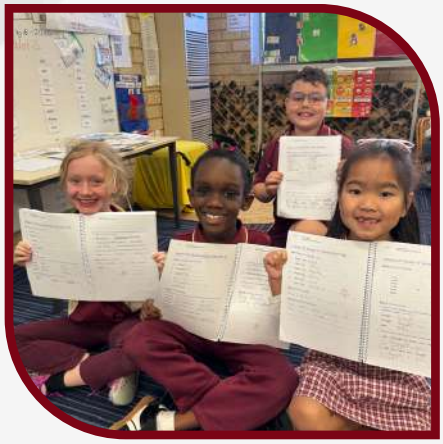
CONNOLLY PRIMARY SCHOOL

2025 ANNUAL REPORT



Acknowledgement of Country

Ngany kaaditj waangkiny koora burdiya nidja boodja yanginy nganyang yira koora yey koorliny Nyoongar moort. Ngany djoorabiny mandja nyin kaadatjiny Whadjak boodjar.
I acknowledge the traditional owners of this land and pay my respects to past, present, and emerging elders. It is a privilege to meet, live and learn on Whadjak Boodjhar.

FOREWORD

We extend our deepest gratitude to everyone who has contributed to another successful year at Connolly Primary School.

Welcome to the Connolly Primary School Annual Report

It is my pleasure to present the 2025 Connolly Primary School Annual Report, which outlines the progress, achievements, and ongoing improvement work of our school community throughout the year. This report reflects our shared commitment to ensuring high-quality educational outcomes and positive wellbeing for all students.

Throughout 2025, Connolly Primary School continued to strengthen whole-school, evidence-based approaches to teaching and learning. A strong focus on consistent instructional practices and data-informed decision-making ensured that all students were supported to achieve progress across all year levels. Student achievement and academic growth evident in our school data reflect the collective efforts of staff and students and our commitment to high expectations for learning.

Student wellbeing remained a core priority for the school. We continued to provide a safe, inclusive, and supportive learning environment where students are encouraged to demonstrate respect, responsibility, and active engagement. The implementation of our Positive Behaviour Support expectations, alongside our ongoing partnership with Real Schools, strengthened restorative practices and promoted positive behaviour and student voice, contributing to a positive and predictable school culture.

The 2025 school year highlighted the strength and vibrancy of our school community. Throughout the year, students, families, and staff came together to celebrate, connect and support one another. Our strong community partnerships remain highly valued, contributing significantly to our school's positive and inclusive culture. I acknowledge the valuable contribution of the School Board, whose guidance supports effective governance and strategic planning.

Our P&C played a vital role in fostering this spirit, with events such as the Christmas Markets and the Welcome Picnic bringing our community together. The Marri Block mural stands as a lasting symbol of collaboration. My heartfelt thanks go to the P&C for their continued commitment to fundraising, community engagement, and the provision of additional resources that enhance learning environments and opportunities for students.

We valued opportunities to share learning, with our Annual Open Night and the introduction of Student Progress Interviews strengthening partnerships between home and school. Key events such as ANZAC commemorations, the Book Week Parade, and a range of sporting activities further enriched student experiences and strengthened our sense of belonging.

As we reflect on the outcomes achieved during 2025, we remain focused on continuous improvement and sustaining effective practice. Our vision, ‘Enriching our students’ lives through learning’, and our motto, ‘Growing in Harmony’, continue to guide our planning, decision-making, and delivery of learning programs. I look forward to working in partnership with students, staff, and families as we build on the strong foundations of Connolly Primary School and continue to support every student to reach their potential.

Warm regards,

Rebecca Appleton

SCHOOL CONTEXT

Connolly Primary School is an Independent Public School located in the City of Joondalup with an enrolment of 366 full-time students in 15 classes from Kindergarten to Year 6. Our school opened in 1991 and prides itself on the inclusive welcoming culture that embraces our students, parents and wider community. We have an abundance of grass and open space along with several playgrounds, basketball and tennis courts, a large oval, enclosed Undercover Area, specialist classrooms including a purpose-built Science, Music and Art Room and Library, along with six teaching blocks.

Connolly Primary School is supported by a highly skilled and dedicated team of staff who work collaboratively to provide a safe, engaging, and high-quality learning environment for all students. Our workforce consists of administrators, teachers, and support staff, each playing a vital role in delivering exceptional education and student well-being. With a balance of experienced professionals and emerging educators, we are committed to continuous improvement and innovation in teaching and learning

As an Independent Public School, the School Business Plan 2025-2027 continued to set the direction of the school. The school continued to strive for high-quality teaching and high performance in a safe and caring environment, encouraging our students to achieve their personal best.

CONNOLLY PRIMARY SCHOOL
GROWING IN HARMONY

Motto: Growing in Harmony

Our School Motto is Growing in Harmony and is a source of pride as it contains elements that reflect the values of the school and our commitment to working together so that the school, the community and our students grow together.

Learning – Respect – Inclusion – Relationships – Independence

FROM THE SCHOOL BOARD

The first meeting of the School Board for 2025 was held towards the end of the school term to allow for the Department of Education to finalise the school's funding agreement. A key component of the School Board's role is to ensure good governance of the school's finances is undertaken, so a later than typical term meeting was agreed to ensure this could be undertaken. The first meeting also commenced the process to appoint two new parent representatives due to the 3-year tenure periods of current representatives finishing at the end of 2024. It was extremely pleasing to see the number of nominations from the parent community, seven in total, and for the first time in CPS history, a parent representative election was required to fill the vacant positions. The willingness to support the school in a variety of ways is a testament to the community's drive to provide a positive, friendly and enjoyable experience for the children of CPS. The school's leadership team worked diligently to set up the election process, and the school community elected our newest parent representatives, Jen Holmes and Mikaela Cross, to the Board. During the first meeting, the Board also reviewed the 2024 annual report and welcomed the new format and content of the report. As Education Services Australia decommissioned the previous school parent survey portal, the Board discussed options to ensure there is a channel for parent feedback in the future, as it provides a vital mechanism to help build the best education possible for its students. It was a very busy start to the year for the School Board, but one that looked to build on the success of the previous year.

Our newly elected members of the Board were welcomed at the Term 2 meeting and were eager to contribute to the duties of the Board. In the Term Two meeting, I provided a condensed version of the roles and responsibilities of a school board as a refresher to our established members and an introduction to our newest members. The Business Plan 2025-2027 draft was distributed to the Board for review, and feedback on the Learning Environment, Relationships and Partnerships section was requested. The Board provided feedback for the plan, which ensures the school community is actively involved in the development of the whole school plan.

The Term 3 open School Board meeting is our opportunity to provide all members of the school community with an insight into the operations of the Board. I welcome all parents to attend this meeting as it provides an excellent occasion to demonstrate how the school's leadership team, community members and parents all work together to enhance our students' lives. The NAPLAN results for the school were presented and discussed, and the Board was extremely happy with the progress of the school. I communicated the Board's positive feedback to the CPS teachers, as it reflects the hard work and dedication they consistently provide. My address to the teachers also highlighted the positive feedback I was receiving from the school community across a range of aspects, as it reflects the holistic approach CPS takes to educating our children. The Board values all aspects of primary education, and positive feedback across a range of areas was pleasing to see in the Term 3 meeting.

Two meetings were held in Term 4, with the first occurring midway through the term, encompassing a wide range of topics for discussion and voting. Results of the parent survey were discussed, and the outcomes will be considered for the future of the school. The School Board places a great deal of importance on these surveys, as it provides a direct feedback mechanism to help shape the school, and I encourage all parents to actively engage in future surveys. The second meeting of the term occurs at the end of the school year and is used to reflect on the school year, discuss areas of improvement and plan for the following year.
I would like to acknowledge my fellow Board members and thank them for their dedication in ensuring good governance is a core attribute of Connolly Primary School and that the school's community is an active contributor to the development of our next generation. It has been a pleasure working with all members of the Board, and I look forward to next year's meetings to further enhance Connolly's reputation as an outstanding primary education school.

Ryan Chester

Board Chair

PUBLIC SCHOOL REVIEW 2024

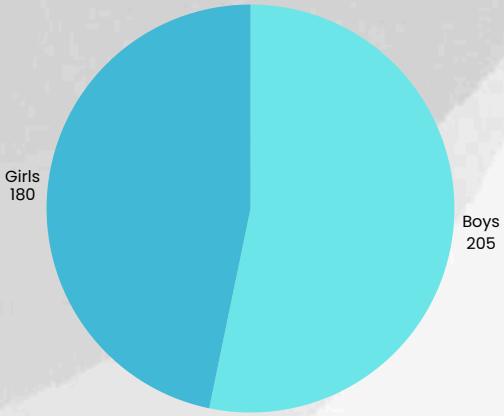
In August 2024, Connolly Primary School participated in the Public School Review process and subsequently received a highly positive review report. This report is publicly accessible via Schools Online and is also available on the Connolly Primary School website:
Connolly-Primary-School-Public-School-Review-Report-October-2024.pdf

The feedback was both affirming and constructive, with recommendations that closely align with the school's strategic direction. The report serves as a testament to the dedication and collective efforts of our staff, students, and community in fostering a school environment where everyone can work, learn, play, and grow together in harmony.
Our next Public School Review will be in 2027.

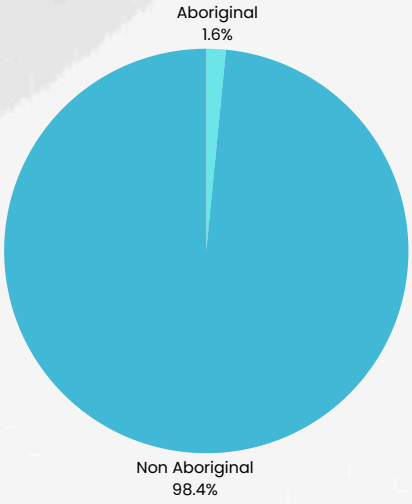
2025 SCHOOL PROFILE

Total of 385 students attended Connolly Primary School in Semester 1, 2025

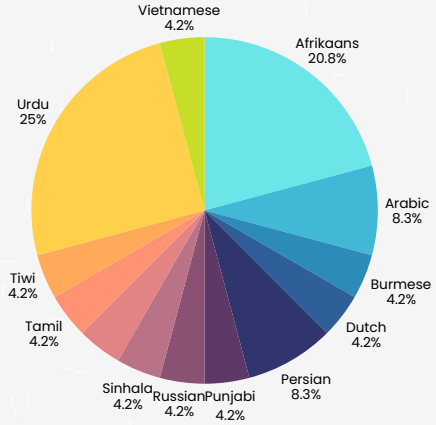
Student Distribution



Indigenous Status



Main Language Other Than English Spoken at Home



Secondary School Destinations 2025

Secondary School Destination	
Alkimos College	3
Belridge Secondary College	7
Butler College	1
Carine SHS	3
Churchlands SHS	1
Duncraig SHS	1
Joseph Banks Secondary College	1
Kinross College	5
Lake Joondalup Baptist College	5
Mater Dei College	3
Ocean Reef SHS	25
Perth College	1
Prendiville College	3
Quinns Baptist College	1
Shenton College	1
St George's College	2
St Marks Anglican School	1
St Stephens School	1
Yanchep Secondary College	1

In 2025, 64 Year 6 students transitioned from Connolly Primary School to secondary education, with 75% of students remaining within the Western Australian public school system. The majority of students enrolled in local public high schools, reflecting a strong local intake pathway and continued community confidence in public education. A smaller number of students transitioned to other public and non-government schools.

2025 PRIORITY AREAS

Whole School Pedagogical Approach: LEARN Model

Connolly Primary School's LEARN model is a consistent instructional approach aligned with current research and the Department of Education's Excellence in Teaching. Embedded in the school's strategic plan, the whole-school approach began in 2021 and was consolidated by 2025. Staff continued to receive professional learning, coaching, and support to strengthen low-variance teaching practices.

The model ensures learning is broken into manageable steps with regular checks for understanding and feedback to support all students. It also emphasises review and revision to build long-term retention. In 2025, the school focused on embedding Daily Reviews, Learning Intentions, and Engagement Norms into all lessons.

INSTRUCTIONAL COACHING: Teachers Learning Together

In 2025, our Instructional Coaching model was strengthened through the training of an additional coach and enhanced through collaboration across the Ocean Reef Network of Schools. Instructional Coaches continued to support teachers in implementing the LEARN Model—our evidence-based approach to teaching, focused on clear learning goals, structured lesson design, explicit instruction, and ongoing monitoring with feedback.

Coaching remained consistent across all year levels and learning areas, with teachers engaging in coaching cycles that included goal setting, practice, observation, feedback, and reflection. Coaches worked closely with teachers, using student data to inform instruction. This strengthened model continues to build teacher capacity, promote low-variance practices, and foster a strong culture of continuous improvement across the school.

2025 PRIORITY AREAS

STAFF LEADERSHIP

We continued to foster strong staff leadership through collaborative structures that support whole-school improvement and consistent, high-quality practice. The Phase of Learning Teams plays a key role in promoting connected practice across the school.

The Phase of Learning teacher leaders also form the School Improvement Team (SIT). SIT worked closely with the Administration Team to drive the priorities outlined in the 2025 Business Plan.

Other staff leadership opportunities in 2025 further strengthened professional growth and collective expertise. Staff have actively contributed in a variety of roles, including as members of the Quality Teaching Strategy Team, led committees, supported colleagues as Instructional Coaches, and participated in the Future Leaders Strategy.

STUDENT LEADERSHIP OPPORTUNITIES AT CONNOLLY PRIMARY SCHOOL

At Connolly Primary School in 2025, we recognised that every student had the capacity to be a leader through their actions in the playground and classroom, their support of others, and their involvement in academic, sporting, cultural, and community activities.

We provided a range of meaningful opportunities for student leadership, voice, and decision-making. Formal leadership roles were offered to Year Six students and included Semester 1 and 2 Student Councillors, Faction Captains and Vice Captains, Peer Mentors, Your Move Leaders, Sustainability Leaders (Green Team), and Wellbeing Week Leaders.

In 2025, our Year Six student leaders organised whole-school events, led fundraising initiatives, presented the ANZAC Service, supported sporting carnivals, and actively promoted sustainability and wellbeing initiatives. Leaders played an important role in supporting younger students in the playground, delivering weekly announcements, leading games and activities, and gathering student feedback to inform school improvement.

Student Councillors attended the GRIP Student Leadership Conference in Term 1 and, through a special invitation from Emily Hamilton MLA, participated in a visit to Parliament House, gaining valuable insights into leadership and proudly representing our school.

Through these opportunities, supported by staff and grounded in our values of being safe and respectful learners, students developed self-awareness, built positive relationships, and made meaningful contributions to the Connolly Primary School community and beyond.

CULTURAL RESPONSIVENESS AT CONNOLLY PRIMARY SCHOOL

Connolly Primary School continues to strengthen its commitment to cultural responsiveness by embedding Aboriginal and Torres Strait Islander perspectives across teaching and learning programs.

Significant whole-school events such as NAIDOC Week and National Reconciliation Week provided meaningful opportunities for students to engage in learning and celebration. Classes participated in a range of activities, including researching cultural histories, creating artworks, and writing their own personalised Acknowledgements of Country, fostering a deeper sense of respect and connection to place.

A highlight of the year was the NAIDOC Assembly, led by Ms McDonald and the Year 6 students from Tuart 4, which celebrated the achievements, culture and contributions of Aboriginal and Torres Strait Islander peoples.

Students were also provided with a unique opportunity to work alongside Aboriginal artist Gabrielle Bruce to create a collaborative Wagul (Rainbow Serpent) mural along the pathway leading to the office. Every student contributed to the artwork, creating a powerful and lasting symbol of unity, culture and shared ownership within the school.

Harmony Day was another important event that celebrated the cultural diversity of our school community. Students and staff embraced the theme of Inclusion and Belonging by participating in a range of classroom activities that highlighted different cultures, traditions and backgrounds. Many students wore orange or cultural dress, and discussions focused on respect, empathy and the value of diversity in strengthening our community.

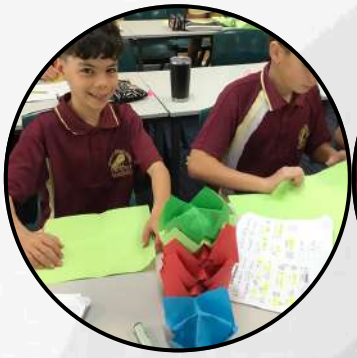
2025 SPECIALIST AREAS & SNAPSHOT OF ACHIEVEMENTS

JAPANESE

At Connolly Primary School, students attend one Japanese language lesson each week from Years 2 to 6 with a specialist Japanese teacher. Students learn about the Japanese language and culture in a variety of learning experiences through song, games and project-based tasks. Learning takes place in a dedicated Japanese classroom. There is also a Nihongo Club during lunch each week with activities run by Mini Sensei, student peers.

In 2025, we celebrated Languages at Connolly Primary School in many wonderful ways. During Harmony Week, students created a collaborative artwork for the classroom and a display for the school library. During Languages Week, students took part in the chatterbox challenge, folding origami chatterboxes filled with greetings in the languages students in our school can speak, in addition to Japanese and Noongar. In Nihongo Club, students explored Japanese culture through art and craft, drawing, and free play.

The Year 5 and 6 students displayed their creative skills in the project task of My Dream Room, creating a plastic-free triorama and describing the features in Nihongo Japanese. The senior students also explored the topic, My Neighbourhood and participated in group work to design and describe an origami neighbourhood. One of the highlights of the School Open Night was the opportunity for the whole school and community to see the fantastic designs from our senior classes.



PHYSICAL EDUCATION

Connolly Primary School enjoyed a great year in Physical Education in 2025. Students acquired and developed their skills as they participated in a variety of games and sports, as well as competing in a number of sporting events throughout the year. In addition to their PE lessons, they participated in junior or senior sport each week. Running Club was held before school on Tuesday mornings with many students attending on a weekly basis. Students achieved badges for the kilometres run when they reached certain milestones.

In Term 1, students participated in soccer clinics, netball clinics and Edudance.

In Term 2, Connolly PS participated in the Whitfords District Sport Cell Lighting Carnival, where the Year 5 and 6 students represented their school in either AFL, Netball, Mod Crosse or Soccer. The students received Sportsmanship Awards at Netball and Mod Crosse. Our best results were runner-up in the Mod Crosse B Division competition and 3rd in the Netball A Division. Term 2 also included our school faction Cross Country Carnival for all students in Pre-Primary to Year 6, in which Goannas were the overall champions. We also had several students compete in the School Sport WA Cross Country.

In Term 3, we held our whole school Faction Athletics Carnival in which the Goannas were victorious. The Interschool Cross Country squad trained hard and came 4th out of 8 schools.

In Term 4, Connolly PS achieved 5th place at the Interschool Jumps and Throws Carnival and 3rd at the Interschool Athletics Carnival, only a few points away from 2nd place. We also had tennis clinics for a variety of year levels.

These school and interschool events allowed students to develop and showcase their skill acquisition, sportsmanship and teamwork. The endeavour and enjoyment students showed throughout the year in PE lessons and competitions were wonderful to see.

MUSIC

2025 was a fantastic year for Music at Connolly Primary School. Students from Pre-Primary to Year 6 engaged in weekly Music lessons designed to develop their musical skills, creativity, and confidence. Through singing, movement, and a variety of rhythmic and melodic activities, students explored key musical elements actively and engagingly.

As part of classroom music lessons, students developed improvisation skills by creating their own rhythms and melodies using a wide range of classroom instruments. They also explored music from around the world and participated in themed learning connected to significant events such as NAIDOC Week and ANZAC Day.

In Term 1, the Connolly Primary School Choir began preparing their repertoire for *One Big Voice*. Students learnt a diverse selection of songs involving part-singing and themes of inclusion, perseverance, and resilience. This preparation culminated in an outstanding performance at RAC Arena on 28 August, where students proudly sang alongside 165 school choirs from across Perth and Western Australia.

Connolly Primary School continued to offer an instrumental program through the Instrumental Music School Services (IMSS). This program provided small-group instrumental tuition to selected Year 5 and 6 students on flute, clarinet, trumpet, and guitar. These students demonstrated dedication and commitment throughout the year and showcased their progress at the Term 4 Instrumental Music Assembly.

In addition, a school band was established in 2025, welcoming students from Years 2 to 6 who were learning an instrument through IMSS or private tuition. The band included violinists, pianists, flautists, clarinettists, and trumpeters. Students developed ensemble skills such as keeping time and playing in harmony and performed confidently at the Term 4 Instrumental Music Assembly.

SCIENCE

Students from Pre-primary to Year 6 participated in weekly Science lessons led by a specialist teacher in our purpose-built science laboratory. Pre-primary students attended 60-minute sessions, while students in Years 1 to 6 attended 90-minute sessions.

An inquiry-based approach underpinned the Science program, with students engaging in hands-on investigations to deepen their understanding of the natural and physical world. The curriculum covered all key areas of the Australian Science Curriculum: Earth and Space Sciences, Physical Sciences, Biological Sc iences, and Chemical Sciences.

Throughout the year, students used a range of scientific equipment, such as microscopes, to explore various topics and develop scientific skills.

Science Week was a highlight, offering students the opportunity to engage in a range of interactive and inspiring activities that promoted enthusiasm for the sciences. As part of this celebration, students also explored a variety of scientific careers, including those of zoologists and biologists.

The Science Lab was also open weekly for Science Club, a popular lunchtime initiative where students could experiment with different equipment and explore science concepts beyond the classroom.

Design and Technologies were integrated into science units through practical projects. These allowed students to apply their learning to real-world challenges, encouraging creative problem-solving and critical thinking.

WELLBEING

In 2025, Connolly Primary School prioritised the wellbeing of both students and staff. A Wellbeing Week was scheduled each term and included a range of activities planned by the Mental Health and Wellbeing Committee, with support from student leaders and staff. National initiatives such as R U OK? Day were recognised across the school, with student leaders leading activities that strengthened student voice, connection, and belonging.

Student wellbeing was further supported by the school chaplain, who worked collaboratively with staff to provide targeted and responsive support for students and families. A dedicated space was established and utilised as the chaplain's room, which was also used to host recess wellbeing clubs. This provided a safe, supportive environment where students could connect, build relationships, and engage in positive activities.

The Friendly Schools Plus program continued to be implemented as a whole-school approach to strengthening social and emotional wellbeing and preventing bullying.

Students also engaged in a variety of break-time clubs and activities, including Run Club, Library Club, Nhongo Club, Science and Computer Clubs, Art Club, Coding Club and loose parts play for Year 1 and 2 students. These opportunities promoted inclusion, engagement, and overall wellbeing across the school.

STUDENT SERVICES

In 2025, Connolly Primary School's Student Services Team included the Principal, Associate Principals, School Psychologist and Chaplain. The chaplain continued to support student, staff, and family wellbeing and was available on site two days per week. Together with the school psychologist, the team provided proactive and responsive support to meet the diverse wellbeing and learning needs of students.

A strong focus in 2025 was the implementation and embedding of Positive Behaviour Support (PBS) across the school. Expected behaviours were explicitly taught in classrooms and reinforced during whole-school assemblies, with a consistent approach to recognising and celebrating positive behaviour. Students were awarded PBS tokens aligned with the school values of Learning, Respect, Inclusion, Relationships, and Independence.

Whole-school PBS reward milestones were celebrated, including a 10,000 token reward day in Semester 1 and a 20,000 token reward day in Semester 2. These events provided students with opportunities to engage in fun and inclusive activities such as extended play sessions, buddy activities, and movie sessions with popcorn. These celebrations strengthened student engagement and reinforced a positive school culture and recognised positive behaviour.

The Zones of Regulation continued to support students in developing emotional awareness and self-regulation skills as part of a whole-school approach.

The school values of Learning, Respect, Inclusion, Relationships, and Independence remained central to all aspects of school life and were regularly acknowledged at assemblies, included in the student councillor announcements and through the presentation of merit certificates.

POSITIVE BEHAVIOUR SUPPORT

In 2025, Connolly Primary School continued its partnership with Real Schools to strengthen a consistent approach to student behaviour. Real Schools supports schools to embed restorative practices as a whole-school model, focusing on building strong relationships, improving behaviour, and resolving conflict in healthy and respectful ways.

Through ongoing professional learning, coaching, and support from an expert facilitator, staff developed a shared language and approach centred on connection, accountability, and repair. When incidents occurred, students were guided through restorative conversations that encouraged them to reflect on what happened, understand the impact of their actions on others, and identify ways to make things right.

Parents were invited to attend an information session to learn how restorative practices support student wellbeing. This approach promoted empathy, responsibility, and positive relationships across the school community, with the goal of supporting students to take accountability for their behaviour and develop the skills needed to become respectful, responsible, and active citizens.

EARLY CHILDHOOD - KINDY & PRE-PRIMARY

Connolly Primary School remained committed to meeting the National Quality Standard (NQS) and the Early Years Learning Framework, with a strong balance of play-based learning and intentional teaching underpinning our Early Childhood programs.

In 2025, we strengthened our focus on children's voice and responsive learning environments. Our staff embedded opportunities for students to share ideas and influence their learning, ensuring programs reflected their interests and promoted engagement.

Significant enhancements were made to our outdoor learning environment, supported by the P&C. New playground line markings, including a bike track, alphabet snake, four square, and rocket hopscotch, encouraged active, collaborative play while supporting literacy and numeracy development. A vibrant mural on our street-facing wall, created in consultation with the P&C and a local artist, further enhanced our environment and reflected our community identity.

Hands-on, meaningful learning experiences were a highlight of the year. Students participated in a WestOz Wildlife incursion, as well as a Learning through Nature program where children engaged in outdoor exploration and cubby building. These experiences supported curiosity, problem-solving, and connection to the natural world.

We also strengthened community partnerships. Bunnings worked alongside our Kindy students to create toolboxes for Father's Day, and families were welcomed into the school for special events including Mother's Day and Father's Day celebrations. These opportunities fostered a strong sense of belonging and connection within our school community.

Play remained central to our approach, with extended opportunities for hands-on exploration that supported oral language, social development, and wellbeing. Our Early Childhood students were happy, engaged learners who enjoyed coming to school each day.

DIGITAL TECHNOLOGIES

Digital Technologies continued to be a key focus at Connolly Primary School in 2025, providing students with opportunities to engage in STEM through hands-on and meaningful learning experiences. Year 5 and 6 students competed in the First LEGO League 'LEGO Mindstorms' competition, a highly valued program that fosters innovation, teamwork, and real-world problem-solving. Through designing, building, and programming robots to complete complex challenges, students strengthened their skills in coding, engineering, and critical thinking, while also developing resilience, collaboration, and project management capabilities.

Throughout the year, students were provided with increased opportunities to explore coding and robotics. Year 5 and 6 students participated in both a Scratch Coding Club and a LEGO Robotics Club, further supporting the development of problem-solving, collaboration, and computational thinking skills.

Access to technology continued to improve across the school. A dedicated set of laptops supported Year 5 and 6 students, while a structured computer timetable and shared class sets of laptops ensured equitable access for all students. Each learning block was also equipped with iPads to enhance teaching and learning across curriculum areas. In the early and middle years, students engaged in coding through hands-on experiences using Blue-Bots, Bee-Bots, and Ozobots, building strong foundational computational thinking skills from an early age.

CONNOLLY PRIMARY P&C

Our P&C had a fantastic and full year in 2025 — from sausage sizzles and school discos to securing a major funding win for our community. Thank you to every volunteer, donor, and supporter who made it all possible.

Total net revenue raised in 2025
$24,006
Across 18 events and activities

EVENT HIGHLIGHTS

Sausage Sizzles (Election x 2)
$3,314

Sports Carnival
$3,203

Mother's & Father's Day Stalls
$3,470

Voluntary Contributions
$5,730

School Disco
$1,837

Quiz, Movie Night & Christmas Market
$2,601

WHAT WE INVESTED IN OUR SCHOOL

End of Year Book Awards

Year 6 Graduation Ceremony

Annual Kindy Book Raffle

Playground painting - ECE & Whole School

8 new Jelly Bean tables for classrooms

P&C Meetings - two per term open to all

COMMUNITY MOMENTS

Chalk the Carpark
Kids and parents took over the staff carpark on a Sunday to create chalk art for Teacher Appreciation Week.

National Volunteer Week
"With Our Thanks, We Grow" — a grant-funded garden event celebrating our incredible volunteers with native planting and a faction-colour talking circle.

Big news for 2026

The school, with the P&C's help, has secured $400,000 in government funding for a brand new playground. We can't wait to see it come to life for our students!

Every dollar raised, every stall volunteered, every event attended — it all adds up to something extraordinary. Thank you, Connolly community.

STUDENT PERFORMANCE

MATHEMATICS LEARNING AREA

The focus for the mathematics learning area in 2025 was to continue a consistent, whole-school approach to numeracy, while preparing for the implementation of the updated Western Australian Curriculum in 2026. An evidence-base program, Top Ten Mathematics, continued as the core mathematics teaching and learning program for Years PP–6. Staff were supported in delivering the Top Ten program through guidance from our maths leaders and coaches. Funding was allocated to resource program materials, ensuring effective implementation and fidelity. Staff were supported to familiarise themselves with Ochre Education resources alongside Top Ten Mathematics to support curriculum alignment, planning and explicit teaching practices. Additionally, Year 5 and 6 students participated in trialling a network assessment initiative as part of the Ocean Reef Education Network (OREN), aimed at developing consistency across curriculum, assessment and reporting within the network.

Using the LEARN instructional model, teachers reinforced and consolidated student understanding through the use of concrete, pictorial, and abstract materials. New skills and knowledge were reviewed and revised to embed them in long-term memory through Daily Reviews. Students practised improving their speed and accuracy of basic facts using Think Mentals. Students in Years 5 and 6 were also given the opportunity to participate in the Australian Maths Trust (AMT) competition.

Teachers regularly analysed assessment data within their phase of learning teams to refine planning and target both whole-class instruction and individual student needs, including extension opportunities. Data analysis was supported by a range of assessment tools, including NAPLAN, Elastik Gap Analysis, PAT data, Year 1 On-Entry Numeracy, and Top Ten assessments.

Our 2025 NAPLAN results indicated positive achievement in Numeracy. Our Business Plan Target of being at or above the achievement of like schools was achieved, with the cohort achieving above like schools. The Year 3 cohort also performed above the national mean, achieving a group mean of 414 compared with the national mean of 405. The Year 5 cohort also achieved our Business Plan Target, performing at the like school mean and performing above the national mean, achieving a group mean of 493. Comparison with this same cohort's Year 3 Numeracy results in 2023 also demonstrated sustained progress over time.

NAPLAN: Average Numeracy Score

NAPLAN	Numeracy					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	425	506	392	492	413	493
WA Public School Average Score	397	478	394	480	392	482

STUDENT PERFORMANCE

MATHEMATICS LEARNING AREA (Cont.)

In 2026, we will continue to implement the Top Ten Mathematics program to consolidate our whole-school approach, ensuring a consistent, high-impact methodology for teaching mathematics. A key priority moving forward will be the successful implementation of the updated Western Australian Curriculum, alongside continued refinement of differentiation, with a particular focus on extending students in the strong and exceeding categories in NAPLAN, as well as targeted intervention in mathematics for students requiring additional support. A whole school focus on Daily Reviews, Learning Intentions, and Explicit Instruction using the LEARN model will also remain a priority.

ENGLISH LEARNING AREA

Initial Lit continued to underpin the explicit teaching of reading, phonemic awareness, phonics, and oral language for students in Kindergarten to Year 2 in 2025. This evidence-based approach draws on research into how children learn to read and focuses on the five essential components of early literacy: phonics, phonological awareness, fluency, vocabulary, and comprehension.

Decodable readers were used to support students in consolidating their phonics knowledge and reading skills, both in the classroom and at home, ensuring continuity between school and home learning. In addition, targeted intervention was provided through a small group model using MultiLit and decodable readers, enabling students requiring additional support to strengthen foundational literacy skills and build confidence in reading.

Students in Years 3–6 continued to use the Sound Waves program, a synthetic, research-based approach to spelling. This program emphasises four key components: phonological awareness, synthetic phonics, morphology, and etymology, supporting students to develop a deeper understanding of word structure and meaning.

In 2025, staff participated in Talk for Writing professional learning, facilitated by the Dyslexia-SPELD Foundation. The CPS Talk for Writing Scope and Sequence was developed by the English Committee and implemented consistently across the school. This whole-school approach to writing and high-quality instruction contributed to strong NAPLAN results, with both Year 3 and Year 5 cohorts meeting Business Plan targets and achieving results above like schools.

NAPLAN reading scores in 2025 show that Connolly Primary School achieved the Business Plan Target of performing above like schools in Year 3 and equal to like schools in Year 5. In 2026, a focus will be on establishing units of work in reading in the 3-6 space.

NAPLAN: Average Writing Score

NAPLAN	Writing					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	425	479	427	477	448	500
WA Public School Average Score	406	472	405	473	402	467

NAPLAN: Average Reading Score

NAPLAN	Reading					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	418	498	401	493	419	495
WA Public School Average Score	391	481	387	477	384	478

NAPLAN Spelling, Grammar and Punctuation, Reading and Writing scores place Connolly PS above like schools in Year 3 and in Year 5. Differentiation to extend students in the strong and exceeding NAPLAN categories will be a priority in 2026, with a continued focus on high-impact instructional approaches implemented through Daily Reviews, evidence informed reading and spelling practices and the continuation of Talk for Writing across the school.

NAPLAN: Average Spelling Score

NAPLAN	Spelling					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	418	476	393	485	425	500
WA Public School Average Score	393	482	392	482	391	482

NAPLAN: Grammar & Punctuation Score

NAPLAN	Grammar & Punctuation					
	2023		2024		2025	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
School Average Score	423	506	405	509	433	508
WA Public School Average Score	398	487	395	487	389	485

2025: Pre-primary On Entry

	Reading	Writing	Numeracy
School	478	210	442
Like Schools	462	210	442

ON ENTRY ASSESSMENT

The On Entry Assessment Program was completed with Pre-primary students in Weeks 3 to 6 of Term 1 in 2025. In the 2025 Pre-primary On Entry testing, the Pre-primary cohort reached the target of being at or above like schools in the areas of Reading, Writing and Numeracy.

The data collected was used by teachers to inform targeted planning and teaching to meet individual student needs. In Reading and Writing, the school continued to achieve above the median score when compared to like schools.

In 2025, a continued focus was placed on using data from On Entry, Elastik, and Top Ten Mathematics to strengthen student achievement in Numeracy, with the goal of achieving results at or above like schools.

ACHIEVEMENT AGAINST BUSINESS PLAN TARGETS 2025

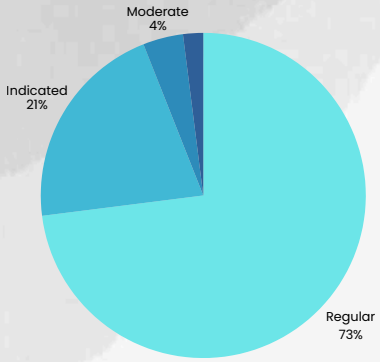
The school absolute overall attendance is at or above like schools.				
Attendance CPS 92.4%				
The Group Mean for student achievement in Year 3 and Year 5 NAPLAN Numeracy, Reading, Writing, Spelling, Grammar and Punctuation, will be equal to or above the Like School Mean.				
Numeracy Yr3 CPS-413:LS-403	Reading Yr3 CPS-419:LS-401	Writing Yr3 CPS-448:LS-416	Spelling Yr3 CPS-425:LS-404	Grammar & Punctuation Yr3 CPS-433:LS-407
Numeracy Yr5 CPS-493:LS-494	Reading Yr5 CPS-495:LS-493	Writing Yr5 CPS-500:LS-481	Spelling Yr5 CPS-500:LS-495	Grammar & Punctuation Yr5 CPS-508:LS-500
The mean progress of the Year 3 and 5 stable cohort in all NAPLAN domains is above that of WA like schools.				
Numeracy	Reading	Writing	Spelling	Grammar & Punctuation

Key		
At or Above	Close To	Below

ATTENDANCE

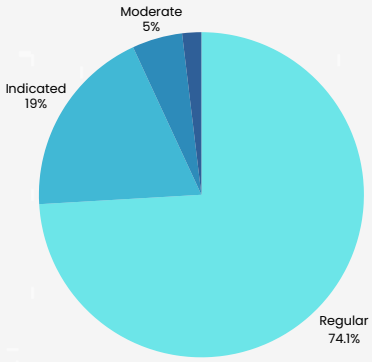
Semester 1, 2024 Attendance

Overall 92.2%



Semester 1, 2025 Attendance

Overall 92.4%



Primary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	89%	91%	90.3%	94.3%	83.6%	74.3%	89.1%	90.8%	88.9%
2024	92.2%	91.9%	91%	95.2%	83.1%	74.3%	92.2%	91.7%	89.4%
2025	92.4%	91.8%	90.7%	92.9%	79.4%	73.2%	92.4%	91.5%	89.1%

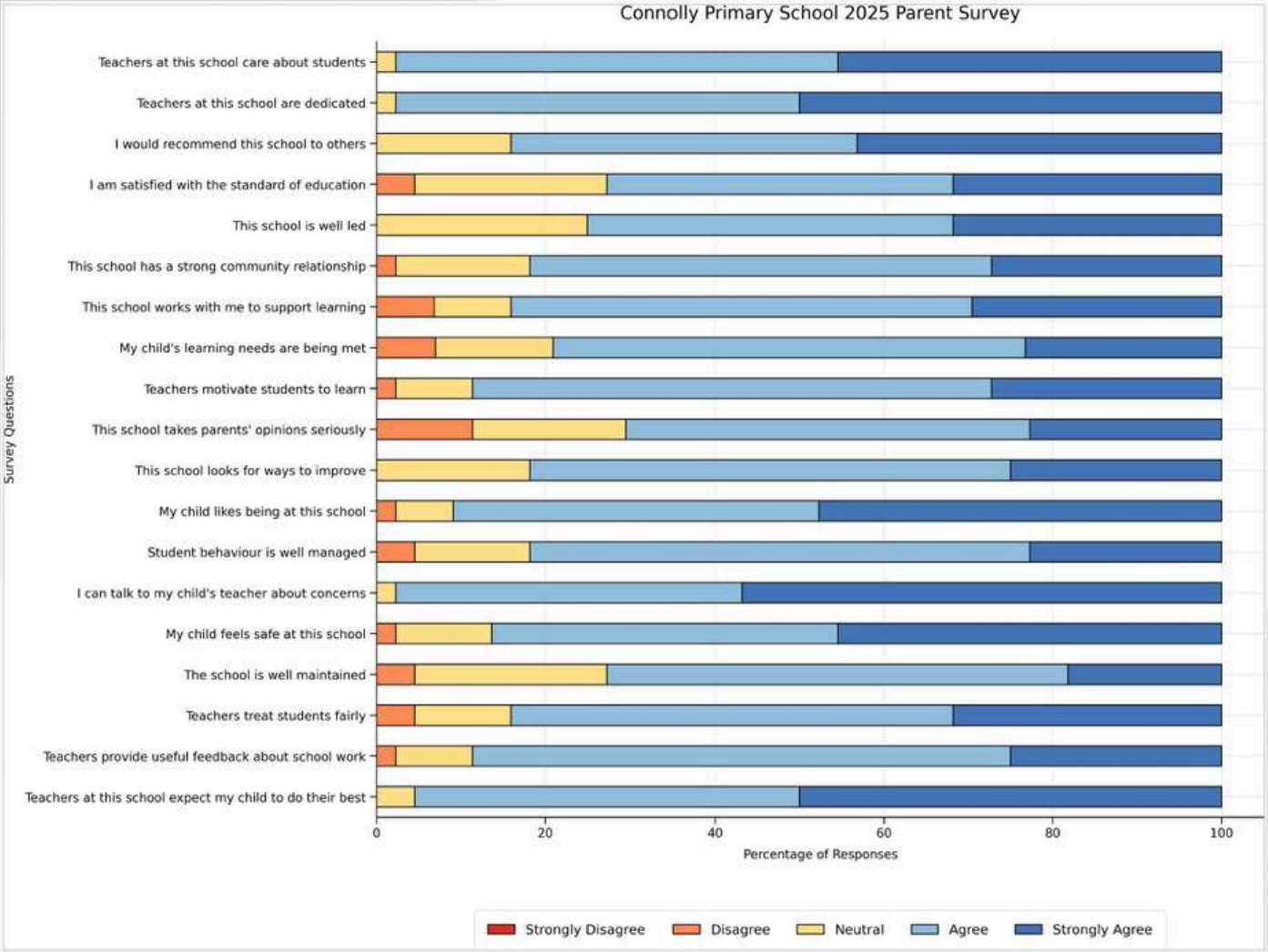
Attendance

As of Semester 2, 2025, enrolment was 385 students. The school will continue to promote enrolment through social media and its website in 2026.

Attendance remains a priority, given its direct link to student success. In 2025, overall attendance was strong at 92.4%, exceeding both similar schools and the WA public school average. Non-Aboriginal attendance was 92.4%, while Aboriginal attendance was 92.9%, also above the state average.

Regular monitoring enables early intervention, resulting in more students attending consistently and fewer in higher-risk categories. The school works closely with families to support attendance, with additional wellbeing support available through the School Chaplain and Psychologist.

2025 PARENT SURVEY



RESULTS ANALYSIS

Parent survey results reflected a high level of satisfaction across the school community. Parents expressed strong confidence in staff, particularly in the quality of teaching, care for students, and high expectations for learning. Most parents agreed that their child feels safe, enjoys attending school, and that communication with teachers is positive and accessible.

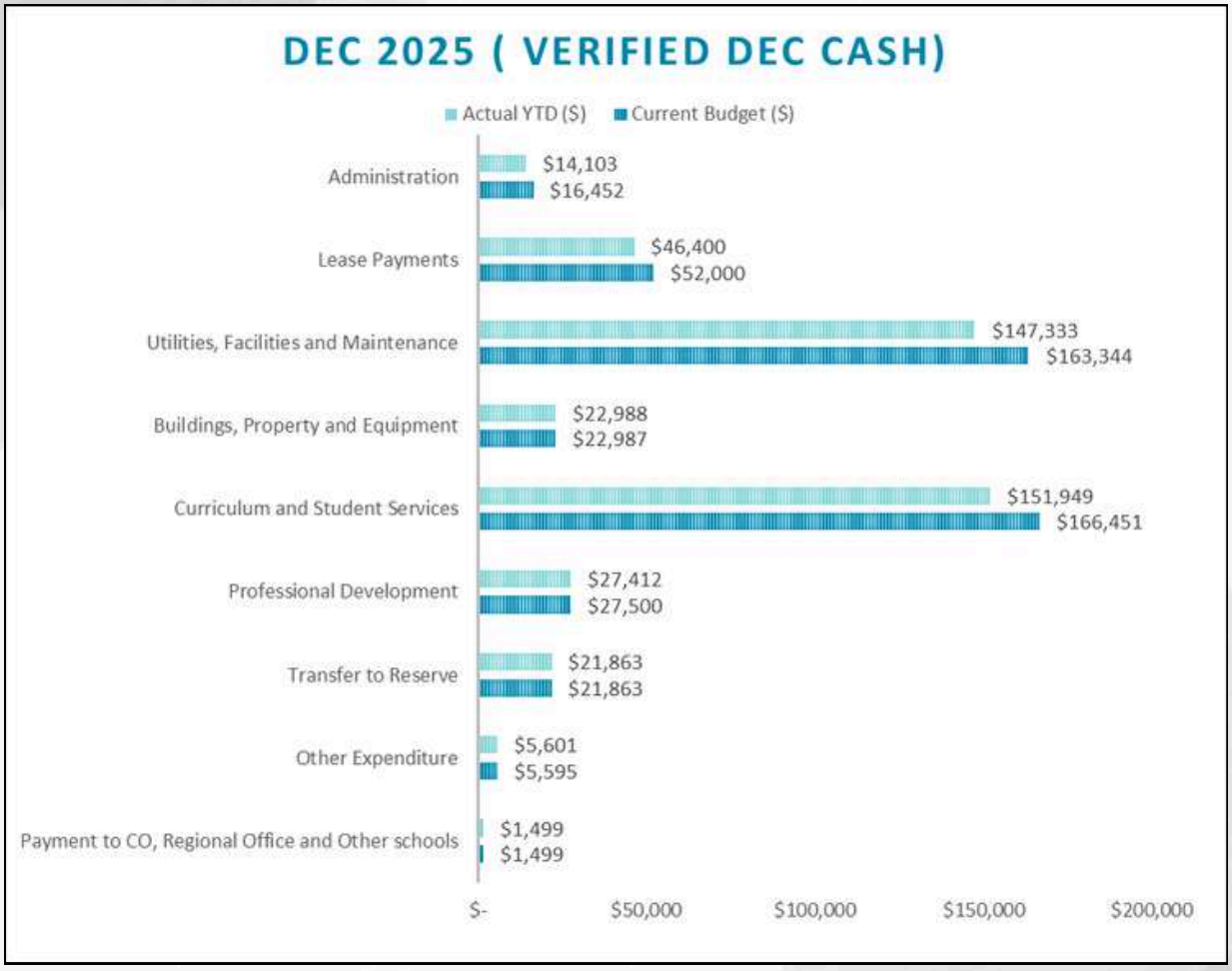
Areas identified for ongoing improvement included student behaviour management, strengthening opportunities for parent voice, and continued attention to communication, student wellbeing, and school facilities. Overall, the results highlight a positive school culture and strong partnerships between home and school.

FINANCIAL SUMMARY

The Financial Summary depicts the school funding and the use of resources.

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	71,983	71,983
Carry Forward (Salary):	223,540	223,540
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,159,297	4,159,297
Locally Raised Funds:	192,947	191,152
Total Funds:	**4,647,767**	**4,645,973**
EXPENDITURE		
Salaries:	3,840,360	3,840,360
Goods and Services (Cash):	477,692	439,148
Total Expenditure:	**4,318,051**	**4,279,508**
VARIANCE:	**329,716**	**366,465**

Locally Generated Revenue - Budget vs Actual

FINANCIAL SUMMARY

Goods and Services Expenditure - Budget vs Actual