



We respectfully acknowledge the Whadjuk people, whose land on which we meet, learn and grow.

2025 ANNUAL REPORT

POYNTER PRIMARY SCHOOL



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PRINCIPAL'S WELCOME



Poynter Primary School is proudly located amongst the beautiful Tuart trees on Wadjuk Noongar Boodjar. We remain committed to embedding Aboriginal perspectives and supporting students to develop an understanding of culture, Country and community.

It is my pleasure to present Poynter's 2025 Annual Report. This report provides our community with an overview of the school's achievements, progress and key initiatives throughout the year. It outlines our ongoing work toward the priorities identified in our Business Plan and reflects our commitment to transparency, accountability and continuous improvement. In 2025, our focus remained on providing high-quality teaching and learning programs that support every student to achieve their academic, social and emotional potential. Through a collaborative and data-informed approach, our staff continued to refine classroom practice, strengthen whole-school processes and maintain high expectations for student progress, achievement and engagement.

I would like to thank our dedicated staff for their professionalism, expertise and commitment to our students. Teachers, education assistants, allied professionals and support staff all contribute to creating a positive and inclusive learning environment where students feel supported, challenged and encouraged to achieve their best. Collectively, we make a difference.

I also extend my sincere appreciation to our parents and families for their ongoing partnership with the school. Strong relationships between home and school continued to play an important role in supporting student wellbeing and learning. Our School Board and P&C Association continued to provide valuable time, support and guidance, contributing to the strong sense of community that underpins our school.

As well as celebrating student progress, we celebrated special days and held extra events throughout 2025. We were again a proud Telethon Ambassador School and were selected to be the host school for the Premier's Challenge. Our Year 6 student leadership camp to Wadjemup, the Massed Choir Festival, athletics carnivals, class assemblies, parent interviews, National Sorry Day, the opening of our P&C's Ninja playground, Bike Week breakfast, Multicultural Day, French Day, Wellbeing Day, Harmony Day, Tournament of the Minds, and of course our annual ANZAC Dawn Commemoration were all outstanding features of 2025.

"I just wanted to take a moment to sincerely thank you all for the time, effort, and dedication you put into making the Year 6 camp such an incredible experience for the students. Our children are very lucky to have had this experience to stay and play at Rottnest.

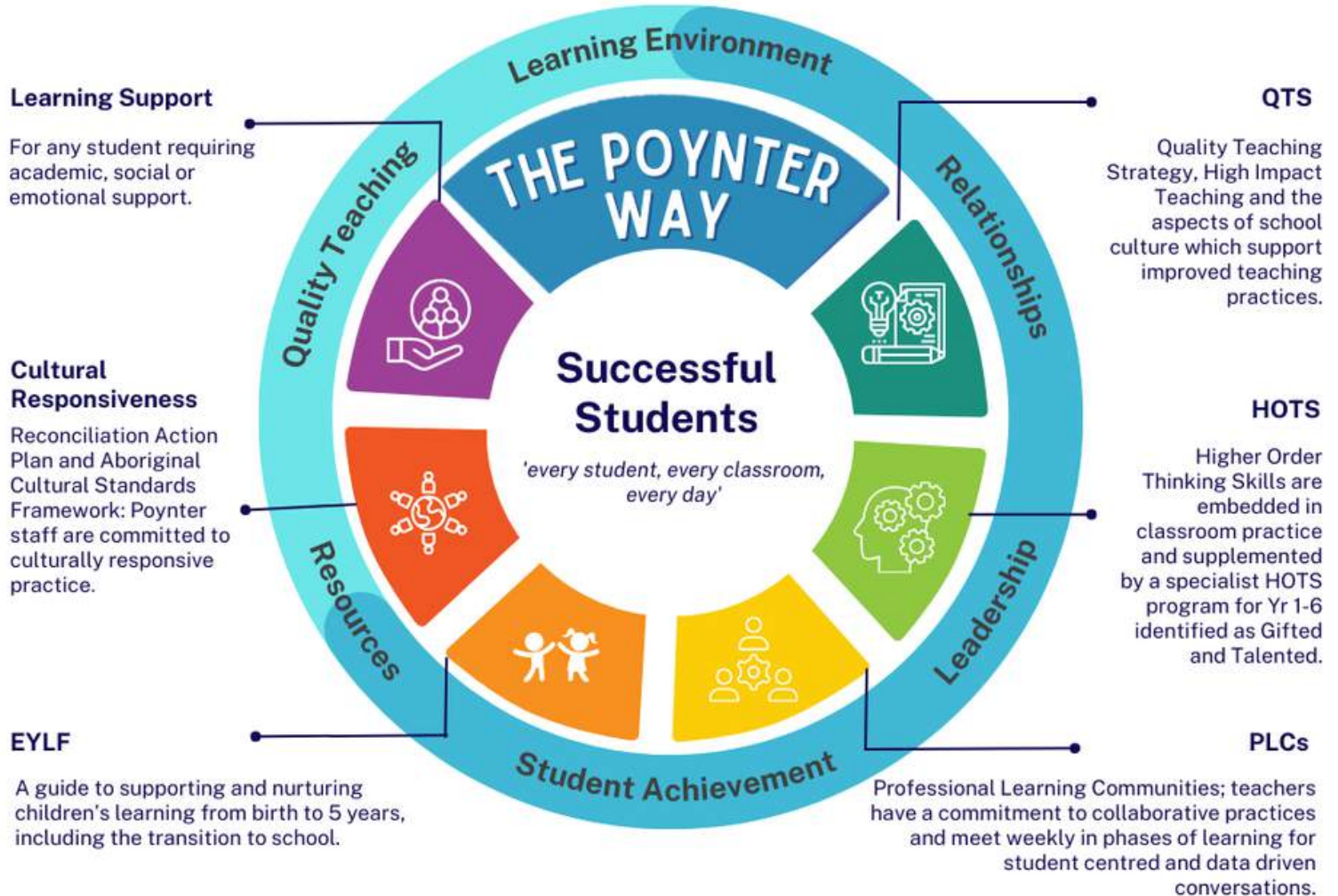
It's clear that a huge amount of planning and care went into ensuring that the camp was not only fun but also a memorable and enriching experience. From the activities to the encouragement and support you provided, it was evident how much you all invested in making this a special time for them.

We truly appreciate the time you spent away from your own families to give our children this opportunity. Your dedication does not go unnoticed, and we are so grateful for the energy, patience, and enthusiasm you bring to their learning and personal growth.

Thank you again for everything — you've created memories that will last a lifetime!"
Parent feedback 2025



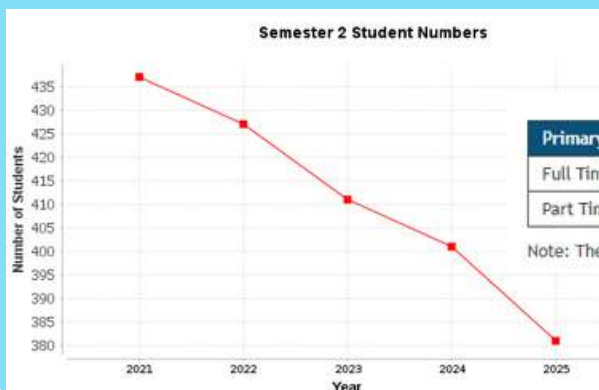
THE POYNTER WAY



"I have loved coming to school at Poynter, and have so many awesome memories. I am so excited to go to high school but I will miss Poynter and the teachers who cared about me and my friends."
Graduating student, 2025

SCHOOL DEMOGRAPHIC

Poynter is a high performing school in the suburb of Duncraig, with an ICSEA of 1135. In 2025 student enrolment was 409 Kindergarten to Year 6. Enrolment numbers continue on a downward trend, with the large cohorts of Year 6 students graduating, exceeding the number of new kindergarten students entering. We had an even proportion of boys to girls. 18 students attracted Disability Resourcing.



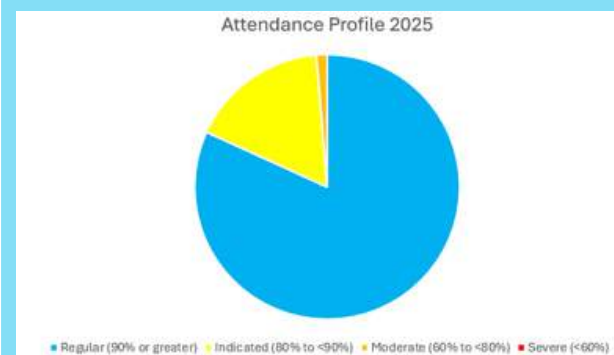
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(28)	49	56	47	51	67	47	64	409
Part Time	55								

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

Our overall school attendance rose again in 2025 to 94.5%, an increase of 1.2% from 2024 where our overall student attendance was 93.3%. Our 2025 attendance rate exceeded our 'Like Schools'. This rise in attendance was likely due to the promotion of the benefits of regular attendance, requesting families not take vacations during term, and the tracking systems in place to support students at 'Moderate' attendance risk.

'Regular' student attendance (>90%) for 2025 increased from 2024 and 'Moderate' (60% to <80%) attendance rates were lower than in previous years which was also pleasing. Unauthorised absences were 34% and authorised absences were 66%. Attendance plans were initiated for some students within the 'Moderate' at risk-category depending on the circumstances of the absences. We will continue to strive to improve our student attendance for 2026.

ATTENDANCE



	Attendance Rate		
	School	Like Schools	WA Public Schools
2023	92.6%	92.6%	88.9%
2024	93.2%	92.8%	89.4%
2025	94.5%	93.1%	89.1%

DESTINATION SCHOOLS

74 Year 6 students graduated from Poynter Primary School in 2025. Of this, 72% transferred to the local high school, Carine Senior High School. 84% of departing students transferred to a Department of Education school, with ten students moving to non-government schools.



STAFFING



	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.6	0
Total Administration Staff	3	2.6	0
Teaching Staff			
Level 3 Teachers	1	0.6	0
Other Teaching Staff	30	20.4	0
Total Teaching Staff	31	21.0	0
Allied Professionals			
Clerical / Administrative	3	2.5	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	13	10.6	0
Total Allied Professionals	17	13.9	0
Total	51	37.5	0

In 2025, Poynter had a teaching FTE of 21.0, similar to previous years. In addition, we had several L1 and L2 Senior Teachers and two L3 Teachers. Our personnel across the school remained largely the same with Poynter being in a fortunate position to retain most of our staff from previous years. Two Deputy Principals were permanently appointed in Semester 2 of 2025. Two teachers and our Library Officer retired in December.

ATTITUDE, BEHAVIOUR & EFFORT

Category	Pre primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Consistently	41.7	71.0	67.9	84.4	71.5	81.8	82.0
Often	43.9	23.8	30.9	11.1	22.2	16.8	16.4
Sometimes	9.6	4.5	1.1	4.6	3.9	1.5	1.6
Seldom	1.0	0.7	0.2	0.0	0.9	0.0	0.0
Not Assessed	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not Specified	3.8	0.0	0.0	0.0	1.5	0.0	0.0

Again in 2025, students at Poynter consistently demonstrated a high standard of behaviour, had a positive attitude and put in a great effort. This is reflected in the Attitude, Behaviour and Effort data from the Semester Two 2025 Achievement Reports. We attribute this to our high expectations, our behaviour guidelines are implemented across the school, consistent teaching and common language across classes, our strong values program and positive parent support.

QUALITY TEACHING

Poynter strengthened its commitment to the Department's Teaching for Impact Statement by deepening whole-school alignment and ensuring that teaching and learning remained firmly student-centred. Professional Learning Communities (PLCs) continued to operate as a key structure for collaboration, giving teachers dedicated weekly time to analyse student progress, share effective practices, discuss wellbeing needs and coordinate whole-school initiatives. Ongoing use of data and purposeful professional dialogue supported students to achieve meaningful growth across the year.



Poynter continued to strengthen the teaching and learning of Mathematics through a number of targeted improvements. Staff undertook professional learning and collaborated with network schools. Adjustments were made to the maths scope and sequence and staff began implementing a more additive approach to the teaching of mathematics, an evidenced based approach that places a stronger emphasis on developing number sense, estimation and mathematical reasoning. We moved away from the use of textbooks in favour of a stronger focus on high quality differentiated learning tasks. Teachers encouraged the use of whiteboards and a more hands on approach to learning to promote collaboration, discussion and deeper mathematical thinking. A whole school audit of mathematics resources was undertaken to ensure equipment is accessible and effectively utilised across classrooms. The Mathematics team developed Common Assessment Tasks (CATs) to implement termly, using Seesaw, and student data was tracked to monitor progress and inform future planning.



Throughout the year, the school strengthened whole-school collaboration and continuity by refining data-informed practices in the teaching and learning of English. Staff effectively utilised a range of data sources, including PAT assessments, classroom-based tasks, NAPLAN and On-Entry, to plan, assess and differentiate instruction. The use of Elastik enabled teachers to identify specific gaps in student knowledge, informing targeted teaching and responsive planning at both the class and individual level. In addition, Writemark was embedded as a whole-school assessment tool to analyse writing samples. This provided valuable insights into cohort, class and individual student performance, allowing for identification of areas for improvement and the implementation of targeted writing instruction.

Professional learning remained a priority, with staff engaging in opportunities at the network, school and cohort level. A key focus was the continued development of Literacy Based Units (LBUs) aligned with the Science of Reading. Through collaborative PLCs, staff worked together to select and refine LBUs that aligned with both curriculum requirements and the identified needs of students.

The school maintained its commitment to high-quality phonics instruction through the continued implementation of the Letters and Sounds program. This was complemented by a strengthened approach to morphology in the upper years, with the development and consolidation of a clear scope and sequence to support explicit teaching in this area. Collectively, these initiatives have contributed to a more cohesive, evidence-informed approach to literacy, supporting improved student outcomes across the school.

Our performance across testing domains improved from 2024 to 2025 with all test domain means above Like Schools. We scored well above Like Schools in Year 3 Reading and Writing and all of the Year 5 testing domains. Further analysis of NAPLAN data celebrates our particularly strong achievement in Reading across Year 3 and 5.

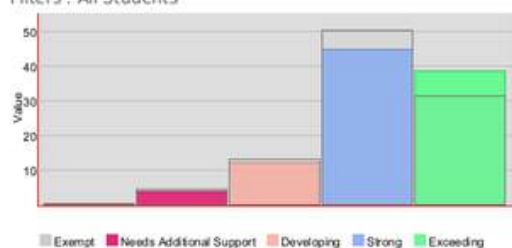
Despite strong test performance across domains teachers continued to collectively analysis data at the school, cohort, class and individual level to ensure gaps were identified and targeted. Elastik software was utilised to track student progress and achievement and drive targeted teaching plans.

Longitudinal Summary – measured in mean test score for the cohort.

Test Domain	Year 3		Year 5	
	School	Like School	School	Like School
Numeracy	442.94	442.74	556.83	539.85
Reading	451.51	438.71	550.17	523.35
Writing	443.82	437.97	523.11	510.55
Spelling	445.27	442.29	530.19	527.45
G&P	458.78	457.04	565.72	544.24

Cohort: Year 3 POYNTER PRIMARY SCHOOL Y03 2025 Reporting Period: 2025 Y03

Reading - Proficiency
Filters : All Students



Year 3 Reading results show an outperformance compared to Like Schools with 38.8% of our students scoring in the Exceeding proficiency band, compared to 31.4%. This is supported with a lower percentage of students by comparison in each of the other proficiency bands.

Progress Summary- stable cohort Year 3 2023 to Year 5 2025

The table to the right compares the progress of achievement in Reading of the stable cohort of students who sat NAPLAN at Poynter as Year 3 students in 2023 to their achievement as Year 5 students in 2025. This progress is particularly impressive given the high performance of the cohort in 2023.

Progress	Year 5 Reading	
	School	Like School
Very High	23%	18%
High	30%	22%
Moderate	32%	33%
Low	10%	15%
Very Low	5%	12%

Priority areas of Spelling and Grammar and Punctuation identified in our 2024 NAPLAN data continue to be a focus driving improvement. Staff collaboratively reflected that despite the large improvement overall, further connectedness and a shared approach was needed. All teaching staff engaged in shared planning, implementation and assessment of Literacy Based Units through Literacy Blocks. Collaborative planning and a consistent approach to teaching and learning in Mathematics was formalised through a Maths Scope and Sequence, development of common assessment tasks and professional learning in Additive Thinking. This approach is building on the previous success of Literacy and Numeracy teaching and learning in place at Poynter.

Higher Order Thinking Skills (HOTS)

The Higher Order Thinking Skills (HOTS) Program remains an important part of learning at Poynter, providing enrichment opportunities for students in Years 1–6 who demonstrate higher order thinking. Students are selected through a combination of internal school data and external assessments.



In 2025, 100 students were involved in the HOTS program, engaging in learning experiences designed to extend their critical and creative thinking. Results from the 2025 Primary Education and Challenge (PEAC) testing for Year 4 students again supported the accuracy of our identification processes. 27% of Year 4 students scored at or above the 90th percentile on the PEAC test, placing them within the gifted and talented range. From this group, six students achieved results in the 98th and 99th percentiles and were subsequently offered PEAC placements for 2026.



HOTS Participation Year 1-6 2025							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of students who participated in HOTS program	14	12	15	14	17	28	100
	25%	25%	29%	21%	36%	44%	30%

Tournament of Minds (TOM)

Poynter students again participated successfully in the Tournament of Minds, a competition that challenges students to solve complex, open-ended problems while developing creativity, collaboration, and higher-level thinking skills.

In 2025, Poynter was represented by two teams competing in the Science Technology Engineering and Mathematics (STEM) and Arts disciplines. Both teams progressed through the Regional competition to the State Final, where they delivered impressive performances.

At the State Final, both the STEM and Arts teams were awarded Honours, recognising the quality of their problem solving, teamwork, and innovative thinking. Their efforts reflected the strong collaboration, perseverance, and creativity demonstrated by the students throughout the competition.



Early Years

The purpose of Belonging, Being and Becoming: The Early Years Learning Framework is to guide early childhood providers, teachers and educators in supporting and extending children's learning from birth to five years of age, including their transition to school. Educators used the framework alongside the Kindergarten Curriculum Guidelines and the Western Australian Curriculum to shape teaching programs and classroom practice. Play-based learning formed the foundation of the program, while literacy and numeracy skills were explicitly taught. Students were also provided with opportunities to strengthen their social skills and develop positive interactions with their peers. The early years program emphasised the development of the whole child, with learning experiences differentiated to meet the individual needs of each student.

National Quality Standards (NQS)

The National Quality Standard provides a consistent framework for defining and maintaining quality in early childhood education and care, while setting clear benchmarks to support ongoing improvement. Throughout 2024, teachers and Education Assistants engaged in reflective practice across the seven quality areas using the NQS Reflection Tool.

National Quality Standard

QA1 - Educational Program and Practice	WT
QA2 - Children's Health and Safety	M
QA3 - Physical Environment	M
QA4 - Staffing Arrangements	M
QA5 - Relationships with Children	M
QA6 - Collaborative Partnerships with Families and Communities	M
QA7 - Leadership and Service Management	M

Quality Area 1: Educational Program and Practice was identified as a key area for continued development. Professional Learning Community (PLC) discussions, planning processes and improvement actions were recorded to monitor progress within this area.

Moving forward, staff will continue to balance intentional play-based learning with explicit teaching. Programs will further support student voice and agency, while also strengthening students' skills in using digital technologies as tools for learning.

NQS status indicator	
M=Meeting	WT= Working Towards
	Meeting 7 Quality Areas for 2 consecutive years but no verification request
	Within expected performance range
	Within expected performance range but with elements of concern
	Below expected performance range





On Entry Assessments

In Term 1, Pre-primary students participated in the Department’s mandatory On-Entry Assessment Program. These assessments provide teachers and families with insight into the knowledge and skills children bring as they begin formal schooling, across the areas of speaking and listening, reading, writing and numeracy.

During collaborative planning meetings, teachers reviewed and analysed the On-Entry data to guide targeted instruction and future planning. Each family received a report outlining their child’s results, and meetings were arranged where required to discuss progress and next steps. The Letters and Sounds synthetic phonics program was delivered through explicit instruction. Student progress was monitored across the phases, with teachers following a structured scope and sequence from Kindergarten through to Year 2.

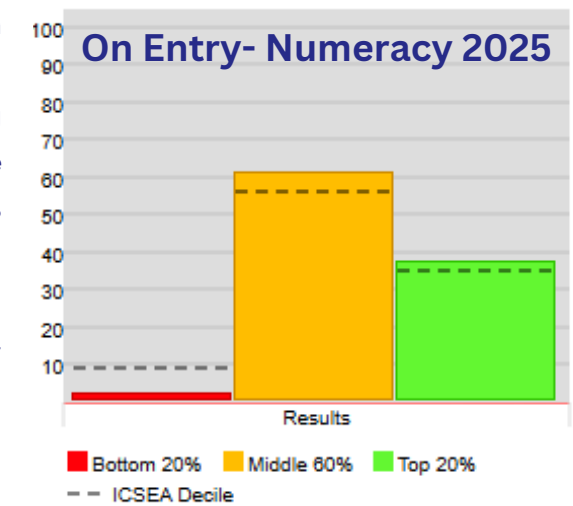
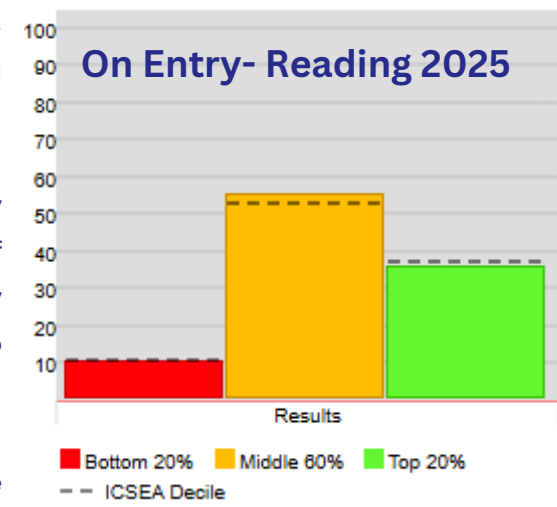
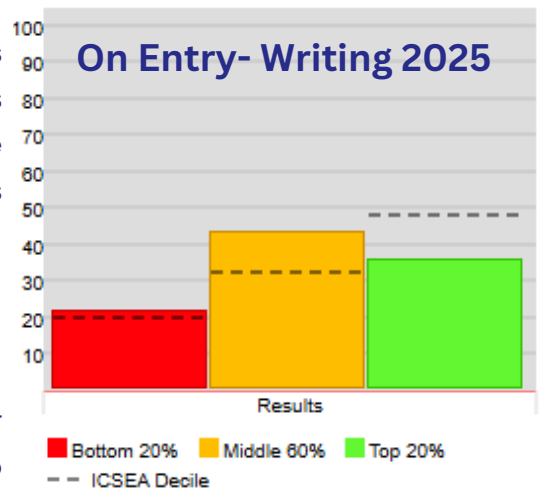
In addition to the mandatory assessment of Pre primary students, we elected to assess our Year 1 students in Term 1 of 2024. We used this data to track student progress in Pre primary the year prior and give Year 1 teachers clear and timely data to drive their planning and differentiated instruction strategies.

Writing - In Writing, we outperformed Like Schools in both the middle and bottom 20%, with 35% of our students achieving in the top 20%.

Reading - The number of students in the top, middle bottom bands were comparable to Like Schools, all within a 2% variable.

Numeracy - Numeracy was our strongest domain, outperforming Like Schools in all three bands. We had 37% of our students in the top 20% compared to 35% for Like Schools, 61% in the middle 20% compared to 56% and 2% compared to 9% in the bottom 20%.

These results indicate the majority of students commenced Pre-primary with strong foundational understandings of literacy and numeracy concepts.



Physical Education (PE)

During 2025, our specialists delivered PE program continued its focus on highly inclusive and engaging learning with an emphasis on teamwork, sportsmanship and fun. Our PE program fosters student leadership with the appointment of four students faction captains who played an important role in daily organisation and school events such as our annual Athletics Carnival.

We expanded our school cross country program to include Year 1 and Year 2 students, and interschool results were indicative of improved performance for our Year 3-6 cohort. PE assessment across Kindergarten to Year 6 was strengthened via the adoption of UWA's KIDDO program, with our results showing strong comparative skill performances across all year groups.

In addition to utilising regular annual Sporting Schools grants, Poynter was the recipient of two additional grants to upgrade and add school resources. One being an AFL grant for new school jerseys and the other being a substantial community use grant which resulted in the installation of a 9 hole disc golf course. These initiatives provide students with greater opportunities during Physical Education and during recess and lunch play times.



French



In 2025, the French program focused on building student confidence in communication through engaging, hands-on learning for Years 2 to 6. Across all year levels, priority was given to creating a safe environment where students felt comfortable taking risks, practising regularly, and experiencing success. The program emphasised repetition through varied activities such as games, songs, routines, and short speaking tasks to support retention. Hands-on learning using visual and tactile resources helped maintain engagement, particularly for students who benefit from movement and concrete materials. Clear lesson structures and routines supported student focus, behaviour, and confidence.



Differentiation allowed all students to access the learning, with scaffolding and extension opportunities built into tasks. The program aligned with the WA Curriculum and covered key areas including greetings, self-introduction, numbers, colours, likes and dislikes, family, and describing people, with a strong focus on pronunciation and listening. Junior students developed confidence in oral language and pronunciation, while senior students extended into simple reading, writing, and making connections between topics.



Cultural understanding was embedded through experiences such as French Day, Crêpe Week, and learning about differences between French and Australian contexts. Overall, student engagement was positive, with noticeable growth in confidence, and in 2026 the focus will be on strengthening speaking skills, differentiation, authentic language use, and the use of digital tools such as Seesaw.

Visual Arts

2025 was a vibrant and engaging year for Visual Arts at Poynter. Students embraced a wide range of creative opportunities, exploring different techniques and expressing their ideas with growing confidence and individuality. Students enthusiastically participated in the Shaun Tan Award for Young Artists, demonstrating creativity, persistence and a willingness to challenge themselves as artists.

Throughout the year, students contributed to meaningful whole-school and community events. For Reconciliation Week, students created thoughtful artworks that reflected respect, understanding and connection. During Wellbeing Day, every student designed and created their own dream catcher, resulting in a colourful and symbolic display representing hope and positivity across the school.

Our Art Captains were exceptional student leaders who approached their roles with enthusiasm, responsibility and a genuine passion for The Arts. They supported school initiatives and led by example, inspiring younger students.

The Visual Arts program at Poynter continues to provide students with opportunities to explore their creativity, contribute to the school community, and take pride in their artistic growth.



Music

The music program was full of vibrant and comprehensive activities, and covered a range of musical genres, educational techniques and music disciplines. Instrumental lessons were offered to students through the Instrumental Music School Services (IMSS) on violin, viola, cello, double bass, flute, clarinet, trumpet, trombone, baritone and percussion. String Orchestra, Concert Band and Choir rehearsals were run before school with great attendance.

Highlights of the year included the ANZAC Dawn Commemoration, the Premier's Telethon Challenge Launch performance, music assemblies that showcased both our ensembles and IMSS students, a visit from WASO, and several in-school choir and small instrumental group performance opportunities. Our String Ensemble took part in the ABODA Festival where they were awarded a Merit. Our choir, made up of eager singers in Year 5 and 6, were involved in the WA Massed Choir Festival. Through a competitive audition process, one of our students was selected to compere the evening concert. Our Concert Band participated in the Carine Area Music Network Concert Band workshop. Students were given the opportunity to play alongside students from our network primary schools and Carine SHS in a mass band. The 2025 Music Captains were dedicated and took on their role with great maturity.



Information and Communication Technology (ICT)

To strengthen Poynter's commitment to the Digital Capabilities Framework, a Digital Technologies (DT) Specialist was appointed to lead DT across the school, build staff capability and deliver specialist instruction in Pre-primary and Year 1. A clear scope and sequence of DT skills was developed, providing consistency in what is taught and when, and ensuring a structured progression of skills across year levels.



In 2025, the school moved from planning into full implementation of its ICT approach, with a strong focus on staff confidence and purposeful, curriculum-aligned use of digital tools. Staff were supported to integrate ICT and Seesaw into everyday practice through targeted professional learning modules, improving confidence and establishing consistent expectations across the school. Seesaw was embedded school-wide as a streamlined platform for capturing, assessing and sharing learning, supporting differentiation and strengthening consistency across classrooms. Staff engaged in ongoing coaching and collaborative planning to deepen their skills and embed technology meaningfully into practice.

This was complemented by the strategic use of iPads to support differentiation, enabling students to demonstrate their understanding in multiple ways and allowing teachers to tailor learning experiences to individual needs. Applications were reviewed and updated to better align with specific learning goals and student needs, ensuring technology use remained purposeful and curriculum-aligned.

Education assistants participated in a series of workshops designed to strengthen their understanding of digital tools and targeted interventions. This enabled them to more effectively support students with diverse learning needs through the use of specific programs and activities aligned to classroom teaching.



Further work was undertaken to refine systems, align resources and enact the school's ICT strategic plan, supporting long-term sustainability and improved access for staff and students. With the support of the P&C, significant investment was made in upgrading technology resources, including laptops, iPads and interactive screens. This resourcing enhanced the inclusivity and adaptability of learning environments, alongside the introduction of flexible seating options. Collectively, these improvements have strengthened student engagement, supported diverse learners and ensured greater consistency in the integration of digital technologies across the school.

LEARNING ENVIRONMENT

Student wellbeing remained at the centre of our work throughout the year, with classrooms intentionally shaped to be inclusive, supportive environments where every learner felt valued and equipped to succeed. Our teaching maintained a deliberate focus on developing the essential skills, behaviours and attitudes students needed to thrive both in the present and in their future pathways beyond school. As a community, we embraced our shared responsibility to nurture caring and responsible young people, strengthen resilience, instil strong values, and foster creative and critical thinkers capable of solving complex problems.



Staff demonstrated a sustained commitment to differentiated teaching, drawing on a wide range of strategies to meet diverse academic needs. Learning spaces were arranged with flexible furniture and adaptable layouts, enabling students to engage with the curriculum in ways that best supported their learning preferences. The purposeful use of ICT continued to expand opportunities for students to demonstrate their understanding through varied and meaningful modes.

Learning Support

Our Learning Support Team lead a collaborative approach to supporting the academic, social emotional and behavioural needs of all our students. Our Learning Support Coordinators, School Psychologist and School Chaplain continued to meet fortnightly to ensure a holistic approach to supporting our Tier 2 and 3 students, working closely with external agencies and classroom teachers and Education Assistants.

The School Psychologist worked closely with a number of families throughout the year to support individual student needs. Education planning processes and professional learning in curriculum adjustments were prioritised to deepen their understanding and to ensure the smooth transition of goals and support from year to year.

Eighteen students received Disability Resourcing, with Special Needs Education Assistants timetabled to provide tailored support. Additional Education Assistant time was allocated to Year 1 to assist students in working towards their academic goals. Targeted support was delivered through the MultiLit Reading Fluency program for Year 2 students who had been identified as needing additional assistance with word recognition and reading fluency.



"I truly appreciate the supportive, welcoming environment you and your team have created. Thank you for showing genuine care for [my child] -it has made a meaningful difference to us." Parent feedback 2025

Chaplaincy

Our wrap-around approach to student wellbeing continued in 2025, with our YouthCARE Chaplain working closely with the Student Services team to provide comprehensive support for students. This collaborative approach ensured that students and families were able to access timely support addressing a range of social, emotional and wellbeing needs.

The G.R.I.T. program continued to support the social and emotional development of our Year 5 and 6 students. Through interactive and experiential learning activities, students developed important skills aligned to the program’s focus on Growth, Resilience, Integrity and Traction, building their capacity to navigate challenges and strengthen positive relationships.

Wellbeing Day was once again a highlight of the school year. Led by our Chaplain, students participated in a range of whole school activities designed to promote a healthy mind and body. Activities included art therapy, nutrition and mindfulness sessions, as well as a community initiative where students wrote Random Acts of Kindness postcards that were distributed to community members during the Christmas period.

In addition to supporting the individual needs of students, our Chaplain played an integral role in many school events throughout the year, including sports carnivals, lightning carnivals, Reconciliation Week activities and other community events. Sadly, 2025 marked the end of an era as we said goodbye to our Chaplain, Miss Eden, after ten wonderful years at Poynter Primary School. Her dedication and care for our students and community were highly valued by staff, students and families, and she will be greatly missed.



Values Keys

The Poynter Way is guided by our core values of resilience, confidence, compassion, organisation, persistence, and getting along. Our well-being and pastoral care approach supports all students from Kindergarten to Year 6, with social-emotional health taught through our health programs. At whole-school assemblies, Poynter Way certificates were awarded to students who demonstrated the Values Keys.

In 2025, Poynter maintained a strong culture of collaboration, with high-trust teams working together across the school. Staff engaged in ongoing reflection on their practice, celebrating successes while identifying opportunities for continued growth and improvement.

Two existing staff members were permanently appointed to Deputy Principal positions, allowing the Executive Administration Team to maintain continuity while continuing to progress the school's strategic priorities. Following these appointments, administration portfolios were reviewed and realigned, creating further opportunities for leadership development and organisational growth.

Instructional leadership remained a key focus. Dedicated focus teams supported the consistent implementation and ongoing refinement of the school's literacy and numeracy programs, including teaching practices and assessment processes. These teams played an important role in guiding whole-school direction, supporting staff and ensuring consistency across year levels.

Poynter's distributed leadership model continued to provide purposeful opportunities for staff to contribute to whole-school priorities, including reconciliation, sustainability, data-informed planning and wellbeing. These roles supported school improvement initiatives while also building leadership capacity among staff.

Professional Learning Communities remained an important driver of professional growth, enabling staff to collaborate, share expertise and analyse student data to inform teaching practice. Professional learning opportunities were responsive and targeted, ensuring staff development aligned with school priorities and the evolving needs of students. Student leadership, voice and agency also remained a priority, with further detail provided in the Student Leadership section of this report.

"Your leadership, underpinned by a strong drive to excel, has enabled you to strengthen distributed leadership and staff development by empowering key leaders to lead reflectively and supportively. This has built stronger connections between executive and middle leadership teams. Your work has also extended to the broader network through your role as network principal, where you have formalised aspirant programs and coordinated professional learning opportunities that address common needs across the network. I commend your leadership in these areas."

Principal feedback 2025, Director General, via the Principal Performance Review Team



Student Leadership

Our Year 6 Leadership team was elected towards the end of Year 5 ahead of new school year. Formal elected roles included four Student Councillors, two Art, Music and French Captains and two House Captains for Hawkes, Charlesworth, Strickland and Elliott. Our Year 6 students also had the opportunity to perform informal leadership roles through the Buddy program, IT Crew, flag bearers and during fundraising events.



Year 6 students commenced their leadership journey with the annual Leadership Camp held at Wadjemup (Rottneest Island). The camp provided students with opportunities to challenge themselves, build independence, strengthen relationships and develop teamwork and personal leadership skills.

We continued our close working relationship with Telethon, including hosting the Premier, Roger Cook, for the launch of the Premier's Telethon Challenge. Our Telethon Ambassadors hosted two fundraising days throughout the year and were again featured in the live broadcast of the Telethon weekend.

Student leaders made a significant contribution to many of Poynter's achievements in 2025. They took on important roles such as leading assemblies, supporting the annual ANZAC Day dawn commemoration, and representing the school successfully in interschool sporting and academic competitions.



RELATIONSHIPS

Poynter continued to benefit from a highly supportive and engaged school community throughout 2025. Strong partnerships with the School Board, P&C and Finance Committee ensured that school operations, planning and events followed the school's strategic direction and were guided by collaboration and community input. As reflected herewithin, we once again hosted a wide range of events that brought students, staff and families together.



Our newly introduced Positive Behaviour Guidelines recognise the whole school community as partners in building a culture of positive behaviour and giving voice to all stakeholders. They include the Département's Connect and Respect framework, The Poynter Way Expectations and 3 Tiers of Behaviour Support, and are consistently implemented across the school.

ANZAC Dawn Commemoration

Poynter's annual ANZAC Day Dawn Commemoration once again stood out as a significant event on the school calendar. Students, staff and community members gathered before sunrise to honour the men and women who have served in times of war. We hosted Jay Peckett, Directed General, amongst other distinguished guests in honouring the fallen.

The ceremony was supported by serving and retired servicemen and women, the North Beach RSL. Musical performances included a piper, bugler, string ensemble and the school choir. Students, guests and retired servicemen prepared and laid wreaths during the ceremony. The event concluded with the traditional running of the ANZAC Gift race. In recognition of the school's commitment to commemorating and educating students about the history and legacy of ANZAC Day, Poynter received a commendation in the ANZAC Day Schools' Award.



"Thanks ever so much for having the Director General at this morning's ANZAC ceremony which was beautiful, as always. He was really impressed by how seamless it was... especially with so many youngsters at an early hour. Please pass on his appreciation to the whole team and congratulations to the students for doing a brilliant job, from the extremely eloquent MCs to those sitting so quietly in the front rows."
 Department of Education feedback 2025

"I wanted to extend my congratulations to you, your staff and your amazing students. The service was very impressive as was the behaviour of all the children. The speakers were beautifully spoken and delivered their parts confidently and respectfully. As a retired teacher of 45 years I am aware of the enormous amount of work and dedication it requires to achieve something of this scale." Grandparent feedback, 2025



Cultural Responsiveness

The established Reconciliation Action Plan (RAP) team continued to enrich the cultural awareness of our students, staff and community, demonstrating our commitment to reconciliation. The team revised Poynter's Reconciliation Action Plan, continuing to utilise the Narragunnawali framework to guide reflection, direction and action. The group began working collaboratively towards reviewing and refining the school's vision statement, ensuring a strong and ongoing commitment to reconciliation.

Staff remain committed to embedding culturally responsive practices across the school. The Acknowledgment of Country is evident in classrooms and whole-school gatherings, with staff and students continuing to develop personal acknowledgements that come from the koort (heart). Teachers reflect on their practice and incorporate Aboriginal and Torres Strait Islander perspectives across learning areas, supported by rich literature and meaningful discussions.

Students engaged in honest, age-appropriate conversations about Australia's history, developing a deeper understanding of the past and their role in contributing to reconciliation. These experiences foster empathy, respect and shared responsibility.

On National Sorry Day, students from Kindergarten to Year 6 created purple Desert Roses, which were respectfully planted while listening to the music of Gina Williams and Guy Ghose. Watching students quietly file out and plant their individual flowers was a powerful and moving moment for the school community.

Reconciliation Vision Statement - Poynter Primary School

Poynter Primary School commits to being a culturally responsive school. Our vision is to recognise, respect, value and celebrate the original inhabitants of this land and deepen our understandings of Aboriginal and Torres Strait Islander histories, cultures and contributions. We will embrace and embed cultural diversity into our daily interactions and learning environments. We will establish and foster meaningful relationships with local elders and community members and listen to voice. Collectively, we will provide students at Poynter Primary School with an honest understanding of history and continuously strive for reconciliation and equity for all Australians.



Thank you once again to our wonderfully generous school community. In 2025, your time, energy and fundraising efforts made a meaningful and lasting impact on our school.

One of the standout achievements was the completion of our brand-new playground. This incredible space is the result of three years of fundraising, careful planning, and the support of generous grants and sponsorships. Multi-year projects like this require real commitment and perseverance, and it has been incredibly rewarding to see the children enjoying the finished result.

Alongside the playground, we delivered significant upgrades across the school. Major IT investments included a large number of new iPads, interactive whiteboards (with one purchased and several leases continued) and the continuation of Literacy Pro. Beyond technology, we were also proud to fund new choir shirts, contribute to Wellbeing Day, and thanks to a successful grant, help deliver new scooter racks for our students.

Our calendar was once again packed with memorable and much-loved events. These included the PLODs campout, welcome picnic, mum's comedy night, parent bingo night, fun run, bike to school breakfast, and the end-of-year food trucks celebration. Two election sausage sizzles, the athletics carnival bake sale, and several busy bees were also big successes. None of these events would be possible without our incredible volunteers - thank you for your time, enthusiasm and community spirit.

Our ongoing services continued to thrive, including lunch orders and book club, as well as the ever-growing Poynter Netball Club, which continues to go from strength to strength.

Looking ahead, the P&C is excited for a successful 2026 and remains committed to supporting our students, staff and the wider school community.

Josh Hurley
P&C President



"Parent interview process for booking was fabulous. We had three interviews...All the interviews ran on time and the staff were well prepared with individual information to present and discuss for each child. We gained some great insight into how the girls are going academically as well as socially. We feel really strongly that these interviews equip us as parents to best support each of our children with their learning and school engagement. Thanks for bringing them back in!"
Parent feedback 2025

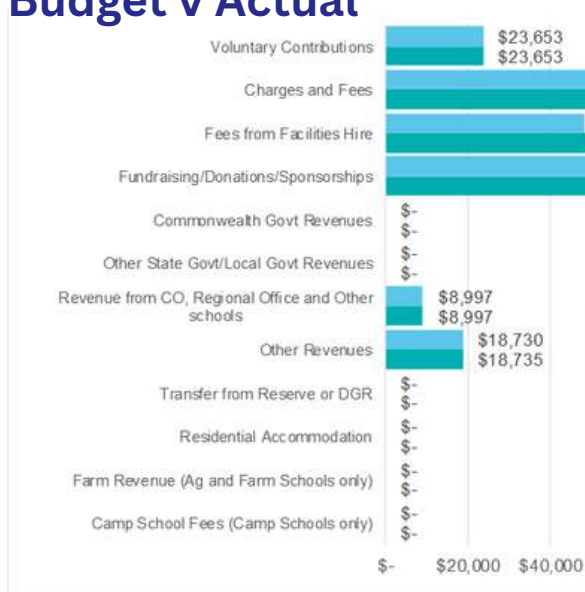


Financial Summary as at 31 December 2025

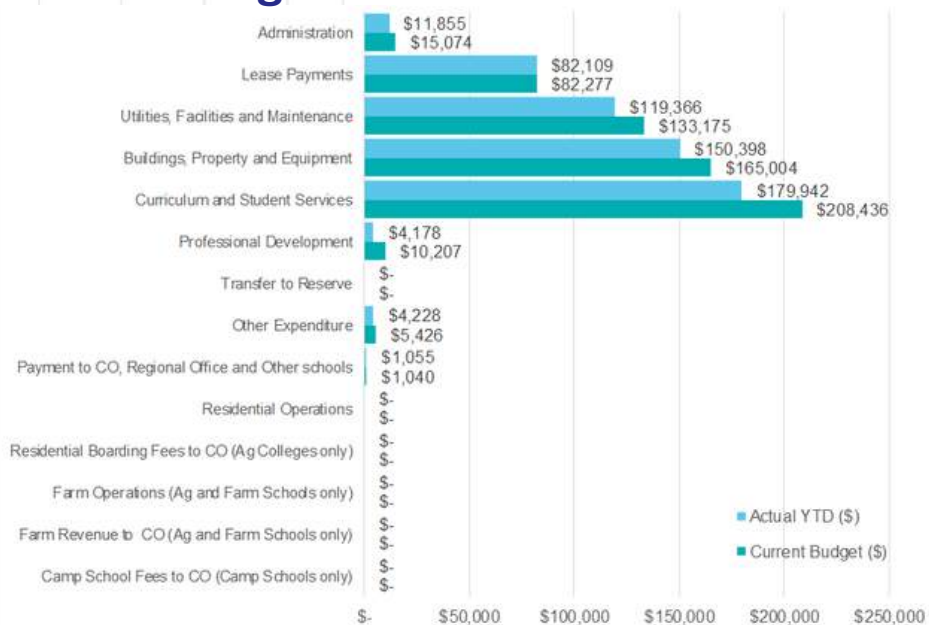
ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	63,477	63,477
Carry Forward (Salary):	101,118	101,118
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,701,357	4,701,357
Locally Raised Funds:	277,938	276,093
Total Funds:	5,143,890	5,142,045
EXPENDITURE		
Salaries:	4,354,162	4,354,162
Goods and Services (Cash):	620,639	553,131
Total Expenditure:	4,974,802	4,907,293
VARIANCE:	169,088	234,751

Locally Generated Revenue Budget v Actual



Goods and Services Expenditure Budget v Actual





A

Assemblies
ANZAC Service
Amazing staff



B

Book Week
Beach Swimming



C

Community
Collaborative
practice
Choir



D

Dance
Data informed
practice



E

Ensemble
Elastik



F

Fundraising
French



G

Graduation
GRIT
Growth Mindset
Garden makeover



H

HOTS



I

Interschool Athletics
IMSS
Inclusion



J

Joy of Learning



K

Kindy concerts
Keys to Success



L

Lola
Literacy Pro
Lots of Socks



M

Multicultural Day
Multi Lit
Music



N

Ninja Playground
NQS
NAPLAN



O

Outback Splash
Outdoor Classroom



P

P&C
Poynter Way
Parliament House



Q

Quality Standards



R

RAP
Rugby Carnival



S

Student Leaders
Sustainability
Social Dance



T

Telethon
ToM
Tennis Cup



U

Unity



V

Volunteers



W

Wadjemup Camp
Writemark
Welcome Picnic
Wellbeing Day



X

Xmas Concert



Y

Your Move



Z

Zones of Regulation



2025

Annual Report

POYNTER PRIMARY SCHOOL



'excite, engage and educate to achieve'



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