

South Perth Primary School

Annual Report 2025



Our Foundations, Our Future.

Our school holds a special place in the heart of this community. First opened on 20 July 1898 as Forrest Street School, South Perth Primary School has a long and respected history of educational excellence and community connection. It is a privilege to continue this legacy as the incoming Principal in 2025, leading a school that honours tradition, while looking forward with a vision of excellence and success for every student.

At South Perth Primary School, we are united in our belief that *every moment matters*. Every interaction, every lesson, every experience at school shapes a student's growth and development. That's why we are deeply committed to providing a world-class learning environment where every student discovers their purpose, realises their aspirations and rises to excellence.

My leadership is defined by a culture of trust and an unwavering commitment to *high care, high expectations, and high accountability* of students and staff. These pillars are woven into the very fabric of our school—from our innovative teaching practices to the deep, authentic partnerships we forge with our families.

We proudly embrace and celebrate the rich diversity within our school and local community, fostering an environment where every student is truly known by name, valued for their uniqueness, and championed to achieve their individual potential. Whether in the classroom, on the stage, or on the sporting field, we

ensure our students have the support and the courage to pursue their passions and soar beyond expectations.

At the heart of our school is a passionate team of visionary educators who work together to ensure that all students are engaged, challenged, and equipped with the skills needed to thrive—both now and into the future. We believe the best education happens when schools and families work together in a positive and connected way. This partnership creates the strongest possible foundation for every child to grow, succeed, and reach their full potential.

South Perth Primary School is more than just a place of learning, it is a place of belonging, of opportunity, and of growth, grounded in the school values of *honesty, respect, responsibility, cooperation and excellence*.

Over 128 years, South Perth Primary School has built strong educational foundations that have supported generations of students, including many who have become celebrated leaders and well-known figures across Western Australia. This history reminds us of the extraordinary potential within every student who walks through our doors, guided by the expertise of our staff.

We take pride in 'Our Foundations', and we are inspired by 'Our Future'.



WHO WE ARE

Our Vision

We inspire young minds to create possibilities and pursue excellence, because 'every moment matters' at South Perth Primary School.



Our Purpose



Create a safe, caring and respectful learning environment, which is stimulating and challenging.



Develop each child's unique potential as a passionate, resilient and resourceful learner.

Our Values

RESPECT

- I respect myself, others, and our environment
- I am mindful and listen to others

RESPONSIBILITY

- I am fair and responsible
- I act in a safe and considerate manner

COOPERATION

- I am cooperative and helpful
- I work and play well with others

EXCELLENCE

- I strive to do my best
- I am resilient
- I reflect on my learning

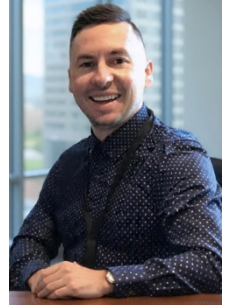


HONESTY

- I am trustworthy
- I am truthful and own my mistakes
- I show courage and pride

FROM THE PRINCIPAL

It is my pleasure to present the 2025 Annual Report for South Perth Primary School. This report details our performance, priorities and progress over the past year. It reflects our long and proud history of academic excellence, and the collective effort of our staff, students and community to the delivery of an exemplary program and experience that meets the needs of our students. At the conclusion of Term 1 2025, I was confirmed as the successful applicant for the position of Principal of South Perth Primary School, following the retirement of Mrs Karen Owens. On behalf of our school community, I would like to thank Karen for her strong leadership and dedication as our Principal of 16 years.



For me, 2025 was a year of listening and learning about the history, culture and aspirations from those who exemplify this school. I sought to connect with and understand the people, priorities and pressure points that exist, beginning with a complete read of the 100 Year Anniversary Book (1898 – 1998), to meeting and greeting students, staff and parents across multiple generations from the wider area of South Perth. My focus remained firm on strengthening the culture and conditions within the school which are characteristic of high performing schools, building the expertise and capacity of staff to deliver evidence-based programs, and improving consistency of practice around student expectations, wellbeing and engagement. The data presented in this report demonstrates considerable gains in literacy and numeracy, growth in student engagement and wellbeing, and accelerated outcomes resulting from evidence-based initiatives and ideas.

Staff continued to work collaboratively to refine connected practices in curriculum delivery, assessment moderation, and student wellbeing. This included training, mentoring and coaching around the science of learning, high impact teaching, and the implementation of our new positive behaviour program. We reviewed school expectations and procedures to maximise the impact of our teaching. Effective budgeting created opportunities to provide targeted support for students at educational risk, not just academically, but also with behaviour, wellbeing and engagement.

During the year, our talented school band hosted and performed at the 'Schools Make Music' event in the Crown Theatre, and played at the Angelo and Como Street Fairs, the Christmas Twilight Markets, Graduation and Award Ceremonies. Two students became finalists in the Speak With Confidence district competition and one student received the 'Best Design Award' at the Make X Robotics Challenge Australia. Our school was exclusively selected for nominated students in Years 3-6 to be filmed reflecting on the 'International Day of Friendship', headlining Public Education's social media channels. We were selected for regionals in Cricket, with our Physical Education Teacher nominated in the 'Community Cricket Awards'.

New initiatives and projects were made possible through the generous and unwavering support of our staff, parents, community members and volunteers whose support and collaboration have been invaluable throughout the year. This includes the support of Mr Geoff Baker MLA for South Perth, who championed our cause for \$125,000 from the WA Government's Election Commitments to resurface our basketball courts. We also received extensive funding from our P&C towards the Room 1 and 2 external awnings, the long jump pit, the Artist in Residence Program, the new Art Mural, the Chaplaincy Program, literature, book awards and more.

I would like to extend my sincere gratitude to our School Board and P&C members for their dedication to our shared vision of excellence. In particular, I express my deepest appreciation for the contributions of Angela Lowden (2025 Board Chair) and Melinda Williams (2025 P&C President) and welcome our new P&C President and Vice President, Mrs Nyssa Teraci and Mrs Leah Gannon. With our Public School Review scheduled in Term 1 of 2026, our school engaged in an extensive process of reflection and assessment against the 6 Domains of the School Improvement and Accountability Framework. We conducted school culture surveys with parents, staff and students and prepared a submission to share the story of our incredible school.

Every Moment Matters at South Perth Primary School.

Kieran Moore
School Principal

Student Numbers

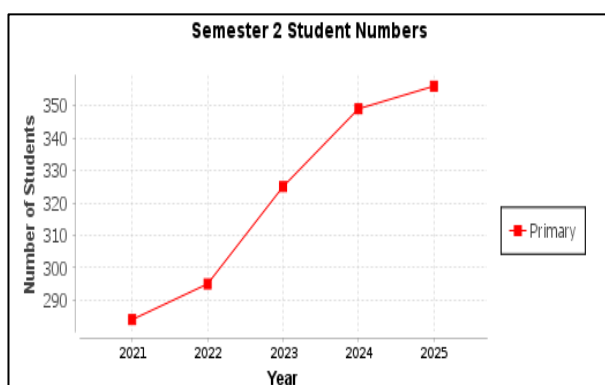


Semester 2 2025									
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Number	39	49	60	67	46	41	56	37	395

	Kin	PPR	Pri	Sec	Total
Male	22	25	155		202
Female	17	24	151		192
Total	39	49	307		395

	Kin	PPR	Pri	Sec	Total
Aboriginal	3		7		10
Non-Aboriginal	36	49	300		385
Total	39	49	307		395

PP-6 Only (Kindy Excluded)



2021	2022	2023	2024	2025
284	295	325	349	395

SUMMARY OF STUDENT NUMBERS

Our total number of students (Kindy included) grew from 389 at the end of 2024, to 395 at the end of 2025. Our student population has grown each year since 2021, resulting from the increase in construction of high-density apartments, visa regulations allowing student enrolment, and the excellent reputation of our school.

Destination Schools

The data below represents the secondary schools our Year 6 students of 2025 enrolled in.

School Name	Students
Wesley College (South Perth)	10
Como Secondary College	8
St George's Anglican Grammar School	7
Perth Modern School	2
Melville Senior High School	2
Ursula Frayne Catholic College (Vic Pk)	2
Kent Street Senior High School	2
Iona Presentation College (Mosman Park)	2
Bob Hawke College	2
Penrhos College (Como)	1
Scotch College (Swanbourne)	1
Al-Hidayah Islamic School (Bentley)	1
Santa Maria College (Attadale)	1
Overseas	1
TOTAL	42

SUMMARY OF DESTINATION SCHOOLS

- **Top Destination:** Wesley College received the highest number of enrolments from our school, accounting for nearly **23%** of the graduating class.
- **Public vs. Private:** There is a large mix of enrolments at both high-fee independent schools (Wesley, St George's, Penrhos) and our local public enrolments (Como SC, Kent Street SHS).
- **Specialist Interests:** Several students successfully gained entry into academically selective or specialist schools like Perth Modern and Bob Hawke College.
- **We maintain positive partnerships with our local secondary intake schools;** Como Secondary College and Kent Street Senior High School, promoting the excellence within their school programs and outcomes.

Reflections



ENGLISH

Learning Area Summary

Our teachers implement evidence-based literacy programs aligned with the science of reading, designed to engage and extend all learners. Teaching and learning programs are built around Language, Literature and Literacy, inspiring students to engage critically with written and oral texts, think creatively and communicate effectively with diverse audiences. This ensures consistency and low variation across teaching, learning and assessment in English. We believe that a consistent, evidence-based approach to English instruction empowers all students to become confident, capable and critical users of language.

Focus 2025

1. Strengthen use of student data (Elastik, NAPLAN and PAT) to inform teaching, identify needs and guide targeted intervention through daily review practices.
2. Implement a consistent Year 3-6 Scope and Sequence for Reading, Writing and Spelling.
3. Develop a whole-school approach to the collection of Reading data.
4. Targeted support for students who speak English as an Additional Language/Dialect (EAL/D).

Highlights and Achievements 2025

- Six finalists took to the stage for the 2025 *Speak with Confidence* Award, with two of our talented Year 6 students competing (One placed third).
- All class teachers implementing daily reviews in English, with students actively engaged during lessons. Staff are beginning to see the benefits of this repeated, targeted practice.
- Positive staff collaboration with Year 3-6 English Scope and Sequence.
- Continued engagement with whole school English programs. These include Talk 4 Writing, Seven Steps to Writing Success, Soundwaves, Letters and Sounds, UFLI, Dibels and Reading Eggs.
- Additional resources were purchased for Letters and Sounds and whole class novel studies.
- Our EAL/D staff provided targeted support over four days per week for students who speak an additional language and require individual or small group support.
- An EAL/D morning tea was held for families of all students receiving support and was well-attended, with special messages shared and a chance for parents of EAL/D students to feel connected.



MATHEMATICS

Learning Area Summary

Mathematics plays a crucial role in everyday life, and we believe that students require strong numeracy skills in order to achieve long term success. To do this, we are committed to delivering high-impact lessons designed which incorporate the four proficiencies of Mathematics: *Understanding, Fluency, Problem-solving and Reasoning*. Our staff are guided by the science of learning, beginning all lessons with daily reviews and introducing mathematical concepts and skills through high quality learning experiences where students are actively engaged in the learning process. We believe all students can be successful mathematicians, and through differentiated learning experiences, are fostering success for every learner.



Focus 2025

1. Conduct an audit of Maths equipment to identify what needs replacing in the school.
2. Gather staff feedback on online Mathematics programs to support a more consistent whole-school approach and inform future purchases.
3. Allocate Mathematics budget funding towards evidence-based games and resources that support the curriculum and improve student engagement.
4. Dedicate Semester Two professional learning days to commencing our 'Shaping Minds' journey, with staff observing, implementing and refining daily review practices through feedback and coaching.

Highlights and Achievements 2025

- The Maths Store was reorganised into a central, clearly labelled space with new tubs for every class.
- Mathletics was selected as the whole-school online Mathematics platform.
- Daily Reviews became a consistent part of K–6 Mathematics lessons, supported by professional learning from Shaping Minds.
- Maths Hero provided lessons, resources and scope and sequences for all year levels.
- Staff participated in coaching and observations to strengthen Mathematics instruction.

POSITIVE BEHAVIOUR

Learning Area Summary

We are committed to providing an exceptional learning environment where every student feels safe, connected, and successful at school. A positive learning environment is essential to promote engagement in learning and to maximise the impact of classroom teaching on student outcomes. We use every opportunity to develop students' social and emotional skills, build positive relationships, and equip them with the values and experiences needed for life beyond school.

Focus Areas 2025

1. Provide targeted professional learning that upskills staff on restorative practices, class management strategies (CMS), and programs that support students with complex behaviour needs.
2. Engage in a process of consultation to improve our Positive Behaviour Policy that is consistent, supported by evidence and clearly understood by our students, staff and community.
3. Develop clear procedures for categorising and responding to behaviour across the school.
4. Develop clear procedures for recording behaviour using the Compass platform.

Highlights and Achievements



- The school leadership team coordinated 7 targeted staff meetings across Terms 2, 3 and 4. These meetings provided staff with the literature around highly effective behaviour management strategies, restorative practice, trauma-informed teaching and complex behaviour.
- The school behaviour policy was reviewed and updated collaboratively with staff, resulting in the development of our 'Positive Behaviour Framework' to visually capture how we support and respond to student behaviour in a consistent, proactive and restorative manner.
- A process of behaviour referral was developed, which includes a clearly defined list of 'low-key', 'minor' and 'major' behaviours which are outlined and referred to in all K-6 classrooms, communicated with parents and embedded within the new 'Compass' platform.
- The 5 school values have been displayed and reinforced in all classrooms.
- Our school achieved 4.1 / 5.0 for "student wellbeing is a priority at this school", 4.0 / 5.0 for "our school creates a culturally responsive and safe learning environment", 4.1 / 5.0 for "our school is a safe and caring place", and 4.1 / 5.0 for "mutually respectful relationships are promoted and valued".

SCIENCE

Learning Area Summary

In Science students explore and gain a greater understanding of the world through *Biological, Physical, Chemical and Earth and Space Sciences*, whilst developing their investigation skills. We believe that a strong foundation in Science, through access to weekly specialist lessons in a Science specific classroom, is integral for our students to be able to participate in a rapidly changing society. Our Science program is integrated with Digital Technologies providing students with the opportunity to explore and apply content knowledge through hands-on learning experiences and scientific investigations.



Focus 2025

1. Develop a consistent teaching methodology for science that aligns with our whole school approach to daily reviews, explicit teaching and the science of learning.
2. Develop a scope and sequence for experiments which takes into account multi-age classrooms, ensuring students are exposed to a range of different experiments as they move through the school.
3. Strengthen the inquiry and investigation skills of students by promoting Science with the wider school community, and creating opportunities for extension of high-achieving students

Highlights and Achievements 2025

- Across the school students demonstrate a high level of engagement in the Science; specifically in hands on experiments and learning activities.
- Higher overall outcomes achieved for scientific inquiry and investigation skills.
- Majority of students performing at or above year level requirements.
- Science lessons were integrated with Digital Technologies which allowed students to apply their scientific understanding through digital media and software, including Lego Robotics and Stop Motion.

DIGITAL TECHNOLOGIES

Learning Area Summary

Digital Technologies and the associated skills are integral for students to learn and develop. As a school students access a specialist teacher once a fortnight for specific instruction in this learning area to enhance student understanding. We have a broad range of robotics equipment across the school which are tailored to students' developmental needs as they move through the year levels. Through Digital Technologies students are encouraged to systemically problem solve, analyse data and critically evaluate their choices.

Focus 2025

1. Development of a Robotics Scope and Sequence to be implemented across the school.
2. Increasing student engagement with technologies through purchasing new robotics equipment.
3. Exposing students to challenging learning experiences requiring higher order thinking.

Highlights and Achievements 2025

- Tale-Bot Robotics were introduced in Years 1–3, enabling students to explore simple algorithms without screens. The Blue-Bot app allowed students to develop logical thinking and debugging skills.
 - Lego Spike Robotics were introduced in Years 5–6, allowing students to explore and apply programming concepts. High achieving students were extended through Swift Playgrounds software.
 - A robotics audit was completed to identify equipment requiring replacement. Dash and Dot robotics continued in middle primary, with a transition to Blockly for consistency in programming development.



HUMANITIES & SOCIAL SCIENCES (HASS)

Learning Area Summary

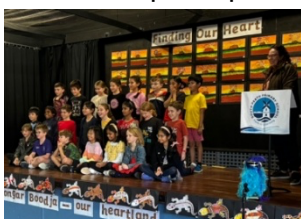
The HASS Learning area includes History, Geography, Civics and Citizenship (3-6) and Economics and Business (5-6). Students are supported to investigate, think critically and understand the world around them.

Focus 2025

1. Embed Indigenous perspectives through the teaching of HASS to facilitate understanding and contribute towards reconciliation.
2. Develop student understanding about their past, connection to Australia and the wider world, and begin to understand different perspectives.
3. Focus on inquiry-based learning skills such as questioning, analysis, evaluation and communication.

Highlights and Achievements 2025

- Students developed a greater understanding of Indigenous history and culture, building empathy, acceptance, and critical thinking.
- Whole-school use of Inquisitive and ClickView software supported engaging HASS lessons.
- Students participated in key whole-school events and experiences, including the Harmony Day parade, ANZAC Day assembly and a performance by Yirra Yaakin.



- Kindy students attended the 'Noongar Boodja - Six Seasons' excursion
- School-wide activities and experiences during NAIDOC Week and Reconciliation Day, including our 'Show Your Support Day' event, 'Bush Tucker Community Afternoon Tea', P&C Poster Competition, and the purchase of a range of new books written by Indigenous authors.

PHYSICAL EDUCATION

Learning Area Summary

Physical Education is a highly valued and widely embraced learning area at South Perth Primary School, with a strong tradition of sporting excellence. The program focuses on Fundamental Movement Skills for students in PP-2, while Years 3–6 students participate in game-based learning experiences targeting teamwork, strategy and skill application. A range of incursions, excursions, faction carnivals and interschool competitions are provided each year to showcase student achievements and develop their skills further.



Focus 2025

1. Maximising Active Learning Time by reducing downtime and increasing opportunities for movement, skill repetition and engagement.
2. Differentiation remained a priority, with activities adapted to support students of all abilities, backgrounds and confidence levels in a safe and inclusive environment.
3. Sporting Schools grants provided students with access to specialist coaching, new sports and high-quality instruction.

Highlights and Achievements 2025



- New assessment overviews provided a consistent framework for Physical Education lessons.
- Sporting Schools funding supported access to specialist coaching programs and new equipment.
- South Perth Primary School hosted the SMPSSA interschool cricket carnival at Ernest Johnson Oval.
- The Boys Cricket Team won the interschool carnival and qualified for the South Metro Regional Finals.
- The school won the School Sport WA Swimming Carnival and was promoted to Gold Division.
- The AFL Football Team won the SMPSSA interschool football carnival.
- Whole-school carnivals, interschool sport and leadership opportunities supported strong participation, sportsmanship and student engagement.
- Strong parent involvement further enhanced carnivals and sporting events.

HEALTH

Learning Area Summary

Through the Health Curriculum, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active communities. Students are provided with opportunities to develop and strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop positive and respectful relationships.

Focus 2025

1. Purchase wellbeing books, resources and sensory items to support staff in creating calm spaces in their classrooms, and with delivering social and emotional wellbeing lessons.
2. Strengthening staff wellbeing will be a priority focus for the year, with initiatives aimed at supporting a positive and sustainable work environment.

Highlights and Achievements 2025

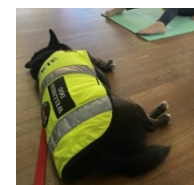
- A lead teacher supported the implementation of the Health curriculum across the school, providing a range of high-quality resources and materials for teachers to plan their units of work.
- In Term 3, a more effective school timetable was developed which now includes a 15-minute health and wellbeing session every day for PP-6 classes.
- New meditation, relaxation and mindfulness resources were purchased for all staff.
- Workload committee meetings were held once per term, providing staff with an opportunity to discuss key areas impacting staff wellbeing, with new initiatives reducing staff workload.
- The Health coordinator attended the 'Respectful Relationships' course focused on the 'relationship' and 'protective behaviour' curriculum areas. New resources were explored and provided to staff.



WELLBEING

Learning Area Summary

As a 'Mentally Healthy School', we play a vital role in supporting the mental health and wellbeing of students, staff and the wider school community. Students who are mentally and emotionally healthy are better equipped to overcome life's challenges, develop positive friendships, and develop into successful adults. Through our commitment to evidence-based social and emotional programs, pastoral care and mindfulness, we are creating a mentally healthy school culture where students can feel safe and successful every day.



Focus 2025

- Continue providing strong pastoral care and wellbeing support for students and staff through our social and emotional wellbeing programs, therapy support dog and the valuable role of our School Chaplain.
- Strengthen our commitment as an 'Act, Belong, Commit' school by providing regular and timely opportunities for students to stay active, connect with others and become involved in the community.
- Purchase additional evidence-based wellbeing and mindfulness resources.

Highlights and Achievements 2025

- Our emotional support dog, "Chockie", regularly visited classrooms during buddy lessons. These visits led to greater student engagement, focus, and enthusiasm during reading and storytelling activities.
- An updated positive behaviour policy and dedicated 15-minute daily wellbeing time have helped students experience a calm and safe school environment.
- A social skills program continues to be taught in junior and middle years, focusing on self-control, emotional literacy, problem solving, relationship skills and positive self-esteem.
- Our School Chaplain coordinated a range of wellbeing experiences which were shared each term through the 'Wellbeing Spotlight' newsletter. This included 'Bullying, No Way!' lessons, the YouthCARE Art Competition, Mentally Healthy Week messages and activities for World Kindness Day.
- The 6-week Phys Zen Yoga program was introduced in 2025, supporting students in Years 1-3 with the development of their social, emotional, and physical health through yoga exercises and techniques.
- All classrooms provided with sensory mindfulness resource kits.



MUSIC

Learning Area Summary

Music at South Perth Primary School is a distinguished and highly valued specialist program that provides rich, engaging learning experiences for all students. It is further enhanced through a wide range of performance opportunities within the school and across the broader community each year. Music is taught from Years 1-6 and includes weekly lessons consisting of students performing, composing, improvising, singing, dancing, moving and playing instruments. The teaching emphasis is on active music-making where students are encouraged to actively participate and develop a life-long love of music.



Focus 2025

- Improve student confidence to participate and perform in front of others by maximising opportunities for participation in Music events. This includes our School Choir, School Band, Talent Show, Music Soirées, Street Festivals and our P&C Christmas Twilight Markets.
- Provide authentic platforms for students to perform and showcase their musical abilities within the school community.
- Continue implementing an effective music program that effectively balances theory with the practical musical skills through hands-on learning experiences.

Highlights and Achievements 2025

- The confidence, creativity and skill displayed at our 'South Perth has Talent Show' brought a positive vibe to the school and the wider community.
- The showcasing of musical talent through events such as 'Schools Make Music' at the Crown Theatre, the Musical Soiree, P&C Twilight Christmas Markets, Year 6 Graduation, ANZAC Assembly, the Angelo Street Fair and Como Country Fair.
- Strong participation in our School Band and School Choir, along with the enthusiasm of our 15 students involved in the Instrumental Music School Services (IMSS) program (Brass, Clarinet, Flute).



LANGUAGES

Learning Area Summary

As the world becomes increasingly interconnected, the need to understand meaning across cultures and languages is essential. Our Specialist Japanese program involves weekly lessons for students in Years 1-6, focusing on developing students' communication skills and their understanding of Japanese language. The students learn a range of language skills from simple greetings and introductions to more complex interactions and grammatical structures in the upper years, learning to read and write hiragana and some high frequency kanji characters in the process. Rich, real world experiences and activities provide students with a sense of cultural identity, appreciation and respect.



Focus 2025

1. Providing a consistent and sequential Japanese Program that extends the students language skills.
2. Conduct and complete detailed Japanese assessments to gather accurate and informed data for reporting student achievement.
3. Promote key cultural celebrations and events that develop student awareness and appreciation of Japanese culture and the diversity within our school community.
4. Provide targeted support for students who speak English as an Additional Language/Dialect (EAL/D).

Highlights and Achievements 2025

- In Term 2, we appointed Sensei Mika as our Japanese Teacher to cover Mrs Karen Bradshaw's 12-month leave. Mika's Japanese background has provided new insights and experiences for our students.
- Daily Reviews were steadily introduced to the Japanese program to consolidate prior knowledge.

VISUAL ARTS

Learning Area Summary

Visual Arts plays an important role at South Perth Primary School, fostering creativity, self-expression and critical thinking. Through classroom delivered programs aligned with the WA Curriculum, students develop artistic skills, explore diverse perspectives and connect their learning to the world around them.

Focus 2025

1. Deliver a comprehensive K–6 Visual Arts program aligned with the Western Australian Curriculum.
2. All Pre-primary to Year 6 students will engage in the Artist in Residence program.
3. Develop student creativity, artistic skills and voice through the exploration of nature, local Australian botanicals and contemporary art practices.
4. Strengthen community partnerships to support the Artist in Residence program, public art initiatives, and the annual Art Exhibition and Auction.
5. Showcase student learning through exhibition and celebration opportunities.



Highlights and Achievements 2025

- Olive Cheng was engaged as our resident artist who conducted 3 hands-on lessons with our Pre-primary to Year 6 students, focusing on Australian botanicals, local culture and student agency.
- Fifteen classes were supported by parent volunteers to create a class canvas piece which would be displayed and auctioned off during our Art Exhibition and Auction Showcase event.
 - Two students from each class were selected to contribute to a collaborative art piece, which is now displayed in the school foyer.
 - Student learning and artistic contributions inspired the creation of permanent murals at the early childhood entry, playground and electrical box at the front of our school.
 - The Art Exhibition and Auction was a highly successful community event, celebrating student achievement while raising valuable funds for the P&C.



SUSTAINABILITY

Learning Area Summary

We adopt a whole-school approach to sustainability, embedding it across the curriculum and within community initiatives. Through inquiry-based, action-focused learning, students develop environmental responsibility, wellbeing and active citizenship. Guided by the *Caring for Country Together: Roadmap*, our approach strengthens connections to Country and incorporates Aboriginal perspectives.

Focus 2025

1. **Curriculum** – Embed sustainability through student-driven inquiry and action-based learning that promotes environmental responsibility, wellbeing and community engagement.
2. **Infrastructure** – Enhance sustainable school environments through passive solar design, waterwise landscaping, and spaces that reflect local cultural and historical connections to Country.
3. **Operations** – Strengthen sustainable practices through energy-efficient upgrades, waste reduction initiatives, and the maintenance of productive gardens and native bushland.

Highlights and Achievements 2025



- Solar panels and LED lighting reduced energy use and operating costs.
- Native trees and waterwise plants enhanced bushland and garden areas through our partnership with the City of South Perth.
- Students participated in seedling buddy planting, class gardens, bush tucker gardens and the Stephanie Alexander Kitchen Garden program.
- Recycling and waste reduction initiatives included paper and cardboard recycling and composting.
- P&C initiatives included the Book Bazaar and Mother's Day regifting stall.
- Reconciliation and connection to Country were strengthened through Reconciliation Week, Six Seasons artworks, the Peace Pole, and regular Acknowledgement of Country practices.
- The 'buddy bench' in our nature play area helps students to make positive friendship connections.

IPAD BYOD PROGRAM

Program Summary

In 2025, we introduced a Bring Your Own Device (BYOD) iPad program for students in Years 4, 5, and 6. This initiative demonstrated our commitment to creating engaging, future-focused learning environments where technology enhances teaching and learning. The BYOD program will support students to develop essential ICT capability skills, while empowering them to become confident, capable learners which is vital in our increasingly digitalised world.

Focus 2025

1. Engage in ongoing consultation with parents and carers to support the introduction of the BYOD program across year groups.
2. Develop clear and consistent processes for device use, management, digital safety and staff professional learning.
3. Build student competency in iPad use through purposeful, curriculum-aligned learning that strengthens creativity, collaboration, problem-solving and responsible digital citizenship.

Highlights and Achievements 2025

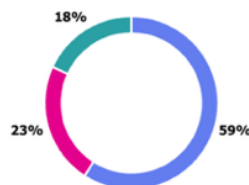


- The BYOD iPad program achieved strong uptake, with 85% of students participating and positive feedback received from parents and the wider school community. A survey around parent interest in expanding the BYOD Program to include Year 3's was sent to parents with mixed results (see below). The decision was made to stay committed to a Year 4-6 BYOD Program moving forward.
- Teachers engaged in year-level professional learning and collaboration to strengthen digital programs and to share digital resources.
- Students developed strong digital skills through the integration of iPads across learning areas, building confidence in research, collaboration, content creation, problem-solving and digital citizenship.
- A BYOD Parent Information Session was conducted in Term 4, with presentations from our School Leadership Team, along with our BYOD Lead Teacher and our school's external ICT Support Officer.
- An updated BYOD Information Package for 2026 was created and shared with Year 3 parents to support the transition and on-boarding process.
- Cybersafe resources from the eSafety Commissioner were shared with parents and staff. Teachers of Year 4-6 classrooms implemented explicit lessons on safe and ethical online behaviour.

BYOD Expansion Survey 2025

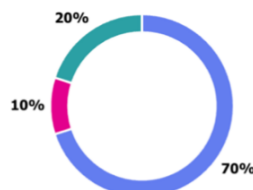
1. Would you support your child participating in our BYOD iPad program in Year 3 (2026)?

• Yes 13
• No 5
• Unsure 4



2. If yes, would you be willing to purchase or provide a compatible iPad for your child to use from Year 3 to Year 6?

• Yes 14
• No 2
• Unsure 4



Special Projects and Initiatives

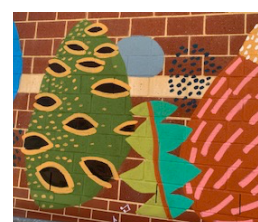
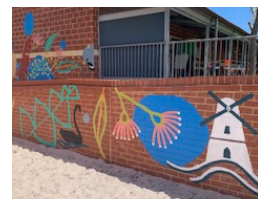
Artist in Residence Program

Kindly supported by the generous funding from our P&C, the Artist in Residence Program returned in 2025 with the engagement of award-winning artist, Olive Cheng. Olive specialises in botanical-inspired artwork and used local Australian flora to coordinate a series of visual art lessons with our PP-6 students, resulting in students creating individual art pieces. Olive also led a small project with selected gifted and talented students to paint over the electrical box at the front of the school. The P&C assisted classrooms with the creation of classroom canvas pieces which culminated in the Artist In Residence Exhibition and Auction Night, a highlight of the school year.



Artist in Residence Mural

The need to improve the physical environment and aesthetics of our school was identified and recommended through the annual National Quality Standards (NQS) audit. With Olive Cheng already engaged with the school through the Artist in Residence Program, an opportunity arose to work with Olive to create a new mural on the wall of our Junior Block Area. The space was ideal in front of the junior playground, and it served as an opportunity to capture her talents with Australian flora and fauna, while weaving in themes and symbols that are connected with our school and local area. The proposal for funding was approved by our P&C and the mural was completed during the Term 3 holiday break, providing a vibrant backdrop in the school.



Long Jump Pit



Funded by the P&C, our much-needed long jump pit was installed in Term 1, just in time for the warm weather and annual sporting events and carnivals. Our Principal happily accepted the invite to officially open the sand pit by taking the first jump during the Term 2 'Jumps & Throws Day'. When not in use for carnivals, the sandpit is available each day during break times.



Basketball Resurfacing

As part of the WA Governments Election Commitments, our school was successful in our application for funding to upgrade the cracked and damaged basketball courts. A grant of \$125,000 was allocated and we began the very gradual process of determining the scope of works with the support of company maintenance provider, 'Programmed'. Despite some setbacks, we were able to get our project out to tender, with multiple suppliers visiting our school to provide quotes. At the end of 2025, the Principal was able to secure a contract with 'Kineticon', who will be working with the school to complete the construction works during the first semester of 2026.



Public School Review 2026

Self-Evaluation Journey:

With a new Principal and a Public School Review scheduled in Term 4 2025, our focus shifted from developing a 2025–2027 Business Plan to preparing for the review process. It was considered more effective to use the commendations and recommendations from the Review report to inform a targeted 2026–2028 Business Plan. Several meetings were held to review school data and assess how we were going, how we knew, and where to next. This informed written statements against the 6 Review Domains: **Relationships, Learning Environment, Leadership, Resources, Teaching Quality and Student Achievement & Progress**. During this time, we assessed the 2021 School Review Recommendations. Two recommendations had been achieved, two were developing, and three had not been achieved. The table below outlines these evaluations:

Recommendation	Outcome	Justification
1. Engage School Board & P&C further	Achieved	Clear and consistent processes established and sustained to induct, support and communicate effectively with School Board and P&C members.
2. Improve staff knowledge and understanding of aboriginal culture and history	Developing	Initial work had begun around NAIDOC and Reconciliation Week, including indigenous theatre productions, the “Show your Support’ Day, Bush Tucker afternoon tea and sequenced lessons in classrooms.
3. Formal process for identifying aspiring leaders	Not Achieved	No official processes were established for identifying and supporting aspirant leaders within our school.
4. Closely monitor impact of a transient demographic	Achieved	Proactive school strategies are adopted and embedded through our Workforce Plan to address the risks of our transient community
5. Develop a whole school pedagogical framework with staff	Developing	Since Term 2 of 2025, the new Principal has coordinated policies, procedures and professional learning that aligns with high-impact teaching. This work will lead to the development of our whole school pedagogical framework.
6. Staff observing colleagues implementing best practice	Not Achieved	While staff are engaged in mandatory performance management processes, a culture of classroom observation and feedback between staff has not been established.
7. Increase moderation opportunities in school	Not Achieved	Due to limited opportunities for collaboration, and limited guidance around our plan-teach-assess cycle, staff have not engaged in moderation opportunities.

School Culture Surveys 2025

The School Culture Survey tool is provided by the Department of Education (WA) for Principals to assess the culture of their school and identify what conditions and aspects are needed for quality teaching. With the need to collect feedback for our Public School Review, the School Culture surveys were sent to parents, staff and students in Term 4 2025. When the survey officially closed, there were 99 parent entries, 43 staff entries and 85 Year 5/6 entries, all achieving an average overall score that is over 4.0 / 5.0 or higher. We then cross-analysed each survey category to identify our top 3 strengths and improvement areas. These are as follows:

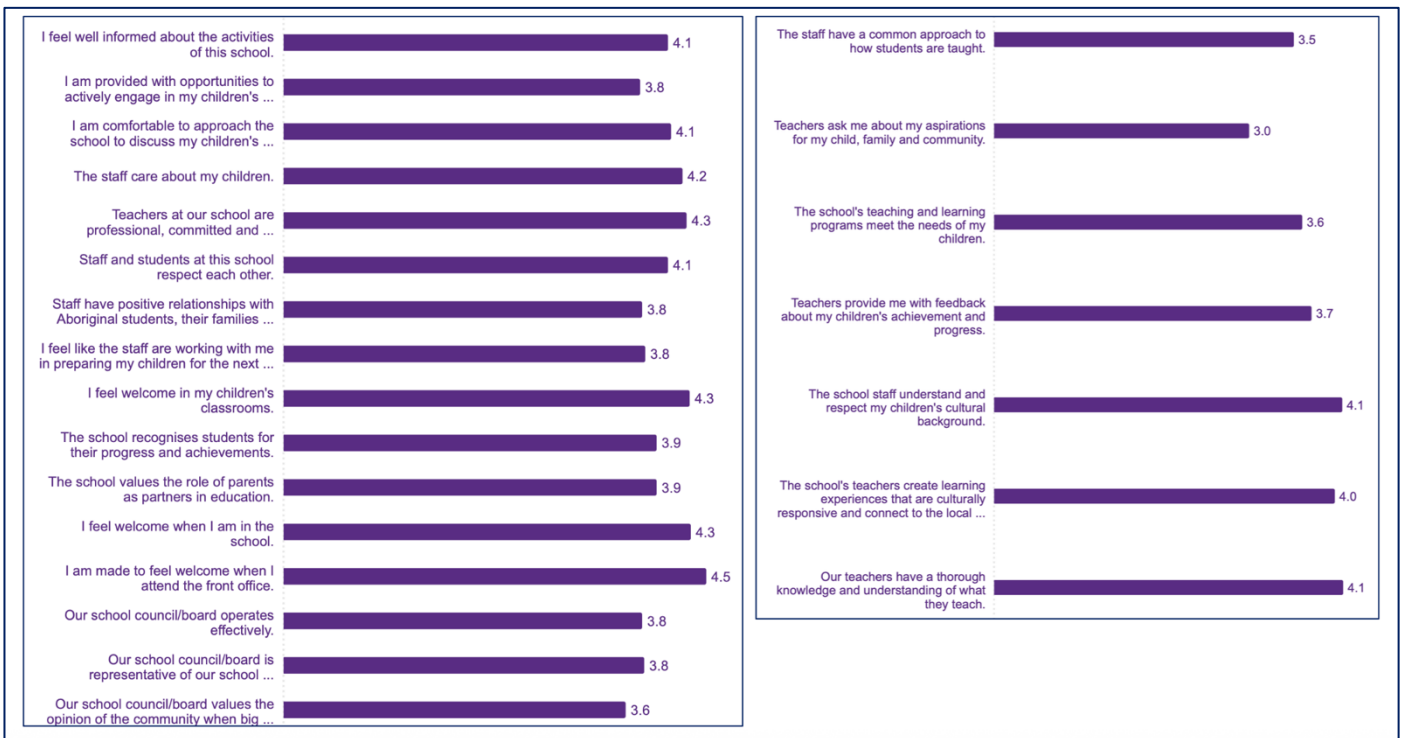
Top 3 Strengths:

1. Our school provides a safe, positive and welcoming learning environment where students are known.
2. Staff care deeply about their students and are fully invested in expanding their professional knowledge and practice to achieve greater outcomes in the classroom.
3. Our staff create culturally safe learning environments tailored to the needs of their students.

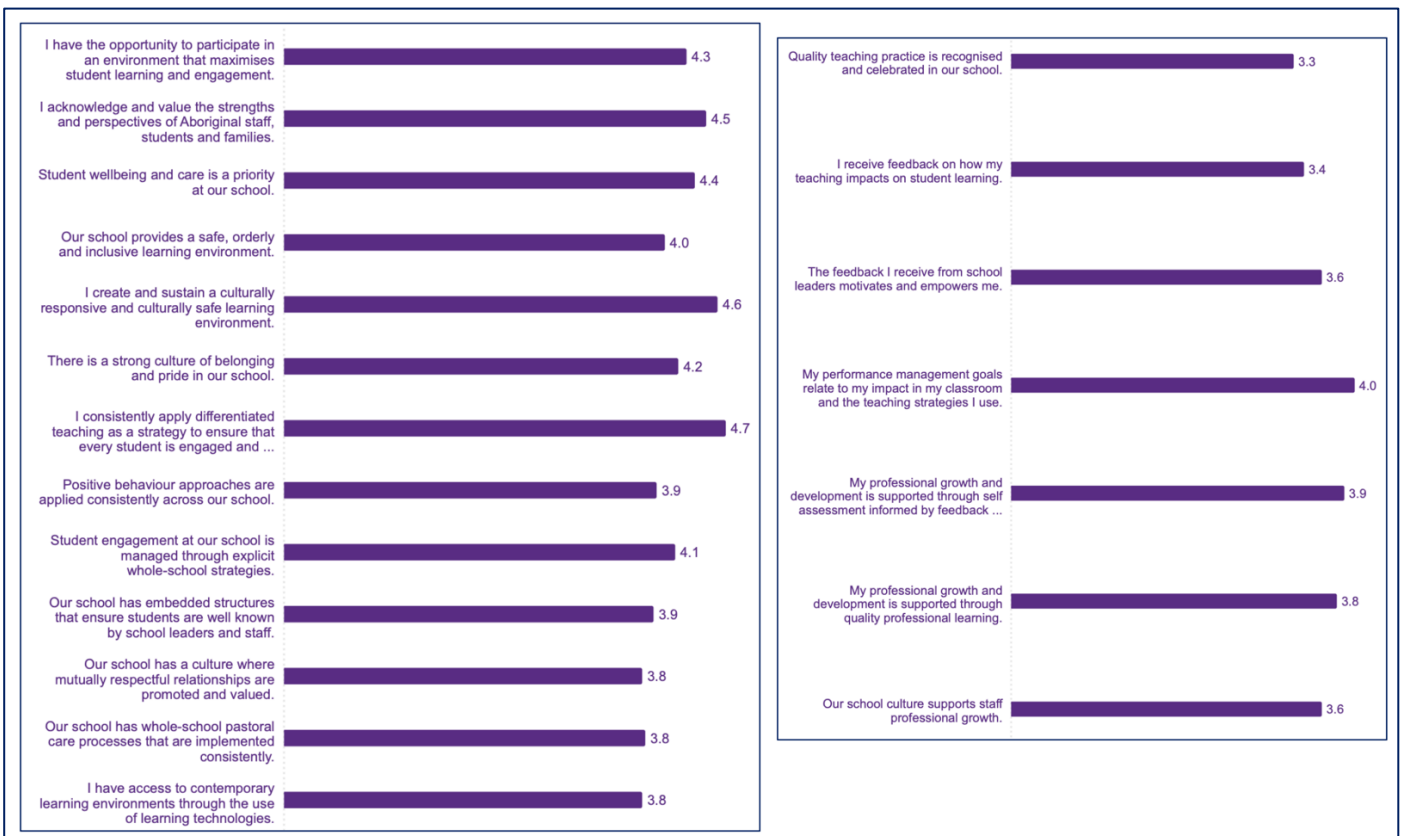
Top 3 Areas for Improvement

1. Information about the curriculum can be limited and varies between classrooms.
2. Processes for Staff Induction need to be established, articulated and committed to for all new staff.
3. Connect notices / Communication significantly varies between some classrooms and needs alignment.

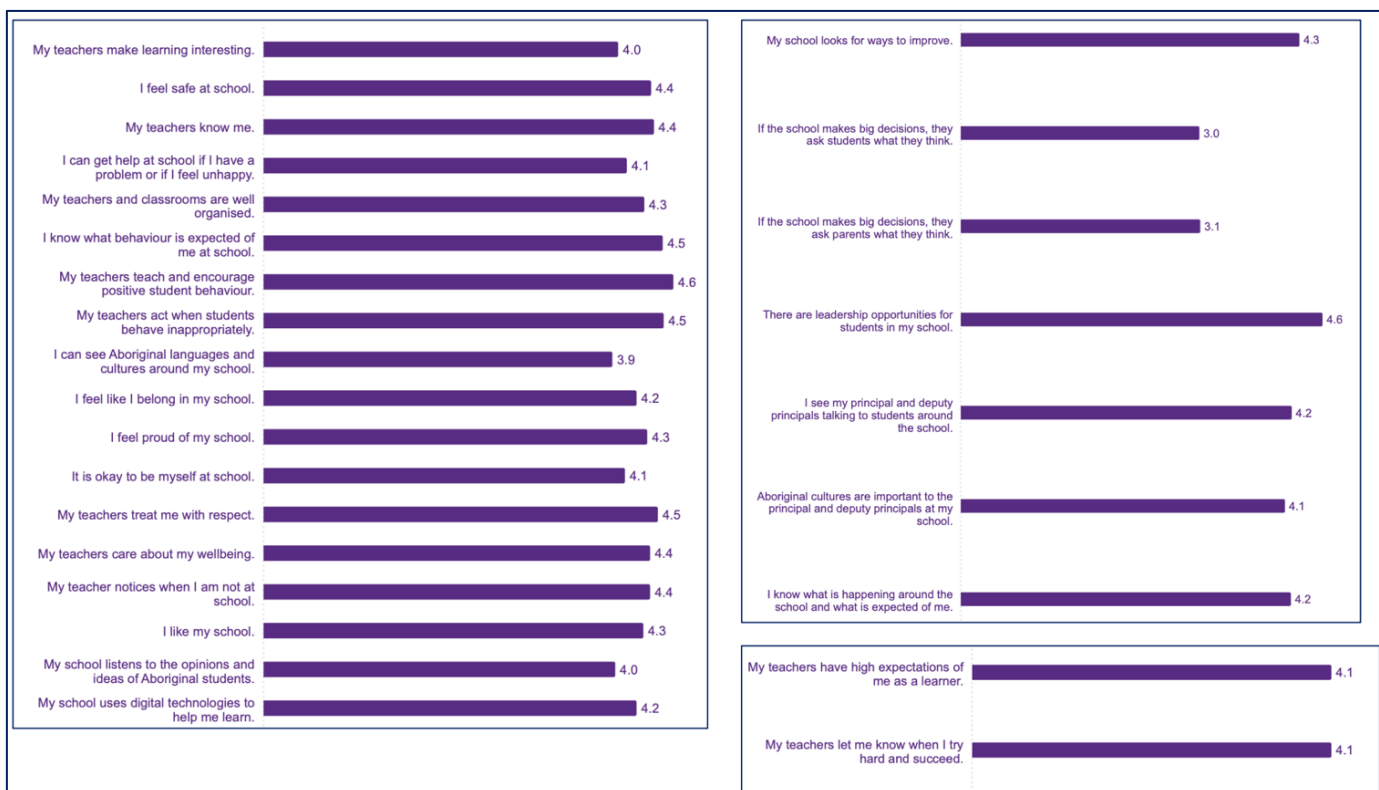
Parent Survey Data 2025 Sample



Staff Survey Data 2025 Sample

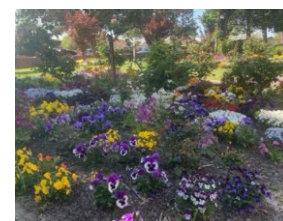


Student Survey Data 2025 Sample



NQS Audit 2025

Principals or a member of the school administration team are required to complete a National Quality Standard audit of customary practice across the early years in their school. Findings must be recorded on the National Quality Standard System (NQSS) by the end of Term 3 each year. To support this process, the National Quality Standard Internal Audit Tool is used to assess and record whether we are working towards or meeting each of the 7 Quality Areas. To be 'Meeting' a Quality Area below, the school has to be 'meeting' every element within that Quality Area.



Overall Quality Area recording		Working Towards (WT)	Meeting (M)
Quality Area 1	Educational program and practice		
Quality Area 2	Children's health and safety		
Quality Area 3	Physical environment		
Quality Area 4	Staffing arrangements		
Quality Area 5	Relationships with children		
Quality Area 6	Collaborative partnerships with families and communities		
Quality Area 7	Governance and Leadership		

We are meeting 2 NQS Quality Standards, being 'Children's Health and Safety', and 'Relationships with Children'. We are close to meeting the remaining elements for 'Educational Program and Practice', 'Physical Environment', 'Staffing Arrangements', 'Collaborative Partnerships with Families and Communities', and 'Governance and Leadership'. We have developed actions that we plan to put in place in order to be meeting the remaining 5 NQS Quality Areas. These actions will begin to be implemented in 2026, with our goal of arranging a Department of Education (WA) NQS Coordinator to conduct a final verification for our school.

NAPLAN DATA 2025

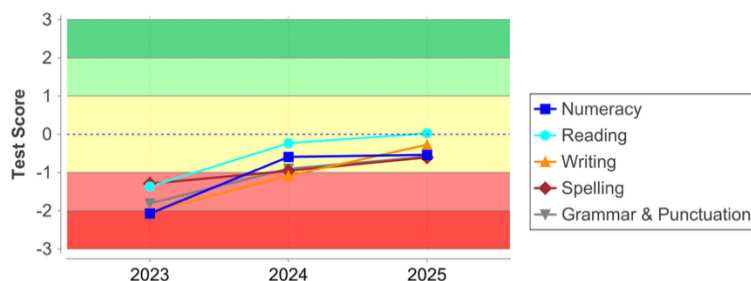
The following NAPLAN data represents the achievement of our Year 3 (47) and Year 5 (56) students. Who completed the NAPLAN testing in Term 1 of 2025. Please note, "like schools" refers to a group of schools that have students with a similar socio-educational background.

NAPLAN COMPARATIVE PERFORMANCE OVERVIEW

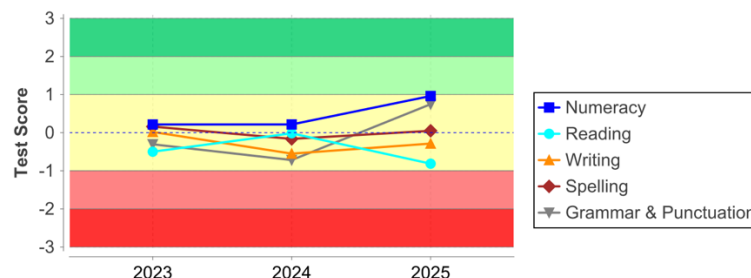
	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	-2.1	-0.6	-0.5	0.2	0.2	1.0
Reading	-1.4	-0.2	0.0	-0.5	-0.0	-0.8
Writing	-2.0	-1.1	-0.3	0.0	-0.6	-0.3
Spelling	-1.3	-1.0	-0.6	0.2	-0.2	0.0
Grammar & Punctuation	-1.8	-0.9	-0.6	-0.3	-0.7	0.7

	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

NAPLAN YEAR 3 PERFORMANCE (AGAINST 'LIKE' SCHOOLS)



NAPLAN YEAR 5 PERFORMANCE (AGAINST 'LIKE' SCHOOLS)



SUMMARY OF NAPLAN COMPARATIVE DATA

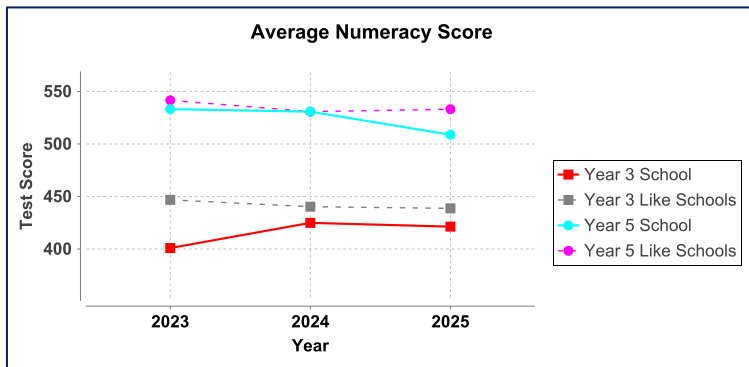
This year, our school achieved within the 'Expected' range of deviation for all NAPLAN Tests in Years 3 and 5. This reflects a positive trend from one area highlighted red in 2024, and five areas highlighted red in 2023. Our 2025 Year 3 cohort achieved greater NAPLAN results in all five areas when compared to our 2024 Year 3 cohort. Furthermore, our Year 3 cohort in 2023 made significant progress when they completed the Year 5 tests in 2025, moving from 'below expected' achievement, to being within the 'expected' achievement in all five tests.

Year 3 NAPLAN data has improved across all areas since 2023. Year 5 NAPLAN data demonstrates consistent achievement against 'like schools' in Writing and Spelling, with Numeracy and Grammar and Punctuation making significant growth, while reading declines in a concerning way. 2025 also marks three years since the Australian Curriculum and Assessment Reporting Authority (ACARA) introduced new proficiency bands for NAPLAN. This meant that we were able to measure student progress resulting from the impact of our instruction on the Year 5 group in 2025. Our longitudinal data showed that our school had a much higher impact on student progress in all NAPLAN tests when compared to 'like schools', which is an incredible achievement.

The NAPLAN areas where we achieved a positive improvement all coincide with where we use school-wide, evidence-based programs. The large decline in our Year 5 Reading data reflects a lack of a whole school approach to Reading. We also note from historical data that our students are entering Year 3 well below 'like schools' each year. To address this, we began investing in targeted literacy intervention programs (MiniLit and MacqLit), Talk 4 Writing, Letters & Sounds, UFLI, and engagement in high-impact teaching workshops.

NAPLAN TEST BREAKDOWNS

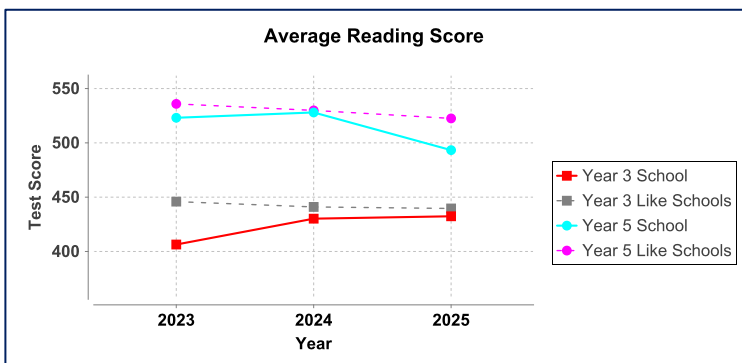
NUMERACY



Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	493 and above	17%	21%	11%	21%
Strong	378 - 492	59%	60%	68%	59%
Developing	311 - 377	17%	16%	19%	17%
NAS	310 and below	7%	3%	2%	3%

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	577 and above	27%	26%	18%	26%
Strong	451 - 576	57%	61%	59%	61%
Developing	386 - 450	14%	11%	18%	11%
NAS	385 and below	3%	2%	5%	2%

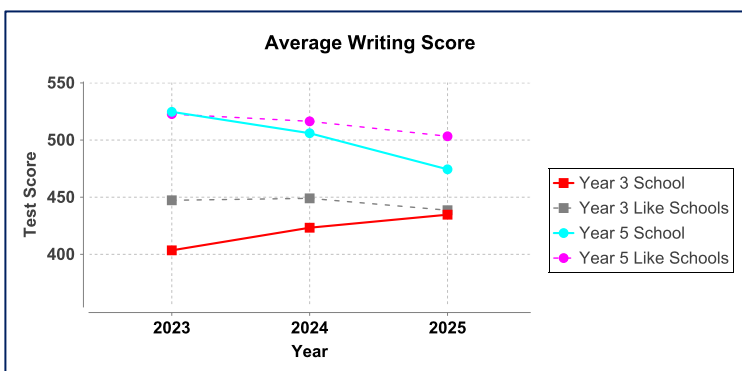
READING



Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	481 and above	28%	34%	28%	30%
Strong	368 - 480	49%	48%	49%	52%
Developing	282 - 367	19%	13%	21%	13%
NAS	281 and below	5%	5%	2%	4%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	555 and above	32%	37%	20%	33%
Strong	448 - 554	54%	50%	54%	53%
Developing	377 - 447	14%	10%	19%	11%
NAS	376 and below	0%	3%	7%	3%

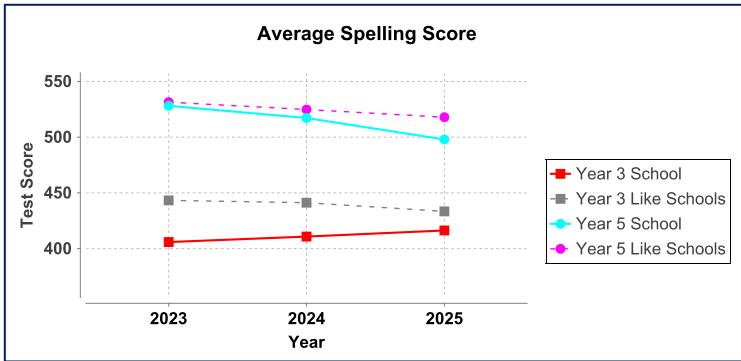
WRITING



Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	503 and above	7%	19%	9%	10%
Strong	370 - 502	79%	75%	78%	81%
Developing	296 - 369	14%	5%	11%	7%
NAS	295 and below	0%	2%	2%	2%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	24%	22%	13%	18%
Strong	455 - 569	57%	62%	50%	63%
Developing	385 - 454	19%	13%	28%	16%
NAS	384 and below	0%	3%	9%	3%

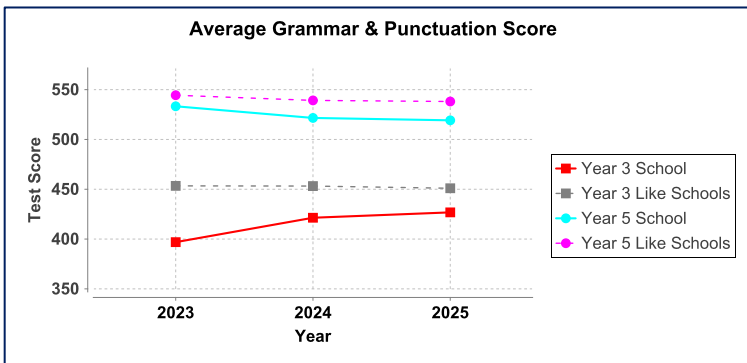
SPELLING



		Spelling			
		Year 3			
		2024		2025	
Proficiency Level	NAPLAN Score Range	School	Like Sch	School	Like Sch
Exceeding	489 and above	15%	27%	17%	24%
Strong	380 - 488	55%	53%	51%	49%
Developing	294 - 379	25%	18%	30%	24%
NAS	293 and below	5%	3%	2%	2%

		Spelling			
		Year 5			
		2024		2025	
Proficiency Level	NAPLAN Score Range	School	Like Sch	School	Like Sch
Exceeding	553 and above	30%	35%	26%	32%
Strong	451 - 552	49%	49%	46%	52%
Developing	378 - 450	22%	13%	24%	14%
NAS	377 and below	0%	3%	4%	3%

GRAMMAR / PUNCTUATION



		Grammar & Punctuation			
		Year 3			
		2024		2025	
Proficiency Level	NAPLAN Score Range	School	Like Sch	School	Like Sch
Exceeding	523 and above	10%	21%	13%	20%
Strong	404 - 522	55%	52%	55%	53%
Developing	312 - 403	25%	21%	23%	20%
NAS	311 and below	10%	7%	9%	7%

		Grammar & Punctuation			
		Year 5			
		2024		2025	
Proficiency Level	NAPLAN Score Range	School	Like Sch	School	Like Sch
Exceeding	582 and above	22%	26%	15%	29%
Strong	470 - 581	57%	56%	57%	54%
Developing	397 - 469	14%	14%	22%	12%
NAS	396 and below	8%	3%	6%	5%

SUMMARY OF NAPLAN TEST BREAKDOWNS

The 2025 NAPLAN Test Breakdown data demonstrates our school's stronger performance and improvement across most Year 3 testing areas, while Year 5 results were more mixed and generally declined compared with both 2024 and like schools. We've noted that:

- Year 3 results improved across Reading, Writing, Grammar & Punctuation and Spelling, with strong growth in Numeracy where 68% of students achieved in the Strong band, outperforming like schools.
- Year 3 Reading and Writing remained stable, with most students achieving in the Strong or Exceeding bands and very low percentages in Needs Additional Support.
- Year 3 Spelling and Grammar & Punctuation showed some improvement in higher bands, although Spelling also had a slight increase in students in the Developing band.
- Year 5 average scores declined across all assessment areas, particularly in Reading, Writing and Numeracy, with fewer students achieving in the Exceeding band.
- Year 5 Writing, Reading and Grammar & Punctuation recorded the greatest decline compared with both 2024 and like schools, with increases in the Developing and Needs Additional Support bands.
- Despite the decline, close to 50% of our Year 5 students achieved 'Strong' for most areas tested.

ATTENDANCE

In 2025, our overall school attendance rate improved from 91.5% to 92.6%, essentially catching up on par with 'like schools'. This positive attendance growth reflects changes to school timetabling, school culture and behaviour expectations, a stronger emphasis on punctuality and tightened processes for students being late to school, and positive teacher – student relationships.

Year	School	Like Schools	WA Public Schools
2023	91.6%	92.4%	88.9%
2024	91.5%	92.9%	89.4%
2025	92.6%	92.7%	89.1%

Attendance By Category

The percentage of students in the Regular attendance category increased significantly, while the proportion of students in the Indicated and Moderate risk categories declined. Overall, the school's attendance improved in 2025 and is closely aligned with 'like' schools and remains stronger than the WA Public School average.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	69.7%	24.1%	5.3%	0.9%
2024	68.7%	24.2%	6.0%	1.1%
2025	76.5%	18.0%	3.6%	1.9%
Like Schools 2025	77.1%	17.5%	4.3%	1.2%
WA Public Schools 2025	64.0%	23.0%	9.0%	4.0%

- The percentage of students with Regular attendance increased from 68.7% in 2024 to 76.5% in 2025.
- Students in the Indicated risk category decreased from 24.2% in 2024 to 18.0% in 2025.
- The percentage of students in the Moderate risk category improved from 6.0% in 2024 to 3.6% in 2025.
- Our Regular attendance rate of 76.5% was very close to like schools at 77.1%, and significantly higher than the WA Public School average of 64.0%.
- We have lower proportions of students in the Moderate risk category than 'Like' and WA Public Schools.
- While the Severe risk category increased slightly to 1.9% in 2025, it remained well below the WA Public School average of 4.0%.

Attendance By Year Level

The attendance percentages for each year level have remained fairly stable over the years, with Pre-primary making the biggest growth of 4% from 2024 to 2025, while the other year levels slightly increased, decreased or stayed the same. All year levels sit well above WA Public Schools.

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	90%	92%	93%	91%	93%	92%	91%
2024	90%	91%	91%	92%	93%	93%	91%
2025	94%	93%	93%	91%	93%	92%	93%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Attendance Strategies

- Regular follow-up on unexplained absences.
- Advice and assistance for parents when there is an issue with school refusal.
- Case management for students with severe attendance rates.
- Communication with parents about the importance of attending school every day unless unwell.



Authorised and Unauthorised Absences

The following charts display our authorised and unauthorised absences recorded for Semester 2 of 2025. While our student numbers have grown each year since 2023, the corresponding increase in student absences and unauthorised holidays each year remains of concern. Students attending school with an attendance rate less than 90% are considered to be at risk, and the long-term impact of this adds up. We will continue to promote the importance that 'ever moment matters' at South Perth Primary School.

Authorised and Unauthorised Absences		
Year	Authorised	Unauthorised
PPR	66%	34%
Y01	61%	39%
Y02	60%	40%
Y03	64%	36%
Y04	70%	30%
Y05	69%	31%
Y06	69%	31%

Absence Types					
Half day absences	Authorised			Unauthorised	
	Reasonable Cause	Sick	Cultural/ Religious	Unexplained	Holiday
2023	1214	2608	2	133	1767
2024	1317	2595	14	300	1476
2025	1560	2680	22	436	1897



OUR FIVE COMMUNITY SHARED VALUES

RESPECT
I respect myself, others, property and our environment.

EXCELLENCE
I have a go and do my best.

HONESTY
I am honest and trustworthy.

RESPONSIBILITY
I am fair, responsible, considerate and safe.

COOPERATION
I am cooperative. I work and play well with others.



FINANCIAL STATEMENT 2025

The school's finances are overseen by the Finance Committee which consists of the Principal, Manager Corporate Services, school Board representative and teachers. The Finance Committee meets at least once per term. The School Board endorsed the school's budget early in Term 1 and monitored the budget throughout the year.



The Student-Centred Funding Model was introduced to all public schools in 2015. Under this model, schools receive funding in a one-line budget. The funding is for all aspects of running the school including staffing, utilities, resources and minor works.

In 2025, the school received \$4,831,776 in Student Centred Funding. Included in this total is \$252,150 for targeted initiatives funds for the school chaplain, school psychologist, and the Pre-school Reform Agreement.

The Income and Expenditure tables on the following pages provide an overview of the school's Income and Expenditure. Of the \$5,072,943 provided through both Student Centred Funding and Locally Raised Funds, \$4,277,664 was spent on Salaries, leaving \$464,698 for Goods and Services

While the school was on track to meet the minimum 96% expenditure for the year, the figures don't reflect this because of the funding of \$125,000 received for the basketball resurfacing project. This money could not be spent until the works have been completed in 2026.

The P&C make a significant contribution to the school each year. In 2025, the P&C committed annual funding towards an extra day of School Chaplain time, the Year 6 Graduation, and Walk to School Breakfast. Funds were also provided for our Artist in Residence Program, Long Jump Pit, Art Mural, Fathering Project fees and contributions to our Class Book Awards and Graduation Ceremony.

The P&C provide funding towards resources proposed by the school that are considered to be items of priority that have a positive impact on student outcomes. The development of a template for wishlist proposals from the school to the P&C has improved the process of providing information and funding requests in a timely manner.

P&C CONTRIBUTIONS 2025

In 2025, the P&C provided funds for the following:

\$8,000

Chaplaincy Time

\$1,250

Graduation

\$800

Band/Sport Shirts

\$586

Healthy Breakfast

\$21,944

Artist in Residence

\$1,000

Fathering Project

\$27,015

Long Jump Pit

\$1,600

Book Awards

TOTAL - \$62, 245



ONE LINE BUDGET SUMMARY 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	64,069	64,069
Carry Forward (Salary):	130,535	130,535
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,831,776	4,831,776
Locally Raised Funds:	221,369	241,167
Total Funds:	5,247,749	5,267,547
EXPENDITURE		
Salaries:	4,277,664	4,277,664
Goods and Services (Cash):	649,364	464,699
Total Expenditure:	4,927,028	4,742,363
VARIANCE:	320,721	525,183

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	64,069	64,069
Carry Forward (Salary)	130,535	130,535
STUDENT-CENTRED FUNDING		
Per Student	3,495,822	3,495,822
School and Student Characteristics	1,048,253	1,048,253
Disability Adjustments	34,272	34,272
Targeted Initiatives	252,150	252,150
Operational Response Allocation	2,600	2,600
Total Funds:	4,833,097	4,833,097
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(210,470)	(210,470)
School Transfers - Cash	209,150	209,150
Department Adjustments	0	0
Total Funds:	(1,320)	(1,320)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	19,142	20,745
Charges and Fees	77,200	92,640
Fees from Facilities Hire	53,091	53,800
Fundraising/Donations/Sponsorships	62,514	62,464
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	2,472	3,027
Other Revenues	6,950	8,491
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	221,369	241,167
TOTAL	5,247,750	5,267,548

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,792,872	3,792,872
New Appointments	0	0
Casual Payments	480,531	480,531
Other Salary Expenditure	4,261	4,261
Total Funds:	4,277,664	4,277,664
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	25,920	17,917
Lease Payments	16,892	16,892
Utilities, Facilities and Maintenance	135,800	119,430
Buildings, Property and Equipment	185,479	61,478
Curriculum and Student Services	235,173	204,676
Professional Development	42,600	38,826
Transfer to Reserve	0	0
Other Expenditure	7,500	5,479
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:	649,364	464,698
TOTAL	4,927,028	4,742,362



