



Coorow
Primary School
Learning for Life

ANNUAL REPORT 2024



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Coorow Primary School is located in a pleasant and close-knit town of approximately 100 people in the grain farming region of the Midwest, roughly half way between Perth and Geraldton. As in many regional farming areas, population is gradually declining and fewer services are available.



Student Numbers and Characteristics

Student Numbers (as at 2024 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Number of Students	7	2	7	6	2	3	4	2	33

Male	17
Female	16

Aboriginal	7
Non-Aboriginal	26

Except in Pre-Primary, the school has many more students in the younger grade levels, making it difficult to balance class structures. This year, knowing what would best suit the individual characteristics of some students, and due to the small size of the Pre-Primary cohort, the decision was made to run a K/P/1 class.

Classes (as at 2024 Semester 2)

Class	Early childhood			Junior		Senior		
Year level	Kin*	PPR	Y01	Y02	Y03	Y04	Y05	Y06
Number of Students	7	2	7	6	2	3	4	2
Total	Mon, Tues, (*Wed) - 16 Thurs, Fri - 9			8		9		

*Kindergarten students attend Mon/Tues in Sem 1, and Mon/Tues/Wed in Sem 2.

Post Destination Schools

Students leaving Coorow Primary School at the end of Year 6 move to a range schools, both local government schools and private schools in Perth.

High School Destination	Number of students
Central Midlands SHS	1
Non-government boarding school	1



Workforce

Staff Numbers		
	Number	FTE¹
Principal / School Admin	1	1.0
Other Teaching Staff	4	3.3 ²
Clerical / Office Admin	2	1.0
Education Assistants	3	1.8
Library Officer	1	0.5
Gardener	1	0.6
Cleaner	1	0.43
Total	13	8.63
1. FTE – Full time equivalent 2. The principal also has a teaching responsibility of approx. 0.25 FTE, meaning that the number of staff in a teaching role is approximately 3.55		
Workforce Composition		
Full time	4	
Female	13	
Male	0	
Aboriginal	0	



There were many staff absences this year, due to family responsibilities, illness, unplanned long-term sick leave, and long service leave.

Three staff members required considerable leave to support aging and terminally ill parents. Their family responsibilities, combined with travel time, required many days' leave, often at short notice, and on days when relief staff could not be sourced, timetables were changed, and sometimes staff were required to provide internal relief.

The principal was unexpectedly taken ill in late January and was absent all of Term 1. Miss Renae Johns, the Junior Room teacher, competently took on the role of Acting Principal. Unfortunately, a full-time relief teacher could not be found for the Junior Room. This resulted in Miss Johns often trying to do two jobs, and the constant changes of teacher affected the usually excellent behaviour management in the Junior Room. When the principal took two weeks long-service leave at the end of Term 3, it was decided not to disrupt the Junior Room again, and Mr Ross Griffin from Allendale Primary School filled the role of Acting Principal.

The Early Childhood Teacher took long service leave in Semester 2, and it proved very difficult to source a relief teacher. We were fortunate in being able to employ a pre-service teacher under a Limited Authority to Teach who performed very well in the role.

One education assistant was absent for a long time following an injury and surgery. Again, long-term relief staff were impossible to source, and we were grateful to find sufficient staff to fill her role on a day-to-day basis, although this was disruptive to continuity in the classroom.

Student Attendance

Our school attendance targets, set in the 2023-2026 Attendance Strategy are:

75% of students will attend regularly

95% of all absences will be authorised

The overall attendance rate will be greater than 90%

SEMESTER 1						
Coorow Primary School				WA Public Schools		
School Attendance Targets	All students	Non-Aboriginal Students	Aboriginal Students	All students	Non-Aboriginal Students	Aboriginal Students
75% students attend regularly	68%	83%	0%	59%	62%	27%
95% absences are authorised	67%	95%	36%	59%	66%	35%
Overall attendance rate >90%	87%	92%	70%	87%	89%	68%

SEMESTER 2				
Coorow Primary School				WA Public Schools
School Attendance Targets	All students	Non-Aboriginal Students	Aboriginal Students	Non-Aboriginal Students
75% students attend regularly	62%	81%	0%	Data not yet available
95% absences are authorised	57%	96%	38%	
Overall attendance rate >90%	85%	94%*	57%	
*If the attendance rate goes up when the percentage of students attending regularly falls, it indicates that regular attenders have improved their attendance.				

School management of non-attendance:

The school ensures there are no barriers to attendance. All students are provided with breakfast, lunch and snacks, uniforms, shoes and educational materials as necessary, and no fees are charged for school excursions or activities.

When a student fails to attend, and the school does not receive an explanation from the parent, a staff member phones the parent to enquire as to the reason for the absence. If there is no response, a letter asking the parent to provide a reason is sent on the following Thursday. If there is still no response, another letter is sent the next week. After three unsuccessful attempts to contact the parent, the attendance is marked as unacceptable reason (Code X).

If attendance is not regular, the student report contains a comment about the effect of poor attendance on achievement. In cases of sustained poor attendance, the matter is discussed with parents at an IEP or IPP meeting.

At the end of each semester, all families receive a letter about each of their enrolled children, detailing the importance of regular attendance and stating the child's attendance rate for the semester. Those with less than regular attendance are urged to aim for regular attendance the following semester.

Student Attendance (continued)

Attendance data - non-Aboriginal students:

All school targets were met or exceeded in each semester. The school exceeded or greatly exceeded the state average for non-Aboriginal students in each domain in first semester, (state data for second semester has not been finalised at time of writing.)

The pleasing percentage of students attending regularly, percentage of absences being authorised, and overall attendance rate have been sustained this year, despite absences due to families visiting relatives overseas. (These were approved as authorised absences because, for each family, it was the first time the students had seen their grandparents since before the Covid 19 pandemic. Families discussed the trip before departure and took school work for students to complete.)

Four students (12% of enrolled students) who did not attend regularly during 2023 have achieved regular attendance this year.

While all non-Aboriginal Kindergarten students achieved regular attendance in Semester 1, and 5 of 6 in Semester 2, in both semesters only 4 of these had attendance >95%. This factor has been noticed in previous years in both Kindergarten and Pre-Primary. A focus next year will be to ensure that families understand the importance of what is learned in the Kindergarten and Pre-Primary years, that attendance habits are set in the early years, and that once enrolled in Kindergarten, attendance is compulsory.

Attendance data – Aboriginal students:

The school enrolls seven Aboriginal students. No Aboriginal students have attended regularly since Semester 2 of 2022. Despite school staff building relationships with families and implementing many strategies to remove barriers to attendance and develop a culturally responsive environment, Aboriginal students' attendance fell further this year.

This year, in Semester 1, two students recorded attendance in the 'Indicated' risk category and three in the 'Moderate' risk category. In second semester, those in the indicated category fell to 'Moderate', and all other Aboriginal students' attendance was in the 'Severe' category. Much, but not all, of the non-attendance is due to family circumstances that we cannot alter. For those students who we believe it would be helpful, the principal will undertake the process to put a Responsible Parenting Agreement in place in 2025.

Planning

In an effort to raise the number of students attending regularly, recognition and token rewards will be offered at end of term assemblies to those who have attendance of 98% or more for the term, with no unauthorised absences.

School events and excursions that are beyond those intended as essential for curriculum coverage will be offered on an 'Invitation Only' basis next year. When permission notes are sent home, they will be sent only for those students who have had no unauthorised absences in the previous two weeks.

Student Achievement and Progress

NAPLAN

This year, only two students in Year 3, and four students in Year 5 took the Naplan tests. Results cannot be shared, due to the likelihood of identifying individual students.

A long term aspirational but achievable Naplan goal has been set in Reading, Writing and Numeracy for every student in the school. These are reviewed every semester to ensure students are on track to achieve their goal. Goals are adjusted upward if the student has made greater than expected progress.

This year, of the 18 goals set (3 goals for each of the 6 students), 8 were not achieved, five were achieved, and five were exceeded by a significant margin. One student achieved all three personal goals, exceeding two of them. The Year 3 students both exceeded their goal in Writing. We believe this is due to following the Talk for Writing program with fidelity, including an emphasis on sentence level writing.

Staff will continue to analyse Naplan results, as well as ongoing results from standardised assessments and in-class work, in order to plan appropriate programs for all students.



Parent/Student/Teacher Satisfaction with the School

As the National School Opinion Survey website was closed during the year, end of the year opinion surveys were not conducted.

In the Wellbeing and Engagement Survey, conducted annually, students showed a very high level of engagement with the school, and learning readiness, as assessed by their responses to questions targeting these domains:

Engagement with School	
Important adult at school	Identify whether there are adults at school they see as 'important'
Connections to adults at school	Having at least one adult at school who provides support to a young person
Emotional engagement with teachers	Support and relationships with teachers
School climate	Overall tone of the school environment, including the way teachers and students interact and how students treat each other
School belonging	The degree to which young people feel connected and valued at their school
Friendship intimacy	Quality of social support from peers
Engagement (flow)	Being absorbed, interested and involved in activity or the world
Absence of physical bullying	Student perceptions of the frequency of physical bullying
Absence of verbal bullying	Student perceptions of the frequency of verbal bullying
Absence of social bullying	Student perceptions of the frequency of social bullying
Absence of cyberbullying	Student perceptions of the frequency of cyberbullying
Learning Readiness	
Perseverance	Having a tenacity to stick with things and pursue goals, despite challenges that arise
Cognitive engagement	Persistence with classroom tasks, generating ideas and attitudes related to holding a growth mindset
Academic self concept	Perceptions of themselves as students and how interested and confident they feel at school
Learning practices	Beliefs about personal learning styles, organisational skills and capacity to complete school work
Meeting expectations	Young people's perceptions of how well they perform against personal goals and aims
Expectations for success	Levels of expectations young people set for themselves
Motivation to achieve goals	How confident young people are that they can achieve their goals
Future goal planning	Young people's beliefs about their ability to plan for the future and pursue goals
Feelings about the future	Young people's feelings when thinking about the future
Feelings about after school study/work	How confident young people are that they can achieve their study/work goals after school

Parent/Student/Teacher Satisfaction with the School (continued)

The number of students who recorded high engagement with school and positive learning readiness showed a strong increase from previous years and did not appear to be correlated with general emotional wellbeing i.e. the number of students who reported lower levels of happiness, optimism and life satisfaction or higher levels of sadness or worries is not reflected in the much smaller number of students reporting lower engagement with school and learning.

The only domain in which student satisfaction fell was in the absence of bullying. A significantly larger number of students reported an increase in verbal and social bullying (bullying associated with inclusion in, or exclusion from, friendship groups), despite a reported increase in a feeling of belonging to their school, peer group and friendship groups. Staff have noticed an increase in arguments over sports and other playground games, with some students choosing not to participate in these. They have responded by teaching negotiation, compromise, the importance of fair play, and the importance of inclusion as these issues have arisen. This matter will be a continuing focus in the playground and in health lessons next year.

As part of our preparation for the new Strategic Plan and the Public School Review in February, students from K-6 worked in buddy pairs to indicate satisfaction and make comment on a number of questions taken directly from the Student National School Opinion Survey. Pairs did not have to come to agreement: older students wrote their own responses and acted as scribes for younger partners. The degree of satisfaction with the school and school processes was high, and the students made valid and useful comments that the staff will include in planning documents.

The principal intended to hold a series of parent forums during the year. These would have been small group discussions to obtain more detail and improvement suggestions about some of the responses that we gathered in the Parent National School Opinion Survey at the end of 2023. However, these did not take place, and it is hoped to organise some early in the new year.

The principal has an open-door policy whereby parents are encouraged to raise questions or complaints directly. Some parents did this, and the majority were resolved in a straightforward way. Complaints about operational matters were frequently raised by the school board and an imperative next year is to ensure that these are directed to the principal personally, rather than at board meetings.

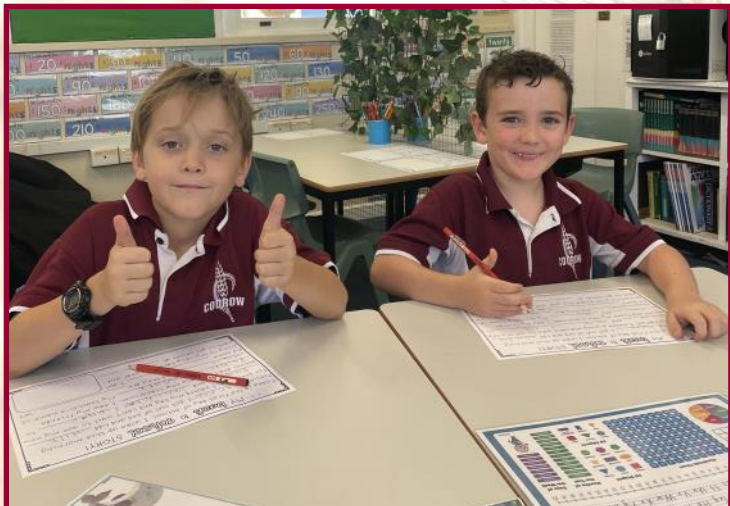
The open-door policy also applies to staff, and it was pleasing that many small issues were raised before they had the opportunity to become larger and more difficult to manage. Short weekly meetings with individual teachers and line-management meetings with allied professionals have been the time that the majority of problems have been raised, increasing the value of the release time that is provided to staff to attend these meetings.

Financial Summary

School Income by Funding Source (DATA) (source: Schools Resourcing System)

EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	755,451	755,451
New Appointments	0	0
Casual Payments	73,079	73,079
Other Salary Expenditure	2,504	2,504
Total Funds:	831,034	831,034
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	23,692	22,057
Lease Payments	0	0
Utilities, Facilities and Maintenance	31,090	39,781
Buildings, Property and Equipment	56,300	51,172
Curriculum and Student Services	81,780	41,709
Professional Development	7,000	1,508
Transfer to Reserve	10,000	10,000
Other Expenditure	250	253
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:	210,112	166,480
TOTAL	1,041,146	997,514

Administration expenses include accommodation for our relief teacher in semester 2, which was reimbursed by the Department of Education. There were no adverse findings in the management of finances in 2024.



Financial Summary (continued)

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	46,065	46,065
Carry Forward (Salary)	21,332	21,332
STUDENT-CENTRED FUNDING		
Per Student	305,186	305,186
School and Student Characteristics	582,728	582,728
Disability Adjustments	(19,572)	(19,572)
Targeted Initiatives	21,488	21,488
Operational Response Allocation	21,887	21,887
Total Funds:	911,717	911,717
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(70,334)	(70,334)
School Transfers - Cash	74,331	74,331
Department Adjustments	0	0
Total Funds:	3,997	3,997
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	1,265	1,150
Charges and Fees	2,095	1,558
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	36,390	36,502
Commonwealth Govt Revenues	320	320
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	5,109	5,109
Other Revenues	160	2,829
Transfer from Reserve or DGR	32,462	32,462
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	77,801	79,930
TOTAL	1,060,912	1,063,041



The school is confident that financial management procedures are sound: a Departmental desktop review midyear identified several small procedures that needed to be changed, and appropriate changes have been made.

All funds have been spent appropriately. Money that was taken from cash reserves this year was equity that had been put aside for the purposes for which it was spent.

Major expenses this year included:

Library upgrade – Carpets & blinds	\$ 5,490 (Funded by P&C)
Replacement of the server and ICT infrastructure	\$10,440
Playground development (grant funded)	\$17,858 (small amount of funds left for installation of the last equipment pieces) Funded by sponsorship.
School camp	\$6,249 (\$4,400 funded by P&C)
Replacement of photocopier	\$6,455
Electricity	\$5,271
Water	\$21,720
Website creation inc annual costs	\$5,523
Student Laptops	\$5,571

Planning

We intend to develop a recording system that makes it easier to identify exactly how student funding has been allocated within some of the broader categories such as Disability and Equity.

Report from the Board Chair, Hannah Smyth - 2024

Thank you to our School Board who have committed their time and efforts this year.

I have been Chairperson this year and would like to take this opportunity to thank Luhan Van Den Heever for his 3 years as Chairperson prior.

Our 2024 members include Jocelyn West (Secretary), Shannon Kenyon (Vice Chair), Elly-Mae Curley, Luhan VDH, Emma Hegarty (P&C Rep) Catherine Turk (staff rep), Guilia Stangle (community rep) and Jancy Whyte.

Our role as members of the School Board is to provide governance for the school and its staff. We make sure that school resources are used efficiently, and community expectations and the school's priorities reflect the needs of students.

This year the Board has reviewed the following policies- school dress policy, the communication policy, and in term 4 we will review the Health and Wellbeing Policy.

Our Data Analysis has included the Wellbeing and Engagement Census, the National School Opinion Survey, and national school assessments – on-entry and NAPLAN. In term 4 we will analyse Brightpath and PAT.

We have also had the opportunity to provide feedback on the way the curriculum is delivered at our school.

On behalf of the School Board I would like to thank the teachers and staff of Coorow Primary School. Their efforts in the indoor and outdoor classrooms reflect how student learning and participation is prioritised.

We would like to extend our appreciation to the P & C for their valued contributions this year, and to community members who have volunteered their time to enhance the experience that our students have at school.

Thankyou.

Priority Areas and Progress Against School Targets

Our 2022—2024 strategic plan identifies three priorities for school development: a safe and supportive learning environment, high quality teaching and excellent student achievement, and meaningful, supportive and sustainable relationships. Our priorities are closely aligned with the Department of Education’s statement of strategic directions for public schools 2020-2024, ‘Every Classroom, Every Student, Every Day’, and with the ‘Statement of Commitment to Western Australia’s Children and Young People.’

The term of the 2022-2024 strategic plan is now complete, and the staff are currently engaged in writing the 2025-2027 plan. Any goals that have not been completed will be carried over into the new plan.

Progress towards school priorities		
Key	Completed	In progress
Identified school priority	Progress against priority	Planned actions
Use of resources		
1.1 Ensure that the allocation of Student Centred Funding Resources relate specifically to the improvement of student outcomes		Staff to take on cost centre budget management in 2025.
1.2 Maintain and improve learning facilities		Complete rearrangement of school storage areas – maths, science, reading.
1.3 Consider skills, age, cultural and gender inclusivity in workforce planning		Change to annual workforce planning, rather than 3 yearly.
Learning Environment		
2.1 Restructure the school’s behaviour management policy to better align with the needs of the students		Complete staff training in restorative practices.
2.2 Use evidence informed practice to deliver high quality health education		Changes to Health curriculum means major audit and adjustments to curriculum planning.
2.3 Continue to strengthen the school's cultural responsiveness and implementation of the Aboriginal Cultural Standards Framework		Plan meaningful in-school activities for NAIDOC week and other days or commemoration / celebration.
2.4 Continue to promote and improve attendance rates for all students		Aboriginal students’ attendance is poor, despite our efforts.
2.5 Promote student wellbeing, including sense of belonging and safety at school		Participate in the ACTION Respect Respectful Relationships project.

Priority Areas and Progress Against School Targets (continued)

Leadership		
3.1 Further develop opportunities for staff to take on leadership roles within the school and to be involved in school planning		Continue to develop areas identified as focus by the school culture survey.
3.2 Develop the leadership skills and knowledge of the principal		Continue professional development and engagement with collegiate principal.
3.3 Foster student leadership skills		Re-establish regular student leadership meetings
3.4 Increase the profile and involvement of the school board		Confirm understanding of the role of the board. Provide reports in each newsletter of board activities.
Teaching Quality		
4.1 Build and strengthen staff collaborative practices to plan for, act on, and assess student learning		Embed the school Teaching and Learning Framework in our practice.
4.2 strengthen and extend existing whole-school approaches and ensure high quality delivery of Western Australian Curriculum in all learning areas		Begin a coaching program. Continue to develop and refine whole-school teaching programs.
4.3 Increase the capacity of education assistants to support the educational program		Increase the digital literacy of EAs
Student Achievement and Progress		
5.1 Gather school-based and systemic data to monitor student progress and inform whole school planning		Continue to provide opportunities for staff to collaboratively interrogate a range of data using disciplined dialogue, and plan actions in response to data
5.2 Explicitly plan for individual improvement		Use gap-analysis to identify gaps in student learning and ensure these are addressed.
5.3 Assessment and reporting practices provide valid information for students and parents		Identify ways of sharing progress that parents find meaningful and engaging.
Relationships and Partnerships		
6.1 Continue to promote strong relationships with parents, carers and the community		We completed all planned actions. Parent satisfaction is still low.
6.2 Promote community partnerships that support the health, wellbeing, confidence and resilience of students and families		WACHS were unable to provide regular staff for allied health visits.
6.3 Build relationships with schools outside our immediate area for the benefit of our students		Continue to plan shared activities and engage with other schools as the opportunity arises.

Thank You to our School Community

The school is highly appreciative of all the support that was received from the P&C, the Shire of Coorow, and many groups, businesses and individuals from our community throughout the year. The assistance that we received enhanced our learning programs and our facilities, and allowed us to offer opportunities to our students that would not have otherwise been possible.

The 2024 Annual School Report has been discussed and endorsed by the school staff and the Coorow Primary School Board.

Principal: _____

Date: _____

Chairperson: _____

Date: _____

