

Annual Report 2025



From the Principal

It is with great confidence and appreciation that I present Koorana Primary School's 2025 Annual Report. This report provides a comprehensive account of our collective efforts throughout the year and reflects the steady progress we continue to make in delivering on the commitments outlined in our 2024-2026 Business Plan. It highlights the impact of our strategic focus, the strength of our culture, and our unwavering commitment to student success.

Throughout 2025, our students continued to demonstrate growth not only in their academic achievement, but also in their resilience, confidence, and sense of belonging. At Koorana, we understand that many of our students face significant challenges beyond the school gates. As such, our work remains grounded in high expectations, strong relationships, and a belief that every child can succeed with the right support. Our dedicated staff consistently deliver high-quality, evidence-informed instruction while fostering safe and inclusive classrooms where students are known, valued, and supported.

Explicit Instruction continues to underpin our whole-school approach to teaching and learning. In 2025, we further strengthened consistency across classrooms through refinement of our Koorana SMART Book and ongoing professional learning. This has ensured low variability of practice and a shared understanding of what effective instruction looks like at Koorana. Our disciplined dialogue processes and data analysis continue to guide decision-making, enabling staff to respond strategically to student performance trends and curriculum needs.

Student wellbeing and engagement remained central to our improvement journey. Our Community Hub, partnerships with Youthcare and local providers, and our continued connection with local Elders strengthened the cultural and social fabric of our school. Initiatives that amplify student voice and leadership have reinforced a strong sense of belonging and pride within our school community.

This report has been developed in collaboration with our Executive Team and provides a comprehensive overview of student achievement, operational effectiveness, and strategic progress. I extend my sincere thanks to our staff for their unwavering dedication, to our School Board for their strategic guidance, and to our P&C for their continued partnership and support. Together, we ensure that Koorana Primary School remains a place of opportunity, high expectations, and care.

Koorana Primary School continues to move forward with clarity, confidence, and a deep commitment to excellence for every student, every day.



Janine Muir
Principal



School Profile

Koorana Primary School, located in Warnbro, is an Independent Public School committed to maximising the learning and life opportunities of every child. We cater for students from Kindergarten to Year 6 and provide a structured, engaging, and inclusive learning environment where high expectations are paired with strong relational practice. Our staff are united in their commitment to delivering explicit, evidence-informed teaching that responds to the diverse needs of our community.

Our work is grounded in a clear moral purpose: every student can achieve success when supported by consistent teaching, strong relationships, and a culture of collective responsibility. We maintain a safe, orderly, and respectful learning environment where students are challenged to strive for personal excellence. Our Positive Behaviour Support framework – SMART (Safe, Motivated to Achieve, Achieve Respectfully, Trustworthy) – underpins our approach to behaviour and wellbeing, promoting accountability, resilience, and a strong sense of belonging.

Student wellbeing remains central to our school's success. We recognise the significant impact that social and emotional development has on academic progress and engagement. Our Student Services team, including our school psychologist and chaplain, works proactively alongside staff to support students and families through targeted programs and early intervention strategies, including the Zones of Regulation. This coordinated approach ensures students feel known, supported, and ready to learn.

Koorana Primary School offers a comprehensive curriculum supported by specialist programs in Physical Education, Visual Arts, Music, Science, and Indonesian. Our facilities enhance learning opportunities and include a purpose-built science laboratory, a nature play early childhood environment, modernised classrooms equipped with interactive technology, upgraded sporting facilities, and a well-resourced library that fosters a love of reading.

We are equally proud of the strong partnerships that enrich our school community. Our School Board provides strategic oversight and governance, while our active P&C strengthens community connection through events and fundraising initiatives. Through collaboration with families and local organisations, we continue to build a school that reflects the values, culture, and aspirations of the community we serve.

At Koorana Primary School, we are committed to continuous improvement, strong governance, and delivering meaningful outcomes for every student – academically, socially, and emotionally.



Attendance

| | Attendance Category | | | | |
|------------------------|---------------------|---------|-----------|-----------|--------|
| | Attendance Rate | Regular | At Risk | | |
| | | | Indicated | Moderated | Severe |
| 2025 | 86.1% | 66.0% | 26.7% | 16.8% | 12.5% |
| 2024 | 87.6% | 60.1% | 26.0% | 16.0% | 7.0% |
| WA Public Schools 2024 | 89.1% | | | | |

Target

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

Not met.

In 2025, Koorana Primary School has maintained a strong focus on improving student attendance, recognising the direct link between regular attendance, academic achievement and student wellbeing. Our overall attendance rate for 2025 is 86.1%, reflecting a decline from 87.6% in 2024 and remaining below the WA Public Schools average of 89.1% (2025).

Encouragingly, the percentage of students in the Regular Attendance (90%+) category increased significantly to 66.0%, up from 60.1% in 2024. This represents growth of nearly six percentage points and indicates that our whole-school strategies are positively influencing a larger proportion of students to attend consistently.

However, despite the increase in students attending regularly, there has been a notable rise in students identified within the At Risk categories, particularly in the Severe category, which has increased from 7.0% in 2024 to 12.5% in 2025. The Moderated (16.8%) and Indicated (26.7%) categories have also risen. This has contributed to the overall decline in the school's attendance rate and highlights the ongoing complexity of barriers faced by some of our families.

Our proactive case management approach remains central to our strategy. Through regular data monitoring, early identification, personalised engagement with families, and collaboration with support services, we continue to work intensively to address attendance concerns. The continued implementation of Attendance Club and our consistent messaging that "Every Day Counts" support the development of positive attendance habits and strengthen students' sense of belonging.

Students

| | |
|----------------|-------|
| Student Number | (FTE) |
|----------------|-------|

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (20) | 43 | 45 | 48 | 68 | 40 | 45 | 49 | 358 |
| 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 | 19 | 27 | 154 | | 200 |
| Female | 20 | 16 | 141 | | 177 |
| Total | 39 | 43 | 295 | | 377 |

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 | 2 | 1.8 | 0 |
| Other Teaching Staff | 40 | 31.3 | 0 |
| Total Teaching Staff | 42 | 33.1 | 0 |
| Allied Professionals | | | |
| Clerical / Administrative | 4 | 3.3 | 0 |
| Gardening / Maintenance | 1 | 1.0 | 0 |
| Other Allied Professionals | 15 | 10.9 | 0 |
| Total Allied Professionals | 20 | 15.2 | 0 |
| Total | 65 | 51.3 | 0 |

High School Destination

| Destination High School 2026 | Total |
|------------------------------|-------|
| Baldivis Secondary College | 2 |
| Comet Bay College | 2 |
| Kolbe Catholic College | 1 |
| Living Waters Lutheran | 6 |
| Ridge View Secondary | 1 |
| Rockingham Montessori School | 1 |
| Rockingham Senior High | 3 |
| Safety Bay Senior High | 1 |
| South Coast Baptist College | 2 |
| Toodyay District High | 1 |
| Warnbro Community College | 27 |

Priority Area - 'High Academic Achievement'

During 2025, the following actions are being implemented to drive improvement in our priority areas of English and Mathematics:

- The Koorana Instructional Model continues to underpin all teaching and learning, ensuring explicit, structured delivery with a strong emphasis on Literacy and Numeracy.
- A consistent, evidence-informed approach to Literacy and Numeracy remains embedded across the school:
 - Letters & Sounds (K-2)
 - Heggerty Phonemic Awareness (K-2)
 - Spelling Mastery (Years 1-6)
 - Talk for Writing (K-6)
 - Prime Mathematics (Years 1-6)
- Continuation of the Complex Behaviour Co-ordinator role to strengthen whole-school behaviour systems, support staff with complex case management, and increase student engagement and readiness to learn.
- Introduction of a targeted Small Group Tuition initiative in Early Childhood, with a deliberate focus on phonics development to accelerate early reading acquisition.
- High-impact engagement strategies are consistently visible across classrooms to maximize student participation and time on task.
- Assessment practices continue to be refined to ensure timely identification of student needs and precise, data-informed planning.
- Phase of Learning teams work collaboratively to plan, deliver, moderate and review curriculum, strengthening consistency of instruction and expectations across year levels.

- Ongoing refinement of detailed scope and sequence documentation in English and Mathematics to ensure alignment and progression of skills.
- Professional learning remains a priority, with staff engaging in workshops, coaching cycles, peer observations and feedback aligned to whole-school focus areas.
- Performance Development processes are aligned with AITSL Standards and Department priorities, supporting continuous professional growth.
- Digital Technologies are strategically integrated into teaching and learning to enhance engagement, differentiation and student outcomes.
- Targeted literacy intervention continues through MiniLit and MacqLit programs across Years 1-6 to support students requiring additional instruction.

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.

Not Met - 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).

Not 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).

Not 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 students are at in learning and target teaching accordingly.

Table 1

Comparative Performance Summary

| | Year 3 | | | Year 5 | | |
|-----------------------|--------|------|------|--------|------|------|
| | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 |
| Numeracy | 0.3 | 1.0 | 0.2 | 0.2 | 0.1 | -0.1 |
| Reading | 0.8 | 1.3 | -0.2 | 0.3 | 0.4 | 0.0 |
| Writing | 0.1 | 0.3 | -0.6 | 0.4 | 1.3 | 0.9 |
| Spelling | 0.6 | 1.3 | -1.1 | 0.7 | 0.5 | 2.1 |
| Grammar & Punctuation | 1.2 | 1.5 | -0.5 | 1.0 | 1.0 | -0.5 |

■ 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

Table 2

Proficiency Levels Summary

| Proficiency Level | NAPLAN Score Range | Reading | | | |
|-------------------|--------------------|---------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 481 and above | 7% | 11% | 9% | 8% |
| Strong | 368 - 480 | 57% | 38% | 33% | 40% |
| Developing | 282 - 367 | 33% | 25% | 21% | 29% |
| NAS | 281 and below | 3% | 26% | 37% | 23% |

| Proficiency Level | NAPLAN Score Range | Reading | | | |
|-------------------|--------------------|---------|----------|--------|----------|
| | | Year 5 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 555 and above | 9% | 8% | 5% | 10% |
| Strong | 448 - 554 | 51% | 41% | 50% | 46% |
| Developing | 377 - 447 | 16% | 27% | 34% | 26% |
| NAS | 376 and below | 23% | 24% | 11% | 18% |

Proficiency Levels Summary

| Proficiency Level | NAPLAN Score Range | Spelling | | | |
|-------------------|--------------------|----------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 489 and above | 13% | 10% | 7% | 10% |
| Strong | 380 - 488 | 37% | 39% | 25% | 38% |
| Developing | 294 - 379 | 43% | 31% | 30% | 33% |
| NAS | 293 and below | 7% | 20% | 39% | 20% |

| Proficiency Level | NAPLAN Score Range | Spelling | | | |
|-------------------|--------------------|----------|----------|--------|----------|
| | | Year 5 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 553 and above | 10% | 14% | 13% | 14% |
| Strong | 451 - 552 | 45% | 40% | 63% | 42% |
| Developing | 378 - 450 | 33% | 28% | 18% | 30% |
| NAS | 377 and below | 12% | 18% | 5% | 15% |

Proficiency Levels Summary

| Proficiency Level | NAPLAN Score Range | Grammar & Punctuation | | | |
|-------------------|--------------------|-----------------------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 523 and above | 7% | 5% | 5% | 5% |
| Strong | 404 - 522 | 43% | 32% | 21% | 34% |
| Developing | 312 - 403 | 40% | 33% | 28% | 31% |
| NAS | 311 and below | 10% | 30% | 46% | 30% |

| Proficiency Level | NAPLAN Score Range | Grammar & Punctuation | | | |
|-------------------|--------------------|-----------------------|----------|--------|----------|
| | | Year 5 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 582 and above | 2% | 7% | 5% | 8% |
| Strong | 470 - 581 | 62% | 39% | 37% | 41% |
| Developing | 397 - 469 | 21% | 31% | 34% | 29% |
| NAS | 396 and below | 14% | 24% | 24% | 23% |

Proficiency Levels Summary

| Proficiency Level | NAPLAN Score Range | Writing | | | |
|-------------------|--------------------|---------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 503 and above | 3% | 6% | 2% | 3% |
| Strong | 370 - 502 | 70% | 60% | 49% | 63% |
| Developing | 296 - 369 | 13% | 21% | 26% | 21% |
| NAS | 295 and below | 13% | 13% | 23% | 13% |

| Proficiency Level | NAPLAN Score Range | Writing | | | |
|-------------------|--------------------|---------|----------|--------|----------|
| | | Year 5 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 570 and above | 7% | 5% | 5% | 5% |
| Strong | 455 - 569 | 58% | 46% | 54% | 46% |
| Developing | 385 - 454 | 23% | 28% | 28% | 29% |
| NAS | 384 and below | 12% | 21% | 13% | 19% |

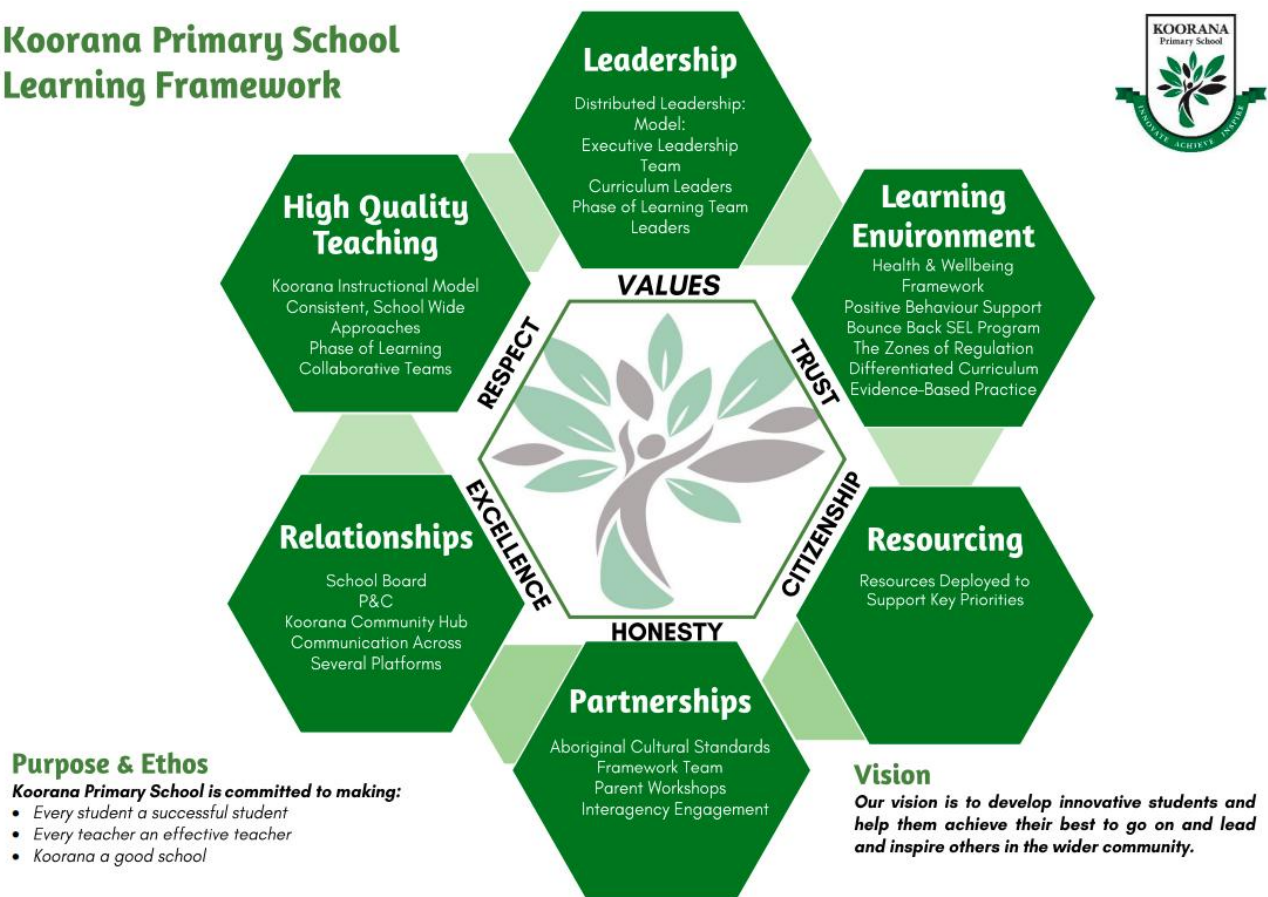
Proficiency Levels Summary

| Proficiency Level | NAPLAN Score Range | Numeracy | | | |
|-------------------|--------------------|----------|----------|--------|----------|
| | | Year 3 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 493 and above | 0% | 4% | 0% | 4% |
| Strong | 378 - 492 | 53% | 43% | 45% | 42% |
| Developing | 311 - 377 | 37% | 32% | 40% | 37% |
| NAS | 310 and below | 10% | 21% | 15% | 18% |

| Proficiency Level | NAPLAN Score Range | Numeracy | | | |
|-------------------|--------------------|----------|----------|--------|----------|
| | | Year 5 | | | |
| | | 2024 | | 2025 | |
| | | School | Like Sch | School | Like Sch |
| Exceeding | 577 and above | 2% | 4% | 5% | 5% |
| Strong | 451 - 576 | 47% | 39% | 37% | 43% |
| Developing | 386 - 450 | 30% | 36% | 39% | 35% |
| NAS | 385 and below | 21% | 21% | 18% | 18% |

| Objective | Data Set/Measure | 2025 |
|--|---|--|
| 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 24.4% Yr Two 22.2% Yr Three 24.6% Yr Four 28.9% Yr Five 15.4% Yr Six 23.2% |
| Increase the percentage of students in each year level to be at or above the expected level of achievement in Progressive Achievement Tests for Reading (PAT). | PAT – R Percentage of students at or above Australia Norm | Yr One 28.9% Yr Two 23.8% Yr Three 23.8% Yr Four 21.1% Yr Five 15.4% Yr Six 27.7% |

Koorana Primary School Learning Framework



Purpose & Ethos

Koorana Primary School is committed to making:

- Every student a successful student
- Every teacher an effective teacher
- Koorana a good school

Vision

Our vision is to develop innovative students and help them achieve their best to go on and lead and inspire others in the wider community.

Positive Behaviour Support

In 2025, the Positive Behaviour in Schools (PBS) framework will continue to underpin our commitment to fostering a safe, respectful and inclusive learning environment across Koorana Primary School. Our approach remains centred on explicitly teaching, modelling and recognising positive behaviours to strengthen student engagement and wellbeing.

Leadership and Student Voice

Year 6 PBS Leaders will continue to champion our SMART behaviour expectations across the school. Through regular whole-school forums and visible leadership, students will actively promote positive behaviour standards, celebrate peer success and strengthen a culture of collective responsibility. Student voice will remain central in reinforcing expectations and building school pride.

Family Engagement

Partnerships with families will be strengthened through ongoing communication that celebrates positive behaviour and learning success. When students demonstrate exemplary conduct or effort, this will be acknowledged both at school and through direct contact with families, ensuring recognition extends beyond the classroom and reinforces shared expectations between home and school.

Recognition and Incentive Systems

Our whole-school recognition systems will continue to incentivise and celebrate positive behaviour. The PBS points system will reward students for consistently demonstrating SMART behaviours, contributing to both individual milestones and faction-based achievements. Incentives such as faction rewards and special recognition opportunities, including 'Pizza with the Principal,' will reinforce a strong culture of encouragement, belonging and motivation.

Behaviour Support Planning

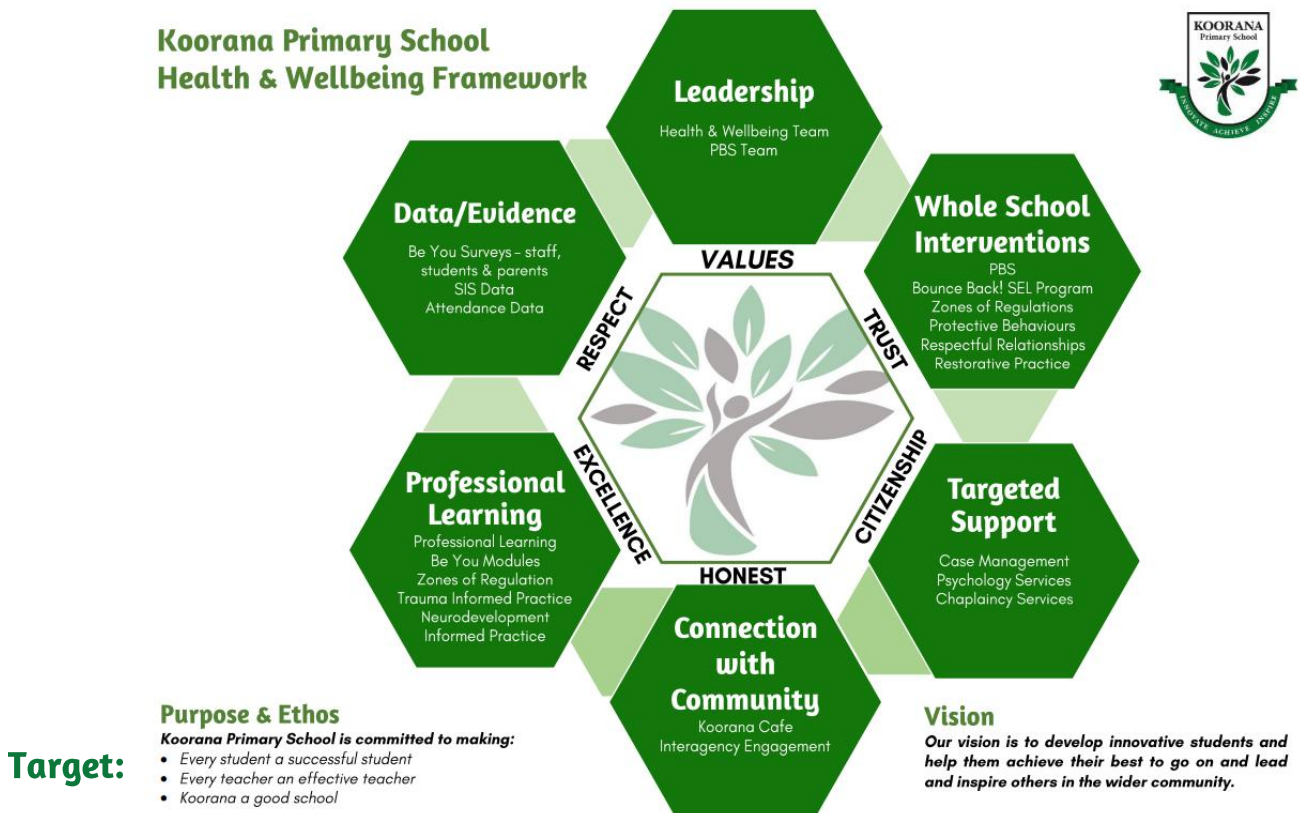
The Prevent, Teach, Reinforce model will remain central to supporting students requiring additional behavioural guidance. This structured and proactive framework will ensure that behaviour expectations are explicitly taught, preventative strategies are implemented early, and positive behaviours are consistently reinforced. The ongoing integration of the Complex Behaviour Co-ordinator role will further strengthen case management processes, staff support and targeted intervention planning for students with complex needs.

Health and Wellbeing

In 2025, Koorana Primary School will continue to strengthen its whole-school approach to student wellbeing through the consistent implementation of the Zones of Regulation framework across all year levels. A shared emotional language remains embedded throughout classrooms, enabling students to identify, understand and regulate their emotions with increasing independence. Staff will continue to explicitly teach and model self-regulation strategies, supporting students to respond to challenges with greater self-awareness and control.

The Bounce Back! resilience program will remain a key component of our social and emotional learning curriculum. Through explicit instruction in coping strategies, positive relationships and growth mindset thinking, students will further develop resilience, confidence and empathy. This continued focus aims to strengthen students' capacity to manage setbacks, resolve conflict and engage positively with peers.

Student wellbeing will also be supported through targeted engagement initiatives, including Breakfast Club and structured lunchtime activities incorporating music, sport and technology. These programs will continue to foster connection, belonging and positive peer interaction.



Attitude, Behaviour & Effort

Primary Attribute Summary

| Attribute | Consistently | Often | Sometimes | Seldom | Not Assessed |
|---|--------------|-------------|------------|------------|--------------|
| Works to the best of their ability | 261 | 95 | 31 | 5 | 4 |
| Shows self respect and care | 313 | 59 | 16 | 3 | 5 |
| Shows courtesy and respect for the rights of others | 266 | 108 | 17 | 3 | 2 |
| Participates responsibly in social and civic activities | 268 | 98 | 21 | 4 | 5 |
| Cooperates productively and builds positive relationships with others | 262 | 104 | 23 | 4 | 3 |
| Is enthusiastic about learning | 245 | 111 | 27 | 9 | 4 |
| Sets goals and works towards them with perseverance | 246 | 103 | 35 | 8 | 4 |
| Shows confidence in making positive choices and decisions | 256 | 105 | 24 | 8 | 3 |
| Totals | 2117 | 783 | 194 | 44 | 30 |
| Percentages | 66.8 | 24.7 | 6.1 | 1.4 | 0.9 |

Increase student engagement in learning using the Attitude Behaviour Effort (ABE) data from student reports. Student engagement indicates a relatively stable picture in 2025 with consistent achievement of over 90% engagement.

English and Mathematics

Throughout 2025, Koorana Primary School has remained firmly committed to enhancing literacy and numeracy outcomes across all year levels, underpinned by a strategic and collaborative approach to curriculum planning. A continued priority has been the implementation of knowledge based and literature based English units, with team leaders working collaboratively within a two-year planning cycle. This approach ensures students experience a broad and varied range of high-quality fiction and non-fiction texts, minimising repetition and strengthening the consistency and depth of reading instruction across the school. It also supports alignment of planning, strengthens professional collaboration, and ensures a cohesive whole-school approach to literacy development.

In Early Childhood, the Phonemic Awareness Heggerty Program has continued to be implemented from Kindergarten to Year 2, delivered five times per week. This program complements the school's focus on foundational literacy skills and is paired with the Letters and Sounds synthetic phonics approach to ensure students develop strong reading and spelling foundations in the early years.

To support students requiring additional assistance, Tier 2 reading intervention through MacqLit has continued across targeted groups. These students participate in daily one-hour sessions, receiving explicit, evidence-based instruction tailored to their individual needs. In parallel, Talk for Writing remains embedded as a whole-school strategy, promoting a shared language for writing and comprehension, while providing students with access to high-quality model texts across a range of genres. Differentiated groupings, collaborative learning opportunities, and targeted Education Assistant-led intervention groups continue to support individual student growth.

Across the school, Literacy and Numeracy Blocks remain key components of the daily timetable. Literacy instruction—delivered four times per week—continues to focus on the explicit teaching of phonics, spelling, reading, and writing through a gradual release model (I do, We do, You do). In Mathematics, lessons begin with targeted warm-ups designed to activate prior knowledge and support retention. Teachers explicitly introduce new concepts, followed by structured opportunities for consolidation and review.

English and Mathematics Continued

In Years 3-6, the Spelling Mastery program continues to be a central element of literacy instruction. Its structured, incremental approach supports the development of automaticity and confidence in both spelling and reading, with regular review embedded to ensure long-term retention of skills.

Prime Mathematics continues to be delivered across Years 1 to 6, with four sessions per week in year-level groupings. Teachers regularly collect and analyse student achievement data using PAT Maths, Westwood, and Prime More Practice assessments. This data informs planning, target setting, and differentiation, ensuring instruction is responsive to student needs. Ongoing peer observations and professional dialogue continue to strengthen consistency of practice across classrooms.

Building on the work of 2024, the school continues to utilise and refine its whole-school scope and sequence documents in literacy and numeracy. These documents ensure comprehensive curriculum coverage and alignment with reporting requirements, while allowing flexibility to respond to cohort and individual needs. The integration of these frameworks with the OCHRE planning cycle continues to support a guaranteed and viable curriculum across all year levels.

To further strengthen numeracy outcomes, the school-wide mental mathematics strategy sequence remains embedded in practice. This supports consistent instruction, ongoing monitoring, and data-informed adjustments. Daily review sessions continue to focus on key skills such as basic facts, mathematical vocabulary, problem-solving, and revision of core concepts. Staff are continuing to refine a consistent approach to these sessions to ensure they remain responsive to student data and evolving needs.

Progress monitoring continues to be a cornerstone of practice in 2025. The use of Acadience reading assessments each semester enables teachers to track student progress, identify trends, and adjust instruction accordingly. This ensures that targeted support and intervention are provided in a timely and effective manner, supporting improved student outcomes across the school.

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 and Primary Sequences have 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 all students attended and incursion from Supersonic Science to celebrate National Science week and the year one and two students had an in-depth look into where our waste ends up culminating in an excursion to the Millar Road Landfill Site. This was provided free of charge by the City of Rockingham.

The Arts: Music and Visual Arts

The Visual Arts program involved students from Year One to Year 6. The Year 5 Art leaders did a fabulous job by assisting in setting up the art day each week and whole school events. The Art monitors assistance for the Art exhibition was outstanding, and they showed great leadership skills.

The 2025 art events included:

Term 1- Introduction to Pop Art and the different styles of Pop Art. Wet felt poppies were created for group display for ANZAC day.

Term 2- All year levels participated in the simultaneous story time art on the Truck Cat. The year 1 and 2 students completed pictures while the year 3 to 6 students made origami cats. These were displayed in the library.

Term 3- Pop Art Exhibition in the library for the school open day and George and Ernestine Forster Art Competition hosted by the Rockingham Museum 2025. Some students won first or second place with some receiving highly commended for their artwork on the history of Garden Island.

Term 4 Staff Appreciation Day involving all students from year 1 to 6 in creating art to thank staff for their wonderful work they do in the school. The students from all year levels created a Pop Art self portraits for all staff at Koorana Primary School and Koorana Education Support School. Many staff members loved their portraits by framing them or using them as their profile pictures.

In Music students in years 1-6 participated in a weekly music lesson and investigated a range of musical elements using different instruments each term. There were also opportunities for all students to represent the school in choir activities.

Term 1 - Y1/2 students investigated percussion and Y3-6 learned bucket drumming. Year 4 students sang at the ANZAC service as the choir.

Term 2 - Y1/2 used glockenspiels. Y3/4 learned ukulele. Y5/6 learned how to be a choir and, along with some students from Koorana Education Support Centre, represented our school at the Senior Choir Festival in Rockingham.

Term 3 - Y1/2 used keyboards and represented our school as the choir at our Koorana's Got Talent show. Y3-6 used keyboards, glockenspiels and percussion to play together as a whole class. Y5/6 also added ukulele to this. The Y3-6 students had the opportunity to perform at Koorana's Got Talent.

Term 4 - Y1/2 continued working on keyboards. Y3/4 learned about being a choir and represented our school by singing Christmas songs at Warnbro shopping centre. Y5/6 focussed on music from around the world, looking at genre and instrumentation.

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

The 2025 Physical Education program again saw sportsmanship, teamwork and working to the best of their ability as a focus for our KPS students. During the year all students from Year 1–6 participated in weekly hour-long lessons where the focus was on skill development, as well as weekly hour-long Block Sport lessons where we consolidate and apply our skills in preparation for Faction and Interschool Carnivals.

Carnivals that our Koorana students participated in during 2025 include:

Term 1 saw year 4/5/6 students have the opportunity to participate in Interschool Basketball, Cricket, League Tag or Teeball Carnivals.

Term 2 saw Year 4/5/6 students be able to participate in either AFL, Netball or Soccer Interschool Carnivals. All students from Year 1–6 participated in our annual KPS Faction Cross Country Carnival.

Term 3 was very busy with selected Year 3–6 students representing KPS in the RASSA Interschool Cross Country Carnival. All K–6 students participated in our annual KPS Faction Athletics Carnival with Meerloo the winning faction for 2025.

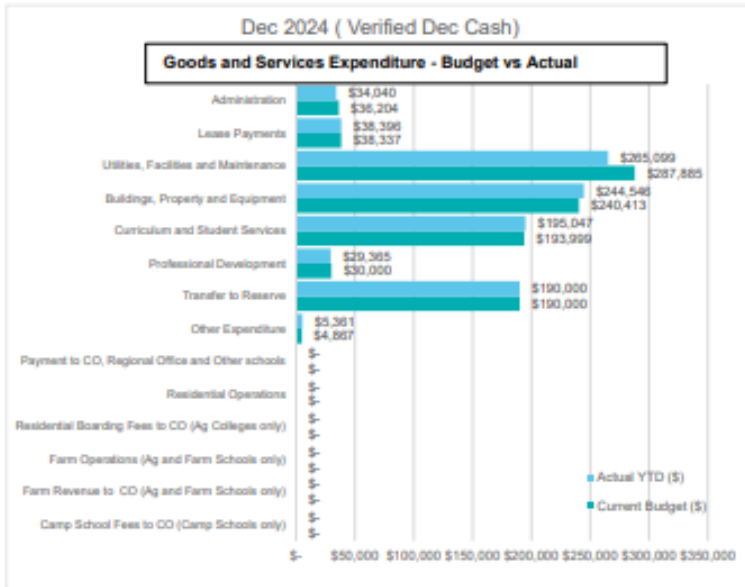
Term 4 wrapped up with the RASSA Interschool Athletics Carnival where selected students from Year 1–6 proudly represented KPS to compete against other schools in the Rockingham area.

All in all, 2025 was a successful sporting year for our KPS students with the students engaged in a variety of sporting activities.

Financial Summary Report

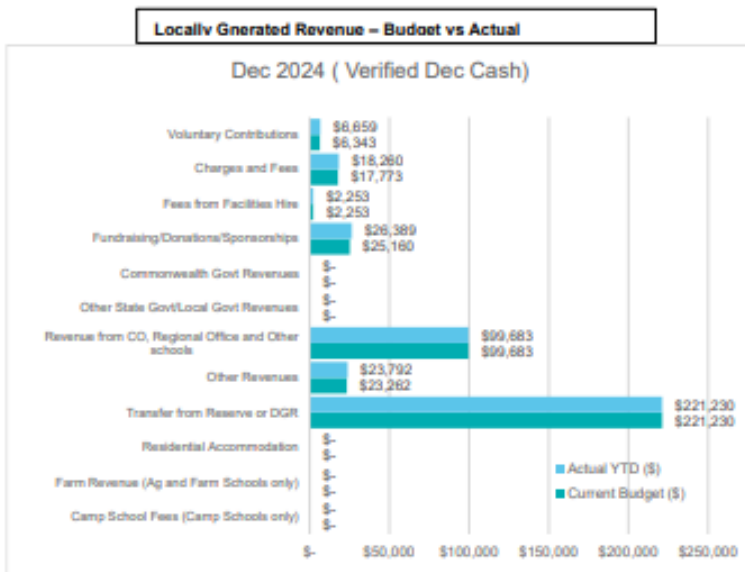
Koorana Primary School

Financial Summary 31 December 2024



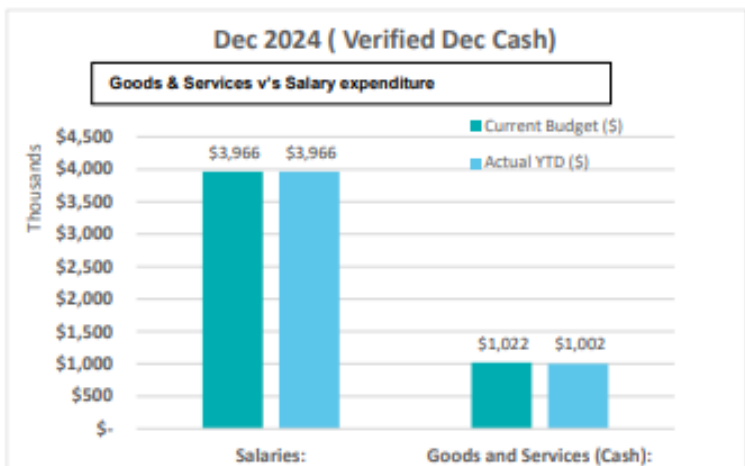
ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

| | 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 |



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 | (5,376) | (5,376) |
| Total Funds: | 3,966 | 3,966 |
| LOCALLY RAISED FUNDS (REVENUE) | | |
| Voluntary Contributions | 6,343 | 6,650 |
| Charges and Fees | 17,773 | 18,260 |
| Fees from Facilities Hire | 2,253 | 2,253 |
| Fundraising/Donations/Sponsorships | 25,160 | 25,389 |
| 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 |



| | 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 | 285,099 |
| 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 2025 Annual School Report and verifies the involvement of staff and parents in the development of this document.



Janine Muir
Principal



Alicia Griffiths
School Board Chair



