

Leanyer School

Annual performance report to the school community
2025



Leanyer
School

Acronyms	Full form
NT	Northern Territory
APST	Australian Professional Standards for Teachers
ASIP	Annual School Improvement Plan
DET	Department of Education and Training
EIA	Explicit Improvement Agenda
FaFT	Families as First Teachers
LEaD Committee	Local Engagement and Decision-making Committees
NAPLAN	National Assessment Program of Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data
NTCET	Northern Territory Certificate of Education and Training
VET	Vocational Education and Training

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School overview: context and focus for improvement in 2025

Our School

Leanyer School is a vibrant and inclusive learning community located in the Northern Suburbs of Darwin, catering to approximately 630 students from Preschool to Year 6. In addition to its core academic offerings, the school provides Outside School Hours Care, Before School Care and Vacation Care programs to support families in the broader community. The school serves a richly diverse, multicultural population, with approximately 63% of students coming from Languages Other Than English (LOTE) backgrounds, predominantly Greek, Filipino, and Malayalam-speaking families. The priority enrolment zone includes Leanyer, Muirhead, and Lee Point Defence Housing Australia.

With a strong focus on inquiry learning and the Arts, Leanyer School also delivers specialist programs in Digital Technology, Physical Education, and Art. A commitment to student wellbeing and social harmony is reflected through a range of lunchtime and special interest groups, including pop-up playgrounds, LEGO, mindfulness, and art clubs.

Leanyer School's educational philosophy is inspired by the principles of Reggio Emilia and driven by the school's Vision and Values. These elements are embedded in the Leanyer Learning and Teaching Protocols, alongside prioritised elements of Age-Appropriate Pedagogies (AAP) and 21st Century Fluencies for the Digital Age.

Our Students'

Leanyer School students remain actively engaged and connected to their school community. Throughout 2025, the school continued to strengthen partnerships with families and the broader community by reinforcing our shared culture of high expectations. Central to this has been the ongoing use of the Pillars of Success—a foundational framework introduced to every parent and consistently used by teachers and students as a cornerstone for academic, social, and emotional growth.

While significant effort was invested in establishing and embedding a whole-school approach to improving attendance and punctuality, overall attendance increased slightly from 90.2% to 90.4%. The expectation is that our attendance reaches a minimum of 95%. This figure still allows for up to 10 days of absence annually for illness or family reasons. The school remains committed to supporting improved and regular attendance as a vital contributor to student achievement and wellbeing.

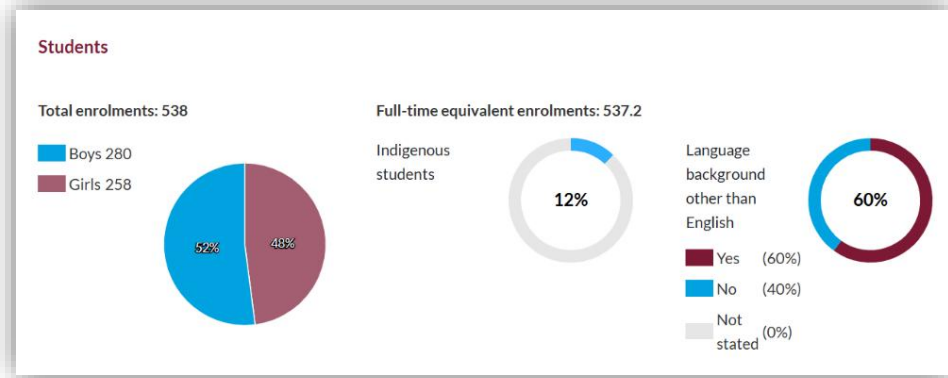
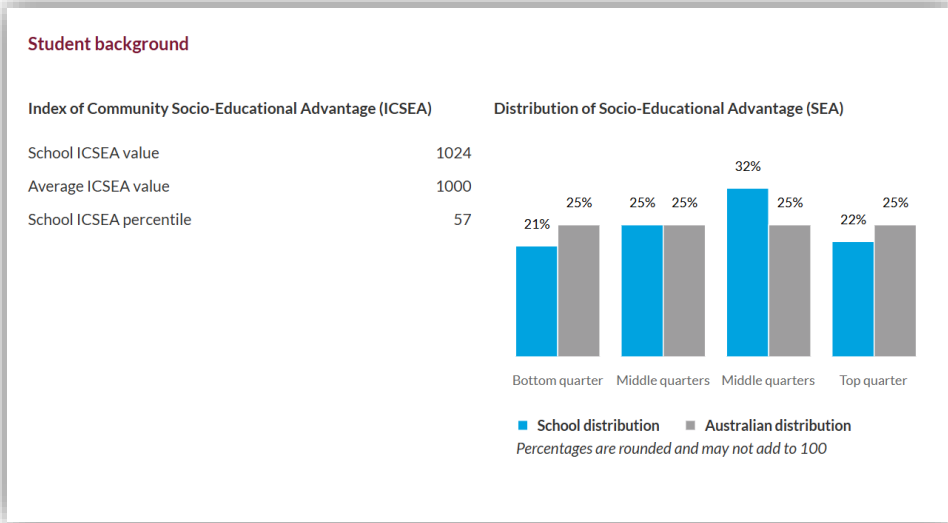
Parents are encouraged to notify the school of absences at the time of enrolment, and this message is reiterated regularly through SchoolStream our school communication tool.

Student voice and leadership remain essential components of school culture. In 2025:

- Students from Years 3–6 continued to participate in the Student Representative Council (SRC), contributing to school-wide decisions and event planning.
- Year 5 and 6 students were again offered the opportunity to join the Learning Commission, a yearlong program that empowers students to investigate issues affecting their peers. This year, the Commission continued to focus on attendance, embedding classroom incentives and rewards for strong parent notification rates.
- Year 6 students proudly stepped into leadership roles, including the chance to apply for School Captain positions.

Annual Performance Report to the School Community 2025

- Sports training and extracurricular activities were held throughout the year, helping students to stay connected, healthy, and motivated to participate in school life.



Enrolment and Attendance Summary - Leanyer Primary School

This data can be used for 2024 Annual School Improvement Plan (ASIP) Student Improvement Targets. Please note this report does not show data for current year due to incomplete data.

Enrolment and Attendance - Whole Year Attendance Rate

	2024				2025			
	Indigenous		All Students		Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	13	84.2%	91	89.4%	6	86.6%	83	90.0%
Transition	9	85.0%	72	89.7%	15	88.9%	88	90.1%
Year 1	9	74.3%	77	90.6%	9	82.8%	76	88.9%
Year 2	16	88.3%	72	89.3%	6	84.0%	70	91.9%
Year 3	11	78.7%	77	90.5%	13	88.3%	72	91.0%
Year 4	7	79.4%	78	90.2%	9	82.5%	79	89.9%
Year 5	9	79.9%	67	89.5%	7	81.3%	79	90.7%
Year 6	15	88.2%	77	91.9%	8	89.1%	73	90.9%
Leanyer Primary School	88	83.1%	611	90.2%	72	85.9%	619	90.4%

Our Staff

Leanyer School is supported by a committed team of 36 teaching and 25 non-teaching staff who work collaboratively to deliver high-quality teaching, learning, and assessment practices from Preschool to Year 6. Among the teaching staff, two general primary-trained teachers identify as Aboriginal, contributing valuable cultural knowledge and perspectives to the learning environment.

In addition, both teaching and non-teaching staff reflect the rich cultural and linguistic diversity of the student population, enhancing the school's inclusive and culturally responsive practices. This alignment strengthens relationships with students and families and fosters a strong sense of belonging across the school community.

84% of preschool staff meet the qualification requirements set by the Australian Children's Education and Care Quality Authority (ACECQA), ensuring that both teaching and non-teaching staff working with our youngest learners are appropriately trained in early childhood education or hold recognised equivalent qualifications.

The school's leadership team brings a depth of experience and expertise, with members holding postgraduate tertiary qualifications, including master's degrees. Several leaders also hold accreditation in the National Assessment of Teacher Practice through the Australian Institute for Teaching and School Leadership (AITSL), reinforcing the school's commitment to evidence-informed teaching and professional growth.

Our Community

Leanyer School celebrates a vibrant tapestry of community engagement initiatives that foster a strong spirit of inclusivity, collaboration, and shared pride. These events highlight the deep connections between home and school, and the meaningful ways our community comes together to support and celebrate student learning and wellbeing.

Parent Open Night

Each year begins with our much-anticipated Parent Open Night, an event that warmly welcomes families into the school environment. Classrooms come alive with activity as students proudly showcase their new learning spaces and early achievements. Parents engage in interactive demonstrations, explore student projects, and connect with teachers to gain insight into the learning journey ahead. This evening of dialogue and collaboration strengthens the foundational partnerships between families and educators, setting a positive tone for the year.

Harmony Day Celebrations

Harmony Day is a standout celebration that reflects the cultural richness of our school community. In 2025, we were honoured to host the Greek students and their families, who mesmerised the audience with a vibrant performance highlighting the importance of history through dance and storytelling. The rhythmic beat and the flowing movements shared the wonderful rich culture, with all in attendance, honouring our Greek families' traditions. The school transformed into a kaleidoscope of colour, flavour, and sound with cultural performances, student artwork, and activities that embraced the diverse heritages of our students, affirming our shared values of respect and belonging.

Walk to School Day

Held each May, Walk to School Day promotes student wellbeing and environmental awareness. Students, families, and staff joined together to leave cars behind and enjoy the walk to school. Laughter echoed

along the sidewalks as participants embraced physical activity, community connection, and sustainable transport practices, all while enjoying the early morning sunshine and each other's company.

Sports Day

Leanyer School's Sports Day is a highlight of the school calendar, bringing together students, families, and staff in a celebration of athleticism and team spirit. The school grounds burst with energy as students participated in a wide range of events, cheered on by enthusiastic spectators. The day fostered a sense of unity, resilience, and fair play, with every student celebrated for their effort and enthusiasm.

Parent-Teacher Interviews and Student-Led Conferences

The end of Term 1 provides an important opportunity to build the home-school partnership through Parent-Teacher Interviews. These dedicated sessions allow for in-depth, personalised conversations about each student's progress, strengths, and areas for development. In Term 3, Student-Led Conferences (SLCs) empower students to take ownership of their learning journey. With confidence and pride, students present their achievements, reflect on their growth, and set future learning goals. Parents and teachers play a supportive role in these conferences, offering feedback and encouragement. This process fosters student agency and builds the skills essential for lifelong learning.

Principal's report

As the 2025 school year draws to a close, I would like to extend my sincere thanks to our staff, students, and families for their continued commitment to Leanyer School. Across classrooms, sporting fields, performance spaces, community initiatives, and within our ongoing school improvement work, the collective effort of our community has once again reinforced our shared pursuit of excellence.

Throughout 2025, our school community has continued to demonstrate dedication, determination, and a strong commitment to high standards. What unites us is a shared purpose: to equip our students with the intellectual, social, and emotional tools they need to thrive in an ever-changing world. This purpose remains at the heart of every decision we make and every initiative we pursue.

Our students have engaged in a rich and diverse range of learning opportunities throughout the year. These included interschool sports, Tournament of Minds, Learning Commission, curriculum-based learning, wellbeing programs, school camps, local excursions, and collaborative events with Darwin region schools. A significant milestone in 2025 was Leanyer School's first Year 6 excursion to Canberra, held from 17 to 21 November. This experience provided students with invaluable learning opportunities linked to civics, history, and national identity. Due to Cyclone Fina, the excursion was extended by two additional days, requiring adaptability and resilience from students, parents and staff alike. I commend all involved for their calm management and flexibility during this unforeseen disruption.

Cyclone Fina also had a direct impact on our school community, with Leanyer School closed for one day due to extensive tree damage and building impacts across the site. I thank our staff, students, families, and wider community for their understanding, cooperation, and support during this time, and acknowledge the efforts of staff and external agencies in ensuring the school could reopen safely.

Across all learning experiences, our students have continued to demonstrate creativity, engagement, and resilience. These successes would not be possible without the professionalism and dedication of our staff, whose collaborative approach creates a supportive and inclusive learning environment. I also warmly acknowledge the ongoing partnership with parents and families, whose involvement strengthens student outcomes and school culture.

Meaningful parental engagement remains central to our success. Research consistently shows that students thrive when families are actively involved in their learning journey, and in 2025 we have seen sustained growth in family participation at school events, learning activities, and community forums. This partnership continues to positively influence both academic achievement and student wellbeing.

The strong culture at Leanyer School is underpinned by coherence, collaboration, shared leadership, and community voice. This is reflected in the 2024–2028 Strategic Plan, which continues to guide our improvement agenda and ensure our work aligns with the values and aspirations of our community. Since its establishment in 1983, Leanyer School has continued to evolve thoughtfully while maintaining a strong sense of identity and purpose.

I also acknowledge the important contribution of our School Board whose leadership, advocacy, and commitment support effective governance and informed decision-making across the school.

Finally, I acknowledge and honour all those, past and present, who form part of the Leanyer School journey. Our students, teachers, support staff, families, and leadership bodies collectively uphold our core values of Respect, Curiosity, Collaboration, and Achievement. Together, we look forward to building upon this strong foundation as we continue to nurture confident, capable, and compassionate young people.

School Board

In 2025, the Leanyer School Board has continued to proudly serve as a voice for parents and students, and as a strategic partner alongside the school's Executive Leadership Team and the Department of Education and Training. It has been a privilege to contribute to the ongoing direction and growth of a school that remains deeply committed to excellence, innovation, and inclusion.

One of the highlights of the year was celebrating Leanyer School's annual Christmas Concert followed by the Awards Ceremony events that not only recognise student achievement but also reflect the extraordinary journey of a school community shaped over more than four decades. I would also like to acknowledge and thank former School Board members whose vision and dedication laid the foundations for the strong, high-functioning Board we have today. Their commitment continues to guide our work.

2025 also presented unexpected challenges, most notably Cyclone Fina, which caused extensive tree and building damage across the school and required the school to close for a day to ensure safety. I would like to sincerely thank the Principal, Executive Leadership Team, staff, families, and students for their cooperation, resilience, and calm response during this time. I also acknowledge the efforts of maintenance teams and external agencies who worked swiftly to ensure the school reopened safely. The collective response demonstrated the strength and care that defines the Leanyer School community.

I would also like to extend sincere thanks to Faith Griffiths and Larana Carrier, who have demonstrated exceptional leadership within our Outside School Hours Care (OSHC) programs. Their dedication, professionalism, and commitment to providing a safe, inclusive, and engaging environment for children has been greatly valued. I also thank all OSHC children and their families for their ongoing trust, support, and participation, your contribution plays an important role in the broader life of our school community.

I sincerely thank the members of the 2025 School Board for their commitment, professionalism, and collaborative spirit:

- Leah Crockford – Principal
- Gehan Jayawardhana – Treasurer
- Bella Masters – Chair
- Anne Karaolias – Secretary
- Maria Boubaris – Parent Member
- Heidi Kerr – Teacher Member
- Oly Carlson – Community Member
- Cherry Chavez-Hopwood – Invited Member

Each member has contributed valuable insight, experience, and dedication to our work, and I am grateful for the shared leadership and respectful dialogue that supports informed decision-making.

Annual Performance Report to the School Community 2025

To the Executive Leadership Team, teachers, and support staff, thank you for your unwavering dedication to Leanyer School. Your professionalism, care, and commitment to students are central to the strength and success of this community. You are the heart of Leanyer School.

To our graduating Year 6 students, I offer a message that continues to resonate:

“Teachers can open the door, but you must enter it yourself.”

“Greatness is built on the words, ‘I can try.’”

We wish you every success as you take the next steps in your learning journey and future endeavours.

Warm regards

Bella Masters
School Board

School priorities 2025

Strategic Plan 2025-2028

The Department of Education and Training's [Strategic Plan](#) sets out a 4 year vision through which Territorians of all ages can learn the skills and capabilities required to positively contribute to the Territory's economic and social future.

Department of Education and Training

STRATEGIC PLAN 2025-2028




OUR VISION

Territorians of all ages are learning the skills and developing capabilities to contribute to the Territory's economic and social future.

OUR PURPOSE

The Department of Education and Training is a system that delivers, supports and regulates early childhood, school education and training services.

OUR PRIORITIES

	1. Boost literacy and numeracy	2. Raise school attendance and hold parents accountable	3. Attract and keep our teachers	4. Create pathways to real jobs	5. Improve student wellbeing
OBJECTIVES					
PRIORITY ACTIONS	A. Get back to basics with explicit instruction in literacy and numeracy B. Provide targeted support to students to help them meet their potential C. Improve access to quality early childhood programs and services to provide a strong start for all Territory children	A. Strengthen the workforce to drive increased participation, including school-based police, and school attendance officers B. Increase parental understanding of their responsibilities and expand compliance action potential C. Provide tailored responses to reengage children and young people in education and training through flexible learning and intensive support	A. Increase teacher permanency through more ongoing appointments and investing in teacher capability B. Prioritise reducing administrative burden for schools C. Improve staff wellbeing and safety	A. Reform secondary education, including a move away from standalone middle schools and increasing access in remote schools, to create better pathways to real and critical jobs B. Work with business, industry and the community to build the Territory's workforce in key industries including tourism, defence, agriculture, gas and mining C. Deliver a high quality and flexible Vocational Education and Training system for all Territorians	A. Expand student wellbeing programs and resources, including more school-based counsellors B. Strengthen special education schooling and inclusion support across schools C. Implement free swimming lessons in schools
MEASURES	Improved student literacy and numeracy outcomes Improved quality ratings of government preschools	Increased student attendance and participation of Territorians in education and training	Increased proportion of teachers employed permanently and teachers staying in NT government schools Improved school staff's perception of their wellbeing and safety	Increased number/proportion of students attaining their NTCET, and/or Certificate II or above Increased number of apprenticeships and their completion rates.	Improved students' perception of their wellbeing and teacher-student relationships
ENABLERS	Our success will be enabled by efficient and effective use of resources and a diverse and capable workforce who feel valued and supported to grow and perform at their best. Enabling priorities include: 1. Building capability in the early years, education and training workforce to deliver contemporary, best practice services. 2. Developing a contemporary digital solution that reduces administration and supports schools. 3. Continuing resourcing and service delivery reform within the early years, education and training system.				To achieve our vision, we will partner with: • students, families and communities • other government agencies • industry and business • education and training providers • key peak groups and advisory bodies

OUR VALUES

Ethical practice
 Accountability
 Respect
 Commitment to service
 Diversity
 Impartiality

Strengthening instruction for young Territorians - Boosting Literacy and Numeracy

In 2025, Leanyer School placed a strong and deliberate focus on strengthening teaching practice to improve learning outcomes for all students. This work established a solid foundation for our improvement agenda and has directly informed the priorities and targeted actions for 2026, particularly in literacy instruction.

Throughout 2025, school leaders regularly visited classrooms to observe teaching and learning and to provide targeted feedback to support professional growth. These observations were purposeful and focused on agreed whole-school teaching strategies, with a particular emphasis on literacy and numeracy.

This consistent instructional focus helped strengthen alignment between classroom practice, school improvement goals, and system expectations.

A significant outcome of this work was the clear connection established between whole-school priorities and teachers' collaborative improvement goals. Teachers' shared goals were embedded within individual professional growth plans, ensuring that professional learning was not only relevant but also clearly visible in day-to-day classroom practice. Regular collaborative planning days further supported consistency across year levels, enabling teachers to co-design learning programs that were well sequenced, coherent, and responsive to student needs.

The strategic use of student achievement data was a key driver of improvement in 2025. Data days enabled teachers to identify specific learning needs, set targeted goals, and monitor student progress over time. This process strengthened teachers' capacity to make informed instructional decisions and reinforced the importance of using evidence to adapt teaching practice. Teacher-developed whole-school agreements in literacy and numeracy further supported this work by establishing a shared language and consistent expectations for teaching and assessment.

As a result of these collective efforts, curriculum delivery became increasingly aligned with school and system values. Students experienced greater continuity of learning across year levels, and families benefited from improved consistency in assessment and reporting practices.

Informing the 2026 Focus for Improvement

The work undertaken in 2025 has clearly highlighted the need to deepen our focus on high-quality Tier 1 instruction, particularly in literacy and numeracy, as the most effective way to improve outcomes for all learners. In 2026, the school will prioritise targeted approaches to literacy and numeracy instruction that strengthen core classroom practice rather than relying on streaming students in key curriculum areas. As a result, the school will move away from traditional streaming models and instead focus on flexible, ability-based grouping informed by ongoing data analysis.

In 2026, teachers will engage in in-depth professional learning focused on evidence-based literacy and numeracy practices. This learning will be explicitly linked to collaborative goals within professional growth plans, ensuring shared responsibility for improving student achievement. Teachers will continue to strategically use data to identify student needs, adjust instruction, and evaluate the impact of teaching strategies.

A key literacy strategy for 2026 will be the development and implementation of fluency pairs in every classroom. Teachers will use student reading data to form and refine these pairs, ensuring that instruction is responsive and targeted. Ongoing data collection will be used to monitor progress and adapt practice as needed, reinforcing the cycle of teaching, assessing, and adjusting. Further, our focus in numeracy is whole class instruction and differentiating tasks rather than streaming students. This will strengthen student practice and skill development.

To strengthen clarity and impact in teaching and learning, a continued focus will be placed on identifying clear learning intentions and success criteria across all literacy and numeracy lessons. Teachers will be

expected to use explicit, observable verbs that describe what students will do, avoiding vague language such as know or understand. This clarity will support students to better articulate their learning, understand expectations, and take greater ownership of their progress.

Overall, the work of 2025 has provided both clarity and momentum. It has reinforced the importance of collective responsibility, consistent practice, and evidence-based decision-making. In 2026, Leanyer School will build on this foundation by sharpening instructional precision, strengthening Tier 1 literacy and numeracy teaching, and ensuring that all students benefit from high-quality, data-informed classroom practice.

Engaging children and young people in learning – raising attendance

In 2025, our school placed a strong focus on improving student attendance and engagement to ensure every student felt valued, included, and supported to succeed at school. The following goals and outcomes were achieved:

- Staff deepened their understanding of the diverse nationalities and backgrounds within the Leanyer School community through professional learning with Misty Adoniou, helping to create a welcoming, inclusive environment where students felt a strong sense of belonging and were more motivated to attend school.
- In-class support educators participated in ongoing professional learning focused on effective strategies to engage students, increase motivation, and build students' confidence, resilience, and willingness to participate in learning.
- Pathways for Aboriginal teachers were strengthened, with one Aboriginal teacher supported to work towards Highly Accomplished Teacher certification, reinforcing role modelling, cultural representation, and strong relationships that supported student engagement and attendance.
- Learning programs included flexible and engaging approaches such as student-centred learning, age-appropriate pedagogies, purposeful hands-on activities, inquiry and project-based learning, and a range of specialist subjects designed to spark interest and keep students actively involved in learning.
- School systems were strengthened to ensure early identification of attendance concerns, allowing timely, supportive follow-up with students and families to address barriers to regular attendance.

The work undertaken in 2025 has provided clear evidence that student attendance improves when schools intentionally foster belonging, engagement, and strong relationships with students and families. The professional learning, inclusive practices, strengthened systems, and culturally responsive approaches implemented during 2025 have informed a more targeted and intentional focus for improvement in 2026.

In 2026, Leanyer School will build on this foundation by further embedding inclusive practices that strengthen students' sense of connection to school. The professional learning undertaken in 2025 highlighted the importance of recognising and valuing the diverse cultural identities within our community, and in 2026 this understanding will continue to guide classroom practice, family engagement, and

school-wide decision-making. Ensuring students feel seen, respected, and understood remains central to improving regular attendance.

The leadership and professional growth of staff will continue to be a priority in 2026. Building on the professional learning completed by teachers and in-class support educators in 2025, the school will further strengthen staff capacity to engage learners through explicit expectations, supportive relationships, and inclusive pedagogies. Continued investment in Aboriginal teacher pathways and leadership will remain a focus, recognising the positive impact of representation and strong relationships on student engagement and attendance.

Informed by strengthened attendance systems in 2025, the school will take a more proactive and coordinated approach in 2026 to identifying attendance patterns and responding early to concerns. Data will be used not only to monitor attendance, but also to inform targeted supports, wellbeing responses, and communication with families. This approach reinforces attendance as a shared responsibility between school, students, and families.

Learning programs in 2026 will continue to prioritise engagement through high-quality, purposeful teaching that motivates students to attend and participate. Student-centred learning, hands-on experiences, inquiry and project-based approaches, and access to specialist subjects will remain a key strategy for strengthening engagement and ensuring learning is meaningful, relevant, and inclusive for all students.

Overall, the work of 2025 has demonstrated that improved attendance is achieved through strong relationships, inclusive practices, high staff capability, and responsive systems. In 2026, Leanyer School will deepen this work by strengthening consistency across classrooms, proactively supporting students and families, and maintaining a clear focus on engagement, belonging, and wellbeing as essential drivers of regular attendance and student success.

Student enrolment, attendance and learning

ENROLMENT				
Year Level	2025			
	Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance
Preschool	6	87%	83	90%
Transition	15	88.4%	88	89.7%
Year 1	9	82.1%	76	88.5%
Year 2	6	82.9%	70	91.6%
Year 3	13	88.4%	72	90.7%
Year 4	9	81.5%	78	89.7%
Year 5	7	81.6%	79	90.6%
Year 6	7	89.5%	71	91%
All	72	85.5%	617	90.4%

STUDENT MOBILITY				
Term	2025			
	Arrivals	Departures	Average Enrolments	Student Turnover
1	22	43	609	5%
2	13	13	612	2%
3	38	14	624	4%
4	17	7	620	2%
TOTAL	90	77	617	14%

National Assessment Program – Literacy and Numeracy 2025

NAPLAN results are to be published in the School Annual Report by as required by the Australian Education Act 2013, 77(2) (f):

READING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	345	323	25%	34%	39%
Year 5	458	418	13%	23%	64%
WRITING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	360	328	17%	26%	56%
Year 5	464	396	9%	30%	60%
SPELLING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	366	309	20%	30%	49%
Year 5	461	402	16%	19%	64%
GRAMMAR AND PUNCTUATION					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	339	307	31%	37%	31%
Year 5	452	403	18%	40%	41%
NUMERACY					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	360	337	14%	56%	28%
Year 5	458	418	9%	33%	58%

School survey results

In 2025, 278 students and 77 parents participated in the school survey.

Students			
Most Positive items for 2025		Least Positive items for 2025	
I have good friends that I care about.	95%	Student behaviour is well managed at this school.	58%
My teachers expect me to do my best.	95%	My school takes students' opinions seriously.	69%
I know how to communicate safely and respectfully when I am online.	93%	I know how to manage my emotions when I am upset.	71%
Parents/carers			
Most Positive items for 2025		Least Positive items for 2025	
My child likes being at this school.	95%	I have opportunities to have a say in the direction of the school and its education programs.	50%
I can talk to my child's teachers about my concerns.	92%	This school takes parents' opinions seriously.	57%
My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	92%	I feel well informed about what is happening at the school.	58%

Change from 2024 – 2025 include a positive swing in students feeling they can talk to their teachers about their concerns (+19%), that student behaviour is well-managed (+18%) and that their teacher supports them to understand their learning data (+16%).

50% of parents (+11%) said that they have a say in the direction of the school and its education programs, however there was an 18% decrease in feeling well-informed about what is happening at the school. As a result, Leanyer School has ceased using Compass as a parent communication tool and is using School Stream, with 590 parents connected to the app so far.

Wellbeing results showed that 73% of students and 95% of parents think students like being at school. 78% of students said there is an adult at school who cares about them and knows them well. 78% of students and 87% of parents said that students feel safe at school.

95% of students and 91% of parents said that teachers expect them to do their best and 87 of students said their teacher motivates them to learn. 86% of students said their teacher supports them to set their own learning goals and 92% said that their teachers make sure they understand the work they are asked to do.

79% of parents would recommend Leanyer School to others to enrol their children.

Department of Education and Training Strategic Plan 2025 - 2028 Measures



Leanyer Primary School

OUR PRIORITIES

5. Improve student wellbeing

OBJECTIVE



MEASURE

Improved students' perception of their wellbeing and teacher-student relationships

The 2025-28 Strategic Plan 'Improve student wellbeing' measure relates to positive responses to student items under the two themes of 'Student wellbeing' and 'Teacher-student relationships.'

The measures are calculated as the average of the identified items under each theme, with each item receiving equal weighting.

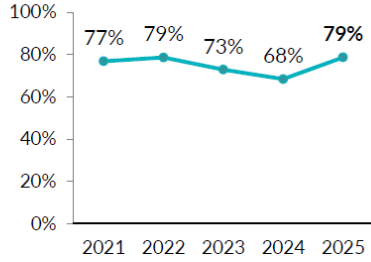
Overall Student Participation

278 141 92%

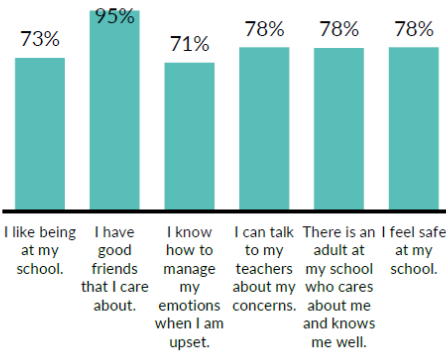
No. of responses (all years) No. of responses (Yrs 5-12) Response rate (Yrs 5-12 only)

Student wellbeing

Overall Student positive response rate

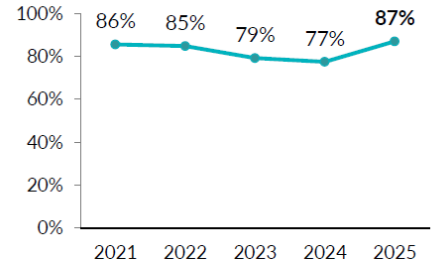


2025 Student positive response rate, by item

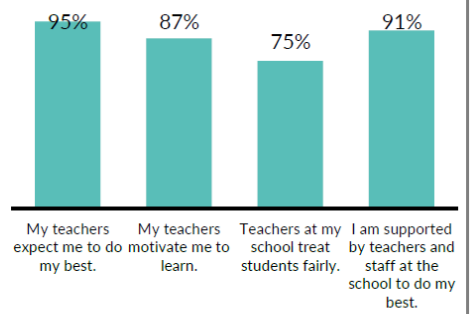


Teacher-student relationships

Overall Student positive response rate



2025 Student positive response rate, by item



Audited financial statements



Special Purpose Financial Report

Leanyer School Board Incorporated
ABN: 98 706 024 048
For the Year Ended 31 December 2025

Board Declaration

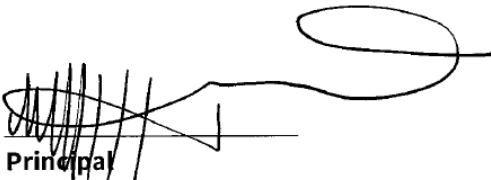
Leanyer School Board Incorporated For the Year Ended 31 December 2025

ABN: 98 706 024 048

The Leanyer School Board has determined that the School Board is not a reporting entity and that this Special Purpose Financial Report should be prepared in accordance with the accounting policies outlined in the Notes to the Financial Statements.

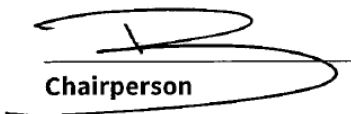
In the opinion of the Leanyer School Board, the Financial Statements as set out on the following pages:

1. Present fairly the financial position of Leanyer School Board Incorporated as at 31 December 2025 and its performance for the year ended on that date; and
2. At the date of this statement, there are reasonable grounds to believe that Leanyer School Board Incorporated will be able to pay its debts as and when they fall due.



Principal

Dated: 26 March 2026



Chairperson

Dated: 26 March 2026

Statement of Profit or Loss & Other Comprehensive Income

Leanyer School Board Incorporated
For the Year Ended 31 December 2025

ABN: 98 706 024 048

	2025	2024
	\$	\$
Income		
Commonwealth Grants - Via DOE	\$ 749.49	\$ 9,433.59
Commonwealth Grants - Direct to School	\$ 32,519.04	\$ 25,610.16
Other Grants from DOE	\$ 1,114,164.45	\$ 1,112,961.52
Other Grants from NTG	\$ 50,511.16	\$ 25,974.17
Grants from External Third Parties	\$ 69,818.32	\$ 3,085.68
School Council Projects (SRB)	\$ 1,247,861.37	\$ 1,260,609.64
Student Activities	\$ 87,222.03	\$ 59,970.72
Interest Received	\$ 108,615.88	\$ 145,250.26
Receipts/Reimbursements from Other Government Schools	\$ 45,454.55	\$ -
Total Income	\$ 2,756,916.29	\$ 2,642,895.74
Expenses		
Employee Expenses	\$ 1,411,051.54	\$ 1,187,408.37
School General Expenses	\$ 265,264.71	\$ 481,383.47
Motor Vehicle Expenses	\$ 125.85	\$ 160.78
Student Activities	\$ 176,007.90	\$ 66,714.39
Student Information and Technology	\$ 19,428.75	\$ 34,597.16
Curriculum	\$ 89,000.90	\$ 180,703.91
School Non-Core Activities	\$ 80,659.12	\$ 94,859.09
Payments to Other Government Schools	\$ 133.00	\$ 1,500.00
Urgent Minor Repairs	\$ 41,950.91	\$ 32,782.00
Non Urgent Minor Repairs	\$ 28,905.86	\$ 13,760.47
Essential Services	\$ 237,263.95	\$ 280,010.26
Cleaning	\$ 203,151.52	\$ 224,065.74
Grounds and Property Management	\$ 344,443.60	\$ 409,170.44
Property Management Other	\$ 7.45	\$ -
Total Expenses	\$ 2,897,395.06	\$ 3,007,116.08
Other Income		
Prior Year Adjustment	(\$ 179.35)	\$ -
Other Expenses		
Prior Year Adjustment	(\$ 59,119.39)	\$ -
Net Profit / (Loss)	(\$ 81,538.73)	(\$ 364,220.34)

Statement of Financial Position

Leanyer School Board Incorporated
For the Year Ended 31 December 2025

ABN: 98 706 024 048

	2025	2024
	\$	\$
Assets		
Current Assets		
Cash At bank	\$ 1,294,491.23	\$ 1,678,199.27
Cash On Hand	\$ 6,029.42	\$ 643.72
On Call/Short Term Deposits	\$ 526,542.91	\$ 503,674.28
Trade Debtors	(\$ 19,091.26)	\$ 9,290.04
Prepayments	\$ 79,384.75	\$ 1,164.80
Inventories	\$ 251,318.16	\$ 83,448.80
Advances and Investments >90D	\$ 305,974.20	\$ 305,974.20
Total Current Assets	\$ 2,444,649.41	\$ 2,582,395.11
Non Current Assets		
Total Non Current Assets	\$ -	\$ -
Total Assets	\$ 2,444,649.41	\$ 2,582,395.11
Liabilities		
Current Liabilities		
Deposits Held -3rd Parties	\$ 57,712.25	\$ 57,187.17
Deposits Held-NTG Departments	\$ 12,109.64	\$ 14,625.64
Trade Creditors	\$ 11,230.79	\$ 24,699.37
Other Creditors	\$ 14,051.00	\$ -
GST Liabilities	\$ 284.37	\$ 926.44
Other Accrued Expenses	\$ -	\$ 12,682.05
Employee Entitlements<12M	\$ 18,115.72	\$ 37,993.78
Other Provisions<12M	\$ 11,296.90	\$ 10,262.95
Unacquit Grants	\$ 3,653.48	\$ 26,283.72
Total Current Liabilities	\$ 128,454.15	\$ 184,661.12
Non Current Liabilities		
Total Non Current Liabilities	\$ -	\$ -
Total Liabilities	\$ 128,454.15	\$ 184,661.12
Net Assets	\$ 2,316,195.26	\$ 2,397,733.99
Equity		
Opening Balance S/(D)	\$ 2,397,733.99	\$ 2,761,954.33
Current Year Profit /(Loss)	(\$ 81,538.73)	(\$ 364,220.34)
Total Equity	\$ 2,316,195.26	\$ 2,397,733.99