



Coorow
Primary School
Learning for Life

School Report 2025

Coorow Primary School



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School Report

Coorow Primary School

School Overview

Coorow Primary School is in the town of Coorow situated in the Mid-west of Western Australia. While most families are involved in farming, other employment agencies include local businesses and local government. Coorow is 266 kilometres from Perth and 201 kilometres from Geraldton, resulting in challenging service access, however there are established relationships with both the private and public sectors to benefit the students.

The school ended with 42 students enrolled into three classes for mainstream teaching, and condensed to two classes for specialist lessons, which assisted in providing teachers with DOTT (Duties Other Than Teaching).

The grounds include a library, makerspace for crafting, two playgrounds, oval and an undercover space with vibrant bitumen painting. There is also a student made frog bog and bee garden to support the environment, as well as a yarning space for cultural well-being.

Student Numbers and Characteristics

Class	Early Childhood		Junior			Senior		
Year level	Kin*	PPR	Y01	Y02	Y03	Y04	Y05	Y06
Number of students	9	8	2	8	7	1	4	3
Total in class	17		17			8		

*In 2025 Kindergarten students attended Mon/Tues in Semester 1 and Mon-Wed in Semester 2

To best suit the learning of students and workload for teachers in 2025, Coorow Primary was structured with 3 classrooms: an Early Childhood (ECE) for Kindy and Pre Primary, a Junior Room for years 1-3 and Senior Room years 4-6.

To allow for teacher DOTT, classes collapsed to Pre Primary to Year two and Year three to Year six for Thursday and Fridays.

Students live within the townsite or travel to school from farms, using the three bus routes (Carnamah, West and East).

Approximately 8% of the student population was Aboriginal, and a close to even split of females to males.

Aboriginality	Total
Aboriginal	5
Non-Aboriginal	35
EALD	4

Gender	Total
Male	19
Female	21

Workforce

Staff Numbers	Number	FTE ¹
Principal / School Admin	1	1.0
Other Teaching Staff	4	3.3 ²
Clerical / Office Admin	2	1.0
Education Assistants	4	2.7
Library Officer	1	0.05
Gardener	1	0.6
Cleaner	1	0.43
Total	14	9.08

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

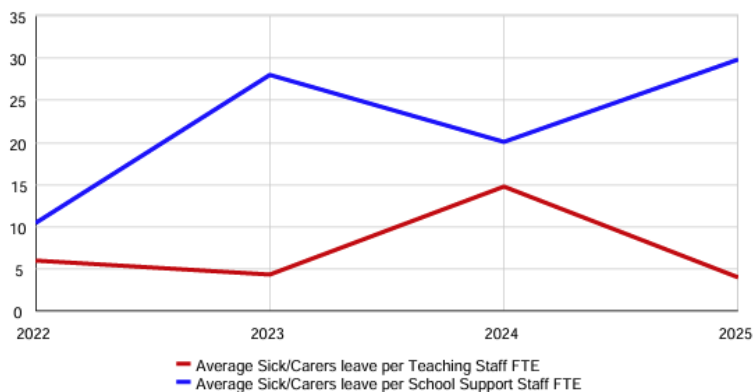
Workforce Composition	
Full time	3
Female	14
Male	0
Aboriginal	0

In 2025, there was some changeover of staff during the year, including a new senior room teacher for semester two and a new principal appointed for term four, though this did not change the FTE of these staff.

Education Assistant time was evenly shared over the three classrooms, with 3 days each. The principal was utilised to assist in the release of teachers for their DOTT.

The staff composition is all female, with an average age of 50.8 years and no cultural diversity to note.

The amount of sick and carer's leave taken by teaching staff in 2025, decreased from an average of 14.9 days to 4. The amount of sick leave taken by support staff increased from an average of 20.1 days to 29.8 days, with an increase also in unpaid days from 39 to 46.



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			SEMESTER 2		
	All students	Non-Aboriginal Students	Aboriginal Students	All Students	Non-Aboriginal Students	Aboriginal Students
75% students attend regularly	72%	82%	20%	67%	81%	0%
95% absences are authorised	62%	93%	28%	61%	96%	27%
Overall attendance rate	91.2%	94.5%	74.3%	88.8%	94%	66%

Semester 1 comparison to other schools:

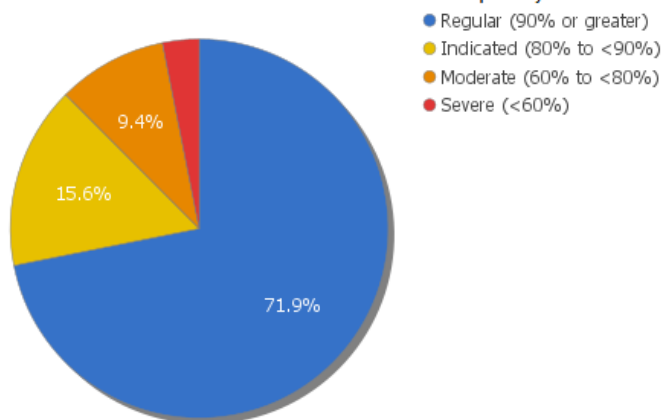
Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	93.1%	88.9%	90.3%	72.4%	81.2%	74.3%	89.3%	88.2%	88.9%
2024	91.5%	89.7%	91%	70.6%	79%	74.3%	87.2%	88.6%	89.4%
2025	94.5%	89.4%	90.7%	74.3%	77.1%	73.2%	91.2%	88.1%	89.1%

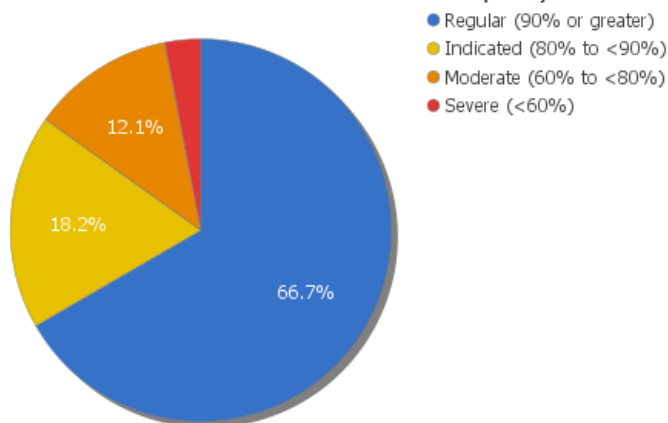
Note:

Care must be taken when interpreting data for schools with small student numbers in any category.

Attendance Profile 2025 Semester 1 Compulsory



Attendance Profile 2025 Semester 2 Compulsory



Comments:

School management of non-attendance:

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

When a student fails to attend, and the school does not receive an explanation from the parent, a compass message is sent by 10am, 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). Parent phone calls are also used to follow up as necessary.

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 (Individual Education Plan) or IPP (Individual Pathway Plan) 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. Students with high attendance are acknowledged and rewarded at the end of term assemblies.

Non-Aboriginal attendance:

All school targets were met or exceeded in semester two, and semester one had two out of three targets met, with authorised absences just 2% short. The school exceeded both the percentages for like schools and WA Public Schools for non-Aboriginal students in 2025.

Aboriginal attendance:

There is a trend of Aboriginal attendance falling. The principal will continue to work with families to address this fact, and work towards improvement.

Future Planning

In 2026, the principal will work with the student leadership, staff and School Board to determine appropriate rewards and consequences for attendance rates, such as a chosen termly function with the principal, and a consequence of not attending excursions for attendance under a certain rate. The Coorow Primary Attendance Strategy will also need updating for 2027.

Student Achievement and Progress

NAPLAN

This year, six 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. Some of the exceeded goals were for 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, to plan appropriately for all students.

On Entry

On Entry testing is compulsory for all Pre-Primary students across Australia. Its aim is to capture the level of literacy and numeracy skills that students begin their schooling with. Follow up modules can be administered up until the end of year two to measure progress, though this is not compulsory.

While it would not be appropriate to share our students scores due to our low numbers, what staff have identified on reflection of results is:

- The strongest areas are Speaking and Listening and Numeracy
- The weakest areas are Reading and Writing
- Most students who are tested with follow up modules improve their score
- Those who do not improve have been identified with reason for academic support.

Student Grade Summary

Grade	A	B	C	D	E
Total	22	115	366	59	9
Percentage	3.9	20.1	64.1	10.3	1.6

Based on the table above, the majority of students at Coorow Primary are achieving at level (C) or higher across all reportable curriculum areas.

Most of the areas that have a D or below can be linked to low attendance, low engagement and learning difficulties. These students were likely on an Individual Education Plan, Attendance Plan or Behaviour Management Plan.

Parent / teacher satisfaction with the school

In term 4 of 2025, parents and staff were invited to respond to a school survey about the performance of the school.

The data collected from 22 responses showed:

- 17 were very or somewhat satisfied in the performance of the school with 2 somewhat dissatisfied
- Most believed their students made academic (17) and social-emotional (15) progress
- 19 believe the school to be safe, with no unsafe response and 1 unsure
- Everyone believed the staff care about the students, and most believe them to be effective (18)
- All were satisfied with the facilities of Coorow Primary.

These results are reflective of the hard work and planning put in place for students. Staff will continue to set goals and work towards improvement in all areas.

Student satisfaction with the school

Students were informally interviewed in term 4 to share their opinions on school satisfaction. During these sessions run by the principal it was found that the students were:

- Satisfied with playgrounds, sports equipment, school culture, quality teaching, behaviour focus, reward systems
- Possible improvements identified included a cover for basketball court, more 'fun' days such as crazy hair day and more involvement with the community.

The principal will continue to work with the student leaders in 2026, to build on these ideas.



Annual Financial Summary – December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	49,825	49,825
Carry Forward (Salary):	15,703	15,703
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	995,379	995,379
Locally Raised Funds:	37,439	36,421
Total Funds:	1,098,346	1,097,328
EXPENDITURE		
Salaries:	859,627	859,627
Goods and Services (Cash):	186,390	150,689
Total Expenditure:	1,046,017	1,010,315
VARIANCE:	52,329	87,013

EXPENDITURE - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	787,409	787,409
New Appointments	0	0
Casual Payments	71,337	71,337
Other Salary Expenditure	880	880
Total Funds:	859,626	859,626
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	10,460	10,357
Lease Payments	0	0
Utilities, Facilities and Maintenance	44,646	51,892
Buildings, Property and Equipment	19,593	19,327
Curriculum and Student Services	81,016	42,095
Professional Development	5,400	1,766
Transfer to Reserve	25,000	25,000
Other Expenditure	275	252
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Total Funds:	186,390	150,689
TOTAL	1,046,016	1,010,315

INCOME - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	49,825	49,825
Carry Forward (Salary)	15,703	15,703
STUDENT-CENTRED FUNDING		
Per Student	326,744	326,744
School and Student Characteristics	600,229	600,229
Disability Adjustments	6,288	6,288
Targeted Initiatives	36,535	36,535
Operational Response Allocation	15,956	15,956
Total Funds:	985,752	985,752
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	5,000	5,000
School Transfers – Salary	(77,429)	(77,429)
School Transfers - Cash	82,056	82,056
Department Adjustments	0	0
Total Funds:	9,627	9,627
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	1,293	1,050
Charges and Fees	2,710	162
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	11,753	12,426
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	3,702	3,702
Revenue from CO, Regional Office and Other schools	2,400	2,400
Other Revenues	7,601	8,701
Transfer from Reserve or DGR	7,980	7,980
Total Funds:	37,439	36,421
TOTAL	1,098,346	1,097,328

The school is confident that financial management procedures are sound. All funds have been spent appropriately.

Major expenses this year include:

Water	\$24,024
Concrete painting in undercover area	\$5,956
Computer Equipment	\$8,043
Beauty and the Beast excursion	\$4,068 (Funded by MREO)
NOM kids program	\$3,702 (Funded by Healthways)
Bus hire to excursions and events	\$1,959
Puppet Lab workshop & Circus challenge incursions	\$1,200

Report from the Board Secretary, Jennifer Birch - 2025

Thank you to the members of the 2025 School Board who committed their time and energy to supporting the governance and strategic oversight of our school. The 2025 Board members were Mia Maxfield (Chair), Shannon Kenyon (Vice Chair), Christel van den Heever, Emma Hegarty, Giulia Stangle, Alex Hyde, Renae Johns (Staff Representative), and Jancy Whyte, followed by Chloe Scott as Principal.

During the year, the Board undertook several key responsibilities, including approving the 2025 school budget to ensure resources were aligned with teaching and learning priorities. Members also participated in strategic planning discussions to support the development of the 2025–2027 Strategic Plan and reviewed the outcomes of the Public School Review.

The Board analysed school data, considered policy updates and reviewed reports across a range of teaching areas to build a shared understanding of school priorities. The Board also supported initiatives to promote family engagement and student wellbeing, including approving the implementation of the Fathering Project.

The Board would like to extend a special thank you to Jancy Whyte and send our best wishes during her secondment. We thank the staff, students, families and community for their ongoing support and commitment to Coorow Primary School.



Progress towards school priorities			
Key	Completed	In progress	Stalled
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 have taken on cost centre budgets.	
1.2 Maintain and improve learning facilities		Library update, playground equipment.	
1.3 Consider skills, age, cultural and gender inclusivity in workforce planning		Run employment processes as required.	
Learning Environment			
2.1 Restructure the school's behaviour management policy to better align with the needs of the students		Zones of Regulation used and effective in each class	
2.2 Use evidence informed practice to deliver high quality health education		Health and Physical Education Operational Plan has been reviewed. To be published.	
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		Review Attendance strategies with student leaders, staff and board.	
2.5 Promote student wellbeing, including sense of belonging and safety at school		Participate in the ACTION Respect Respectful Relationships project and Fathering Project.	
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.	

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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		Weekly leadership lessons and feedback sessions.
3.4 Increase the profile and involvement of the school board		Training to be booked in 2026, review of documents and roles.
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		Continue coaching and embedding of whole-school teaching programs: Talk for Writing, OCHRE. Admin and peer obs held each term.
4.3 Increase the capacity of education assistants to support the educational program		Ensure new and returning EAs are trained to fulfil their role.
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 with IEPs, Attendance plans and other supports as needed.
5.3 Assessment and reporting practices provide valid information for students and parents		Use of whole school processes and documents, continue with regular parent communication, meetings and emails.
Relationships and Partnerships		
6.1 Continue to promote strong relationships with parents, carers and the community		Parent survey shows high satisfaction with the work of the school, parent attendance at meetings, assemblies and school events is high. Good

		interaction with online promotions eg facebook, Seesaw.
6.2 Promote community partnerships that support the health, wellbeing, confidence and resilience of students and families		Low accessibility to public services. Good referral process, school accommodates private 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: Interschool sports, PJ visit, Musica Viva, Morawa Ag visit etc.

