



**Coorow**  
Primary School  
*Learning for Life*

# ANNUAL REPORT 2023





# Welcome to the 2023 School Report

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## Educational Program

Our students continued to enjoy a broad range of curriculum, participating in weekly French (Yr 3 -6), visual art, sport, and library lessons with specialist teachers. This year, we were also able to offer specialist performing arts (music and drama) classes. Health lessons were expanded to include wellbeing and extra time was dedicated to this area.

We enrich our educational program through incursions and excursions. Excursions focus on providing additional curriculum experiences and building students' sense of place and belonging. This year, students participated in two excursions to the Coorow library, a tour of the Coorow Shire offices, Morawa NAIDOC, Mingenew Expo, and visits to Coorow Farm, Koobabbie Farm and the Koobabbie Precinct, as well as water polo lessons at the Coorow Aquatic Centre and performing arts activities at the Coorow Hall. Incursions included Camp Quality and the Co3 Dance Company. We frequently work with other nearby schools to provide enrichment activities. Students participated in a Musica Viva incursion at Eneabba Primary School, Perenjori Primary School joined us for the Circus Challenge, and Dandaragan and Badgingarra Schools participated with us in the Yuat Ponar walk at Mount Lesueur National Park.

Highlights for senior students in 2023 included the Mini Leadership camp with visits to the Youth Leadership Conference and Parliament House, making a formal presentation to the Carnamah Lions Club, planning and delivering the Blue's Walkies event, and constructing a frog bog in the school gardens.

## Maintenance and Improvements to Buildings and Grounds

The weatherboards on the south and east sides of the verandah block were replaced with new colourbond cladding, and new aluminium vermin boards were fitted. A new shed, provided by the P&C, was erected to increase storage space for the early childhood equipment. A new air-conditioner was also fitted to the teacher's preparation room.

A new fireproof door was fitted to the senior room. The P&C also donated new blinds for the senior room. These have been ordered and will be fitted in the new year.

Work began on the upgrade of the library, funded by \$15 000 in grants and donations, plus \$5000 drawn from school reserve funds. The old blackboard, cupboards and teacher's desk were removed, a reverse cycle air-conditioner was fitted, and new furniture and shelving were purchased. The completion of this project, which involves stripping wall fittings and repainting, will be done at the same time as the ceiling and lighting replacement. The ceiling work will be scheduled by the Department of Finance.

Young native trees and shrubs were planted around the nature play area; these will grow to provide shade and a windbreak. Reticulation was installed to support their growth over the first two years. Plants were also purchased to fill the final garden bed in the bee garden, and some were added to the bush tucker garden.



## ICT Resources

Our school has an excellent range of ICT resources, with 1-to-1 iPads from Yr 1-6 and 1-to-1 laptops in the senior classroom. As we believe that it is important to keep all devices up to date, this year we replaced 10 student iPads and 10 student laptops and the eBoard in the senior classroom as well as updating the 4 staff laptops.

## Positive Behaviour Support Policy

This year, we implemented our new positive behaviour support policy. This involved engagement of both parents and students in understanding the purpose of the new policy and changes that the implementation involved. The policy is built around our four school values:

- I am responsible
- I am brave
- I am resourceful
- I am a learner

Many class and whole-school activities this year focused on developing students' understanding of these values and making them an integral part of life at our school. Coorow has a well-deserved reputation throughout our region for the excellent behaviour and engagement that our students demonstrate. We have been very pleased to see the way that the new policy and values have strengthened and supported this.



## New School Crest and Motto

After considerable consultation with members of the school and wider community, our new school crest was designed and motto selected. The crest features a magpie which represents strength and determination in developing the four school values. Stalks of wheat grow from an arc representing the family and community support that provides a strong foundation for our children, allowing them to flourish. The wheat stalks themselves are the growing children, working together as a team yet harnessing their individual strengths. Their varying sizes represent the different ages of the children in our school and also the respect we hold for each person and appreciation of their individual development.

Students and community members voted to select the new motto, *Learning for Life*. Coincidentally, this was the motto of Watheroo Primary School which closed at the end of 2023. Our school had a close and ongoing relationship with Watheroo Primary and it is nice to see a small part of its history continued in this way.



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## Community Engagement

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Families are an important part of our school community, and we actively seek their feedback and input into their child's education. We believe that children have better outcomes when families are informed and part of the journey. We provide an open invitation to parents to visit classrooms and to contact teachers for appointments to discuss student progress or other concerns. In addition to this, we offer open classrooms after selected assemblies, and three-way interviews after mid-year reporting. This year, we implemented an online sign-up, making it easier for parents to volunteer to assist in classrooms.

Many families volunteered to help in classrooms and participated in other school events and initiatives. On behalf of all staff, I would like to sincerely thank everyone who was involved in the school in this way. Your ongoing engagement with our school is one of the things that makes our school special.

I would especially like to thank the following people who have, as members of the School Board and P&C, volunteered many extra hours to help to improve our school and school environment:

- Board members 2023 - Luhan van den Heever (Board Chair), Hannah Smyth (Secretary), Shannon Kenyon (Deputy Chair), Jocelyn West, Emma Hegarty and Elly-Mae Curley, and community representative Mia Maxfield.
- P&C members 2023 - Christel van den Heever (President), Jennifer Birch (Secretary), Flora Parker (Treasurer), Shannon Kenyon (Vice President), Taryn and Alex Hyde, Alyce and Mitch Poole, Emma Cullen, Emma Hegarty, Hannah Smyth, Jess Parnham, Jocelyn West, Krystelle Walton, Samantha Ryan, Shannon Meyer, Tennille du Boulay and Natasha Tomkins.



## Student Numbers and Characteristics

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(2)	7	8	3	3	5	3	5	36
Part Time	3								

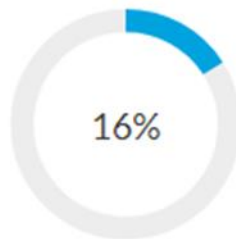
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Overall student numbers have fallen slightly, mainly due to variations in cohort size. Future intake numbers are expected to remain relatively constant. Families leaving the area may cause further falls in enrolments in coming years.

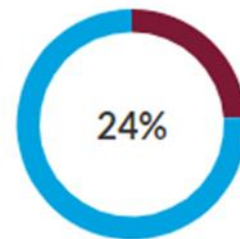
Five students who live out of area attend the school

Languages spoken at home include Afrikaans, Fijian and Aboriginal English.

Indigenous students



Language background other than English



■ Yes (24%)  
■ No (76%)  
■ Not stated (0%)

## Destination Schools

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

Destination Schools for Year 7, 2024	Total
Carnamah District High School	1
Guildford Grammar School	1
Presbyterian Ladies College	1
Penrhos College	1
Central Midlands Senior High School	1





## Workforce

	No	FTE
Principals	1	1.0
<b>Total Administration Staff</b>	<b>1</b>	<b>1.0</b>
Other Teaching Staff	5	3.4
<b>Total Teaching Staff</b>	<b>5</b>	<b>3.4</b>
Clerical / Administrative	2	1.0
Gardening / Maintenance	1	0.6
Other Allied Professionals (Ed assistants)	3	1.3
<b>Total School Support Staff</b>	<b>6</b>	<b>2.9</b>
<b>Total</b>	<b>12</b>	<b>7.3</b>

All staff members are permanent to the school, and many are locals. Staff retention rates are excellent. Not all staff are full-time. The FTE column of the table above shows the equivalent number of full-time positions that are filled by current staff members. For example, our two part-time clerical staff work the equivalent number of hours as one full-time staff member.

Many staff have been absent for medical reasons this year and sourcing relief staff has been challenging. The school strongly supports the current community-led campaign to establish a childcare centre in town as this would help us when seeking relief staff.



# Student Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2021</b>	93.8%	92.1%	92.4%	91%	84.3%	76.8%	93.2%	91.7%	91%
<b>2022</b>	87.7%	87.4%	88.3%	75.1%	78.9%	69.5%	85%	87%	86.6%
<b>2023</b>	93.1%	88.9%	90.3%	72.4%	81.2%	74.3%	89.3%	88.2%	88.9%

From the table above, it can be seen that, overall, student attendance is similar to that of like schools and WA public schools, but it is also apparent that the attendance of Aboriginal students is well below that of like schools (i.e. schools where students are of similar socio-economic background to our students), and this is a cause for concern.

## 2023 - Semester 2 Collection

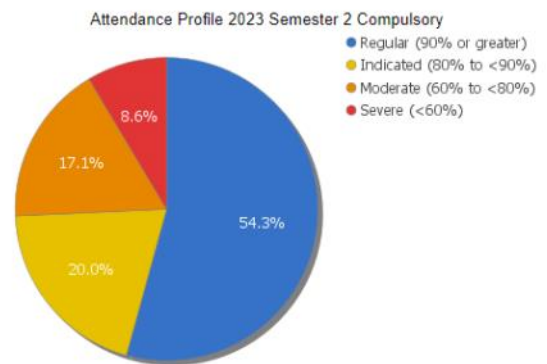
Term View (Optional): All

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
K1N	90.2%	2	1			100%	0%
PPR	81.4%	3	2	1	2	84%	16%
Y01	88.9%	5	1	2		75%	25%
Y02	78.0%	1		2		50%	50%
Y03	92.3%	2	1			100%	0%
Y04	96.9%	5				67%	33%
Y05	76.3%	1	1		1	43%	57%
Y06	86.6%	2	2	1		60%	40%
<b>Compulsory</b>	<b>86.3%</b>	<b>19</b>	<b>7</b>	<b>6</b>	<b>3</b>	<b>68%</b>	<b>32%</b>

## Reports

- Attendance Summary Report
- Longitudinal Attendance Report
- Increasing Unauthorised Absence Report

[Conflicts and Faults](#) 0



Another particular concern is that, in the years since the Covid-19 pandemic began, the number of students attending school regularly (i.e. 90%- 100% of the time) has decreased sharply. In Semester 2, 2019, 72% of students attended regularly. This year, only 54% attended regularly. Irregular attendance has a marked effect on student's academic performance and social development.





## Student Attendance (continued)

Our school attendance targets are that 75% of students attend regularly and 95% of absences are authorised, meaning that a student is sick, or there is another good reason why a student cannot attend school. Only one of these targets was achieved in one term. Regular attendance of some students was disrupted by illness, or they were unable to attend school for pressing family reasons, but despite regular follow-up, many other absences were not explained.

<b>Targets 2023</b>	<b>75% of students attending regularly</b>	<b>95% of absences are authorised</b>
<b>Term 1</b>	74%	92%
<b>Term 2</b>	59%	62%
<b>Term 3</b>	56%	71%
<b>Term 4</b>	85%	66%

Staff continue to follow up student absences, analyse student attendance data, and put practices in place in line with our attendance policy. All parents receive an attendance letter each semester which informs them of their child's attendance rate and their percentage of authorised absences, noting any special circumstances that may have impacted on attendance. The school works with parents to engage students who have ongoing poor attendance rates, putting attendance targets and attendance support plans in place, and seeks support from the regional attendance officer as necessary.





## Student Achievement and Progress

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As there were only three students in Year 3 and Year 5 this year, NAPLAN results cannot be shared, due to the risk of identification of individual students. However, results for each student fell within the predicted range, confirming teacher judgements about their progress.

Teaching staff continue to use NAPLAN results, along with many other assessments, to obtain information about student achievement and plan for improved progress. The assessments we use are both large-scale, which compare student results to the results of other students across Australia, and school-based, which assess students directly on their progress in the work covered in class.

Long-term achievement targets are set for all students, and many students have shorter-term targets. These targets are set both for those students who need support with their learning and those who would benefit from increased challenge or extension. Classroom learning activities are appropriately modified to help the students achieve their targets.

Students requiring significant academic support receive up to 90 minutes per week of individual or small group tutoring by their teacher or an education assistant. This year, we implemented the Language Lift program to support students in the early childhood and junior classes who require further development of their oral language skills to improve their learning at school. Selected academically talented students participate in the regional Primary Extension and Challenge (PEAC) program.

## Parent Satisfaction with the School

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Only three respondents completed the National School Opinion Survey in 2023. The small numbers may have skewed results, but the data returned shows a dramatic drop in parent satisfaction from previous years, particularly in the areas of supporting student learning. This data will be followed up and further investigated in 2024, beginning with a series of parent forums in Term 1.



## Financial Summary

Figures from Schools Resourcing  
There were no adverse findings in the management of finances in 2023.

<b>ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash):</b>	<b>77,543</b>	<b>77,543</b>
<b>Carry Forward (Salary):</b>	<b>42,860</b>	<b>42,860</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	938,017	938,017
Locally Raised Funds:	64,681	65,237
<b>Total Funds:</b>	<b>1,123,101</b>	<b>1,123,657</b>
<b>EXPENDITURE</b>		
Salaries:	852,788	852,788
Goods and Services (Cash):	246,891	203,473
<b>Total Expenditure:</b>	<b>1,099,679</b>	<b>1,056,261</b>
<b>VARIANCE:</b>	<b>23,422</b>	<b>67,396</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	16,187	13,101
Lease Payments	0	0
Utilities, Facilities and Maintenance	37,440	41,424
Buildings, Property and Equipment	54,636	54,516
Curriculum and Student Services	75,405	39,606
Professional Development	18,000	9,604
Transfer to Reserve	45,000	45,000
Other Expenditure	223	222
Payment to CO, Regional Office and Other schools	0	0
<b>Total Funds:</b>	<b>246,891</b>	<b>203,473</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	1,300	1,250
Charges and Fees	2,270	756
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	12,728	14,828
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	2,595	2,595
Other Revenues	3,550	3,570
Transfer from Reserve or DGR	42,238	42,238
<b>Total Funds:</b>	<b>64,681</b>	<b>65,237</b>



## Priority Areas and Progress Against School Targets

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

During each year of the 2022-2024 strategic plan, we will review reflect and report on our practices, identifying areas that require continued focus or a change of direction. The strategic plan is designed to be implemented over 3 years, so a number of targets are still ‘in progress’ at this stage.

	KEY	Target achieved	Target in progress	Target stalled
<b>A Safe and Supportive Learning Environment</b>				
<b>1. Use of Resources</b>				
1.1 Ensure that the allocation of Student-Centred Funding Resources relate specifically to the improvement of student outcomes				
1.2 Maintain and improve learning facilities				
1.3 Consider skills, age, cultural and gender inclusivity in workforce planning				
<b>2. Learning Environment</b>				
2.1 Restructure the school’s behaviour management policy to better align with the needs of the students				
2.2 Use evidence informed practice to deliver high quality health education				
2.3 Continue to strengthen the school’s cultural responsiveness and implementation of the Aboriginal Cultural Standards Framework				
2.4 Continue to promote and improve attendance rates for all students				
2.5 Promote student wellbeing, including sense of belonging and safety at school				
<b>3. Leadership</b>				
3.1 Further develop opportunities for staff to take on leadership roles within the school and to be involved in school planning				
3.2 Develop the leadership skills and knowledge of the principal				
3.3 Foster student leadership skills				
3.4 Increase the profile and involvement of the school board				
<b>High Quality Teaching and Learning</b>				
<b>4. Teaching quality</b>				
4.1 Build and strengthen staff collaborative practices to plan for, act on, and assess student learning				

## Priority Areas and Progress Against School Targets (continued)

4.2 Strengthen and extend existing whole-school approaches to ensure high quality delivery of Western Australian Curriculum in all learning areas	
4.3 Increase the capacity of education assistants to support the educational program	
<b>5. Student Achievement and Progress</b>	
5.1 Gather school-based and systemic data to monitor student progress and inform whole school planning	
5.2 Explicitly plan for individual improvement	
5.3 Assessment and reporting practices provide valid information for students and parents	
<b>Partnerships</b>	
<b>6. Meaningful, supportive and Sustainable Partnerships</b>	
6.1 Continue to promote strong relationships with parents, carers and the community	
6.2 Promote community partnerships that support the health, wellbeing, confidence and resilience of students and families	
6.3 Build relationships with schools outside our immediate area for the benefit of our students	





# Thank You to our School Community

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

The 2023 Annual School Report has been discussed and endorsed by the school staff and the Coorow Primary School Board.

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

