

2025 Annual Report





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Principal's Message

Maria Cook

Honeywood Principal



It is with great pride that I present the 2025 Annual Report for Honeywood Primary School.

2025 has been a year of consolidation and targeted improvement. Alongside the continued growth of our community, we have maintained a strong, welcoming culture where students feel safe, connected and ready to learn. As at Semester 2, 2025, Honeywood Primary School enrolled 591 primary students (excluding Kindergarten), reflecting sustained growth over recent years and the importance of careful planning for staffing, learning spaces and student services.

Across 2025, our focus remained clear: strong relationships, explicit teaching and consistent whole-school approaches. In literacy, we strengthened fluency, vocabulary and comprehension, and expanded intervention support. Teacher observations and assessment data showed improved outcomes for students who received targeted intervention, and our ongoing work to refine whole-school writing and spelling approaches has provided a clear pathway into 2026.

In mathematics, the first full year rollout of our whole-school scope and sequence, common assessments and targeted professional learning supported improved consistency of practice. NAPLAN and PAT data showed overall improvement from 2024 to 2025, with many students achieving in the strong and exceeding proficiency bands.

Attendance remained strong across all year levels and above WA Public School averages, which reflects the strength of our school culture and the shared partnership we have with families.

We are proud of what has been achieved this year, and equally committed to ongoing improvement. I thank our staff for their professionalism and care, our students for their enthusiasm and resilience, and our families and community for their support.



2025 Highlights and Key Achievements



High-Quality Teaching and Learning

- Strong outcomes in literacy, with the PAT Reading growth target met and 80% of students achieving expected or exceeded growth in 2025.
- Positive numeracy outcomes, with NAPLAN 2025 results showing 60% of Year 3 and 64% of Year 5 students achieving in the Strong or Exceeding proficiency bands.
- Whole-school implementation of scope and sequences and common assessments, strengthening consistency of practice and instructional alignment across year levels.
- Participation in the Centre for Excellence in the Teaching of Literacy Professional Learning program, including targeted training of school-based interns to support high-quality literacy instruction.
- Ongoing use of assessment data through collaboration meetings, moderation sessions and whole-school data analysis cycles to inform teaching and intervention.

Student Opportunities and Achievement

- Interschool Athletics success, with Honeywood Primary School students recognised as Interschool Athletics winners, demonstrating teamwork, perseverance and sportsmanship.
- Successful delivery of Year 6 Big Days Out, including a Rottneest Island excursion, supporting student engagement, independence and readiness for secondary school.
- Broad access to academic enrichment opportunities, including Numero, Times table Rockstars, and whole-school curriculum incursions.
- Strong participation and achievement in school and inter school Spelling Bees, supporting literacy development and student confidence.

Student Wellbeing and Engagement

- A strong focus on inclusion, belonging and wellbeing through school-wide initiatives and targeted support programs.
- Ongoing access to wellbeing supports including therapy services, Story Dogs and social-emotional learning opportunities through Smiling Minds and Zones of Regulation tools.
- Implementation of safety and wellbeing programs, including Smiling Minds, First Aid, Fire Preparedness and Snake Bite Incursions as well as regular emergency drills.

Community and Culture

- Whole-school participation in key commemorative and cultural events, including ANZAC Day, Remembrance Day, Harmony Day and Book Week, supporting civic understanding, inclusion and respect for diversity.
- Introduction of the 100 Days of Reading Awards, recognising sustained reading habits and further fostering a strong reading culture across the school community.
- Active parent and community engagement through events such as Open Night, Celebration Assemblies and P&C-led initiatives such as Mother's Day and Father's Day Stalls, Water Play Day, Sausage Sizzles and Bake sales as well as a successful Quiz Night.

Leadership, Culture and School Improvement

- Curriculum, wellbeing and Collab leaders were supported to lead professional learning, data analysis and moderation processes, strengthening collective responsibility for student outcomes.
- Regular Staff Development Days, Collaboration Team and Committee meetings supported shared accountability, professional growth and alignment to school priorities.
- Whole-school data analysis structures enabled leaders and teachers to use evidence to inform planning, intervention and review.
- Strong student leadership opportunities were provided through leadership roles, voting processes, transition programs and Year 6 Big Days Out as well as end-of-year celebrations.
- Effective operational systems and clear expectations supported a positive, orderly and inclusive school culture.

School Board Chair

Vanessa Bower

School Board Chair



I am pleased to present the report from the Honeywood School Board for the 2025 Annual Report.

The Honeywood School Board is a committed team of parents, community members and school staff who volunteer their time during the year to enhance the education provided by the school through ensuring good governance so that resources are used efficiently and that student needs are met. They bring a positive attitude to each meeting and a willingness to listen and work together. They also bring a great diversity of thought and opinion to Board matters which helps the group to fulfil its purpose well.

2025, saw us begin the year with a total of 635 students enrolled at Honeywood Primary School, with 87 Kindy students. These numbers continue to grow and we expect a large increase in numbers for 2026.

During the year the School Board has focused its efforts in the following areas:

- Endorsement of the annual school report and school budget
- Endorsement of the financial arrangements necessary to fund the school objectives, priorities, and directions
- Consultation and review of school policies
- Review of student data including NAPLAN and On-Entry results
- Support and promotion of the Board and the P&C
- Review and approve to continue the license with The Family Tree to provide OSHC for our school
- Review and approve Contributions and Charges, as well as school booklists from Kindy-Year 6.
- Review uniform items and approve new items to be added

It is important to take the time to formally thank the 2025 members of the School Board for their contributions and input. I would like to make particular mention of outgoing board members Laura Low (parent representative) and Paige Jones (staff representative). Thank you both for your valuable service. We would especially like to acknowledge Paige for her significant contribution to the Board as a staff member and secretary since Honeywood Primary School opened in 2017. Your presence, knowledge, and perspective will be greatly missed.

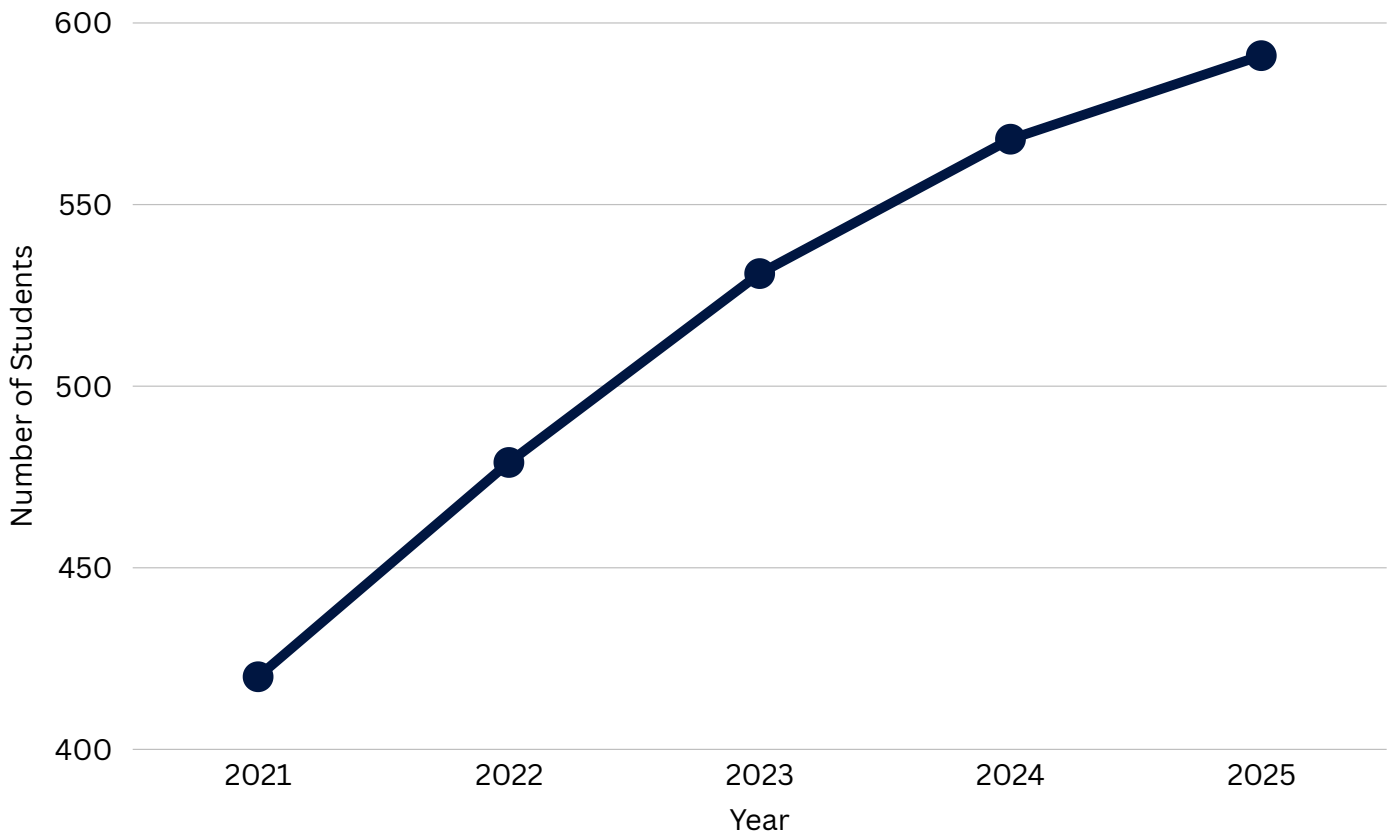
Elections were held at the end of Term 4 to fill vacant positions, and we warmly welcome Amanda Marshall and Akilew Adane (parent representatives), and Heather Giles (staff representative) to the Board in 2026.

Honeywood Primary School continues to be a wonderful place for our children to learn, grow and flourish. I would like to thank our amazing school staff and community for their support during 2025.





Semester 2 Student Numbers



Honeywood Primary School has continued its pattern of steady enrolment growth, reflecting ongoing residential development within the local intake area.

As at **Semester 2, 2025**, the school enrolled **591 primary students (excluding Kindergarten)**, an increase from 568 students in 2024. This represents sustained growth over five years:

·2021: 420 students

·2022: 479 students

·2023: 531 students

·2024: 568 students

·2025: 591 students

This growth trajectory has required ongoing planning for staffing, accommodation and student services. Increasing student complexity, including a rise in students requiring additional learning and wellbeing support, continues to shape resourcing decisions and reinforces the importance of targeted intervention and inclusive practices.



Workforce Composition

	No	FTE
Administration Staff		
Principals	1	1.0
Associate / Deputy / Vice Principals	3	2.7
Total Administration Staff	4	3.7
Teaching Staff		
Level 3 Teachers	3	2.8
Other Teaching Staff	42	35.0
Total Teaching Staff	45	37.8
School Support Staff		
Clerical / Administrative	5	4.0
Gardening / Maintenance	1	0.8
Other Allied Professionals	35	29.1
Total School Support Staff	41	33.9
Total	90	75.4



Our workforce in 2025 remained stable, committed and highly professional. Staffing growth continued with 12 additional staff (8.5 FTE) employed during 2025 in response to increasing enrolments and student complexity, particularly in the area of Education Assistants supporting students with additional needs.

Key points:

- Continued recruitment of skilled and passionate educators.
- Ongoing challenges in managing relief coverage due to workforce shortages.
- Increased use of internal relief and limited registration teachers where required.
- A strong focus on professional learning, collaboration and staff wellbeing.
- Leadership Development included participation in Future Leaders PL, WAPPA Leadership PL and supported Internal Committee and Collab Leader opportunities as well as Acting Deputy opportunities.
- Workforce diversity and succession planning remain ongoing priorities.
- A clear and Distributed Leadership model articulates roles and responsibilities.

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.



Student Attendance

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	90%	92%	92%	93%	91%	90%	89%
2024	92%	93%	93%	92%	92%	90%	90%
2025	92%	93%	91%	92%	90%	92%	89%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Student attendance at Honeywood Primary School remained consistently strong throughout 2025 and above WA Public School averages across all year levels.

Across all year levels, attendance exceeded the WA Public School average of **89–90%**, demonstrating the strength of Honeywood’s attendance culture.

Attendance Categories (Semester 1, 2025)

When attendance was analysed by category:

- **Regular attendance** ranged from 55% to 74% across year levels and was consistently higher than WA Public School comparisons.
- **At Risk – Indicated** attendance ranged from 21% to 31%, broadly comparable with state averages.
- **At Risk – Moderate and Severe** attendance levels were lower than WA Public Schools across most year levels, with several cohorts recording 0–2% in the severe category.

Key Observations

- Attendance processes and a positive school culture continue to support strong attendance outcomes.
- Unauthorized family vacations during school terms remain a challenge despite regular communication with families regarding Department of Education policy.
- Unexplained absences continue to require frequent follow-up by the Student Services team.

Strategies in place include fortnightly attendance letters, targeted phone contact with at-risk families, and the implementation of Attendance Plans where required.



Student Achievement and Progress

Literacy (English)

Reading

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	481 and	16%	16%	18%	14%
Strong	368 - 480	48%	44%	44%	44%
Developing	282 - 367	23%	22%	30%	24%
NAS	281 and	12%	16%	8%	16%

Proficiency Level Summary
Year 3

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	555 and	15%	17%	13%	16%
Strong	448 - 554	53%	48%	53%	51%
Developing	377 - 447	25%	21%	25%	21%
NAS	376 and	7%	13%	9%	11%

Proficiency Level Summary
Year 5

NAPLAN Reading

Year 3 - Pleasing results with strong numbers in the Exceeding level and lower numbers in NAS Needs Additional Support, however, results were below the National average.

Year 5 - Results were similar to WA Public Schools, but below the National Average.

SCHOOL BASED ASSESSMENTS

PAT (Progressive Achievement Test) Reading

Significant improvement across cohorts, with fewer students in lower stanines and increased numbers achieving in stanines 4-9.

The school target of 75% expected or exceeded growth was exceeded, with 80% of students achieving this benchmark in 2025.

DIBELS (Diagnostic Indicators of Basic Early Literacy Skills) Oral Reading Fluency

Students achieving green/blue benchmarks increased from 56% in 2024 to 63% in 2025, meeting the 2025 target.

Students receiving intervention showed notably stronger growth than peers who did not receive support.

Reading priorities in 2025 focused on fluency (including prosody), vocabulary development and comprehension, with increased emphasis on non-narrative texts and reading for enjoyment.

PAT (Progressive Achievement Test)

PAT Vocabulary results showed improvement across every cohort from 2024 to 2025:

- Fewer students were identified in lower stanines.
- More students achieved at or above expected levels.
- Teacher observations confirmed a strong correlation between high vocabulary knowledge, reading enjoyment and overall reading achievement.



Student Achievement and Progress

Literacy (English)

Spelling

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 3			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	489 and	10%	14%	16%	14%
Strong	380 - 488	48%	44%	41%	42%
Developing	294 - 379	31%	27%	41%	28%
NAS	293 and	11%	14%	1%	14%

Proficiency Level Summary
Year 3

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 5			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	553 and	29%	19%	26%	19%
Strong	451 - 552	44%	46%	47%	48%
Developing	378 - 450	19%	21%	23%	21%
NAS	377 and	7%	11%	4%	11%

Proficiency Level Summary
Year 5

NAPLAN Spelling

Pleasing results with Honeywood performing better than WA Public schools. Good numbers in Exceeding and lower numbers in NAS Needs Additional Support. Both year 3 and Year 5 cohorts were above the National Average - Year 3 Honeywood 411 points and the National Average 405 points. Year 5 Honeywood 506 points and the National Average 487 points.

SCHOOL BASED ASSESSMENTS SUMMARY

South Australian Spelling Test

Results indicated fewer students in the lowest bands, especially for those receiving intervention, noting that this assessment can overestimate achievement.

Early Years (PP-Year 1)

Declines were observed across Sounds Write assessments, influenced by cohort complexity, significant learning disruptions and increased student needs.

Data highlighted a gap between scaffolded performance and independent skill application.

In response, a revised whole-school spelling approach has been planned:

- Transition from **Sounds Write to UFLI** (Years P-2).
- Continued use of **Sound Waves**, with increased focus on morphology.
- Introduction of **PAT Spelling (Years 2-6)** to strengthen assessment consistency.



Student Achievement and Progress

Literacy (English)

Writing

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	503 and	1%	7%	6%	4%
Strong	370 - 502	73%	66%	78%	68%
Developing	296 - 369	19%	17%	11%	18%
NAS	295 and	8%	9%	5%	8%

Proficiency Level Summary
Year 3

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	570 and	15%	9%	6%	7%
Strong	455 - 569	56%	53%	62%	53%
Developing	385 - 454	18%	25%	19%	26%
NAS	384 and	12%	11%	13%	12%

Proficiency Level Summary
Year 5

NAPLAN Writing

Year 3 results showed an increase in students in the Exceeding and Strong levels with 84% in 2025 compared to 74% in 2024. This was better than WA Public Schools.

This was also above the National Average with Honeywood 420 points and the National Average 414 points.

Year 5 results showed a decrease in students in the Exceeding and Strong levels from 71% to 68%. However, this was still higher than WA Public Schools

This was below the National Average with Honeywood 461 points and the National Average 480 points.

Based on data analysis, the school made a strategic decision to move away from Talk for Writing and Seven Steps as full programs. Effective elements from each will continue to be used while ensuring a stronger focus on sentence and paragraph-level writing.

A revised Honeywood Primary School Writing Plan, informed by the Writing Revolution and aligned to the updated curriculum, has been developed and will be fully implemented in 2026.



Student Achievement and Progress

Literacy (English)

Grammar & Punctuation

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	523 and	2%	9%	9%	9%
Strong	404 - 522	52%	40%	45%	38%
Developing	312 - 403	28%	28%	39%	28%
NAS	311 and	17%	21%	7%	23%

Proficiency Level Summary
Year 3

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	582 and	13%	12%	8%	14%
Strong	470 - 581	53%	48%	51%	45%
Developing	397 - 469	26%	24%	26%	24%
NAS	396 and	7%	14%	15%	16%

Proficiency Level Summary
Year 5

NAPLAN Grammar and Punctuation

Year 3

54% of Year 3 were in the Strong and Exceeding bands compared to 47% in WA Public Schools. Only 7% were assessed as Needing Additional Support.

Year 3 results were above the National Average with Honeywood 417 points and the National Average 408 points.

Year 5

59% were in the Exceeding and Strong levels. This was the same as WA Public Schools.

Year 5 results were below the National Average, with Honeywood 487 points and the National Average 497 points.





Student Achievement and Progress

Literacy (English)

Achievements and Future Direction

Achievements

- Increased literacy support staffing in Pre-Primary and Year 1.
- Successful delivery of school and Inter school Spelling Bees.
- Introduction of Intervention Reports in Semester 1 and 2.
- Participation in the Centre for Excellence in the Teaching of Literacy Professional Learning program, including targeted professional learning and the training of school-based interns to support high-quality implementation of literacy approaches across classrooms.
- Literacy Block design refined and implemented with improved consistency.
- Focus on presentation with a Handwriting Scope and Sequence developed
- Daily Review framework implemented.
- Honeywood Primary School English Plan reviewed and streamlined to incorporate Centre for Excellence.

Future Directions

In 2026, the school will:

- Introduce **UFLI** in Pre-Primary to Year 2 and refine implementation across the school.
- Implement full **DIBELS (Diagnostic Indicators of Basic Early Literacy Skills) assessment** across all year levels.
- Embed consistent literacy block structures, terminology and assessment practices.
- Provide targeted professional learning to support staff through change and implementation.
- Continue to resource English Leader time.
- Continue to resource Intervention and explore opportunities to better support EALD.



Student Achievement and Progress Mathematics

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	493 and	5%	8%	8%	8%
Strong	378 - 492	49%	50%	52%	50%
Developing	311 - 377	40%	27%	31%	27%
NAS	310 and	6%	13%	9%	13%

Proficiency Level Summary
Year 3

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2024		2025	
		Sch	WAP Sch	Sch	WAP Sch
Exceeding	577 and	7%	11%	9%	11%
Strong	451 - 576	66%	53%	55%	54%
Developing	386 - 450	19%	23%	25%	23%
NAS	385 and	7%	12%	11%	11%

Proficiency Level Summary
Year 5

NAPLAN

- 60% of Year 3 students and 64% of Year 5 students achieved in the strong or exceeding bands.
- Results showed overall improvement compared to 2024.
- The proportion of students in the Needs Additional Support band was at or below state averages.
-

Both cohorts were below the National Average with

- Year 3 Honeywood 398 points and National Average 405.
- Year 5 Honeywood 479 points and National Average 492.

SCHOOL BASED ASSESSMENTS SUMMARY

PAT Mathematics Whole-school PAT Mathematics data showed:

- A reduction in students performing below expectations.
- An increase in students achieving above expected and exceeding performance.
- Growth in the number of students achieving stanine 9 across the school.

Westwood Basic Facts Westwood assessment results indicated:

- Strong performance in addition, subtraction and multiplication.
- Division identified as an area requiring further focus.
- Targeted curriculum adjustments and intervention planning have been implemented to address identified gaps.

Key Outcomes 2025

- PAT Mathematics - Increase in students performing above expected; reduction below expected
- Westwood Basic Facts - Strong performance in addition, subtraction and multiplication; division identified as a focus area

Mathematics remained a strong focus area in 2025, supported by explicit instruction, whole-school scope and sequences, common assessments and targeted professional learning.

NAPLAN Progress and Achievement

Year 3 and Year 5



Student Progress and Achievement Compared with WA Public Schools



The Student Progress and Achievement graph compares Honeywood Primary School's Year 3 to Year 5 NAPLAN progress and achievement against Western Australian public schools for 2021 and 2025. The graph plots achievement (horizontal axis) against progress (vertical axis), enabling clear identification of relative performance over time.

Overall improvement from 2021 to 2025

Across most assessed areas, the 2025 data points have shifted closer to or into the 'Higher Progress - Higher Achievement' quadrant, indicating an overall positive trend in both student growth and achievement relative to like WA public schools.

Spelling

Spelling demonstrates a strong performance in 2025, positioned clearly within the higher achievement and higher progress quadrant. This reflects effective whole-school approaches to literacy instruction and a sustained focus on explicit teaching of spelling skills.

Reading

Reading shows improved progress and achievement in 2025 compared with 2021. The upward movement suggests that targeted literacy strategies and intervention programs are supporting students to make stronger gains over time.

Grammar and Punctuation

Grammar and Punctuation data indicates steady progress, with 2025 results showing improved achievement while maintaining positive growth. This suggests consolidation of core language skills across the middle primary years.

Numeracy

Numeracy results in 2025 reflect positive progress with achievement levels approaching alignment with WA public schools. Continued focus on differentiated instruction and data-informed teaching is expected to further strengthen outcomes in this area.

Writing

Writing remains an identified area for ongoing improvement. While progress has improved from 2021 to 2025, achievement remains comparatively lower. This highlights the need for continued professional learning, consistent moderation practices and targeted support to lift student performance in writing.



Post School Destinations

Students completing Year 6 in 2025 transitioned to a diverse range of secondary schools in 2026, reflecting varied student interests, strengths and pathways.

Destination High School	Sector	Approx. % of Cohort
Hammond Park Secondary College	Public	~45%
Emmanuel Catholic College	Catholic	~18%
Carey Baptist College (Forrestdale/Harrisdale)	Independent	~10%
Atwell College	Public	~6%
Melville Senior High School	Public	~6%
Kennedy Baptist College	Independent	~5%
Corpus Christi College	Catholic	~4%
Fremantle College	Public	~3%
John Curtin College of the Arts	Public	~1-2%
All Saints' College	Independent	~1-2%
Kings College	Independent	~1-2%
Salvado Catholic College (Byford)	Catholic	~1-2%
Australian Islamic College	Independent	~1-2%
Homeschooling	Other	~1-2%



Post School Destinations

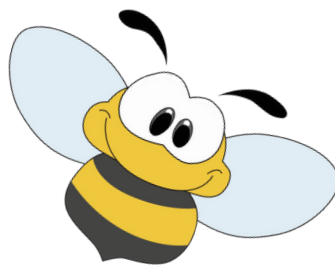
A notable proportion of students secured places in specialist and selective programs, demonstrating strong academic, sporting and creative outcomes.

These included:

- **Academic Extension and GATE pathways**, including placements at Melville Senior High School and John Curtin College of the Arts.
- **Music programs**, including Instrumental Music School Services (IMSS) and specialist music pathways.
- **Sporting academies and specialist programs**, including basketball and football programs at Emmanuel Catholic College and other secondary schools.
- **Aviation and specialist interest scholarships**, including placements at Melville Senior High School.

Transition activities occurred across Term 4, with students participating in orientation days and targeted transition programs to support a smooth move to secondary schooling. These processes were supported through close communication between Honeywood Primary School and receiving secondary schools and families.

The range of destination schools and specialist placements reflects the community's focus on exploring choice based on personalized pathways for students as they transition to the next phase of their education.

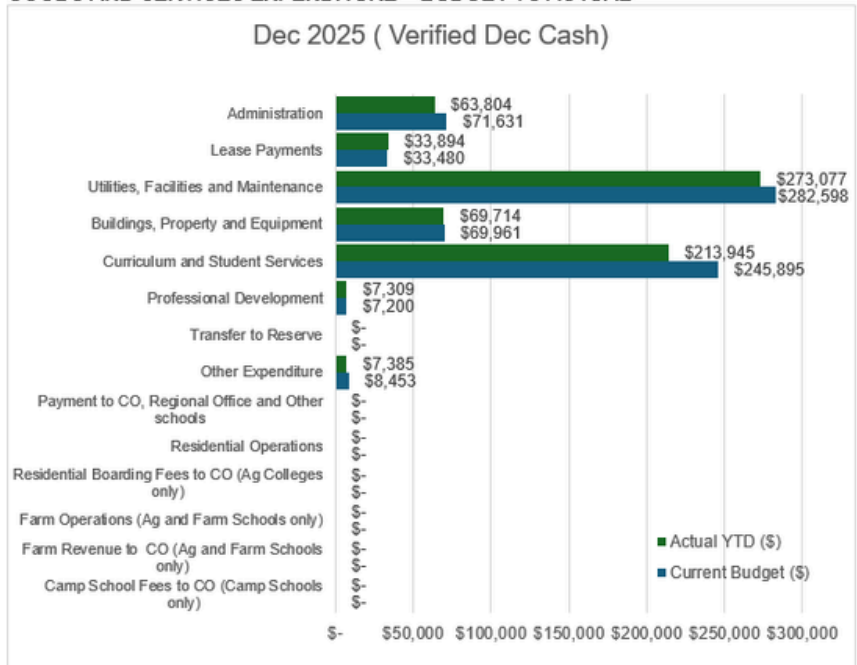




Financial Reports

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	82,176	82,176
Carry Forward (Salary):	150,405	150,405
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	7,949,240	7,949,240
Locally Raised Funds:	349,346	347,906
Total Funds:	8,531,166	8,529,727
EXPENDITURE		
Salaries:	7,590,593	7,590,593
Goods and Services (Cash):	719,218	669,127
Total Expenditure:	8,309,810	8,259,720
VARIANCE:	221,356	270,007

GOODS AND SERVICES EXPENDITURE – BUDGET VS ACTUAL



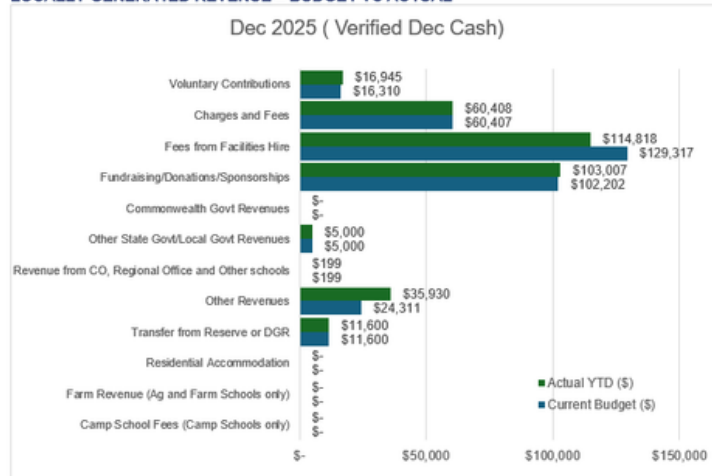


Financial Reports

GOODS AND SERVICES VS SALARY EXPENDITURE



LOCALLY GENERATED REVENUE – BUDGET VS ACTUAL



Voluntary Contributions and Charges collections were low despite multiple reminders and incentives, with approximately 45.81% of families paying voluntary contributions. This was due to voluntary contributions not being collected through the Student Requirements provider this year, as additional charges were applied. In 2026, we will revert to having the Student Requirements provider collect voluntary contributions and will monitor whether this improves collection rates.

Payment to Reserve accounts remains a challenge while triaging adequately supporting increasing student complexity. We were unable to add to our reserve accounts for 2025.

It is hoped the utilities payment will be reduced with the activation of our solar panel installation. The Solar Panels were installed as part of a Clean Energy Grant in 2023.

Our very successful P&C fundraising efforts resulted in the installation of shade sails throughout the school. This will be finalised in 2026.

School Priorities and Future Directions



Priority 1: Flourishing Students

- Continued focus on academic growth, wellbeing and engagement.
- Continued targeted intervention programs.

Priority 2: Flourishing Staff

- Ongoing professional learning aligned to school priorities.
- Support for staff wellbeing and collaboration.

Priority 3: Flourishing Learning Environment

- Consistent expectations aligned with the Honeywood Way to Be.
- Strategic planning for facilities and learning spaces.

Priority 4: Flourishing Partnerships

- Strengthening partnerships with families, agencies and the wider community.

Conclusion

2025 has been a year of reflection, refinement and measured progress at Honeywood Primary School. While challenges remain—particularly in managing ongoing growth and increasing student complexity, the school is well positioned to continue its improvement journey.

Clear priorities, a strong professional culture and effective partnerships with families and the wider community provide a solid foundation for future success.

As we move into 2026, our focus will remain on strengthening teaching practice, supporting student wellbeing and ensuring every child at Honeywood Primary School can flourish.