



Annual Report 2025

Banksia Park Primary School
An Independent Public School

Friendship and Knowledge

PRINCIPAL'S ADDRESS

Welcome to the Banksia Park Primary School 2025 Annual Report. This report provides an opportunity to reflect on the achievements of the past year and to acknowledge the collective efforts of our students, staff and wider school community. It outlines our performance against the priorities identified in our Business Plan as we continue working to deliver our vision:


"In partnership with the community, to provide a safe, inclusive and nurturing environment in which high-quality teaching and learning empowers all to strive to achieve their full potential and become positive contributors to society."

This vision guides our work and reflects our unwavering commitment to every student. Strong partnerships with parents, carers and the broader community remain central to our success, ensuring students are at the centre of all we do. Throughout 2025, as an Independent Public School, we have continued to strengthen our foundations while embracing innovation and refinement to enhance whole-school performance. Our focus remains on equipping students with the skills, confidence and values they need for future success.

While 2025 was originally intended to conclude our 2023–2025 Business Plan cycle, consultation with staff and our School Board identified value in extending the plan into 2026. This decision reflects our commitment to embedding improvements deeply and sustainably. Across the six priority areas of our Business Plan, we have made substantial and measurable progress. The majority of our targets and milestones have been achieved or are firmly in place, with ongoing refinement our next goal. Strengthening opportunities for collaboration and curriculum consistency across classrooms will continue to be an area of focus. Our regular self-review processes ensure we remain focused, guided by evidence and closely aligned with our priorities.

Whole-school data confirms another successful year, with steady gains across all performance areas, driven by our continued focus on reading and impactful teaching and learning. In 2025, we strengthened our whole-school spelling approach, expanded our investment in reading resources and embedded structured literacy practices across classrooms. Technology enhancements continued, alongside the implementation of the Student Profiles data system and refined whole-school assessment processes to better support data analysis and responsive teaching.

Our Teaching and Learning Framework continues to be refined, driving more consistent, high-impact, classroom practice. Instructional coaching supports ongoing development and reinforces explicit, evidence-based instruction. A whole-school assessment schedule, together with diagnostic screening tools, enables early identification of students requiring additional support within our multi-tiered system of supports. Early intervention and targeted programs ensures students are more fully supported to meet their differentiated needs.



Several significant developments also occurred across our broader school community this year including our Year 6 students attending camp at Bickley. This was a highly successful endeavour fostering independence, resilience and stronger peer connections. Following a proud and longstanding history of music at Banksia Park, the difficult decision was made to discontinue the Banksia Park Band in its historical format due to sustainability and structural issues with the program conflicting with Department of Education policy. Out of this challenge, we established a new partnership with Leeming Senior High School, with Banksia Park students founding a new combined school's band, now known as the Treble Clefs. Banksia Park remains deeply committed to providing high-quality music opportunities, and this new collaborative band model ensures continued access to high-quality and meaningful music opportunities for our students along with the added benefit of growing connections to Leeming Senior High School and our neighbouring schools.

In 2025, we also introduced Compass, the Department of Education's student information management system, replacing CONNECT as our primary communication platform. This transition has strengthened communication and improved administrative efficiency across the school.

A particular highlight was our inaugural ThankYOU Community Breakfast, where staff formally acknowledged the extraordinary support of our families and community. This event reflected the high levels of appreciation we have for the strong partnerships that support our students and make our school a great place to be.

Specialist and enrichment programs continued to flourish. Our new Science program has further strengthened inquiry-based and hands-on learning experiences. The Visual Arts Gifted and Talented enrichment program continues to showcase exceptional student talent, and our evolving music program provides sustainable and engaging pathways for participation. Banksia Park sporting teams added some trophies to the library, and we continued to learn about Japanese language, histories and culture. Across all learning areas, strong curriculum leadership ensures alignment with the Western Australian Curriculum and the Department's Teaching for Impact strategy.

Whole-school behaviour processes, Protective Behaviours and student leadership opportunities support the development of respectful, responsible and resilient learners. Attendance continues to be closely monitored in partnership with families, reinforcing the message that "Every Day Counts" in supporting academic and social outcomes.

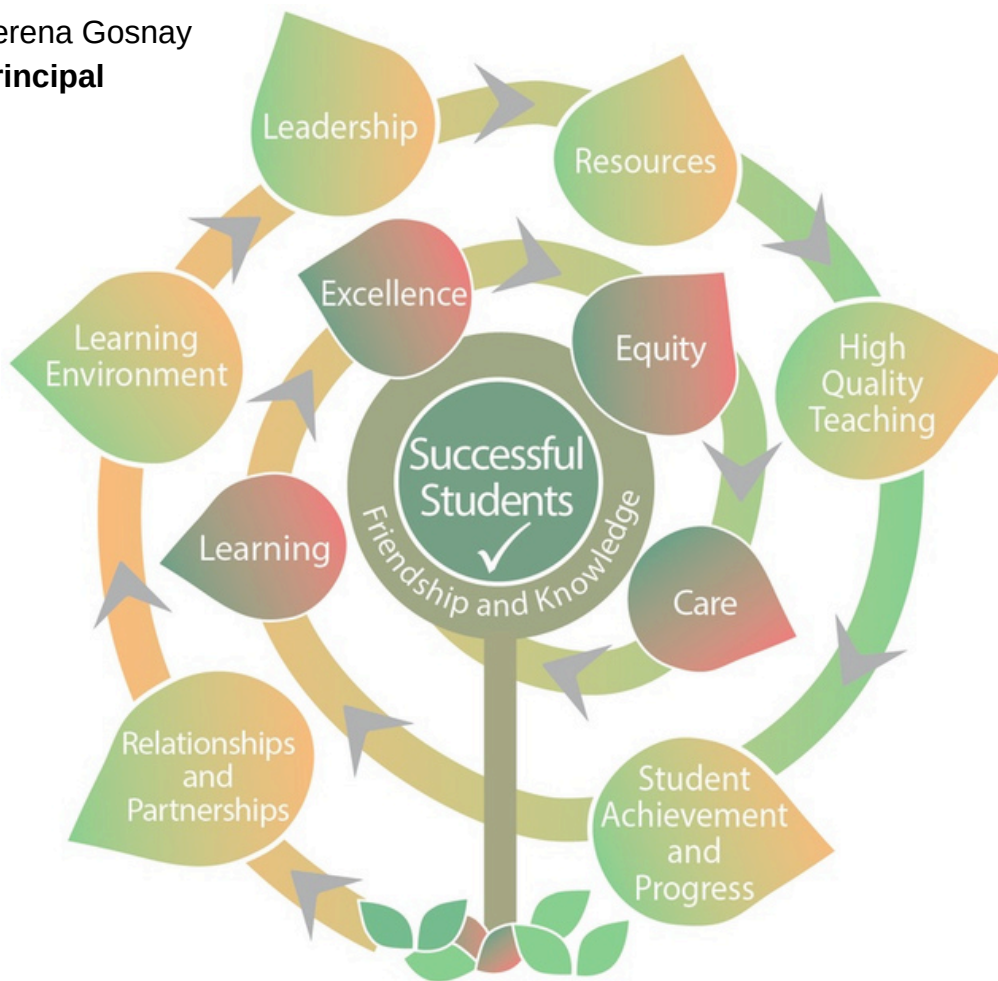
I extend my sincere thanks once again to our School Board for their time, perspectives and governance lead by our Board Chair, Mr Warren Staples. To our P&C, led by Mrs Deleeni Bye and the executive team, thank you for your exceptional fundraising and volunteer support, including the organisation of events, management of the uniform shop and operation of the school canteen. Your contributions make a tangible difference to our school.

Finally, I acknowledge the outstanding efforts of our staff. Their professionalism, dedication and care ensure students remain at the core of our decision making. The learning and wellbeing of our students is a shared responsibility, and I thank our team for their unwavering commitment.

As we reflect on 2025, we do so with pride in what has been achieved and optimism for the future. It is my privilege to lead Banksia Park Primary School, and I look forward to continuing our improvement journey as we strive for every student's success.



Serena Gosnay
Principal



Planning for Success

At Banksia Park our students are at the centre of everything we do. Our commitment to their individual growth is supported by our motto of friendship and knowledge and our school values of learning, excellence, equity and care, which outline our shared beliefs for teaching and learning.

Our ongoing self-assessment processes review our performance in each of the areas of focus in our Business Plan including:

RELATIONSHIPS AND PARTNERSHIPS
LEARNING ENVIRONMENT
LEADERSHIP
RESOURCES
HIGH QUALITY TEACHING
STUDENT ACHIEVEMENT & PROGRESS

ABOUT US

Banksia Park Primary School is an Independent Public School, located in Leeming, WA. Our school opened 1 February 1989 and currently caters to approximately 278 students from Kindergarten through to Year 6. Our school motto "Friendship and Knowledge" provides a platform for all we do. With our music, sporting and visual arts programs and a range of extra-curriculum clubs and programs, we recognise and value the whole child, developing each student's academic, physical, social, emotional and creative skills, supporting all students to realise their potential. We strive to instil a love of learning, focusing on each individual child. We believe this generation of learners needs to be adaptable and able to transfer their knowledge and skills across all areas of the curriculum. They need opportunities to engage collaboratively and think in critical and creative ways, using imagination, innovation and problem solving.

We are well known for our strong community spirit and safe, supportive learning environment, ensuring positive school connections and a sense of belonging for all. Our School Board and Parents & Citizens Association are highly visible and actively engaged, ensuring our school is highly regarded and central to our local community.

The school grounds are well maintained and inviting, surrounded by natural bushland and native gardens that showcase the Kangaroo Paw, our school floral emblem. It is not unusual to see an array of native wildlife including kangaroos on our school grounds. We value our bushland setting and the natural environment it provides, and as you would expect, we work hard together to care for and protect it for a sustainable future.

We have excellent facilities across the school, supporting the teaching and learning program. Classrooms are divided into three air-conditioned teaching blocks. A fourth teaching block houses specialist teaching areas including our School Library. Our Library is well resourced and provides an engaging and functional learning space for students. It also houses our computer lab. Banksia Park classrooms are all equipped with interactive smart boards, access to desktop computers and iPads that support the teaching and learning program.

Our dedicated Performing Arts area includes a large, air-conditioned stage and undercover area along with a green room providing excellent facilities for whole-school performance events. This space also houses our very popular school canteen which currently operates two days a week, providing healthy and delicious lunches, conveniently ordered through an online ordering system.

As an Independent Public School our staff possess a wealth of expertise in education with three teachers holding Level Three status and over half the teaching staff recognised as having achieved Senior Teacher status. All teachers undertake a curriculum leadership role and work collaboratively, with student needs at the foundation of all decision making. The professionalism of our team is enhanced through this collaborative style of leadership, underpinned by deep reflective practices. Banksia Park strives for constant improvement, with ongoing self-review processes informing all aspects of teaching, learning and school operations. All this makes Banksia Park Primary School a great place to work, learn and grow.

OUR SCHOOL COMMUNITY

Banksia Park Primary School achieved Independent Public School status in 2017. Our ICSEA (Index of Community Socio-Educational Advantage) is currently 1085 (state decile rank of 2).

When 'like schools' comparisons are referred to, they are made to schools with a similar ICSEA. The average ICSEA across Australia is 1000.

All staff meet the professional requirements for teaching in West Australian schools and hold current Working with Children Checks.

Our highly skilled teachers are committed to ongoing professional development and follow AITSL Professional Standards for Teachers to guide their practice. Teachers are supported by a team of dedicated education assistants who contribute to the teaching and learning program and work closely with students at educational risk.

Our administrative staff includes a principal, two deputy principals, a full-time Corporate Services Manager and School Officer, along with a part-time Library Officer. We also have the invaluable support of our school gardener and cleaning team, who work to maintain a safe and welcoming school environment.

OUR STUDENTS 2025 (as at Semester 2)								
KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
35	45	27	45	40	34	30	30	269

Destination Schools – 2025 (2024 Yr 6 Cohort)	Male	Female	Total
Leeming Senior High School	10	10	20
Lakeland Senior High School	1	1	2
Christian Brothers' College	1		1
Emmanuel Catholic College		1	1
John Curtin College of the Arts		1	1
Kennedy Baptist College	1		1
Providence Christian College		1	1
Rossmoyne Senior High School	1		1
St John Bosco College	1		1
Willetton Senior High School	1		1
Total	16	14	30

OUR STAFF 2025		
Administration Staff	No	FTE
Principals	1	1.0
Associate / Deputy / Vice Principals	2	1.8
Total Administration Staff	3	2.8

Level 3 Teachers	2	1.6
Other Teaching Staff	20	13.5
Total Teaching Staff	22	15.1

Clerical / Administrative	2	2.0
Gardening / Maintenance	1	0.6
Other Allied Professionals	7	5.0
Total School Support Staff	10	7.6



ATTENDANCE - "Every Day Counts"

The Department of Education defines regular attendance as being above 90%. Consistent attendance and participation at school are essential factors in supporting our students to achieve social and academic learning outcomes. Student attendance of less than 90% may impact on a child's opportunity to achieve their potential. Attendance is monitored on an individual basis and partnerships with families are developed to improve attendance rates where required. Our school implements a whole school attendance policy that encourages regular attendance. Individual Attendance Plans are put in place for students with attendance below 80%.

The overall average rate of attendance at Banksia Park Primary School in 2025 was 93.8% and continues to be above like schools and state attendance averages. Like schools reported 92.1% with WA Public Schools average reported at 90.7%.

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	92%	91.6%	90.3%	80.4%	80.2%	74.3%	91.8%	91.2%	88.9%
2024	93.6%	92.3%	91%	80.1%	79.6%	74.3%	93.5%	92.1%	89.4%
2025	93.8%	92.1%	90.7%	73.9%	80.1%	73.2%	93.6%	91.7%	89.1%

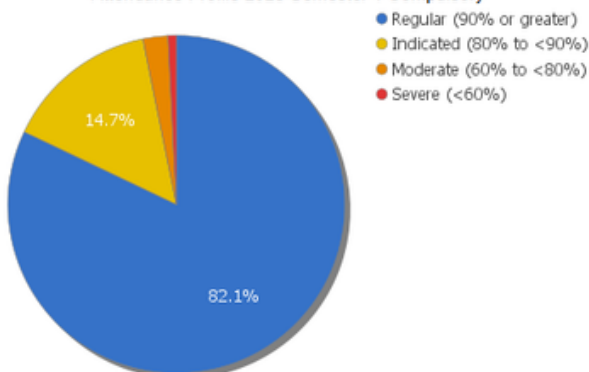
Attendance Risk Categories

Analysis of our whole school attendance profiles for Semester 1 and 2, 2025 shows compulsory attendance declining from 82.1% in Semester 1 to 76.7% in Semester 2 for those students classified as regular (above 90%). Those students at an "indicated risk", that is attendance 80%-89% increased to 19% in the latter part of the year. Further analysis of the type of absences revealed that many of these absences were due to family vacations taken during school term, and this has been identified as an ongoing attendance improvement focus area.

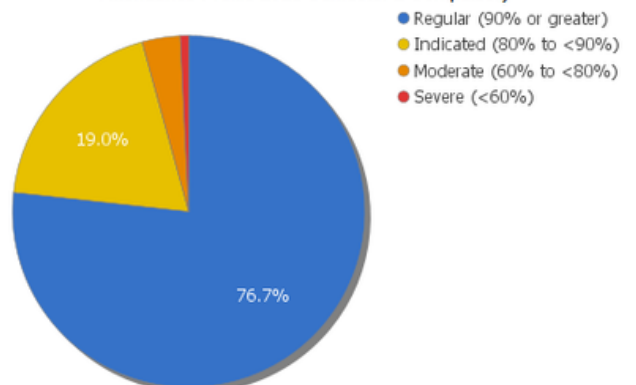
Attendance Risk Categories	
95 - 100%	Attendance is classified as being EXCELLENT
90 - 95%	Attendance is classified as being at REGULAR
80 - 89%	Attendance is classified as being at INDICATED RISK
60 - 79%	Attendance is classified as being at MODERATE RISK
0 - 59%	Attendance is classified as being at SEVERE RISK

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	69.1%	28.4%	1.6%	0.8%
2024	78.2%	19.2%	2.6%	0.0%
2025	82.1%	14.7%	2.4%	0.8%
Like Schools 2025	72.4%	20.3%	5.5%	1.9%
WA Public Schools	64.0%	23.0%	9.0%	4.0%

Attendance Profile 2025 Semester 1 Compulsory



Attendance Profile 2025 Semester 2 Compulsory



THE SCHOOL BOARD

2025 marked a significant period of transition for the School Board, with multiple new nominations leading to a community election that reflected strong engagement and confidence in the school's direction. The Board was reinvigorated by the arrival of new members Sarah Wilson and Paul Cassir, as the new Deputy Principals, along with parent representatives Rebecca Fanha, Louise Hookham and the appointment of a new Board Chair. The School Board farewelled outgoing members Albert Cianfrini and Michael Everett, and Jane Di Sabato who served on the Board, and former School Council, for close to 20 years.

Throughout the year, the Board focused on maintaining strong governance and supporting the school's strategic priorities. The end of year Board survey once again returned strong results, demonstrating that the newly formed Board had settled confidently into its role. A highlight of our community engagement was Parent Night, where our Board members rolled up their sleeves at the sausage sizzle and connected with families to gather valuable feedback for the annual parent survey. These conversations continue to shape our understanding of community needs and aspirations, ensuring that parent voices remain central to everything we do.

The Board endorsed an extension of the school's Business Plan through to the end of 2026 allowing the school to maintain momentum and continuity in its long-term goals. Across the school, ongoing improvements continued to reflect the dedication of our teachers, staff, and leadership team. Their ongoing commitment to quality teaching and student wellbeing is greatly appreciated.

Our P&C, volunteers, and broader parent community once again played an essential role in enriching school life, from fundraising and event support to everyday acts of generosity that exemplify our community spirit. Our students continue to inspire us with their enthusiasm, resilience, and achievements across academic, creative, and sporting endeavours.

As we reflect on 2025, I extend my sincere thanks to every member of the Banksia Park Primary community for your contributions, collaboration, and trust. It is a privilege to serve as Board Chair, and I look forward to continuing this important work together as we build on the strong foundations of this year and move confidently into 2026.

I would like to acknowledge the dedicated members of the 2025 School Board, whose support and commitment to the school have been invaluable:

Parent Representatives: Rod Silvey, Michael Everett, Rebecca Fanha and Louise Hookham

Staff Representatives: Serena Gosnay, Jane Di Sabato, Sharon O'Reilly, Sarah Wilson and Paul Cassir. A special mention is also made to Mel Hewitt for her ongoing support as Corporate Services Manager.

Warren Staples
Board Chair



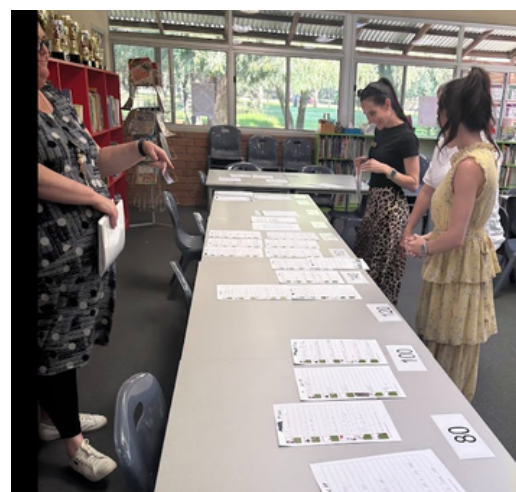
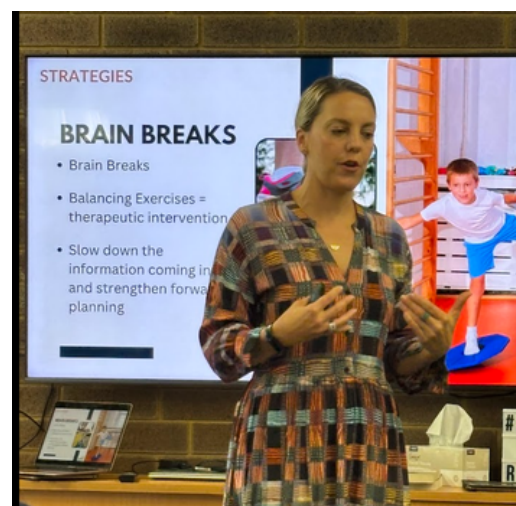
BUSINESS PLAN 2023-2026

This year marked an extension of our current Business Plan through to the end of 2026. Following consultation with staff and the School Board during the development of our next strategic plan, a consolidation phase was proposed. This proposal was eventually implemented to further embed and strengthen the significant progress we have made toward achieving our Business Plan targets and milestones.

Whole-school assessment processes have continued to drive data-informed teaching and learning, particularly in core literacy and numeracy areas. Regular opportunities for collaborative data analysis and planning remain a priority within our teaching teams, strengthening collective efficacy and ensuring responsive classroom practice.

Ongoing self-review across the six priority areas of our Business Plan indicates that almost all targets and milestones have been achieved and are now in various stages of sustained implementation. The additional time provided through the extension period has been intentionally allocated to embedding these evidence-based strategies to ensure long-term impact and consistency across the school. We are particularly pleased to recognise ongoing improvement in NAPLAN results, with positive growth and encouraging performance when compared with Like Schools. Other examples of achievements to celebrate in 2025 include:

- The introduction of an Instructional Coaching model to support teachers in delivering high-quality, effective lessons for all students.
- Stronger and more consistent collection and use of student achievement data to ensure teaching is responsive to individual learning needs.
- Greater leadership opportunities across our Phase of Learning teams, building shared responsibility for student success.
- Increased opportunities for staff to work collaboratively, helping to ensure greater consistency in what and how students are taught across classrooms.
- Strengthened whole-school approaches that support consistency in curriculum delivery from year to year.
- Continued development and implementation of the Banksia Park Primary School Teaching and Learning Framework, providing a clear and shared approach to teaching and learning.
- Ongoing professional learning targeting priorities in our Business Plan including moderation and data analysis supporting individual student needs, particularly neurodivergence with multiple sessions with Eliza Dadson from ADHDMe.





NAPLAN 2025

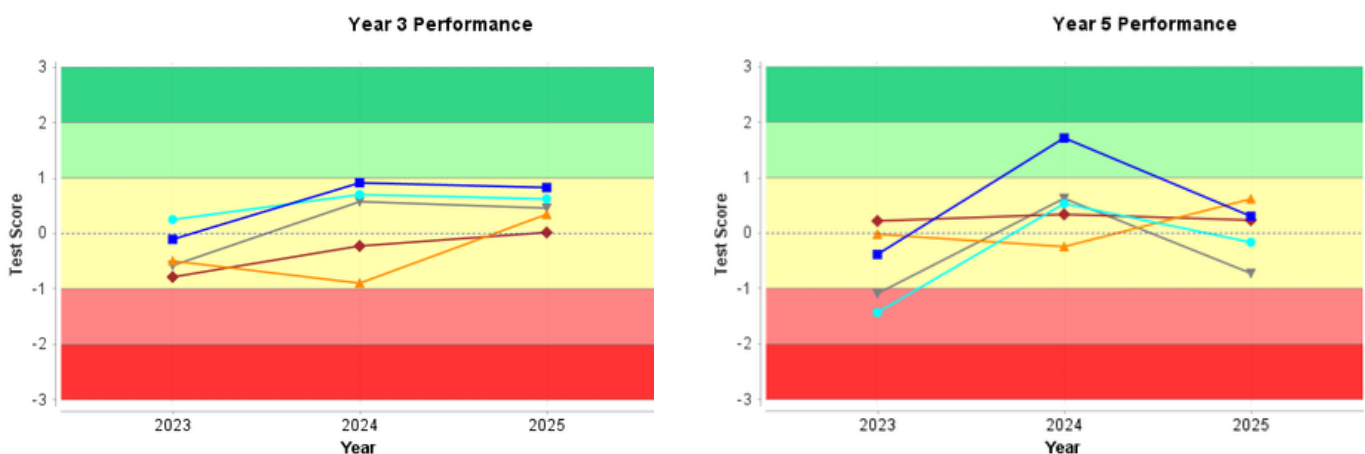
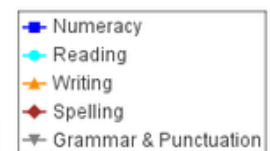
NAPLAN testing was conducted in Term 1 for students in Years 3 and 5. The 2025 results provided our second set of comparable data since the introduction of the new reporting time series in 2023. We have continued to demonstrate improvement in whole-school achievement.

Pleasingly, all assessment areas are now in the *yellow* performance category. This indicates that student achievement is broadly in line with schools sharing a similar student profile (our Like Schools) across WA and displaying an upward longitudinal trend.

Student achievement is reported across four proficiency levels:

- Exceeding – Above expectations
- Strong – Meeting expectations
- Developing – Working towards expectations
- Needs Additional Support – Requiring additional support to meet expectations

These levels provide clear information for families and guide our ongoing planning to further strengthen teaching and learning outcomes for all students.



Percentage of students in each Proficiency Level

Proficiency Level	Year 3 Numeracy									Year 5 Numeracy								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	14%	21%	22%	15%	15%	13%	10%	8%	8%	10%	38%	3%	19%	20%	18%	10%	11%	11%
Strong	61%	70%	54%	58%	60%	59%	50%	50%	50%	67%	56%	83%	58%	60%	62%	53%	53%	54%
Developing	21%	6%	22%	20%	20%	21%	25%	27%	27%	20%	3%	10%	17%	15%	15%	23%	23%	23%
NAS	4%	3%	3%	7%	5%	7%	14%	13%	13%	3%	3%	3%	6%	5%	5%	12%	12%	11%

The 2025 Numeracy results show continued improvement across Years 3 and 5 with overall performance “as expected” when compared to Like Schools. In Year 3, there has been steady growth in students achieving in the Exceeding category, with fewer students Needing Additional Support. Year 5 results have high numbers of students in the Strong level indicating a need to focus on moving more students into the Exceeding level. The numbers of students identified as Needing Additional Support have remained stable and lower than both “Like” and WA schools. Overall, performance is well above WA schools and compares favourably with Like Schools.

Proficiency Level	Year 3 Reading									Year 5 Reading								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	29%	30%	32%	23%	27%	23%	15%	16%	14%	17%	34%	17%	30%	32%	25%	16%	17%	16%
Strong	50%	55%	46%	53%	51%	50%	46%	44%	44%	60%	53%	62%	53%	50%	55%	52%	48%	51%
Developing	14%	12%	14%	17%	15%	19%	25%	22%	24%	17%	6%	21%	13%	12%	15%	20%	21%	21%
NAS	7%	3%	8%	7%	8%	9%	13%	16%	16%	7%	6%	0%	4%	6%	5%	10%	13%	11%

Reading results in Years 3 and 5 remain stable and competitive when compared with Like Schools and WA Public Schools. In Year 3, there has been small, steady growth in the Exceeding category since 2023, with the majority of students achieving at or above expected standards. In Year 5, performance remains consistent, with strong representation in the upper proficiency levels and 0% of students identified as Needs Additional Support in 2025 indicating whole cohort stability. While overall outcomes are positive, increasing the proportion of students achieving in the Exceeding level remains an improvement priority. Our continued focus on structured literacy, explicit comprehension strategies and targeted extension opportunities will support further growth in Reading achievement.

Proficiency Level	Year 3 Writing									Year 5 Writing								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	7%	0%	3%	15%	12%	6%	7%	7%	4%	17%	16%	7%	18%	18%	13%	9%	9%	7%
Strong	79%	81%	95%	71%	77%	79%	65%	66%	68%	57%	63%	66%	62%	64%	64%	53%	53%	53%
Developing	11%	16%	3%	10%	7%	11%	17%	17%	18%	23%	22%	24%	15%	15%	19%	25%	25%	26%
NAS	4%	3%	0%	5%	4%	4%	9%	9%	8%	3%	0%	3%	5%	4%	5%	12%	11%	12%

Writing results show areas of growth and consolidation across both year levels. In Year 3, the proportion of students requiring additional support reduced to 0% in 2025, with significant representation in the Strong category. In Year 5, results remain stable overall, with the majority of students achieving in the Strong and Developing categories and low levels of students identified as requiring additional support. While overall achievement is steady, increasing the proportion of students achieving in the higher proficiency bands remains a key improvement priority. Our continued focus on explicit writing instruction and targeted extension strategies will support further growth in Writing outcomes.

Proficiency Level	Year 3 Spelling									Year 5 Spelling								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	11%	9%	19%	20%	23%	19%	14%	14%	14%	27%	38%	14%	30%	33%	28%	19%	19%	19%
Strong	54%	73%	49%	50%	49%	50%	42%	44%	42%	47%	44%	55%	51%	48%	52%	47%	46%	48%
Developing	25%	15%	27%	22%	23%	24%	28%	27%	28%	20%	16%	28%	14%	14%	16%	22%	21%	21%
NAS	11%	3%	5%	7%	5%	7%	14%	14%	14%	7%	3%	3%	5%	5%	4%	11%	11%	11%

Spelling results demonstrate overall stability across both year levels. In Year 3, there has been growth in the Exceeding category since 2024, with the majority of students achieving at expected standards and low levels requiring additional support. In Year 5, performance remains consistent, with results broadly aligned to Like Schools and WA Public Schools and a small proportion of students identified as requiring additional support. Strengthening performance in the upper proficiency bands remains an improvement priority. Our continued whole-school spelling approach and structured literacy practices will focus on lifting high achievement while maintaining targeted support where required.

Proficiency Level	Year 3 Grammar & Punctuation									Year 5 Grammar & Punctuation								
	School			Like Schools			WA Public Schools			School			Like Schools			WA Public Schools		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	4%	18%	11%	13%	15%	15%	7%	9%	9%	3%	31%	10%	24%	25%	22%	12%	12%	14%
Strong	50%	58%	65%	50%	51%	47%	42%	40%	38%	60%	63%	45%	51%	53%	53%	48%	48%	45%
Developing	36%	21%	16%	28%	23%	25%	32%	28%	28%	23%	0%	41%	19%	17%	17%	26%	24%	24%
NAS	11%	3%	8%	9%	11%	14%	18%	21%	23%	13%	6%	3%	6%	5%	8%	13%	14%	16%

Grammar and Punctuation results show generally stable performance across both year levels. In Year 3, more students are achieving at expected standards compared to 2023, with reduced levels of additional support required. In Year 5, results again highlight the need to focus on increasing the representation in the upper levels. With 41 % of students in the Developing level, there will be a need to target skills with continued explicit grammar instruction and consistent writing practices for this cohort.

Overall, the 2025 NAPLAN results reflect a positive trajectory longitudinally in student learning across key literacy and numeracy domains. Across Years 3 and 5, the majority of students are achieving at or above expected standards, with low and, in several areas, declining proportions of students requiring additional support. All domains are now aligned within the yellow performance category, indicating achievement comparable to Like Schools.

Whole-school data underscores the effectiveness of the school's strategic focus on evidence-based teaching, differentiated support and systematic use of assessment data. Continued emphasis on these practices will be essential to sustaining improvement and further increasing the proportion of students achieving in the upper proficiency bands.

A Like Schools comparative summary is included here. This table provides a coloured display of our comparative performance across all areas assessed. The analysis uses the school mean, NAPLAN scores and Index of Community Socio-Educational Advantage (ICSEA) to calculate expected performance, measured against Like Schools.

Year 3	Performance		
	2023	2024	2025
Numeracy	-0.1	0.9	0.8
Reading	0.3	0.7	0.6
Writing	-0.5	-0.9	0.3
Spelling	-0.8	-0.2	0.0
Grammar & Punctuation	-0.6	0.6	0.5

Schools within one standard deviation of the predicted performance are considered to be performing **as expected** (shown in yellow). Around 70% of schools will be in this category. Approximately 15% of schools will be more than one standard deviation **above** predicted performance (shown in green). Approximately 15% of schools will be more than one standard deviation **below** predicted performance (shown in red).

■	Above Expected - more than one standard deviation above the predicted school mean
■	Expected - within one standard deviation of the predicted school mean
■	Below Expected - more than one standard deviation below the predicted school mean
■	If blank, then no data available or number of students is less than 6

Year 5	Performance		
	2023	2024	2025
Numeracy	-0.4	1.7	0.3
Reading	-1.4	0.5	-0.2
Writing	-0.0	-0.2	0.6
Spelling	0.2	0.3	0.2
Grammar & Punctuation	-1.1	0.6	-0.7

SURVEYS

The National Survey of Schools (NSOS) is historically conducted every two years across schools. Banksia Park highly values feedback from our school community including students, parents and staff. As part of our efforts to support a strong voice for our school community, we have committed to completing perception surveys annually. All data, comments and feedback, positive as well as constructive, is reviewed carefully by the leadership team, staff and the School Board and where we see an opportunity for improvement, we work to incorporate it into our planning.

Parent Perception Survey	2023	2024	2025
Teachers at this school expect my child to do their best.	4.2	4.3	4.4
Teachers at this school provide my child with useful feedback about their progress.	3.9	4.1	4.2
Teachers at this school treat students fairly.	4.1	4.5	4.4
This school is well maintained.	4.3	4.2	3.8
My child feels safe at this school.	4.5	4.7	4.7
I can talk to my child's teacher about my concerns.	4.4	4.5	4.6
Student behaviour is well managed at this school	3.9	4.6	4.2
My child likes being at this school.	4.4	4.7	4.5
This school looks for ways to improve.	4.2	4.4	4.0
This school takes parents' opinions seriously.	3.9	4.1	3.9
Teachers at this school motivate my child to learn.	4.0	4.3	4.3
My child is making good progress at this school.	3.9	4.3	4.1
My child's learning needs are being met at this school.	3.8	4.3	4.0
The <u>school works</u> with me to support my child's learning.	3.9	4.2	4.3
This school has a strong relationship with the local community.	4.0	4.3	4.0
This school is well led.	4.3	4.4	4.1
I am satisfied with the overall education standard of education achieved at this school.	3.9	4.2	4.1
I would recommend this school to others.	4.2	4.4	4.2
My child's teachers are good teachers.	4.3	4.4	4.5
Teachers at this school care about my child.	4.3	4.7	4.6

Banksia Park Primary School's 2025 Parent Perception Survey reflects strong community confidence and engagement, with more than triple the usual responses following the School Board's Parent Open Night launch. Results highlight key strengths in student safety (4.7), teacher care and approachability (4.6), high expectations (4.4), and teacher quality (4.5). Growth since 2023 in behaviour management, feedback, motivation and academic progress demonstrates continued improvement in teaching and learning. Once again, parents had the option to include their name with their responses, allowing the school administration team to follow up on any concerns raised and personally acknowledge the many positive comments and constructive feedback received, which are greatly appreciated and reflect our whole-school improvement efforts.

While results remain very positive overall, ongoing focus will include strengthening parents' perception that their opinions are valued (3.9), further building confidence in overall educational standards (4.1), and continuing to make leadership impact visible wherever possible. These areas present opportunities to deepen communication and strengthen our partnership with families as we continue our improvement journey.

Student Perception Survey (Years 5 & 6 Students)	2025
My teachers expect me to do my best.	4.5
My teachers provide me with useful feedback about my schoolwork.	4.0
Teachers at this school treat students fairly.	3.8
My school is well maintained.	4.2
I feel safe at this school.	4.2
I can talk to my teachers about my concerns.	3.9
Student behaviour is well managed at my school.	3.7
I like being at my school.	4.1
My school looks for ways to improve.	4.2
My school takes students' opinions seriously.	3.8
My teachers motivate me to learn.	4.2
My school gives me opportunities to do interesting things.	4.1
My teachers are good teachers.	4.3
My teachers care about me.	4.1

Student voice, measured through the Student Perception Survey, highlighted strong teacher expectations (4.5), teacher quality (4.3), motivation (4.2), and students feeling safe at school (4.2), reinforcing the positive learning culture at Banksia Park. Areas for further development include student behaviour (3.7) and student voice and agency (3.8), which will be key focus areas in our 2026 planning.

Staff Perception Survey	2025
Teachers at this school expect students to do their best.	4.9
Teachers at this school provide students with useful feedback.	4.4
Teachers at this school treat students fairly.	4.6
This school is well maintained.	3.1
Students feel safe at this school.	4.6
Students at this school can talk to teachers about their concerns.	4.6
Parents at this school can talk to teachers about their concerns.	4.6
Student behaviour is well managed at this school.	4.1
Students like being at this school.	4.6
This school looks for ways to improve.	4.8
This school takes staff opinions seriously.	4.5
Teachers at this school motivate students to learn.	4.6
Students learning needs are being met at this school.	4.4
This school works with parents to support students' learning.	4.6
I receive useful feedback about my work at this school.	4.7
Staff are well supported at this school.	4.7
This school has a strong relationship with the local community.	4.6
This school is well led.	4.6
I am satisfied with the overall education standard of education achieved at this school.	4.5
I would recommend this school to others.	4.9
Teachers at this school are good teachers.	4.6
Teachers at this school care about their students.	4.9

The 2025 Staff Perception Survey reflects exceptionally strong staff confidence in the school, with very high ratings across expectations (4.9), care for students (4.9), recommendation of the school (4.9), continuous improvement (4.8), and staff support (4.7). These results affirm a positive staff culture, strong leadership, and high-quality teaching practices. A lower rating in school maintenance (3.1) has been noted as a priority improvement focus in 2026.

SCHOOL IMPROVEMENTS

School improvements have continued to be implemented across all Business Plan areas throughout 2025. This included the foundational work for the proposed Early Years upgrades which will hopefully be finalised throughout 2026.

Other school improvements include:

- New state of the art sound system
- New storage for PE equipment
- Targeted improvements to the school gardens and grounds
- Replacement shade sail for the playground
- Two new sports marquees
- Mobile white boards for the junior classes
- Lost property bins for each teaching block
- A placegetter podium for sports days
- Upgraded computers for teachers
- New tennis nets





Our school has continued to strengthen English teaching and learning through evidence-based practices and a clear commitment to high-quality literacy instruction. In 2025, our strategic direction has centred on consolidating gains in reading while expanding our focus on writing, grammar, and oral language.

Data-driven teaching continues to inform instruction across the school, with analysis of PLD phonics data and the Year 1 Phonics Check showing our early years targets being met. Our Multi-Tiered System of Support (MTSS) approach is working effectively, with Tier 2 intervention through MiniLit and MacqLit ensuring students experiencing learning difficulties are well supported and making progress.

This year, writing became a major focus. Staff engaged in professional learning with highly regarded speech pathologist Jenny Baker, who presented on narrative writing frameworks and provided an instructional routine for teaching grammar within narrative writing. Teachers explored explicit approaches to teaching language devices and began exploring a K–6 scope and sequence for syntax (grammar and punctuation) using structured curriculum resources. This initiative has laid the foundation for consistent, high-quality writing instruction across all year levels.

Enhancing teacher professional learning and building capacity has remained a priority. Instructional coaching was expanded with the introduction of the Step Lab suite of professional learning, further embedding our Instructional Framework and supporting a consistent approach to high-impact teaching.



Family and community engagement also remained strong. In Early Childhood, we enhanced home reading through additional purchases of decodable texts and implemented a picture book oral language comprehension program in Pre-primary. School-wide celebrations such as Book Week, National Simultaneous Storytime, and an author visit incursion further enriched the literacy experience and fostered a love of reading.

In summary, 2025 has been a year of both consolidation and innovation in English. Data demonstrates that our strategic direction is having a positive impact on student achievement, and there is much to celebrate in the progress made. With strong professional learning, consistent instructional practices, and a clear focus on literacy, our school is well-positioned to continue building on these successes in the years ahead.





Teachers at Banksia Park Primary School continued to implement the Department's Teaching for Impact strategy alongside the Banksia Park Learning Framework and other resources. Supported by regular review cycles, these approaches strengthened student engagement and retention across the year.

Collaborative teams worked closely to embed consistent practices, while the Mathematics Learning Area Committee explored future directions for teaching maths. A key initiative was the Lighthouse Maths Program, which built teacher capacity in problem-solving and reasoning through professional learning and coaching. The community event The Mystery of the Mathematical Menace attracted over 100 parents and students, generating strong enthusiasm for mathematics. The program positively impacted classroom practice and achievement, with PAT data showing two years of growth in Years 4 and 6. These resources will inform future operational planning.

The committee investigated classroom maths boxes and surveyed staff to identify priority resources, which will be purchased to further strengthen maths delivery. Signpost Maths (Years 1–6) and New Wave Mental Maths (Years 2–6) continued to support consistency, while Kindergarten and Pre-Primary followed a scope and sequence aligned to the Western Australian Curriculum and Kindergarten Guidelines.

Mathletics was trialled in Years 1–6 to provide personalised online learning opportunities at school and home. Following positive staff feedback, it will continue in 2026.

Student progress was monitored through Westwood Maths Tests (Years 1–6), PAT (Years 2–6), On-Entry (Pre-primary), and NAPLAN (Years 3 and 5). Data was collated into Student Profiles and analysed using Elastik (Years 2–6) to identify gaps and guide targeted support. NAPLAN results improved and are now more closely aligned with Like Schools.



Students in Years 4–6 also participated in the National Mathematics Competition, fostering engagement and healthy competition. These initiatives have strengthened mathematics teaching and learning at Banksia Park Primary School, supporting improved student outcomes and a culture of collaboration and innovation.

Karen Glassby - Learning Area Committee Leader

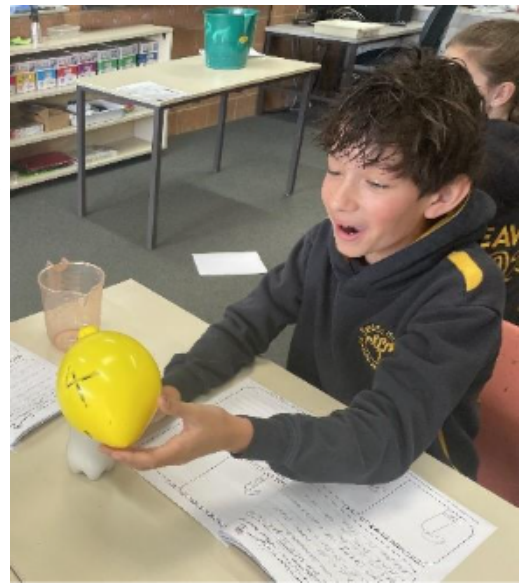


SCIENCE

In 2025, a Science Specialist was appointed for two days a week to give all students from Years 1 to 6 an hour science lesson. The Science Specialist has undertaken delivery of the Science Curriculum with a specific focus on Science Inquiry Skills. Using whole-school frameworks, students worked to develop effective skills in planning, conducting, and evaluating a scientific investigation.



The aim of this was to increase students' interest in learning science by focusing on discovery learning using a hands-on, inquiry-based approach, and by doing so, improve their science knowledge and understanding. We have used programs that link into the National Curriculum and cover the four main areas of Science Understanding: Biology, Chemistry, Physics, and Earth & Space.



The students experienced science through a wide range of experiments and investigations that relate science to their everyday lives. We have a skeleton in the Science Room called Mr Funny Bones who changes each week to reflect things happening around the school and in the community. He is a very popular teaching tool.

Banksia Park Primary is making significant strides in enhancing its science curriculum and teaching. The focus on best practices in pedagogy and the commitment to engagement is critical for fostering an environment where students are actively involved in their learning. In addition, the emphasis on understanding the Science of Learning shows an awareness of the need for ongoing reflection and adaptation. This knowledge allows educators to design learning experiences that align with how students best absorb and retain information.



The implementation of science-based incursions in 2025 included the "Silly Scientist" (whole-school) and after school programs "Robotics Club" (Years 3-6), has allowed students to be further immersed in the Science Curriculum.





The Technologies Learning Area at Banksia Park Primary School includes **Design and Technologies** and **Digital Technologies**, providing students with opportunities to develop creativity, problem-solving skills and digital capability.

In Design and Technologies, students apply a structured design process to solve real-world problems. They identify challenges, generate ideas, create solutions and refine their designs, developing critical and creative thinking skills.



In Digital Technologies, students use a range of digital tools to support learning across the curriculum. Classrooms are equipped with interactive technologies, and students access iPads and desktop computers to create, collaborate and analyse data. Digital tools such as Book Creator, iMovie, Kahoot, Mathletics and Elastik enhance engagement and learning. Specialist programs also integrate technology, including GarageBand in Music, digital art applications, and language learning applications (apps) in Japanese.



Robotics

The Robotics Program provided students with opportunities to develop skills in coding, engineering and teamwork. Years 3-4 students design and showcase LEGO robots at the Junior Robotics Expo. Years 5-6 students compete in the First LEGO League interschool competition.



Curriculum Development

The school is aligning its programs with the new SCSA Technologies Scope and Sequence, with an increased focus on cyber security and digital thinking strategies. This ensures students develop the skills and knowledge needed to thrive in an increasingly technology-driven world.

Through these initiatives, Banksia Park Primary School continues to strengthen student capability, creativity and innovation in technologies.

Tess Panomarenko
Learning Area Committee Leader





In 2025, students across Banksia Park Primary engaged in a range of meaningful HaSS learning experiences aligned with the WA Curriculum. Classroom programs focused on History, Geography, Civics and Citizenship, and Aboriginal and Torres Strait Islander perspectives, with inquiry-based learning strengthening students' research, questioning and critical thinking skills.

Students explored age-appropriate topics throughout the year, including family history and local environments in the early years, community roles and national identity in the middle years, and Australian democracy and global Indigenous perspectives in the senior years. Learning was supported by the online program Inquisitive, which drove engagement and higher-order thinking.

A strong focus of 2025 was whole-school cultural events. Students participated in ANZAC Day, Western Australia Day, Remembrance Day, Diwali and Harmony Day, promoting respect, inclusion and cultural understanding. The ANZAC Day commemoration was led by Year 6 students alongside community representatives, strengthening connections between the school and wider community. Harmony Day featured a parade and class activities celebrating cultural diversity.

NAIDOC Week was a highlight of the year. The school came together for a whole-school activity day celebrating Aboriginal and Torres Strait Islander cultures, with a focus on the six seasons and the 2025 theme, The Next Generation: Strength, Vision & Legacy. Students participated in hands-on cultural activities, including damper tasting, constructing Mia Mia and creating friendship bracelets. A collaborative whole-school fingerprint artwork map of Australia was created, alongside a feature artwork reflecting the NAIDOC theme.

Throughout the year, the HaSS Committee continued to strengthen the embedding of Aboriginal and Torres Strait Islander perspectives, guided by the Aboriginal Cultural Standards Framework.

Jacinta Frost - Learning Area Committee Leader





During the past year, the Health and Physical Education team has worked diligently to provide students with meaningful opportunities in sport, fitness, and health education. The program is designed to support the holistic development of students by promoting respect, resilience, and responsibility. Banksia Park Primary continues to take pride in offering a diverse range of sporting activities, encouraging healthy lifestyle choices, and supporting the emotional and social wellbeing of all students.

In addition to physical activity, the Health Curriculum was strengthened through several key initiatives. These included Cyber Safety programs, Safe Internet Day, Bully Zero workshops, Hospital Immersion experiences, online safety forums, and the Stitch in Time program. The initiatives were supported by the onsite chaplain, who provided valuable social and emotional guidance, contributing to a safe and nurturing environment across the school.

Students participated in a minimum of two hours of physical activity each week across all year levels. Lessons focused on the development of fundamental movement skills, with regular fitness sessions incorporated into the curriculum. Junior, Middle, and Upper School sports programs were delivered consistently. The specialist Physical Education program extended from Pre-primary to Year 6, beginning with basic movement skills and progressing toward mastery of gross and fine motor skills by the end of primary school.

The school welcomed guest coaches who contributed to the development of student skills and knowledge. Coaching support was provided by:

- Golf WA
- Football West
- SEDA AFL
- SEDA Football
- SEDA Netball
- Lakeside Basketball





Major events held during the year included:

- Swimming Carnival
- Cross Country
- Cricket Carnival
- Interschool Cross Country
- Winter Carnival (Netball, Soccer, AFL)
- Athletics Carnival
- Interschool Athletics Carnival
- Colour Fun Run
- Edu-Dance



The school acknowledges the significant contribution of parents who volunteered their time to coach teams and assist at major events. Their involvement strengthened the school community and enhanced the educational experiences of students. We appreciate everyone who assisted us throughout the year in big and small ways.



Kyle Edmonds - Learning Area Committee Leader



In the Languages Learning Area, our students learn to communicate in the Japanese language. Through learning about the Japanese language and culture, they gain an understanding of people, societies, and culture that are different from their own and practical skills which they can use in future social, cultural and vocational areas. Through languages, students are also able to further develop their skills and understandings in English and of literacy in general.

In 2025, students from Year 3 to 6 attended one weekly lesson. Skills learned in class focused on the areas of listening and speaking, viewing, reading, writing, and cultural understandings. This has included more emphasis on hiragana reading skills, with the aim of being independent script readers by the end of Year 6. The vast majority of students studying Japanese this year are working at satisfactory or high levels of achievement for their year level.

Students have participated in related cultural activities through the school year, some which are becoming annual events which the students look forward to with anticipation. Students participated in the Japanese Language Teachers Association of WA's annual calligraphy competition, writing the word 天気 (tenki – 'weather'). The origami competition was held for the third time, with entries from Pre-primary to Year 6, and from family members of students. The Japanese Assembly was held in Term 4 as a celebration of this learning area.

We still have two Japanese-related lunchtime clubs. Anime Club was expanded and renamed 'Japan Club'. While watching of anime continues, students can participate in other Japanese related activities at the same time, such as making origami, or studying hiragana. Taiko Club performed at the Cross Country and Faction Athletics Carnival, and at the Japanese Assembly. In addition, a Tiny Taiko morning recess concert was held in Term 1.

Heald Sensei - Learning Area Committee Leader



The 2025 Visual Art program was a vibrant and productive year, with students from Years 1-6 participating in a weekly one-hour lesson. The curriculum focused on three key areas: Developing Skills, Responding to the Arts, and Exploring Art Ideas.

As outlined in the 2024 Annual Report, Developing Skills and Responding to the Arts were embedded across the full year, while Exploring Art Ideas was delivered as a semester focus. Junior students explored a wide range of techniques, materials and artistic styles, supported by quality art literature and exposure to diverse artists including Andy Warhol and contemporary child artist, Ace Liam.

Middle school students strengthened their understanding of the Elements of Design, enabling them to analyse artworks and further refine their own skills. Studies included artists such as David Hockney, Henri Matisse and Georgia O’Keeffe.

Year 5 and 6 students extended their learning through a focus on Ancient Greek art and architecture, incorporating drawing and design inspired by vases and columns. Students demonstrated impressive maturity in both technical skill and creative interpretation.

Whole-school initiatives included the NAIDOC Week art display, the annual Parent Night classroom exhibitions, and a Gifted and Talented exhibition in the undercover area, all of which celebrated student achievement and strengthened community engagement.

The Gifted and Talented Art program ran weekly for selected Year 5 and 6 students. Participants produced high-quality work across painting, drawing, printmaking and mixed media. They were further supported by reflective journal processes that encouraged independence and ownership of their projects. Collaboration with classroom teachers supported integration with English and HaSS, enhancing learning connections across the curriculum.

Art budget funding was primarily allocated to consumables, with the purchase of 32 new desk mats in preparation for 2026. Feedback on the 2025 Visual Art program and the quality of student work has been consistently positive.



Fiona Jackson -
Learning Area
Committee Leader
(Visual Arts)





Music is taught across all year levels from Pre-primary to Year 6 for up to one hour per week by music specialist, Janis Cullen. Lessons are engaging, diverse and hands on. The program is focused on developing student skills, knowledge and understandings in making and responding to music, learning about beat/rhythm, pitch, tempo, dynamics, tone colour, texture, form and style - with students expressing themselves through singing, movement, playing instruments, creating and music technology.

Banksia Park Primary School has an amazing choir consisting of 42 selected students from Year 3 to 6 who rehearse on a Tuesday before school from 8.10am to 8.50am. Performance projects this year have included ANZAC Day, Harmony and NAIDOC Celebration Assembly, Book Award Assembly and Parent Night to name a few. This year the annual Music Showcase highlighted the Instrumental Music Schools Service (IMSS) students who performed in the BPPS Performing Arts Centre with special guests from Leeming Primary School and the Combined Schools Band, now known as the Treble Clefs. The concert was well received and really did showcase the immense talent of our students.

The music program was enhanced with the addition of a new, state of the art sound system to support all music performance projects in the Performing Arts Centre. This enhances the projection and quality of sound from our choir and instrumentalists, in particular.

Instrumental Music School Services (IMSS) continues to provide ongoing music tuition to selected Year 5 and 6 students. Flute, clarinet, brass (trumpet and trombone) and guitar are offered to these students who then receive one half-hour lesson per week during school hours.

Banksia Ukulele Group (BUGS) continued to run at lunchtime once a week for Year 2 and 3 students instructed by Ms Higgins.

Janis Cullen - Learning Area Committee Leader (Performing Arts)



SCHOOL HIGHLIGHTS and EVENTS 2025

In 2025, Banksia Park Primary School continued to flourish as a vibrant and student-centred community, strengthened by a strong culture of connection, inclusion and celebration. Throughout the year, our full calendar of events reflected the collaborative spirit of our staff, students and families. From the colour and cultural pride of our Harmony Day Parade, to the enthusiasm and sportsmanship displayed at the Swimming Carnival, and the respectful reflection shown during our ANZAC Day commemorations, each event provided meaningful opportunities to come together as a school community. Just some of the many events from another busy year are shared below in no particular order.

Harmony Day

Harmony Day arrived with the 2025 theme, "Everyone Belongs". To celebrate, our school held a special assembly and dress-up day where students wore traditional dress or orange to recognise and celebrate Australia's multiculturalism.



ANZAC Day
ANZAC commemorations are held annually at Banksia Park Primary School.



Book Week 2025

This year's theme "Book an Adventure" saw everyone celebrating books and reading with our dress-up day and parade once again a highlight of the week.





Edu-Dance

Once again, students came together for this high energy, much anticipated event.

Disco

The annual school disco is a highlight for student's and this year DJ Dan did not disappoint with a highly energetic playlist to keep everyone moving.



Parent Night

Our annual Parent Night was once again well attended with our school community gathering in the Performing Arts Centre. Here families were entertained by the new Treble Clefs combined school band, the school choir and an art display by students in the Gifted and Talented Art program. With a sausage sizzle dinner available and the school's first Book Fair, there was much to do ahead of the opening of classrooms for viewing.



Cupcake Fundraiser

Movie Night

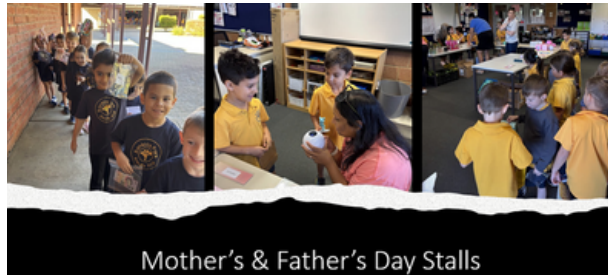


P&C Fundraising

Once again our hard-working P&C conducted a range of fundraising and other events to support the school including a Movie Night, Quiz Night, annual Mother's and Father's Day stalls, faction carnival cake stall, cupcake fundraiser, raffles galore, busy bee and **much more**. All these amazing efforts culminated in a whopping \$27, 210 donation to the school.



Easter Raffle



Mother's & Father's Day Stalls



Canteen Specials



Contributing fundraising dollars to provide additional resources...



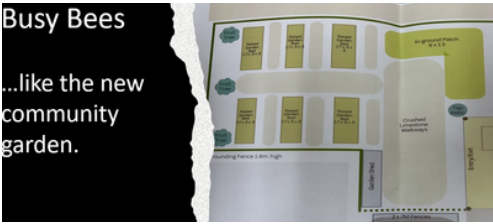
DISCO Supervision



Volunteering in our canteen



Raising money to improve our grounds...



Busy Bees

...like the new community garden.



Supporting a great Australian tradition - the SAUSAGE SIZZLE.



Just being present to celebrate as a community...



Supporting staff at Banksia Park.



Put simply... Thankyou!

...and we know we will see you to do it all again next year ☺

Thank YOU Big Breakfast
This was a new initiative for 2025 where we shared our appreciation to the community and school volunteers for their support and contributions over the year.

THANK YOU!



NAIDOC Celebration Day

Our NAIDOC Celebration Day brought our community together to recognise and celebrate the history, culture and achievements of our Aboriginal Australians.



The Colour Run

The crazy of the Colour Run continued in 2025 with our school community raising a huge \$19, 286. This was once again a great success for all involved. Special mentions to all our community helpers and our highest individual fundraiser, Arav K who raised a massive \$770!

Interschool WINS

With outstanding performances at interschool events this year, we saw our soccer girls and the cross country team return with trophies. Well done, team BPPS!



Crunch-n-MOVE

The Silly Scientist



Year 6 - Graduating Cohort

The Year 6 students of 2025 had a busy and productive final year of primary school. They took on leadership responsibilities across the school, participated in fundraising efforts and had the privilege to attend camp at Bickley Reservoir. They represented Banksia Park Primary in interschool competitions, leading the school to wins at the Cross Country Carnival and soccer. The year ended with key events including their Graduation Assembly, Graduation Dinner, and other end-of-year traditions like signing their school shirts. With students heading off to ten different high schools next year, we hope their time at Banksia Park has equipped them with a solid foundation for secondary school and beyond. We wish them every success.

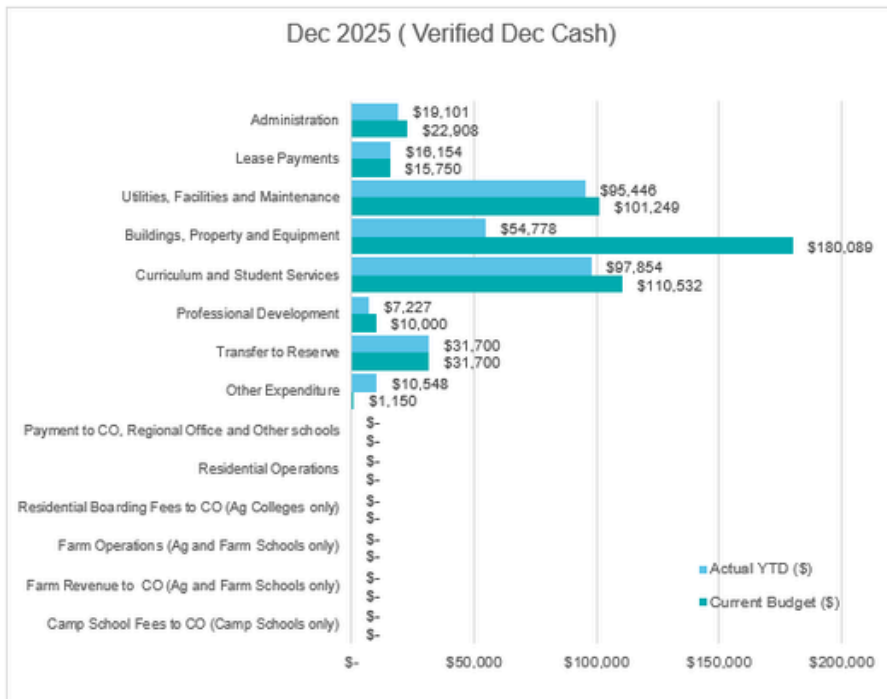




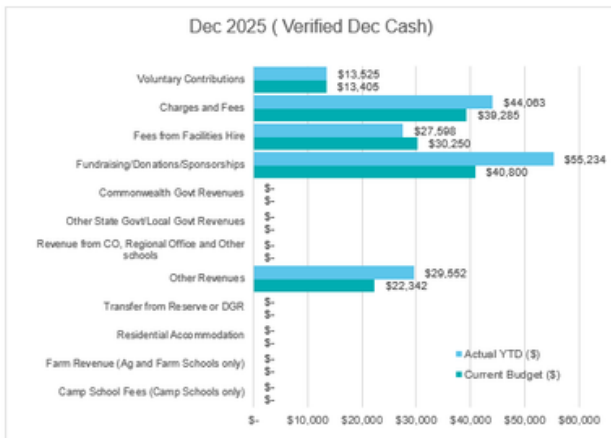
ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	145,054	145,054
Carry Forward (Salary):	276,105	276,105
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,217,169	3,217,169
Locally Raised Funds:	146,082	169,972
Total Funds:	3,784,410	3,808,300
EXPENDITURE		
Salaries:	2,938,249	2,938,249
Goods and Services (Cash):	473,378	332,807
Total Expenditure:	3,411,627	3,271,056
VARIANCE:	372,783	537,244

Goods and Services Expenditure - Budget vs Actual



Locally Generated Revenue - Budget vs Actual



Goods and Services vs Salary expenditure

