

Annual Report

2025

PRINCIPAL'S ADDRESS

2025 will be remembered as the year in which over 100 students enrolled at Boulder Primary School. The increased numbers of Year Five and Six students at the beginning of the year resulted in an additional class being created to accommodate this increase.

The 2025 Annual Report provides the community with information regarding Boulder Primary School's performance. This Report gives parents and other members of the community a clear sense of student achievement and progress. It also reports on Boulder Primary School's progress with implementing the Business Plan in particular meeting the strategic targets.

2025 has been another exciting year at Boulder Primary School with many highlights which include hosting the Western Australian Math Association conference, winning the regional Numero competition (for a third year in a row), the annual Year Six camp, Faction Athletics Carnival and finally in Term Three we were fortunate to receive a visit from the Director General, Jay Peckitt. A significant highlight for Boulder Primary School was long serving Education Assistant Daryl Virgo receiving her Limited Authority to Teach, congratulations to Daryl Virgo!

I would like to thank Janet Hill for being an outstanding chairperson of the School Board. Janet's commitment and dedication to providing strong school governance at Boulder Primary School has been exemplary. We wish her well and it goes without saying both Janet and Matt will be missed as they step down from the Board. I would also like to thank both Kat Donovan and Margaretta Hansen for their commitment and time as long-standing representatives whose contributions are valued. This year we welcomed both Sally and Sam Belhamine,

Miss Jamieson Scott and Mrs Michelle Thomas to the School Board.

I would like to thank and express my sincere gratitude to the small group of parents who continue to work and support Boulder Primary School by raising funds. The P&C has done an amazing job with operating a very successful canteen and uniform shop. Thanks to Medina Kocian, Corney Smith, Janet Hill and Lucy Park.

This year we said goodbye to Miss Tanisha Beard, Ms Amanda McKenna, Mrs Barbra Grady, Miss Jayme Tennant, Ms Awhina Horomia, and Mrs Sarah Santos went on maternity leave, however, in Term Four we welcomed the return of Mrs Mel Harder who spent a year at Kambalda Primary School as the Deputy Principal. Miss Bryan also joined us in the middle of the year.

Our focus on improving the school facilities continues. Over the school holidays Rooms Five to Ten, including 12, will receive a much-needed face lift being painted during this time. This accompanies the new furniture in Rooms Five to Seven which arrived in Term Four. We replaced the interactive whiteboards and the sound system in the undercover and purchased much needed STEM equipment. As teachers professional learning moves to "online" delivery we have created a Boardroom containing the IT equipment required for teachers to engage and actively participate in learning online, further enhancing the quality of teaching and building staff capacity. Finally, we are now waiting for the resurfacing of the basketball court.

As I am preparing to take six months on Long Service Leave, I am proud to announce that Mrs Jennie McMeeken will be the Principal for Semester One 2026. I wish her every success and look forward to returning for the beginning of Term Three next year.

David Callow Principal



Our Mission

Built upon a proud history, Boulder Primary School provides an inclusive learning environment, nurturing individuality, and wellbeing. Boulder Primary School, founded on quality teaching, provides educational programs ensuring every student the opportunity to achieve academic excellence.

Our Vision

Boulder Primary School strives to be a lighthouse for education in the Goldfields region. A school which fosters and sustains a safe and supportive environment where we inspire active, successful, and informed citizens who become lifelong learners.



Our Motto

Learning for Living - Nintipayi. Nintipayi is Wangkatja and translates as 'knowledge'.

Our Motif

Our motif represents coming together at our meeting place, school. Our students are in the centre, with the staff, parents and community members surrounding them in support.



OUR DIRECTION Priority Areas

PRIORITY AREA	OBJECTIVE	STRATEGIES	OUR ACTIONS AND IMPACT	NEXT STEPS
Building Staff Capacity	Enhance instructional quality and professional growth	<ul style="list-style-type: none"> Establish Professional Learning Communities (PLCs) Continue to implement Growth Coaching Targeted Professional Learning (PL) aligned to whole school programs 	<ul style="list-style-type: none"> We established PLCs to strengthen collaboration and shared practice We implemented Growth Coaching to support teacher reflection and development We ensured staff accessed Professional Learning in Tribes, Zones of Regulation, InitiaLit, Pre-Lit, Spell Ex, Seven Steps of Writing, MiniLit, MacqLit and CMS – aligning with our school priorities 	<ul style="list-style-type: none"> Continue developing middle leaders and mentoring new teachers Embed observations and feedback and peer observation cycles Continue PLCs and Growth Coaching to embed best practice across all year levels Extend PL to new staff and refresh existing programs as needed Monitor and evaluate the impact of PL on teaching practice and student outcomes
Social and Emotional Learning	Strengthen student wellbeing and engagement	<ul style="list-style-type: none"> Continue to implement the Social and Emotional (SEL) frameworks Tribes and Zones of Regulation across all classrooms Promote student voice through structured leadership programs and class roles Encourage student input in decision-making, wellbeing initiatives, and school events 	<ul style="list-style-type: none"> Reduction in behavioural referrals Improved student wellbeing survey data 2025 Student Survey Data highlighted <ul style="list-style-type: none"> <i>*90% of students felt that their teachers expect them to do their best</i> <i>*80% of students felt that the school gives them the opportunity to do interesting things</i> Students quoted: <ul style="list-style-type: none"> <i>*"All teachers treat the students fairly"</i> <i>*"My teacher cares about me"</i> <i>*"All teachers are kind"</i> <i>*"There are a lot of people to be friends with"</i> 	<ul style="list-style-type: none"> Review and refine SEL practices to ensure consistent implementation and impact Deepen SEL integration across curriculum areas Expand parent engagement around wellbeing initiatives Continue to monitor and track student engagement and feedback to guide ongoing initiatives Provide PL to all new staff to strengthen SEL delivery and student leadership support
Academic Intervention	Improve Literacy and Numeracy outcomes through targeted support	<ul style="list-style-type: none"> Deliver tiered interventions and small-group instruction Regularly review progress data in PLC meetings Deploy support staff strategically 	<ul style="list-style-type: none"> Delivered tiered interventions and small-group instruction Reviewed progress data in PLCs and deployed support staff strategically 	<ul style="list-style-type: none"> Small Group Tuition extended to Mathematics Strengthen PLC collaboration to identify students needing support Monitor and adjust support staff deployment

OUR DIRECTION Business Plan Targets & Achievement

TARGET	ACHIEVEMENT		
2025 – 2027 Business Plan Target: By the end of Semester 1, 2027, 75% of students in Year 2 will achieve at or above Decile 5 in On-entry	READING		
	PRE-PRIMARY	YEAR 1	YEAR 2
	31.5%	28.5%	29.4%
	WRITING		
	PRE-PRIMARY	YEAR 1	YEAR 2
	28.9%	37.9%	42.4%
	MATHEMATICS		
	PRE-PRIMARY	YEAR 1	YEAR 2
	23.6%	28.5%	17.6%

TARGET	ACHIEVEMENT	
By the end of Semester 1, 2027, 60% of students in Year 3 and Year 5 will achieve the strong proficiency or above in NAPLAN	WRITING	
	YEAR 3	YEAR 5
	61.1%	38.4%
	SPELLING	
	YEAR 3	YEAR 5
	44.5%	56.1%
	READING	
	YEAR 3	YEAR 5
	44.5%	29.3%
	GRAMMAR & PUNCTUATION	
YEAR 3	YEAR 5	
36.1%	34.2%	
NUMERACY		
YEAR 3	YEAR 5	
33.4%	37.5%	

TARGET	ACHIEVEMENT
2025 – 2027 Business Plan Target: By the end of Semester 2 2027, Boulder Primary School will have an Attendance rate of 92%	SEMESTER 2, 2025 ATTENDANCE RATE 79.1%

OUR DIRECTION Improvement Domains

DOMAIN	STRENGTHS	OUR ACTIONS AND IMPACT	IMPROVEMENT FOCUS AREAS	NEXT STEPS
Teaching and Learning	<ul style="list-style-type: none"> • A culture of a whole school approach • A robust, structured, and consistent approach to the teaching and learning of Literacy and Numeracy 	<ul style="list-style-type: none"> • We promote a whole-school culture through shared expectations, routines, and collaborative practices • We implement consistent, structured Literacy and Numeracy programs across all year levels • We use data and evidence to guide teaching, monitor progress, and adjust strategies • We provide targeted PL and support to build staff capacity • We use evidence-based programs from MultiLit • We have developed and implement a pedagogical framework 	<ul style="list-style-type: none"> • Strengthening teaching and learning of Numeracy • Improve differentiation in teaching and learning, in particular the extension of students • Embed a focus on technology integration and STEM education 	<ul style="list-style-type: none"> • Continue to strengthen teaching and learning of Numeracy
Learning Environment	<ul style="list-style-type: none"> • A continued whole school approach to Social and Emotional Learning, embedding the pillars to support a positive learning environment • A whole school approach to behaviour development that is responsive and consistent 	<ul style="list-style-type: none"> • We implement the whole-school Positive Behaviour Support (PBS) framework with consistency. Our matrix is visible in every classroom and major communal areas throughout the school • We use data to identify trends and inform targeted interventions • We provide early, supportive intervention for students displaying at-risk behaviour patterns • We embed an explicit SEL curriculum – Tribes & Zones of Regulation • We use restorative conversations to repair relationships and rebuild trust after conflict • We monitor student wellbeing through surveys, check-ins, and case management processes 	<ul style="list-style-type: none"> • Targeted support for behaviour development 	<ul style="list-style-type: none"> • Maintain consistent PBS implementation across the school • Use data to refine interventions and support at-risk students • Deepen SEL integration and restorative practices • Monitor wellbeing to inform ongoing planning
Leadership	<ul style="list-style-type: none"> • A continued focus on Professional Learning and building the capacity of staff • A robust distributed leadership model 	<ul style="list-style-type: none"> • We use Growth Coaching, peer observation, and feedback to strengthen teaching practice • We share expertise through team meetings, mentoring, and collaborative planning • We establish clear roles, responsibilities, and accountability within leadership teams • We empower staff to lead initiatives aligned to school improvement priorities • Build leadership capacity through mentoring, coaching, and succession planning 	<ul style="list-style-type: none"> • Strengthening the induction process for new staff • Consolidate the Performance Development model and extend this to include all staff 	<ul style="list-style-type: none"> • Build capacity through Growth Coaching • Further develop student leaders

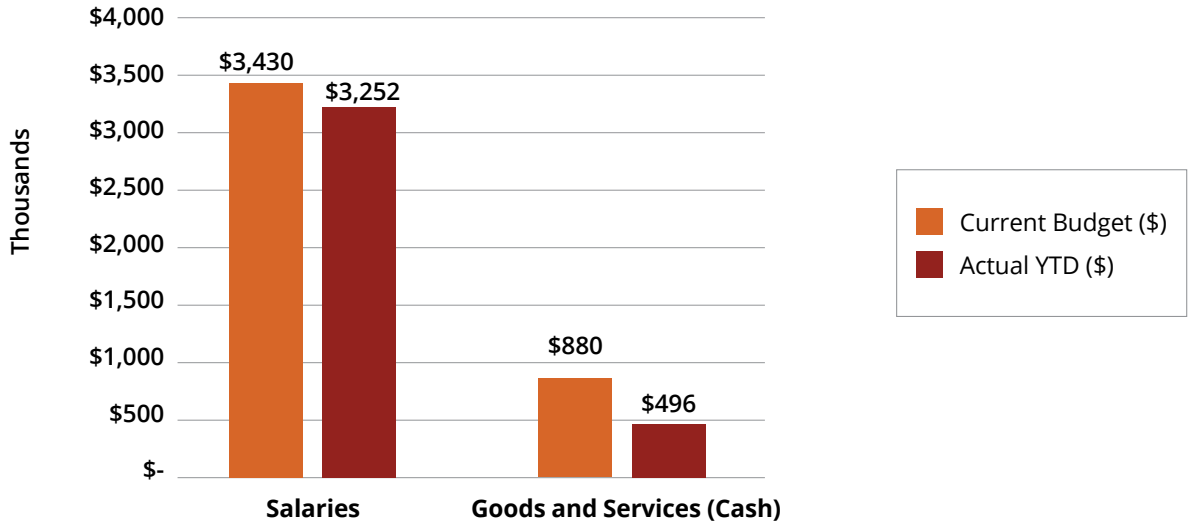
DOMAIN	STRENGTHS	OUR ACTIONS AND IMPACT	IMPROVEMENT FOCUS AREAS	NEXT STEPS
Relationships	<ul style="list-style-type: none"> Positive relationships with families and the wider community 	<ul style="list-style-type: none"> We provide regular opportunities for families to engage in learning through assemblies, big breakfasts and learning journeys. 91 families attended the 2025 learning journey 18 families attended out of 21 enrolments attend the Kindergarten Orientation for 2026 We use Seesaw to share student learning, communicate with families, and celebrate achievements. 199 families are currently connected We involve families and community members in school events, including Harmony Day and NAIDOC Day We maintain strong connections with the P&C and School Board to ensure a shared vision <p>2025 Parent Survey Data highlighted:</p> <ul style="list-style-type: none"> <i>*100% of parents agreed that they would recommend this school to others</i> <i>*100% of parents agreed that they can talk to their child's teacher about their concerns</i> <i>*100% of parents agreed that their child teachers are good teachers</i> <i>*100% of parents agreed that teachers at this school care about their child</i> <ul style="list-style-type: none"> Parents quoted <ul style="list-style-type: none"> <i>*"Trying to improve facilities"</i> <i>*"Instilling, supporting and developing values"</i> <i>*"Good learning programs"</i> 	<ul style="list-style-type: none"> Strengthen connections to local Aboriginal culture and language 	<ul style="list-style-type: none"> Continue to deliver the Wangkaja language, extending classes to Years 3 and 4 Provide staff PL in culturally responsive teaching
Resources	<ul style="list-style-type: none"> Allocation of school resources (human, physical and financial) to school and system priorities 	<ul style="list-style-type: none"> We align financial and human resources to school improvement priorities We allocate targeted funding for professional learning that builds staff capacity and improves student outcomes We use funding strategically to support intervention programs, curriculum resourcing, and wellbeing initiatives We regularly review budgets to ensure spending reflects data-driven priorities and delivers measurable impact We invest in contemporary, well-maintained learning spaces that promote engagement and comfort In 2025 we leased 14 BenQ's and 14 desktops We built a new Junior Playground We replaced flooring and completed internal/external painting to maintain safe, appealing learning environments 		<ul style="list-style-type: none"> Continue to ensure budgets and staffing align with 2025–2027 priority areas Target funding to strengthen instructional and intervention capacity Implement a rolling plan for technology and facility upgrades Gather staff and student feedback to guide resource decisions Continue upgrading classroom technology to support high-impact instruction

FINANCIAL OVERVIEW 2025

As at 31st December 2025

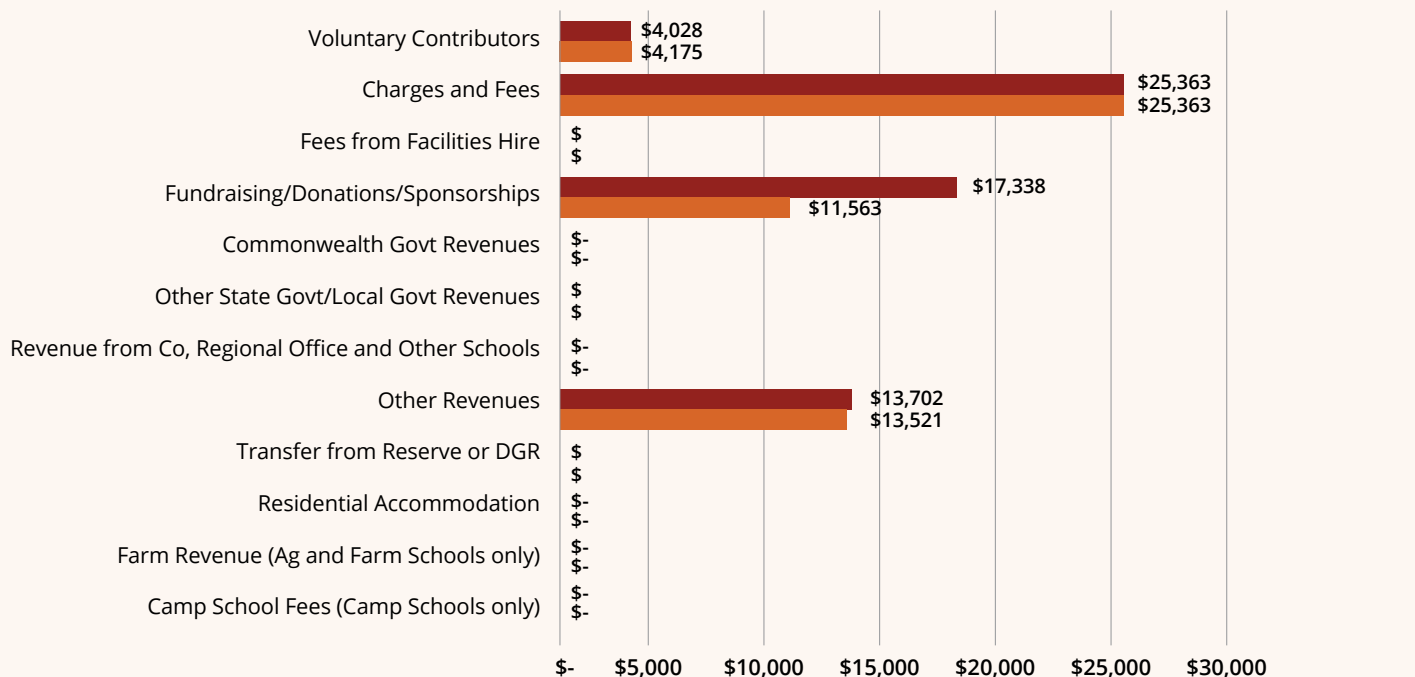
Goods and Services vs Salary Expenditure

Dec 2025 (Verified Nov Cash)



Locally Raised Revenue - Budget vs Actual

Dec 2025 (Verified Nov Cash)

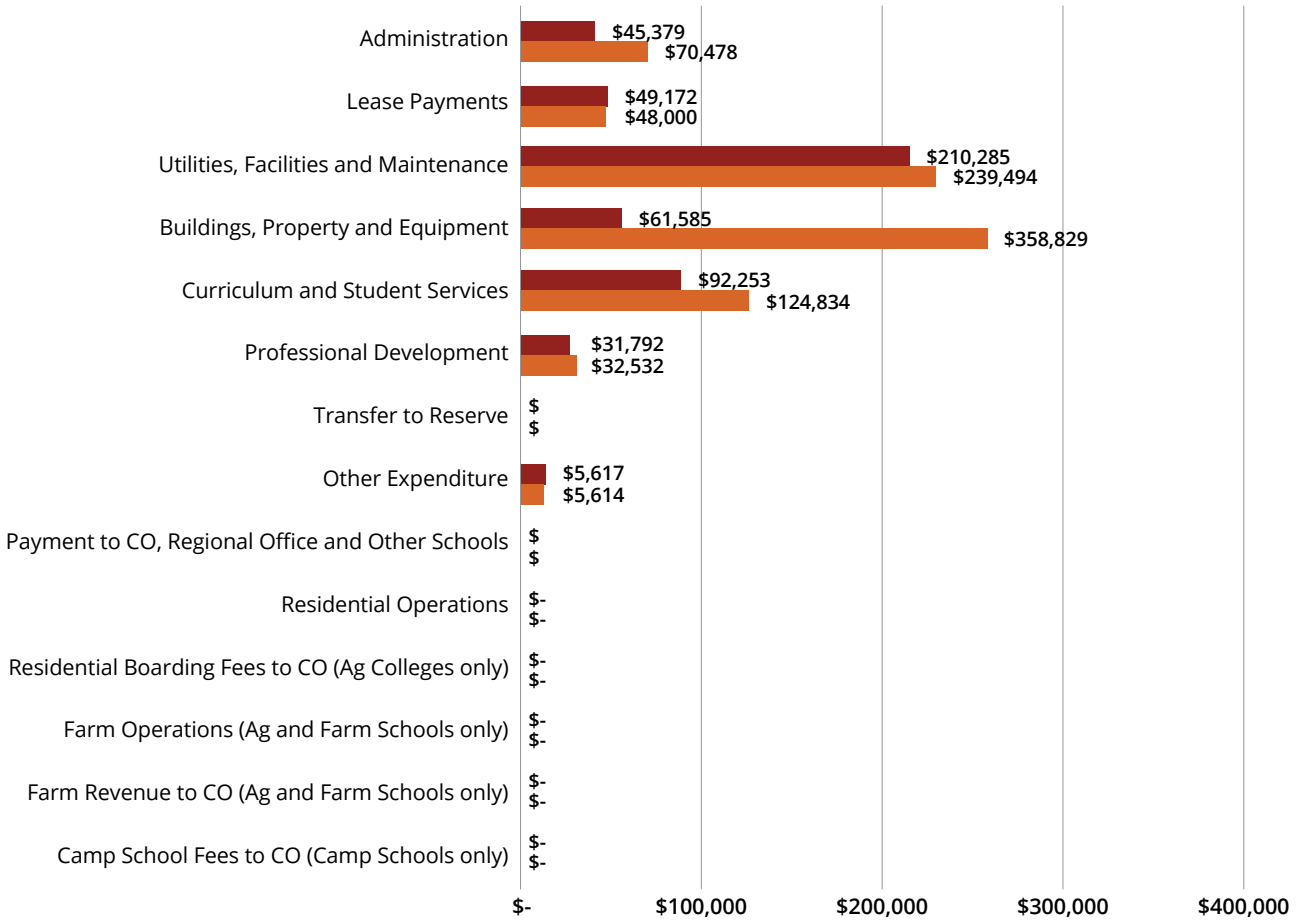
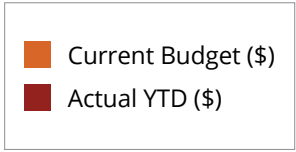


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As at 31st December 2025

Goods and Services Expenditure Budget vs Actual

Dec 2025 (Verified Dec Cash)





Learning for Living - Nintipayi

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