



Rockingham Beach
Primary School

2025 ANNUAL REPORT

Celebrating 130 Years of Community,
Growth and Excellence





Rockingham Beach
Primary School

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INTRODUCTION

The 2025 Annual Report provides an overview of Rockingham Beach Primary School's performance across the past twelve months and fulfils the reporting requirements of the Western Australian Department of Education. It highlights student achievement and progress in both academic and non-academic areas including curriculum delivery, student wellbeing and engagement. The report also outlines the school's progress in implementing the strategic priorities identified in the School Business Plan and reviews performance against the targets and milestones set within that plan.

As an Independent Public School Rockingham Beach Primary School is required to meet the expectations outlined in its Delivery and Performance Agreement. This agreement endorsed by the School Board the Principal and the Department of Education provides a framework for accountability effective governance and continuous improvement. This Annual Report presents a transparent account of the school's performance against agreed targets and measures and reflects the school's ongoing commitment to improving student outcomes and meeting system requirements.





PRINCIPAL'S MESSAGE

2025 has been a year of measurable growth and strengthened collective impact at Rockingham Beach Primary School. As we celebrate 130 years of serving the Rockingham community, we continue to honour our history while focusing on continuous improvement and student success.

A significant highlight of 2025 was our Year 5 NAPLAN achievement, with students performing above like schools across all domains. This reflects the consistent implementation of our Teaching for Impact framework, instructional coaching and collaborative planning structures.

Attendance remained comparable to like schools and closely aligned to the WA public school average. Our proactive intervention processes and strong family partnerships continue to support improved attendance outcomes.

I extend my sincere thanks to our students, staff, families and community partners. Together, we remain committed to inspiring lifelong learners who are drivers of their own success.



OUR VISION

Rockingham Beach Primary School inspires children to become lifelong learners who are drivers of their own success.

Our values are an integral part of the culture at Rockingham Beach, and we strive to make them inherent in all our interactions. Our values provide a foundation for building social responsibility and a sense of belonging.

- **Respectful**
- **Resilient**
- **Inclusive**
- **Curious**
- **Kind**

Our purpose is to value inclusivity, diversity and cultural responsiveness and to ensure we operate in a climate of high expectations for all students. We nurture every child through positive teacher–student relationships and create learning experiences that are engaging and inspire curiosity. Teachers are empowered through meaningful collaborative practice and high quality teaching maximises our impact. We also prioritise responsive partnerships that strengthen our school community.



SCHOOL OVERVIEW

Rockingham Beach Primary School is a Level 5 Independent Primary School co-located on a shared campus with the Rockingham Beach Education Support Centre. The school commenced operations on 1 February 1895 and has proudly served the families of Rockingham for 130 years. It is situated within the oldest established residential area in the City of Rockingham and forms part of the South Metropolitan Education Region and the Peron North Network of Schools. The school's ICSEA (Index of Community Socio-Educational Advantage) is 991 compared with the national average of 1000.

Sharing the campus with the Rockingham Beach Education Support Centre strengthens integration and promotes inclusivity tolerance and empathy. In 2025 all aspects of campus operations were collaboratively led through a Campus Leadership Team comprising two Principals three Deputy Principals and a Campus P&C.

The school is recognised within the community as a welcoming and supportive environment where positive relationships are prioritised. A strong emphasis is placed on student wellbeing and the development of positive mental health through a balanced social and emotional learning program. This includes the implementation of PBS Zones of Regulation and Friendly Schools to build resilience empathy and self-regulation.

Rockingham Beach Primary School delivers the curriculum mandated by the School Curriculum and Standards Authority, including the Kindergarten Curriculum Guidelines, the Early Years Learning Framework and the Western Australian Curriculum. High quality teaching at our school is guided by our pedagogical framework and aligned with the Department of Education's Quality Teaching Strategy. This framework reflects our shared beliefs about teaching and learning and outlines consistent whole school approaches including explicit instruction, differentiation and the use of data and evidence-based strategies to inform practice and improve student outcomes.

The school maintains a strong focus on meeting the needs of every student. Staff demonstrate a commitment to continuous improvement and adapt responsively to change to enhance student outcomes. The Business Plan reflects this commitment and has been developed in partnership with the school community. The recommendations from the 2024 Public School Review alongside analysis of student achievement data establish a clear improvement agenda for the next three years. The plan outlines the school's strategic drivers, improvement targets and key strategies to ensure every student is supported to achieve their potential across academic and non-academic domains.



STUDENT NUMBERS AND CHARACTERISTICS

Total Students 406

Full Time 381

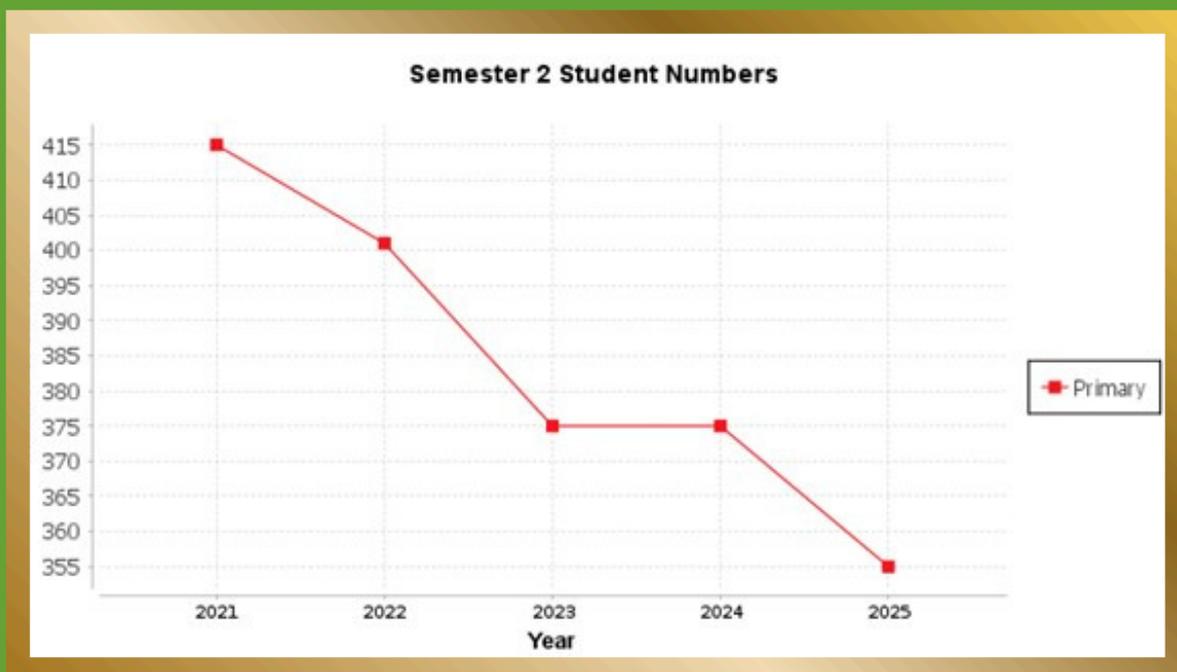
Part Time (Kindergarten) 51

Male 220

Female 186

Aboriginal Students 22

Enrolment patterns shifted following the graduation of 69 Year 6 students in 2024. The strategic expansion of Kindergarten to three classes in 2024 is strengthening early cohort growth.



Overall attendance remained stable and comparable to like schools. Year 4 and Year 6 attendance exceeded the state average, while early intervention strategies continue to target Year 2 attendance patterns.



STAFF INFORMATION

All teaching staff at Rockingham Beach Primary School meet the professional standards required to teach in Western Australian public schools and hold current Working with Children Checks, in accordance with legislative and Department of Education requirements.

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Total Administration Staff	4	4.0	0
Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	24	20.6	1
Total Teaching Staff	26	22.6	1
Allied Professionals			
Clerical / Administrative	3	2.8	0
Gardening / Maintenance	1	0.4	0
Other Allied Professionals	16	10.8	0
Total Allied Professionals	20	14.0	0
Total	50	40.6	1

In 2025, the school employed 26 teaching staff, including two Level 3 classroom teachers and five Senior Teachers. Staffing levels were maintained to support curriculum delivery and student learning needs, with three teaching staff members on approved leave during the year.

The school's administrative and corporate services workforce comprised one Level 4 Manager of Corporate Services, one Level 2 School Officer, and one Level 1 School Officer employed at 0.8 full-time equivalent (FTE), providing essential support to the effective operation and governance of the school.

Student learning and wellbeing were further supported by a team of 16 Allied Professionals, including Level 1 Education Assistants and Special Needs Education Assistants. These staff played a key role in supporting inclusive education practices and meeting the diverse learning needs of students across the school.



ATTENDANCE

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	88.5%	89.5%	90.3%	82.6%	76.8%	74.3%	88.3%	88.4%	88.9%
2024	88.5%	90.4%	91.0%	82.8%	82.1%	74.3%	88.3%	89.7%	89.4%
2025	89.2%	89.9%	90.7%	82.6%	79.0%	73.2%	88.9%	88.9%	89.1%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	59.0%	27.7%	8.9%	4.3%
2024	60.1%	25.3%	11.0%	3.6%
2025	60.9%	23.4%	10.9%	4.8%
Like Schools 2025	60.7%	25.5%	10.3%	3.5%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	85%	88%	89%	87%	88%	90%	89%
2024	87%	85%	91%	88%	87%	90%	90%
2025	89%	88%	85%	89%	90%	89%	90%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Analysis of attendance data indicates that Rockingham Beach Primary School's overall attendance rate is comparable to that of like schools and closely aligned with the Western Australian public-school average. The proportion of students attending regularly is above that of like schools, though slightly below the state average.

Consistent with the Business Plan target to actively promote the importance of regular attendance, the school has maintained a whole-school focus on attendance through regular messaging via school communication platforms, reinforcing expectations with students and families.

ATTENDANCE

Overall attendance trends are stable; however, the proportion of students in the 'severe at risk' category remains higher than like schools and the WA public school average. In response, the school implemented an attendance intervention flowchart to systematically identify, monitor and support at-risk students, including individual attendance plans developed in partnership with families.

Year 2 recorded the lowest attendance rate at 85 per cent, reinforcing the need for early intervention. Attendance in Years 4 and 6 was a strength, exceeding the state average and reflecting the positive impact of whole-school and targeted strategies.

MANAGING AT-RISK ATTENDANCE

RBPS implements a proactive, whole-school approach to managing at-risk attendance. Strategies include regular home visits for 'severe' at-risk students, individual attendance plans, fortnightly follow-up of unexplained absences and continued monitoring of persistent lateness. Parents are notified of absences via an automated SMS system, with regular attendance letters and reports sent home, supported by ongoing teacher communication.

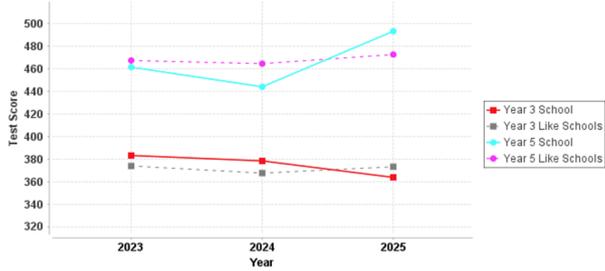
Attendance expectations are reinforced through newsletter reminders and embedded as a strategic priority in the Business Plan: 'Improve student attendance to at or above like schools'. Student engagement is strengthened through Positive Behaviour Support (PBS), including faction tokens, whole-school rewards, and Bronze, Silver, Gold and Platinum certificates. Additional support is provided through the School Chaplain, Defence Force Mentor and improvements to the Early Childhood environment to create a welcoming start to school.



STUDENT ACHIEVEMENT AND PROGRESS

NAPLAN SUMMARY 2025

Average Reading Score

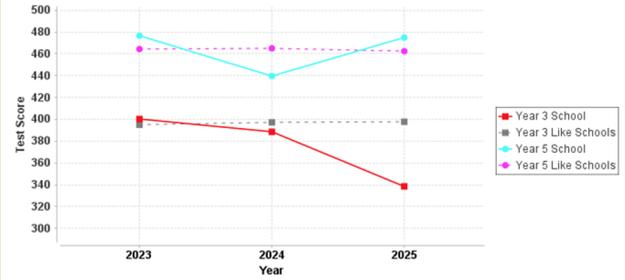


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	383	374	462	468
2024	379	368	444	465
2025	364	373	494	473

AVERAGE READING SCORE

- Our performance in Year 5 was above like schools
- Our performance in Year 3 was below like schools

Average Writing Score

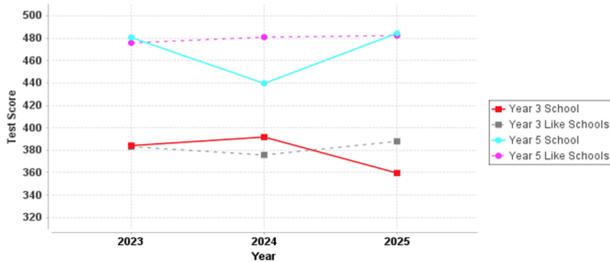


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	400	395	477	464
2024	389	397	440	465
2025	338	398	475	463

AVERAGE WRITING SCORE

- Our performance in Year 5 was above like schools
- Our performance in Year 3 was below like schools

Average Spelling Score

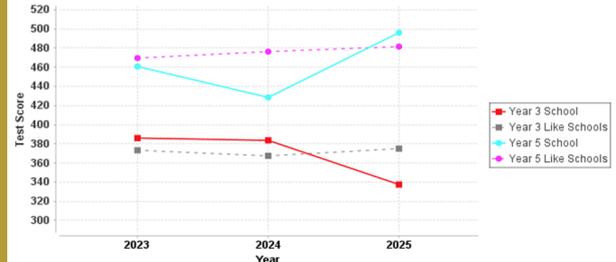


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	384	383	481	476
2024	392	376	440	481
2025	360	388	484	482

AVERAGE SPELLING SCORES

- Our performance in Year 5 was above like schools
- Our performance in Year 3 was below like schools

Average Grammar & Punctuation Score

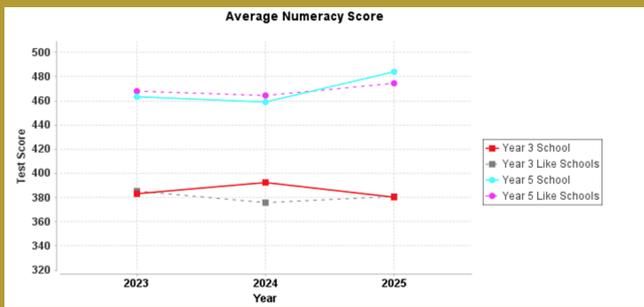


Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	386	373	461	470
2024	384	367	429	476
2025	338	375	496	482

AVERAGE GRAMMAR AND PUNCTUATION

- Our performance in Year 5 was above like schools
- Our performance in Year 3 was below like schools

NAPLAN SUMMARY 2025



AVERAGE NUMERACY

- Our performance was above like schools in Year 5 Numeracy.
- Our performance was below like schools in Year 3 Numeracy however the margin was narrow.

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	383	385	463	468
2024	392	376	459	464
2025	380	381	484	475

COMMENT

The Teaching for Impact Framework has been implemented to drive improved student performance, alongside the identification and introduction of high-impact instructional coaches to strengthen classroom practice. English and Mathematics Committee planning days continue each term, with a strong focus on using data to inform teaching and learning, and applying lines of inquiry to identify and address common misconceptions.

The Beach Beacon initiative shines a light on teaching and learning through a consistent, school-wide pedagogical approach to literacy and numeracy implemented across all classes. All staff are effectively using system and school assessment data to inform planning and monitor student progress, supported by ongoing professional learning in the Elastik data system, including the effective use of the Gap Analysis feature. Teachers are provided with collaborative planning time at year level to analyse cohort data and strategically respond to student needs. In addition, Curriculum and Team Leaders continue to be upskilled to strengthen their capacity to use data to track progress and design targeted interventions.



POST SCHOOL DESTINATION

SCHOOL	NUMBER OF STUDENTS
Rockingham Senior High School	31
Safety Bay Senior High School	3
South Coast Baptist College	6
Comet Bay College	1
Kolbe Catholic College	4
Kent Street Senior High School	1
Harrisdale Senior High School	1
Lakelands Senior High School	1
Overseas	1
TOTAL	49

Our 2025 Year 6 cohort has confirmed enrolments at the above secondary schools for the 2026 academic year. While students will transition to a combination of public and private settings, 77% have enrolled in Western Australian public schools, representing a slight decrease from 81% in the previous year. Of those enrolling in the public system, 63% will attend our local feeder school, Rockingham Senior High School.



PUBLIC SCHOOL REVIEW

PURPOSE

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning. Initially conducted on a 3-year cycle, subsequent reviews are determined to occur on a one-, 3- or 5-year timeframe. The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

SCHOOL SELF-ASSESSMENT VALIDATION

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Principal took a strategic approach to the school's self-assessment for the Public School review, incorporating the input of a range of staff.
 - Clarifying contextual information in the assessment summary of the Electronic School Assessment Tool (ESAT) submission provided a strong overview of the school's journey through its previous improvement cycle.
- The evaluation documentation of the recently administered staff school culture survey, aligned to each domain of the Standard, was a valuable overarching analysis tool and deeply credible evidence source.
- Staff demonstrated a robust knowledge of the Standard and aligned their selections of evidence to the foci of the 6 domains.
- A comprehensive representation of parents, Board members and students added value to the validation phase of the review with their authentic observations on the school's performance. The delegation of students included classroom representatives from early childhood classrooms who spoke with confidence, demonstrating leadership potential.
- Staff used their analyses of the current and historical data as the basis for their forward plans for improvement and complemented their hard work and commitment with optimism for the continued growth in the achievements of students.

The full report can be accessed at Schools Online and RBPS' Web page or by request.

ENDORSEMENT

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.

Steven Watson Deputy Director General, Schools



SCHOOL INCOME BY FUNDING SOURCE

ONE LINE BUDGET - Dec 2025 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	93,721	93,732
Carry Forward (Salary):	488,132	488,132
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,021,856	5,021,856
Locally Raised Funds:	352,432	340,964
Total Funds:	5,956,141	5,944,683
EXPENDITURE		
Salaries:	4,782,059	4,782,059
Goods and Services (Cash):	579,325	509,256
Total Expenditure:	5,361,384	5,291,314
VARIANCE:	594,757	653,369

INCOME - Dec 2025 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	93,721	93,732
Carry Forward (Salary)	488,132	488,132
STUDENT-CENTRED FUNDING		
Per Student	3,463,055	3,463,055
School and Student Characteristics	1,063,301	1,063,301
Disability Adjustments	76,877	76,877
Targeted Initiatives	369,043	369,043
Operational Response Allocation	48,919	48,919
Total Funds:	5,021,195	5,021,195
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(124,340)	(124,340)
School Transfers - Cash	125,000	125,000
Department Adjustments	0	0
Total Funds:	660	660
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	13,635	11,730
Charges and Fees	49,133	51,448
Fees from Facilities Hire	60,250	45,250
Fundraising/Donations/Sponsorships	9,974	10,526
Commonwealth Govt Revenues	500	500
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schoo	105,000	105,000
Other Revenues	18,911	21,481
Transfer from Reserve or DGR	95,030	95,030
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	352,433	340,965
TOTAL	5,956,141	5,944,684

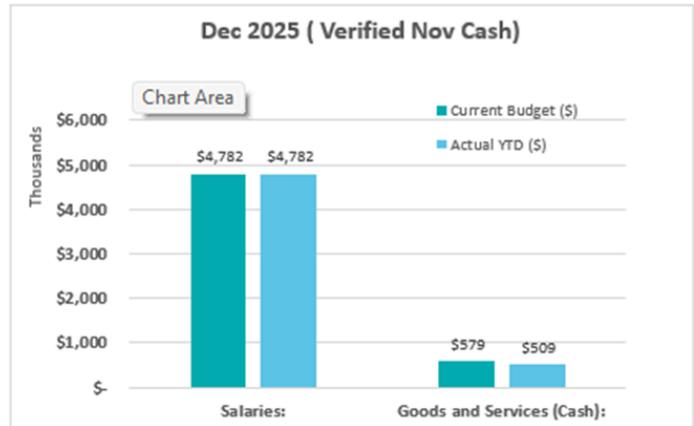


EXPENDITURE

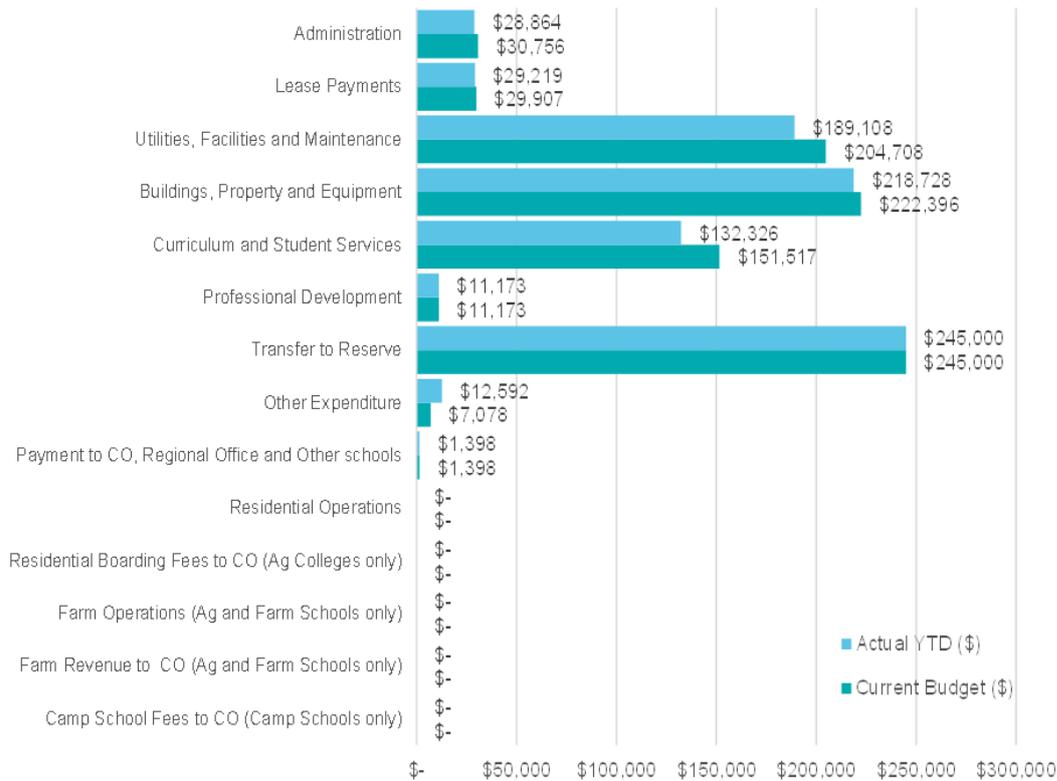
EXPENDITURE - Dec 2025 (Verified Nov Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,327,295	4,327,295
New Appointments	0	0
Casual Payments	426,922	426,922
Other Salary Expenditure	27,842	27,842
Total Funds:	4,782,059	4,782,059
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	30,275	19,218
Lease Payments	26,852	24,647
Utilities, Facilities and Maintenance	182,279	168,293
Buildings, Property and Equipment	163,409	145,837
Curriculum and Student Services	140,131	124,064
Professional Development	23,000	15,072
Transfer to Reserve	9,500	9,500
Other Expenditure	3,228	1,975
Payment to CO, Regional Office and Other schools	650	650
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	579,324	509,256
TOTAL	5,361,383	5,291,315

Goods and Services vs Salary expenditure



Dec 2024 (Verified Dec Cash)



IDENTIFIED SCHOOL PRIORITIES

IDENTIFIED SCHOOL PRIORITY	PROGRESS AGAINST PRIORITY	PLANNED ACTIONS	
		✓ Embedded	✓ Working towards
School-based and system progress data in literacy and numeracy demonstrates year-on-year progress for all students.	Implemented in 2024 as part of our 2024-2027 Business Plan	<ul style="list-style-type: none"> ✓ Increase data literacy levels of all staff through: <ul style="list-style-type: none"> ✓ PL in the use of the Elastik platform and use of the gap analysis feature to inform planning and measure progress ✓ Moderation of school-based common assessment tasks to support consistent teacher judgements ✓ Collaborative POL meetings to drive a continuous improvement cycle ✓ Embed school-wide pedagogical approach to English and Mathematics ✓ Embed an instructional coaching model 	
Create a safe and engaging learning environment for all stakeholders.	Implemented in 2024 as part of our 2024-2027 Business Plan	<ul style="list-style-type: none"> ✓ Actively promote the importance of regular attendance through school communication platforms ✓ Implement an intervention flowchart to identify and monitor students with at-risk attendance and collaborate with families to develop achievable attendance plans for those identified as being at severe risk. ✓ Engage DoE Statewide Services and interagency supports to coordinate appropriate physical and mental health services for students requiring additional support. ✓ Explicitly teach and consistently reinforce RBPS values by using shared values-based language and recognising positive behaviours through PBS tokens and positive behaviour certificates. ✓ Ensure CMS-trained staff deliver annual professional learning and CMS conferencing for all staff 	
Provide leadership opportunities for growth and development.	Implemented in 2024 as part of our 2024-2027 Business Plan	<ul style="list-style-type: none"> ✓ Continue the implementation of the Future Leaders Framework ✓ Link leadership development to the performance development cycle ✓ Student Leader and Class Representative distributed leadership structure 	
Manage resources in a targeted manner, maximising learning outcomes for all students.	Implemented in 2024 as part of our 2024-2027 Business Plan	<ul style="list-style-type: none"> ✓ Use student outcomes data and operational planning to drive the purchase and use of human and physical resources ✓ Utilise flexible one line budget to provide additional EA FTE to deliver targeted support/intervention programs across Years PP - 6 	
Build the capacity of the school to connect with community.	Implemented in 2024 as part of our 2024-2027 Business Plan	<ul style="list-style-type: none"> ✓ Invite local Aboriginal Elders to visit the school regularly to share stories, provide guidance and foster a sense of community ✓ Host community forums to understand the unique cultural needs and expectations ✓ Regularly review and update school website, Compass, social media platforms and electronic sign 	

