

Annual Report 2024



From the Principal

It is with great pride that I present Koorana Primary School's 2024 Annual Report. This report provides an important reflection on our progress throughout the year, highlighting the achievements of our students, the dedication of our staff, and our continued alignment with the goals set out in the 2024-2026 Business Plan.

In 2024, our students continued to grow academically, socially, and emotionally. Their successes are a testament to the commitment of our teaching and support staff, who consistently deliver high-quality instruction tailored to meet diverse student needs. I sincerely thank our staff for their ongoing pursuit of excellence—our students remain at the heart of everything we do.

A key instructional strategy that has remained central to our practice is the use of explicit instruction across all learning areas. This approach involves clearly breaking down complex content into manageable steps and ensuring students receive clear, direct teaching. The positive impact of this approach has been evident in the strong academic progress demonstrated by our students. We continue to expand our Koorana SMART book, ensuring our teaching has consistency and low variability.

A highlight of Term 4 was our successful Public School Review, in which Koorana Primary School was acknowledged for its strong culture of collaboration, quality teaching, and commitment to student wellbeing. The review team commended the trusting relationships across the school and the clear alignment between planning, implementation, and student outcomes. As a result of this positive review, our next review has been scheduled for a three-year return—a reflection of the confidence placed in our school's ongoing performance and improvement journey.

Developed in partnership with our Executive Team, this report offers a comprehensive summary of the year's successes—from academic progress to our deep focus on student well-being and inclusive practices. I would also like to acknowledge the ongoing support of our School Board, whose guidance has helped shape the school's strategic direction. A heartfelt thank you is extended to our P&C for their continued efforts in bringing the school community together and providing vital resources through their fundraising efforts.

It is through strong partnerships, a shared commitment to student success, and a positive school culture that Koorana Primary School continues to thrive.



Janine Muir
Principal



School Profile

Koorana Primary School, situated in Warnbro, is a proud Independent Public School dedicated to unlocking the learning potential of every student to ensure a successful future. Our passionate and committed staff deliver high-quality teaching and a rich, engaging curriculum designed to meet the needs of students from Kindergarten to Year 6. We work in close partnership with families to create a strong, supportive, and inclusive school community.

Guided by our renewed moral purpose, we uphold high expectations and foster a learning environment that is safe, respectful, and nurturing. Our team works collaboratively to promote a school culture that values academic excellence alongside social, emotional, and physical development. Through our Positive Behaviour Support (PBS) framework – SMART (Safe, Motivated to Achieve, Achieve Respectfully, Trustworthy) – we instil a strong sense of belonging, resilience, and positive relationship skills in all students.

We place high importance on the well-being of students, staff, and families, recognising its critical connection to both academic and personal success. Our dedicated student services team, which includes a school psychologist and chaplain, supports this through a range of evidence-based programs such as *Zones of Regulation*, ensuring a holistic approach to student care.

Koorana offers a broad range of specialist subjects, including Physical Education, Visual Arts, Music, Science, and Indonesian. Our teaching and learning programs are supported by high-quality facilities, including a purpose-built science lab, a nature-inspired early childhood play space, upgraded sports amenities, a new school oval, and modern multimedia technology across all classrooms.

With a vision grounded in innovation and excellence, we are committed to developing students who not only strive for academic achievement but also become confident, compassionate leaders within their communities. We celebrate the uniqueness of every child and work to ensure each one feels seen, valued, and supported.

We are proud of the strong partnerships we have built with parents and the wider community. Our active School Board plays a vital role in shaping the strategic direction of the school, while our committed Parents and Citizens (P&C) Association fosters community spirit through regular events and initiatives that bring families together.



Attendance

	Attendance Category				
	Attendance Rate	Regular	At Risk		
			Indicated	Moderated	Severe
2024	87.6%	60.1%	26.0%	16.0%	7.0%
2023	86.6%	59.5%	23.7%	10.9%	5.9%
WA Public Schools 2024	89.4%				

Target

Increase the percentage of students in the regular attendance category of 90%+.

Partially achieved.

In 2024, Koorana Primary School has continued to make strong gains in student attendance, building on the positive momentum established in 2023. We are proud to report an increase in overall attendance, with figures rising to 87.6%, bringing us even closer to the Department of Education's target of 91% for public schools. Regular attendance also improved, increasing from 59.52% in 2023 to 60.1% in 2024—an encouraging trend that reflects our collective efforts across the school community.

Our attendance data shows a continued downward trend in the number of students at severe, moderate, and indicated risk levels. This success is largely attributed to our proactive case management approach, which includes regular data monitoring, personalised family engagement, and targeted support strategies to remove attendance barriers. A standout initiative contributing to this success has been the ongoing growth of our *Attendance Club*. This program continues to motivate students through recognition, reward, and connection, encouraging consistent school attendance and helping to embed a culture where “Every Day Counts.”

In 2024, we remain committed to working alongside families to emphasise the importance of daily attendance in shaping strong academic outcomes and fostering a sense of belonging and routine for every student.

Students

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	45	37	60	35	44	45	44	330
Part Time	39								

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

	Kin	PPR	Pri	Sec	Total
Male	23	23	140		186
Female	16	22	125		163
Total	39	45	265		349

Staff

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	3	2.8	0
Other Teaching Staff	34	27.0	0
Total Teaching Staff	37	29.8	0
Allied Professionals			
Clerical / Administrative	3	2.9	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	13	10.7	0
Total Allied Professionals	17	14.4	0
Total	57	47.2	0

High School Destination

Destination High School 2025	Total
Aranmore Catholic College	1
Baldivis Secondary College	2
Comet Bay College	1
Holly Cross College	1
Kolbe Catholic College	2
Mother Terese Catholic	1
Rockingham Montessori School	3
Rockingham SHS	3
Safety Bay SHS	3
South Baptist College	3
Warnbro Community HS	21

Priority Area - 'High Academic Achievement'

During 2024 the following strategies were in place to support the achievement of our targets in the priority areas of English and Mathematics:

- Teachers use the Koorana Instructional Model to deliver lessons with a particular focus on Literacy and Numeracy.
- Consistent, school wide approaches, based on evidence, to teach Literacy and Numeracy.
 - Letters & Sounds explicitly delivered K – 2
 - Heggerty Phonemic Awareness K-2
 - Spelling Mastery explicitly delivered 1 – 6
 - Talk for Writing K – 6
 - Prime Math explicitly delivered 1 – 6
- Agreed engagement strategies are evident in every lesson.
- Strengthen assessment practices to track student progress and inform targets and planning.
- Phase of Learning teams plan, teach, assess, moderate and review to ensure consistency in curriculum content and instruction.
- Further develop fine-grained curriculum scope and sequence documents for English and Mathematics.
- Professional learning available for all staff in key whole school approaches, including workshops, coaching, observations and feedback.
- Performance Development Practices for all staff in line with AITSL standards and DET priorities.
- Digital Technologies are purposefully embedded throughout teaching and learning to enhance learning experiences and outcomes for students.
- Literacy intervention focus utilising Mini-Lit and Macq-Lit from Year .1 – 6

NAPLAN

Target:

Improve levels of achievement in all areas of NAPLAN to above target and closer to the state average. Improve progress in all areas of NAPLAN in the stable cohort to above like schools and closer to the state average.

Achieved - See Table 2

Year 3 NAPLAN results achieved in all areas / Year 5 NAPLAN results achieved in all areas

PAT Mathematics

Target:

Increase the percentage of students in each year level at or above the expected level of achievement in Progressive Tests for Mathematics (PAT).

Partially Met - See Table 1

The school continues to focus on High Quality Teaching in the area of Mathematics. Prime Math is delivered with fidelity in Year 1 – 6. Teachers continue to be provided coaching and professional learning to ensure this whole school initiative is driving school improvement

PAT Reading

Target:

Increase the percentage of students in each year level at or above the expected level of achievement in Progressive Tests for Reading (PAT).

Partially Met - See Table 1

PAT testing was introduced in 2020 for Years Pre-Primary to Six. Teachers are able to use the data to identify starting points for learning, target teaching and monitor growth. Teachers utilise the information to gain a deeper understanding of where their students are at in their learning and target their teaching accordingly. The table provide a snapshot across Years One, Three and Five and compare our students' performance to a norm referenced group. It should be noted that this represents all schools undertaking PAT, not simply 'like' schools. Reading data indicates more students achieving the desired targets than in 2022. This aligns to our Acadience Assessment in reading.

Table 1

Comparative Performance Summary

	Year 3		Year 5	
	2023	2024	2023	2024
Numeracy	0.3	1.0	0.2	0.1
Reading	0.8	1.3	0.3	0.4
Writing	0.1	0.3	0.4	1.3
Spelling	0.6	1.3	0.7	0.5
Grammar & Punctuation	1.2	1.5	1.0	1.0

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	481 and above	10%	7%	7%	11%
Strong	368 - 480	53%	37%	57%	38%
Developing	282 - 367	23%	31%	33%	25%
NAS	281 and below	15%	25%	3%	26%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	555 and above	13%	7%	9%	8%
Strong	448 - 554	44%	49%	51%	41%
Developing	377 - 447	21%	23%	16%	27%
NAS	376 and below	23%	21%	23%	24%

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	489 and above	10%	9%	13%	10%
Strong	380 - 488	51%	34%	37%	39%
Developing	294 - 379	15%	33%	43%	31%
NAS	293 and below	23%	24%	7%	20%

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	553 and above	15%	11%	10%	14%
Strong	451 - 552	47%	47%	45%	40%
Developing	378 - 450	21%	24%	33%	28%
NAS	377 and below	17%	18%	12%	18%

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	523 and above	5%	2%	7%	5%
Strong	404 - 522	51%	29%	43%	32%
Developing	312 - 403	23%	38%	40%	33%
NAS	311 and below	21%	31%	10%	30%

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	582 and above	13%	5%	2%	7%
Strong	470 - 581	43%	40%	62%	39%
Developing	397 - 469	23%	31%	21%	31%
NAS	396 and below	21%	24%	14%	24%

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	503 and above	0%	3%	3%	6%
Strong	370 - 502	64%	52%	70%	60%
Developing	296 - 369	15%	22%	13%	21%
NAS	295 and below	21%	22%	13%	13%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	0%	4%	7%	5%
Strong	455 - 569	58%	45%	58%	46%
Developing	385 - 454	25%	27%	23%	28%
NAS	384 and below	17%	23%	12%	21%

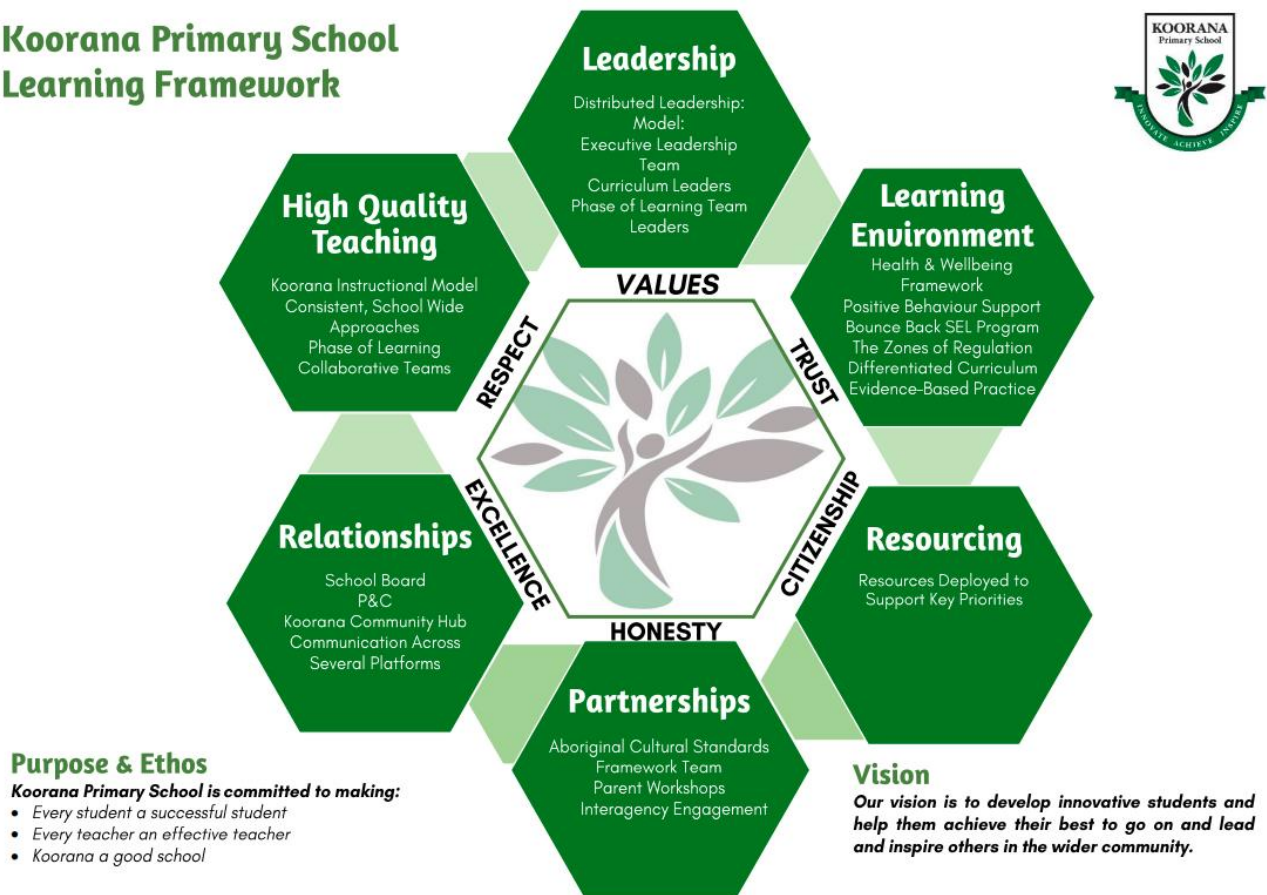
Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	493 and above	8%	3%	0%	4%
Strong	378 - 492	45%	40%	53%	43%
Developing	311 - 377	24%	34%	37%	32%
NAS	310 and below	24%	22%	10%	21%

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	577 and above	0%	5%	2%	4%
Strong	451 - 576	53%	44%	47%	39%
Developing	386 - 450	26%	31%	30%	36%
NAS	385 and below	21%	21%	21%	21%

Objective	Data Set/Measure	Target 2024
Improve levels of achievement in NAPLAN (all areas) to above like schools and closer to the state average.	Proficiency levels (Schools online)	See Table 1
Improve progress in NAPLAN (all areas) in the stable cohort to above like schools and closer to the state average.	Dashboard – Progress and Achievement Graphs	See Table 2
Increase the percentage of students in each year level to be at or above the expected level of achievement in Progressive Achievement Tests for Mathematics (PAT).	PAT – M Percentage of students at or above Australian Norm	Yr One 21.3% Yr Two 27% Yr Three 28.6% Yr Four 24.5% Yr Five 42.6% Yr Six 32.4%
Increase the percentage of students in each year level to be at or above the expected level of achievement in Progressive Achievement Tests for Reading (PAT).	PAT – R Percentage of students at or above Australia Norm	Yr One 20% Yr Two 16.7% Yr Three 45.2% Yr Four 36.7% Yr Five 27.7% Yr Six 16.2%

Koorana Primary School Learning Framework



Positive Behaviour Support

Positive Behaviour in Schools (PBS) – 2024 Highlights

In 2024, the Positive Behaviour in Schools (PBS) framework continued to be a key focus across the Koorana school community, guiding our efforts to create a safe, supportive, and inclusive learning environment.

Leadership and Student Voice

Our Year 6 PBS Leaders played an active role in promoting our school's SMART behaviour expectations. They led fortnightly whole-school meetings, using these sessions to communicate key messages and celebrate positive behaviours. The personalised recognition of peers through badge presentations and celebratory high-fives for younger students helped foster a strong sense of belonging and pride.

Family Engagement

We continued to strengthen the partnership between home and school by sharing student success stories with families. Students sent to the Administration block to showcase positive work or behaviour were celebrated with a phone call home, allowing parents and caregivers to be part of the recognition process.

Recognition and Incentive Systems

Celebrating positive behaviour was embedded through both individual and team-based reward systems. Students earned PBS points by demonstrating SMART behaviours, which contributed to both personal milestones and collective faction achievements. Faction rewards included additional playtime and free dress days. Each term, a small group of students who consistently exemplified SMART behaviour were rewarded with the special privilege of 'Pizza with the Principal.'

Behaviour Support Planning

We adopted the Prevent, Teach, Reinforce model to guide behaviour support planning for students needing additional assistance. This proactive and structured approach focused on preventative strategies, direct teaching of expected behaviours, and reinforcing positive actions—ensuring that all students received the support they needed to succeed.

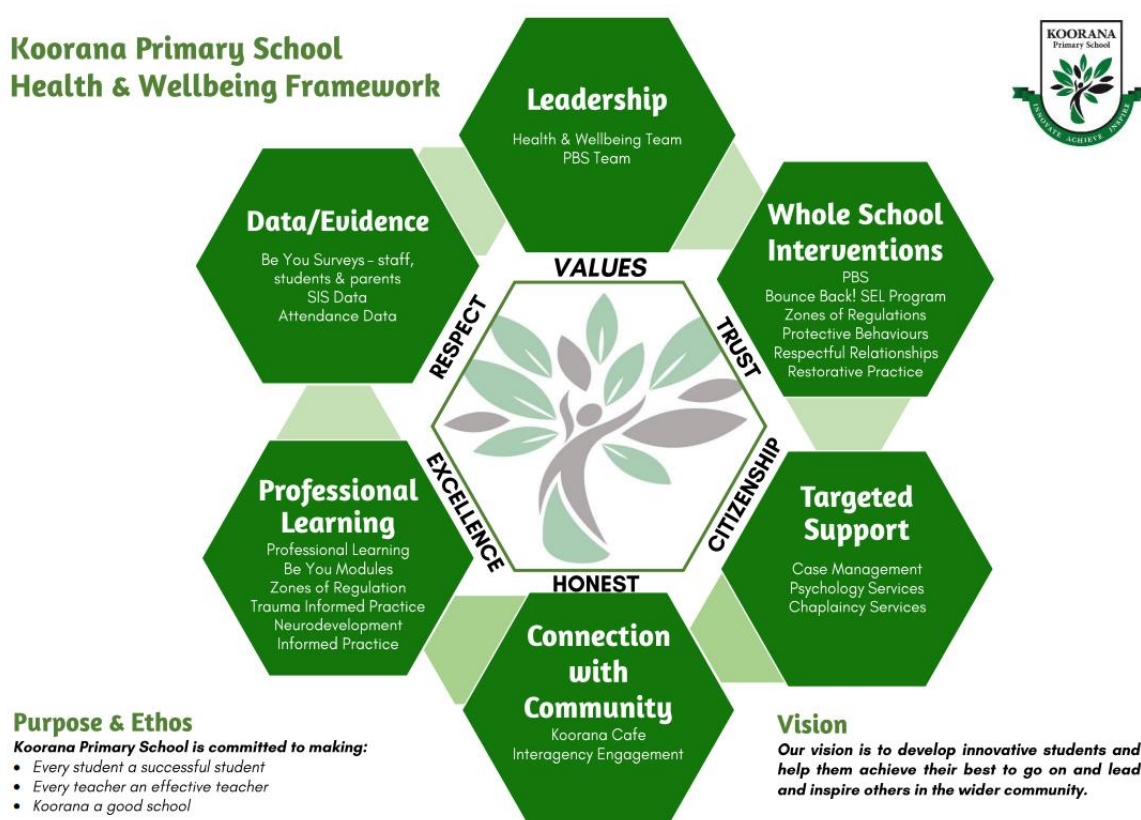
Health and Wellbeing

Koorana Primary School has embedded the Zones of Regulation framework across all year levels, establishing a consistent emotional vocabulary shared by both staff and students. Through regular practice, students have developed the skills to effectively manage their emotions and behaviours, supporting their ability to respond to everyday challenges with self-awareness and control.

The Bounce Back! resilience program has been implemented school-wide, equipping students with a range of strategies to support mental health, build self-confidence, and develop positive social skills. As a result, students are increasingly able to manage setbacks and navigate social and emotional situations with resilience and empathy.

Our focus on wellbeing extended through a range of targeted initiatives, including Breakfast Club and lunchtime groups that offered music, sport, and technology-based activities to support student engagement and belonging. Individualised Special Educational Needs (SEN) Plans and Behaviour Support Plans were developed and closely case-managed to ensure that students requiring additional support had their needs met in a consistent and coordinated way.

Koorana Primary School Health & Wellbeing Framework



Target:

Increase student engagement in learning using the Attitude Behaviour Effort (ABE) data from student reports.

Attitude, Behaviour & Effort

ABE 2023

Primary Attribute Summary

All Years Sorted by Reporting Period(s): Semester 1 2023 to Semester 2 2023					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of their ability	209	83	23	2	3
Shows self respect and care	259	50	7	1	3
Shows courtesy and respect for the rights of others	241	65	12	0	2
Participates responsibly in social and civic activities	241	57	19	0	3
Cooperates productively and builds positive relationships with others	240	63	15	0	2
Is enthusiastic about learning	222	72	22	1	3
Sets goals and works towards them with perseverance	218	74	23	1	4
Shows confidence in making positive choices and decisions	229	68	18	0	5
Totals	1859	532	139	5	25
Percentages	72.6	20.8	5.4	0.2	1.0

Student engagement indicates a relatively stable picture in 2023 with consistent achievement of over 90% engagement.

English and Mathematics

Throughout 2024, Koorana Primary School remained firmly committed to enhancing literacy and numeracy outcomes across all year levels. A key development in Early Childhood was the continued implementation of the Phonemic Awareness Heggerty Program in Kindergarten to Year 2. This program, delivered four times per week, complemented our focus on foundational literacy skills and was paired with the Letters and Sounds synthetic phonics approach to ensure early learners developed strong reading and spelling foundations.

To support students requiring additional assistance, a structured Tier 2 reading intervention using MacqLit was delivered across six targeted groups. These students participated in daily one-hour sessions, receiving focused, evidence-based instruction tailored to their needs. In parallel, Talk for Writing continued to be embedded as a whole-school strategy, promoting a shared language for writing and comprehension and offering students access to high-quality model texts across a range of genres. Differentiated groupings, opportunities for collaboration, and targeted Education Assistant-led intervention groups supported individual growth and development.

Across the school, Literacy and Numeracy Blocks were maintained as core components of the daily timetable. Literacy instruction—delivered four times per week—included the explicit teaching of phonics, spelling, reading, and writing, using a gradual release model (I do, We do, You do). In Mathematics, lessons began with fast-paced warm-ups aimed at activating prior knowledge and transferring it to long-term memory. Teachers explicitly introduced new concepts, followed by consolidation and review to reinforce understanding.

English and Mathematics Continued

In Years 3–6, the Spelling Mastery program remained a central focus. Its structured, small-step approach supported students in developing automaticity and confidence in both spelling and reading. Regular reviews embedded within the program allowed for sustained skill retention.

Prime Mathematics was delivered to all students in Years 1 to 6, with four sessions per week in year-level groupings. Teachers collected and analysed student achievement data using PAT Maths, Westwood, and Prime More Practice assessments. This data informed planning and target setting, while supporting differentiated instruction and intervention. Observations of peer teaching practices further enhanced consistency and professional dialogue around effective instruction.

A significant step forward in 2024 was the refinement of our whole-school scope and sequence documents in both literacy and numeracy. These frameworks ensured comprehensive curriculum coverage and alignment with reporting requirements, while allowing flexibility to meet student needs.

To strengthen numeracy outcomes, a collaborative mental math strategy sequence was developed and implemented school-wide. This allowed for consistent instruction, ongoing data collection, and monitoring of student progress across the year. Daily reviews in mathematics were embedded into classroom practice and included a focus on key skills such as basic facts, vocabulary, problem-solving, and revision of core concepts. Looking ahead, staff will work collectively to establish a consistent structure for these sessions to ensure content is responsive to student data rather than limited by commercial programs.

Progress monitoring remained a cornerstone of our data-informed practices. The continued use of Acadience reading assessments each semester enabled teachers to track student growth, adjust instruction, and provide targeted support to those in need.

Science

Students in years 1–6 participate in a weekly 60-minute program in the science room, whilst Pre-primary lessons are conducted by the classroom teacher. Primary Connections has been used as a basis for all programs with a mix of inquiry based learning and explicit direct instruction. Students have frequent opportunities for hands on scientific learning through observations, investigations, and experiments.

This year the Year 5 and 6 students organised and ran a whole school tabloid activity to celebrate National Science Week. Year 3 and 4 students participated in a UWA research project, trialing new curriculum materials focusing on Chemical Science and the Year 1 and 2 students learnt how to care for our breeding spiny leaf insects in biology.

The Arts: Music and Visual Arts

The Visual Arts program involved students from Pre-Primary to Year 6, including Koorana Education Support School in some whole school events. The Year 5 Art monitors continued their fabulous work by assisting the art program.

The 2024 art events included:

Term 1 Discussions around the purple poppy and what it represents. Having an incursion with a military light horse and creating large purple poppies for ANZAC service.

Term 2 Starting the creation of the whole school art mural for the library.

Term 3 Continuing work with the library mural, Art Exhibition in the library and George and Ernestine Forster Art Competition hosted by the Rockingham Museum 2024.

Term 4 Staff Appreciation Day involving all students from pre-primary to 6 in creating art to thank staff for their wonderful work they do in the school. At the end of term all pieces of the mural were complete ready to be assembled in 2025.

In class the students have focused on the artist Wassily Kandinsky. The students have enjoyed creating imaginative artwork by combining different mediums including clay, pastels, crayons, textiles, watercolour and acrylic paint. They also had the pleasure of working with an Artist in Residency from Edith Cowan University to create a mural for staff appreciation week.

HaSS

The Humanities and Social Sciences curriculum was taught from Foundation to Year Six, encompassing history, geography, civics and citizenship (3-6) and economics (5-6). Many aspects of the curriculum were delivered through an integrated approach with other subjects including Literacy and Health. Younger students focused on their own sense of belonging, connections to familiar events and other people's lives whilst older students focused on the interactions between people, places and environments and developed a broader cultural, historical and geographical perspective.

Languages: Indonesian

The Year 3-6 Indonesian classes focused on learning vocabulary using topics. Each topic chosen was designed to give every student the language necessary to complete the KETAWA units aligned with their year level. Vocabulary sessions accompanied activities each week to assist in retaining Indonesian words. The Years 5 and 6 classes started an online learning program named Language Learning Space. This website allowed the students to independently work through challenges to improve their Indonesian and build on their cultural knowledge. We continued to use the app Languages Online to introduce new topics, revise learnt topics and assess understandings of topics taught for assessment purpose. Teacher professional development took place online each month on Connect. These KETAWA based sessions aimed at answering teacher questions, developing more streamlined assessment tasks and teaching games to be used in the classroom. Basic vocabulary sessions were also very popular.

Technology: Digital and Design

We continued the focus on ICT skills using the Department of Education's guide across the whole school. This supported students to access online assessments such as NAPLAN and PAT R & PAT M.

Physical Education

Sportsmanship, teamwork and always working to the best of their ability was again a focus for our KPS students in 2024. The students enjoyed playing many new games that helped with their skill development and they were able to apply these skills whether it be whilst playing in the playground or in the various carnivals we participated in.

The Interschool Summer Carnival was held in Term 1 which saw many of our senior students participate in either basketball, league tag or soccer. Our girls' soccer team got the win in their division and combined with the boys' team to win the overall soccer carnival and bring the shield back to Koorana.

Term 2 was all about training for our Faction Cross Country and participating in the Interschool Winter Carnival. Our senior students proudly represented Koorana in AFL, netball and tee-ball with each team placing second across all sports. We did win the AFL Long Bomb Competition with both our boy and girl representatives beating students from all the RASSA schools.

The start of Term 3 saw selected year 3-6 students work hard for us and give it their all at the Interschool Cross Country Carnival. It was a fabulous day with all the students supporting and encouraging each other as they pushed hard to do their very best. Our KPS students were so excited when 3 of our students placed in their races and we came back to school with a bronze and 2 silver medals.

Preparing for our Faction Athletics Carnival was our main focus during third term and once again our students helped to develop new activities for our tabloid style carnival. The carnival was a fun filled day that was well supported by our families and community. The competition between factions was fierce and the time had finally come for Balcara to relinquish the stranglehold they've had on the shield for many years with Ngolika coming out victorious at the end of the day.

Whilst we always enjoy winning, this was not the case at the Interschool Athletics A Division Carnival. As we've come to expect, our KPS students displayed impeccable teamwork and sportsmanship however we finished in fourth place and will move back to B Division in 2025.

2024 was a fun filled year which saw our students build on their individual skills and work as part of a successful team.

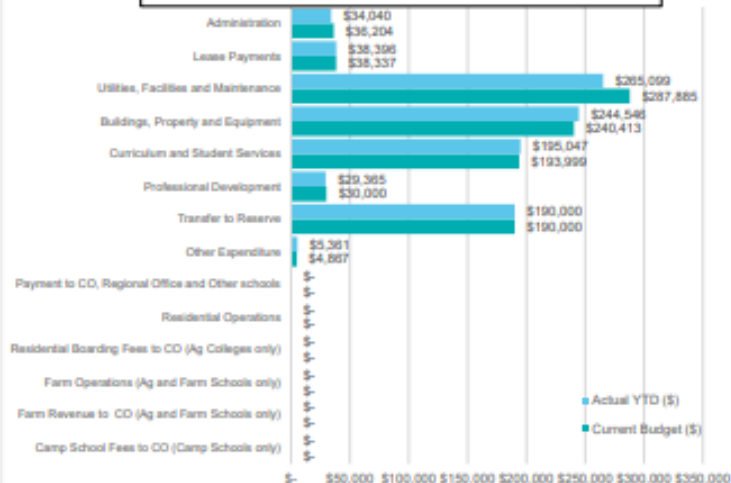
Financial Summary Report

Koorana Primary School

Financial Summary 31 December 2024

Dec 2024 (Verified Dec Cash)

Goods and Services Expenditure - Budget vs Actual

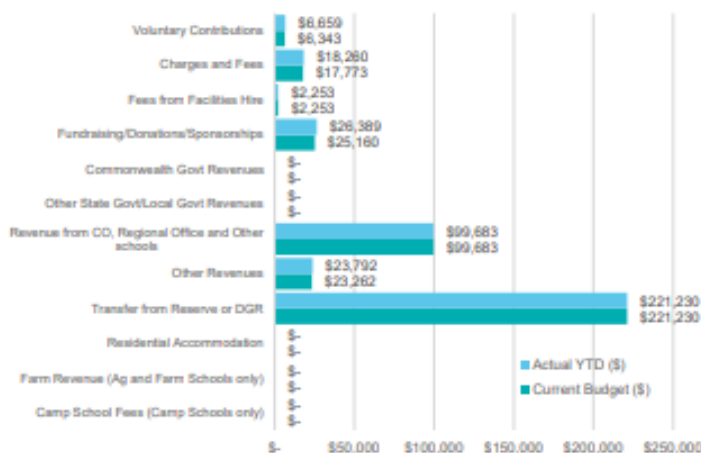


ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	132,394	132,394
Carry Forward (Salary):	243,616	243,616
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,492,974	4,492,974
Locally Raised Funds:	395,704	395,267
Total Funds:	5,264,688	5,267,250
EXPENDITURE		
Salaries:	3,966,265	3,966,265
Goods and Services (Cash):	1,021,705	1,001,854
Total Expenditure:	4,987,970	4,968,119
VARIANCE:	276,718	299,131

Locally Generated Revenue - Budget vs Actual

Dec 2024 (Verified Dec Cash)

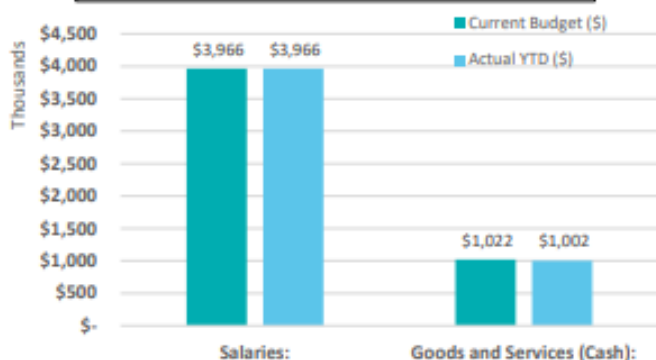


INCOME - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	132,394	132,394
Carry Forward (Salary)	243,616	243,616
STUDENT-CENTRED FUNDING		
Per Student	2,919,790	2,919,790
School and Student Characteristics	1,082,925	1,082,925
Disability Adjustments	103,169	103,169
Targeted Initiatives	272,779	272,779
Operational Response Allocation	110,330	110,330
Total Funds:	4,492,993	4,492,993
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers - Salary	(374,150)	(374,150)
School Transfers - Cash	383,508	383,508
Department Adjustments	(5,378)	(5,378)
Total Funds:	3,960	3,960
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	6,343	6,859
Charges and Fees	17,773	18,260
Fees from Facilities Hire	2,253	2,253
Fundraising/Donations/Sponsorships	25,160	26,389
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	99,683	99,683
Other Revenues	23,262	23,792
Transfer from Reserve or DGR	221,230	221,230
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	395,704	395,267
TOTAL	5,264,687	5,267,249

Dec 2024 (Verified Dec Cash)

Goods & Services v's Salary expenditure



	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,521,692	3,521,692
New Appointments	0	0
Casual Payments	444,406	444,406
Other Salary Expenditure	166	166
Total Funds:	3,966,264	3,966,264
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	36,204	34,040
Lease Payments	38,337	38,396
Utilities, Facilities and Maintenance	287,885	265,099
Buildings, Property and Equipment	240,413	244,546
Curriculum and Student Services	193,999	195,047
Professional Development	30,000	29,365
Transfer to Reserve	190,000	190,000
Other Expenditure	4,867	5,361
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:	1,021,705	1,001,854
TOTAL	4,987,969	4,968,118

Endorsement

The School Board at Koorana Primary School endorses the 2024 Annual School Report and verifies the involvement of staff and parents in the development of document.



Janine Muir
Principal



Alicia Griffiths
School Board Chair



