

PORT HEDLAND PRIMARY SCHOOL ANNUAL REPORT 2025





**Principal
Karen Burgess**

Port Hedland Primary School is proudly situated at the Cooke Point end of Port Hedland. Since the amalgamation of Cooke Point and Port Hedland Primary Schools in 1998, our school has grown into a vibrant and highly regarded learning community. Catering for more than 490 students from Kindergarten to Year 6, we continue to be recognised as a school of choice within the Hedland community.

As an Independent Public School since 2015, we value the autonomy and flexibility that allows us to make informed, collaborative decisions with our students at the centre of everything we do. Our commitment to high expectations, strong relationships and evidence-informed practice ensures we provide a safe, inclusive and supportive environment where every child has the opportunity to thrive.

At Port Hedland Primary School, we believe *the future is in our hands*. We are dedicated to equipping our students with the knowledge, skills and dispositions they need to become confident, capable and compassionate learners. A strong focus on literacy and numeracy underpins all learning, supported by high-quality teaching, explicit instruction, and targeted intervention. We complement this foundation with rich learning opportunities in Music, Visual Arts, Science, Indonesian and Physical Education, delivered by specialist teachers.

We recognise that every student is unique. Through differentiation, data-informed practice and responsive teaching, we strive to meet individual needs and nurture each child's strengths. Our staff are committed professionals who engage in continuous improvement and collaborative practice to ensure the best possible outcomes for our students.

Strong partnerships with families and the wider community remain central to our success. We value open communication and active engagement, knowing that when schools and families work together, students flourish.

Together, we continue to build a culture of high expectations, collective efficacy and shared responsibility — because at Port Hedland Primary School, the future truly is in our hands.

OUR VALUES

- Persistence
- Confidence
- Independence
- Resilience
- Inclusion



Harmony Day 2025

School Board and P&C

School Board Report



School Board Chair
Sonja Pich

I would like to share a brief overview of what we, as the PHPS School Board are here for, I will also like to acknowledge some of the great things that we have achieved in 2025.

Firstly, I would like to take this opportunity to acknowledge and thank my predecessor Chris Sloom for his dedication to the board and our school over the past few years, your support has been fundamental, so thank you.

I would like to thank my fellow board members beside me, for another great year of discussion, priorities and laughs!

However, I wish to extend a heartfelt thank you to Karen Burgess – Our Principal!

Your unwavering commitment to Port Hedland Primary School, the students, the parents and your teaching staff is unprecedented. Your passion for education and learning really stands out and it is evident in everything you have done during your time here.

There are several topics that have been in discussion this year with the school board, but there is one area in which is a key highlight for me, that I would like to call out.

As many of you know, the school with our endorsement implemented our student wellbeing program which is also known as The Resilience Project. The Resilience Project (TRP) is committed to teaching positive mental health strategies to prevent mental ill health and to build young people's capacity to deal with adversity.

Part of this program of work are some key titles that you may have heard in your home along the lines of: Gratitude, Empathy, Mindfulness amongst others. And as a parent of a student in our wonderful school, I can see the positive impact that this program has had, and I look forward to seeing the future engagement and development for our students and families in 2026.

So, what does a school board actually do? In an official sense, the school board of any institution is there to review school performance, develop and review the schools business plans, budget and charges, to consult around the school's objectives, priorities and general policy directions. In a more emotive sense, we are a committed team of parents, school staff and community members that are ambassadors and advocates for the school, we are here to help develop a culture of service, to support our staff, be available to our parents and make the school a safe and happy place for our students.

As I reflect on the past 12 months for PHPS and the Board, there are some key points in which I would like to mention;

- The Resilience Project is a highlight as already shared
- This year also saw our Year 3 & 5 students complete the NAPLAN assessments. This is the first year since the introduction of new assessment standards that we will be able to review comparative data groups. In short, this allowed us to compare our current Year 5 students to when they were in Year 3 plus the ability to compare across other like schools. The results are a true indication of the commitment to high standards and strong curriculum implementation across the school.
- The focus for 2026 will be to update the Business Plan in line with new DOE and school priorities
- In 2026 we will also be focussing on our initiatives that support the wellbeing of our students, including reaching out to our parliamentary representatives for matters that require TOPH intervention. Some of these initiatives include requesting support and funding to enclose our current undercover assembly area and erecting a roof over the basketball courts. The Pilbara is known for its hot summers and our students and staff members certainly deserve to be protected from the heat and the sun in these areas.
- The School Dental Service will be reopened soon – The Department of Health has advised that two dentists have been hired which is fantastic news for our students!

In Term 1, 2026, we will undergo a comprehensive self-assessment as part of the Public School Review process. The most recent one was conducted in 2021 with some commendable callouts and opportunities for focus in some areas. We, as a school and board committee, have taken the recommendations on and implemented where possible to continue our growth within the community of Port Hedland.

I look forward to seeing the progress that we make and what we, as a board, can contribute to our wonderful school.

Souza Pich – School Board Chair

P&C Association Report – President: Charina Townsend

In 2025, the Port Hedland Primary School P&C Association continued to play an active role in supporting the school community through fundraising, resource provision and community engagement.

Through the generous support of families and the wider community, the P&C contributed \$38,000 to the school. These funds supported a range of initiatives and resources that directly benefit students across all year levels. Contributions included EduMarkings to enhance playground spaces, choir shirts, kindy mats, Year 6 graduation catering and decorations, a Year 6 camp activity, MultiLit reading resources, and prizes for the Easter Hat Parade and Book Week activities.

These achievements were made possible by the ongoing commitment of the P&C Executive, committee members and volunteers who supported fundraising events and school activities throughout the year. The Association also acknowledges the dedicated work of Sherrie in managing the school uniform shop and providing consistent service to families.

The P&C remains committed to strengthening partnerships between families and the school, enhancing student opportunities, and contributing positively to the school environment. The Association looks forward to continuing this collaborative work in the coming year and welcoming new members to support its ongoing initiatives.

Charina Townsend - President



Student Numbers & Characteristics

Student Numbers (as at 2025 Semester 2)

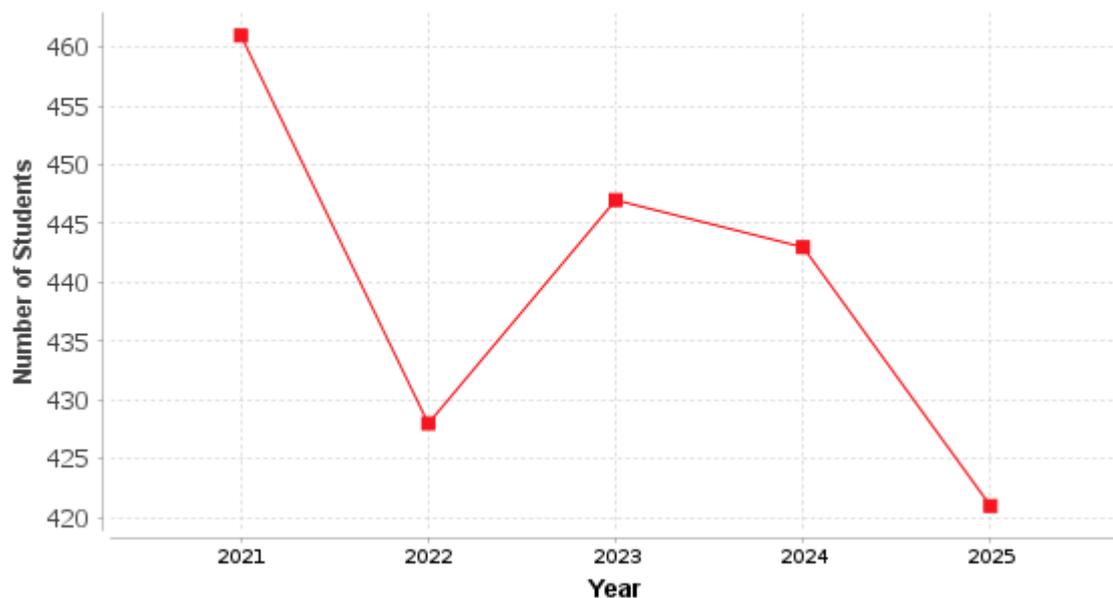
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(29)	66	59	58	69	53	65	51	450
Part Time	57								

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

	Kin	PPR	Pri	Sec	Total
Male	29	35	161		225
Female	28	31	194		253
Total	57	66	355		478

	Kin	PPR	Pri	Sec	Total
Aboriginal	5	8	40		53
Non-Aboriginal	52	58	315		425
Total	57	66	355		478

Semester 2 Student Numbers



Student enrolment numbers in 2025 were higher initially however did decline in semester 2 as depicted. The kindergarten classes continued to operate with 3 classes.

Workforce Composition

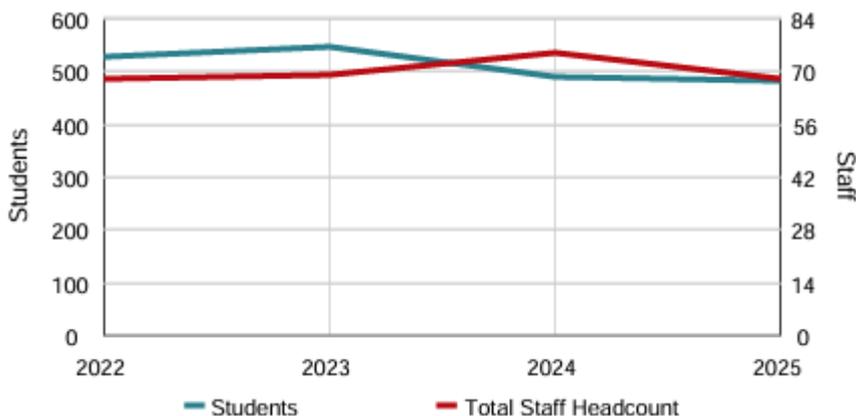
Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Other Teaching Staff	30	27.2	1
Total Teaching Staff	30	27.2	1
School Support Staff			
Clerical / Administrative	3	3.0	0
Gardening / Maintenance	1	1.0	0
Other Allied Professionals	13	10.6	1
Total School Support Staff	17	14.6	1
Total	50	44.8	2

Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2022	68	45	23	524
2023	69	47	22	544
2024	75	49	26	489
2025	68	45	23	482
2026	67	40	27	

* Note: student numbers are taken from Semester 1 schools online figures each year



Student numbers in 2025 are more closely aligned with staff numbers and no longer showing as overstaffed – this is due to a conscious decision not to replace staff who have gone on leave.

Age Profile

This table compares the age profile of staff in the categories of all staff, teaching and support staff in 2022 with the current 2025 data.

Table 7 Comparison of age profile data

	2022			2025		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	3	2	1	3	0	3
25 to 34	25	22	3	24	20	4
35 to 44	20	11	9	26	17	9
45 to 54	15	6	9	10	3	7
55 to 59	2	1	1	3	3	0
60 to 64	2	2	0	2	2	0
65 to 69	1	1	0	0	0	0

Table 8 Average age of all staff members 2022 to 2025

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2022	38.8	36.5	43	38.9	38.8
2023	39.1	37.3	42.8	37.1	39.4
2024	39.2	37.3	42.8	37.4	39.5
2025	38.9	38.2	40.3	35.9	39.7

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Port Hedland Primary School using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2022	11	57	8	37	3	20
2023	10	59	8	39	2	20
2024	11	64	9	40	2	24
2025	14	54	10	35	4	19
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2022	10.2	48.5	8.0	32.4	2.2	16.1
2023	9.6	51.0	8.0	33.9	1.6	17.1
2024	11.4	54.5	10.0	34.1	1.4	20.4
2025	12.5	43.5	10.0	27.2	2.5	16.3

Staffing continues to be a challenge across all Department of Education schools, but more particularly in the regional areas. The Department of Education is looking at several measures to address this. At PHPS we are fortunate to have a fairly stable workforce and are considered a school of choice in the area. Our main challenge is attracting Education Assistants due to the low level of remuneration and lack of subsidised housing for this employment category, in addition to lack of relief teachers.

STAFF 2025

PRINCIPAL

Karen Burgess

DEPUTY PRINCIPALS

Trent Collins

Megan Oliver

MCS

Renata Holloway

TEACHING STAFF

Rob Allan

Sandra Astbury

Lauren Attwood

Takeia Beard

Olivia Bell

Rachael Bourke

Holly Brindle

Molly Carroll

Michelle Cockie

Athena Dyson

Rebecca Galloway

Jason Hammond

Eleanor Howes

Linda Hutchinson

Emily Jones

Simranjeet Kaur

Helena Keogh

Alister Killow

Lily Kirkbride

Yuanjun Ma

Briana Malia

Brooke Marsh

Shelley McCarroll

Seana McCourt

Lauren McKay

Jerrilee Meagher

Stephanie Myers

PORT HEDLAND PS BOARD MEMBERS 2025

Sonja Pich (Chair)

Karen Burgess (Principal)

Jennifer Higgins

Renata Holloway

Sherrie Howatt

Regan Kubala

Kathryn Lewis

Briana Malia

Lee Ross

Olivia Sutton

Nadine Youngman

STUDENT LEADERS 2025



CAPTAIN Lexi Myers

CAPTAIN Alexis Hickling

STUDENT COUNCILLORS

Hope Van Gelder; Tessa Whitney; Chelsea Saleh; Lily Rogerson; Phoenix Kaihau; Henry Goessmann.

FACTION LEADERS 2025

TURNER

Swayde Kernohan; Gus Uink-Townsend; Kim Stenton; Anthea Swayne.

DEGREY

Stella Campbell; Lilah McLoughlin; Kruz Van der Meer; Florence Cunningham-Tuche.

YULE

Amilia Sheminant; Josh Weatherill; Tyson Collins; Kai Van Gelder.

SHAW

Joel Haynes; Sebastian Ah-Wang; Olivia Michon; Alex Mullan; Indie Pearce; Ngaire Watson.

TEACHING STAFF 2025

Rachael Neumann

Jayde Newman

Rose Park

Kriston Petrovich

Jessica Philpott

Shanen Pulkkinen

Elizabeth Pyke

Lisa Scarfe

Benjamin Sedgman

Kieren Sparks

Gemma Whant

Emma Wood

NON-TEACHING STAFF (EA)

Megan Brenton

Tirrena Byrnes

Madison Conner

Raymond Dickerson

Paula Fletcher

Jasmine Henry

Kanika Kanika

Amy Martain

James Mason

Gabrielle Norman

Thushnee Pillay

Catherine Reynolds

Holly Rosten

Leanne Ruston

Kaitlin Sheminant

Claire Simmons

NON-TEACHING STAFF (Admin)

Vikki Hall

Tanya Hosking

Aisling Kane

Emily Saleh

Sheree Stade

Rachael Theyer

SPORTING EVENTS 2025



SWIMMING CHAMPIONS 2025

Year 3 Cruz Goddard
Sapphire Palamutama

Year 4 Ace Palamutama
Isla Goessmann

Year 5 Ronan Keogh
Blaire Wheeler

Year 6 Phoenix Kaihau
Lexi Myers

RUNNER-UP SWIMMING CHAMPIONS 2025

Year 3 Ephrem Oliver
Molly Keogh

Year 4 Luke Peck
Averley Day

Year 5 Kruz Van der Meer
Maeve Williams

Year 6 Josh Weatherill
Ruby Sweet



SWIMMING CARNIVAL

RESULTS

1ST YULE

2ND SHAW

3RD DEGNEY

4TH TURNER



**Interschool Athletics
Team 2025**



Interschool Results

- 1st – Port Hedland PS
- 2nd – Baler PS
- 3rd – Cassia PS
- 4th – St Cecilia’s PS
- 5th – South Hedland PS

Faction Results 2025

- 1st **YULE**
- 2nd **DEGREY**
- 3rd **SHAW**
- 4th **TURNER**



ATHLETIC CHAMPIONS 2025

BOYS

Year 1 CHAMPION	Ari Sloot
YEAR 1 RUNNER-UP	Gus Messer
YEAR 2 CHAMPION	James Peck
YEAR 2 RUNNER UP	Joey LaPorta
YEAR 3 CHAMPION	Cruz Goddard
YEAR 3 RUNNER-UP	Taj Swanson
YEAR 4 CHAMPION	Luke Peck
YEAR 4 RUNNER-UP	Ari Rogers
YEAR 5 CHAMPION	Fletcher Marsh
YEAR 5 RUNNER-UP	Ronan Keogh
YEAR 6 CHAMPION	Angus O’Sullivan
YEAR 6 RUNNER-UP	Caleb Simmons

ATHLETIC CHAMPIONS 2025

GIRLS

Year 1 CHAMPION	Addison Swayne
YEAR 1 RUNNER-UP	Temperance Munroe
YEAR 2 CHAMPION	Peyton Goddard
YEAR 2 RUNNER-UP	Clara Turton
YEAR 2 RUNNER-UP	Taylor Conway
YEAR 3 CHAMPION	Charlotte Leeks
YEAR 3 CHAMPION	Riley Anderton
YEAR 3 RUNNER-UP	Sapphire Palamutama
YEAR 4 CHAMPION	Madeline Pember
YEAR 4 RUNNER-UP	Amani Ayat
YEAR 5 CHAMPION	Georgie Weathrill
YEAR 5 RUNNER-UP	Isla Conway
YEAR 6 CHAMPION	Alexis Hickling
YEAR 6 RUNNER-UP	Stella Campbell

NUMERACY STARS

2025

Thomas Burger
Darcy Oliver
Chloe Glossop
Maya Stamenkova
Tayla Conway
Flynn Robertse
Gus Messer
Cruze MacIntyre
Lincoln Panochini
Grace Brewer
Varun Gowtheepan
Hunter Finnaughty
Fletcher Marsh
Arion Buckley
Tessa Whitney
Kayal Gowtheepan
Ida Daei Zadeh
Riley Anderton
Denisse Cana



Art Exhibition 2025



VALUES HEROES

2025

Kai Van Gelder
Marley Spittal
Jaxon Anderton
Flynn Brown
Cooper Hendon
Averley Day
Ryan Burger
Charlie Humberston
Aysha Wells
Clara Turton
Lennix Yorke
Evie Connolly
Harlee McLoughlin
Monroe Fraser
Ivanna Nyengera
Alexander Humberston
Kobi Finnaughty
Sophia Perez
Skyler Eksteen
Ellie Andrews
Alfie Conroy
Indie Pearce
Airlie Andrich
Cruz Goddard
Evie Andrews
Byron Sherwood
Milla Robinson
Mitchell Leeks
Mabel McKay
Roman Gillings
Max Azoulay
Madelyn Strydom
Temperance Munro
Fletcher Wells

LITERACY STARS
2025

Eliza Perez

Rose Childs

Arion Buckley

Christopher Danas

Georgie Weatherill

Lilly Andrews

Isla Tolchard

Molly Keogh

Phillipa MacQueen

Rya Uhlik

Marlie Ward

Isabella Dadour

Ellie Lang

James Peck

Finley Eksteen

Ezra Roberts

Maria Gledhill

Harleen Cheema

Isabel Hume

Book Week 2025



Book Week 2025

Book Week 2025 was a wonderful success! The costumes were colourful, creative, and memorable, with students, parents, and staff all putting in a fantastic effort. The children engaged in lots of fun reading activities. We were very lucky to have some special guest readers, Emily the Paramedic and Victoria the Olympian. The children also enjoyed buddy reading with other classes.



P&C EVENTS 2025

P&C Personnel 2025

President	Charina Townsend
Vice-President	Melissa Hartmann
Secretary	Sheree Stade
Treasurer	Aisling Kane
Uniform Manager	Sherrie Howat
Committee	

- Marianna Gledhill
- Ruby Dhothar
- Laura Knight
- Leisha Bishop
- Aom Burger
- Kate Lewis
- Nikki Watts
- Victoria Scott
- Stacey Munroe



EDU Floor Markings



P&C Mother & Father's Day Stalls



Choir Shirts



P & C News

In 2025 the P&C donated **\$38,095.00** to the school. This contribution was used for the following:

- | | |
|---------------------------|-------------|
| • Choir Shirts | \$4,600.00 |
| • Classroom Mats | \$770.00 |
| • Easter Prize Gift Cards | \$100.00 |
| • EDU Floor Markings | \$28,900.00 |
| • Y6 Graduation | \$500.00 |
| • Y6 Camp Camel Rides | \$765.00 |
| • Book Week Prizes | \$160.00 |
| • Extreme Reading Prizes | \$60.00 |
| • Multilit Books | \$2,240.00 |

LITERACY AWARDS**Year 1**

Harleen Cheema
Theo Wallace

Year 2

Eloise Scarfe
Monroe Fraser

Year 3

Rebecca Perez
Molly Keogh

Year 4

Evvie Clare
Aurora Simmons

Year 5

Eliza Perez
Elsie Gordon

Year 6

Chloe Sayers
Amilia Sheminant

2025 AWARD WINNERS**2025 DUX**

Christopher Danas

2025 RUNNER-UP DUX

Hope Van Gelder

SPORTSMANSHIP

Indie Pearce

CITIZENSHIP

Alexis Hickling

STAR AWARD

Lily Rogerson

**SPECIALIST AWARDS****PHYSICAL EDUCATION**

Junior – Roman Gillings

Middle – Stella Tenni

Senior – Annalee Winwood

ART

Junior – Maisie Tremenheere

Middle – Mehar Binth Jinshad

Senior – Rana Paramveer

MUSIC

Junior – Aoife Kane

Middle – Harvey Ward

Senior – Sean Cana

SCIENCE

Junior – Sage Sara

Middle – Isla Goessmann

Senior – Seth Cunningham-Tuche

INDONESIAN

Middle – Amani Ayat

Senior – Darcy Barr

NUMERACY AWARDS**Year 1**

Bianca Hasson
Ray Coley

Year 2

Charlie Goesseman
Cruze MacIntyre

Year 3

Keyaan Ayat
Ryan Burger

Year 4

Averley Day
Ida Daei Zadeh

Year 5

Tyson Collins
Chace Harvey

Year 6

Henry Goesseman
Caleb Simmons

TEACHER'S CHOICE AWARDS

Room 1	Alex Mullen Ani Dyet
Room 2	Jacob Attwood Blaire Wheeler
Room 3	Gus Uink-Townsend Lexi Myers
Room 4	Liam Williams Chelsea Saleh
Room 5	Kayal Gowtheepan Cooper Hendon
Room 6	Madelyn Lakeland Ace Palamutama
Room 12	Levi King Jennifer Rogerson
Room 13	Cruz Goddard Mia Channer

TEACHER'S CHOICE AWARDS

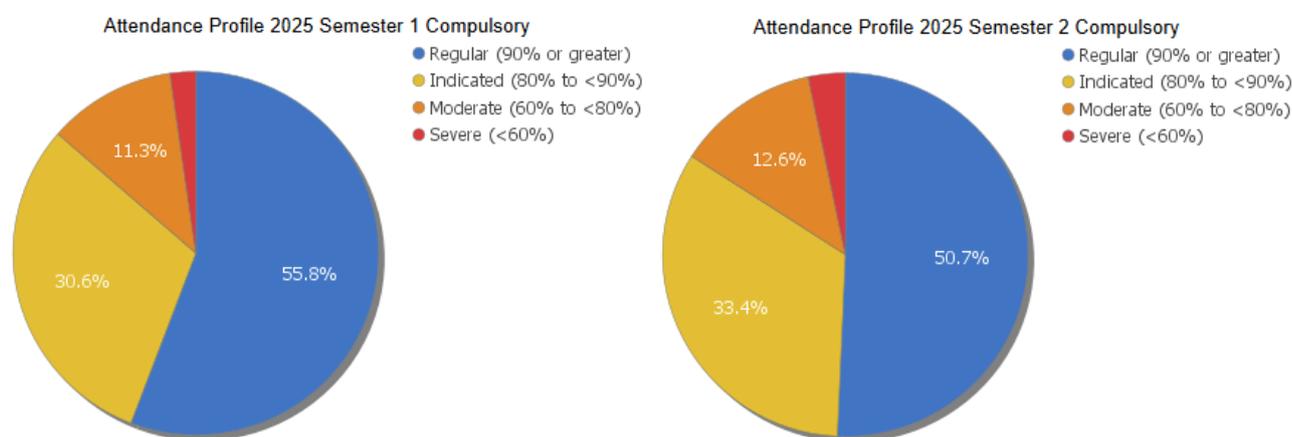
Room 14	Riley Anderton Olivia Ruppert
Room 15	Varun Gowtheepan Ben Lewis
Room 18	Harlee McLoughlin Chezi Baker
Room 19	Tilly O'Sullivan Bexley Roddenby
Room 24	Kenzleigh Hutchinson
Room 25	Ben Uink-Jacob Billy Lakeland
Room 26	Temperance Munro Dane Trewick Evie Cook

ATTENDANCE

For a student to be considered to attend school regularly the Department of Education stipulates a 90% attendance rate. As evidenced in the graph below only 50.7% of PHPS students attended school regularly in the second semester of 2025. **This was a drop from Semester 1 where 55.8% of our students attended regularly. Although both of the 2025 figures are an improvement on 2024 data**

The 2025 overall attendance rate is in line with WA Public Schools & Like Schools however what is pleasing is that PHPS has lower numbers of students in the 'At Severe Risk' category than like schools across most year levels. School data indicates, that due to a large number of families taking holidays during school term we consistently have more students in the 'At Risk – Indicated' category.

Non-attendance is managed through a dedicated case management process. Parents are notified of concerns, meetings are arranged to determine support that may be required for families, referrals are made, when necessary, home visits are undertaken, the network attendance officer is consulted, when necessary, section 24 attendance plans are supported, and articles are published in the Weekly Wrap Up (newsletter) outlining the importance of regular attendance.



Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	89.2%	89.6%	90.3%	83.4%	82.2%	74.3%	88.4%	89.1%	88.9%
2024	89.9%	90.3%	91%	82.1%	79.9%	74.3%	88.9%	89.3%	89.4%
2025	89.5%	89.4%	90.7%	82.5%	82.3%	73.2%	88.7%	88.9%	89.1%

Attendance Category Primary as at Semester 1, 2025

	PPR		Y01		Y02		Y03		Y04		Y05		Y06	
	Sch	WA Pub Sch												
Regular	63%	62%	59%	64%	61%	65%	56%	66%	63%	65%	45%	64%	44%	62%
At Risk - Indicated	28%	24%	29%	23%	26%	22%	37%	22%	22%	23%	34%	23%	37%	24%
At Risk - Moderate	8%	10%	9%	9%	12%	9%	4%	9%	13%	9%	19%	9%	15%	10%
At Risk - Severe	2%	5%	3%	4%	2%	4%	3%	4%	2%	4%	2%	4%	4%	4%

STUDENT ACHIEVEMENT & PROGRESS

The NAPLAN bands that schools are used to seeing to determine the number of students at a particular achievement level are no longer used and instead the new cut-off descriptors used are:

- Needs support
- Developing
- Strong
- Exceeding

Due to these changes all Australian data was reset in 2023. 2025 is the first year since the introduction of new assessment standards that data can be examined for comparative year groups. For example, we can look at the achievement results of our Year 5 students and make judgements against two areas:

1. Comparing our results against 'like schools'. That is schools from a similar socioeconomic rating (or ICSEA).
2. Assessing the educational growth of our current Year 5's against when they were in Year 3. Have they made as expected, above expected, or lower than expected educational growth in those two years?

In addition to NAPLAN as a normed assessment PHPS also uses Brightpath, On Entry & PAT (*Progressive Achievement Tests*) from Year 1 to 6.

For the first time since 2020 PHPS has dropped into the 6th decile and this results in a lower ICSEA of 981. This correlates with a transiency rate of 21.7%, an increase from 19.5% in 2024, although still lower than 2021 to 2023 where at one stage it was at 33.1% (2022). Transiency will have an impact on academic progress and results.

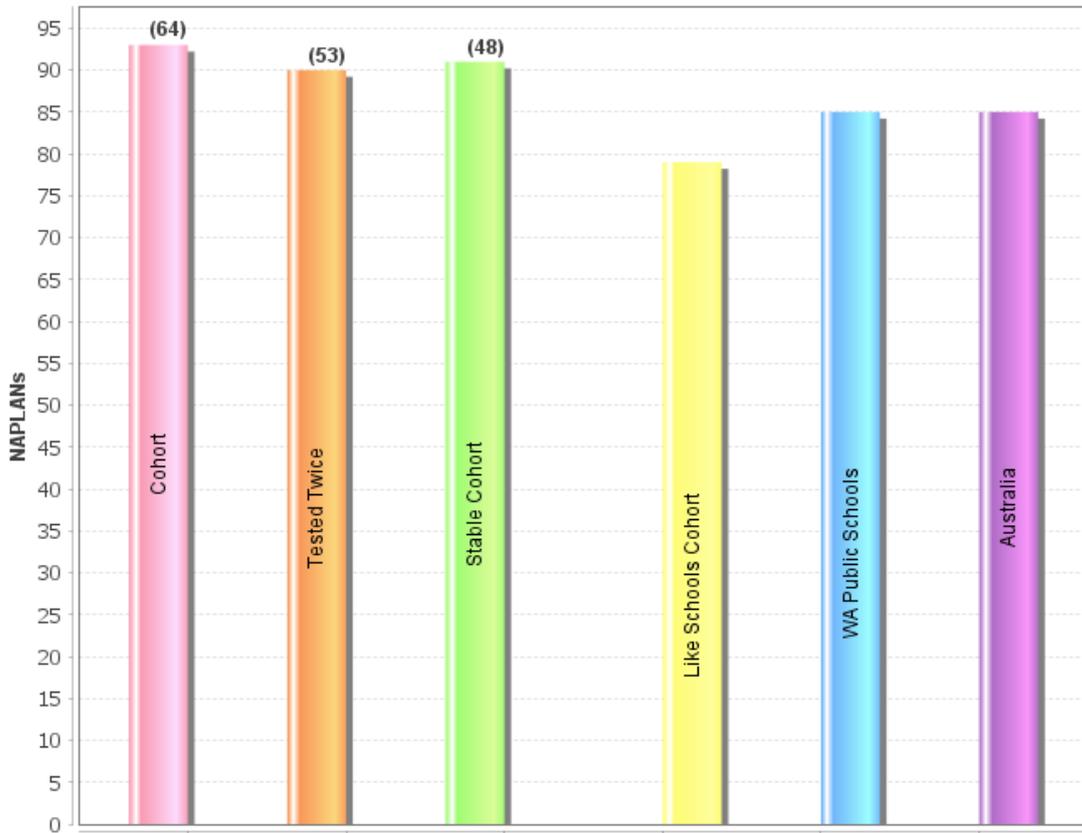
NAPLAN Comparative Performance (same cohort) - PROGRESS

Commentary:

PHPS has demonstrated pleasing progress.

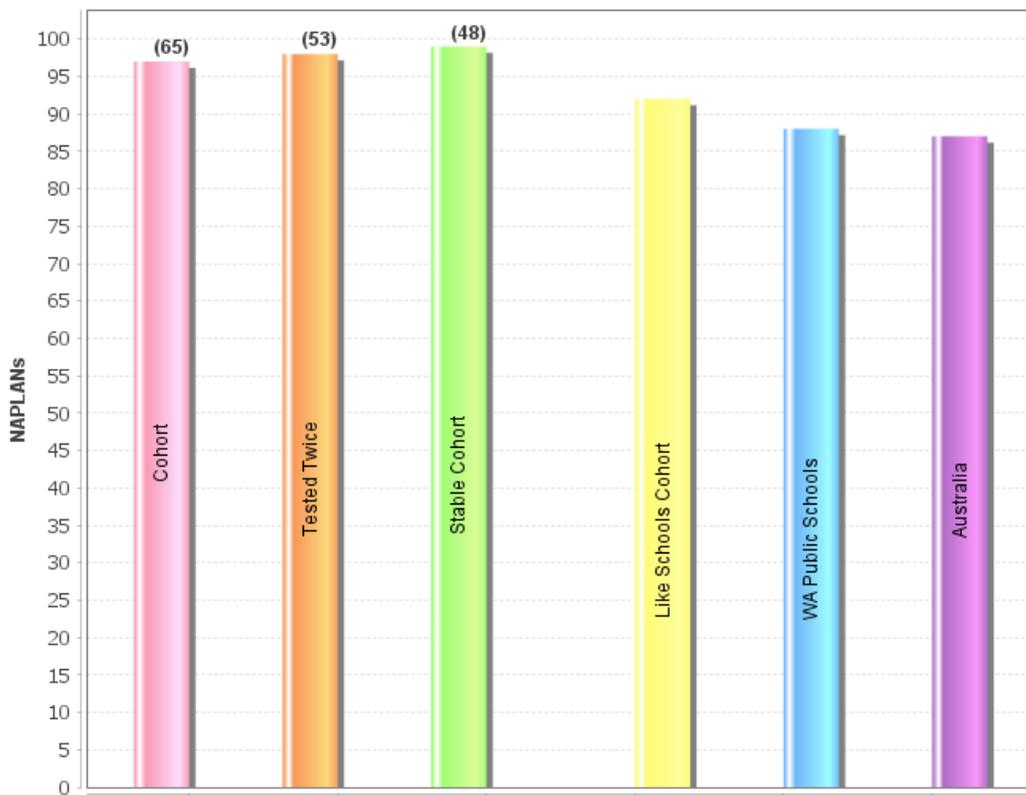
- Numeracy, Reading Grammar & Punctuation results demonstrate performance better than like schools & WA public schools
- Writing results demonstrate performance equal to like schools and better than WA Public Schools
- Spelling results whilst still within the expected range are lower than like schools and WA public schools.

Progress from Year 3 2023 to Year 5 2025 - Numeracy



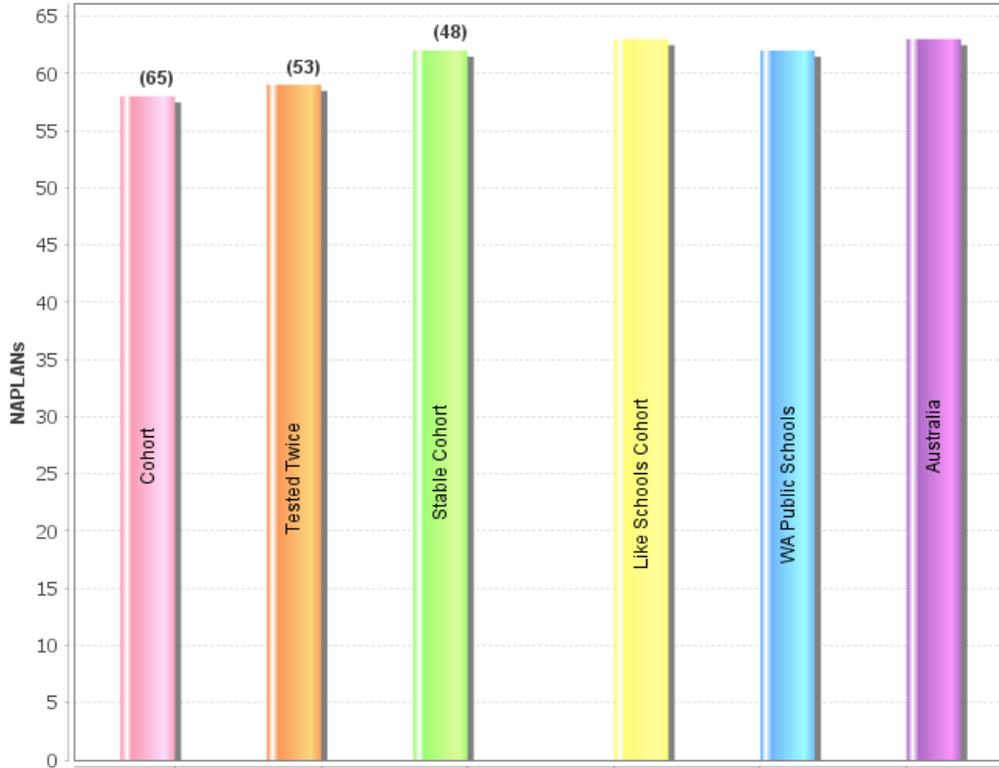
<- School Data | Comparative Data ->

Progress from Year 3 2023 to Year 5 2025 - Reading



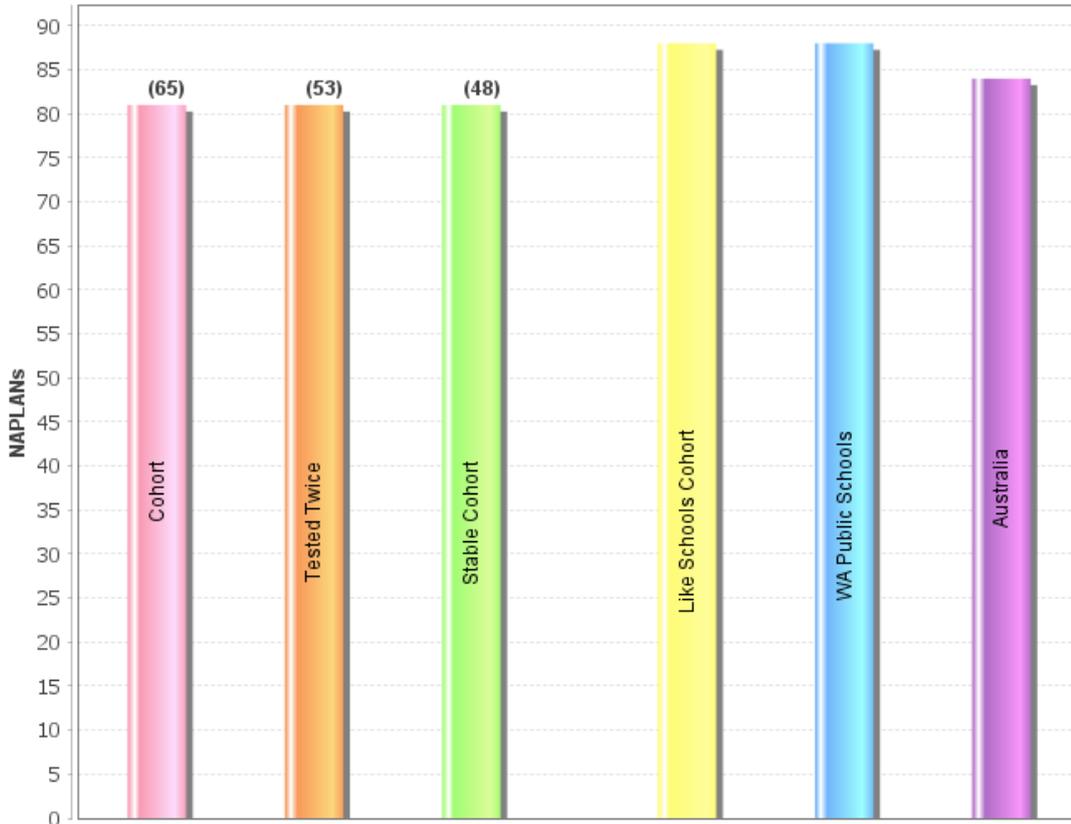
<- School Data | Comparative Data ->

Progress from Year 3 2023 to Year 5 2025 - Writing



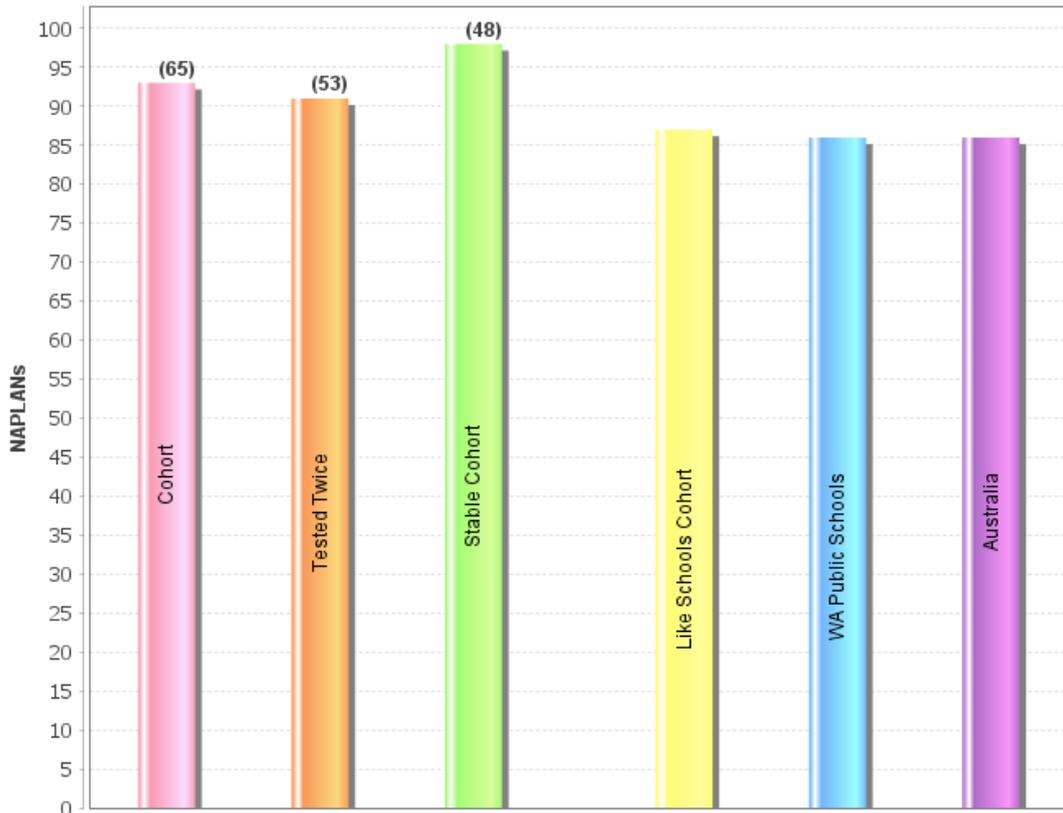
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Progress from Year 3 2023 to Year 5 2025 - Spelling



<-- School Data | Comparative Data -->

Progress from Year 3 2023 to Year 5 2025 - Grammar & Punctuation



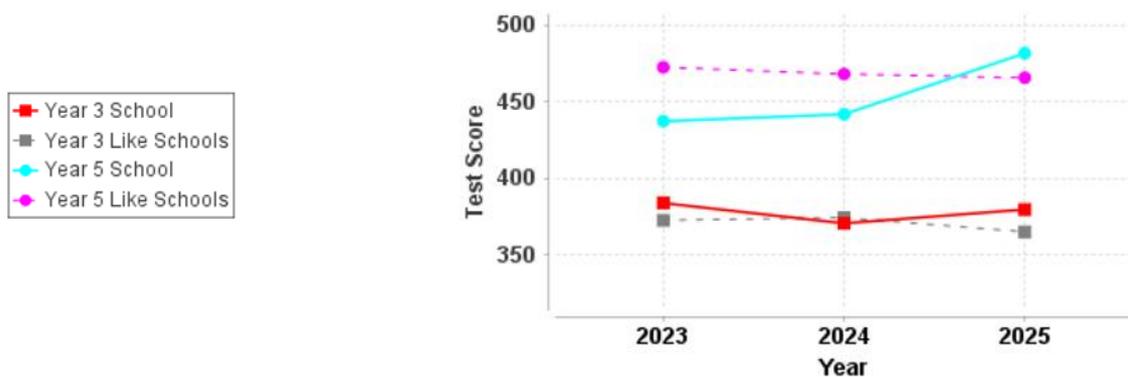
<-- School Data | Comparative Data -->

READING

Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	384	373	437	472
2024	371	374	442	468
2025	380	365	481	466

Average Reading Score



READING cont/-

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	481 and above	5%	11%	14%	9%	12%	9%	15%	16%	14%
Strong	368 - 480	53%	41%	46%	45%	45%	41%	46%	44%	44%
Developing	282 - 367	30%	27%	24%	29%	25%	30%	25%	22%	24%
NAS	281 and below	11%	21%	16%	16%	19%	20%	13%	16%	16%

*NAS = Needs Additional Support

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	555 and above	6%	4%	12%	11%	12%	9%	16%	17%	16%
Strong	448 - 554	40%	41%	62%	54%	50%	53%	52%	48%	51%
Developing	377 - 447	34%	39%	15%	24%	25%	25%	20%	21%	21%
NAS	376 and below	19%	16%	11%	11%	13%	13%	10%	13%	11%

*NAS = Needs Additional Support

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Former Year 6 Reading								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	603 and above	6%	20%	8%	0%	0%	0%	17%	15%	16%
Strong	500 - 602	34%	49%	45%	0%	0%	0%	45%	44%	44%
Developing	430 - 499	34%	20%	25%	0%	0%	0%	22%	24%	24%
NAS	429 and below	25%	12%	23%	0%	0%	0%	14%	15%	14%

*NAS = Needs Additional Support

Reading: NAPLAN reading results show a marked improvement in the number of students in both Year 3 & Year 5 exceeding expected levels, higher than 'like schools' and either higher or in line with WA Public Schools. This is a significant achievement for the school and a trajectory we wish to maintain.

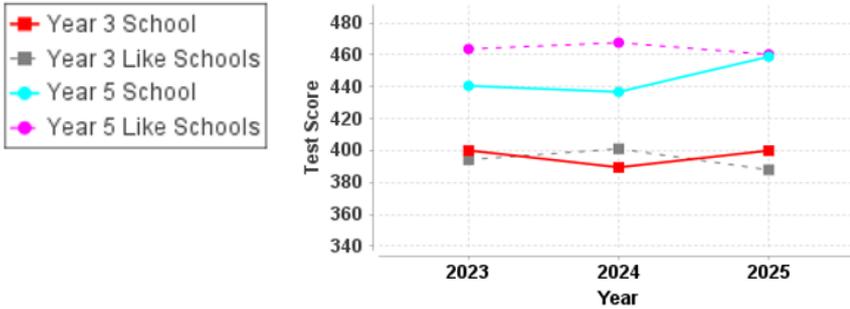
At the opposite end of the scale we also had a lot less students needing additional support in reading. Year 7 (former Year 6) results show a lot less students exceeding expected levels than the previous year (different cohort) and a double % of those requiring additional support.

WRITING

Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	400	394	441	464
2024	390	401	437	468
2025	400	388	459	460

Average Writing Score



Writing: Generally writing is tracking well and in line mostly with Like Schools & WA Public Schools.

In both Year 3 & Year 5 we have less students in the 'needs additional support' category than both like schools and WA Public Schools, although a focus would be to continue to try and reduce the percentage of students in the developing category.

Our former Year 6 students have performed well in the middle bands however the increasing number of students in the bottom band needs to be closely tracked.

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	503 and above	3%	7%	2%	5%	5%	3%	7%	7%	4%
Strong	370 - 502	75%	61%	66%	64%	71%	67%	65%	66%	68%
Developing	296 - 369	15%	25%	27%	20%	16%	18%	17%	17%	18%
NAS	295 and below	7%	8%	6%	10%	9%	12%	9%	9%	8%

*NAS = Needs Additional Support

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	570 and above	2%	4%	5%	7%	7%	5%	9%	9%	7%
Strong	455 - 569	53%	39%	43%	53%	54%	54%	53%	53%	53%
Developing	385 - 454	26%	36%	40%	28%	27%	27%	25%	25%	26%
NAS	384 and below	19%	21%	12%	12%	12%	14%	12%	11%	12%

*NAS = Needs Additional Support

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Former Year 6 Writing								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	614 and above	3%	18%	2%	0%	0%	0%	11%	15%	14%
Strong	511 - 613	33%	49%	48%	0%	0%	0%	45%	43%	42%
Developing	439 - 510	42%	18%	26%	0%	0%	0%	28%	26%	27%
NAS	438 and below	21%	15%	24%	0%	0%	0%	14%	14%	15%

*NAS = Needs Additional Support

SPELLING

To support our evidence-based approaches at PHPS we have, over the last few years, implemented the MultiLit suite of programs. These programs are supported by the Dyslexia Speld Foundation (DSF) and are a leading provider of effective literacy instruction grounded in scientific evidence-based best practice. These programs support not only our Spelling programs, but literacy as a whole, and consist of:

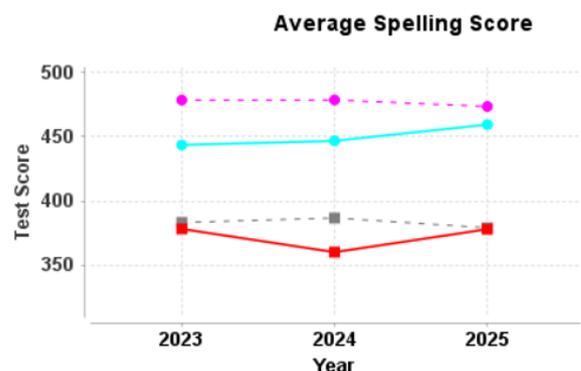
- PreLit – K / P
- InitialLit – PP to Yr. 2
- Spell-Ex Yrs. 3-6
- Intervention Programs
 - MiniLit
 - Reading Tutor
 - MacqLit

In 2024 the Spell-Ex program was introduced for Yr 3 & 4. In 2026 this will be extended to our Yr 5 & 6 students.

Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	378	383	444	479
2024	360	387	447	479
2025	378	379	460	474

- Year 3 School
- Year 3 Like Schools
- Year 5 School
- Year 5 Like Schools



Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	489 and above	1%	5%	8%	12%	13%	11%	14%	14%	14%
Strong	380 - 488	51%	37%	43%	38%	42%	40%	42%	44%	42%
Developing	294 - 379	38%	44%	37%	34%	30%	33%	28%	27%	28%
NAS	293 and below	10%	15%	13%	16%	15%	16%	14%	14%	14%

*NAS = Needs Additional Support

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	553 and above	9%	7%	5%	16%	17%	16%	19%	19%	19%
Strong	451 - 552	40%	45%	54%	51%	48%	46%	47%	46%	48%
Developing	378 - 450	32%	30%	32%	23%	24%	24%	22%	21%	21%
NAS	377 and below	19%	18%	9%	10%	10%	13%	11%	11%	11%

*NAS = Needs Additional Support

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Former Year 6 Spelling								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	595 and above	3%	10%	8%	0%	0%	0%	22%	23%	23%
Strong	497 - 594	50%	51%	45%	0%	0%	0%	49%	47%	46%
Developing	430 - 496	30%	20%	21%	0%	0%	0%	18%	19%	19%
NAS	429 and below	17%	20%	26%	0%	0%	0%	10%	10%	10%

*NAS = Needs Additional Support

Spelling: Spelling continues to be an area of focus and whilst scores are showing an improvement over time, we have reduced the percentage of students *'needing additional support'* and increased the percentage of students in the *'strong'* category, we still need to increase further at the top end to be in line with like schools.

NUMERACY

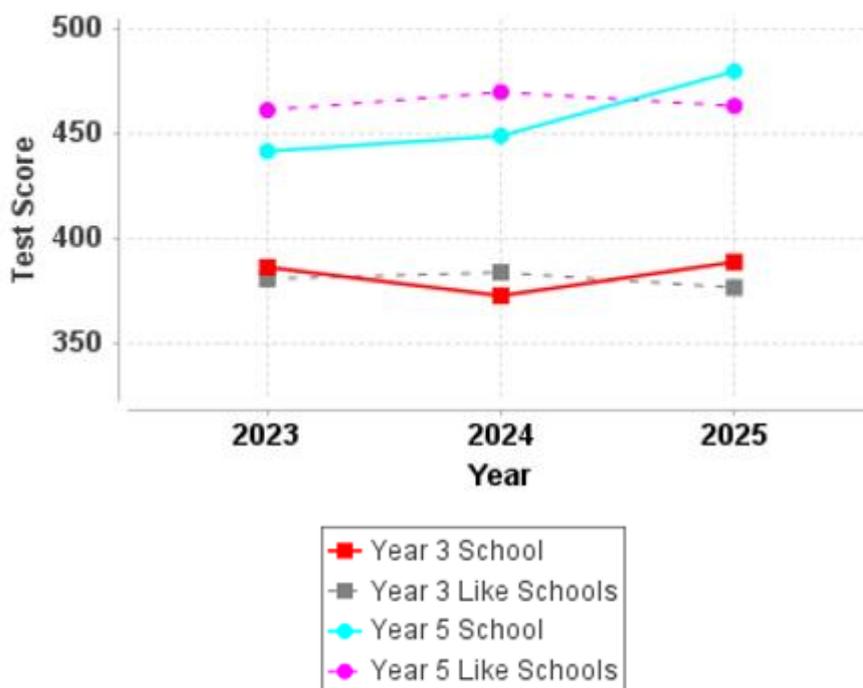
Mathematics: In order to support our focus on the Mathematical progress of students in 2024 an intervention program was implemented. The focus of this program was to target student who have regular attendance and may be just outside the expected level of achievement. These students were provided with small group or one-on-one regular tuition to address misconceptions in number and gaps in learning that are hindering progress. Unfortunately due to staffing constraints and a key staff member leaving this did not continue in the first half of 2025. As part of the DOE Small Group Tuition initiative we were able to recommence this intervention with a more targeted focus in the second half of the year.

NAPLAN scores are pleasing across both Year 3 & 5 cohorts with students performing better than both 'like schools' and WA Public Schools.

Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	386	381	442	461
2024	373	384	449	470
2025	389	377	480	463

Average Numeracy Score



Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	493 and above	4%	2%	5%	5%	5%	4%	10%	8%	8%
Strong	378 - 492	49%	45%	56%	49%	49%	44%	50%	50%	50%
Developing	311 - 377	33%	37%	27%	31%	31%	36%	25%	27%	27%
NAS	310 and below	14%	16%	13%	15%	15%	15%	14%	13%	13%

*NAS = Needs Additional Support

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	577 and above	4%	5%	6%	5%	8%	5%	10%	11%	11%
Strong	451 - 576	40%	40%	59%	50%	50%	50%	53%	53%	54%
Developing	386 - 450	32%	36%	27%	31%	30%	32%	23%	23%	23%
NAS	385 and below	23%	18%	8%	14%	12%	13%	12%	12%	11%

*NAS = Needs Additional Support

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Former Year 6 Numeracy								
		School			Like Schools			WA Public Schools		
		2023	2024	2025	2023	2024	2025	2023	2024	2025
Exceeding	632 and above	0%	13%	5%	0%	0%	0%	12%	11%	13%
Strong	500 - 631	43%	60%	50%	0%	0%	0%	49%	49%	48%
Developing	431 - 499	27%	18%	26%	0%	0%	0%	24%	24%	23%
NAS	430 and below	30%	10%	19%	0%	0%	0%	13%	13%	15%

*NAS = Needs Additional Support

SCIENCE

In 2025 Port Hedland PS was again provided with the opportunity for our Year 6 students to participate in the NAPLAN Science: Science Literacy tests. This assessment is not compulsory but does provide schools with valuable information in comparison to national averages. Scientific Literacy is assessed around the sub-strands of Science Understanding, Human Endeavour, & Cognitive Domain (*reasoning, analysing & evaluating*).

Whilst the percentage of our Year 6 students is still slightly above the National mean, there has been a drop from 2024 results, albeit this is a different cohort of students. What is noted is the high number of students (over double) that we have represented in the tail end. A focus for 2026 will be to reduce this by targeted Science in the upper primary years through extra specialist time.

School summary report – NAP Opt-in Science

The School Summary Report presents a table of statistical information about our school's performance.

It shows the school's mean score on the NAP Science Literacy achievement scale, and the national mean score. This allows schools to compare the average performance of students in our school.

The proportion of students in each proficiency level is also shown with Level 1 being the easiest and Level 5 the hardest. This allows schools to see the distribution of student performance

2025	Mean	Level 1 or below	Level 2 NATIONAL MEAN	Level 3	Level 4	Level 5 or above
National	407	12%	32%	39%	16%	2%
PHPS Yr 6	366	27%	36%	23%	9%	5%

Comparison

2024 PHPS Yr 6	373	19%	40%	28%	13%	0%
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CIVICS & CITIZENSHIP

In 2025, Year 6 students were also assessed utilising the NAP moderated Civics & Citizenship with results showing our students performing poorly against the National mean and a strong tail in the lower levels. This is a line of enquiry for our school.

	Mean	Below Level 1	Level 1	Level 2 NATIONAL MEAN	Level 3	Level 4	Level 5 or above
National	385	18%	39%	34%	9%	0%	0%
PHPS Yr 6	342	27%	45%	25%	2%	0%	0%

FOCUS AREA

SCHOOL PRIORITIES

Enhanced Student Achievement

We believethat every student can experience success and personal growth.

We believe every child has the opportunity to achieve to their best.

PROGRESS AGAINST PRIORITY	PLANNED ACTIONS for 2026
<ul style="list-style-type: none"> • Diagnostic assessments are undertaken on each student upon enrolment or at designated time periods ✓ • InitialLit screening undertaken in K – 2 ✓ • PRIME Maths assessments now being undertaken instead of iMaths ✓ • Elastik used which enables teachers to analyse multiple sources of data at once to inform teaching and learning plans ✓ • Intervention – continue implementation for Tier 2 & 3 students in both literacy and numeracy ✓ • On Entry testing in Pre-Primary analysed to inform teaching ✓ • Identified students on IEP's ✓ • Extra-curricula Activities provided via Clubs • Zones of regulation small group sessions being supported ✗ replaced with PBS • Research into a student well-being program undertaken with <i>The Resilience Project</i> identified for introduction in 2025 ✓ • Continuing to support and upskill staff in EDI norms so that learning intentions and success criteria are explicit ✓ • Continued clear articulation of standards expected including those for book work and presentation – reiterated weekly through the Weekly Memo with a different focus each week. ✓ • PLC's have a specific focus on moderation and data informed practice ✓ • 80% of children in Pre-prim to achieve at or above median score for a Decile 5 school in On Entry assessments ✓ • NAPLAN to raise the performance of Yr 3 & 5 students in NAPLAN Writing, Reading & Numeracy to above Like Schools ✓ 	<ul style="list-style-type: none"> • Numeracy intervention sessions to be continued in 2026 utilising Small group tuition • Streamline Spelling from K – 6 through a consistent whole school program (MultiLit) – use this to design a clear scope and sequence, shared language & aligned instructional practices. • Extend use of SpellEx program to support spelling and phonological awareness in Year 5 & 6 • Roll out of PBS • Continue to use data to inform practice • Embed chosen well-being program – The Resilience Project & include parents • Continue to raise the profile of students involved in the Choir and Arts programs by promoting performances and displays • Focus on Science – increase instructional time • Provide opportunities for TAGS

FOCUS AREA

Inspired & Capable Staff

We believethat staff are passionate and committed and facilitate a school culture that promotes success for all.

We believe our staff have collective efficacy and strive to work together to provide safe, inclusive, and responsive learning environments.

PROGRESS AGAINST PRIORITY	PLANNED ACTIONS 2026
<ul style="list-style-type: none"> • Numero implemented across the school ✓ • Utilisation of a trained teacher as a coach to ensure EDI is aligned to numeracy classroom practice ✓ • Staff provided with common DOTT to facilitate collaborative planning ✓ • Staff have been given opportunities to nominate for leadership positions ✓ • Staff have been provided with opportunities to participate in T4W, Response to Intervention, InitialLit & Spellex PL ✓ • Staff provided with middle leadership PL opportunities ✓ • Liaising with universities to facilitate practicum placements at PHPS with a view to encouraging future employment ✓ • Clear leadership roles established as part of a distributed leadership model ✓ • New staff provided with mentors ✓ • Graduates have undertaken graduate modules ✓ 	<ul style="list-style-type: none"> • Continue to provide opportunities to upskill staff in whole school programs • Embed SEL program – The Resilience Project • Continue to provide PL Maths in alignment with data • Provide Acting opportunities for staff aspiring to leadership positions • Continue focus of EDI on literacy to ensure implementation fidelity across the school • Provide opportunities for staff to access Level 3 teacher PL with a view to undertaking the process • Continue inductions for new staff • CMS PL provided • Targetted professional learning to be provided to assist teachers to better cater for children at educational risk. • Provide specific roles for Senior Teachers aligned with DOE agreement • PBS Leaders to engage staff & students to enhance behaviour • External Audit of NQS domains • Backward mapping of BIG 6 for reading lead by Leading Phonics teachers

FOCUS AREA

Providing a Safe & Supportive Environment

We believeevery child and staff member have the right to feel safe and supported at PHPS.

PROGRESS AGAINST PRIORITY	PLANNED ACTIONS 2026
<ul style="list-style-type: none"> • Continue to provide uniforms, stationary, emergency breakfasts/lunches as part of our pastoral care focus. ✓ • Continue to provide opportunities for identified students to participate in the Zones of Regulation ✓ • PBS - identified a committee of staff to lead PBS -team leader and team coach selected. ✓ • Check in check out processes utilised for identified students ✓ • Identified staff leaders to undertake PL for SEL program ✓ • Staff, students and parents cyber—safety sessions conducted ✓ • Continue to promote the positive by celebrating WOW work, Faction Points, Literacy and Numeracy Stars and end of year awards – Values awards introduced ✓ • Student Leadership staff role maintained to facilitate regular student councilor meetings - encourage student voice. ✓ Student Leadership portfolios established to give councilors more specific roles (Eco Warriors, Tech Sperts, Librarians, Arts) • A school-based Wellbeing Officer appointed ✓online • Continue to work with Ed Connect for identified students ✓ • Maintain overall attendance rate above 90% ✗ 	<ul style="list-style-type: none"> • Implement Breakfast Club supported by DOE funding and Foodbank. This will expand on existing adhoc supports provided for students in need. • Continue use of Zones of regulation language for identified students • Behavior Management Policy to be updated and available on school website • Continue to implement PBS to establish a positive behaviors culture and a clear process for dealing with both positive and negative behaviors • Office displays to be continued • Student Leadership portfolios to be established in 2025 to give councilors more specific roles (Eco Warriors, Tech Sperts, Librarians, Arts) • Student voice to be utilized in PBS implementation process • School funded Wellbeing Officer role to continue • SEL program (The Resilience Project) to be embedded. • Rename teaching blocks as part of cultural responsiveness • Communicate with parents around what a safe and supportive environment looks like at PHPS – utilizing PBS framework

FOCUS AREA

Enriched Community Partnerships

We believethat strong partnerships are essential to support students' learning.

PROGRESS AGAINST PRIORITY

- Continue to provide opportunities for parents to participate in school activities through interviews, attendance at Open Night, information sessions at the commencement of the school year, sports days, special events etc..✔
- Sought parent and student feedback around the introduction of ½ day school closures for parent interviews✔
- As part of forging close relationships with organisations that support our School Board, photos have been added to the school website as a point of contact for community members. P&C contact details have been added and are included in enrolment information.✔
- To continue clear pathways of communication, class broadsheets are published each term, the Wrap Up is distributed weekly, text messages are sent and classroom teachers use Seesaw. ✔
- We continue to work with allied health services to provide tailored services to identified students✔
- Successfully applied for a \$65 000 grant and a \$3 300 PALS grant – to be utilised in 2025 - to enhance different cultures in our community ✔
- Cross Country successfully continued as “*Running on Country*” as Interschool event✔
- BHP Early Learning Program 0 – 4 yrs moved back on to the school site to enable a calm and safe transition for school ✔
- Network moderation activities held ✔
- Parent information sessions run for cybersafety & Numero ✔
- Staff present at Board meetings re key school programs✔
- Parent information booklet will be developed to outline the referral process of allied health services and third party providers ✔

PLANNED ACTIONS 2026

- Continue to roll out Compass -Phase 2
- Full day school closure for parent interviews
- Teachers to be encouraged to invite parents into the classrooms to assist with activities
- Continue to provide moderation activities with Network schools to enhance grading consistency
- Continue progress of grants obtained in 2024 to recognize and celebrate the different cultures in our community. Classroom Blocks to be renamed in line with Kariyarra words and QR codes integrated into signage after consultation with elders.
- P&C involved in decision making around implementation of outcomes of fundraising efforts – eg playground



SCHOOL FINANCES

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	296,684	296,684
Carry Forward (Salary):	293,535	293,535
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,931,394	5,931,394
Locally Raised Funds:	341,389	341,418
Total Funds:	6,863,003	6,863,032
EXPENDITURE		
Salaries:	5,345,985	5,345,985
Goods and Services (Cash):	1,077,166	879,901
Total Expenditure:	6,423,152	6,225,886
VARIANCE:	439,851	637,146

INCOME - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	296,684	296,684
Carry Forward (Salary)	293,535	293,535
STUDENT-CENTRED FUNDING		
Per Student	4,179,550	4,179,550
School and Student Characteristics	1,396,916	1,396,916
Disability Adjustments	1,526	1,526
Targeted Initiatives	277,229	277,229
Operational Response Allocation	11,842	11,842
Total Funds:	5,867,063	5,867,063
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	65,860	65,860
School Transfers – Salary	(456,480)	(456,480)
School Transfers - Cash	454,951	454,951
Department Adjustments	0	0
Total Funds:	64,331	64,331
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	18,570	18,570
Charges and Fees	52,992	53,022
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	51,007	51,007
Commonwealth Govt Revenues	227	227
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	31,508	31,507
Transfer from Reserve or DGR	187,085	187,085
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	341,389	341,418
TOTAL	6,863,002	6,863,031

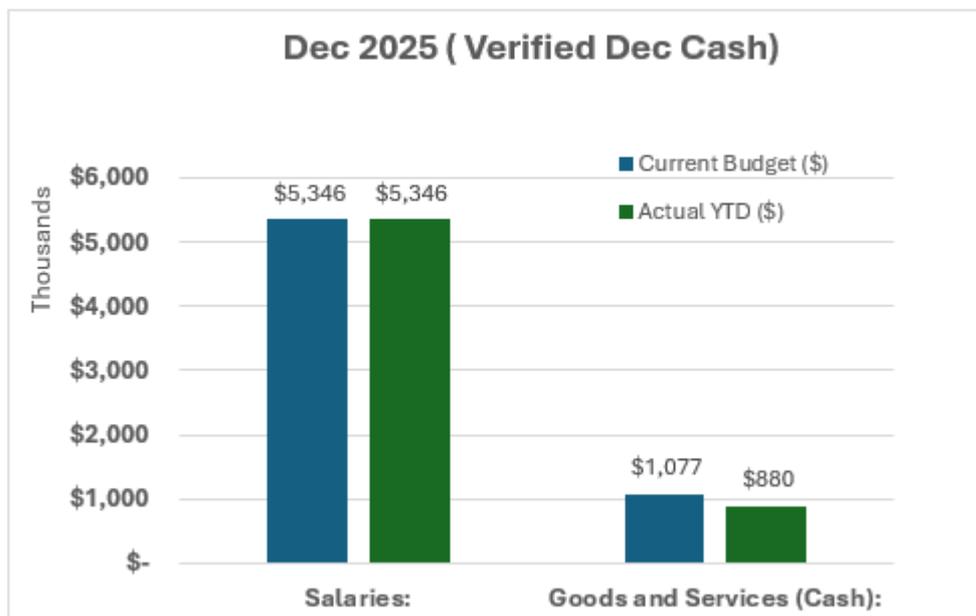
EXPENDITURE - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,142,151	5,142,151
New Appointments	0	0
Casual Payments	184,019	184,019
Other Salary Expenditure	19,816	19,816
Total Funds:	5,345,986	5,345,986

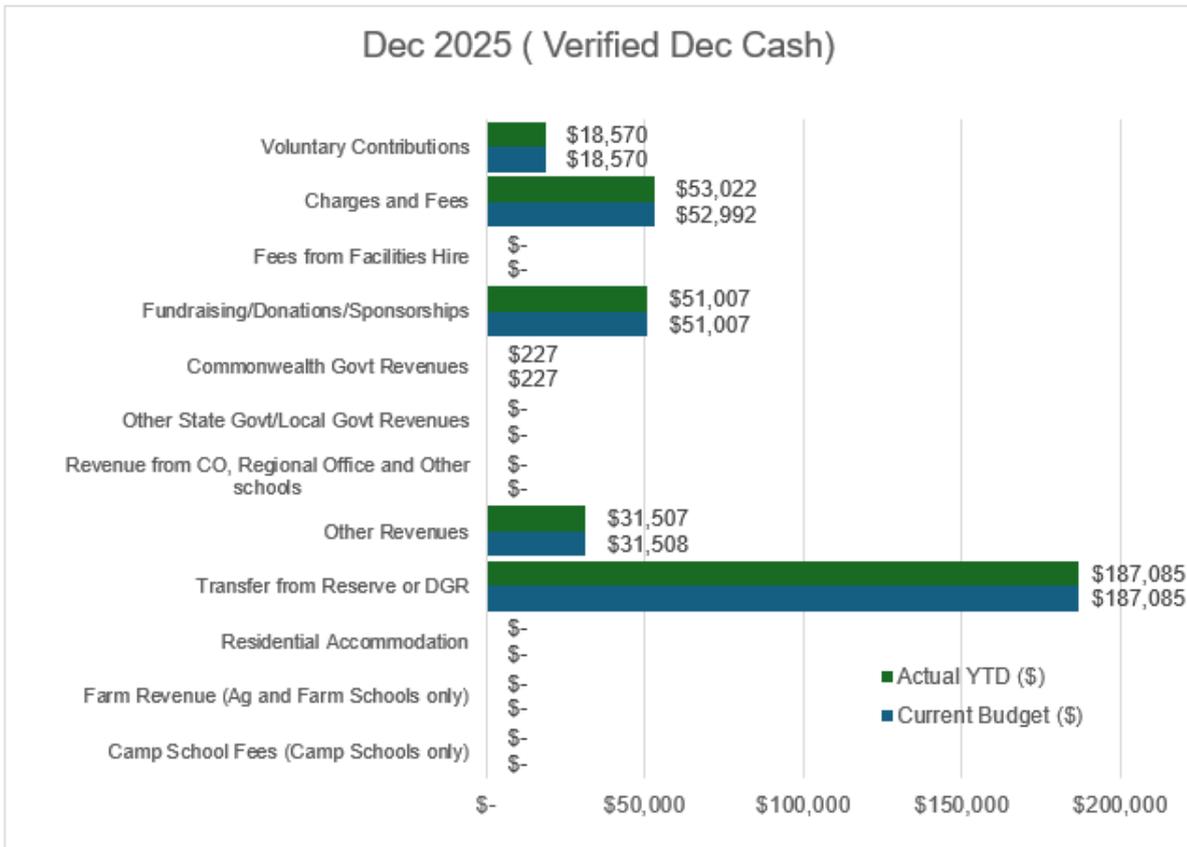
GOODS AND SERVICES (CASH EXPENDITURE)

Administration	27,380	44,037
Lease Payments	26,685	2,136
Utilities, Facilities and Maintenance	460,111	468,943
Buildings, Property and Equipment	115,041	141,264
Curriculum and Student Services	367,630	175,068
Professional Development	45,300	16,808
Transfer to Reserve	0	0
Other Expenditure	21,769	18,680
Payment to CO, Regional Office and Other schools	13,250	12,965
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to <u>CO</u> (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,077,166	879,901
TOTAL	6,423,152	6,225,887

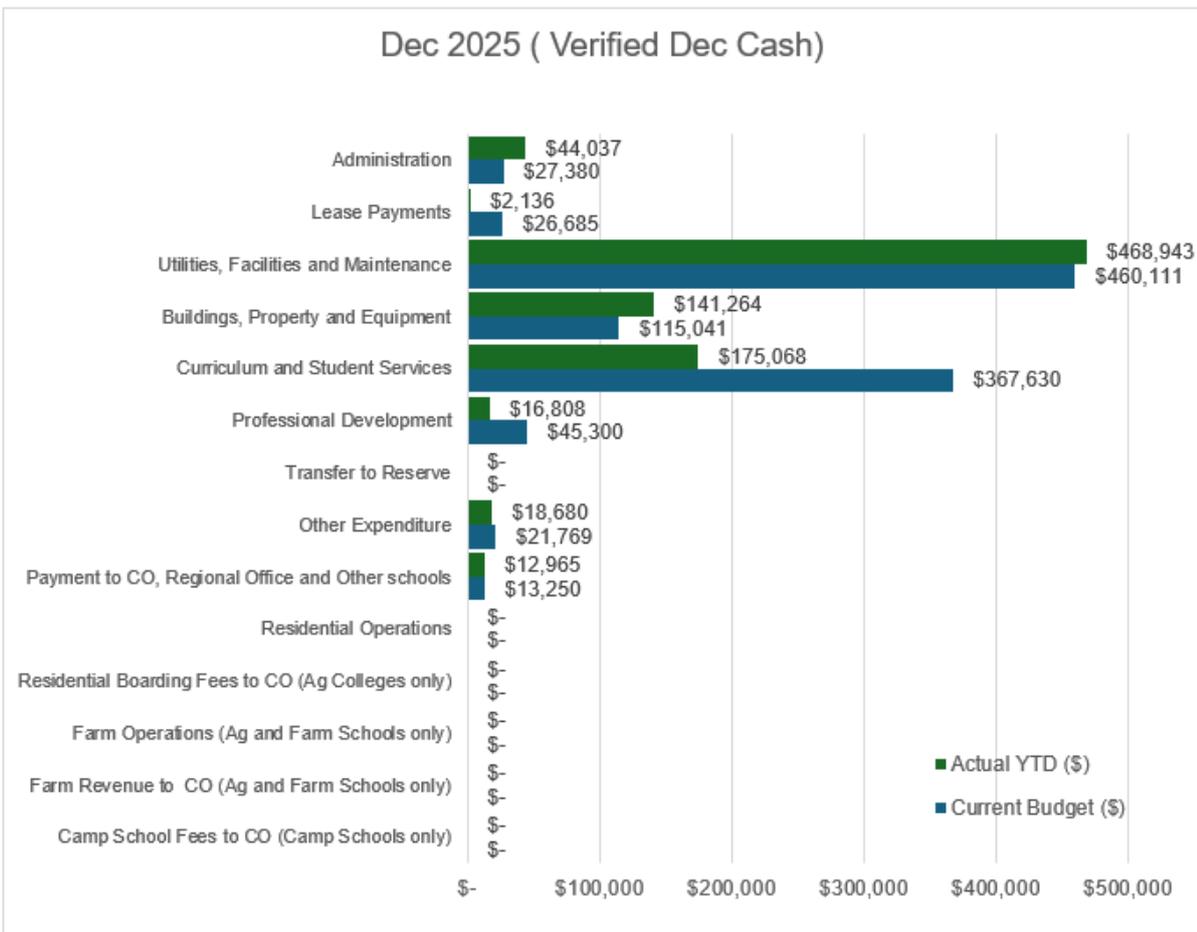
Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual



YEAR 6 LEAVERS

Port Hedland Primary School
2025



Koby Adlam
Sebastian Ah-Wang
Jaxon Anderton
Abbie Bell
Flynn Brown
Arion Buckley
Stella Campbell
Sean Cana
Nate Cassidy
Ashiee Centeno
Alfie Conroy
Seth Cunningham-Tuche
Christopher Danas
Amy Dhu
Austin Duscher
Cleo Ford
Henry Goessmann

Joel Haynes
Yohan Hettigamage
Mitchell Higgins
Alexis Hickling
Zara Hodgson
Phoenix Kaihau
Amanat Kaur
Swayde Kernohan
Milka Kursumovic
Tyrese Lange
Evie Malia
Chevelle Martin
Axel McCagh
Lillah McLoughlin
Logan Munro
Lexi Myers
Angus O'Sullivan
Indie Pearce

Scarlette Pegler
Lily Rogerson
Chelsea Saleh
Chloe Sayers
Amilia Sheminant
Caleb Simmons
Lilah Stimpson
Ruby Sweet
Gus Uink-Townsend
Hope Van Gelder
Ella Vrossink
Oriana Waihi
Willow Watson
Joshua Weatherill
Tessa Whitney
Liam Williams
Annalee Winwood