviews has strengthened the consistency of teaching practice across classrooms and supported the development of a more consistent, low-variance curriculum.

Analysis of Progressive Achievement Test (PAT) Mathematics data from 2021 to 2025 indicates sustained improvement in student achievement over time. Median scale scores increased from 98 in 2021 to 117.5 in 2025, demonstrating steady growth across cohorts. Gains were also evident across percentile bands, with the 75th percentile increasing from 104.9 to 124.8 and the 95th percentile from 123.2 to 136.0. These results indicate an increasing proportion of students achieving at higher levels.

A continued focus on explicit teaching, consistent Daily Reviews, and the use of full participation tactics has strengthened consistency in Mathematics teaching and learning across all classrooms. Staff have worked collaboratively to establish high expectations for Mathematics and develop a shared approach to teaching vocabulary, mathematical fluency, and problem solving. Increased consistency across the school has supported student engagement and strengthened the use of mathematical language and vocabulary in classrooms. Staff have also engaged in collaborative planning and data analysis to ensure assessment information informs teaching, differentiation, and targeted support.



NAPLAN Numeracy data aligns with these findings, with student achievement remaining consistent with like schools. Strengths continue to be evident in Number and Algebra, while Measurement and multi-step problem solving remain identified areas for ongoing improvement.



Total Students

NAPLAN	Numeracy					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Number of Students	86	83	100	94	81	85

Average Test Score

NAPLAN	Numeracy					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	407	479	412	492	400	477
WA Public School Average Score	397	478	394	480	392	482

Percentages of Students - Proficiency Levels (School)

NAPLAN	Numeracy					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Exceeding	8	1	7	4	3	7
Strong	58	71	66	77	62	55
Developing	27	22	25	17	28	23
Needs Additional Support	7	6	2	2	7	5

2026 Recommendations

- Maintain high expectations for Mathematics teaching and learning across the school
- Continue consistent implementation of explicit teaching, Daily Reviews, and full participation tactics
- Use student data to track achievement and guide the teaching of basic facts
- Strengthen student understanding and use of mathematical vocabulary across all year levels
- Identify consistent assessments across the school
- Develop intervention and extension to support students at their point of need
- Create a dedicated mathematics block to strengthen consistency and maximise instructional time across classrooms

PHYSICAL EDUCATION



In 2025, Settlers Primary School's Physical Education (PE) program made a significant contribution to continuing to strengthen school culture, enhancing student wellbeing, and improving social and academic outcomes. Through explicit, high-impact teaching practices, strong alignment with the school's PBS framework, sustained community engagement, and diverse sporting and wellbeing opportunities, Physical Education supported the development of resilient, motivated and engaged learners. The program successfully fostered positive relationships, strong participation, and increased student confidence while reinforcing school values and promoting lifelong engagement in physical activity. Strong community partnerships and high levels of student participation in sporting events further enhanced student outcomes and school pride.



Settlers Primary School is committed to building a strong foundation for all students. In 2025, Physical Education played a key role in advancing this commitment by:

- Embedding quality teaching practices through explicit instruction
- Supporting and enhancing whole-school culture
- Aligning closely with the school's Positive Behaviour Support (PBS) framework
- Strengthening community partnerships
- Providing inclusive opportunities that promoted student wellbeing, engagement and achievement



Physical Education served as a vehicle to reinforce school values, encourage positive behaviour, and support student growth beyond the classroom.

Student and staff wellbeing

- Increased resilience
- Strengthened positive relationships

Student engagement and learning

- Higher motivation for learning
- Improved communication and collaboration

Learning environment

- Happier, more engaged students
- A supportive and inclusive atmosphere that promoted success

Student capability and independence

- Improved autonomy and efficiency
- Greater confidence and personal growth





Student participation in Physical Education and sport remained high throughout 2025. Students attended sixteen sporting excursions and carnivals, consistently demonstrating sportsmanship and competitive effort.

Key achievements included:

- Kaarda winning all three faction carnivals: Swimming, Cross Country and Athletics
- Settlers Primary School named BASSA Swimming Champions (Term 1)
- Year 5 and 6 students competing successfully in BASSA Summer and Winter Carnivals
- Championship shields achieved in Soccer, Hockey and Basketball

These outcomes reflect effective preparation, explicit teaching and strong student commitment.

The PE program sustained and strengthened partnerships with local sporting organisations, including:

- Redbacks Hockey Club
- Settlers Netball Club

Through targeted coaching incursions for Year 5–6 students, these partnerships supported:

- Skill development aligned to interschool competition requirements
- Increased student confidence and tactical understanding
- Greater student awareness of community sporting pathways

These partnerships contributed to increased student interest in community sport and supported school-to-community transitions.

Whole-school wellbeing initiatives supported additional engagement:

- Runners Club involved over 129 students and family members, promoting physical activity, mental wellbeing and community connection before school.
- The Chevron Tough Stuff / Zero2Hero Program was delivered over ten weeks, combining physical activity with resilience education, goal-setting and personal development.

The program concluded with a community celebration recognising student growth, resilience and achievement, reinforcing positive connections between school and families. In 2025, Physical Education operated as a consistent and effective contributor to school improvement priorities. Its alignment with PBS, focus on explicit instruction, and emphasis on participation and wellbeing supported positive student outcomes and strengthened school culture.

The program provided a strong platform for continued improvement by reinforcing behavioural expectations, promoting wellbeing, and fostering positive community partnerships.



2026

Recommendations

- Strengthen data collection to more formally track student wellbeing, engagement and behaviour outcomes linked to Physical Education
- Further embed explicit learning intentions and success criteria across PE lessons to strengthen student understanding of skill progression
- Expand student leadership opportunities within Physical Education to build ownership, responsibility and leadership capability
- Continue to develop and diversify community partnerships to increase access to pathways beyond school and broaden student experiences



DIGITAL TECHNOLOGY



In 2025, the Digital Technologies program continued to be delivered across the school from Year 1 to Year 6. Students attended a one-hour session each fortnight, during which they engaged with the Digital Technologies curriculum.

At Settlers Primary School, this program included:

- The use of a range of age-appropriate digital systems, including iPads, laptops, desktop computers, and robotic equipment.
- Opportunities for students to learn coding through a variety of age-appropriate robotic tools.
- Instruction in foundational computer skills, such as saving, renaming, and retrieving files using Microsoft Office programs.
- Participation for all students in Years 2–6 in a Makers Empire challenge course, where they developed skills in 3D design to create solutions for real-world problems.

Throughout 2025, the school also continued to strengthen its ICT resources and infrastructure, ensuring students had access to up-to-date tools that support learning. This area was led by Mr Phil Lawry, who maintained a proactive approach to resourcing, ensuring students benefited from access to current and emerging technologies.

Specific strategies and highlights in this area of the school included:

The continued use of an ICT Lead Teacher (Mr Phil Lawry) to oversee and drive this area (0.2 FTE).

Significant investment in ICT infrastructure and equipment, including:

64 desktop computers to support two computer labs in Blocks 5 and 6

24 iPads for use in the Block 1 area

Transition to a new remote iPad management system (Jamf)

Installation of 18 Avocor interactive smart boards

Provision of 25 new computers for teachers and administration staff



In addition to whole-school ICT resources, further equipment was purchased to support the Digital Technologies curriculum. This has enabled the replacement of ageing resources and strengthened classroom learning programs. These included:

- A one-year Makers Empire subscription, providing students with access to a 3D design platform used to create and print solutions to real-world problems
- 12 Dash robots for use across all year levels
- 12 Ozobots to support learning in junior and middle primary classes

Finally, the P&C funded an additional 3D printer, helping the school meet the growing demand for printing student-designed models.

In 2026 we will need to replace:

- a lease of 17 teacher and administrator computers.
- 24 computers in administration and teacher preparation areas
- a lease of 48 laptops to replace the trolleys in Blocks 3, 5 & 6.
- A lease of 15 Prowise Interactive TVs with Avocor boards.

DRAMA



Settlers Primary School is committed to building a strong foundation for all students in the Performing Arts learning area of Drama. Drama provides a fun and creative outlet that empowers all students to express themselves and share their ideas in a supportive environment. Through the process of creating and performing, students develop a deeper understanding of others while learning to work both cooperatively and collaboratively. They are engaged in experiences that encourage them to analyse and solve problems, make informed decisions, take risks, and build confidence, empathy, and self-awareness using a variety of drama devices.

Throughout 2025, Drama continued to provide a dynamic platform for students to engage with and interpret literature through a range of well-known Australian texts. Junior students explored themes of standing up for their beliefs, developing emotional awareness, building friendships, valuing inclusion, and embracing individuality. Middle school students extended their understanding through the exploration of themes such as courage, strength and vulnerability, temptation and betrayal and the challenges of power dynamics within peer relationships. Senior students engaged with more complex and thought-provoking concepts, including loss, environmental sustainability, belonging, the impact of the Stolen Generation, and Indigenous perspectives.

Monologues are an integral component of the drama programme for all year levels at Settlers Primary School, with students performing a monologue to their peers each year. Engaging in monologue performance provides numerous benefits. It builds students' confidence in public speaking, enhances their ability to express emotions, and fosters empathy through the exploration of different characters and perspectives. Monologues strengthen communication skills, develops vocal and physical presence, and promotes overall self-esteem. Classroom teachers also observe the positive impact of these skills within their learning programmes, particularly in students' increased confidence when delivering presentations.

The Settlers Primary School production of Roald Dahl's Snow White and the Seven Dwarves was another huge hit for the school. After a very vigorous audition process 40 students, from Years 4-6, braved the stage to perform. They all stepped on stage with passion and confidence to entertain students, parents, families and the wider Settlers community families.

From auditions to the final curtain call, students showcased dedication, teamwork and mutual respect for each other. Our school productions not only provides an outlet for creative expression but also fosters a strong sense of community across year levels and incredible memories that will last a lifetime.



61 students auditioned for production

42 students participated

4 students withdrew

273 family, friends and community members attended the performance, over two afternoons.



SCIENCE



It has been a busy and exciting year for the Science learning area this year. All students from year 1 to 6 participated in Science lessons with a Science Specialist Teacher, benefitting from access to our fantastic facilities in the Science Room for the whole year.

Every student in the school participated in National Science Week activities in Term 3. Every student from Kindy through to Year 6 participated in Tabloid Science activities during one of the days of National Science Week from Monday August 11th to Friday August 15th. Around 70 parents, grandparents and caregivers volunteered their time during Science Week to help run activity stations, some of whom helped out on multiple days. The students participated in a variety of hands-on and engaging Science activities in small groups. During Science Week we had a special visit from Mr Stout, a chemist who works for ALCOA, who did some explosive and exciting science demonstrations for some of the year groups. Students also had the opportunity to check out some interesting Science films at the Settlers Primary School Science Week Film Festival, which ran during lunch times across Science Week. The film festival was very well attended and some students came to see multiple films throughout the week.

On the evening of Tuesday November 25th we held our 9th annual Bottle Rocket Competition and Stargazing evening on the school oval. This event has always been well attended by our school community and this year was no exception, with hundreds turning out on a beautiful clear night to launch rockets and observe the night sky. The Bottle Rocket competition was a huge success with some of our highest flying rockets yet. The rocket designs are improving every year. We had four amateur astronomers from the Astronomy Society of WA bring their high-powered telescopes for us to observe the night sky through. The students and their families had the opportunity to observe the Moon, Jupiter and Saturn as well as distant galaxies and nebulae. As with previous years, the P&C ran a sausage sizzle fundraiser concurrently with the Stargazing evening to raise funds for next year's Year 6 camp.





For many years now, the Year 6 students have had the opportunity to join Science Club. This is a voluntary club run during lunch times where students are able to extend their science knowledge and understanding by entering national Science competitions, running experiments and investigations and pursuing their own scientific interests, all with the support of the Science teacher and the resources of the Science Room. We had several students enter the Sleek Geeks Eureka Science Competition this year, which involved the students creating a video that teaches people about a Science concept. We also had some students enter a competition run by the new Western Australian Space Science Education Centre to design their logo. One of our students was a finalist and had one of the top 20 designs out of hundreds of entries from around the state.



In first semester, two students from each Science class were selected to attend a special reward excursion to Scitech to acknowledge their excellent achievement in the Science Learning Area. This is a very successful incentive programme for students to strive for academic and behavioural excellence during their Science lessons. For second Semester a reward excursion to AQWA took place for the Science students that had shown the most effort during their Science lessons throughout second semester.

For the third year, students in Year 6 were administered the Science PAT, which measures Science knowledge with a standardised test. For the first time this year, the year 4 and 5 cohorts were also tested. The data obtained from this assessment is used each year to track progress in the Science Learning Area for the cohorts of students and to identify areas of Science knowledge that require further development. The test also provides an opportunity to compare our students' results with those of other schools in the local area.



ART



Settlers Primary School is committed to building a strong foundation for all students in the Visual Arts Learning area. Students are encouraged to use their creativity in a supportive environment that allows students to create unique artwork across a wide range of mediums. As the students' progress through the years their skills and understanding of the seven art elements are built on. Students focus on the seven elements of art which are intertwined into every art project.

Throughout the year Art Club has been run at lunch times for years 4-6. Our focus for Term 2 and 3 was on the creation of our sculpture for the Rockingham Castaways competition held each year in October. Castaways is an annual outdoor sculptural exhibition showcasing artworks created from repurposed materials at the Rockingham Foreshore. Castaways started in 2008 as a community arts project to raise awareness around the discarded items or 'castaways' washing up on local beaches and has continued to expand and evolve. Today, Castaways provides an important opportunity for emerging and professional Western Australian artists, schools and local businesses to be a part of a regionally recognised arts program that continues to promote sustainable values.

As a result of entering the Castaways competition we won for 2025. The previous year we came runner-up. We won a \$500 prize which was received by two chosen students who attended the awards ceremony.

The art club students also go on a reward excursion where the students who completed the artwork go on, as well as the top 2 deserving students from each class who display exemplary effort in Visual Arts. The students go on a guided tour of the Castaways entries from a guest speaker involved in the Castaways.

Castaways is a great way to connect to the community, not only through social media for the school but also having our entry in the local community newsletter. The school's name is also on display with our sculpture on the plaque next to it.

Each term a post is put on social media which is a presentation that allows the community to view what has been created in Visual Arts. Each year group is included in the presentation which displays a range of art completed during the term. This is a great celebration of the hard work throughout the year.

In 2025 the P&C kindly donated a Clay Slab Roller to the art room. This device enables me to roll slabs of clay required for art projects at different thicknesses and also enables me to be more productivity due to the amount of clay that can be rolled and the time it used to take rolling it by hand.



In 2026 Art Club will continue in Term 2 when we begin our Castaways Sculpture. I will also continue posting our artwork on social media to connect to the community.

Art Club

Term 2: 181 students

Term 3: 143 students



PBS AND ALWAYS CLUB



Positive Behaviour Support (PBS) has been a key focus for all staff and students from Kindergarten to Year 6, with a strong emphasis on achieving high levels of student engagement (Business Plan Target- 95% or higher). A significant amount of work has been completed by staff and the PBS committee to ensure PBS values and processes are visible and embedded in every classroom, every day. Explicit teaching of expected behaviours has been implemented school-wide, ensuring students clearly understand and can demonstrate positive behaviours in different settings. Students are highly engaged and motivated by faction rewards, which provide regular opportunities to celebrate positive behaviour and foster a sense of community.

The school's Always Club initiative has continued to recognise and celebrate students in Years 4-6 who consistently demonstrate the school's SOAR values. Each term, nominated students received an Always Club badge and certificate at assembly and participated in special reward experiences and end-of-term celebrations. The initiative has strengthened student motivation, promoted positive role modelling across the school, and reinforced the importance of consistently demonstrating positive behaviour and leadership qualities.



Achievements:

- Use of shared language across the school from the PBS behaviour matrix, supporting a consistent approach to expectations in all year levels.
- Continuation of 'Always Club' for recognition of students who are constantly demonstrating the expected behaviours.
- The increase in student leadership opportunities due to 'Always Club'.
- Positive student engagement in reward experiences, including Pizza with the Principal and end-of-term celebrations.
- Observational evidence and staff feedback show increased consistency of expected behaviours and high levels of student engagement across classrooms, reflecting strong progress towards our target.
- A whole-school mascot competition successfully engaged students and resulted in the selection of a mascot that represents and promotes our PBS values.

Collection of data and tracking of positive behaviours within the school. Staff use Class Dojo to track how many tokens are given to students across the school for each of our school values- Safety, Ownership, Achievement and Respect.

2026 Recommendations

- Strengthening processes for formal data collection in this space to measure the impact of PBS more accurately.
- Continue strengthening staff consistency in PBS expectations and positive reinforcement strategies.
- Increase community engagement through social media posts and celebrations so families are more explicitly involved to reinforce positive behaviours are both home and school.
- Expand student leadership opportunities within PBS initiatives.
- Increase structured play opportunities during recess and lunch.
- Introduce additional organised lunchtime activities and clubs.

BREAKFAST CLUB



Breakfast Club is held twice per week with hot and cold food and drinks provided to the students and their families at no cost. In 2025, we achieved a significant milestone of serving 6182 breakfasts for our students and their families throughout the year.

Our breakfast club ensures our students begin their day ready to learn and SOAR. Numerous families have expressed their love and gratitude for this program, highlighting how it relieves morning stress and builds a sense of belonging and wellbeing for our community. Many of our children go to class with a good breakfast and start to the day purely due to the breakfast club, meaning children aren't trying to learn without food to fuel their brains and bodies.

Our students enjoy a calm, quiet, safe environment where they can sit and share in conversation with their peers and staff members before their school day commences. Without the incredible dedication and commitment of our staff volunteering their time, our breakfast club wouldn't be the success it is today.

Year 6 students volunteer to assist with Breakfast Club which gives them an opportunity to develop their leadership capabilities.

Our breakfast club is a success due to the generous donations of Coles Baldivis, FoodBank Mandurah, Fee it Forward, and Eat Up (Montessori Schools). Food provided included toasted sandwiches, cereals, fruit, toast, spaghetti and baked beans, hot milo, fresh orange juice.

Our breakfast club recognised special events with pancakes

Breakfast Club raised money through school community events including the sausage sizzle at the Open Night, and selling of bacon and egg rolls and application of hairspray and zinc for the Faction Carnivals.



We served a minimum of 6182 breakfasts over the 2025 school year, as many come back for seconds!



2026 Recommendations
We will continue to run the community events such as Open Night and the Athletics Carnivals, and will continue to support our children with nutritious and free breakfasts to start their day with a good mindset, ready to learn.

STUDENT SUPPORT - AIEO



Settlers Primary School continues to demonstrate a strong commitment to improving student outcomes in Mathematics through consistent, evidence-based whole-school approaches. Whole-school implementation of PRIME Mathematics and structured Daily Reviews has strengthened the consistency of teaching practice across classrooms and supported the development of a more consistent, low-variance curriculum.

A key focus of the AIEO's role was to embed Aboriginal and Torres Strait Islander perspectives into everyday learning and whole-school experiences, strengthening students' connection to culture through meaningful, ongoing engagement rather than limiting cultural learning to specific events.

This was reflected in whole-school initiatives aligned with National Sorry Day, ANZAC Day, National Reconciliation Week, and NAIDOC Week. These events provided opportunities to promote respect, understanding, and cultural awareness through collaborative artwork, culturally responsive classroom resources, and library-based learning displays.

During ANZAC Day commemorations, our AIEO supported the inclusion of Aboriginal and Torres Strait Islander perspectives by assisting with the adaptation of acknowledgements and scripts, highlighting Aboriginal and Torres Strait Islander service personnel, and encouraging Indigenous students to take on leadership roles during assemblies. These practices supported cultural pride, visibility, and a deeper understanding of shared histories. During National Reconciliation Week, the AIEO coordinated and supported a whole-school collaborative art project led by a visiting artist. Students contributed to canvases representing the six Noongar seasons, providing a hands-on and culturally grounded learning experience connected to local Aboriginal knowledge systems. NAIDOC Week celebrations further strengthened cultural identity through interactive displays and student contributions that promoted engagement and pride in Aboriginal and Torres Strait Islander cultures.

In classroom settings, our AIEO supported students through reflective and creative learning experiences that promoted both wellbeing and cultural understanding. The "Gratitude Tree" activity encouraged students to reflect on personal goals and growth. We also developed differentiated teaching resources, including worksheets on Noongar colours for both upper and lower primary students, which were used to support inclusive and accessible learning. Students also engaged in art activities using Aboriginal symbols, providing meaningful opportunities to explore culture through visual learning.

2026 Recommendations

- Continue strengthening culturally safe and inclusive practices that support student wellbeing and engagement
- Further embed Aboriginal and Torres Strait Islander perspectives across all learning areas throughout the year, not only during key events
- Continue developing and refining differentiated teaching resources to support diverse learner needs
- Increase opportunities for Aboriginal and Torres Strait Islander student voice, leadership, and cultural representation
- Strengthen relationships with local Aboriginal community members and cultural knowledge holders to deepen authenticity of programs
- Introduce more structured data collection tools to measure student engagement, wellbeing, and cultural learning outcomes
- Build on current successes by embedding cultural learning more consistently into daily classroom practice



- Engagement with 28 families and 44 students supported through ongoing communication and follow-up
- Increased student attendance and engagement through strengthened family partnerships
- High participation in whole-school cultural events and activities
- Positive feedback from families regarding communication, cultural inclusion, and student support
- Increased confidence, cultural awareness, and sense of belonging observed in students
- Strong engagement of Aboriginal and Torres Strait Islander students in leadership opportunities during cultural events
- Effective use of differentiated culturally responsive resources to support learning across year levels

DEFENCE SCHOOL MENTOR



Settlers Primary School is committed to building a strong foundation for all students. The DSM role is in place to facilitate the best possible educational outcome for children of Australian Defence Force members. The DSM provides social and emotional support to those students during their transition into and out of our school or during parental absences due to deployment, exercises or courses.

The program has four objectives:

1. Connect with Defence families and provide information about the school environment and available support relevant to their child's development.
2. Support Defence students to access school-based social and emotional supports, in line with school policies.
3. Facilitate opportunities for Defence students to build relationships and connections through events and other initiatives.
4. Raise awareness among school staff and the wider school community about the unique Defence lifestyle.

In summary, students benefit from having a DSM at the school because the DSM helps create a strong sense of belonging and consistent social and emotional support during times of change. The DSM acts as a key connection between families and the school, ensuring parents understand the supports available and that students receive help tailored to their individual needs. Lastley, the DSM creates meaningful opportunities for Defence students to build friendships and feel connected to others with similar experiences.





Achievements

Parental after school catch ups to allow opportunities for parents to liaise with the DSM directly about any concerns they may have or to inform them about any upcoming deployments or exercises.

- Welcome packs for new Defence students and their parents. Activities to welcome the student into the school and build meaningful relationships with other Defence students.
- ADF Equip program aimed at year 5 and 6 Defence students. This program is a facilitated workshop designed to support the social and emotional resilience and wellbeing of Defence children. The two key topics includes parental absence and relocation.
- Information sharing via Compass. This includes the newsletters from DMFS, supports available, upcoming activities and the Kookaburra club.
- Promote the ADF Aware program within the school and support staff to access ADF Aware to understand the Defence lifestyle and its impact on Defence students.
- Offer age-appropriate activities and gifts to farewell graduating Defence students who are transitioning to high school.
- Offer age-appropriate activities to support the social and emotional wellbeing of Defence students during parental absence.
- Coordinate Defence Club during lunch time to provide social and emotional support for Defence students by facilitating a 'safe space' for the students to visit. This also helps by creating support networks and building community and friendship between students.
- Facilitate one-on-one and/or small group activities to support the social and emotional wellbeing of Defence students during difficult times ie, parental absence.



2026 Recommendations

- Maintain parental catch ups twice a term.
- Contribute to the organisation of the ANZAC assembly, in collaboration with other school staff. Organisation and execution of a 'gunfire breakfast' post assembly for Defence families and special guests.
- Continue with 'welcome packs' for new Defence students including age-appropriate activities to aid with the transition to a new school and to build meaningful relationships with other Defence students.
- ADF Equip program. Low numbers in 2025 were due to lack of parent communication and not completing the consent form. To help rectify this I will change my form of communication with those parents I am having difficulties with.
- Send communications to staff members about ADF Aware program during term 2 2026.
- Maintain Defence club during lunch and recess.
- Offer age-appropriate farewell/graduation gifts for our leaving year 6 students at the end of the year.
- Help facilitate 1-2 Defence students speak over the PA for Remembrance Day.
- Organise through a local RSL the selling of poppies for Remembrance Day. Help facilitate our year 6 Defence students in the selling of the poppies.

- Parental catch ups: 3 x parental catch ups (term 3 and 4 only)
- New students: 2x new students arrived in term 3.
- ADF Equip Program: 6x Defence students attended (year 5 and 6).
- ADF Aware Program: Email sent to all staff members in term 2. Unsure on how many completed the online program.
- Student farewells: 4x Defence students graduated year 6.
- Defence Lunch Club: Approx 20-30 students attending lunch club each day, three days per week.

ECE & TRANSITION TO KINDY



At Settlers Primary School, we believe the early years are critical in shaping children's confidence and wellbeing, and that our early school experiences lay the path for a lifelong positive approach to learning. We are committed to providing high-quality Early Childhood Education that nurtures curious and capable learners within a safe, inclusive, and engaging environment. Our approach balances intentional play-based learning with explicit teaching, supporting the development of early academic skills and each child's social and emotional growth. We value our children as individuals and recognise their unique backgrounds. We are committed to working in partnership with families to create meaningful and connected learning experiences. The transition into kindergarten is an important milestone, and we are committed to making this experience positive, inclusive, and supportive for every child and their family. Our focus on connection between home, playgroup, and school ensures that children feel secure and confident as they begin their journey at Settlers Primary School.

Our Transition into Kindy program was well received, with the information session having a high attendance of new families. Kindergarten Stay and Plays were also well attended, with 46 out of 60 families attending at least one session. The feedback post-transition from families was exceedingly positive and in particular acknowledged the benefit of both the Settlers' Bears and the opportunity to meet the kindy teachers. Improvement feedback was centred around Kindy days being sequential, advertising which teachers would be attending and moving the Information session to the evening so that it is easier to access for working parents.



Early Childhood Philosophy

At Settlers Primary School, we use a holistic approach to early childhood education that balances play-based learning with explicit teaching.



We recognise the diverse backgrounds of our students, and connect learning to their experiences and interests, valuing strong family partnerships.



Through play we empower students to show resilience, solve problems, and advocate for themselves.



We support children's right to play and learn through positive adult and peer interactions, with a focus on risky play and integrating outdoor learning.



We teach students to demonstrate respect and take ownership of their learning and their actions.



Our approach includes a carefully curated balance of intentional play and explicit teaching, guided by evidence-based practices and high expectations.



We draw on the Early Years Learning Framework, Western Australian Curriculum, and the National Quality Standards to ensure the best outcomes for our students.



Our explicit teaching model incorporates high-participation tactics and daily reviews, which ensures consistency from Kindergarten to Year Six.

Our goal is for students to develop a love of learning, engage with risk-taking, and foster strong relationships so they can SOAR at Settlers and beyond.

In 2025, we published our Early Childhood Philosophy Statement. This was the culmination of thoughtful collaboration across 2024 and 2025, with a community morning tea and staff engagement providing insight into our shared beliefs about our Settlers' children. The development of an Early Childhood Philosophy Statement was a recommendation of the 2023 Public School Review. Our philosophy statement reflects a collective commitment to a holistic approach to early childhood education and emphasises the balance of explicit teaching and intentional play-based learning. It honours our students' backgrounds, and the importance of strong family partnerships. Our Early Childhood Philosophy Statement captures who we are as a community and our shared aspiration for every child to develop a love of learning and the confidence to SOAR at Settlers and beyond. 2025 brought an emphasis on risky play in Early Childhood and improving the resources for children to engage in safe risk taking. This included the incorporation of rock-climbing equipment to trees, and a swing in the Kindy and Pre-primary yard. Early Childhood staff have begun the process to outline their beliefs about the benefits of risky play and processes to support play in Early Childhood.

Playgroup WA joined us as a parent-led playgroup in 2025. Little Settlers meet every Wednesday on school site, typically utilising A8 and the Early Childhood yard. They have developed a membership of upwards of ___ families, with two family daycares also attending. Little Settlers' have invited community groups such as Smiling Minds Dental to provide parenting support sessions and child-focused activities. Little Settlers has become a valued part of our school community, fostering strong connections with families, supporting children to transition confidently into school, and creating a warm, welcoming sense of belonging from the very beginning.

In collaboration with the P&C, we introduced the Settlers' Bear to our Transition to Kindy program. The P&C have donated a Settlers' Bear to each child enrolled in Kindergarten at Settlers in 2025 and based on feedback have renewed this commitment for 2026. The Settlers' Bear acts as a transitional object between home and school, which research indicates support separation and emotional security, reduce anxiety, support self-regulation and strengthen secure attachments. Kindergarten children brought their Settlers' Bear to the first day of kindy, and some children continue to bring their bear as an additional support throughout 2026, building a sense of belonging with each other and the school environment.



TRANSITION TO HIGH SCHOOL



Settlers Primary School is committed to assisting our students as they make the transition from primary school to high school.

- Our Year 6 students attended the Ridge View Secondary College transition day for those that were attending the local feeder high school. Other schools also held transition days that students attended.
- A larger percentage of Year 6 students enrolled in Ridge View Secondary College for Year 7 than in previous years.
- Ridge View Secondary College held a transition program for students experiencing anxiety about transitioning to high school and this had positive feedback from our family that took up this opportunity and found the transition smoother as a result.
- We promoted the Open Days held by Ridge View Secondary College and reminded families about the enrolment process



RIDGE VIEW
SECONDARY COLLEGE

BELIEVE · ASPIRE · PRIDE



The transitions to high school will begin at our school moving forward with 'high school practice days' of schooling that will imitate what happens in a high school in 2026. In 2026, we will strengthen our relationship with Ridge View Secondary College to facilitate students with Special Needs handovers and transitions.

Distribution of High Schools from 2025 Graduates



- Ridge View Secondary College
- Mother Teresa Catholic School
- Baldivis Secondary College
- Tranby College
- Safety Bay SHS
- Rockingham SHS
- Warnbro Community HS
- Comet Bay College
- John Curtin College of the Arts
- Other





Settlers

PRIMARY SCHOOL

