KONDININ PRIMARY SCHOOL



2025 ANNUAL SCHOOL REPORT

TOGETHER TOWARDS TOMORROW

75 Graham Street
Kondinin 6367

(08) 9894 0200

Acknowledgement of Country

We acknowledge the traditional owners of the land.

Kondinin Primary School sits on Nyungar Budja.

We acknowledge the local Balladong people as the traditional carers of this land

TOGETHER TOWARDS TOMORROW



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School Report
Kondinin PS

From the Principal

2025 has been a year of growth and achievement for Kondinin Primary School. We completed training in Leading Cultures of Teaching Excellence, continued embedding literacy and numeracy programs, and finalised our whole-school positive behaviour support plan for implementation next year. The School Culture Survey showed encouraging progress across many areas, reflecting the strength of our collective efforts. Comments such as

- Our school is very welcoming to parents and students as well as members of the community. Teachers make parents feel welcome in classroom activities and the students are treated with love and respect
- I feel this school really values the staff/student positive relationships and also the team environment that is felt between the staff
- I believe students learn when they feel safe and supported and I feel that is a high priority in this school

really embodies what this school is all about and makes me extremely proud to lead and learn from such a wonderful community.

Thanks to the dedicated work of our School Board, our school bus service was reinstated this year after a 10-year absence and will continue to operate in 2026. I extend my sincere appreciation to Paul Ardagh, Tory Young and Bev Stanes for their strong advocacy both this year and in previous years.

Our students enjoyed a rich year of learning, with highlights such as swimming lessons, Year 5/6 leadership day in Wickepin, sporting events including the Tennis Classic, swimming, athletics and cross-country carnivals, netball competitions, the Dockers Cup and Cricket Blast. Incursions such as Musica Viva, Foodbank Nom session, Whalebone and tutoring by Teach Learn Grow added further depth to their experiences.

In Term One, we welcomed Mrs Angela Willans to the team as our Arts Specialist for the year and Ms Carmen Stott as our relief cleaner. Term 2 saw Ms Stott become our permanent cleaner and we welcomed Mrs Jacinta Holmes as a permanent special needs education assistant. At the end of Semester One, we farewelled Felicity Ward, our school chaplain and Mrs Taylor Gleeson began maternity leave at the beginning of Term 4. At the end of the year, we farewelled Ms Jenny Davis (early childhood teacher), Mrs Angela Willans (Arts teacher) and Ms Sarah Reader (mainstream education assistant).

Thank you to our School Board members Toni Smeed (chairperson), Tom Henderer, Tory Young, Helen Crane, Bev Stanes, Paul Ardagh, Don Pegrum, Yvonne Boxall and Jenny Davis (secretary) for their contributions during 2025. We farewelled Tory Young, Toni Smeed and Jenny Davis and I thank them for their many years of commitment and support to the school.

Thank you to our P&C, led by Helen Crane for their continued support and fundraising efforts. This year, they financially supported us by purchasing sand for the playgrounds and paying a lease payment for the student laptops. I look forward to the P&C supporting us with the upgrade of the Junior and Senior playgrounds in 2026.

Finally, I would like to thank our staff, students, parents and community members for the support I have received throughout the year. It is a joy to come to work each day and be greeted by the smiling faces of our students. I look forward to continuing our journey together in 2026, ensuring our students continue to grow academically, socially and emotionally.

Aleks Mutavdzic
Principal

From the School Board Chair

It is my privilege to present the 2025 Chairperson's Report for the Kondinin Primary School Board.

This year, our school bus service, expertly operated by Darren Hardy, has provided essential transportation for our farming community, ensuring students can travel safely from their homes to school. I am pleased to confirm that this valuable service will be retained in the coming year.

We welcomed Hannah Repacholi, as a parent representative to the board. Additionally, Tory transitioned from the role of parent representative to that of community representative. I extend my sincere gratitude to all board members for their dedication and hard work throughout the year.

The board has been actively engaged in the review of several key documents and initiatives, including:
· The Annual Report
· The Business Plan
· The Aboriginal Cultural Framework Operation Plan
· Social and Emotional Well-being data, including the School Culture Survey and the Resilience Project.

The Leading Culture of Teaching Excellence initiative has made significant progress with Aleks, Yvonne and Naomi participating in various professional development opportunities throughout the year.

School Board members have completed a self-assessment regarding the board's functioning. The consensus is that the board is operating effectively and fulfilling its responsibilities. Recent School Board training reinforced our understanding of the role of a School Board member.

I would like to acknowledge Aleks for consistently providing the Board with comprehensive information, keeping us well-informed about the school's performance. My thanks also go out to Aleks and all staff members for their unwavering commitment to the students of Kondinin Primary School. Special recognition is due to Naomi Graham, who continues to manage the school's finances with diligence and clarity, always available at meetings to explain financial matters. Thank you, Naomi, for your dedication to your role.

Thank you to Bev Stanes, Tory Young, and Jenny Davies, who will be ending their tenure on the board.

As I conclude my term on the board due to my recent election to Shire council, I wish to express my appreciation for the opportunity to be on the Board again. I have greatly enjoyed my time with the School Board and extend my best wishes to the Board for continued success in 2026 and beyond.

Thank you

Toni Smeed
Chairperson

School Context

Kondinin Primary School is interconnected with the local community. We prioritise the development of strong, respectful and productive relationships between families, students and staff - which provides the opportunity for all students to be well known and to achieve success. This culture of valuing every student is evident and informs our actions, vision and values, which empowers our students to always strive to achieve their personal best. As a school our 'Kondinin Way' is as central to our identity as our motto 'Together towards tomorrow'. Our inclusive, respectful and safe environment enables us to continue to achieve strong outcomes for our students and promote individual progress and achievement. We have high expectations of our school community that are underpinned by a caring, proactive and rigorous approach to curriculum, Social and Emotional Learning (SEL) development, management of Students at Educational Risk (SAER), behaviour and attendance.

Our Vision

Kondinin Primary School is a place where students have opportunities to achieve excellence through high quality staff, a supportive community, and an engaging and safe learning environment. We aim to produce students who will be the resilient, productive, and respectful citizens of tomorrow.

Our Values

Courage, Attitude, Respect, Excellence, Service



Student Numbers and Characteristics

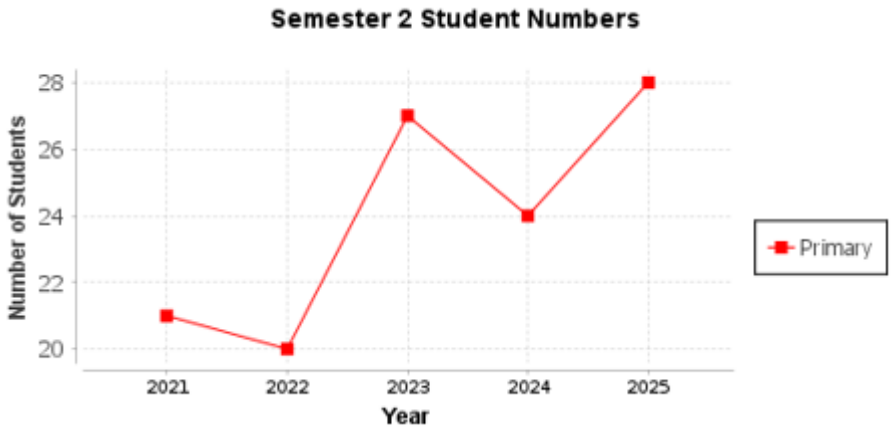
Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(2)	3	4	4	6	3	7	1	30
Part Time	4								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	3	1	12		16
Female	1	2	13		16
Total	4	3	25		32

	Kin	PPR	Pri	Sec	Total
Aboriginal	1		8		9
Non-Aboriginal	3	3	17		23
Total	4	3	25		32

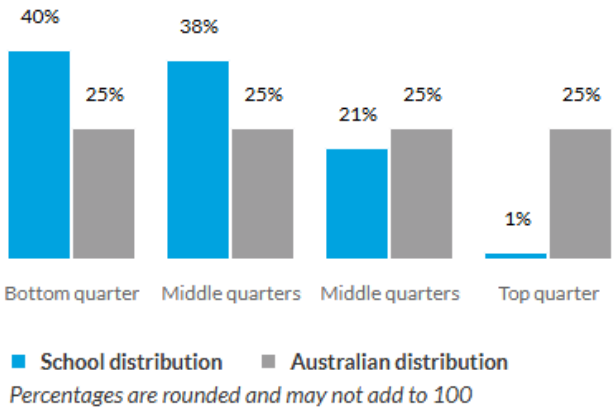


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	902
Average ICSEA value	1000
School ICSEA percentile	11

Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

Last year, Kondinin PS had 17% of students living on nearby farms with the remaining students living in the townsite. Student numbers increased to 35 students last year with nine new families.

Kondinin PS has an Index of Community Socio-Educational Advantage (ICSEA) of 902. The average ICSEA across Australia is 1000. When “like school" comparisons are referred to in this report, they are made with schools with a similar ICSEA.

Two students graduated at the end of 2025.

Destination School	Number of students
Kulin District High School	1
Narembeen District High School	1

Workforce composition

Administration Staff	No	FTE
Principal	1	1.0
Total Administration Staff	1	1.0

Teaching Staff	No	FTE
Teachers	4	2.8
Total Teaching Staff	4	2.8

Allied Professionals	No	FTE
Education assistants	3	1.8
AEIO	1	0.4
School Chaplain	1	0.1
Clerical/Administrative	2	1.3
Library officer	1	0.1
Gardening/maintenance	1	0.5
Cleaner	1	0.4
Total Teaching Staff	10	4.6

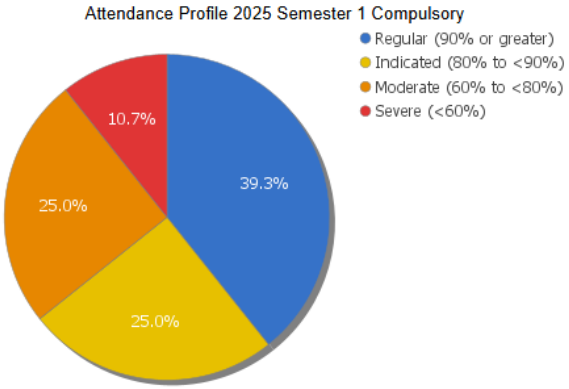
Data drawn from the average FTE across Semester 1 and Semester 2, 2025.

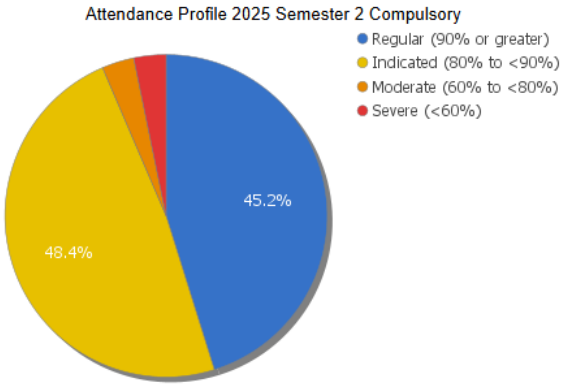
In 2025, several staff took various types of leave, including maternity leave and the chaplain resigned from her position. Two staff members left at the end of the year due to the ending of their fixed term contracts and the early childhood teacher took leave for 2026.

Student Attendance

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	88.5%	88%	90.3%	71.7%	73.4%	74.3%	82.6%	84.1%	88.9%
2024	93.3%	89%	91%	71.9%	68.5%	74.3%	84.7%	80.5%	89.4%
2025	82.8%	87.7%	90.7%	82.2%	64.9%	73.2%	82.6%	78.3%	89.1%





The 2023-2025 Business Plan has a non-academic target of 'Increase the proportion of students in the "regular" attendance category annually.' Our 'regular' attendance for 2025 was not as high as in 2024; however, was overall an improvement on the 2023 data especially in Semester 2 where there was a higher percentage of regular attendance and a lower percentage of moderate and sever attendance.

Non-attendance at school was managed in a variety of ways including:

- AIEO was utilised to contact parents regarding their child's absence and for home visits
- Student attendance rates were published in each newsletter
- Attendance trophy given each week to the class with the highest attendance
- Follow up phone calls and letters were sent to parents.

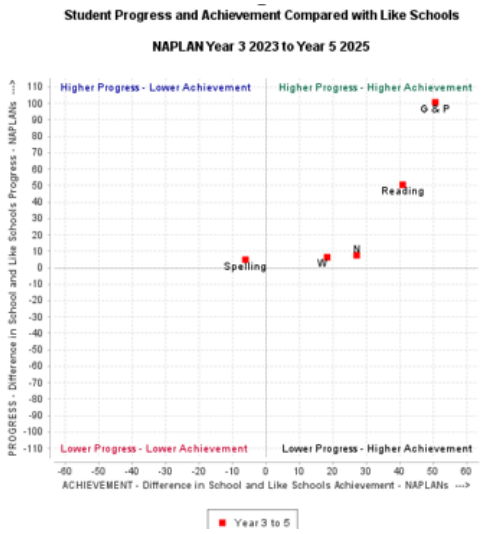
Student Achievement and Progress

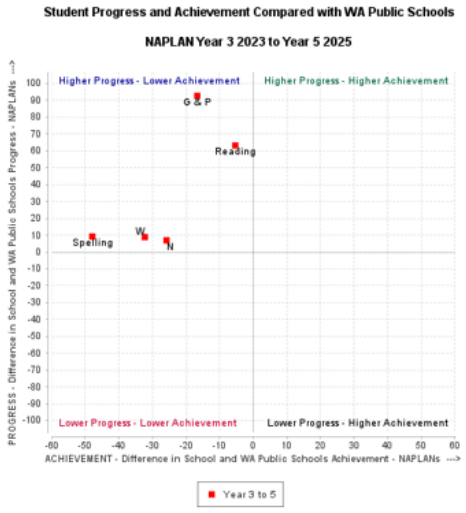
Changes to the National Assessment Program – Literacy and Numeracy (NAPLAN) testing period and reporting scales in 2023 meant there was no comparative progress data from Year 3 to 5 until this year, 2025. NAPLAN is one of many forms of data we use at Kondinin PS to report student achievement and inform individual, classroom and whole school planning. Other standardised assessments include Progressive Achievement Tests (PAT) in Mathematics, Spelling, Science and Reading, On-entry assessments for PP-Year 2 students in Numeracy, Reading, Writing and Speaking and Listening and teacher developed assessments.

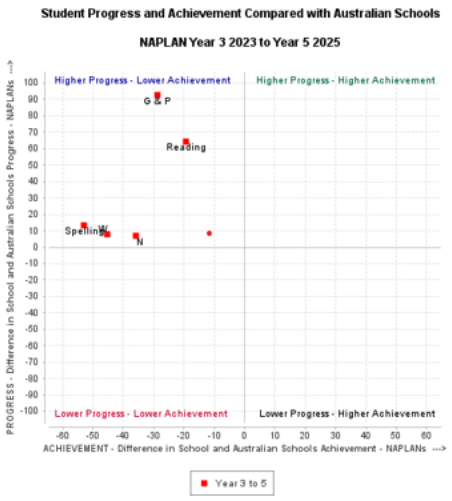
It is important to note that due to small cohorts, individual results may have a large impact on the overall achievement levels reported.

NAPLAN

For NAPLAN this year, we had three year 3 students and five year 5. Due to our small number of students, I am only able to present progress data for the year 5 students against Like, WA and Australian schools as it does not identify individual students.







It was pleasing to see that the year 5 cohort made higher progress than Like, WA and Australian schools and made higher achievement than Like schools in Grammar and Punctuation, Reading and Writing.

Business Plan Target - **A**nnually, all Year 3 students will meet their individual NAPLAN improvement target in Year 5.

- 13 out of the 15 individual targets were met. The other two targets were almost met.

On-Entry
Business Plan Target – *All students will make year on year progress, as identified in their individual On Entry improvement target.*

- In Reading, 57% of students achieved their individual improvement target. 86% of students made progress.
- In Writing, 67%of students achieved their individual improvement target. All students made progress,
- In Numeracy, 42.9% of students achieved their individual improvement target. All students made progress.

PAT
Business Plan Target – *90% or above of students in year 2-6 will make year on year progress or better, as identified in their individual PAT improvement target.*

- In Reading, 43.8% of students achieved their individual improvement target. 94% of students made progress.
- In Numeracy, 68.8% of students achieved their individual improvement target. 87.5% of students made progress.

Business Plan Target – *90% or above of students in year 3-6 will make year on year progress or better, as identified in their individual PAT improvement target*

- In Spelling, 67% of students achieved their individual improvement target.91.7% of students made progress.
- In Science, 33% of students achieved their individual improvement target. 77.8% of students made progress.

This year was the second-year teachers developed individual improvement targets for their students. Some individual targets may have been unrealistic and there will be a focus on setting realistic targets moving forward.
The overall Business Plan targets may be very ambitious considering the school size. For example, one student not attaining their individual target means that the On Entry, PAT and NAPLAN targets cannot be met.



Social and Emotional Wellbeing Survey

	Lowest responses	Highest responses
K-2	• I know how to make myself feel better if I get upset	• I have friends at school • If I wasn't at school, someone would miss me • When I have a problem, I know how to get help • I feel safe at school • I believe I can do hard things if I keep trying • I know three things that I do well • I like coming to school every day • I believe I can do hard things if I keep trying • My classmates are kind to me • My teacher likes me
Year 3-6	• I am interested in what I am learning in class • People care about each other in my class • I can tell when someone is upset • I know what to do to calm myself down when I get upset	• I have friends at school • I feel safe at school • My teacher cares about me • I know how to be a good classmate and friend • Adults treat students kindly and fairly at this school

What are we doing well
• Students feel safe and feel like they belong • Adults are caring, kind and fair.
Even better if
• Continue The Resilience Project in 2026 • Use teachable moments such as teaching students how to regulate their emotions.



School Culture Survey

A non-academic target of our Business Plan is '*demonstrate an overall satisfaction rating of 80% or greater in the School Surveys (parent and staff).* This target was set for the National School Opinion Survey which became unavailable to schools after 2023.

The items of the School Survey were designed to assess opinions across six categories:

- Relationships and Partnerships
- Teaching Quality
- Learning Environment
- Resources
- Leadership
- Student Achievement and Progress

Last year, as part of our commitment to Leading Cultures of Teaching Excellence, the Department's School Culture Survey was sent to community members (parents and School Board) and staff towards the end of Term Two. Nine community members and six staff completed the surveys.

This year, as part of our future planning the School Culture Survey was once again sent to parents and staff in Term 3.

Lowest score for each category

Community

Category	Score	Item
Relationships and Partnerships	3.9	Staff have positive relationships with Aboriginal students, their families and the local Aboriginal Community
Teaching Quality	3.7	The staff have a common approach to how students are taught.
Learning Environment	3.9	There are effective pastoral care processes in our school
Resources	4	I see the link between the schools planning and the way it allocates resources I see the impact of the resources provided to staff
Leadership	4.3	If the school makes big decisions, they ask parents what they think I have had opportunities to participate in school planning.
Student Achievement and Progress	4.2	I understand how the school uses evidence for school planning

Staff

Category	Score	Item
Relationships and Partnerships	3.7	Our school council/board is representative of our school community
Teaching Quality	3.6	Teachers are/I am a better teacher for working at this school Our Teaching Staff/I set goals that align with the Aboriginal Cultural Standards Framework Our school has a culture of high expectations of student achievement and progress
Learning Environment	3.4	Our school has whole school pastoral care processes that are consistently implemented
Resources	4.0	Resource allocation in the student-centred funding model is used to address identified student needs
Leadership	3.67	Leaders empower us to explore contemporary evidence-based practice.
Student Achievement and Progress	3.4	I use data and evidence to inform my practice to optimise Aboriginal student achievement, wellbeing and engagement.

Highest score for each category
Community

Category	Score	Item
Relationships and Partnerships	4.8	I am made to feel welcome when I am in the front office
Teaching Quality	4.5	The school staff understand and respect my children's cultural background Our teachers have a thorough understanding of what they teach
Learning Environment	4.7	Student wellbeing and care is a priority at our school My children are well known by school leaders and staff
Resources	46	The school uses available resources to improve student learning
Leadership	4.6	I believe our school is well led I frequently see school leaders around the school The whole school communication processes are well established
Student Achievement and Progress	4.4	The school regularly reports on whole school student achievement and progress, whole school NAPLAN results, attendance My school sets high expectations for my children's learning.

Staff

Category	Score	Item
Relationships and Partnerships	4.3	School Leaders convey the expectation that staff will treat one another with respect Staff establish and maintain positive relationships with Aboriginal families and the local Aboriginal Community
Teaching Quality	4.5	We/The school's leaders ensure that staff are working in ways that optimise student learning We support staff to/I reflect upon the way I do my job to maximise my impact on student learning Our staffs/My professional growth and development is supported through quality professional learning
Learning Environment	4.7	Our school has embedded structures that ensure students are well known by the staff Student wellbeing and care is a priority at our school. Our school has a culture where mutually respectful relationships are promoted and valued
Resources	4.6	Staff collaboration is a priority and we resource it appropriately
Leadership	4.7	We/Our school leaders recognise and celebrate our efforts
Student Achievement and Progress	4.1	There is a strong culture of reflection and evidence-based decision making informs planning at all levels

Relationships and Partnerships Reflection

What are we doing well
• School is welcoming • Staff care about my children • School recognises students for their progress and achievement • The school values the parents as partners in education • Communication from school has improved
Even Better If
• School become more culturally responsive to our community.

Teaching Quality Reflection

What are we doing well
• Providing feedback about children's achievement & progress • The school staff understand & respect my children's cultural backgrounds • Teachers having a thorough understanding of what they teach
Even Better If
• We need to ensure that it is a whole school approach not just an individual approach to teaching our students • Teachers ask the parents about their aspirations for their children.

Learning Environment Reflection

What are we doing well
• School has a culture where mutually respectful relationships are promoted and valued • We care, our school is safe and our students feel like they belong • Student wellbeing is a priority
Even Better If
• Include a Pastoral Care section in the newsletter so that parents are aware of what the school covers in this area.

Resources Reflection

What are we doing well
• The school uses available resources to improve student learning and the impact can be seen
Even Better If
• Intervention to continue • Move from laptops to iPads

Leadership Reflection

What are we doing well
• I frequently see school leaders around the school • School leaders model culturally responsive leadership behaviours • Communication processes are well established, and community have had opportunities to participate in school planning
Even Better If
• Include parents in the development of the Business Plan.



Business Plan Reflection – November 2025

Priority 1 – Quality Teaching Practices

Key Initiative	Where we are at	Where to next
Teachers working collaboratively to review student data, programs and practices to inform focused teaching	• As a whole school, we have reviewed and had disciplined dialogue conversations on a variety of data using Elastik, On Entry, Socia Emotional Wellbeing (SEW), The Resilience Project (TRP) Wellbeing Data, National Quality Standard, NAPLAN, Progressive Achievement Tests (PAT), Brightpath, School Culture Survey. • Collab meetings have had a focus on data. • All training for Leading Cultures of Teaching Excellence (LCOTE) has been completed for staff except Principal still needs to complete the Principal Leading Leaders PL. • Individual Targets were set at SDD Jan 2025	• Continue to collaborate with review of data with a greater focus on which programs/practices are having a positive impact on student outcomes • Introduce instructional coaching for Maths focusing on solution requirements from LCOTE.
Systematic and school-based data used to inform targeted teaching	• Classroom assessment schedule was finalized and feedback sought by staff • Excel spreadsheet was developed to monitor achievement for all assessments in the schedule	• Upskill staff further in Brightpath • Focus on Writing and using cold tasks, curriculum and Brightpath to inform teacher planning. • K-year 3 teachers to attend Talk For Writing (T4W) professional learning (PL) in 2026
Consistent implementation of agreed whole school approaches and practices		
• Classroom management and student engagement	• Finalisation of positive behaviour support plan ready for introduction in 2026 • Whole school procedures have been developed for 2026 with a focus on classroom management and student engagement	• All new staff to be trained in CMS • 2026 School Development Day (SDD) Day 1 – Staff to go through new plan, scenarios and whole school classroom management PL • Values matrix – lessons to be explicitly taught and expected

		behaviours to be modelled by all staff
• Social and Emotional Learning	• The Resilience Project was implemented and information sessions provided to parents • Chaplain time was used as chaplain time in Semester 1. Unfortunately, we were unable to find a chaplain/wellbeing officer for the remainder of the year • Liaising with Department and Choyces about how we can support students in this space. • SEW completed by Principal, Staff reflected and results shared with School Board. • TRP wellbeing survey was conducted for year 3-6 by classroom teacher and data reviewed by staff and shared with School Board and parents	• Continuing to implement The Resilience Project for 2026 • Find and employ a well-being officer • Principal to complete SEW with students in 2026 and all staff to reflect on data when made avail. • Classroom teacher to complete year 3-6 TRP survey and staff to reflect on data when made available.
• Spelling	• InitiaLit occurred P-2 students • Heggerty for K-year 1 students • MiniLIt intervention occurred x4 per week • Spelling Mastery for year 3-6 students with classroom teacher, Aboriginal Islander Education Officer (AIEO)/Education Assistant (EA) & principal taking a group	• InitiaLit & Spelling Mastery to continue • MiniLit intervention to continue • Principal to trial Jocelyn Seamer Spelling program with students requiring Spelling intervention
• Reading	• InitialLit on first full year of implementation over PP-2. • MiniLit and MacqLit intervention occurred x4 per week • Catch Up Readers intervention occurred with AIEO and Principal	• Link our Reading to the Reading Rope • Research supporting our year 3-6 students in reading
• Writing	• After discussion with Junior Primary teachers, it was decided that T4W suited our students more than 7 Steps. • 7 Steps was taught in year 4-6 class and K-3 Semester 1 • T4W K-Year 3 Semester 2 • Principal attended Whole School 2026 T4W Planning PL in November.	• Buy necessary resources for writing • Develop whole school marking and editing plan for Writing • Utilize T4W Scope and Sequence for K-Year 3 • KP1 teacher and Principal to be trained in T4W Early Years • Yvonne to attend T4W training

	• Brightpath moderation conducted at school level and network level	
• Mathematics	• Numero occurring in all classrooms • Solution requirements agreed on • Solutions researched by Maths leader with ½ day provided from W7 Term 3 for remainder of the year • Maths Leader and Principal attended Instructional Coaching PL	• Explicit Maths Program (EMP) will be implemented for P-Year 4 students and students requiring intervention x5 per week • School timetable to have 1h 15 minutes each day • Instructional coaching to occur with Yvie providing coaching to teachers and Aleks to Yvie • Maths Leader to be provided with ½ day Maths leader time each week • Bond Blocks to occur as mental maths for K-3 students and students requiring intervention • Numero to continue
Teachers using culturally responsive pedagogies that recognise and build on the strengths of Aboriginal students	• Tracks to Two Learning has not occurred and has been booked for 20 April • Aboriginal Cultural Standards Framework (ACSF) Operational Plan has been developed with staff and shared with School Board • Use of AEIO in classrooms, two days per week except Term 4 due to being unable to source an AIEO • Meeting with Aboriginal parents about how the school can improve in this area.	• Find and hire an AIEO • Use of AEIO in classrooms, two days per week • Reflect on ACFS and development of the 2026 operational Plan
Teachers routinely using high-impact teaching strategies aligned with the Teaching for Impact tool	• Aim was to develop an instructional model based on Teaching for Impact for this year but that did not eventuate. • Teaching for Impact was used to assist with writing our whole school positive behaviour support plan	• Instructional framework to be developed with staff utilizing Explicit Maths Program (EMP) and Teaching for Impact and added to KPS Playbook
Explicit teaching of Literacy and Numeracy with a focus on vocabulary and oral language	• Heggerty implemented across K-1 • PreLit and InitialIt in K-2 classrooms and Spelling Mastery year 3-6	• Introduction of EMP which has a focus on vocab and explicit teaching • Senior Room teacher to plan maths for Year 4-6 students

	• Planning stage for teaching Vocabulary • As part of LCOTE, a solution requirement was that the so	using the same format as EMP. • Continue PreLit, InitiaLIt, Spelling Mastery
Consistent use of the explicit instructional model—The Kondinin Way	• Aim was to develop an instructional model based on T4I for this year but that did not eventuate.	• Instructional framework to be developed with staff utilizing EMP and Teaching for Impact and added to KPS Playbook
Development and implementation of a classroom observation and feedback model	• Classroom observation occurred in Term 1 as part of LCOTE.	• Aleks to attend Department of Education (DOE) Classroom Observation and Feedback training • Observation and Feedback to be a key element of Maths Instructional Coaching

Priority 2 - Learning Environment

Key Initiative	Where we are at	Where to next
Staff working with our Aboriginal families to co-develop culturally safe and engaging learning environments.	• Tracks to Two Learning has not occurred and has been booked for 20 April 2026 • ACSF Operational Plan has been developed with staff and shared with School Board • Use of AEIO in classrooms, two days per week except Term 4 due to being unable to source an AIEO • Meeting with Aboriginal parents about how the school can improve in this area and asking for ideas for our yarning circle area of the school. • New mural and community unveiling working with AIEO, Aboriginal Students and local Aboriginal artists	• Track to Two Way Learning PL • Find and hire an AIEO • Use of AEIO in classrooms, two days per week • Reflect on ACFS and development of the 2026 operational Plan • BBQ with grandparents and parents of Aboriginal students • Aboriginal parents to assist with planning the yarning circle area of the school
The ACSF used to strengthen student attendance, academic success and engagement.	• Reflected against ACSF and developed goals against the ACSF • Attendance follow up by AIEO until Term 4 • AIEO has assisted students with their reading which has seen improvement • Attendance for all students was close to 90% or above. 5/7 students' attendance has improved by approx. 5% since	• Develop attendance plan for whole school • Find and hire an AIEO • Use of AEIO in classrooms, two days per week • Reflect on ACFS and development of the 2026 operational Plan • Introduce whole school engagement norms

	last year and other 2 was approx. same.	
Review and strengthening of our Student Behaviour & Engagement Policy and procedures to align with DoE policy and expectations	• See Quality Teaching Practices Classroom Management	• See Quality Teaching Practices Classroom Management
Identification and case management of all Students at Educational Risk against the Multi-Tiered Support System	• Students have been identified through assessments • Disability Resourcing Funding has been assigned to the students through education assistant time • Case conferences occur between staff, parents and school psychologist	• Develop a SAER policy which incorporates identification, Multi-Tiered Systems of Support (MTSS), support and reporting requirements and case management

Case management of attendance by a team including an AIEO	• Overall attendance • 2025 – 82.6 and 85.8 • 2024 - 84.7 and 87.7 • 2023 - 82.6 and 77.1 • 2022 - 80.1 and 85.2 • Semester 1 we had new students enrol whose attendance improved in Sem 2 We have procedures but they need to be formalized	• Policy and procedures to be formalized
Implementation of whole school approaches to support student engagement and development of personal and social capabilities	• The Resilience Project – daily Gratitude Empathy Mindfulness (GEM) Chats and weekly explicit lessons on personal and social capabilities • Beginning to develop whole school engagement norms	• Continuing The Resilience Project • Implement whole school engagement norms
The School Chaplain and AIEO working with students, staff and parents to support student engagement and wellbeing	• See comments above re: Chaplain and AIEO	• See comments above re: Chaplain and AIEO
Annual SEL monitoring in line with the Wheatbelt Education Regional Office Strategic Plan	• See comments in social and emotional learning in Quality teaching Practices	• See comments in social and emotional learning in Quality teaching Practices
An NQS Strategic Plan developed to improve Early Years outcomes	• Reflection occurred with whole school involvement and suggestions for improvement	• Formalise into a plan

Priority 3: Relationships and Partnerships

Key Initiative	Where we are at	Where to next
School surveys reflect positive parent and staff perceptions	• Community Culture Survey – Significant improvement in Relationships, Teaching Quality, Learning Environment, Resources, Leadership and Student Achievement and Progress	• Staff to reflect on Staff and Student School Culture Survey in Week 9 • Utilize feedback from the surveys in new Business Plan and strategic direction of the school.
The development of a school website to support communication and promotion of the school in the wider community	• Website continued to be updated	
The development of additional community partnerships to improve student outcomes	• Brainstormed possible additional community partnerships • Teach Learn Grow (TLG)	• Continue into next business plan
Cultural competence against the ACSF through engagement and self-assessment	• ACSF Operational Plan developed	• Reflect against operational plan and update our self-assessment against ACSF • Write ACSF operational plan for 2026
Collaboration to monitor and moderate student data through the WSSSH	• Moderated Brightpath with Level 3 South Network schools in Term 4 • Level 3 South Network Assessment Schedule developed	• Continue moderation with Level 3 South next year



Highlights of 2025

Term 1	Term 2
• Swimming lessons • Swimming Carnival with Hyden PS • Year 5/6 Leadership Conference • NAPLAN • Ride to School Day • Super 6s at Kulin DHS • Parent meetings • Class assembly • Good Standing Reward	• ANZAC Day service • Footy Clinic • National Simultaneous Storytime • Cross country with Hyden PS • Musica Viva • Super 6s • Dockers Cup • Class assembly • SOCK Week activities with Kondinin CRC • Wear it Fluro Friday • Good Standing Reward • Teach Learn Grow
Term 3	**Term 4**
• NAIDOC celebrations • West Coast Fever Cup • Book Week Parade • Small Schools Athletics Carnival in Dumbleyung • Faction Athletics Carnival in Hyden • Class assembly • Good Standing Reward • Super 6s	• Growth and Development talks with school nurse • Kulin & Narembeen DHS Year 7 orientation • Kindergarten transition days • Outdoor classroom day • Teach Learn Grow • End of Year concert • Year 6 Graduation • Whole school pool party



Financial Summary

INCOME - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash)	46,399	46,399
Carry Forward (Salary)	187,251	187,251
STUDENT-CENTRED FUNDING		
Per Student	232,675	232,675
School and Student Characteristics	599,420	599,420
Disability Adjustments	20,933	20,933
Targeted Initiatives	83,085	83,085
Operational Response Allocation	2,851	2,851
Total Funds:	**938,964**	**938,964**
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	36,510	36,510
School Transfers – Salary	(66,924)	(66,924)
School Transfers - Cash	102,044	102,044
Department Adjustments	0	0
Total Funds:	**71,630**	**71,630**
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	480	420
Charges and Fees	80	80
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	7,560	7,560
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	3,130	3,130
Revenue from CO, Regional Office and Other schoo	0	0
Other Revenues	3,944	3,933
Transfer from Reserve or DGR	9,000	9,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	**24,194**	**24,123**
TOTAL	**1,268,438**	**1,268,367**

EXPENDITURE - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
SALARIES		
Appointed Staff	800,012	800,012
New Appointments	0	0
Casual Payments	56,548	56,548
Other Salary Expenditure	78	78
Total Funds:	**856,638**	**856,638**
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	8,247	5,146
Lease Payments	10,256	10,256
Utilities, Facilities and Maintenance	49,528	38,537
Buildings, Property and Equipment	22,401	22,401
Curriculum and Student Services	76,550	33,900
Professional Development	12,848	7,301
Transfer to Reserve	12,250	12,250
Other Expenditure	335	186
Payment to CO, Regional Office and Other schools	20,630	6,305
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	**213,045**	**136,282**
TOTAL	**1,069,683**	**992,920**

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)	Current Budget ($)	Actual YTD ($)
Carry Forward (Cash):	**46,399**	**46,399**
Carry Forward (Salary):	**187,251**	**187,251**
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	1,010,594	1,010,594
Locally Raised Funds:	24,194	24,123
Total Funds:	**1,268,438**	**1,268,367**
EXPENDITURE		
Salaries:	856,638	856,638
Goods and Services (Cash):	213,045	136,282
Total Expenditure:	**1,069,683**	**992,921**
VARIANCE:	**198,755**	**275,446**

Glossary of Terms

ACSF	Aboriginal Cultural Standards Framework
AIEO	Aboriginal and Islander Education Officer
CMS	Classroom Management Strategies
DOE	Department of Education
EMP	Explicit Mathematics Program
GEM	Gratitude Empathy Mindulness
ICSEA	Index of Community Socio-Educational Advantage
LCOTE	Leading Cultures of Teaching Excellence
NAPLAN	National Assessment Program – Literacy and Numeracy
NQS	National Quality Standard
PL	Professional Learning
PAT	Progressive Achievements Test
SAER	Students at Educational Risk
SEL	Social and Emotional Learning
SEW	Social Emotional Wellbeing
T4W	Talk for Writing
TRP	The Resilience Project