



**KONDININ PRIMARY
SCHOOL**

2024 ANNUAL SCHOOL REPORT

**TOGETHER TOWARDS
TOMORROW**

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Kondinin WA 6367

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Acknowledgement of Country

We acknowledge the traditional owners of the land.

Kondinin Primary School sits on Nyungar Budja.

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

**TOGETHER TOWARDS
TOMORROW**



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School Report

Kondinin PS

From the Principal

Despite 2024 being a year of change at Kondinin Primary School (Kondinin PS), it was also a year of accomplishments and progress for our students. Kondinin PS was lead by Mrs Merranie Beal in Term One and Mrs Bev Stanes was Principal for the last four weeks of Term 3 while I was on long service leave.

In Term One, we welcomed Mrs Heather Head and Ms Sarah Reader as fixed term education assistants. In Term Three, we farewelled Ms Agnieszka Kovler and Mrs Jenny Hardy. Ms Kovler returned to Perth and Mrs Hardy retired from her cleaning position. In Term Three, we welcomed Mrs Bev Stanes and Ms Jocelyn Bradshaw who taught the Senior Room students while the teaching position was being advertised and Mr Paul Watson became our relief cleaner for Semester Two. In Term Four, we welcomed Mr Steve Norris to the position of Senior Room teacher. I acknowledge the hard work, consistency and team-work our staff demonstrated during this period of change.

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 2024. We farewell Tory Young as a parent representative and welcome her as a community member for 2025. A big thank you to the efforts of the School Bus sub-committee (Bev, Tory and Paul) as our School Bus has been reinstated for 2025.

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 the Bond Blocks program and resources and donating money to the Senior Room Camp.

I have truly enjoyed getting to know all of our students and am proud of their efforts throughout the year. Their resilience with the changes of staff is to be commended and I look forward to supporting them in 2025 and beyond.

Thank you to staff, parents and community members for your support of Kondinin PS in 2024. It was a busy but successful year. I am excited for the year ahead and continuing to ensure that the students of Kondinin continue to grow academically, socially and emotionally.

Aleks Mutavdzic
Principal



A visit from Spare Parts Puppet Theatre was a highlight.

From the School Board Chair

I am pleased to present my first School Board Chairperson's report. We were happy to secure a permanent principal in Term 2 and welcomed Aleks to the role.

The biggest news of the year was the announcement that we would get a school bus in 2025 for a one-year trial. The 'bus saga' has been going on for many years and I would personally like to thank those Board members who advocated for this, especially Tory Young who took the lead. Media interviews, photographs and a trip to Parliament ensured that we were heard, and a positive outcome resulted.

The Board has also been involved in reviewing:

- Marketing plan for the school
- Annual Report
- Funding Agreement for Schools 2024
- Business Plan
- Aboriginal Cultural Framework
- Social & Emotional Well-being data

The Leading Culture of Teaching Excellence program will lead a high performance and development culture in our school. Thanks to Aleks for her involvement in this program and we are looking forward to its implementation next year.

I wish to thank:

- Aleks for the work you have done since arriving at Kondinin Primary School.
- Naomi Graham, our honorary member, for preparing the finances for each meeting and ensuring that we understand what they mean.
- All Board members for your time, support, and dedication in 2024.

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, SEL development, management of 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 2024 Semester 2)

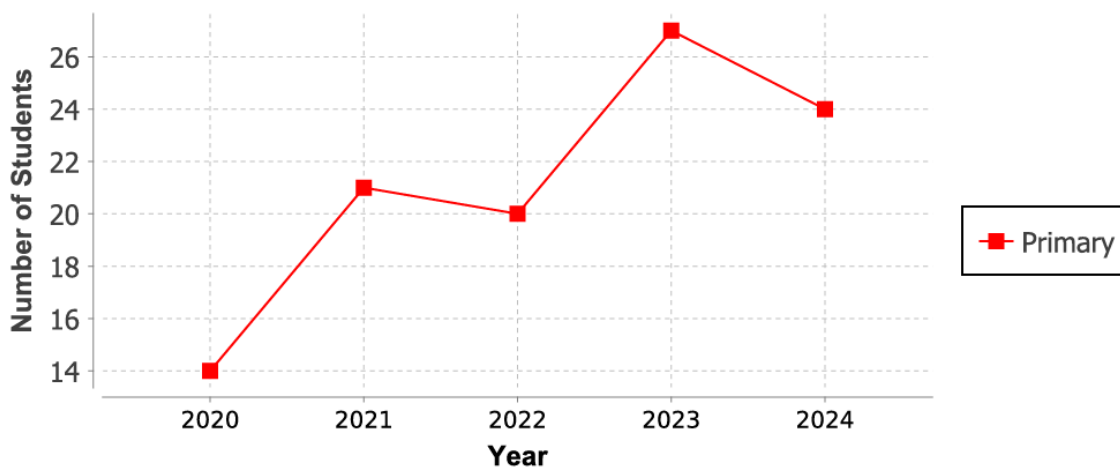
| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (2) | 3 | 5 | 3 | 3 | 5 | 1 | 4 | 26 |
| Part Time | 3 | | | | | | | | |

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

| | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|
| Male | 1 | 1 | 8 | | 10 |
| Female | 2 | 2 | 13 | | 17 |
| Total | 3 | 3 | 21 | | 27 |

| | Kin | PPR | Pri | Sec | Total |
|----------------|-----|-----|-----|-----|-------|
| Aboriginal | 1 | 2 | 6 | | 9 |
| Non-Aboriginal | 2 | 1 | 15 | | 18 |
| Total | 3 | 3 | 21 | | 27 |

Semester 2 Student Numbers

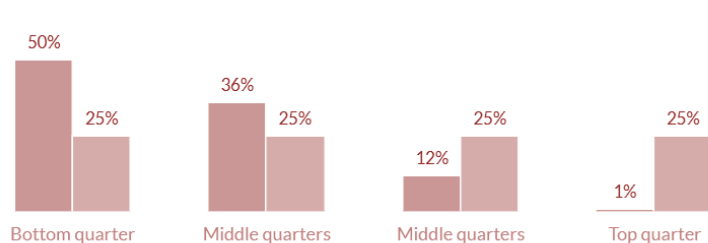


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 861
 Average ICSEA value: 1000
 School ICSEA percentile: 5

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Last year, Kondinin PS had 22% of students living on nearby farms with the remaining students living in the townsite. Student numbers have remained relatively stable over the last two years with a few transient families in 2024.

Kondinin PS has an ICSEA of 861. 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. Like school comparisons include the following schools: Beechboro PS, Boulder PS, East Narrogin PS, Katanning PS, West Northam PS and Quairading DHS to name a few.

Four students graduated at the end of 2024.

| Destination School | Number of students |
|----------------------------|--------------------|
| Kulin District High School | 1 |
| Bob Hawke College | 1 |
| Penhros College | 2 |

Workforce composition

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

| Teaching Staff | No | FTE |
|-----------------------------|----------|-------------|
| Teachers | 3 | 2.78 |
| Total Teaching Staff | 3 | 2.78 |

| Allied Professionals | No | FTE |
|-----------------------------|----------|------|
| Education assistants | 2 | 1.6 |
| AEIO | 1 | 0.3 |
| School Chaplain | 1 | 0.2 |
| Clerical/Administrative | 2 | 1.15 |
| Library officer | 1 | 0.1 |
| Gardening/maintenance | 1 | 0.5 |
| Cleaner | 1 | 0.4 |
| Total Teaching Staff | 9 | |

Data drawn from the average FTE across Semester 1 and Semester 2, 2024.

In 2024, several staff took various types of leave and one staff member resigned from her teaching position and one staff member retired from her cleaning position.

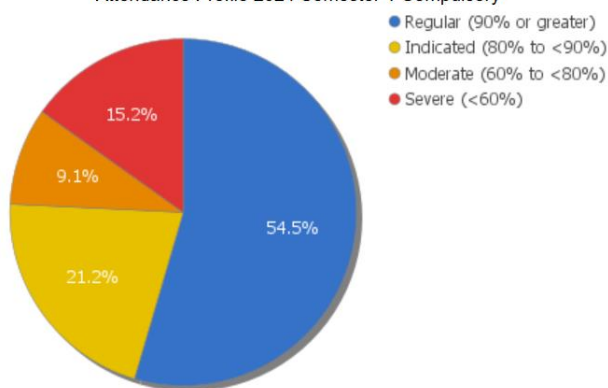
In Semester Two, the AEIO time was increased from one day per week to two days to assist with student performance, attendance and strategic planning.

Student Attendance

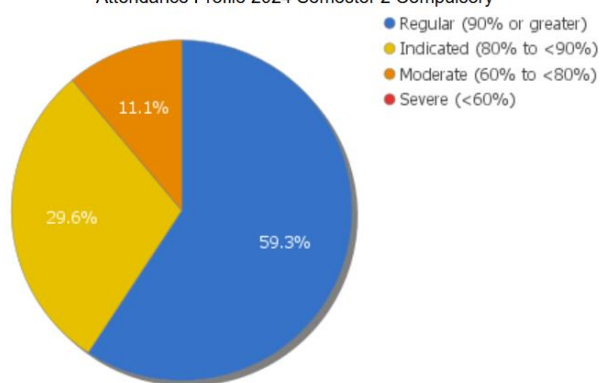
Attendance Overall Primary

| | Non-Aboriginal | | | Aboriginal | | | Total | | |
|------|----------------|--------------|-------------------|------------|--------------|-------------------|--------|--------------|-------------------|
| | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools | School | Like Schools | WA Public Schools |
| 2022 | 90.3% | 85.6% | 88.3% | 68.2% | 65.2% | 69.5% | 80.1% | 78% | 86.6% |
| 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% |

Attendance Profile 2024 Semester 1 Compulsory



Attendance Profile 2024 Semester 2 Compulsory



The 2023-2025 Business Plan has a non-academic target of ‘Increase the proportion of students in the “regular” attendance category annually.’ Our attendance has improved in 2024 with the highest attendance rate in the last three years. Although, our regular attendance was not as high as 2022, we have seen a huge improvement from 2023 with 59.3% of students attending regularly in Semester 2, 2024 compared to 16.1% in Semester 2, 2023. Semester 2, 2024 was also the first time since Semester 1, 2021 where there were no students in the ‘severe’ category.

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

- Employing our AIEO for an additional day per week in Semester Two
- 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 NAPLAN testing period and reporting scales in 2023 means no comparative progress data from Year 3 to 5 is available until 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 two year 5 students with only three of these five students being part of our stable cohort. Due to our small number of students, I am unable to present 2024 NAPLAN data.

On-Entry

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

- In Reading, 75% of students achieved their individual improvement target.
- In Writing, 25% of students achieved their individual improvement target.
- In Numeracy, 100% of students achieved their individual improvement target.

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, 71.4% of students achieved their individual improvement target.
- In Numeracy, 50% of students achieved their individual improvement target.

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, 45.4% of students achieved their individual improvement target and 27.3% almost achieved their target with these students being approximately 0.4 points below their target.
- In Science, 90% of students achieved their individual improvement target.

This year was the first 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 | <ul style="list-style-type: none"> I know three things that I do well I know how make myself feel better if I get upset | <ul style="list-style-type: none"> 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 |
| Year 3-6 | <ul style="list-style-type: none"> I am interested in what I am learning in class If I have a problem, I can solve it or find someone who can help me solve it I know what to do to calm myself down when I get upset | <ul style="list-style-type: none"> I have friends at school 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

Even better if

- Introduce The Resilience Project in 2025
- Use teachable moments such as informing students that we make mistakes and learn from them

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.

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. 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

Lowest score for each category

Community

| Category | Score | Item |
|----------------------------------|-------|---|
| Relationships and Partnerships | 3.85 | Our school council/board is representative of our school Community. |
| Teaching Quality | 3.38 | The staff have a common approach to how students are taught. |
| Learning Environment | 3.77 | I understand how my children's classroom operates. |
| Resources | 3.77 | I see the impact of support provided for specific student needs. |
| Leadership | 3.85 | I have had opportunities to participate in school planning. |
| Student Achievement and Progress | 3.92 | My school sets high expectations for my children's learning. |

Staff

| Category | Score | Item |
|----------------------------------|-------|--|
| Relationships and Partnerships | 3.17 | We create opportunities to include student voice in school Improvement planning. Staff use student voice to examine the impact of their teaching. |
| Teaching Quality | 3.33 | Classroom planning is aligned to our schools strategic and operational plans |
| Learning Environment | 3.17 | Positive behaviour approaches are applied consistently across our school |
| Resources | 3.17 | We effectively use the physical environment and available facilities to maximise student learning |
| Leadership | 3.67 | Leaders empower us to explore contemporary evidence-based practice. |
| Student Achievement and Progress | 3.17 | 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 | 4.85 | I am made to feel welcome when I am in the front office |
| Teaching Quality | 4.08 | The school staff understand and respect my children's cultural background |
| Learning Environment | 4.54 | Our school has a culture where mutually respectful relationships are promoted and valued |
| Resources | 4.38 | The school uses available resources to improve student learning |
| Leadership | 4.46 | I frequently see school leaders around the school School leaders model culturally responsive leadership behaviours |
| Student Achievement and Progress | 4.31 | I understand how the school uses evidence for school planning |

Staff

| Category | Score | Item |
|----------------------------------|-------|---|
| Relationships and Partnerships | 4.5 | School Leaders convey the expectation that staff will treat one another with respect |
| Teaching Quality | 4.67 | Our expectations are informed by the aspirations of students, families and communities |
| Learning Environment | 4.33 | We acknowledge and value the strengths and perspectives of Aboriginal staff, students and families. Student wellbeing and care is a priority at our school. Our school provides a safe, orderly and inclusive learning environment. |
| Resources | 4.33 | Our school aligns resources to its strategic direction. |
| Leadership | 4.50 | Our school leaders lead instructional practice. |
| Student Achievement and Progress | 4.33 | The school understands the current level of student progress and achievement. |

Relationships and Partnerships Reflection

| |
|---|
| What are we doing well |
| <ul style="list-style-type: none">• 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 |
| Even Better If |
| <ul style="list-style-type: none">• School become more culturally responsive to our community. |

Teaching Quality Reflection

| |
|--|
| What are we doing well |
| <ul style="list-style-type: none">• Providing feedback about children's achievement & progress• The school staff understand & respect my children's cultural backgrounds |
| Even Better If |
| <ul style="list-style-type: none">• 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 |
| <ul style="list-style-type: none">• 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 |
| Even Better If |
| <ul style="list-style-type: none">• Provide a stimulating learning environment and make learning opportunities exciting and enjoyable• Our school is responsive to the voice of Aboriginal students |

Resources Reflection

| |
|---|
| What are we doing well |
| <ul style="list-style-type: none">• The school uses available resources to improve student learning |
| Even Better If |
| <ul style="list-style-type: none">• We assess the impact of support provided for specific student needs |

Leadership Reflection

| |
|--|
| What are we doing well |
| <ul style="list-style-type: none">• I frequently see school leaders around the school• School leaders model culturally responsive leadership behaviours |
| Even Better If |
| <ul style="list-style-type: none">• Include parents in the development of the Business Plan. |

Business Plan Reflection – November 2024

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 | <ul style="list-style-type: none"> We are in Cohort 5 of Leading Cultures of Teaching Excellence (LCOTE) We began to analyse data at a whole school level | <ul style="list-style-type: none"> Collab meeting time to be implemented on a fortnightly basis next year with a focus on data. Continue with LCOTE journey |
| Systematic and school-based data used to inform targeted teaching | <ul style="list-style-type: none"> LCOTE Use of Elastik | <ul style="list-style-type: none"> See above Evidence in teachers planning documents |
| Consistent implementation of agreed whole school approaches and practices | | |
| <ul style="list-style-type: none"> Classroom management and student engagement | | <ul style="list-style-type: none"> Staff to review positive behaviour support plan during T1 2025 SDD Feedback from parents and School Board T2, 2025 |
| <ul style="list-style-type: none"> Social and Emotional Learning | <ul style="list-style-type: none"> Reflection against 2024 data in Term 2 occurred. Values lessons on a weekly basis in Semester 2 Chaplain works with students once a week. | <ul style="list-style-type: none"> The Resilience Project to be implemented in 2025 Chaplain time to be used as chaplain time and not as EA in 2025 Principal to complete SEW with students in 2025 and all staff to reflect on data when made available. |
| <ul style="list-style-type: none"> Spelling | <ul style="list-style-type: none"> InitialLit in first full year of implementation over PP-2. MiniLit and MacqLit intervention in first full year of implementation. Soundwaves books used in 2024 | <ul style="list-style-type: none"> InitialIt and MiniLit intervention to occur Spelling Mastery for year 3-6 on ability level not year level. This means no intervention for Spelling should be required for year 3-6 |
| <ul style="list-style-type: none"> Reading | <ul style="list-style-type: none"> InitialLit on first full year of implementation over PP-2. MiniLit and MacqLit intervention Catch Up Readers intervention occurring in T4 | <ul style="list-style-type: none"> Pre-Lit, Heggerty, InitialIt and MiniLit & MacQLit and/or Catch-Up Readers intervention to occur, |
| <ul style="list-style-type: none"> Writing | <ul style="list-style-type: none"> 7 Steps of Writing in infancy stage | <ul style="list-style-type: none"> Continue to implement 7 Steps of Writing |
| Teachers using culturally responsive pedagogies that recognise and build on the strengths of Aboriginal students | <ul style="list-style-type: none"> Have reflected against ACSF Use of AIEO in classrooms, two days per week | <ul style="list-style-type: none"> Tracks to Two Way Learning and ACSF target setting, SDD T1 and T2 Use of AIEO in classrooms, two days per week |

| | | |
|--|--|--|
| Teachers routinely using high-impact teaching strategies aligned with the Teaching for Impact tool | <ul style="list-style-type: none"> This is in the planning stage. | <ul style="list-style-type: none"> Review the Kondinin Way and align with Teaching for Impact resources |
| Explicit teaching of Literacy and Numeracy with a focus on vocabulary and oral language | <ul style="list-style-type: none"> This is in the planning stage. | <ul style="list-style-type: none"> Continue with LCOTE journey for numeracy. |
| Consistent use of the explicit instructional model—The Kondinin Way | | <ul style="list-style-type: none"> Update as part of LCOTE process and making inline with Teaching for Impact |
| Development and implementation of a classroom observation and feedback model | <ul style="list-style-type: none"> This is in the planning stage. | <ul style="list-style-type: none"> Include in Performance Development Policy and Procedures |

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. | <ul style="list-style-type: none"> Use of AIEO | <ul style="list-style-type: none"> Tracks to Two Way Learning and ACSF target setting, SDD T1 and T2 Use of AIEO in classrooms, two days per week |
| The ACSF used to strengthen student attendance, academic success and engagement. | <ul style="list-style-type: none"> Student attendance has improved in T4 AIEO completes attendance reports with parents Began reflecting against ACSF | <ul style="list-style-type: none"> Tracks to Two Way Learning and ACSF target setting, SDD T1 and T2 Use of AEIO in classrooms, two days per week |
| Review and strengthening of our Student Behaviour & Engagement Policy and procedures to align with DoE policy and expectations | | <ul style="list-style-type: none"> Staff to review positive behaviour support plan during T1 2025 SDD Feedback from parents and School Board T2, 2025 |
| Identification and case management of all Students at Educational Risk against the Multi-Tiered Support System | <ul style="list-style-type: none"> Students have been identified and are being case managed | <ul style="list-style-type: none"> Formalise how to identify and case manage SAER. |
| Case management of attendance by a team including an AIEO | <ul style="list-style-type: none"> Overall attendance has improved in 2024 2024 - 84.7 and 87.7 2023 - 82.6 and 77.1 2022 - 80.1 and 85.2 | <ul style="list-style-type: none"> Attendance policy and procedures document to be developed |
| Implementation of whole school approaches to support student engagement and development of personal and social capabilities | <ul style="list-style-type: none"> Weekly values lessons | <ul style="list-style-type: none"> Need to monitor student engagement through surveys and observations |
| The School Chaplain and AIEO working with students, staff and parents to support student engagement and wellbeing | <ul style="list-style-type: none"> School Chaplain began working with students in T3 AIEO has worked closing with students, staff and parents all year | <ul style="list-style-type: none"> School Chaplain to be provided with a rough timetable which will be used when she isn't working with small group or individual students. |

| | | |
|---|---|---|
| Annual SEL monitoring in line with the Wheatbelt Education Regional Office Strategic Plan | <ul style="list-style-type: none"> Conducted and reflected against in T2 | <ul style="list-style-type: none"> Principal to complete SEW with students in 2025 and all staff to reflect on data when made available. |
| An NQS Strategic Plan developed to improve Early Years outcomes | <ul style="list-style-type: none"> Reflection occurred with suggested improvement strategies | <ul style="list-style-type: none"> Plan to be written with whole staff involvement |

Priority 3: Relationships and Partnerships

| Key Initiative | Where we are at | Where to next |
|---|---|--|
| School surveys reflect positive parent and staff perceptions | <ul style="list-style-type: none"> Most areas were positive | <ul style="list-style-type: none"> Staff to reflect against the School Culture Survey SDD Term 4 Results to be shared with School Board 2025 |
| The development of a school website to support communication and promotion of the school in the wider community | <ul style="list-style-type: none"> Achieved | |
| The development of additional community partnerships to improve student outcomes | <ul style="list-style-type: none"> Planning stage | |
| Cultural competence against the ACSF through engagement and self-assessment | <ul style="list-style-type: none"> Reflected against in Term 3 | <ul style="list-style-type: none"> ACSF operational plan to be developed in T1 2025 |
| Collaboration to monitor and moderate student data through the WSSSH | <ul style="list-style-type: none"> The WSSSH no longer exists due to the change in networks in the Wheatbelt | <ul style="list-style-type: none"> Collaborate with the Level 3 South Network to attain this initiative. |



Highlights of 2024

| Term 1 | Term 2 |
|---|--|
| <ul style="list-style-type: none"> • Swimming lessons • Swimming Carnival with Hyden PS • PEAC • Year 5/6 Leadership Conference • Staff attended Framework for Understanding Poverty • Tennis Classic tournament • NAPLAN • Ride to School Day • Super 6s at Kulin DHS • Parent meetings • Class assembly • Good Standing Reward to Kondinin Pool | <ul style="list-style-type: none"> • Koora Waangkininy Boodjar truth telling workshops • PEAC • West Coast Fever Cup • ANZAC Day service • Spare Parts Puppet Theatre Performance • Footy Clinic • Kidney Awareness Day • 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 |
| <ul style="list-style-type: none"> • NAIDOC celebrations • Yirra Yaakin incursion • Book Week Parade • PEAC days and PEAC camp • National Tree Planting Day • Small Schools Athletics Carnival in Kondinin • Faction Athletics Carnival • Class assembly • Good Standing Reward • Super 6s | <ul style="list-style-type: none"> • Leadership Camp in Hyden • Growth and Development talks with school nurse • Year 3-6 Camp to Mornington Adventure Camp • Kulin 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 2024 (Verified Dec Cash) | | |
|---|---------------------|------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (Cash) | 95,715 | 95,715 |
| Carry Forward (Salary) | 217,782 | 217,782 |
| STUDENT-CENTRED FUNDING | | |
| Per Student | 235,160 | 235,160 |
| School and Student Characteristics | 554,221 | 554,221 |
| Disability Adjustments | (4,808) | (4,808) |
| Targeted Initiatives | 88,225 | 88,225 |
| Operational Response Allocation | 1,254 | 1,254 |
| Total Funds: | 874,054 | 874,054 |
| TRANSFERS AND ADJUSTMENTS | | |
| Regional Allocation | 3,000 | 3,000 |
| School Transfers – Salary | (87,822) | (87,822) |
| School Transfers - Cash | 92,025 | 92,025 |
| Department Adjustments | 0 | 0 |
| Total Funds: | 7,203 | 7,203 |
| LOCALLY RAISED FUNDS (REVENUE) | | |
| Voluntary Contributions | 280 | 280 |
| Charges and Fees | 2,958 | 2,958 |
| Fees from Facilities Hire | 0 | 0 |
| Fundraising/Donations/Sponsorships | 14,759 | 14,759 |
| Commonwealth Govt Revenues | 375 | 375 |
| Other State Govt/Local Govt Revenues | 0 | 0 |
| Revenue from CO, Regional Office and Other scho | 644 | 644 |
| Other Revenues | 1,233 | 1,233 |
| Transfer from Reserve or DGR | 255 | 255 |
| Residential Accommodation | 0 | 0 |
| Farm Revenue (Ag and Farm Schools only) | 0 | 0 |
| Camp School Fees (Camp Schools only) | 0 | 0 |
| Total Funds: | 20,484 | 20,484 |
| TOTAL | 1,215,238 | 1,215,238 |

| | Current Budget (\$) | Actual YTD (\$) |
|--|---------------------|-----------------|
| SALARIES | | |
| Appointed Staff | 739,412 | 739,412 |
| New Appointments | 0 | 0 |
| Casual Payments | 58,257 | 58,257 |
| Other Salary Expenditure | 1,183 | 1,183 |
| Total Funds: | 798,852 | 798,852 |
| GOODS AND SERVICES (CASH EXPENDITURE) | | |
| Administration | 6,516 | 5,673 |
| Lease Payments | 15,253 | 15,009 |
| Utilities, Facilities and Maintenance | 43,827 | 42,949 |
| Buildings, Property and Equipment | 208 | 208 |
| Curriculum and Student Services | 83,282 | 57,350 |
| Professional Development | 17,030 | 4,012 |
| Transfer to Reserve | 57,025 | 57,025 |
| Other Expenditure | 719 | 507 |
| Payment to CO, Regional Office and Other schools | 0 | 0 |
| Residential Operations | 0 | 0 |
| Residential Boarding Fees to CO (Ag Colleges only) | 0 | 0 |
| Farm Operations (Ag and Farm Schools only) | 0 | 0 |
| Farm Revenue to CO (Ag and Farm Schools only) | 0 | 0 |
| Camp School Fees to CO (Camp Schools only) | 0 | 0 |
| Total Funds: | 223,860 | 182,733 |
| TOTAL | 1,022,712 | 981,585 |

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

| | Current Budget (\$) | Actual YTD (\$) |
|--|---------------------|------------------|
| Carry Forward (Cash): | 95,715 | 95,715 |
| Carry Forward (Salary): | 217,782 | 217,782 |
| INCOME | | |
| Student-Centred Funding (including Transfers & Adjustments): | 881,256 | 881,256 |
| Locally Raised Funds: | 20,484 | 20,483 |
| Total Funds: | 1,215,236 | 1,215,236 |
| EXPENDITURE | | |
| Salaries: | 798,852 | 798,852 |
| Goods and Services (Cash): | 223,860 | 182,733 |
| Total Expenditure: | 1,022,712 | 981,585 |
| VARIANCE: | 192,524 | 233,651 |

Glossary of Terms

| | |
|---------------|---|
| ACSF | Aboriginal Cultural Standards Framework |
| AIEO | Aboriginal and Islander Education Officer |
| ICSEA | Index of Community Socio-Educational Advantage |
| LCOTE | Leading Cultures of Teaching Excellence |
| NAPLAN | National Assessment Program – Literacy and Numeracy |
| PAT | Progressive Achievements Test |
| SAER | Students at Educational Risk |
| SEL | Social and Emotional Learning |
| SEW | Social Emotional Wellbeing |