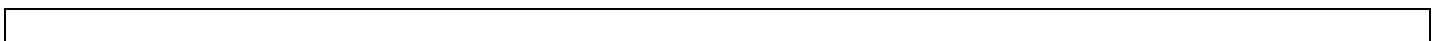




School Report 2025

Frankland River Primary School

D22/0152430
1 December 2025



School Report

Frankland River Primary School

School Overview (source: Schools Online/School website)

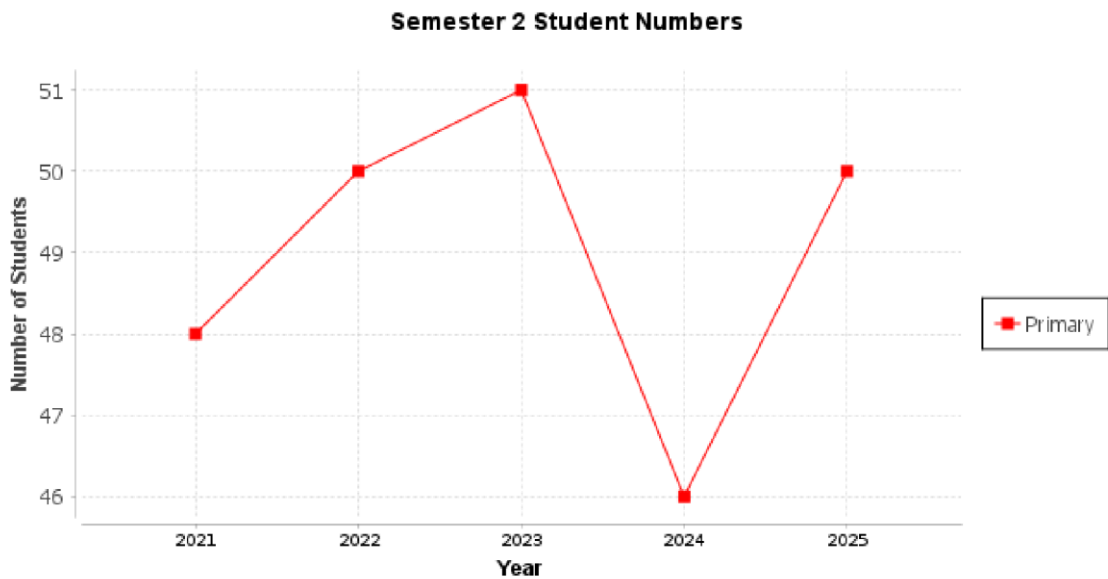
Frankland River Primary School has been providing quality education to the children of our community since 1899. We are proud to be recognised as an Independent Public School (since 2015), offering a comprehensive and personalised education to your children. Our inclusive and vibrant rural primary school is located within the Great Southern region, within a progressive mixed farming community. In 2024 we proudly celebrated our 125th anniversary.

Our vision is to, ***in partnership with families, we strive to nurture the development and wellbeing of each child to enable them to be their best and become resilient, committed lifelong learners.***

Our core purpose is to cultivate each child’s skills and abilities by providing them with a quality education in a supportive learning environment. We value each child and will support them to achieve their potential. We pride ourselves on being able to cater to each child’s specific learning needs.

Student Numbers and Characteristics (Data) (source: Schools Online)

Student numbers (as at 2025 Semester 2)



The school currently has a socio-economic index of 965. This has steadily been declining over the last 4 years. There is a transiency rate of approximately 12%. The school community is diverse, with representation from the cultural groups of Pilipino, South African and Aboriginal.

	Kin	PPR	Pri	Sec	Total
Aboriginal			3		3
Non-Aboriginal	6	7	40		53
Total	6	7	43		56

Comments:

Student enrolments have remained consistent for the last 3 years, around 50. This is a decline since 2017, where the school had an enrolment of 72. With some larger cohorts progressing through the school, and smaller intakes in kindergarten anticipated, the enrolment base is getting smaller. Transiency rate is steadily increasing. The socioeconomic index is also slightly declining and is indicative of a changing community and increasing diversity of families.

Workforce composition (Data) (source: Schools Online)

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Staff Numbers

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Other Teaching Staff	5	3.4	0
Total Teaching Staff	5	3.4	0
School Support Staff			
Clerical / Administrative	2	1.0	0
Gardening / Maintenance	1	0.1	0
Other Allied Professionals	5	2.0	0
Total School Support Staff	8	3.1	0
Total	14	7.5	0

Comments:

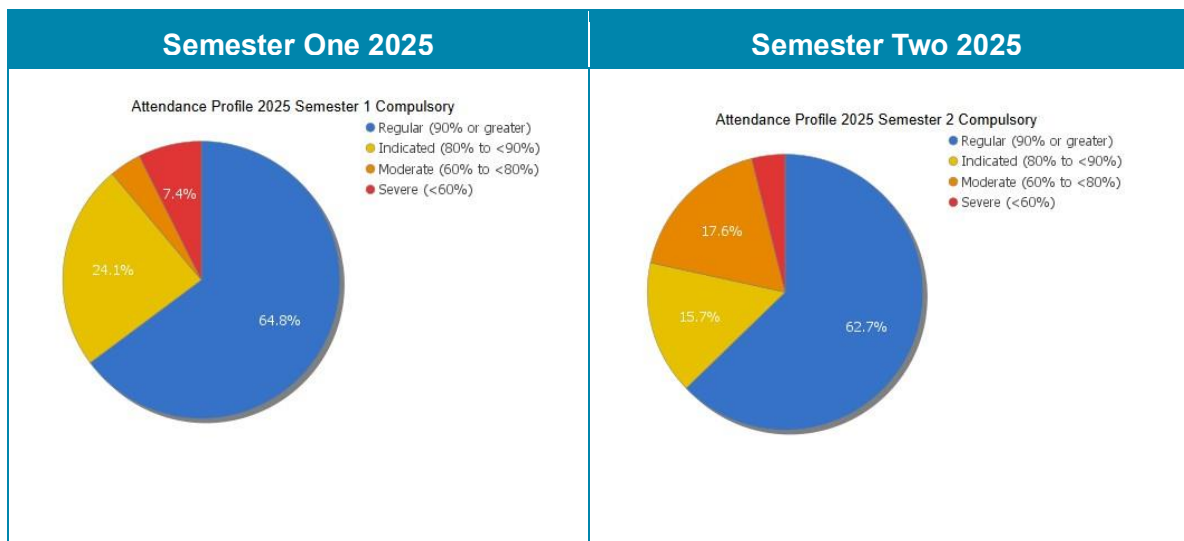
Frankland River Primary School has a diverse range of teaching expertise and employs three full time class teachers who teach multi-age classes: K/P/1, 2/3 and 4/5/6. In addition to this, 3 teachers are employed to provide specialist learning in The Arts, Physical Education and Italian. The teaching staff are supported by fully qualified Education Assistants who provide support in the multi-age classrooms as well as provide individualised and small group instruction as part of our Tier 2 intervention strategies. The principal teaches Science and some aspects of the Arts curriculum to assist in curriculum provision and provide DOTT to teachers.

Weekly Speech Pathology sessions which are focused on early intervention and individualised sessions complement our teaching and learning programs.

The school operates smoothly thanks to the ongoing commitment of experienced allied professionals including our Manager of Corporate Services, School Officer, Librarian, Gardeners, and cleaning staff.

Student Attendance (Data) (source: Schools Online)

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	68.6%	21.6%	9.8%	0.0%
2024	47.4%	35.1%	10.5%	7.0%
2025	64.8%	24.1%	3.7%	7.4%
Like Schools 2025	58.9%	24.8%	11.5%	4.9%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%



Describe your analysis and impact of evidence

We saw an improvement in regular attendance in 2025 compared to 2024 and sit on par with the WA Public School average. This can be attributed towards regular newsletter items commending students with attendance rates, school incentives (e.g. faction reward hour etc.). It is also worth noting that we have had a slight reduction in non-attending students on previous years which can be traced to regular family contact. In 2025 the school Attendance Policy was reviewed, and a stronger individual case management approach was applied, working with families to develop family routines to support regular attendance, increasing engagement at school and assisting families with neurodivergent children.

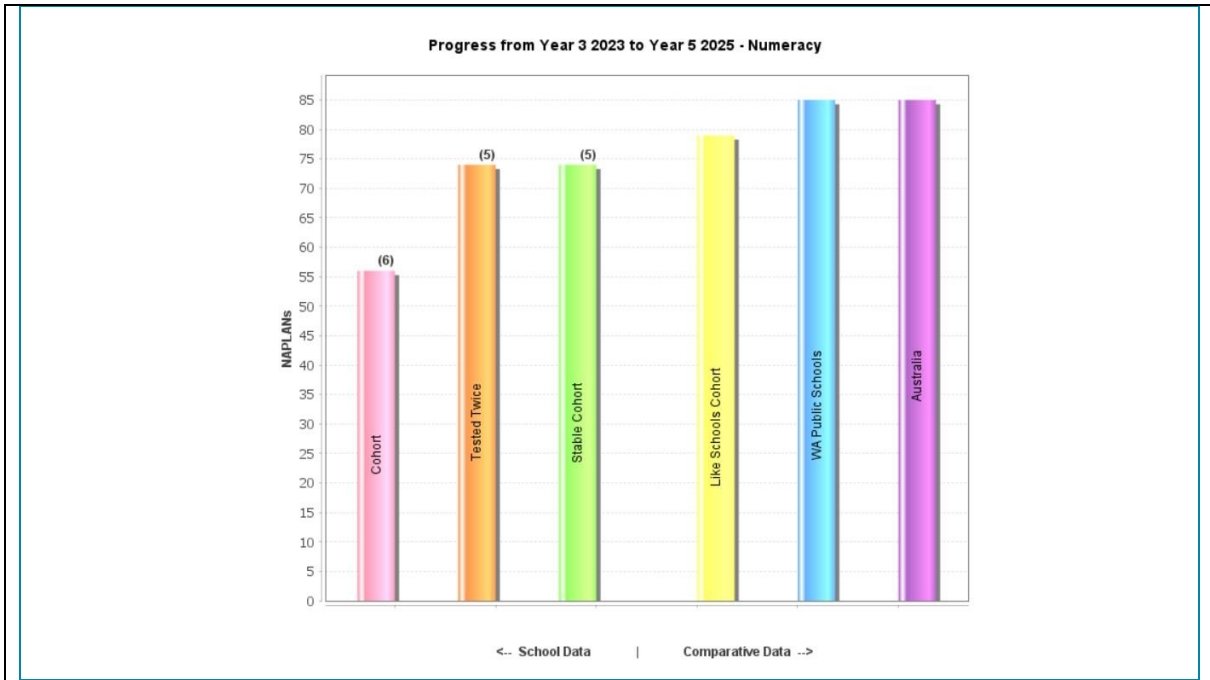
Describe how non-attendance is managed by the school

A rigorous approach to attendance has been developed to establish positive patterns of attendance in primary school. Attendance information is communicated via the newsletter including recognition of students with both improved and excellent attendance (above 95%). In the case of non-attendance, teachers and administrators contacted families and reiterated the importance of regular attendance. Administration actively sought information from families to correct all unauthorised absences. Indicated attendance rates are like WA Public School attendance rates, and the moderate attendance category is lower than WA Public Schools.

Student Achievement and Progress

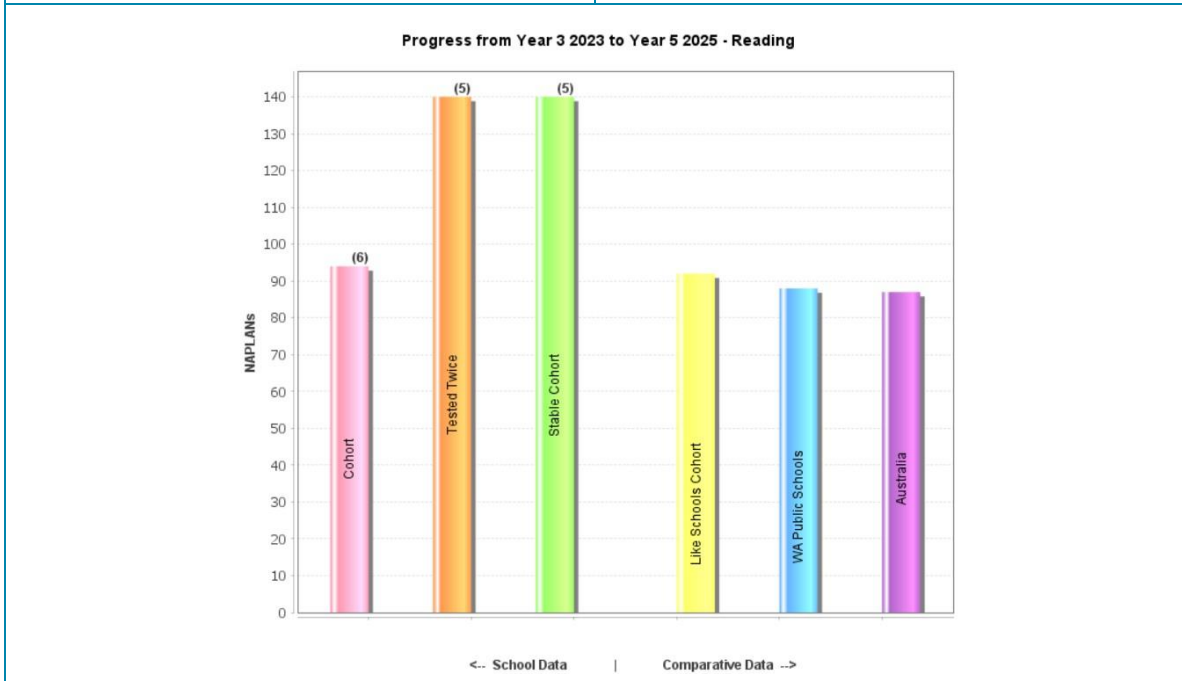
NAPLAN (Data) (source: Schools Online, SAIS)

		Year 3				Year 5					
Numeracy											
Proficiency Level	NAPLAN Score Range	Numeracy				Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3						Year 5			
		2024		2025				2024		2025	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
Exceeding	493 and above	10%	8%	0%	5%	Exceeding	577 and above	0%	9%	0%	6%
Strong	378 - 492	80%	52%	50%	43%	Strong	451 - 576	83%	58%	33%	46%
Developing	311 - 377	10%	30%	25%	35%	Developing	386 - 450	17%	25%	50%	33%
NAS	310 and below	0%	10%	25%	17%	NAS	385 and below	0%	8%	17%	15%



Reading

Year 3						Year 5					
Proficiency Level	NAPLAN Score Range	Reading				Proficiency Level	NAPLAN Score Range	Reading			
		Year 3						Year 5			
		2024		2025				2024		2025	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
Exceeding	481 and above	30%	15%	0%	8%	Exceeding	555 and above	17%	16%	0%	9%
Strong	368 - 480	30%	49%	25%	41%	Strong	448 - 554	50%	54%	50%	48%
Developing	282 - 367	20%	20%	25%	29%	Developing	377 - 447	33%	21%	33%	28%
NAS	281 and below	20%	15%	50%	22%	NAS	376 and below	0%	9%	17%	15%



Writing

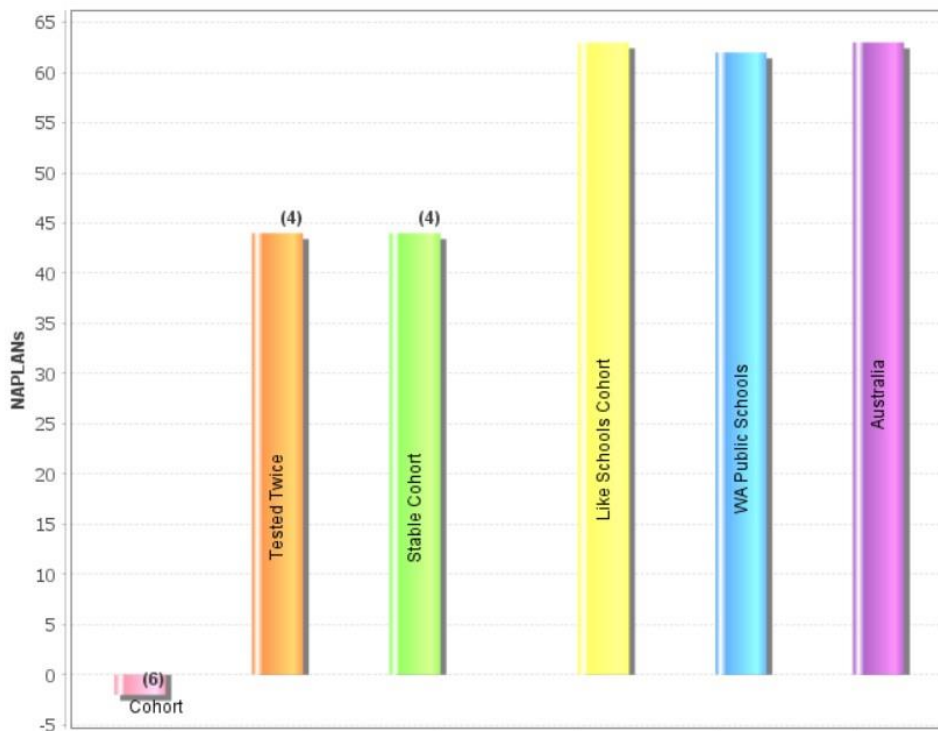
Year 3

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	503 and above	0%	7%	0%	2%
Strong	370 - 502	70%	72%	50%	65%
Developing	296 - 369	20%	14%	25%	20%
NAS	295 and below	10%	7%	25%	13%

Year 5

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	0%	7%	0%	4%
Strong	455 - 569	33%	59%	33%	49%
Developing	385 - 454	50%	26%	33%	31%
NAS	384 and below	17%	9%	33%	16%

Progress from Year 3 2023 to Year 5 2025 - Writing



<- School Data | Comparative Data ->

Describe your analysis and impact of evidence

Small student numbers can skew results. Both cohorts in 2025 were small, with six students in Year 3 and six students in Year 5.
In both the Year 3 and 5 cohorts, 50% of students have diagnosed learning difficulties.

Numeracy

Summary of Key Trends

Year 3: Decline in high performers; increase in lower bands.

Year 5: Mixed results – strong growth in top performers, but also more students in lower bands.

Compared to Like Schools: Year 5 shows standout excellence at the top, but both year levels show increased need for support at the lower end.

We have strengthened learning in the early years in numeracy by implementing a resource which can be used to implement Tier 2 and 3 interventions to those students in the developing proficiency and to be used as a Tier 1 resource for students in K/P/1.

This resource has been carefully selected to complement our instructional model for Maths and provides a low variance curriculum to our students. Progress from Year 3 to Year 5 was similar to like schools.

Reading

Overall Summary

Year 3: Performance of the 2025 cohort is lower than the 2024 cohort, with fewer students exceeding expectations and more falling into Needs Additional Support category. **Year 5:** Performance of the 2025 cohort is lower than the 2024 cohort, and more students are now in Developing and Needs Additional Support.

Compared to Like Schools: Both year levels show lower high-end performance and higher low-end representation, especially in 2025.

All students participate in evidence-based reading practices which include synthetic phonics, fluency practice, shared reading of high-quality texts and explicit teaching of vocabulary have been approaches which the school has been implementing over the last 2 years.

Progress for students is monitored through DIBELS and Progressive Achievement Tests and Tier 2 intervention is provided for students who are below fluency and decoding benchmarks.

Progress between Year 3 and Year 5 exceeded that of like school progress. This is reflective of the continued focus on vocabulary, synthetic phonics and fluency instruction

Writing

Overall Summary

Year 3: Writing proficiency declined in 2025, compared to the 2024 cohort, with more students falling into Needs Additional Support category and fewer achieving Strong.

Year 5: Performance remained static but still lags 'Like Schools' in higher bands.

Compared to Like Schools: Both year levels show lower performance in Exceeding and Strong bands, and higher representation in Developing and Needs Additional Support.

Frankland River Primary School has implemented the Talk4Writing program for several years. The program is implemented consistently from Kindy-Year 6 and has been further expanded to incorporate the explicit teaching of grammar.

In 2025, teachers used Writemark, in the Elastik software to set and mark work, providing explicit feedback and then to reassess students' writing following a unit of work. This has resulted in significant progress over the last 6 months. We are confident that this will continue to support growth in Writing achievement.

Writing progress was slightly less than that of like school progress – 45 NAPLANs, compared to 60 NAPLANs.

Post School Destination (DATA) (source: Schools Online)

2025 saw seven students graduate from Year 6.

Mount Barker Community College	Manjimup Senior High School	Hale	Homeschool
4	1	1	1

Describe your analysis and impact of evidence

Frankland River Primary School continues to collaborate with the local secondary school, Mount Barker Community College through their transition and orientation program, strengthening relationships. This year, our Year 6 students participated in a Science Expo with MBCC, providing another opportunity for students to develop relationships with staff and students at their local high school.

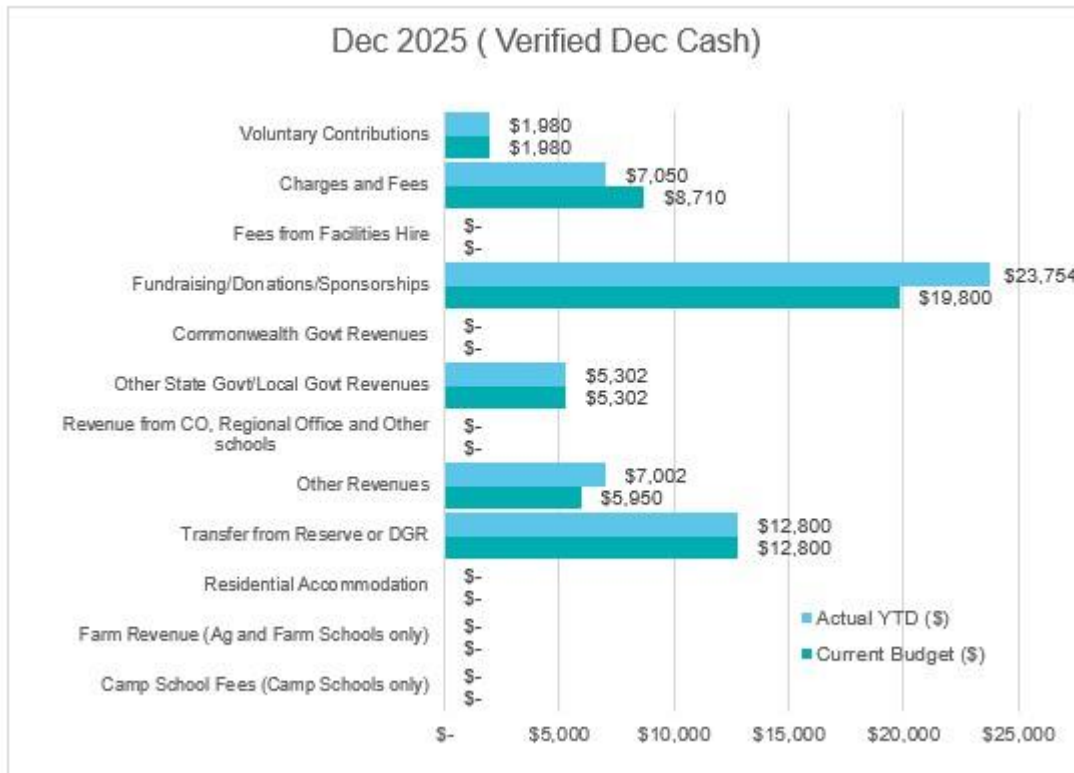
The demographics and relative isolation of Frankland River Primary School, including access to appropriate boarding facilities has an impact on the secondary school of choice.

School Income by Funding Source (DATA) (source: Schools Resourcing System)

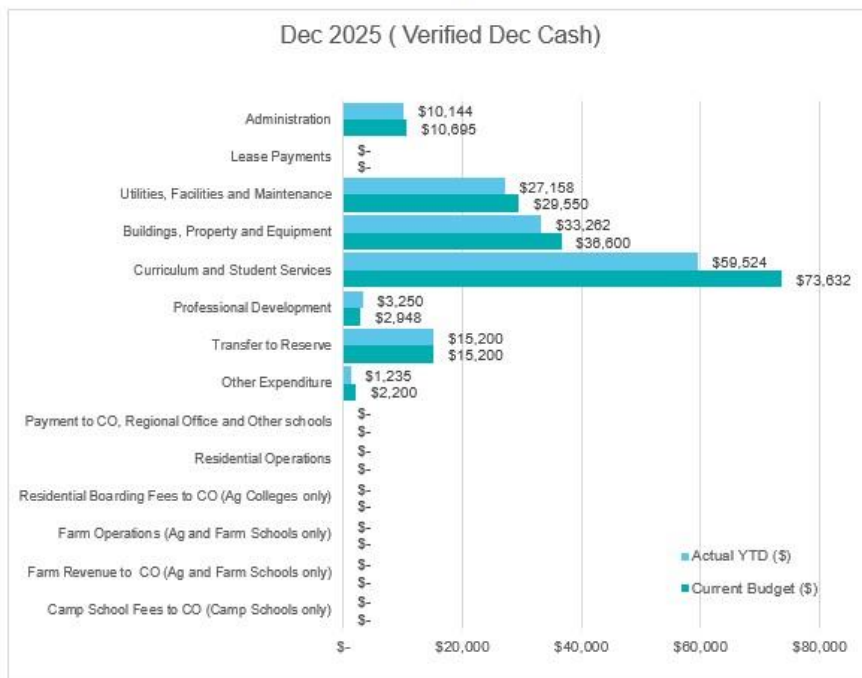
ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	34,587	34,587
Carry Forward (Salary):	21,478	21,478
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	1,075,930	1,075,930
Locally Raised Funds:	54,542	57,888
	1,186,53	
Total Funds:	7	1,189,883
EXPENDITURE		
Salaries:	979,209	979,209
Goods and Services (Cash):	170,825	149,773
	1,150,03	
Total Expenditure:	4	1,128,982
VARIANCE:	36,503	60,901
INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	34,587	34,587
Carry Forward (Salary)	21,478	21,478
STUDENT-CENTRED FUNDING		
Per Student	437,111	437,111
School and Student Characteristics	566,428	566,428
Disability Adjustments	0	0
Targeted Initiatives	34,864	34,864
Operational Response Allocation	30,478	30,478
	1,068,8	
Total Funds:	8 1	1,068,881
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	5,000	5,000
School Transfers – Salary	(66,427)	(66,427)
School Transfers - Cash	68,477	68,477
Department Adjustments	0	0
Total Funds:	7,050	7,050
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	1,980	1,980

Charges and Fees 8,710 7,050 Fees from Facilities Hire 0 0		
Fundraising/Donations/Sponsorships	19,800	23,754
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues 5,302 5,302 Revenue from CO, Regional Office and Other schools 0 0		
Other Revenues	5,950	7,002
Transfer from Reserve or DGR	12,800	12,800
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
<hr/>		
Camp School Fees (Camp Schools only) 0 0	0	
Total Funds:	54,542	57,888
	1,186,53	
TOTAL	8	1,189,884
<hr/>		
EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
<hr/>		
SALARIES		
Appointed Staff	889,759	889,759
New Appointments	0	0
Casual Payments	89,365	89,365
Other Salary Expenditure	86	86
Total Funds:	979,210	979,210
<hr/>		
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	10,695	10,144
Lease Payments	0	0
Utilities, Facilities and Maintenance 29,550 27,158 Buildings, Property and Equipment 36,600 33,262 Curriculum and Student Services 73,632 59,524 Professional Development 2,948 3,250 Transfer to Reserve 15,200 15,200 Other Expenditure 2,200 1,235		
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only) 0 0 Farm Operations (Ag and Farm Schools only) 0 0 Farm Revenue to CO (Ag and Farm Schools only) 0 0		
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	170,825	149,773
	1,150,03	
TOTAL	5	1,128,983

Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual



Describe your analysis and impact of evidence

Frankland River Primary School maintains strong and transparent financial operations, collaboratively led by the Manager of Corporate Services and the Principal.

Our current reserve position ensures the school can sustainably:

- Replace interactive boards across the school as they reach end of life
- Upgrade essential administration equipment, including servers and photocopiers
- Maintain existing furniture and equipment
- Continue the ongoing development and improvement of the playground area
- Repair and maintain buildings, grounds and facilities

In 2025, the school introduced a salary reserve plan to strengthen staffing capacity, particularly in supporting students with complex and diverse needs. This plan ensures we can respond flexibly to emerging needs while maintaining high-quality support for students.

The Principal, Manager of Corporate Services and Finance Committee conduct periodic reviews of the reserve plan to ensure funds are used effectively, with adjustments made as required. The school's strong financial management practices were affirmed through a successful school review in 2025.

With a small enrolment base, it remains essential that the school continues to carefully manage both the reserve plan and operational accounts to ensure long-term financial sustainability.



OFFICIAL

Frankland River Primary School Business Plan Progress

Learning-People-Place

In partnership with families, we strive to nurture the development and wellbeing of each child to enable them to be their best and become resilient, committed lifelong learners.

LEARNING

2025 Actions	2026 Focus
Talk 4 Writing Cycle renewed JARS updated regularly and linked to WA curriculum Elastik data sessions have become a regular feature of EC meetings Student data has been utilised to drive the next teaching and learning cycle SEN planning session completed as part of Stirling Schools combined network day Bond Blocks successfully implemented across the school Maths Curriculum Leaders completed instructional coaching cycle PL	Map out a scope and sequence for Text Based Units PLD presentations to be purchased Instructional coaching sessions implemented termly Collate documents to formulate an FRPS Playbook

PEOPLE

2025 Actions	2026 Focus
CWA reading program was conducted from Term 2-4 PALS grant and RAP was completed over 2024-2025 Successful school review, in collaboration with the School Board Commenced 'Grow Your Mind' to support emotional wellbeing	Continuation of the CWA reading program Learning Journey to tie in with a Harmony Day celebration Update RAP to focus on relabelling classrooms/buildings in the school Advertise for new board members Continue to implement GYM Develop staff health and wellbeing plan Trauma informed practices PL

PLACE

2025 Actions	2026 Focus
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<p>Sustainable practices embedded across the school and explicitly taught each Wednesday</p> <p>NQS audit completed annually and used to inform plans</p> <p>Loose Parts play space developed in conjunction with the P&C</p> <p>Behaviour routines updated and shared at Monday Morning meetings</p> <p>Attendance Policy updated</p> <p>Large number of staff are now trained in Team Teach</p>	<p>Termly updates in the newsletter sharing sustainable practices at FRPS</p> <p>Termly updates to the Franklander</p> <p>Use Monday Morning meetings to discuss and emphasise 'Good Standing' procedures</p> <p>Continue to case manage students with severe non-attendance CMS training required for teachers and EAs who have not completed it</p>

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