



# Cottesloe Primary School Annual Report 2025

## Integrity Above All

### Principal's Message

*Djenark Keny Kadadjiny Kooliny*

It is my pleasure to present the 2025 Annual Report for Cottesloe Primary School.

Cottesloe Primary School continues to provide broad and enriching learning opportunities within a safe and supportive environment where every student can thrive. Throughout 2024–2025, our focus has been clear: strengthening instructional consistency, aligning curriculum delivery, and ensuring every student demonstrates measurable growth.

This year also saw the conclusion of several long-awaited infrastructure improvements, including a new bike and sports shed and a redesigned grassed playground for our Pre-Primary students. These developments will further enhance our learning and play environments.

Our academic improvement work has centred on reducing variability across classrooms, strengthening data literacy, and aligning resources to student need.

We are encouraged by the growth evident across literacy and numeracy, particularly in students who began below expected benchmarks. Our next phase focuses on lifting high achievement while maintaining strong intervention impact.

Our school values—integrity, kindness, perseverance, excellence and respect—are embedded in all aspects of school life and underpin our commitment to developing confident, capable learners.

I am incredibly proud of our staff, whose dedication and professionalism ensure students are supported and challenged to achieve their best. Our work is strengthened by the outstanding support of our parent community. I thank the School Board, led by Mel Love, the P&C under the leadership of LeeAnne Murray, and the Cottfathers, led by Dan Pickup, for their continued contribution to the life of the school. I also extend my sincere thanks to Marlon Cooray, who is stepping down from the Board this year, for his valued service.

Together, our staff, students and families continue to make Cottesloe Primary School a vibrant and connected learning community.

Thank you for reading the 2025 Annual Report

Graham Dart  
Principal



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## Priority 1: Quality Teaching and Learning

Aligned to Teaching Quality and Student Achievement domains

### 2024 - 2027 Strategic Plan

#### What We Implemented

- Whole-school lesson design framework
- Strengthened Daily Reviews
- Spelling Mastery Years 2–6
- Continued Top Ten Mathematics implementation
- Data-led mathematics alignment
- PRIME Mathematics adoption planned for 2026
- Observation and feedback framework development

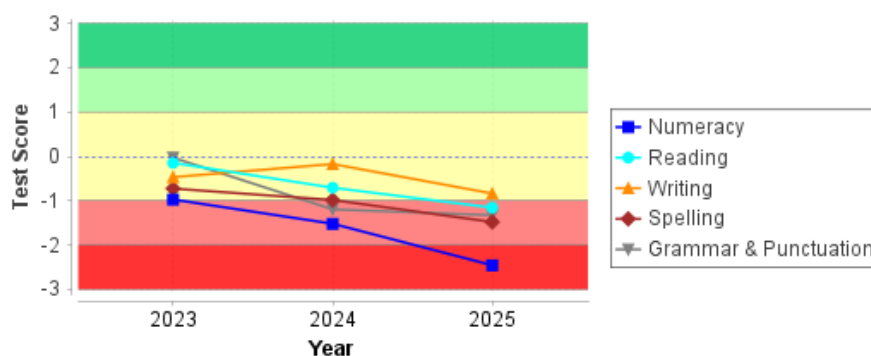
#### Evidence of Impact

- Reduced variability across classes
- Improved Year 5 NAPLAN Mathematics and Spelling
- Strong literacy growth in intervention cohort

### Achievement Snapshot Compared to Like Schools WA

Student achievement continues to be closely monitored through a combination of systemic and school-based assessments including **NAPLAN, PAT Adaptive assessments and school-based diagnostic data**. This triangulation of data enables the school to track both **achievement and longitudinal growth**, ensuring that teaching programs are responsive to student needs and aligned with whole-school improvement priorities.

Year 3 Performance



Over the three-year period, Year 3 results show a consistent pattern of performance slightly below the like school averages across most literacy and numeracy domains.

Key observations include:

- **Reading and Writing** remained relatively stable across the three years, sitting just below the like school average.
- **Spelling and Grammar & Punctuation** show minor declines between 2023 and 2025.
- **Numeracy** demonstrates the greatest downward trend, indicating an area requiring targeted instructional focus.

These results provided important insight for school planning and contributed to the refinement of whole-school approaches in both literacy and numeracy



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## Performance Compared to National Average

Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	421	436	409	426	398
Year 5	511	481	513	537	541

NAPLAN participation for this school is 100%  
 NAPLAN participation for all Australian students is 95%

NB A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

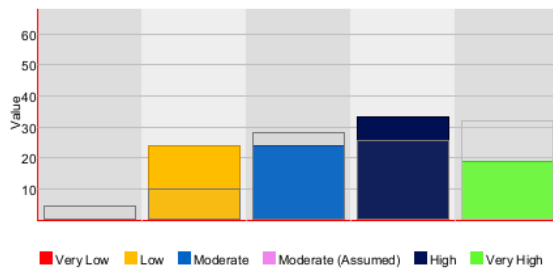
The table above indicates appropriate aAverage Student Achievementwhen compared to All Australian Schools. The high performance would be expected from a school in this demographic.

## Progress Data

**Cohort: Year 3 COTTESLOE PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03**

Numeracy - Progress

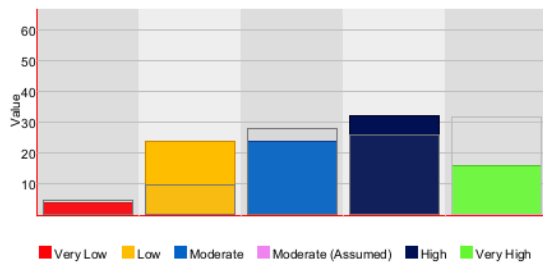
Filters : Stable Cohort



**Cohort: Year 3 COTTESLOE PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03**

Numeracy - Progress

Filters : All Students



The stable cohort data gives us confidence that the improvements we're seeing are linked to our instructional work rather than changes in cohort composition

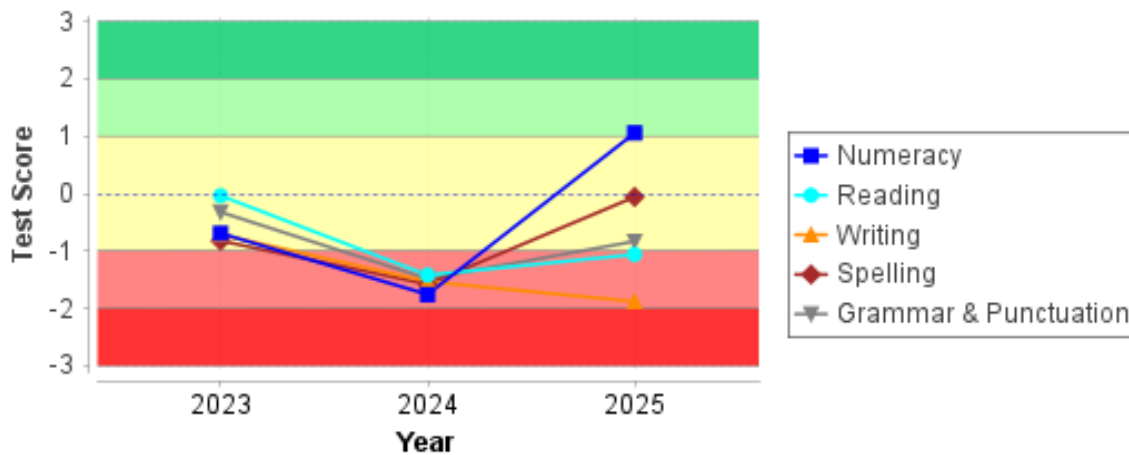
In response, the school strengthened several instructional strategies:

- Implementation of **explicit literacy instruction aligned to Science of Reading principles**
- Adoption of **Spelling Mastery across Years 2–6**
- Increased monitoring of early reading progress and intervention support
- Alignment of literacy assessment practices to improve data accuracy
- Introduction and implementation of PRIME from K – 6 to support high quality Mathematics instruction.

While Year 3 results reflect areas for improvement, they have provided a valuable baseline to guide targeted improvement strategies across the school.



## Year 5 Performance



Key trends include:

- **Numeracy shows a significant improvement in 2025**, moving from below benchmark in 2024 to above benchmark performance.
- **Spelling improved to meet the national benchmark**, reflecting the early impact of the new whole-school spelling program.
- **Grammar and punctuation also show improvement**, indicating strengthening writing conventions.
- **Reading remained slightly below benchmark**, suggesting the need for continued focus on comprehension development.
- **Writing declined slightly in 2025**, and remains a focus area for improvement planning.

These results demonstrate the **positive early impact of targeted instructional change**, particularly in numeracy and spelling.

The school continues to prioritise:

- strengthening explicit literacy instruction
- improving writing outcomes through moderation and instructional support
- extending high-performing learners while targeting intervention where required.

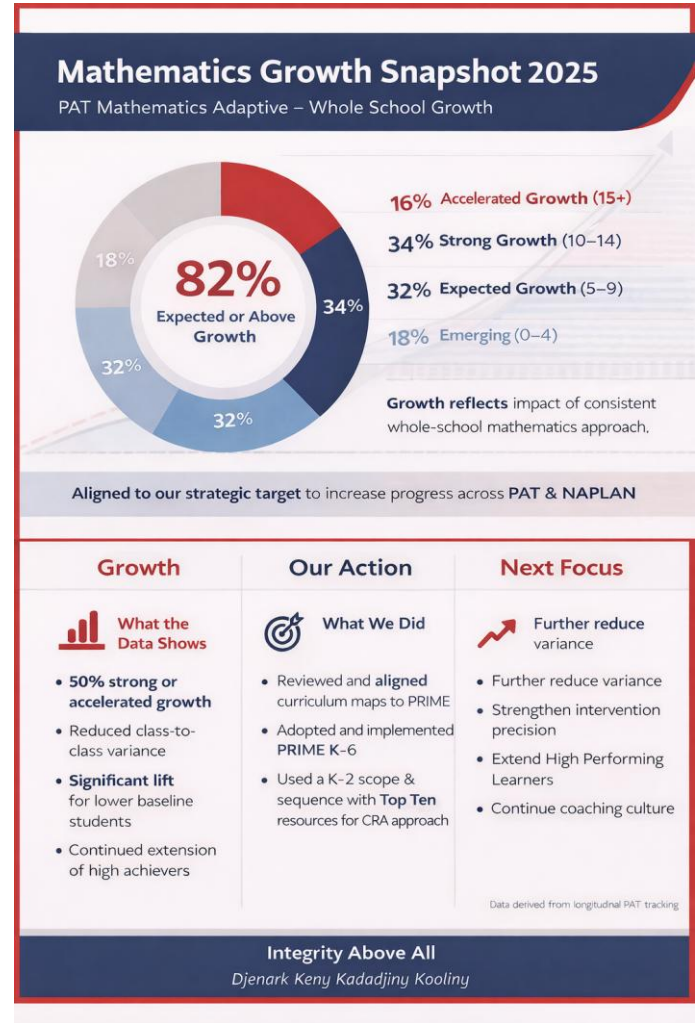
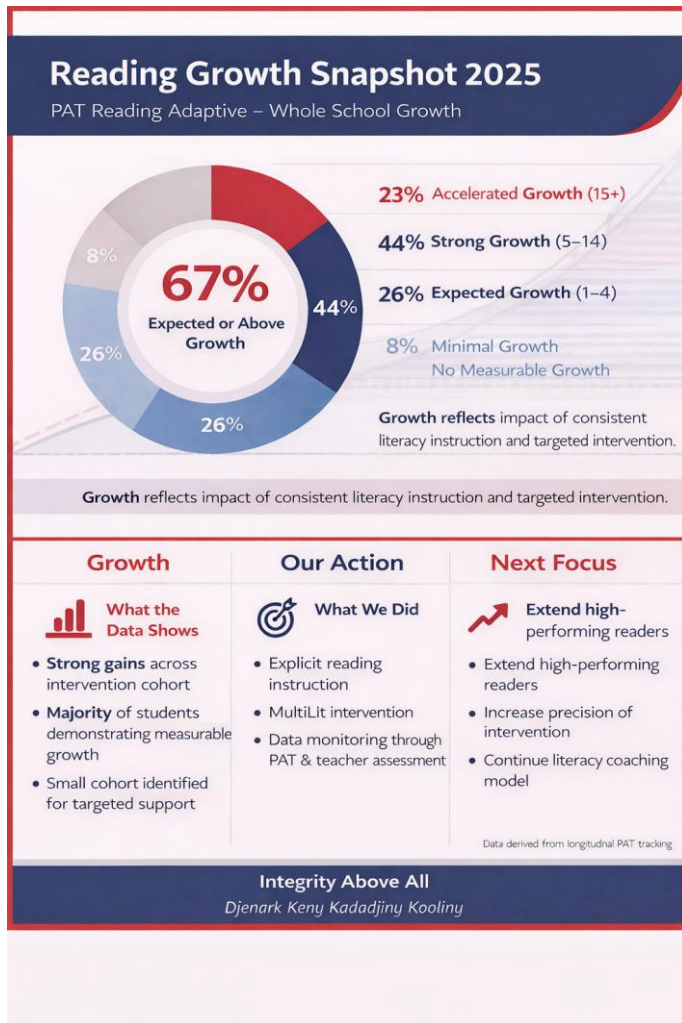


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## PAT Growth Data

In addition to NAPLAN achievement data, the school monitors **student growth using PAT Adaptive assessments**, allowing progress to be measured over time.

Whole-school data from 2024–2025 shows encouraging growth patterns:





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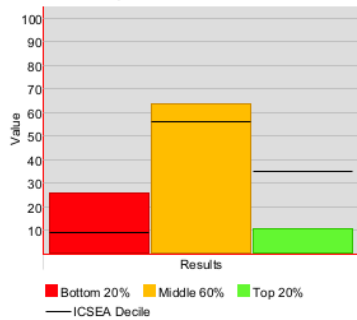
## ON Entry

On Entry assessments were completed mid Term One, with all Pre-primary students assessed in literacy and numeracy. Data gathered from these assessments will be used to identify students who may benefit from additional support.

### Cohort: COTTESLOE PRIMARY SCHOOL 20251 (2026) Reporting Period: Semester 1, 2025

On-Entry - Numeracy

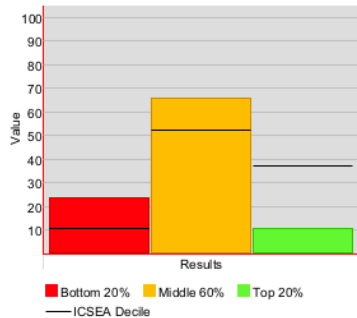
Results compared to ICSEA Decile including data from other schools



### Cohort: COTTESLOE PRIMARY SCHOOL 20251 (2026) Reporting Period: Semester 1, 2025

On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



The dotted black line indicates where 'like school' mean lies in comparison to our school results. Cottesloe Primary School students that are entering are below the levels of our "like" schools. As such, our school improvement plan has a strong focus and intention of early intervention and support.

Key Actions in 2025 include:

- Literacy and Numeracy intervention based on our evidence based whole school approaches.
- Use of our Education Assistants with additional training in Multi-Lit and targeted support using evidence based approaches.
- Release of ECE Teacher leaders to support teachers with data analysis and support for those at risk students.



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## Priority 2: Connected Culture of Wellbeing

Aligned to Learning Environment domain  
2024 - 2027 Strategic Plan

### Key Actions

- Whole-school PBS model is embedded throughout the school.
- Implemented Whole-School Approach to Well-being – Friendly Schools Initiative
- Shared and known behaviour matrix
- Rockhopper resilience program targeted early initiatives
- Mindfulness embedded after breaks
- Improved data informed SaER identification and monitoring
- Peer Mentoring continuing
- ECE outdoor space upgrades

### Evidence

- Strong attendance rates
- Calm and orderly classrooms
- Positive NQS verification outcome

## Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2023</b>	92.4%	92.7%	90.3%	84.2%	91.1%	74.3%	92.3%	92.7%	88.9%
<b>2024</b>	93.1%	93.1%	91%	84.7%	86%	74.3%	92.9%	93%	89.4%
<b>2025</b>	91.7%	93.2%	90.7%	88.1%	86.4%	73.2%	91.7%	93.2%	89.1%

## Priority 3: Collaborative and Innovative Staff

### Key Actions

- Senior Teacher leadership model
- Structured mentoring (Year 1 Maths)
- HPL Community of Practice
- Coaching and classroom observation training
- Data analysis embedded in staff meetings

### Evidence

- Increased instructional consistency
- Strengthened moderation processes
- Shared professional language
- Further enhancement of instructional coaching is identified as a priority for 2026.



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## Finance

<b>INCOME - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>56,466</b>	<b>56,466</b>
<b>Carry Forward (Salary)</b>	<b>57,849</b>	<b>57,849</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	3,025,267	3,025,267
School and Student Characteristics	1,058,846	1,058,846
Disability Adjustments	219,635	219,635
Targeted Initiatives	172,411	172,411
Operational Response Allocation	37,175	37,175
<b>Total Funds:</b>	<b>4,513,334</b>	<b>4,513,334</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	36,901	36,901
School Transfers – Salary	(366,998)	(366,998)
School Transfers - Cash	280,360	280,360
Department Adjustments	0	0
<b>Total Funds:</b>	<b>(49,737)</b>	<b>(49,737)</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	20,880	18,581
Charges and Fees	102,433	101,663
Fees from Facilities Hire	72,964	73,850
Fundraising/Donations/Sponsorships	83,845	50,497
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	29,676	9,823
Revenue from CO, Regional Office and Other schools	7,589	7,589
Other Revenues	47,518	25,517
<b>Total Funds:</b>	<b>364,905</b>	<b>287,520</b>
<b>TOTAL</b>	<b>4,942,817</b>	<b>4,865,432</b>

<b>EXPENDITURE - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>SALARIES</b>		
Appointed Staff	3,496,093	3,496,093
Casual Payments	477,398	477,398
Other Salary Expenditure	3,350	3,350
<b>Total Funds:</b>	<b>3,976,841</b>	<b>3,976,841</b>



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## GOODS AND SERVICES (CASH EXPENDITURE)

Administration	30,009	25,453
Lease Payments	29,000	24,487
Utilities, Facilities and Maintenance	124,297	110,157
Buildings, Property and Equipment	80,524	78,011
Curriculum and Student Services	435,540	418,137
Professional Development	14,766	9,882
Transfer to Reserve	0	0
Other Expenditure	0	50
Payment to CO, Regional Office and Other schools	645	645
<b>Total Funds:</b>	<b>714,781</b>	<b>666,822</b>
<b>TOTAL</b>	<b>4,691,622</b>	<b>4,643,663</b>

Thoughtful budget allocation and careful management of limited resources, saw the school expend more than the 96% of budget on students for this academic year. Staff who manage cost centres were responsible in their spending and targeted resources which supported school strategic plans.

Future allocations need to consider replacement and breakdown reserves whilst continuing to prioritise student programs.

### Stakeholder Satisfaction

Parent, staff and student feedback indicates strong confidence in school culture and communication. This data was affirmed by the Public School Review team who provided the following commendations:

- The school has established close partnerships with external service providers, including WizeTherapy, and organisations such as the Cottesloe Coast Care Association, alongside local councils and businesses, which provide additional learning opportunities and support for both students and staff.
- The P&C is proactive and effective in providing valuable support to the school through a range of initiatives, including fundraising, supplementing teacher resources, contributing to playground and building equipment and operating the valued uniform shop.
- The school is committed to nurturing the whole child, a focus that is well supported by meaningful community engagement in school events, including the highly valued COTT Fathers' program.

### Destination Schools for Graduates

Current system data was not available at the time of writing.

Traditionally, Cottesloe Primary School student will leave at the conclusion of Year 6 and attend one of the three Public Senior High Schools, Shenton College, Perth Modern or John Curtin College of the Arts or attend one of the Independent, Fee Paying High Schools in the area. There spread of students between the two systems is quite evenly distributed.



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## Looking Ahead – 2026 Priorities

The following table outlines how the school’s improvement priorities align with the strategic directions of the 2024–2027 Strategic Plan and the Public School Review domains.

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Initiative	Strategic Plan Priority	Public School Review Domain	Status
<b>PRIME Mathematics Implementation (K–6)</b>	Quality Teaching and Learning	Teaching Quality / Student Achievement	Implementation commencing 2026 following whole-school curriculum alignment
<b>Senior Primary Reading Program Development</b>	Quality Teaching and Learning	Teaching Quality / Student Achievement	Development phase – strengthening comprehension and upper primary literacy
<b>Explicit Instructional Practices and Lesson Design</b>	Quality Teaching and Learning	Teaching Quality	Embedded through whole-school instructional framework
<b>Coaching and Mentoring Model</b>	Collaborative and Innovative Staff	Leadership / Teaching Quality	Developing – expanding classroom observation and feedback practices
<b>Strengthened Data Literacy and Assessment Use</b>	Quality Teaching and Learning	Student Achievement	Embedded through PAT, NAPLAN and school-based diagnostic analysis
<b>Differentiation and Extension Practices</b>	Quality Teaching and Learning	Teaching Quality / Student Achievement	Ongoing focus to extend high-performing learners while supporting intervention
<b>Positive Behaviour Support (PBS) and Wellbeing Programs</b>	Connected Culture of Wellbeing	Learning Environment	Embedded whole-school approach
<b>Early Intervention and Literacy Support</b>	Quality Teaching and Learning	Student Achievement	Continued implementation through targeted programs and EA support