

# Annual Report 2025



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# Introduction

It is with great pleasure that I present the 2025 Annual Report for Moora Primary School. This report offers a chance to reflect on, recognise, and celebrate the successes of our school over the past year. At Moora Primary School, we are dedicated to continuously improving both our school and our students. We believe that strong partnerships with families and fostering a supportive environment for all members of our school community are essential to achieving our goals.

2025 was an exciting and eventful year, with students participating in a range of activities, including camp, carnivals, excursions, and swimming lessons. We were also fortunate to host several engaging incursions and sports clinic visits, enriching our students' learning experiences.

I would like to extend my sincere gratitude to our dedicated staff, hardworking students, and supportive families. Your ongoing commitment and passion are the foundation of our school's success. It is a privilege to be part of such a vibrant and caring school community, and I look forward to the exciting opportunities ahead in 2026.

Karen Crooke  
Principal



## About Our School

Moora Primary School is a Level 4 Independent Public School, situated 172 km north of Perth. The school community is drawn from the Moora town site and surrounding rural areas and caters for students from Kindergarten to Year 6. Students who attend the school are from a variety of backgrounds, with many travelling by bus from farms daily.

Moora Primary School (PS) is a dynamic learning community where members work daily, adhering to the values of integrity, respect and perseverance, and strive for their personal best.

The school enjoys strong community support from the P&C, School Board, and Aboriginal Advisory Group. A close, supportive relationship continues to exist between students, staff, and parents enabling us to know each student as an individual. Staff and students work together cooperatively to create a positive school environment in which every student feels safe and is able to learn in a friendly and caring atmosphere. We pride ourselves on a reputation for inclusivity, values, pastoral care, strong academic results and community engagement

Moora PS is a distinctive school where students experience success due to high quality teaching and learning. We are proud of our school and our collective achievements. It is achieved through a whole school evidence-based approach to Literacy and Numeracy with targeted effectiveness and differentiation for every child, including remediation and extension.

The Moora School Board works with the principal to set and monitor the key directions of the school and to make a positive contribution to the continued development of the school.



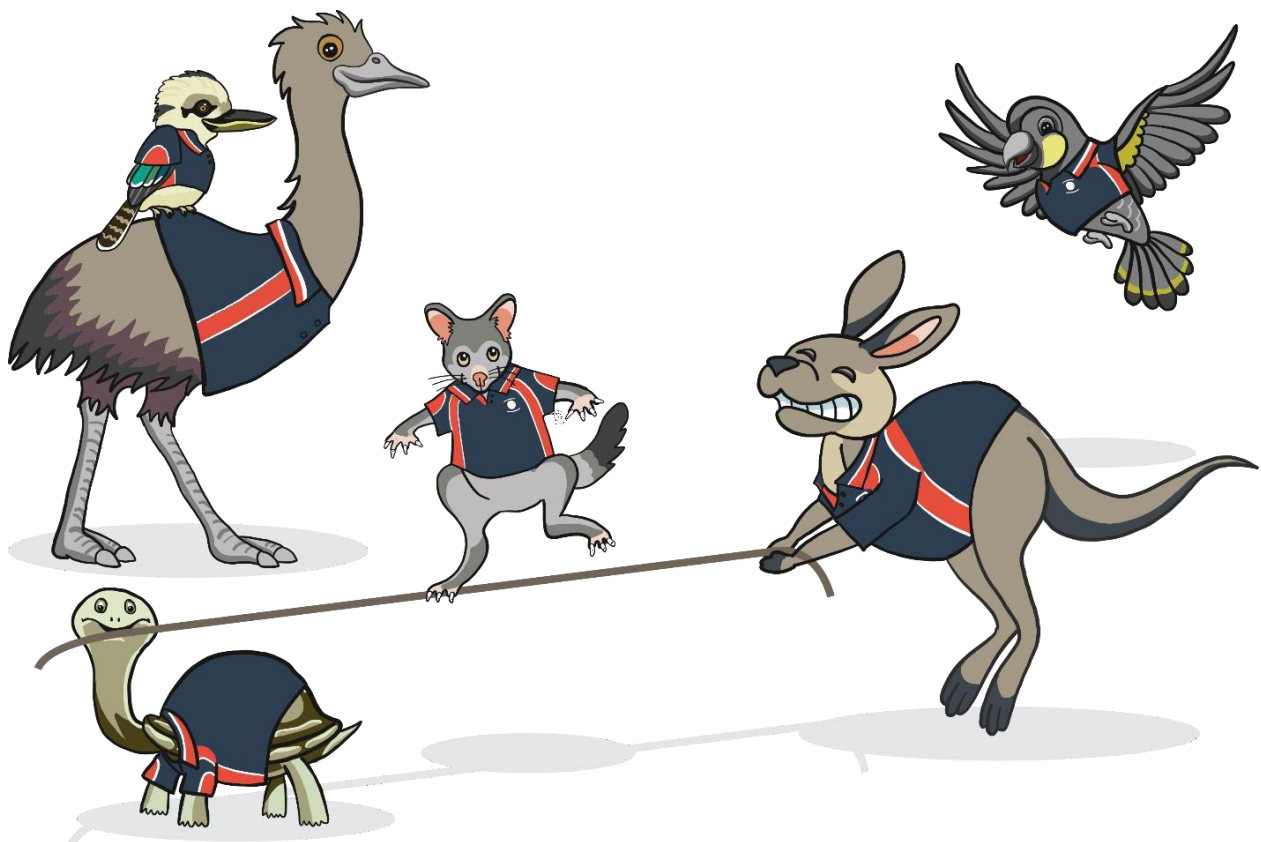
## Motto, Vision and Values

# Education for Life

### Our Vision

To develop students who demonstrate integrity and respect, perseverance when challenged, and strive for their own personal best – within a safe, inclusive school environment and in the wider community.

### Our Values



Respect   Perseverance   Integrity   Achievement

# Staff Information

## Our Team 2025

Sonya Orford	Principal
Shannon Jeffers	Associate Principal
Kym Reilly	Manager of Corporate Services
Angela Gardiner	Kindergarten Teacher
Candas Lennox	Pre-Primary Teacher
Gracen Alberino	Year 1/2 Teacher
Hayley Zehnder	Year 2/3 Teacher
Jessica Prowse	Year 4/5 Teacher
Annaleis Topham	Year 5/6 Teacher
Taryn Harris	Physical Education, Indonesian & Science Specialist Teacher
Susan Dennis	Specialist HASS Teacher
Karen Howard	Special Needs Education Assistant
Monica Sayers	Special Needs Education Assistant
Tracey Vanzetti	Education Assistant
Vanessa McCuish	Education Assistant
Leanne McCuish	Education Assistant
Sarah Furniss	Education Assistant
Brooke Schreurs	Education Assistant
Bridgette Narrier	Aboriginal and Torres Strait Islander Education Officer
Carly Wright	School Chaplain
Yvette Glover	Head Cleaner
Annette Johns	Cleaner
John Jacoby / Casey Willing	Gardener

## Staff Numbers

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	6	5.6	0
<b>Total Teaching Staff</b>	<b>6</b>	<b>5.6</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	1	0.6	0
Gardening / Maintenance	1	0.6	0
Instructional	1	0.4	1
Other Allied Professionals	7	3.6	0
<b>Total Allied Professionals</b>	<b>10</b>	<b>5.2</b>	<b>1</b>
<b>Total</b>	<b>18</b>	<b>12.8</b>	<b>1</b>

# Student Information

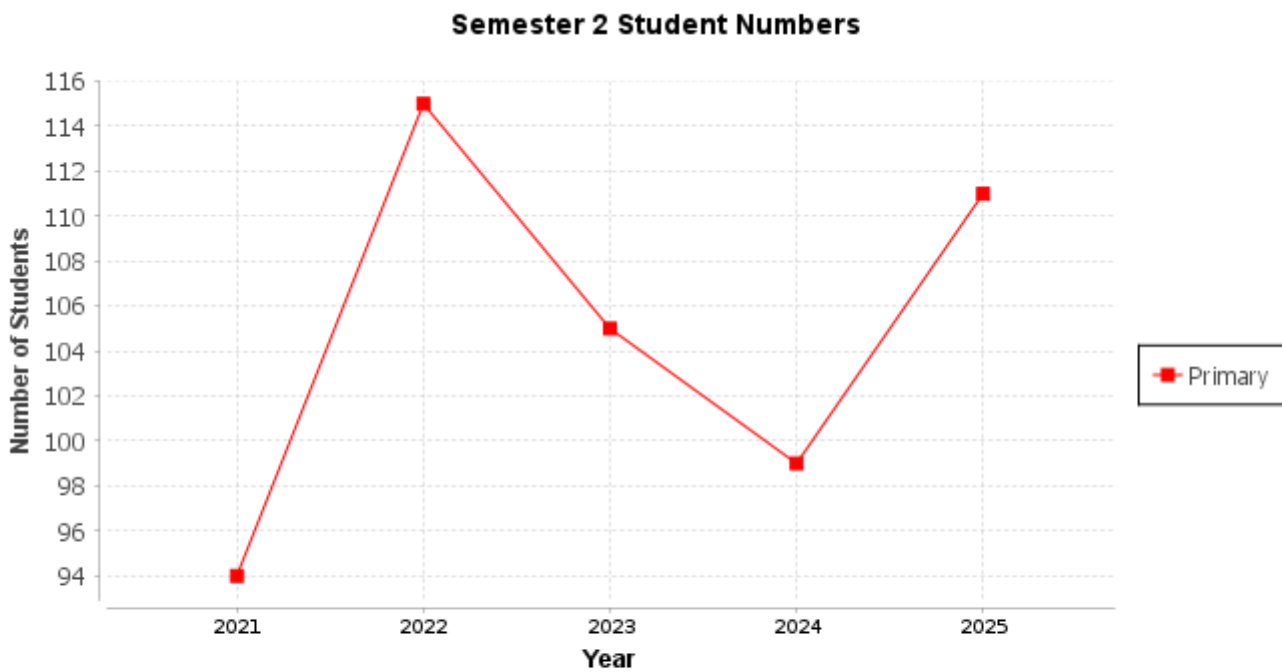
## Student Numbers (as at 2025 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(7)	15	20	10	18	17	12	19	118
Part Time	13								

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

	Kin	PPR	Pri	Sec	Total
Male	10	12	45		67
Female	3	3	51		57
Total	13	15	96		124

## Student Number Trends (as at 2025 Semester 2)



Semester 2	2021	2022	2023	2024	2025
Primary (Excluding Kin)	94	115	105	99	111

## Student Attendance

### Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2023	82.9%	88.9%
2024	87.0%	89.4%
2025	86.1%	89.1%

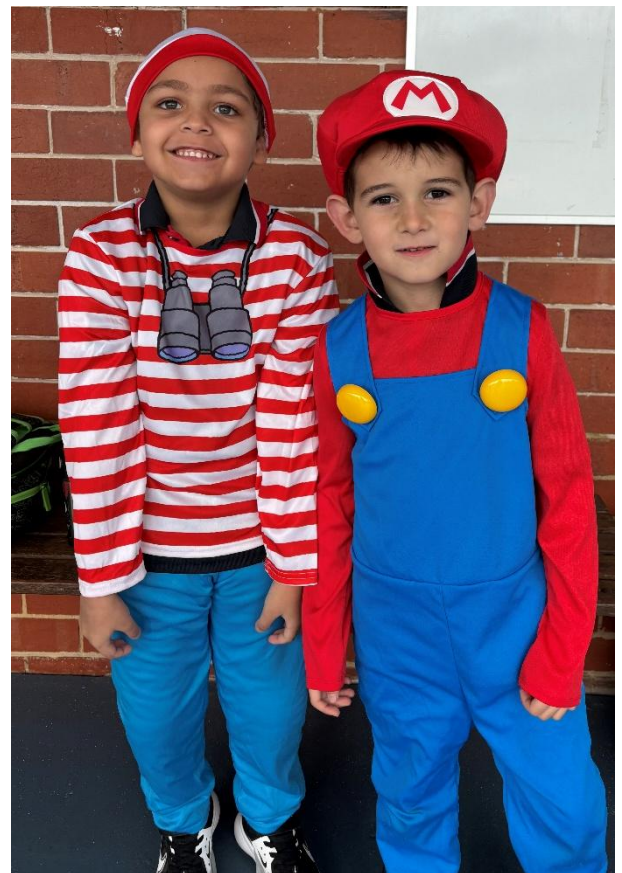
### Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	65%	85%	85%	93%	82%	79%	86%
2024	91%	N/A	91%	87%	N/A	88%	78%
2025	81%	89%	76%	92%	84%	95%	83%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Moora Primary School’s business plan indicates a priority of attendance with a specific target for 70% of students to attend school regularly. In 2025, 46% of students attended regularly. We will continue to support attendance in the coming year.

Strategies we utilise as a school to increase attendance include Breakfast Club operating five days a week, promoting attendance in our school newsletter, AIEO home visits and calls, providing morning tea and lunch to any student when required, meetings with parents, chaplaincy where available and provision of school stationery, uniform and shoes.

Additionally, a focus on our moderate and severe attendee rates will continue in 2026.



# Student Achievement & Progress

## NAPLAN Data

NAPLAN is the National Assessment Program for Literacy and Numeracy. It is an annual assessment for students in years 3, 5, 7 and 9, and is the only nationwide assessment that all Australian children undertake.

Lines on the graph – like-school norms.

Colour – MPS scores.

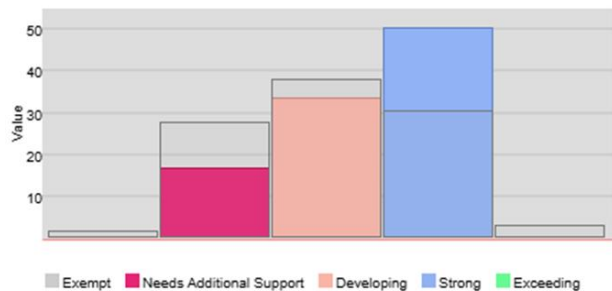
### Numeracy

Cohort: Year 3 MOORA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Numeracy - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

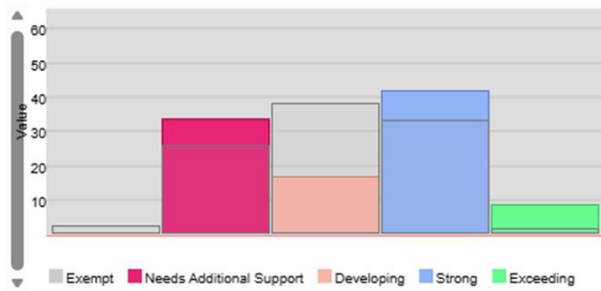
493 < 378 - 492 311 - 377 < 310

Cohort: Year 5 MOORA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Numeracy - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

577 < 451 - 576 386 - 450 < 385

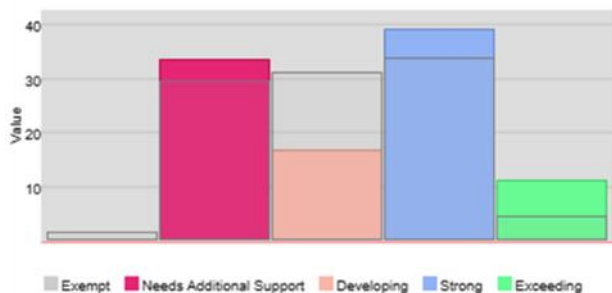
### Reading

Cohort: Year 3 MOORA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Reading - Proficiency

Filters : All Students

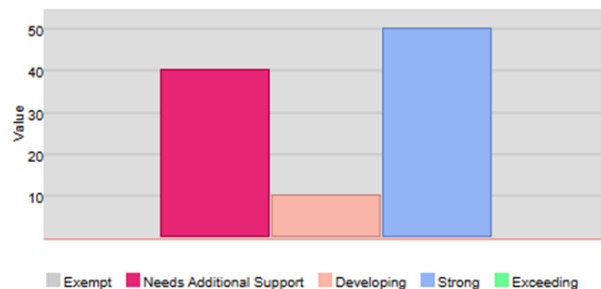


Cohort: Year 5 MOORA PRIMARY SCHOOL Y05 2025

Reporting Period: 2023 Y03

Reading - Past Proficiency

Filters : All Students



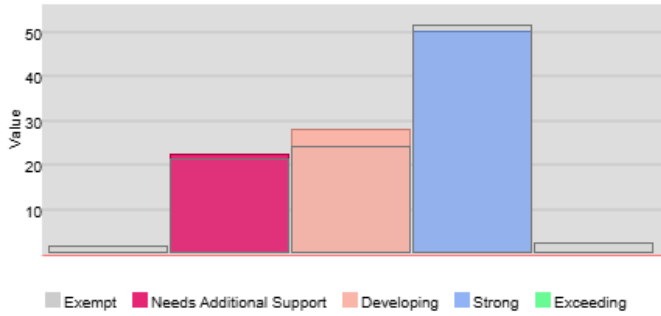
## Writing

Cohort: Year 3 MOORA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Writing - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

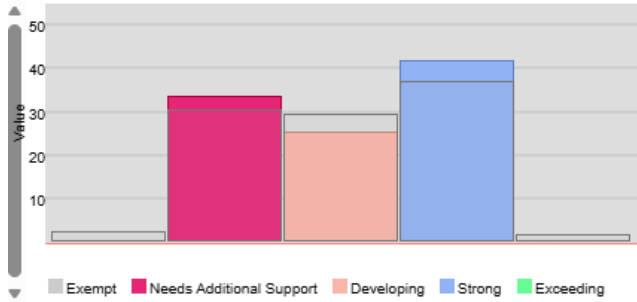
503 < 370 - 502 296 - 369 < 295

Cohort: Year 5 MOORA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

570 < 455 - 569 385 - 454 < 384

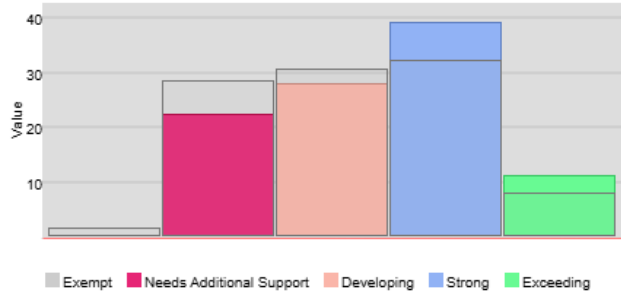
## Spelling

Cohort: Year 3 MOORA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Spelling - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

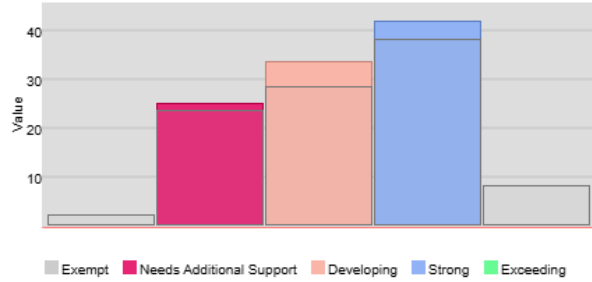
489 < 380 - 488 294 - 379 < 293

Cohort: Year 5 MOORA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Spelling - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

553 < 451 - 552 378 - 450 < 377

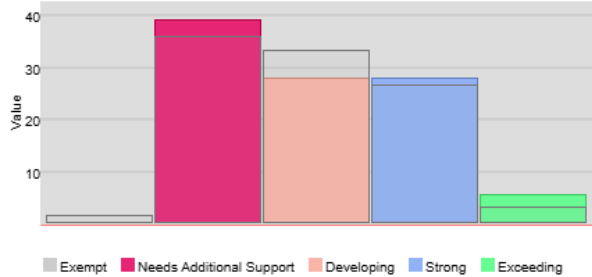
## Grammar

Cohort: Year 3 MOORA PRIMARY SCHOOL Y03 2025

Reporting Period: 2025 Y03

Grammar - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

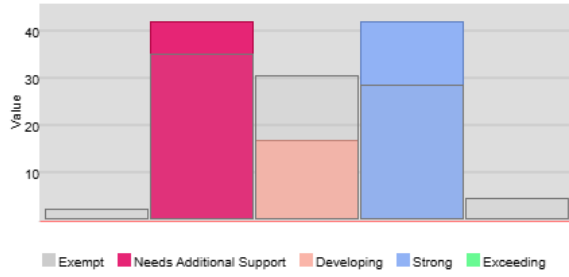
523 < 404 - 522 312 - 403 < 311

Cohort: Year 5 MOORA PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Grammar - Proficiency

Filters : All Students



Proficiency Cut Scores (NAPLAN)

582 < 470 - 581 397 - 469 < 396

# Progress Against School Targets

Relationships and Partnerships - To support the engagement of every student, we work together with families, community and agencies.						
Priorities	2024-25 Strategies	Timeline	Complete	In Progress	Not Started	Milestones/Monitoring
To develop and implement a Reconciliation Action Plan (RAP) to strengthen our cultural responsiveness and ensure the ongoing implementation of the ACSF.	• Develop an Aboriginal Advisory Board consisting of family and community members who meet twice termly					<ul style="list-style-type: none"> <li>Aboriginal Advisory Group created in 2024</li> <li>Increased presence and support from Aboriginal families at school events</li> <li>Input for NAIDOC Day Celebrations in 2024</li> <li>2025 – Term 3</li> <li>Only one meeting across Term 2 and 3</li> <li>RAP not started</li> </ul>
	• Meet with Aboriginal Advisory Group to determine targets in RAP and a plan for implementation	Termly				
	• Ongoing implementation and review of the Aboriginal Cultural Standards Framework within classrooms and learning programs	Termly				
	• Input from AAG to plan culturally responsive NAIDOC Day Celebrations	Term 1-2				
	• Parent and community feedback acted upon regarding the satisfaction of school operations through the use of the School Survey	Regular reviews and planning				
Maintain and increase the positive parent satisfaction data relation to the school's capacity to meet the needs of their child.	• Prepare for next survey by creating questions around target areas	Term 2				<ul style="list-style-type: none"> <li>School Surveys due to go out in 2025</li> <li>Questions developed – to go out mid Term 3</li> <li>2025 – Term 3</li> <li>Survey did not go out at request of Principal – waiting on Dept</li> <li>Updated to School Survey</li> </ul>
	• Brainstorm ways to increase the number of staff and families who complete the School Survey	Term 2				
	• Review and reflect on feedback from School Survey	Term 2				
	• Use data to determine planning and strategies to improve parent satisfaction in all areas	Term 3				
<b>TARGETS</b>	<ul style="list-style-type: none"> <li>Development of a Reconciliation Action Plan and working towards the targets set out in the plan</li> <li>Increase the number of staff and families completing the NSOS to ensure community voice is heard and acted upon</li> <li>The NSOS indicates a high satisfaction rate of at least 4.0 out of 5 across all areas</li> </ul>					

Learning Environment - We will continue to provide a safe and caring, responsive learning environment for the whole school community.						
Priorities	2024-25 Strategies	Timeline	Complete	In Progress	Not Started	Milestones/Monitoring
A school wide social emotional learning program implemented and embedded.	• Purchasing You Can Do It Program	Term 1				<ul style="list-style-type: none"> <li>PBS team, in conjunction with staff and students updated the matrix in 2024</li> <li>PBS Folder on shared drive contains resources and materials for explicit teaching of expectations</li> <li>Lego club running twice a week, Breakfast Club every morning and Mindful Monday Club every Monday at lunchtime.</li> <li>2025 – Term 3</li> <li>Not started, team not created</li> <li>Need to check if staff have completed training</li> <li>Need follow up from review of Wellbeing survey</li> </ul>
	• All staff to complete PL	Term				
	• Meeting in phases and planning for implementation and ongoing review processes	Term 1				
	• Implementation across the school in weekly sessions	Termly				
	• Whole school programs that support social-emotional wellbeing such as Breakfast Club, Lego Club and Mindful Monday Club.	Termly				
	• Annual Wheatbelt Social- Emotional Wellbeing Survey utilised and reviewed	Term 2				
	• A Positive Behaviour Support system with explicit teaching of 'The Moora Way' and awards for expected behaviours.	Termly				
Student attendance being regularly monitored and tracked to improve attendance rates, with regular communication to families and a case management approach for students at high risk.	• AIEO carrying out home visits and using designated time to touch base with families	Termly				<ul style="list-style-type: none"> <li>Attendance policy updated with flowchart</li> <li>2025 – Term 3</li> <li>Updated plan to Compass</li> <li>No set time for attendance /flowchart and processed not being utilised</li> </ul>
	• Admin to have set time to track attendance and connect with families	Termly				
	• Teachers to follow up absences in a timely manner and record all codes and reasons on Compass	Termly				
	• Case management meetings with families to set goals for students at high risk	Termly				
Engage with School Psychs and SSENBE to embed processes and practices to support students requiring individual planning, including trauma informed practice professional learning for staff	• Trauma informed PL in 2025 delivered by SSENBE	TBA				<ul style="list-style-type: none"> <li>Plans in place for particular students who require support and weekly teams meetings for all involved</li> <li>Request For Assistance process in place, with One Drive and face to face meetings with School Psychologist and Deputy.</li> </ul>
	• Regular meetings with SSENBE to support particular students and assist with planning	Weekly				
	• Regular meetings with School Psychologist regarding individual cases and providing support to students and staff	Fortnightly				
<b>TARGETS</b>	<ul style="list-style-type: none"> <li>70% of students will attend school regularly (above 90% of the time)</li> <li>Improvement in data from the Wheatbelt Social-Emotional Wellbeing Survey</li> </ul>					

**Leadership - The Principal and leadership team will provide clear direction and support for staff, enabling high professional standards and effectively influencing the teaching and learning in the school**

Priorities	2024-25 Strategies	Timeline	Complete	In Progress	Not Started	Milestones/Monitoring
Induction, classroom observation and Performance Management Processes to provide support and clear expectations.	• Clear induction processes outlined with updated documents for new staff to the school, both at the beginning of the year and throughout the year.	Term 1-2		Yellow		<ul style="list-style-type: none"> <li>Pedagogical Guide needs more work to identify areas of need/interest for classroom observation processes</li> <li>3 staff members already trained in Teach Well</li> <li>2025 – Term 3</li> <li>Some staff not gone through Performance Management Process</li> <li>Induction handbook?</li> </ul>
	• Classroom observation processes set up with targeted focus areas	Term 1-2			Red	
	• Performance Management processes that are aligned to Department documents and inform decision making for Professional Learning.	Term 1	Green			
	• Ensure documents and processes align			Yellow		
	• One more staff member trained in Teach Well	T1-4			Red	
Authentic extension opportunities provided to challenge students with potential for high performance	• Megabytes occurring weekly	Termly	Green			
	• Look into options for other in-school programs to support those children with potential for high performance	T1-2			Red	

**Student Achievement and Progress - We will ensure continued year on year growth through the use of tracking and monitoring student data.**

Priorities	2024-25 Strategies	Timeline	Complete	In Progress	Not Started	Milestones/Monitoring
Consistent and Improved achievement and progress results in annual assessments.	• Early identification processes in Early Childhood, including On Entry and KAT Assessments, resulting in targeted planning and intervention	Term 1		Yellow		<ul style="list-style-type: none"> <li>Learning Area Pedagogical Plans started</li> <li>T4W documents updated in 2024 – for implementation in 2025</li> <li>K/PP staff trained in KAT Assessment</li> <li>Staff introduced to <u>Elastik</u></li> <li>NQS Audit visit in 2024</li> <li>2025 – Term 3</li> <li>Only moderate within school</li> <li>Not using <u>Elastik</u> across school</li> <li>Not using KAT – TSH screenings coming</li> <li>T4W documents done</li> <li>Grammar Scope &amp; Sequence started</li> <li>Document progress of PP-2?</li> </ul>
	• Analysis of NQS Audit Report in Early Years Phase Team	Term 1	Green			
	• <u>Elastik</u> used for collecting student assessment data and monitoring student progress	Termly			Red	
	• Opportunities for teachers to moderate within our school and across our network to promote alignment between student achievement and progress	Termly		Yellow		
	• Continued updating and finalisation of school documents such as Pedagogical Guide, T4W documents, Grammar Scope and Sequence	Individual targets		Yellow		
	• Continued weekly intervention program	Weekly	Green			
	• Regular and ongoing analysis of student data to inform planning and areas of focus	Termly		Yellow		
	• Consistency in following whole school programs through regular analysis and updating of planning documents	Termly		Yellow		
Build in a review process, based on data, to confirm the effectiveness of school wide initiatives including Literacy, Numeracy and <u>MultiLit</u> .	• Student data being regularly analysed to drive decision making to improve teaching plans, for whole school improvements and intervention identification.	Termly		Yellow		<ul style="list-style-type: none"> <li>Sparkle Assessment used in 2024 to see progress – shared with teachers</li> </ul>
	• Sparkle assessment used for Intervention students each term	Termly	Green			
	• Ensuring all staff are trained in whole school programs to support the consistency of teaching and learning	Term 1	Green			

**Use of Resources – We will continue to skillfully manage our resources to effectively support school operations.**

Priorities	2024-25 Strategies	Timeline	Complete	In Progress	Not Started	Milestones/Monitoring
Workforce planning, ensuring that future staffing needs, and deployment of education assistants aligns with student characteristic funding.	• Regular workforce planning around staffing requirements					
	• Removing unnecessary spending to utilise funds where best required					
	• Regular training for admin team to manage needs to school resourcing					
Intervention strategies prioritised to support students at educational risk and those requiring extension	• Money available for staff and resources to run our intervention program					• EA provided for 4 days a week to run intervention program <b>2025 – Term 3</b> • Bond Blocks training completed – need to purchase resources
	• Money to purchase or participate in programs that will support our students with the potential for high performance					
	• Use of Numeracy funding to support Maths intervention					
	• Use of Literacy Reform funding to train Early Years staff in <u>InitialLit</u> , purchase school resources and support implementation					



# Financial Statement

Operatio

## School Financial Summary

Issued on 5 January 2026

<b>School:</b> Moora Primary School	<b>School Year:</b> Dec 2025 ( Verified Dec Cash)
<b>Region:</b> Wheatbelt Region	<b>Aria:</b> 3.7
	<b>Distance to Perth (km):</b> 147.01

### One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 133,699	133,699	-0
Carry Forward (Salary):	\$ 92,620	92,620	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 2,075,653	2,075,653	0
Locally Raised Funds:	\$ 34,631	34,918	-287
<b>Total Funds:</b>	<b>\$ 2,336,602</b>	<b>2,336,890</b>	<b>-287</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 1,857,428	1,857,428	0
Goods and Services (Cash):	\$ 237,432	218,780	18,652
<b>Total Expenditure:</b>	<b>\$ 2,094,860</b>	<b>2,076,209</b>	<b>18,652</b>
<b>Variance:</b>	<b>\$ 241,742</b>	<b>260,681</b>	<b>-18,939</b>

Student-Centred Funding	
Per Student	\$ 1,024,874.00
School and Student Characteristics	\$ 787,297.88
Disability Adjustments	\$ 39,883.28
Targeted Initiatives	\$ 153,061.03
Operational Response Allocation	\$ 14,371.99
Regional Allocation	\$ 52,000.00
<b>Total</b>	<b>\$ 2,071,488.18</b>

Minimum Expenditure Requirement Summary	
Current Budget - SCFM and Locally Raised Funds	\$ 2,110,571
<b>Minimum Expenditure Requirement</b>	
96% of current budget	\$ 2,026,148
10% of carry forward	\$ 29,875
<b>Total Minimum Expenditure</b>	<b>\$ 2,056,023</b>
<b>Current Forecast Expenditure</b>	
Salaries	\$ 1,857,428
Goods and Services (Cash Expenditure)	\$ 218,780
<b>Total Forecast Expenditure (cash and salaries)</b>	<b>\$ 2,076,209</b>

Bank Account Balances (Cash)	
Bank Account	\$ 96,273.40
Investment Account(s)	\$ 0.00
Building and Other Funds Account	\$ 0.00
<b>Total for all Bank Accounts*</b>	<b>\$ 96,273.40</b>

\*Reserve balances are included in the total

Reserve Account Balances	
Computer Equip Resource Res	\$ 28,327.37
Fum & Fittings Resource Res	\$ 15,235.42
Office Equipment Resource Res	\$ 9,136.45
Gardening Equip Resource Res	\$ 3,563.55
Cleaning Equipment Resource Res	\$ 556.00
Photocopier Replacement Reserv	\$ 15,610.00
<b>Total for all Reserve Accounts</b>	<b>\$ 72,428.79</b>



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