



SOUTH HALLS HEAD
PRIMARY SCHOOL

2025 ANNUAL School Report



My School, My Future
Our Village

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School Report

South Halls Head Primary School

School Overview

South Halls Head Primary School works in close partnership with its community to provide an outstanding educational experience for every student. Our commitment to Success for All Students reflects our belief in developing the whole child, academically, socially, emotionally, creatively and physically. We foster a culture where students are encouraged to strive for excellence, take risks, embrace challenges and learn from mistakes. High expectations, explicit teaching practices and strong student support structures ensure that every child is supported to reach their full potential, regardless of background or circumstance.

Our motto, ‘My School, My Future, Our Village’, continues to guide our vision and daily practice. As an Independent Public School and Lead School within the Department’s Quality Teaching Strategy, we are proud to select and develop exemplary staff who align with our improvement agenda and future directions. Evidence-informed instructional approaches, collaborative planning and ongoing professional learning underpin our pursuit of Excellence in Teaching. We firmly believe that every student can achieve at high levels when provided with consistent, high-quality instruction and strong relationships.

At the heart of South Halls Head Primary School is our deeply embedded “village” culture. Students, staff and families experience a strong sense of belonging, connection and shared responsibility. We value authentic partnerships with parents and the wider community, recognising that learning thrives in a safe, inclusive and supportive environment. Through intentional wellbeing structures and a collective commitment to care, respect and high standards, our school community works together to ensure that every child feels confident, capable and proud to be part of our village.



Student Numbers and Characteristics

2025 Total Enrolments: 629

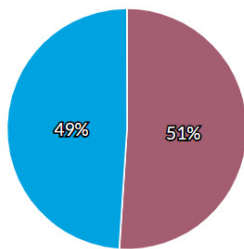
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(36)	58	80	79	83	88	89	81	594
Part Time	71								

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

Student Characteristics:

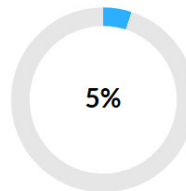
Total enrolments: 629

- Boys 308
- Girls 321



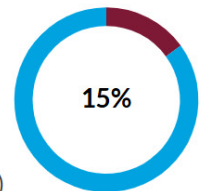
Full-time equivalent enrolments: 600.6

Indigenous students



Language background other than English

- Yes (15%)
- No (85%)
- Not stated (0%)



Student Trends:

Semester 2	2021	2022	2023	2024	2025
Primary (Excluding Kin)	535	532	538	576	558

Expected Student Growth

South Halls Head Primary School continued its trend of strong enrolment growth in 2025, ending the year with 629 students enrolled. This reflects ongoing demand for quality public education in Halls Head and surrounding areas. As at Semester 2 2025, enrolments comprised Kindergarten through Year 6, with a total of 629 students (71 in Kindergarten and Pre-Primary combined, and 500 in Years 1-6).

Over recent years, student numbers have generally trended upward following post-COVID fluctuations, reflecting the school's strong reputation for academic achievement and student wellbeing. In 2023 the school finished the year with 606 students, and the increased 2025 figure indicates continued community confidence in the school's programs and culture.

There has been sustained strong enrolment in the middle and upper primary cohorts in 2025, consistent with demographic patterns for families settling in the broader Halls Head and Mandurah region. Kindergarten enrolments have stabilised at levels similar to previous years, aligning with wider regional trends affecting early childhood education participation.

Selection as a Lead School for the Department's Quality Teaching Strategy and the school's ongoing high achievement in NAPLAN assessments have continued to drive demand for enrolment, including from families outside the school's local intake area.

2025 demographic forecasting for Halls Head suggests that while growth in the number of primary-aged children will remain stable over the coming five years, these children's enrolments are expected to be distributed across several local primary schools (including public and private sectors), reflecting broader population redistribution across Mandurah suburbs.



Workforce Composition

Staffing Profile:

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.8	0
Total Administration Staff	3	2.8	0
Teaching Staff			
Level 3 Teachers	3	2.8	0
Other Teaching Staff	34	27.1	0
Total Teaching Staff	37	29.9	0
Allied Professionals			
Clerical / Administrative	4	3.5	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	27	19.7	0
Total Allied Professionals	32	24.2	0
Total	72	56.9	0

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Comments:

South Halls Head Primary School continues to benefit from a highly skilled and dedicated staff team, with overall stability remaining a strength throughout 2025. The year saw significant leadership transition, as long-serving Principal Melanie Buller moved to another school and Deputy Principal Kareena McCabe assumed the Principal role, ensuring continuity of vision and strategic direction. An increase in graduate teachers enriched the workforce, complementing the experience of long-standing staff. Several valued team members were successful in securing promotional opportunities or pursuing new career pathways. Careful workforce planning and targeted professional learning have ensured the continued delivery of high-quality teaching and sustained student achievement.

Attendance

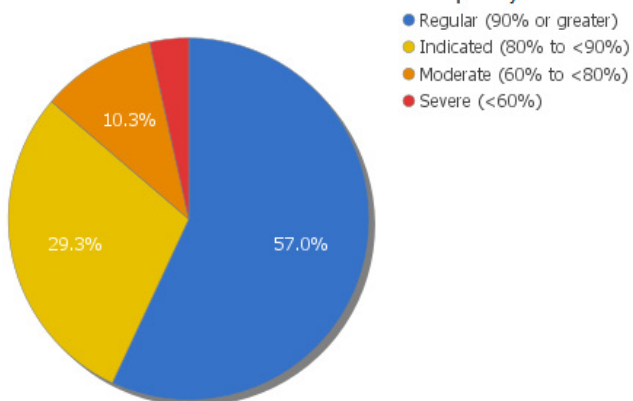
Student Attendance

Student attendance increased in 2025 (88.8%), however, we are yet to return to pre-COVID levels. Our overall attendance fell below both **like schools** (-1.2%) and **WA public schools** (-0.3%) for the third year.

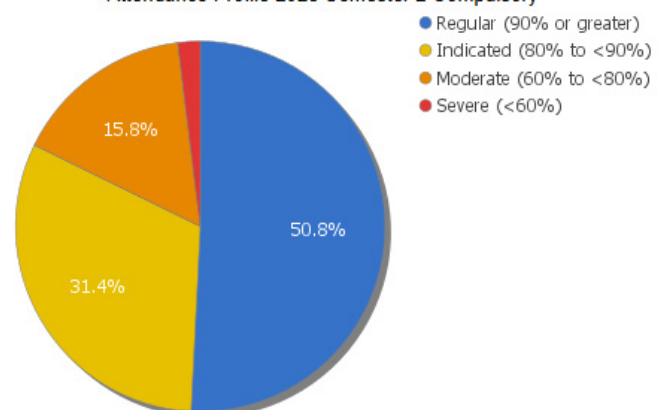
	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	91%	90%	89%	89%	87%	89%	89%
2024	90%	90%	89%	89%	90%	88%	89%
2025	89%	89%	91%	90%	88%	88%	87%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	56.5%	33.3%	7.8%	2.4%
2024	56.1%	33.1%	8.5%	2.2%
2025	57.0%	29.3%	10.3%	3.5%
Like Schools 2025	65.0%	23.9%	8.6%	2.5%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

Attendance Profile 2025 Semester 1 Compulsory



Attendance Profile 2025 Semester 2 Compulsory



Analysis and Impact of Evidence

Attendance at South Halls Head Primary School in 2025 remained relatively stable across the three-year period, with an overall attendance rate of 88.8%. While this sits slightly below like schools, there was a small improvement in the proportion of students achieving regular attendance. Encouragingly, Aboriginal attendance improved compared to 2024, reflecting the impact of targeted engagement strategies.

The increase in moderate and severe attendance categories highlights the need for continued early intervention, case management and strengthened partnerships with families. Attendance remains a key focus within the school's strategic priority of Success for All Students, with refined tracking processes and proactive wellbeing supports planned to increase the proportion of students attending regularly in 2026.

Management of Non-Attendance

The school maintains a proactive approach, including:

- Early identification of emerging attendance concerns
- Direct communication with families
- Attendance case management processes
- Collaboration with external agencies where required

Targeted support plans were implemented for students identified as at risk, with a strong emphasis on building positive relationships, strengthening family partnerships and reinforcing the importance of regular attendance to academic and social success. 2025 also saw the introduction of a Pastoral Care Engagement Officer who will bridge the gap between home and school.



Student Achievement and Progress

NAPLAN Data and Analysis

While South Halls Head Primary School continues to perform above like schools across all areas in Year 5, our Year 3 results have declined to a level comparable with like schools. In response, the school has strengthened its focus on evidence-based phonics instruction in the early years and continued the implementation of an explicit mathematics program to support improved literacy and numeracy outcomes for Year 3 students.

Compare to ● Students with similar background ● All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	398	410	416	404	390
Year 5	494	501	504	535	489



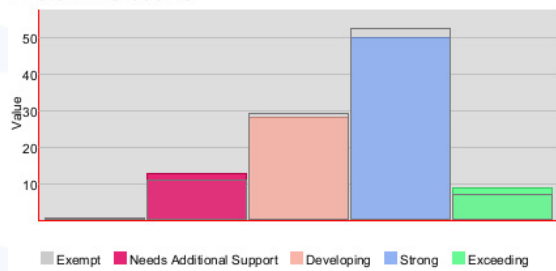
Numeracy

Comparative Performance for Numeracy

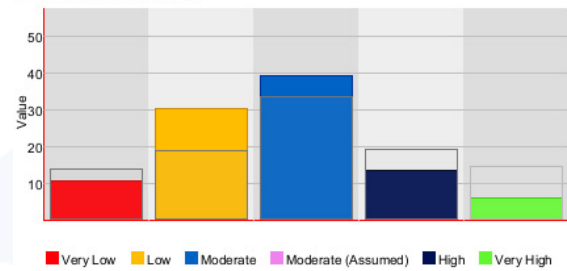
Numeracy	Performance	Students
	2025	2025
Year 3	0.0	78
Year 5	0.0	81

Year 3

Numeracy - Proficiency
Filters : All Students

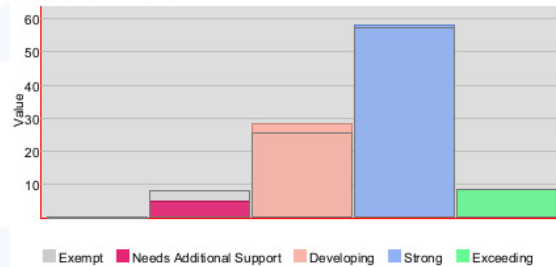


Numeracy - Progress
Filters : All Students

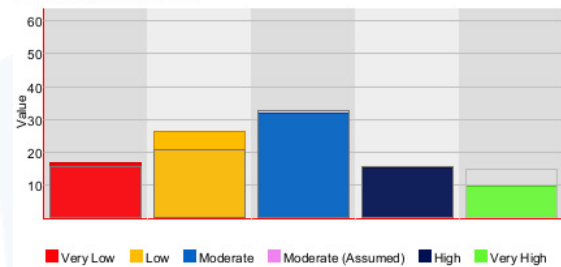


Year 5

Numeracy - Proficiency
Filters : All Students



Numeracy - Progress
Filters : All Students



In 2025 NAPLAN Numeracy, the school performed at the like-school mean in both Year 3 and Year 5 (0.0 each). The largest proportion of students in both year levels sit in the 'Strong' proficiency band, which is a positive foundation, though the 'Exceeding' cohort appears smaller compared to some literacy domains. Both year levels also show a visible group of students in the 'Needs Additional Support' and 'Developing' bands.

Progress data for both year levels shows most students tracking in the 'Moderate (Assumed)' range, with a spread across 'Low' and 'High' categories. The 'Very Low' and 'Very High' progress groups remain smaller but are still present in both years. Given that Numeracy sits at the like-school mean across both year levels, there is an opportunity to build on the existing strong foundation and implement targeted strategies to lift performance above the mean, particularly through the extension of the explicit mathematics program into Year 3 in 2026.

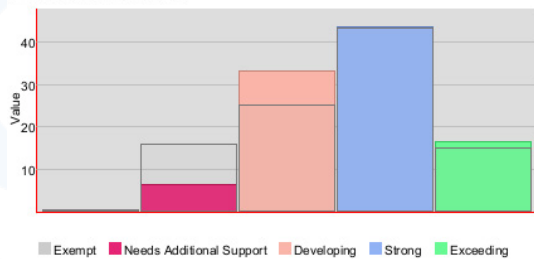
Reading

Comparative Performance for Reading

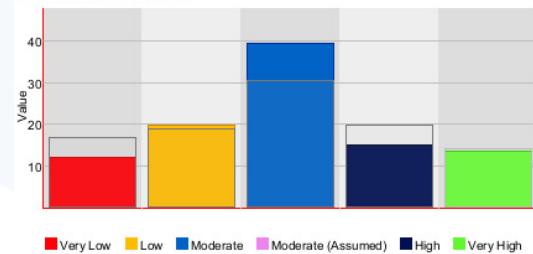
Reading	Performance	Students
	2025	2025
Year 3	0.6	78
Year 5	0.0	81

Year 3

Reading - Proficiency
Filters : All Students

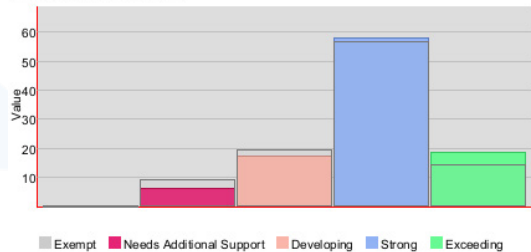


Reading - Progress
Filters : All Students

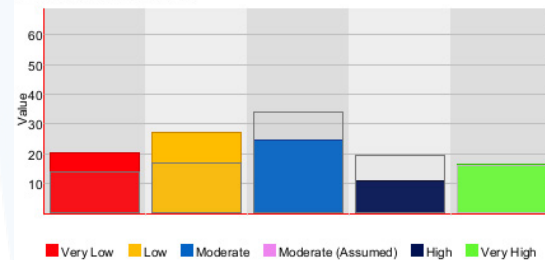


Year 5

Reading - Proficiency
Filters : All Students



Reading - Progress
Filters : All Students



In 2025 NAPLAN Reading, the school performed above the like-school mean in Year 3 (0.6) and at the like-school mean in Year 5 (0.0). Across both year levels, the largest proportion of students sit in the 'Strong' proficiency band, which reflects positively on whole-class reading instruction. A smaller but notable group are performing in the 'Exceeding' band in both years.

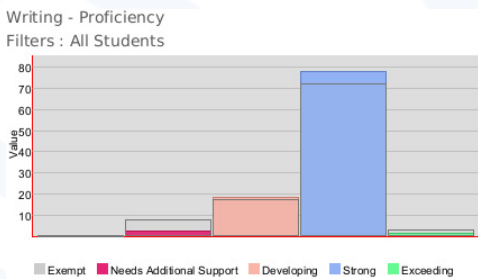
Both year levels show a continued cohort of students in the 'Needs Additional Support' and 'Developing' bands, indicating a need for sustained and targeted reading intervention. Progress data shows most students tracking at 'Moderate (Assumed)' or 'High', though students in the 'Low' and 'Very Low' progress bands across both years will require close monitoring and focused support to improve their trajectories.

Writing

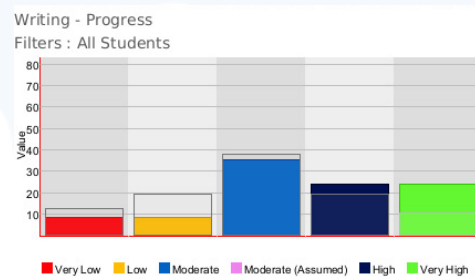
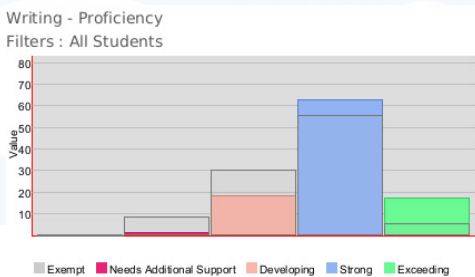
Comparative Performance for Writing

Writing	Performance	Students
	2025	2025
Year 3	0.5	77
Year 5	1.5	81

Year 3



Year 5



In 2025 NAPLAN Writing, the school performed above the like-school mean in both Year 3 (0.5) and Year 5 (1.5), with Year 5 showing a particularly strong result. Across both year levels, the largest proportion of students sit in the 'Strong' proficiency band, which is a positive reflection of writing instruction across the school. A small cohort of students are also performing in the 'Exceeding' band, particularly in Year 5.

Both year levels show some students in the 'Needs Additional Support' and 'Developing' bands, suggesting targeted writing intervention remains necessary. Year 5 progress data indicates most students are tracking at 'Moderate (Assumed)' or 'High', though students in the 'Low' and 'Very Low' bands will require focused support.

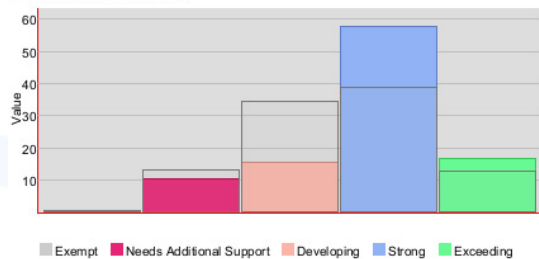
Spelling

Comparative Performance for Spelling

Spelling	Performance	Students
	2025	2025
Year 3	1.0	78
Year 5	0.0	81

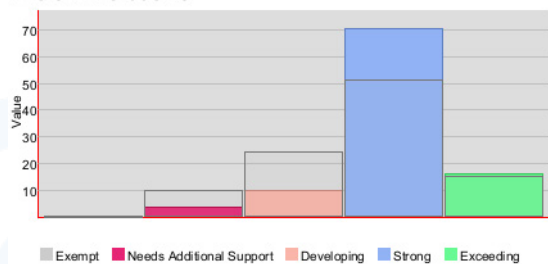
Year 3

Spelling - Proficiency
Filters : All Students



Year 5

Spelling - Proficiency
Filters : All Students



In 2025 NAPLAN Spelling, the school performed above the like-school mean in Year 3 (1.0) and at the like-school mean in Year 5 (0.0). Across both year levels, the largest proportion of students sit in the 'Strong' proficiency band, which is encouraging, and a small cohort of students are performing in the 'Exceeding' band in both years.

However, both year levels still include students in the 'Needs Additional Support' and 'Developing' bands, highlighting the need for ongoing targeted spelling intervention. The stronger Year 3 result relative to Year 5 may suggest that spelling skills are not being consistently consolidated as students progress, which would be worth investigating further.

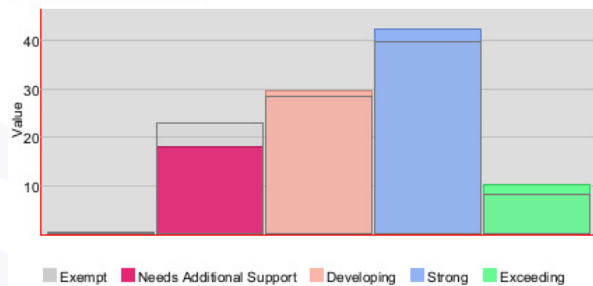
Grammar & Punctuation

Comparative Performance for Grammar

Grammar	Performance	Students
	2025	2025
Year 3	0.5	78
Year 5	1.6	81

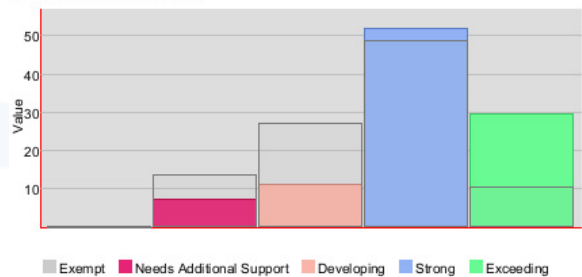
Year 3

Grammar - Proficiency
Filters : All Students



Year 5

Grammar - Proficiency
Filters : All Students



In 2025 NAPLAN Grammar & Punctuation, the school performed above the like-school mean in both Year 3 (0.5) and Year 5 (1.6), with Year 5 again recording a notably strong result. The largest proportion of students in both year levels sit in the 'Strong' proficiency band, and a small cohort are performing in the 'Exceeding' band, particularly in Year 5.

As with other domains, both year levels show a group of students in the 'Needs Additional Support' and 'Developing' bands, indicating that targeted support in grammar and punctuation remains a priority.



NAPLAN Overview

In 2025, the school demonstrated consistently strong performance across all NAPLAN domains, with the majority of students in both Year 3 and Year 5 sitting in the 'Strong' proficiency band. Notably, the school performed above the like-school mean in Reading (Year 3), Writing (both year levels), Spelling (Year 3), and Grammar & Punctuation (both year levels), with Year 5 recording particularly strong results in Writing and Grammar & Punctuation. Numeracy was the one domain where both year levels sat at the like-school mean, presenting a clear opportunity for growth.

Across all domains, a recurring theme is the presence of students in the 'Needs Additional Support' and 'Developing' bands, highlighting the ongoing need for targeted intervention at both year levels. Progress data generally shows most students tracking at 'Moderate (Assumed)' or above, though students in the 'Low' and 'Very Low' progress bands require focused monitoring and support. Moving forward, the extension of the explicit mathematics program into Year 3 in 2026, combined with targeted literacy and numeracy interventions, will be key to ensuring all students are supported to progress and that the school's above-average performance in several domains is maintained and further strengthened.

Looking to 2026

Next year, in alignment with our Business Plan targets, we will focus on building staff capability to strengthen student engagement and achievement. Instructional Coaching will remain a key strategy to support consistent, high-quality teaching practices, with a focus on engagement norms such as TAPPLE and the continued development of middle leaders to support coaching and feedback cycles.

Maintaining a low-variance phonics approach will remain a priority to ensure consistency in early literacy instruction. The use of our literacy screening tool, DIBELS, will support responsive tiered interventions and ongoing literacy growth.

Staff will engage in disciplined dialogue using multiple data sources, including Elastik gap analysis from PAT and NAPLAN assessments, to inform targeted teaching and daily review.

Implementation of the Positive Behaviour in Schools framework will continue to strengthen school culture and ensure strong preconditions for learning.

Post School Destination

2025 school destinations of the 2024 student cohort

Year Level :

Destination Schools	Male	Female	Other	Total
4166 Halls Head College	14	23		37
1380 Mandurah Catholic College	13	14		27
1373 Frederick Irwin Anglican School	6	4		10
1487 Austin Cove Baptist College	2	4		6
4148 Coodanup College		3		3
4196 John Tonkin College	1	2		3
1462 Mandurah Baptist College	2			2
4199 Coastal Lakes College	1			1
1412 Foundation Christian College	1			1
6155 Halls Head College Esc	1			1
4043 Pinjarra Senior High School		1		1
4054 Rockingham Senior High School	1			1
Total	42	51	0	93

Of the 93 students graduating from Year 6 in 2024, 37 students (40%) enrolled at Halls Head College, our local intake secondary school. A total of 46 students (49%) transitioned to private schooling options, including Mandurah Catholic College, Frederick Irwin Anglican School, Austin Cove Baptist College, Mandurah Baptist College, and Foundation Christian College.

The remaining 10 students (11%) enrolled at other public secondary schools, reflecting individual family choice or specific program pathways.

Financial Overview

School Income by Funding Source

One Line Budget - Dec 2025

	Current Budget	Actual YTD
Carry Forward (Cash):	\$ 370,775	370,775
Carry Forward (Salary):	\$ 504,041	504,041
INCOME		
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 6,949,618	6,949,618
Locally Raised Funds:	\$ 191,097	193,948
Total Funds:	\$ 8,015,530	8,018,381
EXPENDITURE		
Salaries:	\$ 6,380,278	6,380,278
Goods and Services (Cash):	\$ 1,002,144	718,570
Total Expenditure:	\$ 7,382,421	7,098,848
Variance:	\$ 633,109	919,533

