



# ANNUAL REPORT

## 2024



NEERIGEN  
BROOK  
*Primary School*

## Message from the Principal

*This year we welcomed a number of new families from a wide range of locations around the world, including Nepal, China and Bangladesh to name just a few. As a school community we finished the year with 43% of students from families where English is not their home or first language. We welcomed families and celebrated new customs and look forward to building on this knowledge as a school community, as we move into the future.*

*Our Centre for Excellence journey continued, led by our Interns in collaboration with all staff. The focus to build connected practice and consistency across the school continued and has proven to be successful in improving student behaviour and engagement. Well done to all staff for embracing the learning and supporting students to engage in new processes and to continue to excel with their learning.*

*Our Dardy Yorgas and Mooditij Boys continued to lead our cultural learning as we built upon our knowledge of Aboriginal and Torres Strait Islander Culture and histories with the support of our AIEO, Ben Wyatt and the collaboration of outside agencies including but not limited to BINAR, Young Yarnz, Adrian Tanner and Elder, Sydney Phillips. Thank you all for leading the learning. There were a number of moments this year where our day to day, year to year efforts were acknowledged and celebrated outside of our school. We are very proud to say that this was the case when we were a finalist in the Education Awards for Excellence in Cultural Responsiveness and again when we won the Western Australian Primary Principals Association (WAPPA) Cultural Responsiveness Award.*

*Advocating for our students, locating learning opportunities outside of our school to enable the children to showcase their learning is essential for growth. This builds confidence, experience, enjoyment and for some fuels ambition. Congratulations and thank you to Ms Clayton who nominated our Dardy Yorgas and Mooditij Boys to perform at the WAPPA Conference. They auditioned and were successful, performing in front of over 350 Principals and Deputy Principals at the Crown in Perth. It was a terrific opportunity that we will remember for many years to come.*





*Continuing with our cultural learning, this year saw the formation of our Multicultural and Diversity Committee. I would like to take this opportunity to thank the parents and community members who attended and contributed ideas. We are looking forward to continuing to build on a great start, strong leadership and excited to see what 2025 will bring.*

*Student voice and community consultation are two key sources that continue to lead projects within our school. The use of colour and incorporating art into our environment was a strong focus for many.*

*We were fortunate to have the Mural Nomad join us at the end of the year for planning, collaboration and a creative session that saw the development of two murals in our school. The opportunity to contribute was put out to everyone and the ideas flooded in.*

*PJ worked tirelessly over the Christmas break to complete two murals that have certainly brightened up and re energised two areas of our school. Thank you to everyone who contributed and voted for the final designs.*



*“I love that the kids are sitting reading the big book and the trees are so detailed, I love the white ones”*



*“This wall used to be so dull. Now it reminds me of my childhood, where I come from”*



*“Oh, the book! I love it, and the kids sitting on it... It’s like magic”*

*Thank you to everyone who contributed across the year to continue to build our strong community together. Thank you to staff and families who are moving on to new adventures and beginnings in new communities. We appreciate your contribution to our school.*

*Boordawan and kind regards,*

*Lesley Barrett*

Handwritten signature of Lesley Barrett.

*Principal*



## Message from the School Board Chair

Writing the Chairperson's Report each year offers a valuable moment for reflection. After five years in this role, I remain both humbled and energised by the continued progress of our school community. The momentum behind sound decisions, purposeful investment, and passionate leadership continues to lift learning and wellbeing outcomes for the students of Neerigen Brook Primary School. Once again, I have been inspired by the creative initiatives led by Principal Lesley Barrett and her team of dedicated, unwavering educators. Their commitment to creating safe, vibrant, and inclusive learning spaces for our students is nothing short of remarkable. A particular highlight this year has been the visible recognition and celebration of our Indigenous community. From the construction of the Yarning Circle and stunning wall murals to our new entrance signage and NAIDOC Week dancing celebrations, we are embedding cultural pride and connection into the fabric of our school. Each School Board meeting leaves me in awe of what is being achieved, and what's still to come. Below are just some of the initiatives that came before the Board in 2024:

### **Education Initiatives Endorsed by the Board in 2024**

1. *Yarning Circle – Partially funded and completed in the latter part of the year, providing a space for conversation, connection, and culture.*
2. *Basketball Courts – Resurfaced after 50 years of wear and tear, revitalising play and physical activity.*
3. *Learning Support Hub – Established in the demountable building and now used by Learning Support Coordinator Heather Barrett and Katie from 54 Reasons to offer targeted student support.*
4. *Science Room Refurbishment – New furniture and equipment installed to modernise and invigorate STEM learning.*
5. *Renaming of Blocks – Led by Sinead Cormack in a collaboration with students, resulting in the adoption of Noongar animal names for all blocks and buildings.*
6. *Acknowledgement of Country – The introduction of a customised Neerigen Brook Acknowledgement of Country, written by our senior Noongar students in collaboration with Noongar Language Consultant Sharon Gregory and AIEO Ben Wyatt. This aligns beautifully with our school vision, Moorditj Kaadadjiny – Strong Learning, inspired by the local environment.*

### **Welcoming New Board Members**

It is with great pleasure that we welcomed Malcolm Smith and Jo Martin as new Parent Representatives on the School Board. They bring valuable insight and experience to the table, and their perspective through a family lens adds strength to our decision-making. However, we continue to seek additional parent members to join this exciting journey. Being on the School Board involves attending just one meeting per term—and offers a unique opportunity to contribute to your child's learning environment. If you are passionate about our school and eager to help shape its future, we warmly encourage you to consider this important voluntary role.

### **In Gratitude**

To my fellow Board members—thank you. Your dedication, insight, and collaborative spirit make serving on the Board a meaningful experience. I look forward to another productive and purposeful year ahead as we continue to work together for the benefit of every student at Neerigen Brook.

### **Neerigen Brook Primary School Board – 2024**

- Chairperson: Luke George
- Parent Representatives: Malcolm Smith, Jo Martin
- Staff Representatives: Trina Clayton
- Community Representatives: Ruth Moore, Christine Bull
- P&C Representative: Joanne Richardson
- Principal: Lesley Barrett
- Secretaries: Fern Vallesi

Yours in positivity,  
Luke George  
Chairperson

## Message from the President of the Parent and Citizens Association

*Our AGM was held on the 22nd of April 2024, with only nine members signing up to be involved after the previous date didn't proceed due to not achieving a quorum.*

*Amazing results for our Colour Run held on 28th March with an overall profit of just over \$7000. The projector and screen in the undercover area is currently what we are working towards purchasing. This year we had 5 prizes up for grabs with the major prize consisting of a Nintendo Switch Family Set. This proved to be a popular prize that everyone wanted to win.*

*We opted for a Mother's Day and Father's Day stall this year. Over the years we have gone from having a timetable where classrooms attend the stall during the day to a stall on one day after school. The change was due to very few students bringing money to school to spend at the stall. With the stall being after school more sales take place as parents can use EFTPOS for purchases. We once again had a few leftovers from both stalls which will be used in 2025. This year's stalls were not as busy as previous years.*

*For our sports carnival this year we ran a win a VIP tent for the day raffle. The winner would have their tent located near the finish line and we catered sandwiches and drinks for the winning families. Whilst we didn't sell many tickets as this was the first time we had offered this type of prize I feel it will be better received if we were to do it again as everyone got to see more of what they could of won when it was setup for everyone to see on the day.*

*The canteen continued to open four days a week, but with a slight change to days – closing on Mondays instead of Tuesdays. The canteen hosted the ever popular sushi day in conjunction with the sports carnival lunch which also saw Chicken/Ham & Salad Rolls on the menu. We also had a special on homemade cupcakes themed for Harmony Day.*

*Due to holidays booked in 2023 when our Canteen Manager had resigned but then returned, our canteen was closed for 2 weeks in Term 3. This coincided with swimming lessons which worked out well as managing the canteen around lesson times can be a challenge.*

*The highlight of 2024 was once again the End of Year Concert held on the oval with a stage being hired by the school and all classes performing an item each over the course of the evening. This year we opted to only have an ice cream van and coffee van and catered the food ourselves instead of having the food trucks on site. This involved pre order forms to go home for ordering prior to the day which included the options of a sausage sizzle, hamburger or cheeseburger. We also had snacks, lollies and drinks available to purchase on the night. Those who decided not to pre order could purchase a sausage sizzle on the night.*

*If we were to consider catering at this event in the future we would need almost double the amount of helpers that we had as none of the helpers were able to leave and watch their children's performances as the stall was just too busy.*

*Thank you to all the families for supporting our fundraising efforts and to all the P&C members who helped at our events throughout the year.*

*We are looking forward to what 2025 will bring and hope to organise some more events and fundraisers however to do this successfully we need more members.*



Jo Richardson  
P&C President



## OVERVIEW OF BUSINESS PLAN OBJECTIVES

Domain	Target	Progress Green = met Yellow = working towards
<b>Relationships and Partnerships</b> We will: Partner with stakeholders (parents, community, and network) to improve educational outcomes for students.	Strengthen parent and community communication utilising a range of media platforms.	
	Increase regular attendance across all year levels.	
	Maintain scores of over 4 in National School Opinion Survey for staff, students and community.	Survey was unavailable in 2024.
	Increase student voice to include feedback about teacher performance, areas for school improvement and the creation of a Student School Board.	
	Implement actions from the Reconciliation Action Plan.	
	Develop and implement a 3-year-old program on-site for Neerigen Brook families.	
	Provide professional learning to staff on the Aboriginal Cultural Standards Framework.	
	Action the EAL/D Champion School implementation plan.	
	Implement actions in the NBPS Wellbeing Policy.	Currently under review.
	Provide students with opportunities to engage with community stakeholders.	
	Increased parent involvement in student learning.	
<b>Learning Environment</b> We will: Provide an inclusive learning environment that supports every student to reach their full potential academically, socially and emotionally.	Students at Educational Risk are identified via referrals to the SaER team each term for intervention.	
	Increase the percentage of students with regular attendance.	
	Decrease the percentage of students who are categorised as 'at risk' across each year level.	
	Reduce the percentage of students with unexplained absences across each year level.	
	Reduce the 'severe' attendance rate of Aboriginal Students across all year levels.	
	NBPS Wellbeing Policy is implemented and actioned.	Currently under review.
	PBS strategic plan is implemented with fidelity.	
	Staff provide explicit teaching and associated resources on Zones of Regulation.	
	NBPS engages with external services to support students at educational risk.	
	NBPS staff action feedback received from their students and families to meet a range of culturally diverse needs.	
	Classroom learning environments, both indoor and outdoor, include flexible learning spaces and engaging learning opportunities.	
	Walkthrough visits are completed each term by the ELT or Senior Leaders; teachers implement feedback provided in Walkthroughs prior to subsequent Walkthroughs.	
	Examples of student agency in action are visible in each classroom.	



	Learning Journeys are timetabled once a year for students to share their learning with parents.	
	Purposeful and planned play experiences are embedded in the Plan Teach Assess cycle for early childhood classes.	
<b>Leadership</b> We will: Make successful student learning the central consideration in all aspects of leadership.	School leaders participate in professional learning activities, alongside teachers.	
	School leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices, including through online professional communities.	
	School leaders build and sustain a coaching and mentoring culture at all levels in the school.	
	Leaders build and promote staff relationships that are based on high levels of trust and respect.	
	Leaders focus on building their own and colleagues' skills in collecting, analysing, interpreting and using data.	
	All staff will engage in the Performance Management processes each term to build their capacity.	
<b>Use of Resources</b> We will: Prioritise ongoing professional learning for all staff and focus on the development of a school-wide, self-reflective culture focused on improving student outcomes.	A NBPS Infrastructure Plan for 2022- 2024 will be implemented and actioned.	
	NBPS takes a highly responsive approach to the allocation of support in line with student needs.	
	Teachers engage in professional learning to build their capacity in ICT skills, knowledge and understanding.	
	All students are explicitly taught coding skills through the use of digital technologies.	
	Teaching staff comply with DoE professional learning requirements.	
	Teaching staff take an 'Action Learning' approach to professional learning.	
	The allocation of Human Resources will be proactive and responsive to meet school needs	
	Targeted resource management enhances curriculum content and implementation.	
	Funding is assigned to initiatives and programs to support Aboriginal students' success.	
	Grants and submissions will reflect the whole school strategic direction.	
	NBPS will have a social media presence to allow rapid response to low level queries.	
<b>Teaching Quality</b> We will: Utilise a reflection-for-action approach to pedagogy.	Team meetings emphasise the joint analysis of student work and reflection on teaching strategies for improving student learning.	
	Staff regularly share and showcase examples of best practice.	
	Teachers collaboratively plan, deliver and review the effectiveness of lessons.	
	Digital technology is embedded into the Plan, Teach, Assess cycles.	
	All staff engage in relevant professional learning and implement CMS Instructional Strategies into their daily practice.	Delivery of CMS professional learning was

		unavailable and out of the control of NBPS staff.
	Teachers participate in effective collaborative teams that focus on issues which directly impact on student learning.	
	Teachers participate in effective collaborative teams that focus on data, evidence and results to plan for improvements and inform teaching and learning.	
	Students will see themselves as their own teacher.	
	Educators will create an environment of trust and openness to embed a reflective practice.	
	Teachers implement the NBPS ICT Scope and Sequence through the model of SAMR.	
	Teachers provide opportunities for students to demonstrate learning outcomes in a variety of ways.	
<b>Student Achievement and Progress</b> We will: Use school and system evidence-based programs, and strategies to deliver a connected curriculum.	NBPS will develop a school wide understanding that all decisions made should be guided by evidence.	
	NBPS will use Ed Companion together with other school-based data collections to obtain data on student progress and achievement.	
	Teachers will use data to monitor student progress, achievement and set targets and make decisions to improve student outcomes.	
	Words their Way (Year group 3, 4, 5, 6) – will meet phase targets set out in the WTW document.	School no longer uses this program.
	Letters and Sounds (Year group K, PP, 1, 2) – will meet phase targets set out in Letters and Sounds document.	School no longer uses this program.
	Students to complete Artificial Intelligence Writing Assessment (3-6) – to be reviewed post year 2 assessment Dec 2021. Data to inform PTA cycle.	School no longer uses this program.
	Year 1 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	From 2023, PAT no longer uses a stanine system. It is not possible to evaluate the targets below.
	Year 2 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	
	Year 3 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	
	Year 4 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	
	Year 5 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	
	Year 6 PAT Maths: 60% stanine 4, 25% stanine 5 or above.	
	Year 1 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	
	Year 2 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	
	Year 3 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	
	Year 4 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	
	Year 5 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	
	Year 6 PAT Reading: 60% stanine 4, 25% stanine 5 or above.	



	NAPLAN – repeat on entry exercise norms relative to year three and five.	In 2023, NAPLAN changed from a banded system to a four-category system. It is not possible to evaluate the targets below.
	NAPLAN Reading Year 3 – 90% of students at or above Band 2 (at national minimum standard)	
	NAPLAN Reading Year 3 – 70% of students at or above Band 3 (above national minimum standard)	
	NAPLAN Writing Year 3 – 90% of students at or above Band 2 (at national minimum standard)	
	NAPLAN Writing Year 3 – 70% of students at or above Band 3 (above national minimum standard)	
	NAPLAN Numeracy Year 3 – 90% of students at or above Band 2 (at national minimum standard)	
	NAPLAN Numeracy Year 3 – 70% of students at or above Band 3 (above national minimum standard)	
	NAPLAN Reading Year 5 – 90% of students at or above Band 4 (at national minimum standard)	
	NAPLAN Reading Year 5 – 75% of students at or above Band 5 (above national minimum standard)	
	NAPLAN Writing Year 5 – 90% of students at or above Band 4 (at national minimum standard)	
	NAPLAN Writing Year 5 – 66% of students at or above Band 5 (above national minimum standard)	
	NAPLAN Numeracy Year 5 – 90% of students at or above Band 4 (at national minimum standard)	
	NAPLAN Numeracy Year 5 – 70% of students at or above Band 5 (above national minimum standard)	
	On-Entry Reading Pre-Primary – 80% of students in Pre-Primary at 416-489 or above (ICSEA Decile 9 median)	
	On-Entry Writing Pre-Primary – 80% of students in Pre-Primary at 176-372 or above (ICSEA Decile 9 median)	
	On-Entry Numeracy Pre-Primary – 80% of students in Pre-Primary at 401-487 or above (ICSEA Decile 9 median),	54.2%
	On-Entry Reading Year 1 – 80% of students in Year 1 at 434-500 or above (ICSEA Decile 9 median)	51.4%
	On-Entry Writing Year 1 – 80% of students in Year 1 at 372-507 or above (ICSEA Decile 9 median)	42.8%
	On-Entry Numeracy Year 1 – 80% of students in Year 1 at 462-512 or above (ICSEA Decile 9 median),	66.6%
	Students at Educational Risk will be placed on an Individual Education Plan.	52.3%
	Increase percentage of students in order to meet Department of Education minimum standard rate of 90% attendance	38%
		Achieved in Semester One, but not Semester Two.

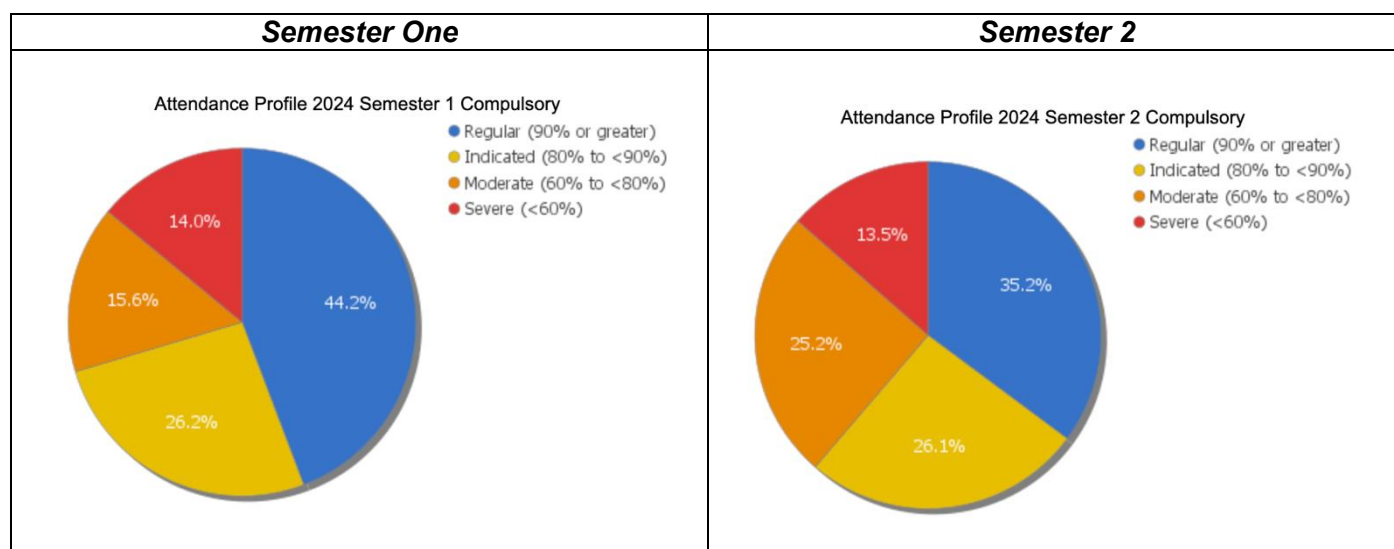
## RELATIONSHIPS & PARTNERSHIPS

### Attendance

At Neerigen Brook Primary School (NBPS), we work collaboratively to create safe, welcoming, and engaging learning environments where every member of our community feels valued, connected, and proud to belong. We recognise that many different factors can influence a child's attendance and engagement, and we are committed to working in partnership with families to support students to attend every day they are well and able. Our Student Support Team maintains regular communication with families to understand and respond to circumstances that may be affecting students' learning and wellbeing. In alignment with our Business Plan, attendance strategies have been implemented to help us achieve our goals:

- NBPS provides an inclusive learning environment that supports every student to reach their full potential academically, socially and emotionally.
- Staff are deliberate, purposeful and thoughtful in their preparation and planning to promote high levels of engagement and participation for improved attendance.

The Student Support Team works closely with our dedicated front office staff to identify students with ongoing unexplained absences and allocate them to attendance case managers. These case managers play a crucial role in reducing absenteeism by maintaining regular contact with families, identifying barriers to attendance, and working together to find practical solutions.



- In comparison to 2023, fewer students were identified as at-risk in Semester One, with a higher proportion of students attending at least 90%. In comparison to 2023, there was a decrease in the number of students attending at least 90% in Semester Two. Semester One attendance rates were higher than Semester Two, which is an area for future focus.
- In Semester One, there were 11 unexplained absences. Comparatively, Semester One of 2023 recorded 486 unexplained absences. The reduction of 475 unexplained absences reflects our collective commitment to regular communication and follow-up with families to ensure that people receive the support they need. In Semester Two, there were 126 unexplained absences. Continual investment of time in attendance support helped staff reduce the amount of absences accrued in 2024 in comparison to 2023.
- In Semester One, 10% of Aboriginal students, or 8 students, were classified as moderate at-risk. This was a reduction of 16% from Semester One 2023.
- In Semester One, 33% of Aboriginal students, or 25 students, were classified as indicated at-risk. This was a reduction of 12% from Semester One 2023.
- In Semester Two, 22% of Aboriginal students, or 16 students, were classified as regular attenders. This was an increase of 2% from Semester Two 2023.

### **Attendance Rewards**

To support our goal of increasing the number of students reaching the Department of Education's 90% attendance benchmark, Neerigen Brook continued to run a popular attendance raffle in 2024. For every day a student attended school, they earned a ticket into the draw, reinforcing the importance of consistent attendance. Draws were held twice each term, with students required to be present on the day to claim their prize. A wide variety of rewards were up for grabs, and winners could select from options such as sports gear, scooters, bicycles, and tablets. In addition to student prizes, family-focused rewards were also included, with names drawn to receive generous food hampers, including meat packs and fresh produce boxes. This initiative continues to be a positive and engaging way to encourage regular attendance and celebrate the efforts of both students and families.

### **Early Years Partnership**

As a member of the Armadale West Community, Neerigen Brook Primary School continues to be actively involved in the Early Years Partnership. Our staff have valued the opportunity to contribute feedback and insights into programs designed to enhance the wellbeing of young children across the region.

### **54 Reasons**

In collaboration with the Early Years Partnership, Neerigen Brook works alongside Ruth Moore, our dedicated Family Connector, and the team at 54 Reasons. This team offers holistic support to families with children from birth to four years old, providing service referrals, parenting guidance, financial wellbeing workshops, and access to a variety of important programs. Together with 54 Reasons, the school has successfully reintroduced a playgroup, launched a Dads' group, and delivered professional learning for school leaders to build capacity in early intervention referrals through WANSLEA. Throughout the year, the school has also been able to support student and family wellbeing by providing regular access to fresh fruit.



### **HoL Trip**

In 2025, Neerigen Brook Primary School will introduce the Hands on Learning program, a practical, in-school initiative designed to engage disengaged students, build wellbeing, and boost attendance through meaningful, hands-on projects. The program, which has been successfully running on the East Coast for 25 years, will be delivered in partnership with 54 Reasons, with whom we share a strong working relationship. In preparation, the Principal and two staff members travelled to Melbourne in 2024 to take part in professional learning, exploring how to best implement the program in our school context. Hands on Learning will cater to 10 students at a time, with places filled through a combination of student applications and staff referrals.



### **Reconciliation Committee**

In 2024, the work of the Reconciliation Committee was reinvigorated with meetings held termly. These were attended by staff members, AIEOs – Cecilia Anderson and Ben Wyatt, local Noongar Elder – Sydney Phillips, Aboriginal and Torres Strait Islander students' families and other community members including Karen Hudson, and Ruth Moore from 54 Reasons. These meetings enabled respectful consultation and provided opportunities to co-design projects to celebrate culture and mark significant including events, including Reconciliation Week and NAIDOC Week. At the beginning of the year, the school's Reconciliation Action Plan (RAP) was reworked and published through the Narragunnawali Reconciliation in Education platform. The meeting in Term Four was an opportunity to begin the process of refreshing our RAP, so the



Reconciliation Committee met to conduct the working group survey to reflect upon the successes of the past year and opportunities for improvement.

### **Champion Centre**

Throughout 2024, Neerigen Brook strengthened their ongoing partnership with the City of Armadale's Champion Centre. The Mooditj Boys and Dardy Yorgas were welcomed once again to celebrate Aboriginal and Torres Strait Islander Children's Day as part of Children's Week. Students joined local Noongar Elders as well as peers from other Armadale schools and had a moorditj time building connections and bonding with community members to celebrate culture and deepen their pride in their heritage. Throughout the day, students participated in traditional cooking and art activities and were entertained with performances of traditional music and dance.

Adrian Tanner, Champion Centre's Aboriginal Children and Families Officer, began attending Neerigen Brook Primary School weekly to work alongside Ben Wyatt, AIEO, to facilitate didgeridoo lessons and teach cultural dance to the Moorditj Boys. They rehearsed traditional dances which they performed at the NAIDOC celebration. As well as the traditional Wetj (emu), Yongka (kangaroo) and Ngumbi celebration dances, they learned another traditional dance called the Lost Boys based on a Noongar story about a group of boys hunting and being protected by a moorditj wirrin (good spirit). Participation in these weekly sessions increased the Mooditj Boys confidence and enabled other opportunities for them to perform in the wider community.

### **Binar Partnership**

In Semester Two of 2024, Neerigen Brook was invited to be included in the Binar Cultural Leadership Program which empowers Aboriginal and Torres Strait Islander students through cultural connection, leadership development and positive identity building. Rooted in strong community values, the program runs in schools across Western Australia and offers culturally responsive activities that promote pride in heritage, strengthen self-worth and encourage young people to lead with respect and resilience. Each week from Term Four, the Binar representatives visited our school to work with the Mooditj Boys and Dardy Yorgas to share culture, basketball skills, foster a sense of belonging and support students in becoming strong role models within our school and the broader community.



### **Julian Silburn of Sound Alchemy**

The Mooditj Boys continued weekly yidaki (didgeridoo) lessons with Julian Silburn of Sound Alchemy. Julian is a non-Aboriginal man with many years' experience of didgeridoo playing having been taught by Yolngu Elders in Arnhem Land and Noongar Elders in Western Australia and has been given their approval to share his learning with others. These lessons over the past two years have enabled the Moorditj Boys' didgeridoo playing skills and confidence increase significantly.



### **Story Dogs**

Story Dogs is a fantastic non-profit organisation whose mission is to make reading fun for children, so they can become confident, lifelong readers. This program appoints, trains and supports volunteers and their dogs with the necessary tools to work with children in schools across Australia. The Story Dog Program has been running at Neerigen Brook Primary School for the past two and a half years. Once a week our very own Story Dog 'Teddy Bear' and volunteer Jo come into the library set up a blanket on the floor and read with around 6 students. These students are picked by the year 2 teachers they may require extra incentive or support to encourage reading.



## **Crazy Hair Day Fund Raiser**

Crazy Hair Day was held to raise funds for the Story Dog Program in appreciation of our own Story Dog, Teddy Bear. Students and staff enjoyed the fun event, raising \$135.65 through gold coin donations to support other schools in accessing the program.



## **Learning Environment**

### **Positive Behaviour Support**

#### **Behaviour Matrix**

A behaviour matrix is a key component of the Team Implementation Checklist (TIC). It is a vital document that should be visible in every classroom and referred to regularly to help create a consistent, shared language across the school community. In 2024, after analysing behavioural data, the PBS team, working in collaboration with staff, students, and community members, identified target behaviours that needed to be emphasised. These behaviours informed the development of an updated behaviour matrix. All feedback was considered in finalising the matrix for 2025. The updated behaviour matrix has strengthened our positive school culture by promoting a common language among all stakeholders. This shared language supports consistency when modelling, pre-correcting, supervising, providing feedback, and re-teaching expected behaviours. Feedback from staff indicates that the matrix is a valuable resource used daily. In 2025, the wider school community will be invited to provide feedback on the matrix.

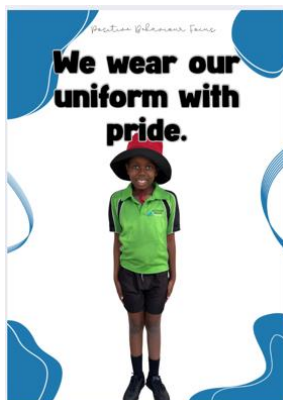
#### **Weekly Behaviour Foci:**

In 2024, the PBS team prioritised their consistent implementation across the school of weekly behaviour foci to support the explicit teaching of expected behaviours. The team emphasised the importance of embedding behaviour instruction into the weekly timetable, specifically each Monday. Behaviour data is used each term to determine the weekly behaviour foci. Staff are provided with a PBS calendar that outlines upcoming behaviour foci, events, and key dates. Additionally, the Team Leader sends a weekly email to staff that includes the behaviour focus, lesson plans, PowerPoint slides, and updates. Once resources are shared, it is expected that the focus will be explicitly taught in each classroom. Behaviour expectations are also communicated through visual displays around the school and through online platforms for parents and the community. This approach has proven successful, as students and staff increasingly use the behaviour matrix language to reinforce and re-teach expected behaviours. Data shows that this explicit teaching has contributed to a reduction in both minor and major behaviour incidents.

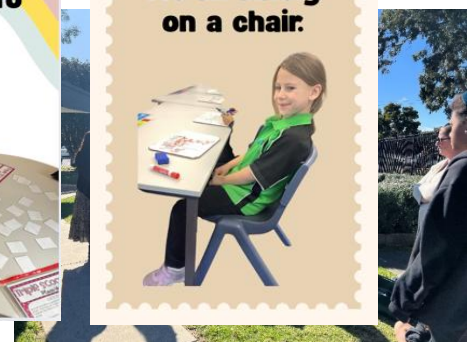
#### **Acknowledging school-wide expectations:**

To support a more inclusive and community-focused approach, the PBS team reviewed the existing reward system. It was agreed that whole-school rewards would be more beneficial than individual incentives, as PBS aims to build a sense of belonging rather than competition. While individual "free and frequent" rewards remain in place, students now also work towards whole-school milestones. When a student receives a token for demonstrating expected behaviour, it is added to their classroom PBS container. Student leaders regularly collect and tally these tokens. When a school-wide milestone is reached, the PBS Team Leader organises a celebratory reward and communicates the details to all stakeholders. To promote student voice, students are surveyed and encouraged to make suggestions for future rewards.

Guided by the Team Implementation Checklist, the PBS team is committed to maintaining strong communication with all stakeholders. The team will continue to implement PBS strategies throughout 2025, building on current practices and using data to inform continuous improvement.



**Yarning Circle**





Over several years, Neerigen Brook Primary School worked with community members to design and build a Yarning Circle, completed in 2024. The idea began with local Elder Sydney Phillips, whose storytelling inspired student artwork and highlighted the power of yarning together. This process also prompted reflection on how our school could become more welcoming and culturally responsive for Aboriginal families. The Yarning Circle was a collaborative project from start to finish. Its design reflects the shape of the Waakarl (Spirit Snake), a central figure in Noongar culture, and was brought to life by Nature Based Play, who also led construction.

The space was officially opened on Sorry Day during Reconciliation Week with a smoking ceremony and Welcome to Country by Whadjuk Noongar knowledge-holder, Alton Walley. Senior Aboriginal students spoke about the significance of the occasion and the importance of reconciliation. Alton's address emphasised Aboriginal and non-Aboriginal people walking together and caring for Noongar country as a shared responsibility. Throughout the week, all classes learned about the Waakarl and the cultural practice of yarning. Students created "yarning sticks" from wool-wrapped branches, representing the rainbow Spirit Snake.



Positioned at the school entrance, the Yarning Circle is a welcoming meeting place for parents, an outdoor classroom, and a space for quiet reflection or conversation. It is also used for restorative discussions, helping

students practise active listening and healing. Yarning has become a valued daily practice, building confidence, connection, and mutual respect across our school community.



### Noongar Signage Project

After consultation with the Aboriginal community and the acknowledgement of student voice throughout 2023, 2024 saw the Noongar Signage Project finally come to fruition. Signs were installed around the school which named the various school buildings after animals which live on Noongar boodja. The texture for these signs was taken from the Neerigen Brook Primary School aerial view artwork co-created by local Noongar Elder and artist, Sydney Phillips, and Aboriginal teacher Sinead Cormack. This texture was combined with animal artworks and lettering created by RazorEye Design to develop the final signage design. An audio of the Noongar language used the signage project was recorded by Aboriginal students, and a PowerPoint created so teachers could share this language with the students in their classes. The school community is now referring to these buildings by their Noongar



names.

### Welcome Sign to Celebrate Diverse Cultures

A large scale welcome sign was added to the front of the administration building as part of the signage project in 2024. With Neerigen Brook families speaking approximately 40 languages other than English at home, we wanted to find a way to ensure they felt welcomed and comfortable at school. The new sign features the word welcome translated into many of the students' home languages.





### **Early Childhood Education Faction Carnival**

On Thursday 24<sup>th</sup> October 2024, our Kindergarten and Pre-Primary students took part in the annual ECE Sports Carnival. In the lead-up to the event, students practised daily to build their sprinting, teamwork and movement skills. The day began with a cheerful parade to the basketball court, followed by sprints and a rotation of fun tabloid games including the egg and spoon race, sack race, bean bag toss, water relay and parachute activities. These games helped students develop coordination, cooperation and confidence. The morning finished with a shared morning tea in the ECE playground, where families joined in to celebrate the students' efforts. It was a fantastic day of fun, fitness and community.



### **Faction Carnival**



The annual Faction Carnival continues to be one of the most eagerly anticipated events on the Neerigen Brook calendar, uniting students, staff and families in a day full of fun, energy and school spirit. In 2024, the carnival took place in Week 4 of Term 4, with students from Years 1 to 6 showcasing their athletic abilities across a range of events.

The week began with our Jumps and Throws Carnival, where students enthusiastically took part in long jump, distance throwing, turbo javelin, and the 200m and 400m long-distance races. This was followed by our main carnival day, where the whole school gathered for a vibrant program of events including 75m and 100m sprints, team relays, and championship races. Students also rotated through a variety of engaging team games, such as tunnel ball, leader ball, flag relay, and corner spry, each designed to encourage collaboration, persistence and fair play. One of the highlights of the day was the much loved tug-of-war challenge between teachers and parents. This year, the parents once again brought great energy and secured another win! The atmosphere was made even more special by the incredible support from families and community members, who cheered loudly from the sidelines, helped coordinate the day, and supported our P&C and canteen efforts. It was heartening to see students of all abilities giving their best, whether they were chasing ribbons or simply enjoying the moment with their friends. The true spirit of the day shone through in the way students celebrated each other's efforts, regardless of the outcome. Our Faction Captains played a key leadership role, working hard behind the scenes to organise equipment and assist with the smooth running of the day. Events like the Faction Carnival remind us that success at school comes in many forms. For some students, sporting events offer the chance to shine, while for others, it's a moment to step back and support their peers. Congratulations to Red Faction for taking out the win in 2024!

### **Cross-Country Carnival**

The Cross-Country Carnival is the first major sporting event of the year, giving students the chance to demonstrate endurance, determination, and team spirit. It's a great opportunity for students to showcase their long-distance running skills, with all participants earning valuable points for their faction through both heat participation and race day efforts. In 2024, students trained consistently throughout Term 2 during Physical Education lessons, as well as by joining a dedicated running club held before school. The event was structured into three lead-up heats, with students running weekly in the weeks before the main carnival. On carnival day, students raced in year-level groups. Our Student Leaders and Faction Captains were outstanding in their support, running alongside younger students from Pre-Primary to Year 2 and helping marshal the course to keep everything running smoothly. Congratulations to all students who participated, particularly our year-level Champions and Runners-Up! The day ended with the exciting Junior and Senior Champion races for the fastest runners across year levels. Well done to Red Faction for taking out the top honours in 2024!



## **Leadership**

### **Year Six Student Leadership Team**

*Each year the school selects a Student Leadership Team. They have additional roles and responsibilities across the school and perform these with a high degree of expertise. We have been extremely fortunate in 2024 to have a strong team of responsible Year 6 students who have been able to undertake their roles with ease. These Student Leaders have had opportunities to represent the school at a number of events, acted as wonderful role models to our student population and assisted staff with a variety of tasks around the school.*

### **Aboriginal Student Leaders**

*With 2024 being the second year that junior primary students were included in the Mooditj Boys and Dardy Yorgas cultural learning groups, senior students stepped up as mentors to the younger students, sharing the knowledge they had developed in previous years. Senior Mooditj Boys and Dardy Yorgas took responsibility for recording the audio of Noongar Words of the Week to share with the school community. They also took on the role of delivering the Acknowledgement of Country and whole school assemblies and other significant events, as well as presenting cultural information at NAIDOC and Reconciliation Week assemblies.*



## **Teaching Quality**

### **Centre for Excellence**

*The Centre for Excellence program continues to lead the way in delivering high-impact, explicit literacy instruction across Neerigen Brook Primary School. Significant progress has been made in both teaching practice and student outcomes through a strong, data-informed approach. Comprehensive data collection and analysis have become central to informing Individual Education Plans (IEPs), selecting students for literacy intervention programs, and guiding teacher discussions around student progress. Our Education Assistants are delivering targeted intervention through the MiniLit and MacqLit programs, providing essential support for students who need it most.*

*Whole-school practices have also evolved, with the successful adoption of daily reviews and school-developed engagement norms that promote consistency and clarity in literacy teaching. We continued to focus on developing a whole-school writing program and will continue to refine this in response to student need. This includes setting specific writing genres for each term and building a twice-termly writing moderation schedule into our whole-school assessment calendar to ensure consistency and progression across year levels.*

*A key feature of our approach is the implementation of whole-school literacy programs that align with explicit teaching practices. From Pre-Primary to Year 2, students engage with the InitialLit program, while Years 3 to 6 follow the Ochre Literacy programs. These structured, evidence-based programs have been fully integrated into our literacy scope and sequences. To strengthen learning retention, spaced retrieval charts are also embedded within these sequences, providing students with regular and deliberate exposure to previously taught content to support the transfer of knowledge into long-term memory.*

*In line with cognitive load theory, we are also focused on reducing cognitive overload during instruction. Teachers use simple, consistent slide designs during daily reviews to minimise distractions and maximise student focus on key concepts. This approach, combined with the use of spaced retrieval, supports more effective learning and retention.*

*In reading, we have reviewed and enhanced our data collection tools, implementing DIBELS as a key assessment to monitor student progress in reading fluency and comprehension. Additionally, structured reading fluency pairs have been introduced across classrooms, supported by professional learning delivered by Statewide Services. Together, these initiatives reflect our school's deep commitment to explicit literacy instruction and our ongoing pursuit of excellence in teaching and learning outcomes.*

### Book Week

Neerigen Brook celebrated the Children's Book Council of Australia's Book Week in Term 3. The theme was 'Read, Grow Inspire'. On Thursday 22nd August, students and staff dressed up for our annual Book Week dress-up day. The whole school met in the undercover area in the morning and each class did two laps of the area displaying their costumes as they clapped and danced to music. Book Week was a wonderful way to celebrate authors and illustrators, as well as encouraging a love of reading.



### Aboriginal Cultural Standards

Throughout 2024, the Neerigen Brook Primary School community; staff, students, families and broader community connections, continued to come together to create cultural safety and work towards cultural responsiveness across all domains of the Aboriginal Cultural Standards Framework. In reflection of our school vision, all stakeholders strived to achieve through mooritj kaadadjiny – strong learning – walking side by side on our reconciliation journey. Learning together proudly on Beeloo Whadjuk Noongar Boodja, the celebration of this strong, resilient culture is our priority. The main goals are building pride and improving outcomes for Aboriginal and Torres Strait Islander students, and cultural enrichment for all.

At the Staff Development Day on the first day of the new school year, staff members were asked to participate in a survey to reflect upon the school's progress across domains in 2023. This was Neerigen Brook Primary School's first formal whole staff assessment and the results, outlined in the table below, were extremely positive. A majority of staff members rated the school as being at the point of Cultural Competence (capable) or Cultural Responsiveness (proficient). The survey results determined that Teaching would be the focus domain for the year ahead.

NBPS – Aboriginal Cultural Standards Framework – Staff Assessment – Beginning of 2024					
DOMAINS	FOCUS	CULTURAL AWARENESS (EMERGING)	CULTURAL UNDERSTANDING (DEVELOPING)	CULTURAL COMPETENCE (CAPABLE)	CULTURAL RESPONSIVENESS (PROFICIENT)
RELATIONSHIPS		5%	5%	55%	35%
LEADERSHIP			5%	45%	50%
TEACHING	✓	5%	25%	50%	20%
LEARNING ENVIRONMENT			22%	36%	42%
RESOURCES			20%	45%	35%

### Noongar Words of the Weeks

Throughout 2024, Noongar Words of the Week continued to be shared with staff via the Bulletin, with students during classroom meetings and with families via Class Dojo and on social media. Noongar words were selected in consultation with AIEO, Ben Wyatt, to reflect the Noongar seasons and to align with school events. Recording the audio of these Noongar words, gave the senior Mooditj Boys and Dardy Yorgas an opportunity to step up as leaders to share their culture with the entire school community, building pride in themselves and their heritage. Non-Indigenous teachers were encouraged to respectfully frame this knowledge sharing as "learning together" with the students in their classes.



## **NAIDOC Week**

NAIDOC Week is a highlight of the Neerigen Brook Primary School calendar, bringing together the whole community for a week of cultural learning and celebration. In 2024, activities reflected the theme *Blak, Loud and Proud*. Local Elder Sydney Phillips and Ben Wyatt facilitated the *Shades of Deadly* program, reinforcing that Aboriginal identity is not defined by skin colour. A NAIDOC grant from the National Indigenous Australians Agency funded visiting cultural practitioners. Sharon Gregory taught Noongar language, while Maryanne Hill, Aunty to Neerigen Brook students, led cultural art sessions and prepared kangaroo stew and damper. WA Cricket delivered the Yulunga Aboriginal Games. Each student created a NAIDOC tile featuring their photograph and a personal reflection on the theme. Aboriginal and Torres Strait Islander students expressed pride in their culture, while non-Aboriginal students researched influential Aboriginal figures and reflected on reconciliation. Opening and closing ceremonies featured cultural performances by the Mooditj Boys and Dardy Yorgas, student leadership presentations, and an address by AIEO Cecilia Anderson on the significance of the NAIDOC poster artwork. Families enjoyed a community morning tea, and work from across the school was displayed for the week. The week concluded with netball, basketball, and AFL matches, giving Aboriginal students with sporting strengths the chance to shine.



## **Musica Viva**

This year, we have been fortunate to continue our strong and inspiring partnership with Musica Viva, led by the wonderful Kirsty Mees. Through weekly music sessions, school choir, and school band, our students have been given rich opportunities to develop their talents, skills, and creativity. These achievements have been proudly showcased at our Music Ensemble Assemblies throughout the year, bringing joy to our school community.



### **National Quality Standard**

Provides a national benchmark for excellence in Early Childhood Education (ECE) across Australia. It is made up of seven quality areas that outline key outcomes for children's learning, development, and wellbeing. Schools are evaluated against each of these areas and receive both individual ratings and an overall rating. In 2024, Neerigen Brook undertook an internal review, achieving the following ratings:

Quality Area	Internal Audit
<b>Quality Area 1</b> Educational Program and Practice	WT
<b>Quality Area 2</b> Children's Health and Safety	M
<b>Quality Area 3</b> Physical Environment	M
<b>Quality Area 4</b> Staffing Arrangements	WT
<b>Quality Area 5</b> Relationships with Children	M
<b>Quality Area 6</b> Collaborative Partnerships with Families and Communities	WT
<b>Quality Area 7</b> Governance and Leadership	M
KEY: M = Meeting W = Working Towards	

## **STUDENT ACHIEVEMENT & PROGRESS**

### **NAPLAN – Schools Online and Student Achievement Information System**

#### **Comparative Data**

Test Domain	Year 3		Year 5	
	Performance	#Students	Performance	#Students
Numeracy	0.6	38	-0.9	28
Reading	0.5	39	-0.9	29
Writing	0.4	37	-0.4	29
Spelling	0.9	39	-0.5	29
G&P	1.1	39	-0.9	29

#### **Data Understanding Key**

<b>Green</b>	<b>Above Expected</b> - more than one standard deviation above the predicted school mean
<b>Yellow</b>	<b>Expected</b> – within one standard deviation of the predicted school mean
<b>Red</b>	<b>Below Expected</b> – more than one standard deviation below the predicted school mean

#### **Proficiency Data**

Provides a breakdown of the percentage of students in the new proficiency levels. The pathway tables show the trajectory of students by number during the multi-adaptive test in its 3 stages.

#### **Year 3 & 5 Numeracy Proficiency Levels – measured in percent**

Year 3 Numeracy				Year 5 Numeracy			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	493+	3%	3%	Exceeding	577+	0%	1%
Strong	378 - 492	32%	32%	Strong	451 – 576	32%	43%
Developing	311 – 377	47%	39%	Developing	386 – 450	29%	30%
NAS	Up to 311	18%	26%	NAS	Up to 386	39%	26%

### Year 3 & 5 Reading Proficiency Levels - measured in percent

Year 3 Reading				Year 5 Reading			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	481+	5%	6%	Exceeding	555+	0%	7%
Strong	368 – 480	36%	34%	Strong	448 – 554	34%	39%
Developing	282 – 367	31%	26%	Developing	377 – 447	24%	27%
NAS	Up to 282	28%	34%	NAS	Up to 377	41%	27%

### Year 3 & 5 Writing Proficiency Levels - measured in percent

Year 3 Writing				Year 5 Writing			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	503+	5%	2%	Exceeding	570+	0%	3%
Strong	370 – 502	59%	54%	Strong	455 – 569	41%	44%
Developing	296 – 369	8%	25%	Developing	385 – 454	24%	29%
NAS	Up to 296	27%	19%	NAS	Up to 385	34%	24%

### Year 3 & 5 Spelling Proficiency Levels - measured in percent

Year 3 Spelling				Year 5 Spelling			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	489+	8%	8%	Exceeding	553+	10%	8%
Strong	380 – 488	46%	31%	Strong	451 – 552	34%	44%
Developing	294 – 379	18%	34%	Developing	378 – 450	21%	26%
NAS	Up to 294	28%	28%	NAS	Up to 378	34%	22%

### Year 3 & 5 Grammar and Punctuation Proficiency Levels - measured in percent

Year 3 G&P				Year 5 G&P			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	523+	3%	3%	Exceeding	582+	3%	3%
Strong	404 – 522	23%	25%	Strong	470 – 581	38%	33%
Developing	312 – 403	46%	35%	Developing	397 – 469	28%	34%
NAS	Up to 312	28%	37%	NAS	Up to 397	31%	30%

### Longitudinal Summary – measured in mean test score for the cohort.

Test Domain	Year 3		Year 5	
	School	Like School	School	Like School
Numeracy	366	354	413	437
Reading	349	337	407	428
Writing	370	367	413	432
Spelling	369	351	427	444
G&P	364	340	445	442



## USE OF RESOURCES

### **Breakfast Bowl**

*The Breakfast Bowl continues to bring our Neerigen Brook community together, serving over forty children each day with both traditional staples and specials like pancakes, hashbrowns, scrambled eggs, and Mrs Mauer's famous cheese toasties. What began as a simple service has grown into a valued space for connection, supported by dedicated staff, volunteers, and community partners including Foodbank WA, Bakers Delight and 54 Reasons. We are especially grateful to Gus and Mary, long-time volunteers whose generosity and community spirit remain an inspiration.*

### **Youth Leadership Academy**

*In 2024, Mr Tim Brotherson accompanied our student leadership team, comprising of student leaders and faction captains to the Dream and Lead Youth Leadership Conference. A dynamic, one-day event designed to empower young leaders. Throughout the day, students took part in engaging activities aimed at building confidence, independence, and problem-solving skills. Facilitated by internationally-trained youth leaders, the conference inspired our students to recognise their potential and the positive impact they can make in their school and wider community.*

### **Big Days Out**

*In Term 1 the Year 6's were lucky enough to have two days down at the wonderful Point Peron participating in their "Big Days Out" situated 40 minutes away from Neerigen Brook Primary School in the spectacular Shoalwater Marine Park. The students took part in a range of physical activities aimed to challenge them both individually and collectively, building resilience, problem solving and build on their teamwork skills. Students worked cooperatively and, through supporting one another, were able to overcome fears of deep ocean water to work as a team to build and test rafts and navigate the crystal-clear waters, when the wind wasn't blowing of Point Peron on kayaks. Year 6 students undertook engaging beach games and enjoyed swimming at the beach, one of their most enjoyed activities. Students discovered a passion for beach volleyball on the beach volleyball court, which was a popular activity during breaktimes. Both days the student were fuelled by some wonderful food cooked on the BBQ and pre prepared at school. This time spent building trust, friendships, and strong working relationships, both as individuals and as a team with peers and the teaching staff was a great way to consolidate a fantastic year. Mr Brotherson Ms Cormack, Ms Vallesi, Mr Wyatt, Mrs Richardson, and Ms Crickmore all felt extremely privileged to be a part of such a special event for the Year 6 students so early in the year. This event has enabled many students to build connections with others that they may not have otherwise and can keep these building through the year. Congratulations to all who attended and thank you to the parent volunteers who helped make the day possible.*



### **Graduation**

*The final day of the school year was a memorable and emotional one for the graduating class of 2024, as they took part in a series of events to mark the end of their primary school journey. The day began with the highly anticipated graduation ceremony, a special occasion recognising the students' perseverance, achievements, and personal growth throughout their years at NBPS. Outstanding efforts in areas such as leadership, academic excellence, sporting achievements, and service to the community were acknowledged with prestigious awards. These awards were proudly presented by special guests, including local dignitaries. The Minister for Education and local State Member, Toni Buti sent a video message with words of wisdom for the graduating class of 2024.*

*Thanks to weeks of preparation, the ceremony unfolded seamlessly. The Year 6 students impressed with a heartfelt performance of their graduation song, and confidently navigated the formal proceedings of the day. The event was attended by proud family members and friends, whose enthusiastic applause filled the venue, especially when the graduates took part in the traditional guard of honour, a symbolic walk through*

the school grounds led by the youngest and oldest students. This moment was a fitting end to a day filled with reflection, joy, and excitement for what lies ahead. Following the ceremony, the school community enjoyed a wonderful morning tea, generously provided by the P & C. The celebrations continued with a walk to local restaurant A Taste of Italy, where students and staff shared a relaxed lunch. The senior teaching team, Tim Brotherson, Alex Goddard, and Teana Jenkins felt immense pride in the way the students carried themselves throughout the day and the year. As we bid farewell to our 2024 graduates, we do so with admiration for their achievements and confidence in the bright futures that await them.

### **End of Year Concert – Jingle and**



### **Mingle**

At our annual end-of-year concert, Jingle and Mingle, each class presented a selected song, delighting fellow students, families, and community members gathered on the school oval. The evening was alive with music, dance, and a strong sense of community spirit. We even had a visit from Santa himself as well as coffee and ice-cream vans. Following the class performances, we held the Positive Behaviour Support raffle, celebrating two students from each class who consistently demonstrated our BEST behaviours — Be Safe, Excel, Show Respect, and Take Responsibility — throughout the year. These outstanding students received prizes as a token of recognition for their commitment and effort.

### **Books Gifted to Students at Jingle and Mingle**

It has become a tradition for the library staff to organize a gift of a book to each student at Neerigen Brook Primary School's annual 'Jingle and Mingle' event held at our school at the end of term 4 each year. These books are sourced through donations from local department stores, staff, family of staff and other organizations who the school deals with on a regular basis. This year Big W, Target and Kmart at our local shopping centre kindly donated \$50 vouchers each to buy books, this along with books left over from last year was enough so that each child performing at the Jingle and Mingle received a book. The books are wrapped in Christmas paper, by family volunteers and staff and are placed on a table for students to choose. The books are very well received and appreciated by the students, and they are encouraged to read them over the holidays at their leisure. We believe every child deserves a book and to be able to read for pleasure.



In 2024, Neerigen Brook Primary School engaged in a wide range of events, excursions and incursions that enriched student learning and strengthened community connections. Highlights included Kindy Orientation, Compass Expo, the Breakfast Bowl, the Djurpin Kaa-Kaa cultural incursion, and the Cultural Collisions program at Boola Bardip, each providing valuable opportunities for students to learn, connect and grow.



# FINANCIAL SUMMARY AS AT 31 DECEMBER 2024

ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	460,085	460,085
Carry Forward (Salary):	501,773	501,773
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	4,402,173	4,402,173
Locally Raised Funds:	219,411	175,300
<b>Total Funds:</b>	<b>5,583,442</b>	<b>5,539,331</b>
<b>EXPENDITURE</b>		
Salaries:	4,480,220	4,480,220
Goods and Services (Cash):	928,289	582,634
<b>Total Expenditure:</b>	<b>5,408,510</b>	<b>5,062,855</b>
<b>VARIANCE:</b>	<b>174,932</b>	<b>476,476</b>

Goods and Services vs Salary expenditure

