

Bakewell Primary School

Annual performance report to the school community
2025

Bakewell
PRIMARY SCHOOL

**An Independent Public School
Delivering Excellence in Education**



Acronyms	Full form
BPS	Bakewell Primary School
ICSEA	Index of Community Socio-educational Advantage
ASIP	Annual School Improvement Plan
NT	Northern Territory
COGSO	Council of Government School Organisations
OSHC	Out of School Hours Care
CDU	Charles Darwin University
SEDA	Sports Education and Development Australia
PE	Physical Education
LSA	Learning Support Assistant
SWIPS	Student Wellbeing and Inclusion Programs and Services
OT	Occupational Therapist
SWPBIS	School Wide Positive Behaviour Interventions and Supports
SEL	Social Emotional Learning
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
SPARKLE	Systematic Phonics and Reading Knowledge Levelled Education
NAPLAN	National Assessment Program Literacy and Numeracy
BOY	Beginning of Year
EOY	End of Year
DRA	Decodable Readers Australia
PAT	Progressive Achievement Test
BRT	Bakewell Reading Time
AC	Australian Curriculum

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School overview: context and focus for improvement in 2025

Our School

2023-2024 NAPLAN Reading and Numeracy comparison data indicates an upwards trend for our year three students, while year five progress has had little change. With this in mind, BPS will review/refine current practices, but largely 'stay the course' in our work during 2025.

2024 GradeXpert data highlights a large number of physical incidents that we will address through explicit Social and Emotional learning across the school.

Our Students

2025

School facts

School sector	Government
School type	Primary
Year range	T-6
Location	Outer Regional

School staff

Teaching staff	45
Full-time equivalent teaching staff	43.2
Non-teaching staff	21
Full-time equivalent non-teaching staff	15.9

School links

School website

[Bakewell Primary School](#)

Sector, system or association website

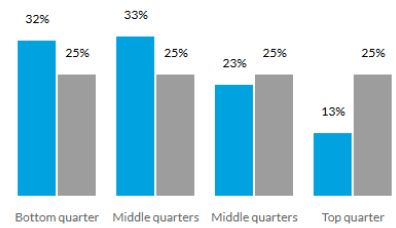
[Northern Territory Department of Education and Training](#)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	978
Average ICSEA value	1000
School ICSEA percentile	37

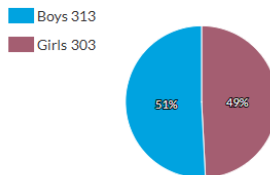
Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

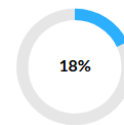
Students

Total enrolments: 616



Full-time equivalent enrolments: 615.4

Indigenous students



Language background other than English



Our Staff

All Employees

Structure Code	Structure Description	Headcount
1EEA1FAA	BAKEWELL PRIMARY	67
	Headcount	67

Operative Status

Structure Code	Structure Description	Operative Employees	Inoperative Employees	Headcount
1EEA1FAA	BAKEWELL PRIMARY	56	11	67
	Headcount	56	11	67

Employment Status

Structure Code	Structure Description	Permanent	Temporary/contract	Headcount
1EEA1FAA	BAKEWELL PRIMARY	55	12	67
	Headcount	55	12	67

Full Time & Part Time Status

Structure Code	Structure Description	Full Time	Part Time	Headcount
1EEA1FAA	BAKEWELL PRIMARY	57	10	67
	Headcount	57	10	67

Other Indicators

Structure Code	Structure Description	Operative employees on leave today	Employees on HDA	Visa Holders
1EEA1FAA	BAKEWELL PRIMARY		4	4
	Headcount		4	4

Actual Classification Code Distribution

Actual Classification Code	Female	Male	Headcount	Percentage
AO292	3		3	4.5%
AO296	1		1	1.5%
AO3	1		1	1.5%
AO396	1		1	1.5%
AO4	2		2	3.0%
AO496	1		1	1.5%
AO5		1	1	1.5%
AO6	2		2	3.0%
AO7	1		1	1.5%
CT	40	4	44	65.7%
PH3R		1	1	1.5%
PLEC6		1	1	1.5%
SBA	1		1	1.5%
ST1	4		4	6.0%
ST3	3		3	4.5%
Headcount	60	7	67	100%

Age Distribution

Age - 10 Year Bracket	Female	Male	Headcount	Percentage
15 - 24	3		3	4.5%
25 - 34	24	3	27	40.3%
35 - 44	18	2	20	29.9%
45 - 54	5	1	6	9.0%
55 - 64	8		8	11.9%
65 and over	2	1	3	4.5%
Headcount	60	7	67	100%

Our Community

An external School Review occurred in November, making the following findings in relations to how the school builds school-community partnerships:

- As an Independent Public School, the BPS Board plays a pivotal role in governance, contributing meaningfully to strategic planning and decision-making. The Board engages closely with school survey data, ASIP goals, and community feedback to inform priorities and resource allocation. Working alongside the NT Council of Government School Organisations (NT COGSO), the Board has adopted a cohesive, solution-focused approach that supports continuous improvement across both the school and its OSHC programs.
- As integral members of the school community, families are encouraged to play an active role in school life by participating in assemblies, parent information sessions, open classrooms, and community fundraising events such as the Bakewell Fair and the Colour Fun Run. Communication with families is multifaceted, using newsletters, Facebook updates, and the Seesaw app to share information and celebrate learning. Leaders and the School Board are also exploring ways to further strengthen shared responsibility for student learning with families.
- A range of strategic educational partnerships enrich teaching, learning, and professional practice at the school. There is little evidence that they are monitored and evaluated for impact on student learning and wellbeing.
- The CDU Teaching Schools Partnership provides a mutually beneficial arrangement supporting pre-service teacher placements and future recruitment of graduate teachers.
- The SEDA College NT partnership, involves SEDA students assisting in PE lessons, gala days, and the school's athletics carnival. Staff describe the program as "fantastic" and note its impact, highlighted by one SEDA student successfully transitioning into an LSA role at Bakewell.
- The Confucius Institute at CDU, provides visiting Chinese teachers who deliver cultural and language enrichment. Students and staff recognise this partnership as a highlight.
- Forest Parade School is establishing two satellite classes at Bakewell in 2026, extending inclusion and learning opportunities for students with identified needs.
- Partnerships with Students Wellbeing and Inclusion Programs and Services (SWIPS), Splash OT and Speech, NT Health's Vision Screening Program, and Turtle Shell Psychology ensure holistic support for students through accessible, school-based services. These initiatives are coordinated by the Wellbeing and Inclusion team to align therapy goals with classroom learning.
- The school has partnered with The Smith Family, who provide financial assistance via scholarships to students requiring additional support, helping remove barriers to engagement and ensuring access to essential learning resources and school activities.

Principal's report

The 2025 school year at Bakewell Primary School was another year shaped by deep commitment to student learning and wellbeing. I was impressed by the strength of practice of the teachers, the support and expertise of the leaders, the engagement of families with assemblies and other larger school community events, and the preparedness of students to step up to the challenge that their teachers provide them with in their classrooms.

The School Board played an important role in strategic planning, policy oversight, and strengthening the direction of Bakewell Primary School.

I extend sincere thanks to the 2025 Board members for their service:

- Charmaine Phillips (Chairperson)
- Purdey Eades (Secretary)
- Rebecca Trimble (Treasurer)
- Alicia Cassells
- Krista Watters
- Bridget Simmons
- Aby Shirley
- Tanya Lohse
- Jenny Bingham
- Lucy Ewin
- Wendy Woods
- Danielle Hall

This group's collective commitment of time and expertise was important in supporting high-quality decision making and long-term planning for Bakewell Primary School.

Cyclone Fina presented a significant challenge for our community late in the year. Remarkably, the school sustained only minor fence damage and substantial fallen debris, with no damage to buildings or shade structures. Ironically, we were more impacted by coloured sand! I'm grateful for the adaptability of the teachers, students and families who were impacted by the temporary classroom moves that occurred.

A couple of noticeable strengths at Bakewell are the collaborative and reflective culture among teachers – demonstrated by the impressive openness to sharing practice and receiving feedback – as well as the level of challenge / rigour regarding the content that students are learning in classrooms.

The school spent considerable time in 2025 laying the foundations for two significant pieces of improvement work that will be implemented more fully in 2026 and beyond.

A new approach for the teaching of Maths was carefully developed by Tara Mitchell, Tanya Lohse, Sarah Hodgson, and Monique Mayne. The resulting Bakewell Maths Framework is informed by research about how students learn and improves alignment with Bakewell's instructional practices for English.

The school also started laying the groundwork for a whole school approach for the teaching and managing of behaviour. Monique Mayne, Brianna Grazioli, Tanya Lohse, Will McInerney, Charley Greywolf, and Jemma Murray worked with external consultants to start the school's journey with School Wide Positive Behaviour Interventions and Supports (SWPBIS). This approach places a premium on having high clarity about the positive behaviours that are expected in the classroom and other areas of the school, explicitly teaching these behaviours to students, proactively looking for opportunities to recognise students who are demonstrating these positive behaviours, as well as having consistent responses for behaviour errors and inappropriate behaviour choices.

As always, there were some farewells at the end of the last school year. We extend our thanks and appreciation to all staff that concluded their time at Bakewell. Their contributions enriched this school, and they each left a positive legacy.

I thank all staff for their professionalism and their commitment towards the students of Bakewell Primary School. I also thank Bakewell's Assistant Principals – Lucy Ewin, Nicole Miller, and Tara Mitchell – as well as the school's broader leadership team that also included Brianna Grazioli, Katie Kambouris, and Tanya Lohse. As principal, I am very fortunate and grateful to work with such a strong team of leaders, and I am grateful and impressed by the teachers, administration, and learning support assistants that work so hard and so effectively with students each day in classrooms.



Warwick Peter-Budge
Principal

School Board report

2025 once again demonstrated what a fantastic, resilient school and community we have here at Bakewell.

It still amazes me, after six years on the Board as a parent volunteer, how much passion and effort every single one of our Bakewell staff puts in every day to provide a better learning experience for our students, especially when the goalposts continue to move.

2025 saw the commencement of whole school free swimming lessons, restructured meet and mingle events, lots of great events, the introduction of innovative new programs, such as the SW-PBIS and of course, the NTLC's initiatives, and presentations to the board. Fundraising efforts also continued, with conversations around how best to reinvest the funds raised, although I don't think any level of fundraising will get the new car park walkway covered quickly - sorry parents!

The board was kept busy this year with changes to the overarching DoE financial model (and its implications for budgets), ASIP planning, future resource discussions, tough decisions being made to support the bottom line, and of course, the whole school review. 2025 also saw a review of the canteen and OSHC, culminating in the establishment of the Board's first OSHC sub-committee to support both the OSHC and executive staff.

It was wonderful to end the year welcoming our new principal, Mr. Warwick Peter-Budge, to Bakewell for a fresh, focused start to 2026.

As this is my final report as Chair, I want to thank the continuing and outgoing Board members of 2025 for their valuable discussions and input this year, and to welcome the incoming 2026 Board. It's now your opportunity to set some exciting new strategic priorities for 2026 and beyond.

Charmaine Phillips

Chairperson

Bakewell Primary 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		OUR PURPOSE			
Territorians of all ages are learning the skills and developing capabilities to contribute to the Territory's economic and social future.		The Department of Education and Training is a system that delivers, supports and regulates early childhood, school education and training services.			
OUR PRIORITIES					
OBJECTIVES	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
PRIORITY ACTIONS	<p>A. Get back to basics with explicit instruction in literacy and numeracy</p> <p>B. Provide targeted support to students to help them meet their potential</p> <p>C. Improve access to quality early childhood programs and services to provide a strong start for all Territory children</p>	<p>A. Strengthen the workforce to drive increased participation, including school-based police, and school attendance officers</p> <p>B. Increase parental understanding of their responsibilities and expand compliance action</p> <p>C. Provide tailored responses to reengage children and young people in education and training through flexible learning and intensive support</p>	<p>A. Increase teacher permanency through more ongoing appointments and investing in teacher capability</p> <p>B. Prioritise reducing administrative burden for schools</p> <p>C. Improve staff wellbeing and safety</p>	<p>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</p> <p>B. Work with business, industry and the community to build the Territory's workforce in key industries including tourism, defence, agriculture, gas and mining</p> <p>C. Deliver a high quality and flexible Vocational Education and Training system for all Territorians</p>	<p>A. Expand student wellbeing programs and resources, including more school-based counsellors</p> <p>B. Strengthen special education schooling and inclusion support across schools</p> <p>C. Implement free swimming lessons in schools</p>
MEASURES	<p>Improved student literacy and numeracy outcomes</p> <p>Improved quality ratings of government preschools</p>	<p>Increased student attendance and participation of Territorians in education and training</p>	<p>Increased proportion of teachers employed permanently and teachers staying in NT government schools</p> <p>Improved school staff's perception of their wellbeing and safety</p>	<p>Increased number/proportion of students attaining their NTCET, and/or Certificate II or above</p> <p>Increased number of apprenticeships and their completion rates.</p>	<p>Improved students' perception of their wellbeing and teacher-student relationships</p>
Measures to be monitored by priority cohort					
ENABLERS	<p>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.</p> <p>Enabling priorities include:</p> <ol style="list-style-type: none"> Building capability in the early years, education and training workforce to deliver contemporary, best practice services. Developing a contemporary digital solution that reduces administration and supports schools. Continuing resourcing and service delivery reform within the early years, education and training system. 				
PARTNERS	<p>To achieve our vision, we will partner with:</p> <ul style="list-style-type: none"> 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					

The main elements involved in delivery of the 2025 focus for improvement were the Literacy Block, and defining school-wide, evidence-based approaches related to social and emotional learning (SEL).

Strengthening instruction for young Territorians - Boosting Literacy and Numeracy

Goal	If we focus professional learning and resourcing for Literacy Blocks on areas identified by 2024 data (T-2 Phonics & 3-6 Fluency), teacher practice will improve and we will see an increase in student reading outcomes according to DIBELS and SPARKLE (<i>Systematic Phonics and Reading Knowledge Levelled Evaluation</i>)
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Student improvement targets, implementation outcomes, and actions (Literacy Block):

<p>Student improvement targets</p> <p><i>What are the measurable changes expected to be achieved in student outcomes, if implementation outcomes have been successfully implemented? How are the targets reflective of the diverse cohorts at the school?</i></p> <p>Remove the targets that are not applicable to this ASIP.</p>	<p>HEADLINE IMPROVEMENT MEASURES (remove the targets that are not applicable to this ASIP)</p> <p>NAPLAN In 2024 19% (17 out of 89) of Year 3 students were in Needing Support for NAPLAN Reading. In 2026, the target is 12%. We need 7 less students to be Needing Support for NAPLAN Reading In 2024 20% (20 out of 111) of Year 5 students were in Needing Support for NAPLAN Reading. In 2026, the target is 15%. We need four less students to be Needing Support for NAPLAN Reading</p> <p>SCHOOL TARGETS (assessments underway, will be analysed Week 9 - term One)</p> <p>3-6 DIBELS - fluency - _____% increase well below to below from BOY to EOY</p> <p>T - 2 SPARKLE - phonics screener - _____% students meeting expected end of year school benchmarks</p>		
<p>Implementation Outcomes</p> <p><i>What are the changes expected to be seen in practice and/or behaviours if the goal has been successful?</i></p> <p>Refer to Signature Strategy Improvement Guides.</p>	<p>Educators</p> <p>A consistent approach to the teaching of Reading through Literacy Blocks across T-6.</p> <p>Understand how Reading fits within a whole school Literacy Block at Bakewell Primary School.</p> <p>Have an increased understanding of the elements of reading instruction and reading assessment, including:</p> <p>DIBELS (phonemic awareness, phonics, fluency, vocabulary, and comprehension)</p> <p>SPARKLE (decoding, comprehension, fluency)</p>	<p>Students</p> <p>DIBELS (3-6) and SPARKLE (T-2) Outcomes in reading for students will improve</p> <p>Students will be aware of the elements of reading they need to develop and can clearly articulate their reading goal, including</p> <p>DIBELS (phonemic awareness, phonics, fluency, vocabulary, and comprehension)</p> <p>SPARKLE (decoding, comprehension, fluency)</p>	<p>Families/Community</p> <p>Families Students will be aware of the elements of reading they need to develop and can clearly articulate their reading goal, including</p> <p>DIBELS (phonemic awareness, phonics, fluency, vocabulary, and comprehension)</p> <p>SPARKLE (decoding, comprehension, fluency)</p> <p>Families will be provided with information on how reading is taught at Bakewell and how to support their child to achieve their reading goals</p>

<p>Compare Initialit and Decodable Readers Australia (DRA) to determine 'best fit' and 'value for money' for the implementation of a high-quality systematic synthetic phonics program for Transition to Year Two classes at Bakewell Primary School (BPS) NB: must have capability to formally monitor ongoing progress</p> <p>Literacy Consultant & Assistant Principal (Strong Start to School) undertake self-paced professional learning for DRA https://www.decodablereadersaustralia.com.au/</p> <p>Explore parameters of 'The Sparkle Kit' and compare with DIBELS to determine which assessment will be used Transition to Year Two commencing 2025</p> <p>Review and refine Literacy Blocks to address concerns that 'there is too much' to cover each aspect</p> <p>Analyse end of year 2024 DIBELS data to determine if the phonics (T-2) and fluency (3-6) are still the primary areas of concern</p> <p>Develop a plan for effective roll out of DRA across Transition to Year Two throughout 2025 informed by Knoster's Managing Complex Change, including Professional Learning Workshops, Modelled Lessons, Lesson Observations</p>	
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Purchase resources to support the implementation of a systematic synthetic phonics approach (DRA)

Develop an approach for data analysis and responding to the needs of at-risk Transition, Year One and Year Two students through regular small group, intensive intervention

Share 'Spotlight on Literacy' information once a term with parents, providing key information and how they can help at home

Design and deliver 'phonics' parent information sessions

Facilitate peer observations of phonics lessons for all Transition to Year Two teachers that allow for feedback

Determine an approach for how BPS will use the Year One Phonics Check to inform evidence-based practice, including intervention and differentiation

Provide opportunities for teachers to see teaching related to fluency in action including both vignettes and modelling

Develop and document a plan for authentic exposure to PAT and NAPLAN style questions during literacy blocks Y3 and Y5= S1, Y2 and Y4 = S2

Review and refine expectations for Bakewell Reading Time (BRT), including unscheduled walkthroughs to monitor adherence

Refine and then implement the current lesson observation approach for the facilitation of fluency pairs, ensuring a mechanism for constructive feedback

Collaboratively develop a BPS Reading 'Differentiation on a Page' outlining beliefs and expected behaviours to inform consistent approaches

Dedicate time at team meetings for teachers to use data to identify at-risk students and determine targeted teaching opportunities (differentiation)

Continue assessment of reading to align with teaching of reading- DIBELS, providing opportunities for regular analysis and discussion of data that leads to targeted teaching

Active representation and participation the Top End Reading Network

Engaging children and young people in learning – raising attendance

Goal	If we define school-wide evidence-based approaches related to social and emotional learning (SEL) and wellbeing, then students will be able to better manage their emotions and we will see a decrease in physical incidents (students will feel safer at school).
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Student improvement targets, implementation outcomes, and actions (defining school-wide, evidence-based approaches related to SEL):

<p>Student improvement targets</p> <p><i>What are the measurable changes expected to be achieved in student outcomes, if implementation outcomes have been successfully implemented? How are the targets reflective of the diverse cohorts at the school?</i></p> <p><i>Remove the targets that are not applicable to this ASIP.</i></p>	<p>HEADLINE IMPROVEMENT MEASURES <i>(remove the targets that are not applicable to this ASIP)</i></p> <p>COMPULSORY - STUDENT ATTENDANCE</p> <p>In 2024, the Average Attendance Rate was 90%. In 2025, the target is 92%.</p> <p>SCHOOL SURVEY</p> <p>In 2024, 58% of students responded positively to the student wellbeing question 'I feel safe at my school' in the School Survey. In 2025, the target is 78%.</p> <p>SCHOOL TARGETS (will undergo end of year analysis to determine this)</p> <p>Perception survey data - <u>behaviour</u> well managed 2024: 33%, 2025: 45%, students manage emotions 2024: 53%, 2025: 65%</p> <p>GradeXpert - decrease in number of hitting/kicking incidents</p>
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<p>Implementation outcomes</p> <p><i>What are the changes expected to be seen in practice and/ or behaviours of staff, students and community?</i></p>	<p>Staff</p> <p>Clear understanding of the purpose of Social and Emotional learning and its connections to high expectations, positive relationships and effective classroom management</p> <p>Explicitly teach Social and Emotional Learning concepts as outlined in the BPS scope and sequence</p> <p>Improved confidence in supporting students with self-regulation</p>	<p>Students</p> <p>Identify emotions and an appropriate strategy to assist with self-regulation</p> <p>Improved capacity to independently solve minor conflict with peers</p>	<p>Families/Community</p> <p>Families will better understand actions Bakewell takes to support student social and emotional literacy</p> <p>Families will have skills to support social and emotional literacy at home that are consistent with school practices</p>
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<p>Research engine rooms and consider how this approach can be implemented at BPS</p> <p>Form a team (Bakewell Brigade) of interested teachers/staff to lead work related to creating an orderly learning environment including key elements from the BPS Wellbeing and Behaviour Policy and Instructional Framework (Code of Conduct, RECIPE for Success, Strategies for Success, Active Participation, Successful Learning)</p> <p>Review current SEL approaches and determine a cost-effective school-wide approach for commencement in 2025 choosing between existing evidence-based resources</p> <p>1) NTSEL</p> <p>2) 4Rs</p> <p>NB: BPS SEL approach will include Zones of Regulation</p> <p>Form a team to review BPS Behaviour Policy, altering the focus on behaviour to Social and Emotional Wellbeing</p> <p>Establish a clear, streamlined approach for responding to high-level, dangerous behaviour</p> <p>Document approaches to teaching SEL at BPS (that includes Zones of Regulation) to clearly outline expectations</p> <p>Each class teaches SEL for on hour per week with links to AC Health commencing with a school-wide focus on Zones of Regulation in Term One</p>

Inclusion Support Team to research, develop and facilitate or delegate social and emotional small group intervention approach with data collection embedded e.g. Zones of Regulation/Grow Your Mind

Organise calming kits for each class, including specialists

Each teaching and learning space will have consistent/age appropriate Zones of Regulation signage

Support each teacher (specialists included) to have a 'reset space' created in their room for students

Introduce a school-wide approach to conflict resolution in the playground eg Five Finger Plan

Design and implement a Case Management approach to wellbeing informed by data

Sharing updates with families via 'breaking news' around how 'Behaviour at Bakewell is Well Managed'

Set aside time at staff meetings for exploring practical strategies for supporting students with social, emotional or additional needs

Student enrolment, attendance and learning

Enrolment and Attendance - Whole Year Attendance Rate

	2025			
	Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	9	89.8%	43	89.6%
Transition	13	82.4%	78	89.1%
Year 1	13	85.9%	73	88.8%
Year 2	19	87.0%	88	91.0%
Year 3	15	92.0%	88	91.2%
Year 4	11	90.6%	89	90.6%
Year 5	23	86.0%	90	89.3%
Year 6	14	80.9%	110	88.3%
Bakewell Primary School	118	86.4%	658	89.7%

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

	Proficiency Level								Total Students	
	Needs additional support		Developing		Strong & Exceeding					
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	17	20%	23	26%	43	49%	4	5%	87	100%
Year 5	16	18%	34	39%	38	43%	0	0%	88	100%
All Year Levels	33	19%	57	33%	81	46%	4	2%	175	100%

Writing

	Proficiency Level								Total Students	
	Needs additional support		Developing		Strong & Exceeding					
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	8	9%	17	20%	58	67%	4	5%	87	100%
Year 5	10	11%	23	26%	54	61%	1	1%	88	100%
All Year Levels	18	10%	40	23%	112	64%	5	3%	175	100%

Spelling

	Proficiency Level								Total Students	
	Needs additional support		Developing		Strong & Exceeding					
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	16	19%	24	28%	42	49%	4	5%	86	100%
Year 5	17	20%	23	26%	47	54%	0	0%	87	100%
All Year Levels	33	19%	47	27%	89	51%	4	2%	173	100%

Grammar

	Proficiency Level								Total Students	
	Needs additional support		Developing		Strong & Exceeding					
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	24	28%	22	26%	36	42%	4	5%	86	100%
Year 5	15	17%	33	38%	39	45%	0	0%	87	100%
All Year Levels	39	23%	55	32%	75	43%	4	2%	173	100%

Numeracy

	Proficiency Level								Total Students	
	Needs additional support		Developing		Strong & Exceeding					
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	10	12%	32	37%	40	47%	4	5%	86	100%
Year 5	15	17%	33	38%	40	45%	0	0%	88	100%
All Year Levels	25	14%	65	37%	80	46%	4	2%	174	100%

		Proficiency Level								Total Students	
		Needs additional support		Developing		Strong & Exceeding					
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	17	20%	23	26%	43	49%	4	5%	87	100%
	Writing	8	9%	17	20%	58	67%	4	5%	87	100%
	Spelling	16	19%	24	28%	42	49%	4	5%	86	100%
	Grammar	24	28%	22	26%	36	42%	4	5%	86	100%
	Numeracy	10	12%	32	37%	40	47%	4	5%	86	100%
Year 5	Reading	16	18%	34	39%	38	43%	0	0%	88	100%
	Writing	10	11%	23	26%	54	61%	1	1%	88	100%
	Spelling	17	20%	23	26%	47	54%	0	0%	87	100%
	Grammar	15	17%	33	38%	39	45%	0	0%	87	100%
	Numeracy	15	17%	33	38%	40	45%	0	0%	88	100%

School survey results

See attached, *2025 NT School Survey Report – Bakewell Primary School*.

Audited financial statements

See attached, *Bakewell Primary School – Auditor’s Report - 2025*.