



2025

Annual Report

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ACKNOWLEDGEMENT OF COUNTRY

*We acknowledge that our school stands on Whadjuk Noongar Country.
We thank the Whadjuk Noongar people for caring for this land for thousands of years
and for sharing their culture, stories and deep connection to this place.*

*We pay our respects to Elders past and present, and we promise to look after the land,
our school and each other as we learn and grow together at Alinjarra Primary School.*

WELCOME

Welcome to Alinjarra Primary School

At Alinjarra Primary School, we are incredibly proud of the strong sense of community that sits at the heart of everything we do. Ours is a school where relationships matter, where students are known and supported, and where a genuine sense of belonging underpins both wellbeing and learning.

2025 has been an important year for our school, and for me personally. It has been my first year as substantive Principal at Alinjarra, a school I am very proud to be part of and to lead.

This year has been about taking the time to reflect, to listen and to be clear about where we are heading next. Through conversations with staff, our School Board and our community, we have worked together to shape a shared direction for the future. This work has led to the development of our new Business Plan in preparation for 2026. Our Business Plan is centred on strengthening teaching practice, supporting student wellbeing and ensuring every child feels connected and confident in their learning.

A key focus has been building consistency across the school. Our Positive Behaviour Support framework has been refreshed, alongside all staff engaging in Classroom Management Strategies professional learning. This has supported calm, predictable and positive learning environments across classrooms.

We have also updated our school website to better reflect who we are and to make it easier for families to stay connected.

Importantly, this year has also brought stability to our leadership team, with Chloe King (Years K–2), Renae Brockliss (Years 3–6) and Mandy Rodgers (Manager Corporate Services) all appointed substantively. Together, they provide strong and consistent support across the school.

While much of this year's work has focused on strengthening our foundations, it has been deliberate and important. It has given us clarity and set Alinjarra up well for the next stage of growth.

Kylie Reeves
Principal



FROM THE BOARD CHAIR

The Alinjarra Primary School Board continues to play an important role in supporting the governance and strategic direction of the school. Working in partnership with the school leadership team, the Board provides oversight, contributes to key planning processes and ensures that decisions are made with the best interests of students and the wider school community in mind.

This year marked our first full year working with Principal Kylie Reeves and the leadership team. The Board has appreciated the opportunity to build a strong and collaborative working relationship, focused on supporting the continued growth and success of Alinjarra Primary School.

A significant focus during the year was the completion of the school review process. The Board values the time and effort invested by staff and leadership in this important piece of work. The outcomes of the review provide valuable insights that will help guide future planning and ensure the school continues to build on its strengths while identifying opportunities for further improvement.

The Board was also pleased to contribute to the development of the school's new vision: "Together we learn, together we grow." This statement reflects the shared aspirations of our staff, students and families and highlights the importance of collaboration, growth and belonging within our school community.

In addition to supporting the strategic direction of the school, the Board continued to fulfil its governance responsibilities throughout the year. This included reviewing and approving the school's fees and charges and the personal items lists, ensuring these decisions were made responsibly and with consideration for families.

Board members also receive regular updates from the school leadership team on student achievement, teaching and learning programs, and key initiatives. These updates help ensure the Board remains well informed and able to provide meaningful support and oversight.

It remains encouraging to see the diversity of our Board continue to reflect the community we serve. A range of perspectives strengthens discussion and supports thoughtful decision-making that benefits the whole school.

The Alinjarra Primary School Board remains committed to working collaboratively with staff, families and the wider community to support positive outcomes for all students.

Michelle Ranieri
School Board Chair



SCHOOL CONTEXT

Alinjarra Primary School is an Independent Public School in Alexander Heights, approximately 15 kilometres north of Perth. Established in 1988, the school is set amongst spacious grounds and trees, creating a calm, community-oriented learning environment that students and families truly value. Our school motto of friendship supports a culture where students feel safe, respected and encouraged to grow.

Alinjarra caters for students from Kindergarten to Year 6 and serves a richly diverse community, with more than 35 languages spoken across our families. In 2025, our enrolment was around 335 students and our ICSEA (Index of Community Socio-Educational Advantage) index was 977.

We are proud of the strong partnerships we have with families, our School Board and P&C Association, all of whom contribute to a positive and inclusive school culture. At Alinjarra, relationships are at the heart of our work- we are committed to ensuring every student feels they belong, are supported to learn, and can contribute confidently to our school community.



SCHOOL CONTEXT, Student Profile:

Enrolments, 2025

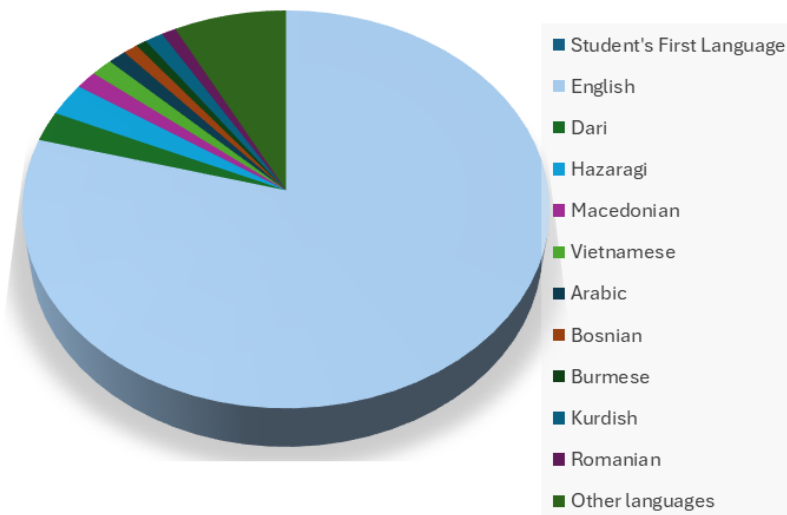
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(22)	40	46	46	51	35	44	33	317
Part Time	44								

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

Attendance

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	91%	92%	91%	91%	90%	89%	87%
2024	90%	91%	90%	93%	90%	88%	93%
2025	90%	91%	90%	92%	91%	91%	89%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Percentage of student's first Language



Student Gender



VISION & VALUES

Motto

Friendship

Vision

Together at Alinjarra Primary School we equip our students to strive for excellence, be healthy active lifelong learners and responsible members of the community who possess the necessary skills, knowledge, and attitudes to achieve their individual potential.

In 2025, staff and the broader school community worked intentionally to ensure fidelity to the values embedded in our existing vision, while also reflecting on how it could be strengthened and simplified. Through consultation and collaboration, we sought to create a vision that was memorable, meaningful and clearly understood by students, families and staff alike.

We wanted our vision to capture two essential elements: a strong sense of belonging and a commitment to continual growth - not only in academic learning, but in developing capable, respectful and responsible young people.

As a result of this collective work, a renewed vision was finalised at the end of the year.

Our Vision for 2026–2028:

Together we belong,
together we grow.



COMMUNITY, From the P&C President

This year has been a successful one for our school community, made possible through the continued support of families, staff, and volunteers.

With this support, the P&C funded a new PA system and a large fan to improve student comfort during the warmer months - practical additions that benefit the whole school.

I would like to sincerely thank all our volunteers, as none of this would be possible without you. In particular, thank you to Jess for coordinating fundraising efforts, and to Sam for her dedication to the canteen, including her work during the end-of-year assembly. Thank you also to the school administration team for their ongoing support.

Throughout the year, we delivered a number of successful events, including the Mother's Day and Father's Day stalls, Easter raffle, special lunch days, Crazy Camel artwork, and Laser Tag night. These initiatives not only raised valuable funds but also created memorable experiences for our students.

Together, we donated to the school in 2025 a total of \$16,159 of which is a fantastic result.

Planning for 2026 is already underway, and we look forward to continuing this momentum. To do so, we encourage more members of our community to get involved - any time you can offer makes a real difference.

Thank you again for your support throughout 2025.

Courtney Connolly
P&C President



COMMUNITY, School Partnerships

We are very lucky to have a number of wonderful community partnerships that support our students and families in different ways. These partnerships help create extra opportunities for learning, wellbeing and connection across our school. Some of the many partnerships our students benefit from include:

- EdConnect** A program where volunteers work with students in learning support or mentoring roles each week. Alinjarra has a 20-year partnership with EdConnect.
- Rhymes & Reads** A weekly session in the library facilitated by our school speech therapist for pre-school aged children and their parents.
- Story Dogs** Students build confidence by reading aloud to trained dogs, including our own Story Dog, Teddy.
- Wandjoo OSHC** Our before and after school care program, supporting a smooth transition for our families.
- Foodbank** Helping supply food for school initiatives such as Thursday toasties breakfast.
- Wesleyan Methodist Church volunteers** A group of wonderful ladies who provide a weekly pancake breakfast for all our school community. They also support school events such as our Mothers Day Breakfast.



COMMUNITY, River Rangers

An environmental program for selected Year 5/6 students, funded by the West Australian Dept. of Local Government and communities.

Throughout 2025, the River Rangers program at Alinjarra Primary School continued to play a key role in supporting students to grow as environmentally responsible leaders. Through a range of hands-on experiences, students developed a deeper appreciation for the natural world while building confidence, teamwork, and essential life skills.

The program commenced in Term 1 as an introductory term for Year 5 and 6 students, focusing on teamwork, core values, and environmental responsibility. Students engaged in team-building activities and created artwork representing River Rangers' values. Returning students demonstrated leadership by acting as role models and peer mentors for new members. Students began their journey of understanding environmental responsibility by engaging with the school environment through an environmental lens, leading after-school clean-up initiatives and promoting a culture of care and respect for the school grounds throughout the school day.

In Term 2, students began their learning journey into healthy waterways through a range of practical and engaging experiences. After-school sessions focused on investigating what enters our drains, the role of the sewage system, and the impact of pollution on waterways, alongside responsible waste disposal practices. This learning was reinforced through a Nearer to Nature excursion to the Canning River, where students engaged in hands-on fieldwork, testing macroinvertebrate communities as indicators of water quality.

In Term 3, students explored the theme of living things, with a strong focus on conservation and protecting local ecosystems. Students contributed to National Tree Planting Day by planting over 1,000 trees at Horley Wetlands in partnership with SERCUL, supporting habitat restoration. Through the Turtle Warrior Program, students developed an understanding of native wetland species, the threats impacting them, and practical actions for protection. Students took this learning beyond the classroom by creating turtle caution signs to install at local waterways, raising community awareness. A Turtle-ology incursion further strengthened student understanding by providing deeper, expert-led insights into turtle conservation.



COMMUNITY, River Rangers continued

Culminating in Term 4, students applied their learning through a range of authentic, hands-on environmental experiences. River Rescue Day, in partnership with DBCA and other River Ranger units, provided opportunities for students to participate in a river clean-up, explore the Swan River, and develop skills in water testing, sustainable fishing, and boat safety. Students further built their understanding of sustainable practices through experiences with RECFish West and the Department of Fisheries. The 2025 program concluded with a Rottnest Island excursion, where students explored the island's unique natural environment through a guided bus tour and bike ride, reinforcing their knowledge of conservation and environmental stewardship.



The 2025 River Rangers program has had a significant and measurable impact on students, strengthening their environmental awareness, leadership, and ability to take meaningful action. Through a wide range of authentic, hands-on experiences, students developed a deeper understanding of local ecosystems and their role in protecting them. The program fostered teamwork, initiative, and problem-solving, empowering students to act as responsible environmental stewards within both the school and wider community.

COMMUNITY, School Surveys

The 2025 School Opinion Survey provided valuable feedback from staff and families and has directly informed the priorities within our new Business Plan. The results reflect strong foundations across our school, alongside clear and constructive areas for continued growth.

What is working well

Survey data confirms that relationships and culture remain central strengths at Alinjarra:

- Strong teacher–student relationships, with 88% of families agreeing that teachers are good teachers and 87% agreeing that teachers care about their child.
- A safe and supportive learning environment, reflected in positive safety ratings from both families (4.09) and staff (4.14).
- Open and approachable communication with teachers, with 79% of families agreeing they can discuss concerns confidently.
- Clear staff alignment around teaching and improvement, with strong agreement that effective teaching practices and school planning are well understood.

These results reflect a caring, inclusive school culture built on trust, belonging and professional commitment.

Areas for continued growth

The survey also highlighted clear priorities to strengthen our impact:

- Greater consistency in student behaviour expectations, with behaviour management identified as an area for improvement (community rating 3.21).
- Enhanced support for diverse learning needs, as some families indicated a desire for stronger clarity around how individual needs are met (3.67 rating).
- More visible celebration of student progress and whole-school achievement, with 42% of families reporting that whole-school achievement is regularly communicated.
- Continued strengthening of whole-school communication, noting many families selected “sometimes” when asked about communication processes and decision-making visibility.

These focus areas are now embedded within our Business Plan and will guide our work as we continue building a strong, connected and high-performing school community.

COMMUNITY, Events

A strong sense of community continues to be a defining feature of Alinjarra Primary School. Throughout 2025, we prioritised opportunities for families to connect with learning, celebrate student achievement and build relationships across our school community.

Our school Speech Therapist, Shevon, supported early language development by offering Oral Language Workshops for families, along with our popular Monday Morning Rhymes & Reads sessions in the library for pre-school aged children. These sessions strengthened early literacy connections and provided a welcoming entry point for families joining our school community.

Across the year, a wide range of events brought our community together, including:

- Mother's Day Breakfast
- Early Childhood Teddy Bear's Picnic
- Alinjarra's Learning Journey evening
- Cross Country, Faction Sports Day and Interschool events
- 3v3 Interschool Basketball Competition at Ballajura Community College
- Choir Fest (Ballandjarra Network event) and Mass Choir Festival
- Whole School Celebration Concert
- Kindy Orientation
- Whole School Musical
- Music in the Park (Choir)
- Book Week

These events not only showcase student talent and achievement, but also reinforce our culture of belonging. They provide meaningful opportunities for families to engage with the school and celebrate the growth of our students - academically, socially and creatively.



COMMUNITY, Events



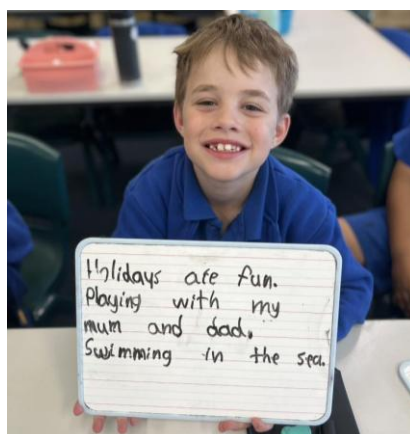
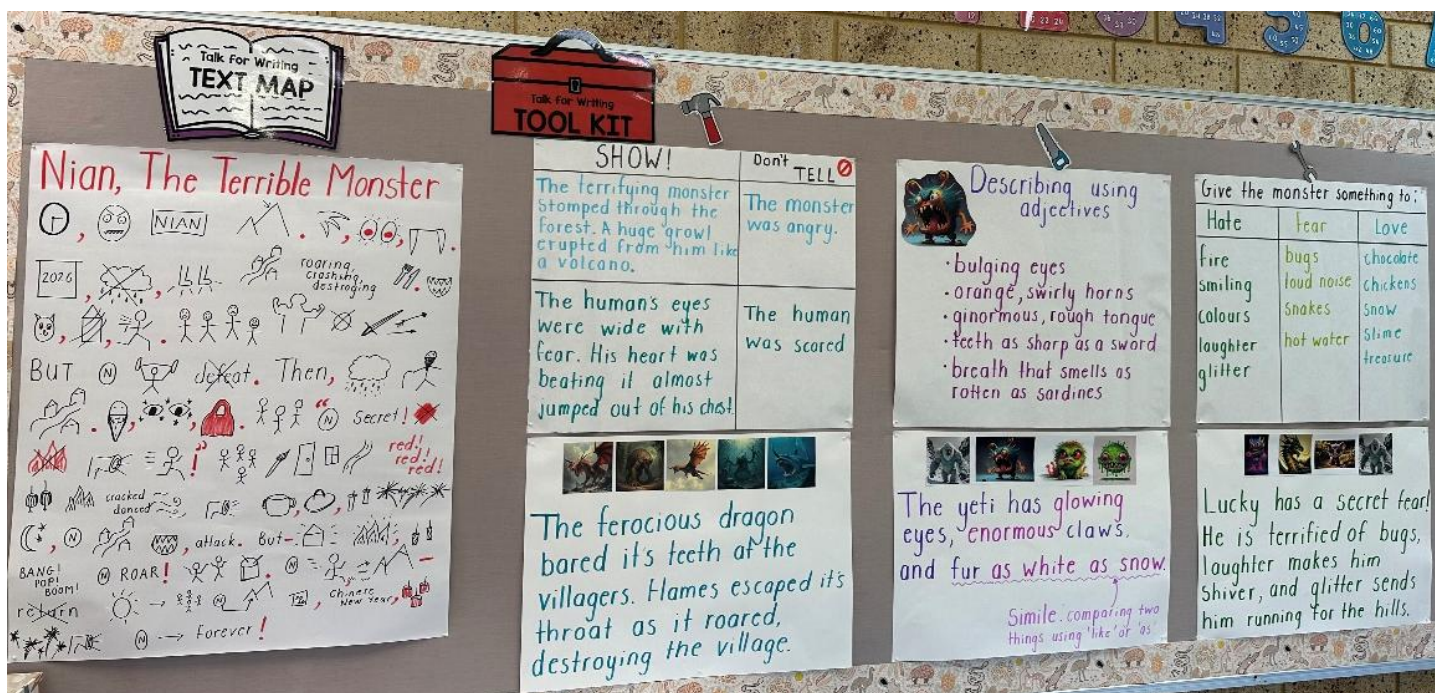
2025 PRIORITY AREAS, Talk for Writing

A key focus area has been strengthening the delivery of the English curriculum to ensure consistency and effective implementation across the school. In 2025, the school prioritised the implementation of Talk for Writing as our whole-school approach to the teaching of writing.

Staff participated in professional learning to build their understanding of the Talk for Writing framework, including visits and observations at high-performing Talk for Writing schools. This provided staff with the opportunity to observe effective practice and deepen their knowledge of how to implement the approach within their own classrooms.

Staff worked towards delivering two to three Talk for Writing units per term, with model texts and writing units aligned at a cohort level. Locking in these texts ensured that writing instruction remained targeted, consistent across year levels and supported by high-quality model texts appropriate to student learning needs.

This work was further strengthened through collaborative DOTT sessions, where teachers worked together to plan and refine their writing units. The use of Write Mark common assessment tasks supported consistent assessment practices and allowed staff to analyse student writing and track progress across cohorts. The English team also played a key role in mentoring and supporting staff, working closely with teachers to build confidence and consistency in the delivery of the program.



2025 PRIORITY AREAS, Positive Behaviour Support Program, PBS

As part of our focus on student engagement, we have strengthened whole school, evidence-based approaches to student behaviour. Guided by the Positive Behaviour Support (PBS) framework, behaviour expectations are explicitly taught across the school and consistently reinforced through regular acknowledgement, rewards and celebration.

Our restorative approaches promote self-regulation, accountability and the importance of repairing and strengthening relationships. Through positive feedback from staff and students, the consistent use of shared language and restorative practices is contributing to improved academic and behavioural outcomes by fostering high levels of student engagement.

The PBS Team has supported the ongoing implementation of Tier 1 PBS by presenting to staff and ensuring a shared understanding of whole school practices and processes.

Data collected throughout the year reflects the positive impact PBS is having on student behaviour, teacher practice and the promotion of a strong culture of high care across the school. To further support consistency, the team developed and implemented the **Alinjarra Behaviour Handbook**, providing clear guidance for staff and ensuring a shared approach to behaviour expectations and responses.

Highlights of PBS in 2025:

- Increased staff understanding on the difference between minor and major behaviours and how to respond to these in different ways.
- Introduction of acknowledgement systems: class dojo, golden vacuum, green office slips.
- Staff upskilling around PBS framework.
- Introduction of end of term Leafy Legends Day.

Where to from here?

- Timetabled whole- school PBS session where teachers explicitly teach the fortnightly behaviour focus.
- Alinjarra Behaviour Handbook accessible by parents.
- Commenced implementation of Tier 2 strategies to support some targeted students.



2025 PRIORITY AREAS, Classroom Management Strategies, CMS

To continue our focus on student engagement, we have strengthened Classroom Management Strategies (CMS). CMS is an evidence-based framework designed to support teachers in establishing positive, structured and engaging learning environments. The approach focuses on proactive strategies to maximise student engagement, prevent off-task behaviour and respond effectively when behaviours arise.

Following the implementation of the Positive Behaviour Support (PBS) framework, it was identified as a whole-school priority to further upskill all staff, including support staff, in the consistent use of Classroom Management Strategies. This professional learning consists of three workshops, supported by three in-class observations, to ensure staff are confident and consistent in preventing and responding to off-task behaviour.

To support the consistent use of CMS practices and language across the school, regular staff meetings have also been used to revisit key strategies, reflect on practice and ensure a shared understanding of expectations. This ongoing focus is strengthening staff capability and supporting a consistent, whole-school approach to behaviour and student engagement.



STUDENT PERFORMANCE, On Entry

Analysis of the Pre-primary On-entry Reading data highlighted a varied range of early reading abilities across the cohort. While a number of students performed above the expected benchmark, a significant proportion of students are currently performing below the ICSEA average of 450, indicating the need for targeted support in early literacy development.

In response, the English Committee has worked closely with staff to review current literacy practices, analyse early years data and identify opportunities to strengthen reading instruction. This process has reinforced the importance of a consistent whole-school approach to early literacy, particularly in the foundational years of schooling.

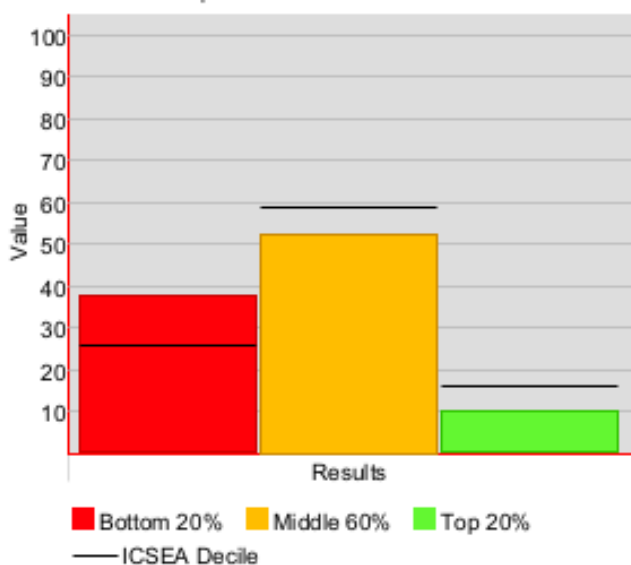
As a result, staff have focused on strengthening the explicit teaching of reading through structured daily reviews, targeted small group instruction and the use of high-quality texts aligned with our Talk for Writing and English programs. Ongoing collaboration through team planning, data discussions and English team mentoring is supporting teachers to respond more effectively to student needs.

These actions will support more consistent and effective reading instruction across the early years, ensuring students develop the foundational literacy skills required for ongoing success in their learning.

2025 On Entry Reading Data

On-Entry - Reading

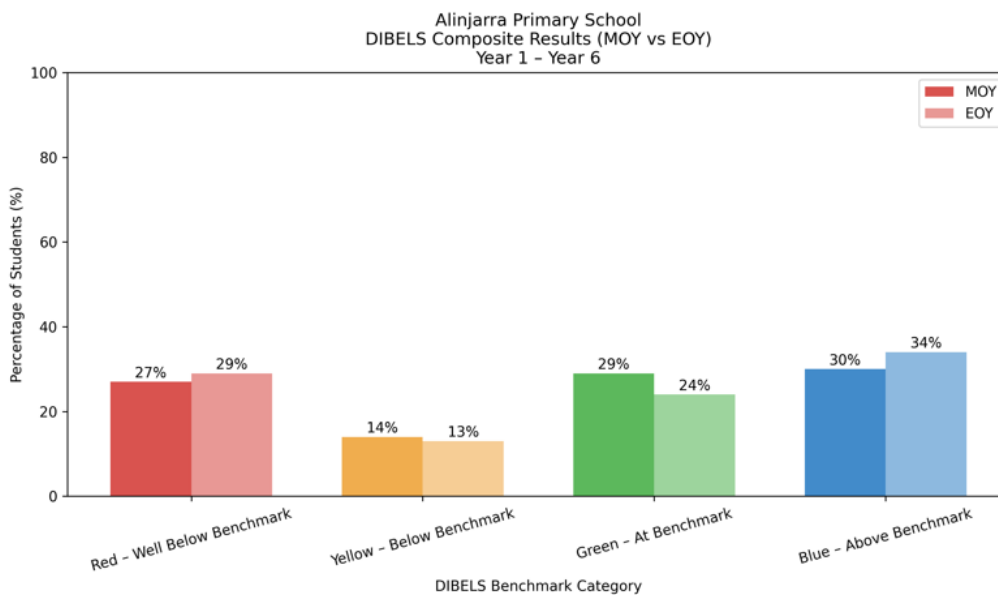
Results compared to ICSEA Decile including data from other schools



STUDENT PERFORMANCE, Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

To strengthen the collection and analysis of reading data, DIBELS was reintroduced as a whole-school assessment tool to support the early identification of students requiring targeted reading support. Staff participated in DIBELS professional learning in Semester 1, 2025, to develop their understanding of the assessment process and how the data can be used to inform classroom instruction.

During Semester 2, teachers implemented the assessment at two key points; Middle of Year (MOY) and End of Year (EOY). This allowed staff to monitor student progress and identify trends in reading development. The graph below shows the percentage of Year 1–6 students across the four DIBELS composite score bands.



Analysis of the Year 1–6 composite score data shows some movement across the achievement bands. The proportion of students performing in the blue (above benchmark) band increased from 30% to 34%, while the percentage of students in the yellow band decreased slightly from 14% to 13%.

At the same time, the proportion of students in the red band increased slightly. This indicates that while some students are progressing into higher achievement bands, there remains a group of students who require targeted support to strengthen foundational reading skills.

In 2026, the school will introduce an additional Beginning of Year (BOY) assessment point to further strengthen the monitoring of student growth across the year. Moving forward, the school will focus on supporting students currently in the red and yellow bands through targeted intervention, including the support of a school speech therapist and a small-group intervention teacher.

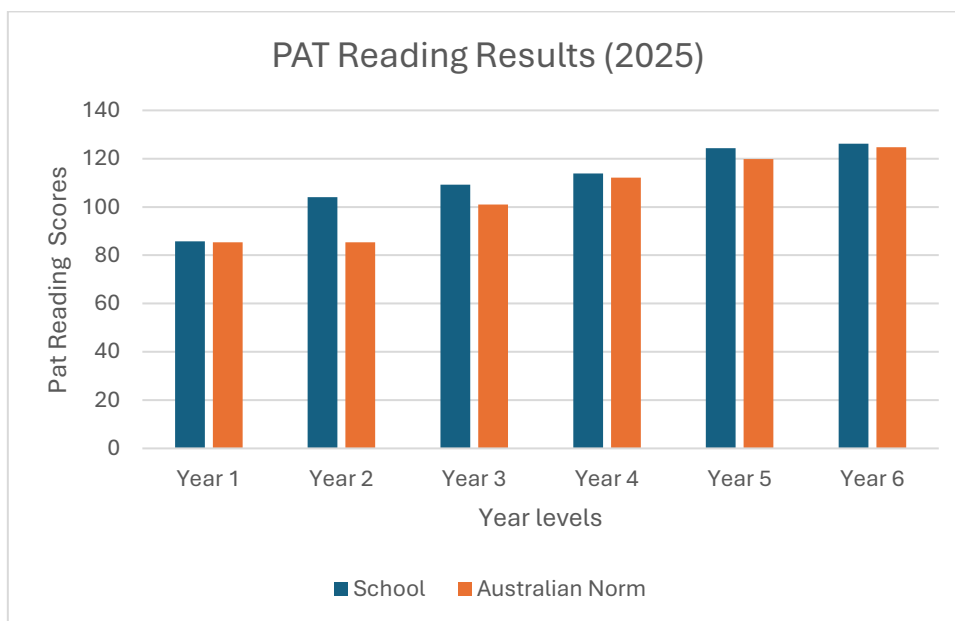
The introduction of DIBELS has strengthened the school's ability to track reading progress across cohorts and respond proactively to student learning needs, supporting teachers to deliver data-informed literacy instruction and targeted reading intervention.

STUDENT PERFORMANCE, Progressive Achievement Test (PAT)

PAT (Progressive Achievement Tests) are used across the school to provide a clear and consistent measure of student achievement in Mathematics and Reading. These assessments provide valuable comparative data against national benchmarks, supporting staff to understand student performance and identify areas for targeted support or extension.

In 2025, students in Years 1–6 completed PAT assessments in Term 4. This provided a snapshot of student achievement across the school and enabled staff to analyse performance across year levels and identify trends. The data supports informed teaching decisions and contributes to whole-school planning. The graphs below present the median band scores for each year level in comparison to Australian norms.

PAT Reading



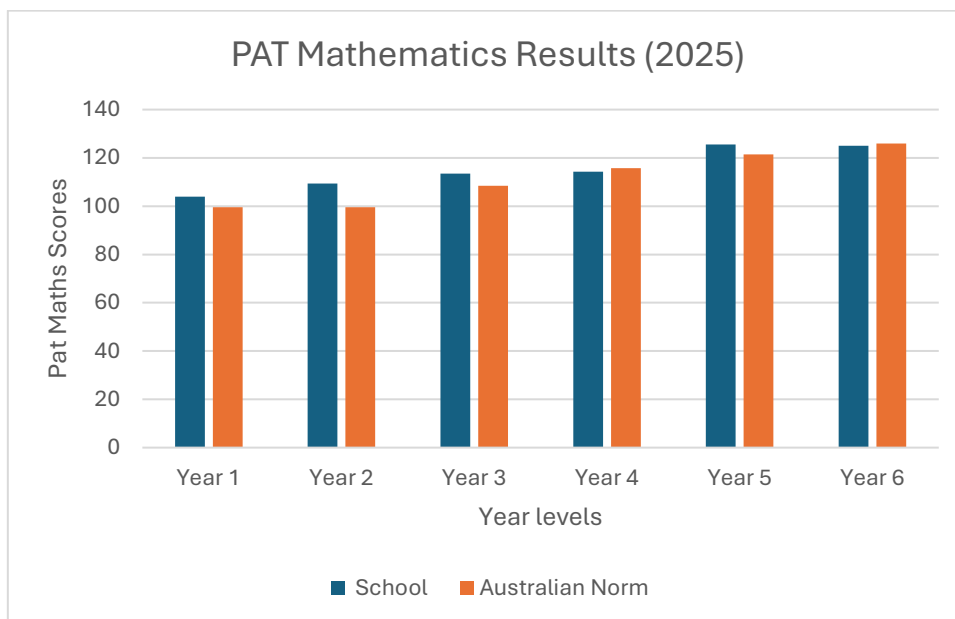
Analysis of the Year 1–6 PAT Reading data indicates that student achievement is consistently at or above Australian norms across the majority of year levels. Strong performance is evident in the middle years, where cohorts achieved above the Australian norm, reflecting effective and consistent reading instruction across the school.

In the early years, results provide an important baseline for monitoring student development in foundational reading skills. This data will support ongoing tracking of progress and the early identification of students requiring additional support or extension.

In the upper year levels, achievement is broadly in line with, or slightly above, national expectations. While this reflects positive outcomes, there remains an opportunity to further extend students to ensure continued growth and high achievement.

STUDENT PERFORMANCE, Progressive Achievement Test (PAT)

PAT Mathematics



Analysis of the Year 1–6 PAT Mathematics data indicates that student achievement is at or above Australian norms in several year levels, with most cohorts performing above the national median. This highlights areas of strength in students' mathematical understanding and application.

However, the data also shows some degree of variability across year levels, with some cohorts performing below the national norm. This indicates that outcomes in mathematics are not yet consistent across the school and that there are differences in student achievement between cohorts.

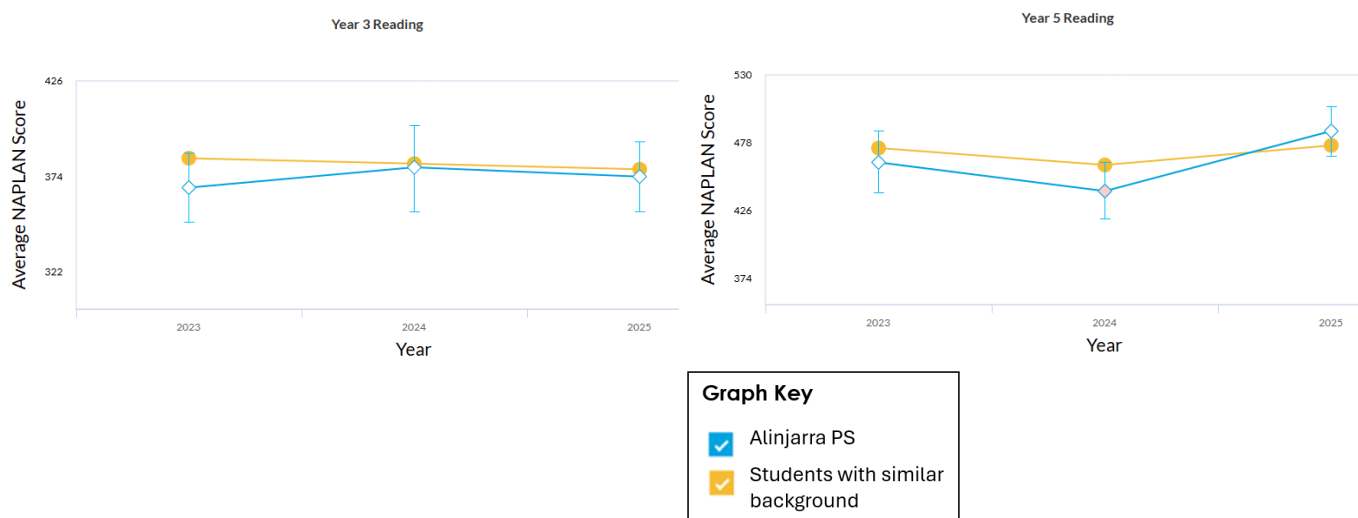
Overall, the results provide a clear picture of current performance across the school. Moving forward, there will be a focus on strengthening consistency in student outcomes, alongside providing targeted support and extension to ensure all students continue to progress in mathematics.



2025 NAPLAN RESULTS, Reading

	Year 3	Year 5
Average compared to similar background	374	487
Exceeding	8%	14%
Strong	49%	52%
Developing	27%	25%
Needs Additional Support	16%	9%

2025 NAPLAN Longitudinal Data



Analysis

In Year 5, results demonstrate strong achievement, with 66% of students performing in the Strong or Exceeding bands. Only 9% of students were identified as requiring additional support, which is a positive indicator of reading development across the cohort. The longitudinal data also shows a strong improvement from 2024 to 2025, with Year 5 results now slightly above students from similar schools.

In Year 3, results show 57% of students achieving in the Strong or Exceeding bands, while 27% are developing and 16% require additional support. While this reflects a solid foundation for many students, the size of the developing band highlights the importance of continuing to strengthen early reading skills.

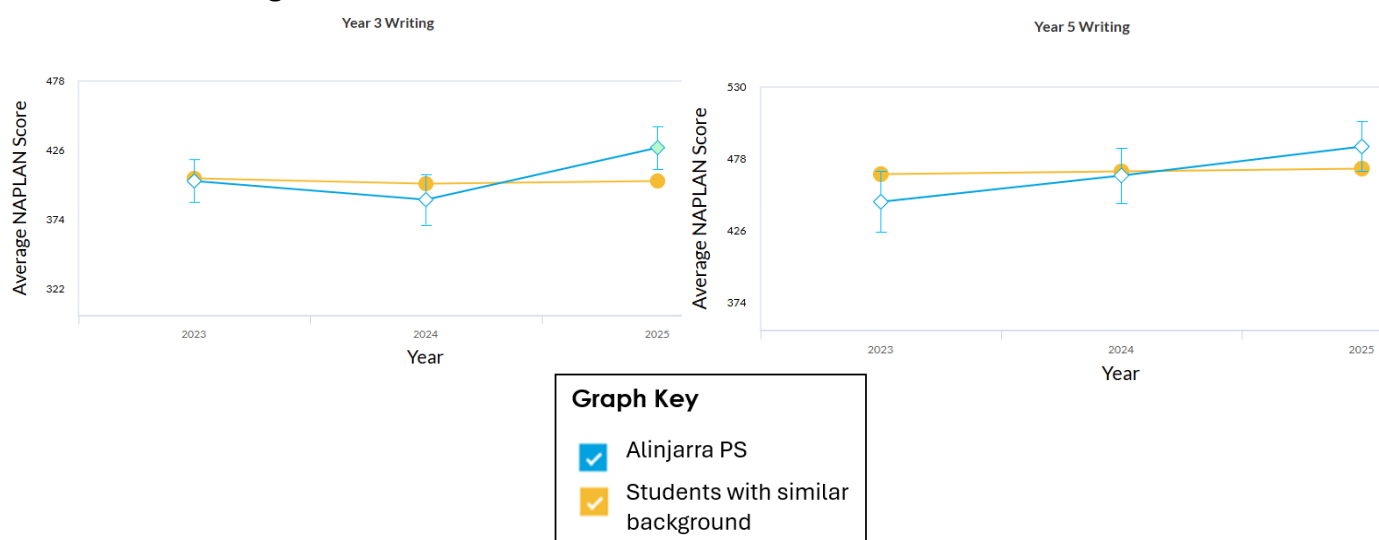
Longitudinal data across the past three years indicates steady performance in Year 3 and improving outcomes in Year 5, suggesting that students are making progress in reading as they move through the school.

These results align with the school's continued focus on explicit literacy instruction, including the implementation of Sounds-Write, Talk for Writing and a whole-school focus on reading fluency. Strengthening early reading development and targeted intervention in the junior years will remain a key priority to support continued growth in reading achievement across the school.

2025 NAPLAN RESULTS, Writing

	Year 3	Year 5
Average compared to similar background	428	487
Exceeding	10%	11%
Strong	78%	57%
Developing	10%	25%
Needs Additional Support	2%	7%

2025 NAPLAN Longitudinal Data



Analysis

NAPLAN Writing results continue to highlight writing as a strong area of performance for the school.

In Year 3, results were particularly positive, with 88% of students achieving in the Strong or Exceeding bands. Only 2% of students were identified as requiring additional support, reflecting strong foundational writing skills across the cohort. Longitudinal data shows improvement from 2024 to 2025, with Year 3 results performing above students from similar schools.

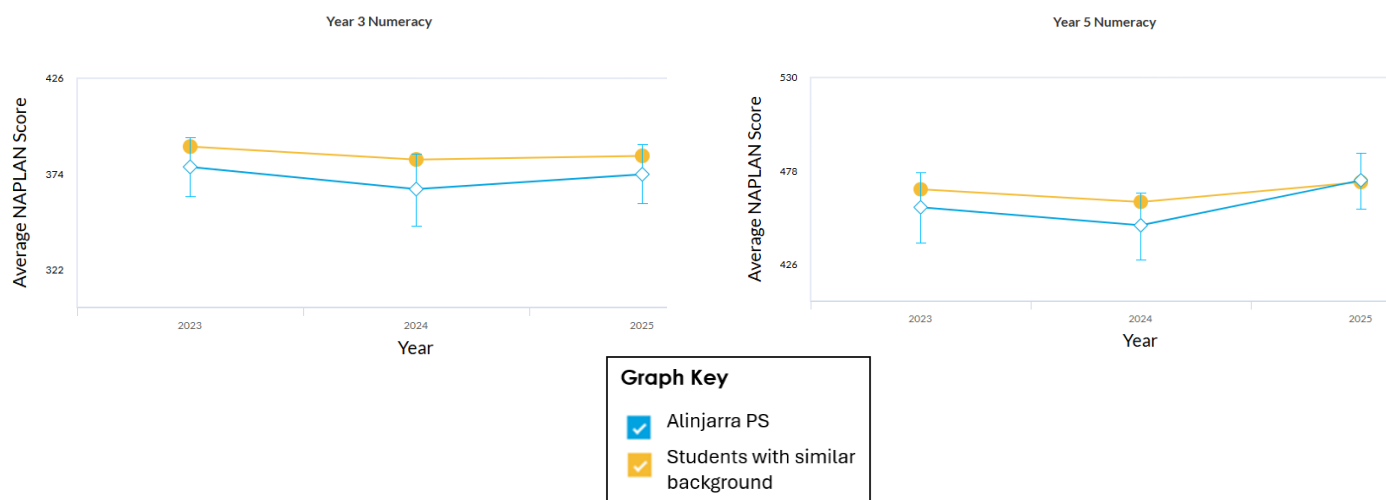
In Year 5, 68% of students achieved in the Strong or Exceeding bands, while 25% were developing and 7% required additional support. The longitudinal data indicates a steady improvement in writing performance across the past three years, with 2025 results also sitting above students from similar schools.

These outcomes align with the school's sustained focus on writing instruction through the Talk for Writing approach and explicit teaching of text structure and vocabulary development. Continuing to support students in the developing band will remain an important focus to ensure students continue progressing into the Strong and Exceeding proficiency levels.

2025 NAPLAN RESULTS, Numeracy

	Year 3	Year 5
Average compared to similar background	374	473
Exceeding	0%	4%
Strong	50%	60%
Developing	25%	24%
Needs Additional Support	25%	11%

2025 NAPLAN Longitudinal Data



Analysis

NAPLAN Numeracy results show steady performance across the school, with encouraging progress in the upper primary years.

In Year 5, results demonstrate positive achievement, with 64% of students performing in the Strong or Exceeding bands. Only 11% of students were identified as requiring additional support, indicating that the majority of students are developing sound mathematical understanding. Longitudinal data also shows a strong improvement from 2024 to 2025, with Year 5 results now sitting very close to students from similar schools.

In Year 3, 50% of students achieved in the Strong band, while 25% were developing and 25% required additional support. While many students are demonstrating solid progress, the size of the support band highlights the importance of continuing to strengthen early number sense and mathematical fluency in the junior years.

Longitudinal data across the past three years indicates stable performance in Year 3 and improving outcomes in Year 5, suggesting that students continue to build mathematical skills as they progress through the school.

FINANCIAL SUMMARY



Department of
Education

Operational-Dec 2025

Operational One Line Budget Statement

Issued on 2 April 2026

School: Alinjarra Primary School **School Year:** Dec 2025 (Verified Dec Cash)

Region: North Metropolitan Region **Aria:** 0
Distance to Perth (km): 13,68

One Line Budget – Dec 2025

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 149,482	149,482	0
Carry Forward (Salary):	\$ 174,910	174,910	0
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 4,400,407	4,400,407	0
Locally Raised Funds:	\$ 81,974	165,999	-84,025
Total Funds:	\$ 4,806,772	4,890,797	-84,025
EXPENDITURE			
Salaries:	\$ 3,931,271	3,931,271	0
Goods and Services (Cash):	\$ 627,068	568,883	58,185
Total Expenditure:	\$ 4,558,339	4,500,154	58,185
Variance:	\$ 248,434	390,643	-142,209

Income

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$149,482.00	\$149,482.00	\$0.00
Carry Forward (Salary)	\$174,909.57	\$174,909.57	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$4,400,406.81	\$4,400,406.81	\$0.00
Per Student	\$2,972,311.00	\$2,972,311.00	\$0.00
School and Student Characteristics	\$1,160,503.93	\$1,160,503.93	\$0.00
Disability Adjustments	\$51,755.20	\$51,755.20	\$0.00
Targeted Initiatives	\$184,002.59	\$184,002.59	\$0.00
Operational Response Allocation	\$37,939.85	\$37,939.85	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-426,105.76	\$-426,105.76	\$0.00

FINANCIAL SUMMARY



Department of
Education

Operational-Dec 2025

School Transfers - Cash	\$420,000.00	\$420,000.00	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$81,974.00	\$165,998.61	-\$84,024.61
Voluntary Contributions	\$13,878.00	\$14,653.10	-\$775.10
Charges and Fees	\$24,602.00	\$29,284.89	-\$4,682.89
Fees from Facilities Hire	\$10,727.00	\$21,509.09	-\$10,782.09
Fundraising/Donations/Sponsorships	\$823.00	\$13,519.00	-\$12,696.00
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$8,750.00	\$23,125.00	-\$14,375.00
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Other Revenues	\$23,194.00	\$63,907.53	-\$40,713.53
Transfer from Reserve or DGR	\$0.00	\$0.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,806,772.38	\$4,890,796.99	-\$84,024.61

Expenditure

	Current Budget	Actual YTD	Variance
Salaries	\$3,931,270.61	\$3,931,270.61	\$0.00
Appointed Staff	\$3,494,650.84	\$3,494,650.84	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$436,528.00	\$436,528.00	\$0.00
Other Salary Expenditure	\$91.77	\$91.77	\$0.00
Goods and Services (Cash Expenditure)	\$627,068.00	\$568,883.28	\$58,184.72
Administration	\$17,150.00	\$15,132.26	\$2,017.74
Lease Payments	\$52,800.00	\$45,946.10	\$6,853.90
Utilities, Facilities and Maintenance	\$198,302.00	\$145,808.46	\$52,493.54
Buildings, Property and Equipment	\$34,729.00	\$79,186.10	-\$44,457.10
Curriculum and Student Services	\$185,133.00	\$147,858.63	\$37,274.37
Professional Development	\$20,054.00	\$14,957.62	\$5,096.38
Transfer to Reserve	\$107,605.00	\$107,605.00	\$0.00
Other Expenditure	\$11,295.00	\$12,389.11	-\$1,094.11
Payment to CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Residential Operations	\$0.00	\$0.00	\$0.00
Residential Boarding Fees to CO (Ag Colleges only)	\$0.00	\$0.00	\$0.00
Farm Operations (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Farm Revenue to CO (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees to CO (Camp Schools only)	\$0.00	\$0.00	\$0.00
Total	\$4,558,338.61	\$4,500,153.89	\$58,184.72