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NEERIGEN
BROOK
Primary School

ANNUAL REPORT

Message from the Principal

Wandjoo noonakoort.
Welcome everyone.

It is my pleasure to present the 2023 Annual Report to the Neerigen Brook Primary School community. This is a time for reflection and celebration on the progress and achievements we have made over the year. I would like to thank our staff, students, the P&C, school board, the community, and our external partners for their contributions and commitment to making Neerigen Brook a place of moorditj kaadadjiny (strong learning).

This year saw acknowledgement of the hard work teachers have been putting into collaborative planning in being selected by the Department of Education Centre for Excellence Team to complete an internship in the explicit teaching of Literacy. Three of our teachers, Mr Beedie, Mrs Mills (nee Parkinson), and Miss Murfit, embarked on the journey and worked collaboratively to implement the learning across the school. This learning will continue into 2024 and beyond as we strive to build connected practice across the school. I would like to thank the Centre for Excellence Team and our interning teachers, and I look forward to sharing our progress in building on our knowledge.

Improving attendance was a major focus for Neerigen Brook in 2022, and our hard work across the school has continued to be reflected in the 2023 attendance data. For every day that students are well and able to attend school, our team strives to make every day count to keep the learning moving forward. I am pleased to share that we have continued to make progress in improving whole school attendance, the number of unexplained absences, and the number of students classified as at-risk. This reflects the investment and commitment by all members of the community to set our students up for success and is a huge area for celebration.

I hope you enjoy reading the 2023 Annual Report as much as I enjoyed writing it alongside the Neerigen Brook team. I look forward to building on our strengths as we strive to achieve great things in 2024.

Boordawan and kind regards,

Lesley Barrett



Principal



Message from the President of the Parent and Citizens Association

Our Annual General Meeting was held on the 30 March 2023, with 16 members signing up to be involved after the previous date did not proceed due to not achieving a quorum.

On the 19 May we celebrated WA P&C Day with all members receiving a small gift from the school as a thank you for all they do.

We opted to hold a stall for Mother's Day & Father's Day instead of a raffle as we had done in 2022. Another Lapathon was a popular choice as a fundraiser; however, due to Term 4 being super busy we decided to host it in Term 1 of 2024. Back by popular demand from both students and staff was our Disco held on 15 June. This is always a well-received event and once again it did not disappoint. We held a cake stall and sausage sizzle at the Sports Carnival with most of our members donating yummy homemade cakes and slices as well as selling the leftover stock from the disco. We decided to design a P&C polo for members to wear at our events, and they arrived on 13 June. This was approved by the School Board and partially funded by leftover funds from the gazebo build project.

The canteen continued to open four days a week with some new menu items being offered. The canteen hosted a Pizza Day and the ever-popular Sushi Day. We purchased a new ice cream freezer as our supplier insisted we could only keep their freezer to use if we purchased a minimum from them each week which was not financially viable. We held a rename the canteen competition with students submitting wonderful designs. The winning name was Koolangka Kitchen (Children's Kitchen), and the winning design was by two senior students, Tui and Tyrell, who were awarded canteen credit for their efforts.



Beck Oliver, canteen manager, advised that she was leaving us, and we started to organise advertising the pending vacant canteen manager's position. We advertised the position and held interviews selecting two candidates we hoped could share the role. One of the candidates pulled out which left one to commence training. This candidate was not able to complete the training due to personal reasons. Beck then kindly offered to continue in the role as her initial plans did not eventuate.

The highlight of 2023 was once again the Jingle and Mingle, 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. We organised food trucks and held a stall with assorted items available to purchase. We also hosted a ping pong game in which all participants won a prize. This event was thoroughly enjoyed by all who attended.

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

I would like to make special mention to Amanda Hoskins, our Secretary for several years who will step down from the role in 2024 as her children will no longer attend Neerigen Brook Primary School. Amanda was exceptional in this role and will be missed. I would also like to acknowledge Jay Carrington, our Treasurer, who has the thankless job of counting our canteen takings and banking them each week and Beck our Canteen manager who provides yummy recess and lunch to our students, week in and week out.

We are looking forward to what 2024 will bring and hope to organise some more events and fundraisers to support the school and its students.



Jo Richardson
P&C President

Message from the School Board Chair

When writing the Chairperson's report for 2023, I reviewed the minutes of the School Board meetings to remind me of what the school has achieved. Reading the achievements of the school created a smile as big as a watermelon slice.

There were several enhancements to student learning and experience by way of government grants which could not have been achieved without the solid efforts of Mel Vivian and Heather Barrett.

1. The "Deadly Deeds and Dardy Dreams" – \$182, 000 over three years with a creative learning partnership program including experiences in The Arts with Sydney Phillips, Professional Learning with Gina Williams and a Music and Dance program.
2. Music Viva Residency Grant – Professional Learning and teaching (three years).
3. Yarning Circle Project grant – \$25,000 with work set to commence in April 2024.

Attendance

The Board was kept informed of the strategies and efforts continually made by staff to address the poor attendance rates of the school population. The school entrenched some attendance strategies in 2022 which have paid dividends in 2023. Attendance has increased significantly:

- 39% to 64% increase in attendance.
- 40% to 75% individual attendance improvement.
- Attendance Team have been working on targeted approaches to support students and families to regularly attend school.

Research has shown conclusively that the number of days in school has a direct bearing on the educational development of a child. Attending school is compulsory. "It takes a village to raise a child". I believe it would be of great assistance to the school if the community could support families who find it difficult to get their children to school.

NAPLAN Articulates Staff Dedication

There were some real celebrations when the School Board were given the NAPLAN results for 2023. Neerigen Brook Primary School students were above like schools in a significant number of areas. This is testament to the hard work the educators dedicate to student learning.

Yarning Circle Initiative

Never one to rest on her laurels, Principal Lesley Barrett researched and collaborated with students, staff and community to design the concept of a Yarning Circle. This beautiful nature-based space will be located on the west side of the administration block and will be a stately entrance statement for relaxing, contemplating and yarning. We can't wait for the big unveiling in May 2024.

School Board Vacancies

It is with great pleasure that the Board welcomes Malcolm Smith and Jo Martin as Parent Representatives. They bring a wealth of knowledge to the table. Their perspective of situations through a family lens is invaluable. However, there is still room for more parents to be part of the innovative and creative journey of Neerigen Brook Primary School. Board membership is not a difficult job with attendance to one meeting per term. Please consider this voluntary position and have influence on your school.

Thank You

I would like to thank all Board members for their commitment and input into Neerigen Brook Primary School and look forward to a productive 2024. A special thank you to Chris Cahill and Louise Archibald for your input and commitment to the school as they farewell their association with Neerigen Brook Primary School.

Neerigen Brook Primary School Board 2023

Chairperson: Luke George

Parent representative: Malcolm Smith & Jo Martin

Staff representatives: Peta Ferris, Chris Cahill & Louise Archibald

Community Representatives: Ruth Moore & Christine Bull

P & C Representative: Joanne Richardson

Principal: Lesley Barrett

Secretary: Mel Vivian & Louise Archibald

Yours in positivity,
Luke George
Chairperson



Highlights for 2023

RELATIONSHIPS & PARTNERSHIPS

Attendance

At Neerigen Brook Primary School (NBPS), we work as a team to create positive and welcoming learning spaces that help all members of the school community feel a sense of belonging and pride. As a team, we understand that there are many factors that impact on children's attendance and engagement at school and strive to support families to have their children attend every day they are well and able. Our Student Support Team regularly communicate with families to ensure we know and can respond to the things impacting children's lives. As part of our Business Plan, attendance strategies were selected to support progress towards the goals that:

- *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 is the link between the classroom and our hard-working front office staff. Collectively, we work to identify students with ongoing unexplained absences and assign them to case managers. Attendance case managers champion our efforts to reduce high levels of absenteeism by making regular contact with families to identify and address barriers to attendance.

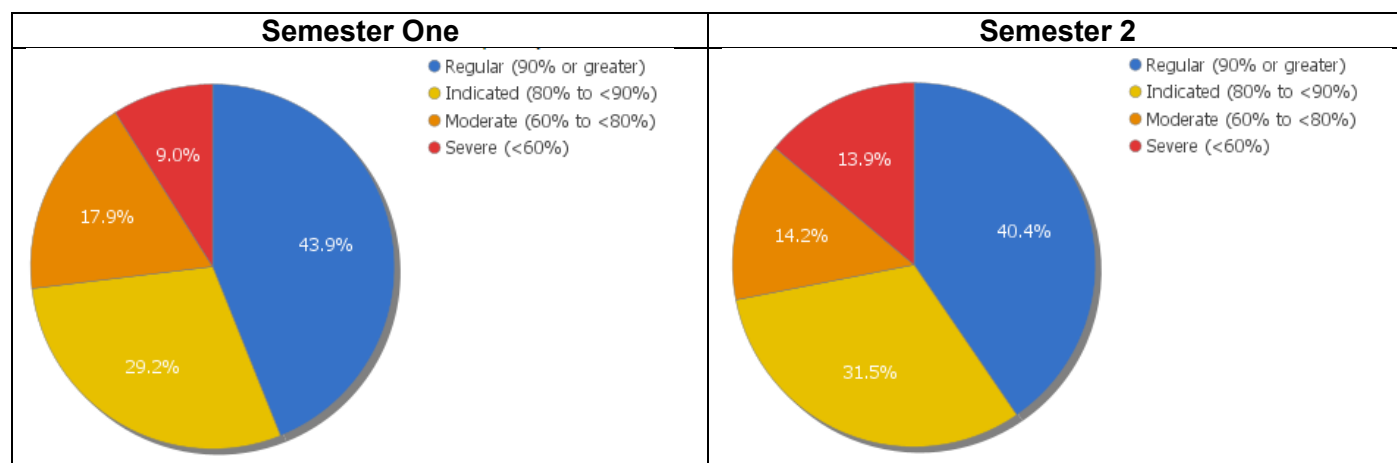
Goal 1: Increase the percentage of students with regular attendance.

Regular attendance includes students attending 90% or more of the school year. In Semester One, 43.9% of students achieved regular attendance. This was 8.1% higher than Semester One of 2022. In Semester Two, 40.4% of students achieved regular attendance, 2.6% higher than Semester Two of 2022.

2023 Rating: Achieved

Goal 2: Decrease the percentage of students who are categorised as 'at risk' across all year levels.

At-risk students are those attending less than 90% of the school year.



In comparison to 2022, fewer students were identified as at-risk, with a higher proportion of students attending at least 90% of the school year. Semester One attendance rates were higher than Semester Two, which is an area for future focus.

2023 Rating: Achieved

Goal 3: Reduce the percentage of students with unexplained absences across each year levels.

An unexplained absence refers to any absence for which a reason is not supplied to the school. Understanding why students are absent is essential so the Student Support Team can determine what supports are suitable to help families and students return to school.

In Semester One, there were 486 unexplained absences. Comparatively, Semester One of 2022 recorded 1201 unexplained absences. The reduction of 715 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 427 unexplained absences. Continual investment of time in attendance support helped staff reduce the amount of absences accrued in Semester One.

2023 Rating: Achieved

Goal 4: Reduce the number of Aboriginal students classified as 'severe at risk' across all year levels. The Department of Education defines the severe risk category as those attending less than 60% of the time.

Semester One

- 14% of Aboriginal students, or 13 students, were classified as severe at-risk. This was a reduction of 19% from Semester One 2022.
- 24% of Aboriginal students, or 22 students, were classified as moderate at-risk. This was a reduction of 5% from Semester One 2022.
- 20% of Aboriginal students, or 18 students, were classified as indicated at-risk. This was a reduction of 8% from Semester One 2022.
- 38% of Aboriginal students, or 34 students, were classified as regular attenders. This was an increase of 12% from Semester One 2022.

Semester Two

- 26% of Aboriginal students, or 24 students, were classified as severe at-risk. This was a reduction of 4% from Semester Two 2022.
- 16% of Aboriginal students, or 15 students, were classified as moderate at-risk. This was a reduction of 7% from Semester Two 2022.
- 31% of Aboriginal students, or 28 students, were classified as indicated at-risk. This was 9% more than Semester Two 2022. This increase reflects the number of students who had moved from severe or moderate levels of risk to a lower level.
- 18% of Aboriginal students, or 16 students, were classified as regular attenders. This was a decrease of 6% from Semester Two 2022.

2023 attendance data reflects significant progress compared to 2022. Supporting student attendance in Semester Two will continue to be a focus as we move forward.

2023 Rating: Achieved

Attendance Rewards

With the goal of increasing the percentage of students meeting the Department of Education's minimum standard of 90% attendance, Neerigen Brook runs an attendance raffle where every day at school equates to one ticket in the draw. Raffles were drawn twice per term with prizes able to be collected by those attending on the day of the draw.

A range of prizes were offered with students having the opportunity to choose. Prizes included sporting equipment, scooters, bikes, and tablets. Names were also drawn for food hampers, with families taking home meat packs, and fruit and vegetable packs.

Kindy Orientation

In Term 3, we welcomed families with students beginning Kindergarten in 2024 to school to meet and connect with staff, other families and local services. We would like to thank the following services for their time in meeting and getting to know our families:

- Shirley Reilly – Armadale Library
- Kylie Tanner – Armadale Council
- Jo Richardson – Neerigen Brook P&C
- Carol Wall & Cassie Maconachie – Parkerville Children and Youth Care

- Annabelle Jackson & Simone Huisman – Neerigen Brook School Psychology Team
- Emma Avery – The Smith Family
- Luke George – Neerigen Brook School Board
- Leanne Bates – Hope Community Services
- Ruth Moore – 54 Reasons
- Mark Rojewski – Minnawarra House
- Shimone Spyker – Westfield Park Child and Parent Centre Speech Pathologist
- Kylie Gibson – Westfield Park Child and Parent Centre Occupational Therapist
- Ash Clements – Westfield Park Child and Parent Centre
- Claire Roxburgh & Jade Beattie – Westfield Park Leapfrogs
- Kara Mason & Adrian Tanner – Champion Centre
- Dental staff – Heidi White & Tamy Ling
- Eclipse Uniforms – Jackie Duncan
- Child Health Nurse – Nadine Neethling
- Djinda Dreaming Bedfordale
- Fifth Road Child Care Centre

Year 6 Compass Expo

In early Term 4, the Year 6s were privileged and excited to participate in the annual Compass Expo Day connecting with members of the community and building relationships. The day provides students with some understanding and awareness of what careers, interest groups, community services, and education support services are available in our community. This event is a crucial part of the transition out of primary school in providing opportunities for students to get a taste of what high school will be like and the kinds of programs available. The activities and structure of the day enabled students to become more confident with meeting new people, build independence and take greater responsibility for their own learning. Students were given an insight into high school by following a timetable and moving between classes independently. Students really enjoyed spending the day with their peers and engaged in an array of activities. These included exploring different services and programs at the high schools, investigating the use of VR headsets,



performing arts, flying drones and making bottle rockets. Students were able to use these opportunities to meet educators from Cecil Andrews Senior High School, Kelmscott Senior High and Armadale Senior High School. We had 45 students attend and with great success and enjoyment had by all. Based on the feedback from the students and community volunteers, all are eager to attend the event again in 2024 which is sure to be bigger and better than ever. Many Year 6 students view this experience as the highlight of the year. We greatly appreciate the support and encouragement of our community services and members on the day. They left a little tired from a busy day and new experiences, but very excited for what lies ahead. All students and staff who participated should be commended for their efforts, the confidence shown and their willingness to take chances and meet new people.



Graduation

On the final day of school, the graduating class of 2023 participated in several events for their graduation, including the traditional graduation ceremony to celebrate the challenges, successes and hard work they had all put into their primary school journey. Several students were recognised for their outstanding achievements during their final year at NBPS. Achievement areas such as leadership, academic ability, sport and positive contributions to our local community were recognised and celebrated. These individual students were called upon to come forward and receive their special awards handed out by prominent members of the community and the Minister for Education and local State Member, Tony Buti. The graduation ceremony ran smoothly due to the many hours the Year 6 students spent practising their performance song and the procedures for the day. The ceremony was watched by many of the students' closest family and friends with the biggest

applause coming for the students during their final walk out. The ceremony was followed by a delicious morning tea provided for the students and families by the P & C. The graduating class, along with their teachers, then made the walk down to lunch and quiz at local Italian restaurant, A Taste of Italy. Students then returned to school to complete the guard of honour walk around the school, led by the oldest and youngest students from the school. Graduation day was filled with mixed emotions as we wished the students well on their journey forward while recognising that we would miss them as we said farewell. The senior teaching team of Tim Brotherson, Robert Beedie, Gayle Scott and Trina Clayton could not have been prouder of all the students and what they had accomplished over the course of the year. We were all incredibly proud of our graduating class of 2023 and wish them every success for their future endeavours.

End of Year Concert – Jingle and Mingle



At our annual end of year concert, the Jingle and Mingle, each class showcased a chosen song providing a delightful performance for the other students, families and community members gathered on the school oval. The evening was filled with song, dance and a vibrant sense of community spirit. Following the class performances, we held the Positive Behaviour Support raffle to recognise two students from each class who consistently demonstrated BEST behaviours (Be Safe, Excel, Show Respect and Take Responsibility) throughout the year. These exceptional students were awarded prizes as a token of appreciation for their hard work and dedication.

Dance Lessons

We would like to express our appreciation for our wonderful Education Assistant and qualified dance teacher, Jane Smith, for running dance lessons for students in Years 1-6 across the year. Students worked to develop problem-solving skills, mental flexibility, creativity, physical dexterity, coordination, teamwork skills, collaboration skills, and self-confidence. Students learned choreography to showcase their skills and performed for the school on multiple occasions, including at the Jingle and Mingle.

The Smith Family

The Smith Family provides long-term support to children experiencing disadvantage so they can thrive in the classroom and complete their education. Neerigen Brook has partnered with The Smith Family for many years and would like to thank Emma Avery, Family Partnership Coordinator, for continuing to make this possible in 2023. In Semester One, Renee Giblett, Program Coordinator, and her Learning for Life team ran an afterschool Learning Club each week to support children to build their knowledge and skills and receive additional support. In Term 4, The Smith Family delivered their annual Passport to Success program to support our Year 6 students prepare for high school.

The Learning for Life scholarship program offers financial aid and assistance to access additional educational programs to ensure every child has the support they need to be successful. The Smith Family provided scholarships to 64 children which equates to 20% of our students. We look forward to continuing our partnership in 2024 and beyond to build on the successes achieved together.

Breakfast Bowl

At NBPS, community and families are brought together by the Breakfast Bowl, a place to both get a feed and have a yarn. Serving more than fifty children a day, passionate staff and community volunteers serve a variety of specials, including pancakes, hashbrowns and Mrs Mauer's delicious cheese toasties, as well as traditional breakfast staples. What began as a simple system to provide students with the basics has grown into a cornerstone of the Neerigen Brook community, fostering opportunities for connection and conversation over a hot cup of Milo. We owe our success to the strength and dedication of our Breakfast Bowl team, as well as community partners such as Foodbank WA, Bakers Delight and 54 Reasons, who help us provide a variety of fresh and nourishing food with a smile. We would like to give an extra special thank you to Gus and Mary, whose children attended Neerigen Brook many years ago, who have blessed us with their time every Friday morning. Your community spirit and volunteering efforts are greatly appreciated.



Foodbank

Neerigen Brook has partnered with Foodbank, the largest hunger relief charity in Australia, since 2013 to support our students to access a healthy breakfast each day. Foodbank provides essential staples such as milk, canned spaghetti and tinned fruit which helps us to keep the Breakfast Bowl well-supplied with food accessible for all. Thanks to Foodbank's contributions, we provide breakfast to approximately forty students per day and are able to make fruit available in all classrooms.

Learn Cook Share

In partnership with the Early Years Partnership, a program designed to deliver support to Armadale families to improve their children's health and wellbeing, Foodbank delivered five nutrition and cooking sessions to fifteen participants and their children. During these sessions, participants learned about healthy eating, budgeting and lunch box ideas, as well as preparing recipes from Foodbank's recipe books and enjoying a meal with the group. Children worked with their families to experience cooking in a supportive and educational setting. At the end of the program, participating families were provided with a set of basic cookware and kitchen equipment to continue their learning journey at home.

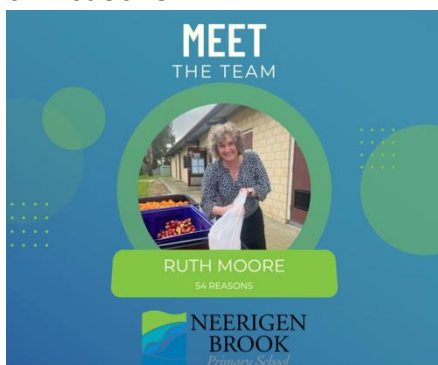
Eat Up

For the second year running, we have partnered with Eat Up, a non-for-profit organisation whose mission is to provide free lunch to some of the most vulnerable children in the community. Every three weeks, Eat Up delivers 250 cheese sandwiches to the school which are stored into our chest freezer and defrosted as needed each day to ensure all our students are receiving a fresh lunch daily. Our fantastic cleaning team delivers a freezer bag of sandwiches and fruit to every classroom each morning to guarantee that students seeking sustenance can make the most of their important learning time. We greatly appreciate the vital support Eat Up provides to our students and we thank the staff across the school who work tirelessly to ensure the process of distribution runs smoothly.

Early Years Partnership

As members of the Armadale West community, Neerigen Brook continues to participate in the Early Years Partnership. Neerigen Brook staff have enjoyed opportunities to provide input and feedback on suggested programs designed to improve the wellbeing and development of children in the region.

54 Reasons



Through the Early Years Partnership, Neerigen Brook works closely with Ruth Moore, Family Connector, and her team at 54 Reasons. The team provides wraparound support for families with children aged zero to four, supporting referrals to services, access to parenting support, financial wellbeing workshops and many more essential activities. Through 54 Reasons, Neerigen Brook has re-started a playgroup, facilitated a Dads' group, and undergone staff training to upskill our leadership team in referring children for early intervention through Wanslea. Additionally, through 54 Reason's partnership with Second Bite, we have been able to access many tonnes of fresh fruit to share with our students and families over the year.

Flu Vaccination

To support families during the flu season, Neerigen Brook welcomed RediMed again to visit our school and offer free Flu Vaccinations to all our staff and students. The convenience of having the flu vaccination at school was taken up by many of our families, not to mention our staff wanting to stay healthy during the winter months.

ANZAC Day

Staff and students each created a poppy that was presented at the ANZAC day ceremony in a display beneath the flagpoles. Student Leaders laid wreaths to honor the bravery and spirit of those who served. Collectively, we reflected on the contributions of those who served Australia and the sacrifices they made. We would like to thank Mr Ken Hepburn, President of the Armadale RSL and grandfather of one of our senior students, for his commemorative address to the school.



School Supplies Donation

We were fortunate to receive a donation from Dandelions WA of 50 school bags to distribute to students in need. The backpacks were filled with school supplies, library bags, lunch boxes and water bottles. These supplies helped students to start the year positively and ready for learning.

Aboriginal and Torres Strait Islander Children's Day – Children's Week at the Champion Centre



On 4 August 2023, Aboriginal and Torres Strait Islander students and staff attended this event held by the City of Armadale at the Champion Centre. The Mooditj Boys and Dardy Yorgas were welcomed with traditional dancing and a Welcome to Country. Throughout the day, students participated in cooking and art activities, including decorating boomerangs, face painting and arts and crafts. They were also able to hold reptiles and native animals from the Armadale Reptile Centre, as well as farm animals. Students celebrated the day with an amazing lunch and had a great time building connections and bonding with community members and students

from other schools, sharing and expanding on their love and appreciation of culture. We were lucky to also spend quality time with students from other local primary schools in Armadale who also participated. The students had an amazing day and learned about the significance of Aboriginal and Torres Strait Islander Children's Day. We would like to thank Chloe and Adrian who invited us to this mooditj event!



Elders' Morning Tea



In Term 3, we hosted our inaugural Elders' Morning Tea partnering with the Champion Centre. This community building opportunity enabled students, parents and Elders to view cultural learning, share their experiences, histories and connections to culture. It also provided opportunities for participants to express ideas for expanding, building and developing on the cultural learning already happening at Neerigen Brook Primary School. During the morning tea, students shared cultural dance, digeridoo playing and sat with Elders to ask questions and listened to stories. It was an enriching morning of growing connection to culture and

building relationships within our school community. It was a positive experience which built on students' pride and showcased their amazing skills and cultural connections.

Warnbro Primary School Excursion

On Tuesday 19 September, Aboriginal and Torres Strait Islander staff and students from NBPS travelled by bus to Warnbro Primary School. The excursion was an opportunity for the students to build stronger relationships with the students at Warnbro Primary School and work collaboratively in sharing and learning about the Aboriginal and Torres Strait Islander Culture. Upon arrival, Rocky and Manaia joined each totem piece together, this is a significant and symbolic part of building a stronger friendship between both schools.

Each school has a piece of the totem, and when we get together the parts are placed together to become one. The students from Warnbro performed their 50th anniversary dance to the NBPS students and teachers. It was great to see the improvement in their cultural dancing and how proud they were to perform for us. All



students shared recess and explored the Miya-Miya which is a special outside learning environment for the community. The students then participated in four 15-minute rotations. These learning opportunities included cultural face art, traditional Indigenous art, Indigenous dance, Noongar language and Drumbeat. The day ended with students sharing lunch and many laughs together. The students from both schools really enjoyed the day and benefitted from an opportunity to learn from and share with one another to strengthen connections with the broader community.

LEARNING ENVIRONMENT

Aboriginal Cultural Standards – Cultural Learning

Embedding the Aboriginal Cultural Standards Framework (ACSF) remains a major priority across the school. Staff participated in professional learning on the ACSF and completed further learning on supporting Aboriginal English speakers as part of our involvement with the Department of Education's EAL/D Hub Champion Schools project.

Neerigen Brook Primary School was successful in securing a Creative Learning Cultural Arts grant of \$182, 393 through the Department of Local Government, Sport and Cultural Industries to deliver the Deadly Deeds and Dardy Dreams program. 2023 was the first of three years of the Creative Learning Cultural Arts program which will include teaching and learning experiences for students, and Professional Learning for staff in the cross-curriculum priority area of Aboriginal and Torres Strait Islander Histories and Cultures. In The Arts curriculum area, local Noongar Elder and artist, Sydney Phillips, and Noongar singer and songwriter, Gina Williams, shared culture.



In 2023, the Cultural Program Coordinator worked alongside two Aboriginal Islander Education Officers (AIEOs) to embed the ACSF across the school, a priority area of the NBPS Business Plan. This team facilitated cultural teaching and learning programs throughout all classrooms and the organisation of whole school events to celebrate Aboriginal culture to build pride in the 30% of the student population identifying as Aboriginal and Torres Strait Islander, and for the cultural enrichment of all staff and students.

Mooditj Boys and Dardy Yorgas



The Dardy Yorgas and Mooditj Boys meet once a week with the Cultural Program Coordinator and/or the Aboriginal Islander Education Officers to enjoy a variety of cultural learning activities. In previous years, these programs were available only to students in Years 4-6. In 2022, we introduced the Junior Dardy Yorgas and Junior Mooditj Boys for students in Years 1 to 3, and in 2023 we saw the continuation of the junior and senior cultural groups. The senior students led some of the sessions to share their knowledge and work in collaboration with the junior students especially in the lead up to NAIDOC Week. The students worked collaboratively to design and rehearse the cultural dances they had been performing within the school community and at other local primary schools.

In partnership with Cecil Andrews College, the Stars Foundation (Aboriginal girls' group) visited NBPS to participate in activities. For the second year in a row, the Stars Foundation worked with the Dardy Yorgas and completed team building activities and art and crafts, as well as having the high school students share their experiences moving from primary school to high school.

National Sorry Day Ceremony



On 26 May 2023, staff, students and community members participated in a Sorry Day ceremony. The ceremony started on the basketball courts where Mania began with an Acknowledgement of Country and then Cultural Program Coordinator, Louise Archibald, talked about the significance of this walking journey to the flag poles... *"We would like you to think about what home looks and feels like for you. Is this your house? Or a place you visit during the holidays or some place which is significant to you. Home looks and feels different for everyone,"* she explained. During this walk staff, students and community were asked to reflect and take time to think about how home is significant to them.

The Dardy Yorgas, Mooditj Boys and Room 18 students led the walking journey around the school to the flag poles. We called this walk *"Bringing them Home"* to pay our respects to the Aboriginal and Torres Strait Islander people who were taken from their families and part of the Stolen Generations. During this moving journey, the whole school walked in silence and all that could be heard around the school grounds were the sounds of the didgeridoo and tapping sticks.



Once all classes arrived at the flagpoles, students learned about the significance of National Sorry Day and AIEO, Cecilia Anderson, shared her knowledge and understanding about Sorry Day and reconciliation. Finally, the whole school participated in a short flagpole ceremony during which the flags were raised to half-mast as a sign of mourning and to pay respect to Aboriginal and Torres Strait Islander peoples.

National Sorry Day Ceremony – Minnowarra Park Excursion



On Tuesday 30 May, selected students from Neerigen Brook Primary School had the opportunity to attend an excursion with our Principal, Lesley Barrett, and Cultural Program Coordinator, Louise Archibald, to Minnowarra Park where the Champion Centre held a Sorry Day ceremony for the unveiling of the Sorry Day pole. Students caught the Transperth bus to Armadale and then walked a short distance to Minnowarra Park. On the way there, we stopped in at the Armadale Library so students could view the painting they had produced with local Noongar Elder, Sydney Phillips. The painting had been donated to the City of Armadale

in 2022 during our NAIDOC ceremony. They felt extremely proud to see their creative project on display for the public to enjoy. The Sorry Day Ceremony was attended by students from other local schools who worked alongside NBPS students, socialising and participating in collaborative cultural activities. The event gave students the opportunity to engage in learning about Aboriginal culture and the significance of Sorry Day. Students viewed the revealing of the beautiful Sorry Day pole and watched Cecil Andrews Senior High College Clontarf Boys and Mania perform a cultural dance. We enjoyed a shared lunch of delicious food provided by the Champion Centre. Upon our departure, each student was given a plant to take home with them.

Virtual Whadjuk Incursion



On Thursday 1 June, students from Years 4 and 5 had the opportunity to take part in the Virtual Whadjuk Incursion. The incursion involved students exploring Aboriginal Culture through a Virtual Reality time machine taking students back 200 years in history. Through this interactive world, students explored flora, fauna and landscapes. This interactive documentary accurately generates three-dimensional animation as well as interactive tasks for the students to complete during the short virtual film. Students experienced firsthand the spiritual culture of Aboriginal peoples prior to the arrival of European colonists. During the film students experienced a Welcome to Country and smoking ceremony, hunting for food and the meeting of two cultures. Virtual Whadjuk allowed students to use technology to learn about Aboriginal histories.

Lingo Lah Lah Performance

On Tuesday 20 June, students from Year 1 to 6 participated in the Lingo Lah Lah school incursion, a theatrical production created by Yirra Yaakin, Noongar theatre company. Lingo Lah Lah by Adam Edwards and Peter Docker was a fun, interactive and joyful romp through our multilingual landscape, with a focus on Noongar language.



Gina Williams and Guy Ghouse Incursion



In Term 2, students and parents got to experience an amazing cultural music experience with Gina Williams and Guy Ghouse. Our students were captivated by their stories and songs about Noongar culture and dreaming. During the sessions, students learned many Noongar songs, words and phrases. Students were excited to ask questions to find out about how and why Gina and Guy started performing together and sought advice on how they could learn more Noongar language. Warnbro Primary School community members – students, staff and families – also visited our school to participate in the incursion. It was a great morning singing and interacting with Gina and Guy. Students were captivated by the Noongar songs, and they could be heard singing around the school long afterwards.

NAIDOC Week Celebration

During Week 10 of Term 2, Neerigen Brook Primary School marked NAIDOC Week with our traditional week-long celebration. The week commenced with the NAIDOC opening ceremony during which the Mooditj Boys and Dardy Yorgas showcased the cultural dances they had been working on throughout the semester during Cultural Studies. During this time, we also learned about the importance of the 2023 NAIDOC theme, For Our Elders, and the meaning behind the artwork of the poster. In celebrating the local Elders in our school community, each class invited grandparents in for an afternoon to look around the classrooms, participate in activities with the children in their family and share in cultural learning. This was an enriching experience and a great success, with many extended family members visiting our school for the first time. Teachers committed a lot of time into making this week a success by planning rotational activities to share with students and families.





Many sporting events occurred throughout the week, including NAIDOC football, basketball and netball games. The whole school attended these events and cheered on the students participating in each game. We were very lucky to have the support of the Cecil Andrews College Football Academy which supported our football game by bringing some high school students to umpire for us. These events would not happen without the support of our wider school community.

During the build-up to NAIDOC Week, each class worked on cultural activities which were showcased to our school community in a mooditj display in the junior undercover area. Students, families and community members had the opportunity to view and admire student work samples. The week concluded with a closing ceremony during which the senior Mooditj Boys and Dardy Yorgas danced alongside the juniors.



Library

Book Week

Neerigen Brook Primary School celebrated the Children's Book Council of Australia's Book Week in Term 3. The theme was 'Read, Grow Inspire'. On Thursday 24 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.



The Premier's Reading Challenge

The Premier's Reading Challenge ran from 8 May until 8 September 2023 to encourage students to spend more time reading. We signed 358 students, the entire school population, up for the challenge and logged an outstanding 4 868 books in total. Each student logged a minimum of 12 books which enabled everybody to receive a certificate. Every month of the reading challenge, a participating student was selected at random to receive a book reward to further encourage reading and a love of literature.

Story Dogs



Story Dogs is a fantastic non-profit organisation whose mission is to make reading fun for children, to enable them to become confident, lifelong readers. This program appoints, trains and supports volunteers and their dogs to acquire necessary skills and tools to work with children in schools across Australia. The Story Dogs program has been running at Neerigen Brook for the past two and a half years. Once a week, Teddy Bear, our very own Story Dog, and his volunteer owner, Jo Martin, visit the school library and set up a blanket on the floor to read with around six students. Year 2 students are selected by their teachers to participate in the program which supports their learning and encourages the development of their reading ability.



Crazy Hair Day Fund Raiser

On 24 October 2023, NBPS ran a Crazy Hair Day to raise funds for the Story Dog Program. This was to show our thanks to the program for providing us with our own Story Dog, Teddy Bear. We asked students to wear their hair in a crazy style for the day and bring in a gold coin donation. We managed to raise \$135.65 for the program. The funds raised were greatly appreciated by the organisation and we hope they might assist other schools to also benefit from having their very own Story Dog. The library staff visited each class and photos were taken. These photos were later displayed on the noticeboard outside the library for the school community to see. Staff and students alike enjoyed the fun day whilst also raising money for a worthwhile cause.



Book Fair



Book Fair is an annual event at Neerigen Brook. We have four large bookcases full of books, games and stationery delivered to our library in May of each year from Scholastic. Each bookcase opens to form a perimeter barrier that we can use as our shop. The shop is open before and after school for around a week. Staff, students and members of the community volunteer their time to help out with the fair either on the door, giving directions or bagging up items. Our school receives a very good commission to buy books for our library. In 2023, we sold a total of \$1 408 in goods giving us a voucher of \$320 to spend on new books to increase our library's collection.

Books Gifted to Students at Jingle and Mingle

It has become a tradition for the library staff to organise a book as a gift for each student at the annual Neerigen Brook Jingle and Mingle end of year event held at the conclusion of Term 4. These books are sourced through donations from local department stores, staff, families of staff and other organisations which the school deals with on a regular basis. This year, Big W, Target and K-Mart at our local shopping centre each kindly donated \$50 vouchers to support the acquisition of these book gifts. These vouchers, along with books remaining from last year, meant that each child performing at the Jingle and Mingle received a book. The books were wrapped by family volunteers and staff and placed on a table for students to choose from. The books are always very well received and appreciated by the students, who are encouraged to read them over the holidays at their leisure. We believe every child deserves a book and we encourage them to read for pleasure.

Teaching & Learning Highlights

Early Childhood Education Sports Carnival

On Monday 19 June 2023, the Kindergarten and Pre-Primary students participated in the Early Childhood Education (ECE) Sports Carnival. In preparation for the event, each class practiced team games and sprint runs daily. All students developed their sense of fair play as well as their fundamental movement and team building skills. The sports carnival began with students parading down to the basketball court together. This was then followed by sprint runs and tabloid games. The team games included the egg and spoon race, sack race, water relay, bean bag toss and parachute. Our ECE Sports Carnival concluded with a shared morning tea in the ECE playground. It was wonderful to spend time with our families and community members and for the students to display and demonstrate their sporting skills.



Faction Carnival



The annual Faction Carnival is a day the entire Neerigen Brook community looks forward to, bringing excitement for students, staff and families. In 2023, our annual Faction Carnival was held during Week 4 of Term 3. Students from Years 1 to 6 participated in a Jumps and Throws Carnival during which they were able to participate and demonstrate their skills in long jump, distance Throwing, turbo javelin and long

distance running of 200m and 400m races. Following this, the whole school came together to complete individual running races of 75m and 100m, relays and championship races. Additionally, students rotated through various fun and exciting team games including tunnel ball, leader ball, corner spry and flag relay. These team games are designed to foster teamwork, collaboration and fair play as the students cheered their teammates on and supported one another to persevere. As always, we have our entertaining events being the teacher and parent tug-of-war in which, finally for the very first time, the teachers were victorious. Our parents and community members did a wonderful job at this event cheering and supporting our students as well as providing assistance on the day for our P&C and school canteen. It was fantastic to see so many students have a go with a positive attitude whether they won a ribbon or not. Our Faction Captains did an

excellent job of setting up and preparing all the equipment and ensuring a smooth and successful day. Sports carnivals are always a celebration of the different ways students can be successful at school. For some, learning to read and write is difficult, whilst running fast comes easily. For those students who are more academic, it was great to see them champion the successes of others. Congratulations to Blue Faction for being our winning Faction for 2023!

Cross-Country Carnival

The Cross-Country Carnival is the first of our annual sporting events in which students can demonstrate their athleticism. It provides an opportunity for students to showcase their long-distance running ability. All participants are awarded points for their involvement in the heats, as well as the on the actual carnival day, which go towards their factions.

In 2023, students worked hard to build their stamina and abilities throughout Term 1 by attending a running club during recess and lunch, practising as whole classes during Physical Education. This year the course was extended for students to hit the distances needed for Interschool Cross-Country events. The carnival was held in three heats, students ran once a week for three weeks in the lead up to the whole school Cross-Country Carnival. On the day of the Cross-Country Carnival students competed against other students from their year group.



It was wonderful to witness Student Leaders and Faction Captains running the distance alongside the Pre-Primary, Year 1 and Year 2 cohorts to ensure they ran the correct course for their year levels. The support of the Student Leaders and Faction Captains as marshals spread across the track ensured the smooth running of the day. Congratulations to the students who were awarded Champions and Runner Ups for their year levels! The day concluded with the opportunity for the winners of the year level races to run in a Junior School Champion race and Senior School Champion race. Congratulations to Blue Faction for being our leading faction of the Cross-Country Carnival.

Football

During Term 1, the Kindergarten and Pre-Primary students had the exciting privilege to participate in the AFL Sporting Schools Program. Over a four-week period, students worked with our special AFL coach, Michael, to develop their skills and confidence in playing Australian Rules Football. Michael taught students how to handball and kick a football, as well as how to cooperate and work as part of a team. The AFL Sporting Schools Program also allowed students to develop their fundamental movement skills, including object control skills such as catching and kicking, and their locomotor skills. The ECE students had a great time developing their skills and learning how to football.

Gymnastics

Students in Kindergarten and Pre-Primary participated in a series of gymnastics lessons run by Sporting Schools Plus. Our students had the opportunity to develop their fundamental movement skills as well as muscular strength, endurance, balance, coordination and core strength required for everyday living. Each session continued to build on the skills which had been taught in the previous one, and the students were able to demonstrate their knowledge and understanding by engaging in different tabloid stations.

Sensorium Theatre

On the 18th of May, twelve Pre-Primary and Year 1 students travelled to Armadale District Hall to enjoy a performance of the Bear Hunt by the Sensorium Theatre. Students were treated to an interactive performance which engaged students by enabling them to play musical instruments, experiment with costumes, sing along and move to the music. Rushing rivers, long grass and a whirlwind snowstorm were some of the obstacles students had to go over, under and through to find the biggest bear of them all. Each student had a teddy bear to take on the journey and guide them on their adventure.



Way Too Cool Incursion – Year 1, Room 11



Neerigen Brook Primary School students experienced a wave of excitement and literary enthusiasm during the Way Too Cool incursion for Book Week 2023. The event proved to be a resounding success, captivating students and educators alike with its dynamic blend of interactive storytelling and engaging activities. The vibrant atmosphere was filled with laughter, as students eagerly participated in the creative workshop that brought their favourite books to life. The Way Too Cool team's passion for literature was contagious, fostering a love of reading and sparking the imaginations of young minds. As the school embraced the spirit of Book Week, the Way Too Cool incursion undoubtedly left an indelible mark, creating cherished memories and

reinforcing the joy of learning through literature at Neerigen Brook. This incursion inspired Year 1 students to write a recount about their experience which they proudly displayed in the library. Not only were the students motivated to write, but they were also inspired to create growing Reading Trees in our classroom. Each morning the students read a book, then they wrote its title and their name at the bottom of a leaf that was glued onto the Reading Tree. The class grew two tall Reading Trees which enabled the joy of reading to be visible within the classroom.



Koort Boodja – Year 2/3 – Room 14

During Term 4, the Year 2/3 students in Room 14 participated in weekly cultural dance workshops. The sessions focused on building the capacity of the students through learning the Aboriginal song *Koort Boodja* by Natasha Eldridge along with the associated choreography. During these sessions, the students were exposed to a range of other musical pieces of Aboriginal origin, explicitly learning the movements, their meaning and the traditional purposes of the songs. Sessions maximised the existing knowledge of students, including those who participate in the Mooditj Boys and Dardy Yorgas groups. The sessions also increased the understanding of other students and staff about the importance of song and dance in Aboriginal culture in communicating connection to Country, kin and beyond. Students expressed their appreciation for the opportunity to learn and enjoyed the experience of sharing in traditional Aboriginal song and dance with their peers and friends.

BOSS Arts Creative – Room 16



In Term 2, Room 16 were lucky enough to be selected to participate in the Boss Arts Creative Music program, an Indigenous owned and led program run by Charley Caruso. Each week, Room 16 participated in music sessions that delivered empowering traditional performances with curriculum aligned Noongar culture. Students learned new cultural songs, instrumental music, dances and even created their very own song, *Best Friends*, performed at the Jingle and Mingle later in the year.

WAALI Cultural Leadership Program – Cultural Arts Grant

In Term 4, the students in Room 7 had the incredible opportunity to participate in the Cultural Leadership Program led by WAALI, with Rickeeta Waali serving as the facilitator of learning. The program was a journey into the rich tapestry of Aboriginal culture and heritage. One of the highlights was engaging in a traditional smoking ceremony during which students learned about the ancient practice of smouldering various native plants to cleanse a place. This experience not only connected them with Aboriginal traditions but



also provided insight into the significance of such rituals. Throughout the program, students delved into the importance of storytelling within Aboriginal communities. They explored Noongar creation stories, which hold deep cultural and spiritual significance, and discovered the art of conveying narratives through symbols. As a class, they had the opportunity to create their own stories using these symbolic elements, fostering creativity and cultural appreciation. In addition to storytelling, students learned about bush tucker, gaining knowledge about Indigenous food sources. They even had the opportunity to make their own damper, a traditional Australian bread. One particularly memorable aspect of the program was the exploration of a Dreamtime story featuring a bird that starts fires. Inspired by this tale, the students collaborated to create a dance performance which they proudly presented for their peers from Years 3 to 6. This performance not only showcased their understanding of the story, but also celebrated Aboriginal culture through movement and expression. Overall, the students in Room 7 thoroughly enjoyed their involvement in the Creative Learning Cultural Arts program in 2023, during which they not only learned about Aboriginal culture, but also gained a deeper appreciation of its significance.

Noongar Radio – Year 4/5 – Room 9

In Term 3, Room 9 was lucky enough to be selected to take part in Noongar Radios Koolangka Takeover Week. Students had the opportunity to be on air and share their love and knowledge of Aboriginal culture as well as research and share their knowledge about a chosen class boronga (totem) in written research projects. Students first researched and selected local animals in our area to select a class Boronga. During the research of animals local to the Armadale area, Room 9 had a koolbardi (magpie) fly into our classroom and sit on a student's desk. The students saw this as a sign from the spirits that they did not need to choose a boronga, because it had chosen them. From there, students researched the significance of the koolbardi, learned about ways to protect their boronga and wrote information reports based on this research. Students then extended their learning and created artworks to showcase the koolbardi which were displayed on the Noongar Radio Station Koolangka Takeover Week website. Finally, students had the opportunity to go live on air with Noongar Radio. The radio station hosted an on location live recording with our students, during which time they discussed their knowledge of the koolbardi class boronga and responded to questions about Aboriginal culture and language. We also showcased Tequarn's outstanding Didgeridoo playing skills live on radio. All students were incredibly engaged throughout the project, provided positive feedback about their experiences, and immediately asked if we could be involved again next year. We cannot wait to showcase our amazing moorditj koolangka, solid children, again next year!

100.9fm noongar radio	
Monday 30 Oct Rosalie Primary School 10.30am - 12noon	Tuesday 31 Oct Neerigan Brook Primary 10.30am - 12 noon
Koolangka Takeover Week 2023 upcoming LIVE Outside Broadcasts	
Wednesday 1 Nov Koondoola Primary School	Thursday 2 Nov East Hamilton Hill Primary
Friday 3 Nov Winterfold Primary School 10.30am - 12noon	



Natural Dyeing and Noongar Performance – Year 6 – Room 10

In 2023, students in Room 10 were lucky enough to participate in two amazing weekly incursions funded through the Cultural Arts Grants.

In Term 2, the wonderful Hellen and Trudi Pollard visited Room 10 every Wednesday for two hours and taught the class about using natural materials to create and produce artworks. Student worked with all natural materials and dyes. One experience was called "land art" and involved creating artwork with things found in the environment which are then left in place to decompose back into the earth. Additionally, students traced flowers, bark and leaves to create different textures on paper. They also used natural materials to create

paints which reflected the colours found in nature around this region. The final project was to use plants to create natural dyes to colour fabric and create beautiful artworks to display.

In Term 3, Room 10 worked with the instructors from Boss Creative on dance and singing lessons once a week. Students worked to create a dance to perform at assembly. Not only did the students learn a dance, but they also learned the meaning behind the Noongar language used in the lyrics. This song was written and performed by Maatakiyj, a Noongar musician from the south coast of Western Australia and Professor of Indigenous Languages at the University of Queensland. The students' dance was called the Kworlak, or bull sharks. The dance performance was a great way to stretch the students beyond their comfort zone to perform for an audience at the weekly assembly. The students stepped up to the challenge, did a wonderful job and thoroughly enjoyed the opportunity to learn more about Noongar culture.

Boodja Art – Room 12 – Year 5/6

Year 5 and 6 students from Room 12 created a butterfly landscape art piece with Aboriginal artist Sydney Phillips. The art piece was centred around the 2023 NAIDOC week theme of 'For Our Elders'. Students incorporated this theme by designing and creating yarning circles with family members of different ages around the outside of the butterfly. This was represented by incorporating banksia seed pods of different heights. Students utilised natural materials found around the school and bush to produce an art piece that would naturally breakdown and blend back into the environment. Whilst making the artwork, students held discussions around ways to celebrate and respect our Elders.



Drumbeat



The Drumbeat program is run by Youth workers from the Y. Each term we invited ten students from Year 5 and 6 to participate in a one-hour hand-drumming workshop. It is an eight-week program, using rhythm as a tool to build resilience and emotional regulation. Students gain a sense of belonging, self-esteem and learn cooperative skills through the program. The instructors use games and rhythms, and encourage students to share their responses using the drumbeat. At the beginning of the program students are often reluctant to start the rhythm, but they slowly build trust

with their group and by the end of the program, most students are keenly volunteering to lead the beat. Drumbeat is a valued program that supports our students and their wellbeing.

4 Wellness Sake – Mindfulness

The wonderful Chantelle Penny, dedicated Mind Body Practitioner and founder of 4 Wellness Sake, worked with teachers and students from various classrooms in 2023 to share her knowledge about mindfulness and self-regulation techniques with the aim of cultivating "a generation of resilient, emotionally intelligent adults". The students enjoyed learning many new skills and strategies to assist them to be calm and grounded in everyday life. The experience also provided Professional Learning to teachers who began to implement the tools passed on by Chantelle in their own classrooms with great success.



Young ICT Explorers



This is the third year Neerigen Brook Primary School has been involved in the Young ICT Explorers through The Smith Family. This year, students from Year 4 to Year 6 had the opportunity to submit an expression of interest to be involved in this project. There was a large number of students who wanted to participate, so Louise Archibald worked with both Year 5 and 6 classes and ran 40-minute sessions on coding skills. Then, from those sessions four students were selected to participate in the final project presentation and showcase to four judges what their project was about and how well they had worked as a team. Throughout the term, students developed their skills in problem solving and coding.

When the students presented their project to the judges there was some great feedback received:

Judge 1 stated, *"I love the idea and the innovation of the game and how technology can help make the game fun. I found the difficulty of the project was very high with making all the different components of the game work together. This is a great project that I think you should keep building on to make it better."*

Judge 2 stated, *"I loved your idea and how you built the game with the great looking bee-robots, digital dice and music! You showed how the programming was done, how the game is played and explained well how you designed and built the different components. And it's great to hear how enthusiastic and proud you are about what you built together! You confidently answered our questions and explained your ideas on how to further expand and improve the game (and there are many cool things that you can do). For next time, think a bit more about your presentation: how will you introduce yourself and your design, what are the highlights that you want to tell us about and how you will divide the task of presenting between such a big team as yours. I really hope you'll develop the game further and we'll see you next year again at the Young ICT Explorer sessions to show us all about it!"*

The students used this feedback to consider how they could have changed their project and design. All the students involved build on their coding skills and enjoyed being part of the extra-curricular activity.

Big Days Out



In Term 1, the Year 6s were lucky enough to have two days down at the wonderful Point Peron participating in their Big Days Out which took place in the spectacular Shoalwater Marine Park, forty minutes away from Neerigen Brook.

The students took part in a range of physical activities aimed to challenge them both individually and collectively, building resilience through problem solving and building on their teamwork skills. These activities included snorkelling, kayaking and beach team-building

games. Students worked cooperatively and, through supporting one another, were able to overcome fears of the deep ocean water to work as a team to build and test rafts and navigate the crystal-clear waters on kayaks when the wind was not blowing off Point Peron. Year 6 students participated in engaging beach games and enjoyed swimming at the beach, one of their favourite activities. Students discovered a passion for beach volleyball on the beach volleyball court, which was a popular activity during breaktimes. On both days, the students were fuelled by some wonderful food cooked on the BBQ and some sweet treats.



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 fantastic opportunity for all. Mr Tim Brotherson, Mr Robert Beedie, Mrs Louise Archibald and Mrs Jo Richardson all felt extremely privileged to be part of such a special event for the Year 6 students so early in the year, and so proud of their wonderful behaviour too. This event enabled many students to build connections with others, and they continued to build these new friendships throughout the year. Congratulations to all who attended and thank you to the parent volunteers who helped make the day possible.



TEACHING QUALITY

Centre for Excellence

Neerigen Brook Primary School has been a part of the Centre for Excellence, with a focus on the Explicit Teaching of Literacy since Term 3 of 2023. This internship runs over the course of a year. Three teachers were selected to be a part of the Centre for Excellence Intern team for NBPS. These staff members attended three days of Professional Learning (PL) and visited Centre for Excellence schools to observe the Explicit Direct Instruction (EDI) of Literacy.

When intern teachers returned to NBPS, they created and implemented parts of Daily Reviews that they had observed at Wattle Grove Primary School, our designated centre school, within their own classrooms first. These teachers also restructured their Literacy Blocks to align directly with Literacy EDI. This included a Year 1 classroom, Year 4/5 classroom and Year 5/6 classroom. Interns trialed this new way of planning and teaching for five weeks. They then collaborated within their own teaching teams and shared what they had observed so far. It was at this point other teachers were invited to observe intern teachers explicitly teaching Literacy within the NBPS context.

A staff meeting was held in 2023, and teachers recognised a need for change in the way we teach Literacy to students. Together, staff reflected on whole-school achievement data and identified the reasons change was necessary and what our top priorities for improvement should be moving forward. The intern team provided teachers with PL, on how to use Engagement Norms within the classroom and created posters outlining the new engagement techniques and common language to use throughout the classrooms. These posters are displayed in all classrooms and are utilised to keep students engaged with their learning and to keep learning fun. Daily Review posters which outline the order of content within a session were also created along with a time guide outlining the appropriate length of each of the lesson components. This ensured a schoolwide consistent connected practice.

New Scope and Sequence documents were created each year group, that align directly to the explicit teaching of Literacy. These documents outline the order in which content should be delivered to enable academic success. Staff were provided with PL on the development of a Spaced Retrieval Schedule to ensure that Daily Review content is consistently revisited in order to embed it in students' long-term memory. Our involvement in the Centre for Excellence has played a pivotal role in student engagement, the ways in which teachers deliver curriculum content and, most importantly, improved academic progress for students.

Cultural Awareness Professional Learning with Gina Williams and Guy Ghouse



For our Term 2 Staff Development Day, we were fortunate to join with staff members from Warnbro Primary School to spend time with Gina Williams and Guy Ghouse to learn about the principles of Koort (Heart), Moort (Family and Community), Boodja (Land) and Koorlangka (Children). Gina and Guy shared powerful stories of personal experiences and facilitated conversations around what these principles mean to all of us and how we can bring these principles and creative thinking into curriculum outcomes.

ECE Network Meeting – Dr Paul Swan

On Tuesday 30 May, Early Childhood Teacher, Louise Archibald, had the opportunity to host the South-East Corridor ECE network meeting at Neerigen Brook Primary School. Staff from Neerigen and the other network schools participated in an interactive hands-on session in the curriculum area of Mathematics which was presented by Dr Paul Swan. Staff worked in small groups and explored structured play-based Mathematics warm-ups and explored how each warm-up activity could be differentiated. By being a host school, teachers were able to network with colleagues from other local primary schools.



National Quality Standard

The National Quality Standard (NQS) sets a high national benchmark for Early Childhood Education (ECE) in Australia. The NQS includes seven quality areas outlining important outcomes for children. Schools are assessed and rated against the NQS and given a rating for each of these seven quality areas, and an overall rating based on these results. Neerigen Brook completed an internal audit with the following rankings:

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

Quality Area Highlights

Quality Area 1 – Educational Program and Practice

A core focus of 2023 was to enhance students' interest and engagement in ECE classrooms. At the start of the year, Pre-Primary and Kindergarten teachers asked families to complete a "Getting to Know Your Child" questionnaire to understand students' backgrounds, cultures and interests. Teachers then used this information to plan engaging, hands-on and play-based lessons centring around students' specific interests, including home corners and small worlds themed around space, insects, dinosaurs and farming. Students also participated in literacy and numeracy tasks related to these themes.



Quality Area 2 – Children's Health and Safety

Students participate in daily Crunch and Sip to promote healthy eating in ECE learning spaces. This health-focused program, implemented during the morning block, encouraged students to eat fruits and vegetables and drink water to stay hydrated. It helped students refresh and refuel for a productive day, increased their awareness of healthy eating, enhanced concentration and improved focus in the classroom. The program also aimed to positively influence the attitudes and behaviours of parents and the wider community regarding nutrition, whilst also teaching the value of healthy food choices. To further develop students' understanding of healthy eating, they participated in structured health lessons, identifying healthy and unhealthy foods. They also created healthy lunch boxes and planted vegetables in the ECE playground. To develop gross motor skills, Educations Assistants set up a daily obstacle course for students. As part of Physical Education, students also took part in a weekly Fundamental Movement Skills program to facilitate their gross motor development.

Quality Area 3 – Physical Environment

In 2023, ECE teachers focused on creating engaging learning environments to promote children's development, agency and their sustainability practices. The classroom featured thoughtfully planned areas for intentional learning including dramatic play, book corners, writing and craft tables, small worlds, calm corners and construction corners. These all centred around students' specific interests. Large mat areas and grouped tables supported both whole-class and small-group learning. Students explored these areas throughout the day, engaging in play-based, hands-on activities which encouraged communication thereby developing oral language, pre-reading, literacy, numeracy and social skills. In the outdoor learning areas, teachers encouraged students to develop an appreciation for the natural world and environmental sustainability and in this way met outcomes in the Western Australian cross-curriculum priority of Sustainability. Students planted and cared for a vegetable garden, engaged in recycling practices, learned about worm farms and composting, and created bug hotels.

Quality Area 4 – Staffing Arrangements

In 2023, the ECE teaching team underwent several staffing changes. In order to minimise disruption to students and support new and relief staff, Lead Teachers provided support and guidance during weekly Collab planning meetings. This included facilitating the collaborative development of everyday routines, teaching and learning programs, Individual Education Programs, Individual Behaviour Plans and escalation profiles. ECE teachers collaborated within their specific phase of learning to ensure consistent routines, expectations and activities across classrooms. Planning was completed two weeks in advance. Where possible, the same relief teacher was scheduled to maintain continuity and predictability for students and thereby maintain a sense of consistency and ensure wellbeing.

Quality Area 5 – Relationships with Children

Neerigen Brook Primary School is a Positive Behaviour School (PBS). The PBS committee worked with staff, students and parents to develop four core expectations for academic and behavioural success; Be Safe, Excel, Show Respect and Take Responsibility form the cornerstones of our BEST behaviour matrix. Each week during 2023, classroom teachers taught PBS lessons focused on these behaviours, with positive



behaviour rewarded through Dojo points, class rewards and BEST tokens. Specific feedback was given to reinforce positive behaviour linked to the BEST matrix, with a focus on the weekly PBS focus. The BEST tokens earned by students were entered into a whole-school raffle, with winners drawn at each assembly to celebrate achievements. PBS lessons in ECE classrooms helped set clear expectations, reinforce positive behaviours, and foster a safe, positive climate. To further support students to regulate themselves, respond appropriately to the behaviours of others, and communicate effectively to resolve conflicts, students also engaged in Zones of Regulation lessons. These lessons equipped students with the language to describe their emotional stage and strategies for self-regulation including breathing exercises and mindfulness. A Calm Down Corner was also set up in ECE classrooms, featuring a tent and visual supports to provide additional calming strategies for students.

Quality Area 6 – Collaborative Partnerships with Families and Communities

The Aboriginal Cultural Standards Framework and the Neerigen Brook Reconciliation Action Plan guided ECE teaching practices to enable cultural safety. Teachers planned lessons celebrating cultural diversity. Students learned about the Indian festival of Diwali for and constructed lanterns and Dia lamps. They also learned about Torres Strait Islander culture and created Pois and Hei Tikis. To develop cultural responsiveness, an integrated approach was used to embed the Western Australian cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures across all learning areas.



Students participated in a daily Acknowledgement of Country, explored Indigenous artwork and symbols, and created Aboriginal story stones. They heard Dreamtime stories, learned Noongar language, and made damper and yarning sticks. They learned about the Aboriginal flag, the significance of the Derbal Yerrigan (Swan River) to the Whadjuk Noongar people, explored the six Noongar seasons and participated in traditional Aboriginal games during Physical Education. During NAIDOC Week, local Aboriginal Elders and artists taught dance, music and language. These celebrations of culture developed students' understanding of the cultural diversity that exists within our school community.

Quality Area 7 – Governance and Leadership

A culture of peer mentoring and shared learning was established across ECE classrooms, with staff members supporting each other's professional growth to create high-quality teaching and learning programs. Teachers engaged in peer observation, watching each other implement Daily Reviews and manage student behaviour in the classroom and providing feedback. Teachers met weekly in phase of learning teams to collaboratively plan, analyse data to inform future planning, and engage in respectful communication. They shared ideas to improve and practices to optimise children's learning, development and wellbeing.

STUDENT ACHIEVEMENT & PROGRESS

Intervention

In 2023, the Learning Support Coordinator (LSC) worked in collaboration with teaching teams and the Executive Leadership Team to identify students at educational risk and select appropriate supports to assist them to engage in learning. This included collaborative planning processes, individualised student planning, referrals for support services and staff mentoring to build confidence in differentiating learning activities.

As part of a continued Professional Learning focus, teaching teams have been refining their data collection processes to determine students' individual learning needs and provide targeted support at the point of need. Teaching teams work together to collect year level data to inform their teaching, adjust planning and maximise the valuable instructional time within the classroom. In drawing on a variety of data sources, students are identified in collaboration with the LSC for referral to targeted intervention programs that are based on educational research, departmental recommendations, and best practice. We would like to express our

appreciation for our intervention team, Liz Mauer and Michelle Grimwade, who play an essential role in supporting teachers to enrich and extend student learning.

Brilliant Kids Morning Tea

The Brilliant Kids Morning Tea is a termly opportunity for teachers to recognise two students from their class who consistently demonstrate BEST behaviours. These students enjoy a delicious morning tea with their peers, provided by the P&C, and have the opportunity to share their feedback with the Deputy Principals. Students share 'what's working well' and 'even better if' to help celebrate our successes and identify what's important to students here at Neerigen Brook.

Book Awards

At the end of each year, Neerigen Brook Primary School celebrates students' achievements with the annual book awards. Teachers from each classroom presented two students with book awards, given for a variety of reasons, such as academic progress, citizenship, persistence, excellence, or efforts in demonstrating BEST behaviours.

NAPLAN – Schools Online and Student Achievement Information System

Schools Online provides access to the following data analysis tabs – Individual Test Performance, Comparative Performance, Proficiency and Longitudinal Summary. These tabs do not provide individual data on students; they provide summary views to enable you to see data trends over time.

The Student Achievement Information System (SAIS) provides schools the tools to dig into NAPLAN data at a deeper level. The many tools available are useful for schools to examine individual, group, cohort and whole year test domain performances. Due to the data these tools display, many are not appropriate for public view. The Pathways tab analysis from SAIS has been incorporated alongside the Proficiency Level analysis to examine both views of student performance against the new proficiency levels. Box data may be highlighted green to indicate a celebration point. This may indicate we either have more students in a top category, or less students in lower categories when compared to like schools.

Individual Test Performance

Provides number of students with a test score and the breakdown of percentages of students in the top 20%, middle 60% and bottom 20% of the Public Schools and among like schools.

Numeracy

WA Public Schools	Year 3 Numeracy		Year 5 Numeracy	
	School	Like School	School	Like School
Top 20%	3%	9%	0%	5%
Middle 60%	73%	53%	67%	55%
Bottom 20%	23%	39%	33%	40%

Reading

WA Public Schools	Year 3 Reading		Year 5 Reading	
	School	Like School	School	Like School
Top 20%	10%	9%	20%	9%
Middle 60%	53%	55%	47%	59%
Bottom 20%	37%	36%	33%	32%

Writing

WA Public Schools	Year 3 Writing		Year 5 Writing	
	School	Like School	School	Like School
Top 20%	7%	10%	7%	11%

Middle 60%	50%	55%	66%	60%
Bottom 20%	43%	35%	28%	29%

Spelling

WA Public Schools	Year 3 Spelling		Year 5 Spelling	
	School	Like School	School	Like School
Top 20%	13%	10%	20%	12%
Middle 60%	50%	52%	43%	58%
Bottom 20%	37%	38%	37%	30%

Grammar and Punctuation

WA Public Schools	Year 3 Grammar and Punctuation		Year 5 Grammar and Punctuation	
	School	Like School	School	Like School
Top 20%	7%	7%	3%	10%
Middle 60%	60%	54%	57%	54%
Bottom 20%	33%	39%	40%	36%

Comparative Performance

Comparative Performance data is a calculation based on ICSEA only. Calculations are based on WA Public School students, excluding students identified with an intellectual disability.

ICSEA is a scale which allows for fair and reasonable comparisons among schools with similar students. ICSEA stands for the Index of Community Socio-Educational Advantage. ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA is not a school rating.

ICSEA is calculated by the following factors – parents' occupation, parents' education, geographical location and the proportion of indigenous students.

Comparative Data

Test Domain	Year 3		Year 5	
	Performance	#Students	Performance	#Students
Numeracy	0.4	30	1.0	30
Reading	0.5	30	1.6	30
Writing	-0.1	30	0.8	30
Spelling	0.9	30	0.9	30
G&P	0.4	30	0.7	30

Data Understanding Key

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

Proficiency and Pathway 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 Level (measured as a percentage)

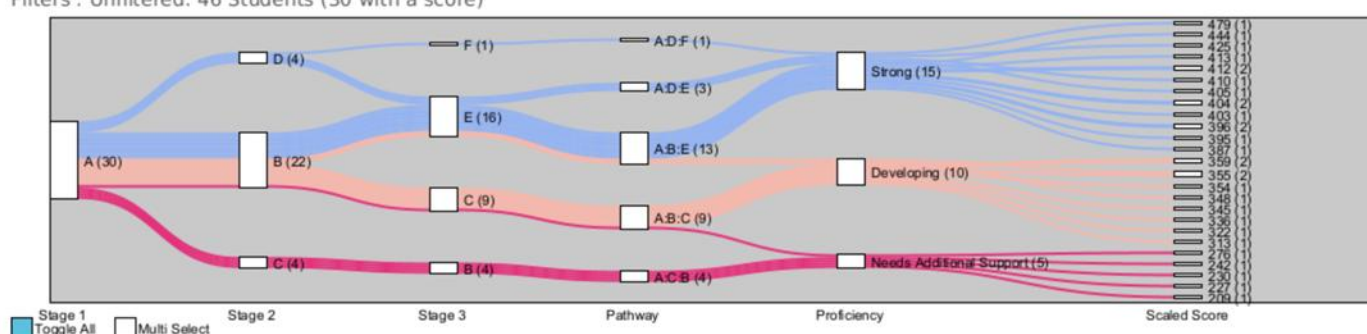
Year 3 Numeracy				Year 5 Numeracy			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	493+	0%	6%	Exceeding	577+	0%	3%
Strong	378 - 492	50%	32%	Strong	451 - 576	53%	39%
Developing	311 - 377	33%	35%	Developing	386 - 450	27%	26%
NAS	Up to 311	17%	28%	NAS	Up to 386	20%	26%

Year 3 Numeracy Pathway (measured in number of students)

Cohort: Year 3 NEERIGEN BROOK PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Numeracy - Assessment Stage Dataflow

Filters : Unfiltered: 46 Students (30 with a score)

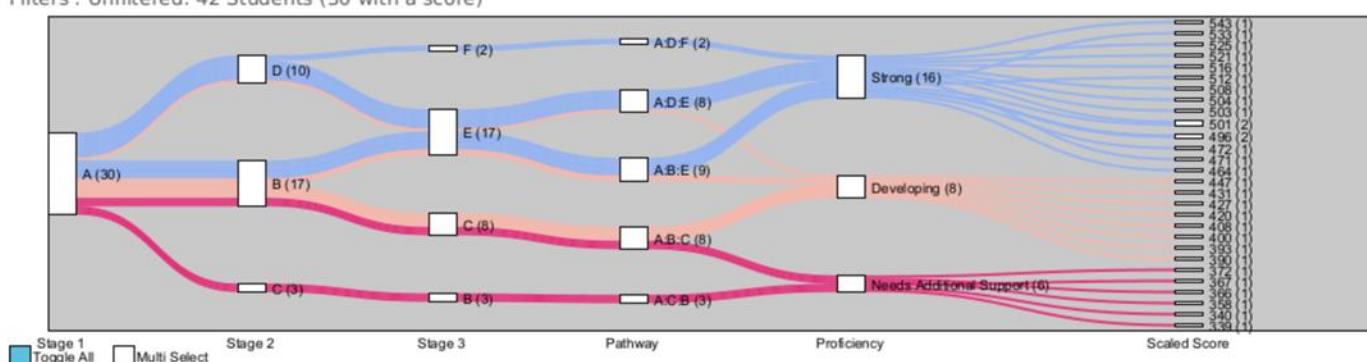


Year 5 Numeracy Pathway (measured in number of students)

Cohort: Year 5 NEERIGEN BROOK PRIMARY SCHOOL Y05 2023 Reporting Period: 2023 Y05

Numeracy - Assessment Stage Dataflow

Filters : Unfiltered: 42 Students (30 with a score)



Year 3 & 5 Reading Proficiency Levels (measured as a percentage)

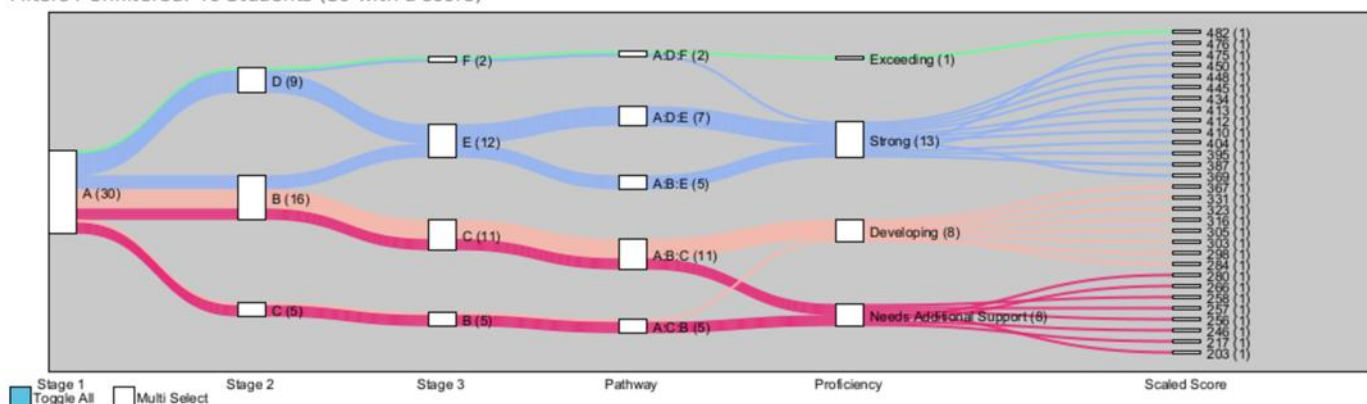
Year 3 Reading				Year 5 Reading			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	481+	3%	6%	Exceeding	555+	20%	8%
Strong	368 - 480	43%	33%	Strong	448 - 554	40%	46%
Developing	282 - 367	27%	34%	Developing	377 - 447	23%	29%
NAS	Up to 282	27%	27%	NAS	Up to 377	17%	17%

Year 3 Reading (measured in number of students)

Cohort: Year 3 NEERIGEN BROOK PRIMARY SCHOOL Y03 2023 Reporting Period: 2023 Y03

Reading - Assessment Stage Dataflow

Filters : Unfiltered: 46 Students (30 with a score)

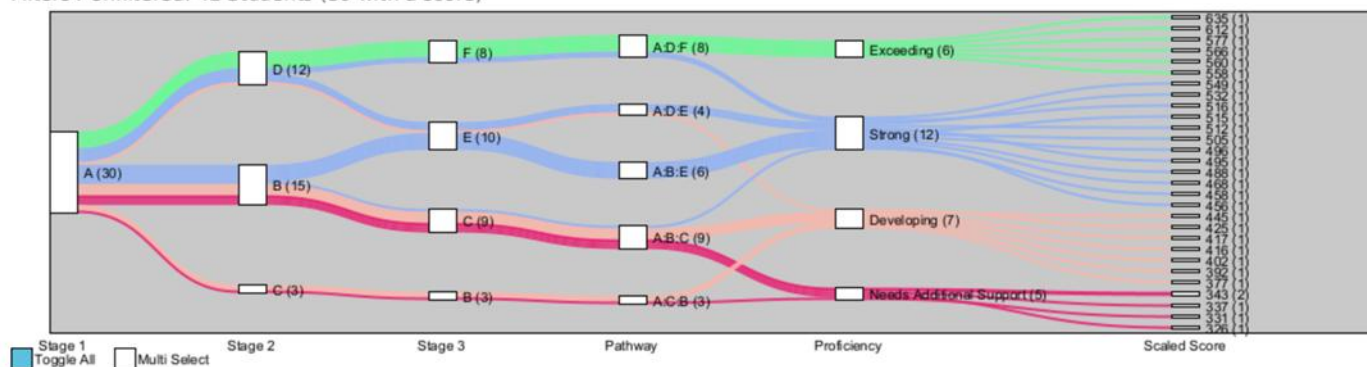


Year 5 Reading (measured in number of students)

Cohort: Year 5 NEERIGEN BROOK PRIMARY SCHOOL Y05 2023 Reporting Period: 2023 Y05

Reading - Assessment Stage Dataflow

Filters : Unfiltered: 42 Students (30 with a score)



Year 3 & 5 Writing Proficiency Levels (measured as a percentage)

Year 3 Writing				Year 5 Writing			
Proficiency	NAPLAN Score Range	School	Like School	Proficiency	NAPLAN Score Range	School	Like School
Exceeding	503+	0%	2.6%	Exceeding	570+	3%	4%
Strong	370 – 502	47%	51%	Strong	455 – 569	59%	44%
Developing	296 – 369	33%	27%	Developing	385 – 454	21%	31%
NAS	Up to 296	20%	19%	NAS	Up to 385	17%	21%

NB: There is no pathway data present for Writing as it is not a multi-adaptive test.

OVERVIEW OF BUSINESS PLAN OBJECTIVES

Domain	Target	Progress Green = met Yellow = working towards
Relationships and Partnerships 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 2023.
	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.	
	Provide students with opportunities to engage with community stakeholders.	
	Increased parent involvement in student learning.	
Learning Environment 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.	
	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.	
Leadership 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.	
Use of Resources 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.	
Teaching Quality 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.	

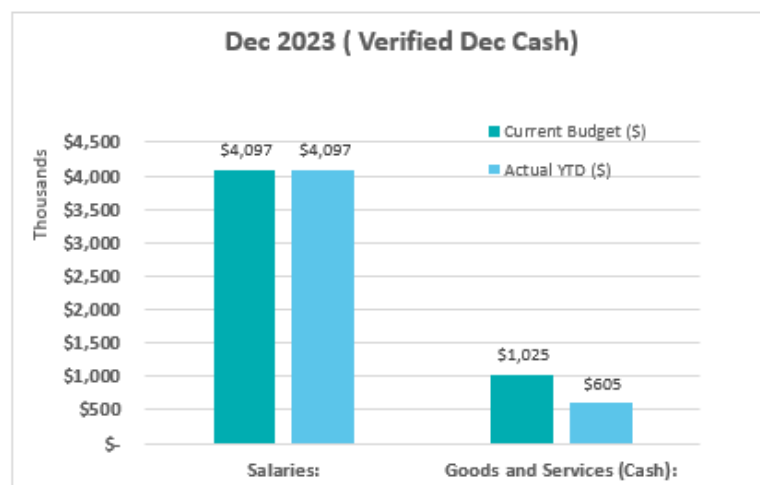
	Digital technology is embedded into the Plan, Teach, Assess cycles.	
	All staff engage in relevant professional learning and implement CMS Instructional Strategies into their daily practice.	Delivery of CMS professional learning was unavailable and out of the control of NBPS staff.
	Teachers participate 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.	
Student Achievement and Progress 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.	In 2023, NAPLAN changed from a banded system to a four-category system. It is not possible to evaluate the targets below.
	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.	
	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)	61%
	On-Entry Writing Pre-Primary – 80% of students in Pre-Primary at 176-372 or above (ICSEA Decile 9 median)	74%
	On-Entry Numeracy Pre-Primary – 80% of students in Pre-Primary at 401-487 or above (ICSEA Decile 9 median),	61%
	On-Entry Reading Year 1 – 80% of students in Year 1 at 434-500 or above (ICSEA Decile 9 median)	58%
	On-Entry Writing Year 1 – 80% of students in Year 1 at 372-507 or above (ICSEA Decile 9 median)	30%
	On-Entry Numeracy Year 1 – 80% of students in Year 1 at 462-512 or above (ICSEA Decile 9 median),	62%
	Students at Educational Risk will be placed on an Individual Education Plan.	
	Increase percentage of students in order to meet Department of Education minimum standard rate of 90% attendance	

FINANCIAL SUMMARY AS AT 31 DECEMBER 2023

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	190,312	190,312
Carry Forward (Salary):	590,388	590,388
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,582,332	4,582,332
Locally Raised Funds:	303,468	301,039
Total Funds:	5,666,499	5,664,070
EXPENDITURE		
Salaries:	4,097,373	4,097,373
Goods and Services (Cash):	1,024,924	604,839
Total Expenditure:	5,122,298	4,702,212
VARIANCE:	544,202	961,858

Goods and Services vs Salary expenditure



Locally Generated Revenue - Budget vs Actual

