CARNARVON CHRISTIAN SCHOOL

ANNUAL REPORT 2025

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MISSION STATEMENT

"In partnership with families, Carnarvon Christian School aims to provide an all-encompassing education, in the light of God's Word. Students will be encouraged to develop positive relationships and their God given talents as they grow towards Christian maturity".

VISION STATEMENT

"To be a vibrant and caring school community, focused on a Christ-centred education."

"A school in which students will be encouraged to develop the abilities which God has given them, as fully as possible, as they grow toward Christian maturity in the fear and nurture of the Lord."

Key Elements Supporting the Vision:

- **Motto:** "Walk as children of light" (Ephesians 5:8b).
- **Approach:** A Christ-centred environment where students are viewed as part of "God's grand narrative".
- **Community:** A focus on building positive, respectful relationships between all members of the school family.
- **Holistic Growth:** Preparing students to reach their full potential academically, spiritually, physically, and culturally.

CARNARVON CHRISTIAN SCHOOL- ANNUAL REPORT 2025

Our Vision: "*To be a vibrant and caring school community, focused on a Christ-centred education.*"

Presidents Report for AGM 2026

The year started with increased student numbers, which is rewarding and meets our strategic plan.

We started the school with a full staff. Welcomed Maddie Briggs and Julie Hansen. Kirk Campbell was appointed deputy principal with Dom Wood.

In March Stella was able to attend the CEN AGM/Conference. This gave her a chance to build on relationships forged last year. It was very important as we have re registration this year.

At every board meeting we have approved the updates on policies and procedures.

During the year the board worked through the CEN Governance Survey thinking about our strengths and weaknesses and how we can improve as a board.

We were joined by members of Foundation Christian College. Who help us with the requirements for re registration. Praise God for fellow Christian Schools who are willing to give us guidance and advise.

We were privileged to have the Governor and Mrs Dawson visit us during the year. The students did us proud by hosting and entertaining them.

The children also did us proud throughout the year as they participated in community events, laying a Wreath at the Community Anzac Day service, conducting the Anzac Day service at the school, the Mother's day morning tea put on with the help of Mrs Wood and the amazing 'Carnarvon Christian Schools Got Talent' with the help of Mrs Dawson. It was lovely to see every child perform.

The year 5-6 class went to Canberra on school camp. This is one of the best experiences these children will have during their school life. The students who attended Canberra Camp hosted the Soroptimist Club (who gave a small donation towards the camp) and gave a presentation on that experience.

The Art show was totally amazing, a fantastic effort by Mrs Dom Wood and her helpers, what terrific talent we have.

Praise God we were granted 5 years re registration. A fantastic effort by all.

Thank you to the wonderful teachers for the effort you put in to nurture and grow our students also the EA's and the school families.

I would like to thank my wonderful team John Tomkins, Dorcas Mutua, Jean Beard, Jillian O'Brien, Chelsea Renton and Brenda Van Rensburg for your dedication and support. Also Toni Radcliffe for the amazing administration work she does.

I will leave you with this verse- Luke 10:27.

He answered "Love the Lord God with all your heart and with all your soul and with all your strength and with all your mind"; and "Love your neighbour as yourself.

God Bless

Maureen Cosh - Chairperson Carnarvon Christian School.

Principal's Report

Walk as Children of Light Ephesians 5:8

"Let the wise hear and increase in learning, and the one who understands obtain guidance." – Proverbs 1:5

We are known to be "A vibrant and caring school community focussed on a Christ–centred education", as our vision states. Over the previous year we have seen growth and positive changes. Our strategic planning has unfolded and we were granted our Re-registration for the next five years due to astute planning, teamwork and adherence to policy and procedural requirements. Our compliance and accountability have been in accordance with the prescribed standards and our Executive Team have worked hard to lead high standards of excellence in performance and achievement and high care portfolios to ensure that structures are aligned with the vision and delivery of teaching and learning, curriculum, assessment and reporting, pastoral care are at the level we are seeking. Our best practice models have been enhanced by incorporating aspects UK exemplary practice and contextualising them.

We have attracted and retained critical staff which has enabled us to have sufficient teachers and resourcing EAs in our classes giving the students personalised and individual support.

Positive outcomes have been in the lifting of performance academically, capacity building of staff and implementation of our professional learning and performance appraisal model.

The connected community have led to new events and a rich interactive culture with families' students and staff together.

CoRE Learning, HP and the ADF associations partnerships have also been very productive in connected community involvement.

Our application for Advance Determination has been growing our vision in consultation with the community to extend into high school options which we would like to phase in and follow with a suitable building plan.

Last year's Canberra Visit was challenging to fund and organise from our geographical distance, but not to be deterred we were very pleased with how much the students gained from the experience which extended their world and the support of the community to afford to provide the opportunity for our Year 5-6 students, bi-annually.

We were also successful in our community chest funding from Leichardt for technology integration into the classrooms and the donation of computers to the school from Sam's Spares which benefitted our year 6 students.

We gained a Chaplain position with Emma Welham a qualified teacher joining our workforce and reinforcing our values. We have worked with the Health and Well Being team on refining a whole school positive approach and implementing aspects of Berry Street through training of our Chaplain and a Deputy Principal.

Principal's Report

I would like to acknowledge the support and dedication of our Board Chair Maureen Cosh despite her difficult personal circumstances. She persevered to ensure the school was maintained and well governed especially given the challenges of AD.

During Term 1 we started the year with whole staff training with AISWA, mandatory KPSA which was integrated into the curriculum for all classes. Safety is a CCS priority. The students had their swimming training and faction carnival. They are competing at higher levels in the inter-school and students put in a great performance getting them the swimming trophy on handicap given our smaller numbers.

In Term 2 Week 1 Anzac assembly first day back at school involved participation of all of the classes who made wreaths. One of our Mother's was our guest ADF speaker which encouraged our population in our aims to be a connected community. Curriculum strengths included the different year groups engaged in integrated STEM curriculum which is our strategic approach to STEM Scientist Suzy from CORE attended for 3 days – years PP – Year 6.

Tennis Year 1-6 was good for skill development and keeping our students healthy.

Book fair enriched students through our priority on reading and enjoyment.

The Cross Country that we hosted at CCS was a worthwhile event that built up stamina and healthy competition.

The Winter Carnival went well and we were able to show the other schools our sportsmanship, talent and school spirit.

Term 3

Staff have been support with ELASTIK as a great tool for their data analysis which has empowered our teachers to further help students to progress.

We held our parent / teacher interviews and received positive feedback.

National Science week helped our students to retain curiosity, try new experiments and learn to form and try out their hypothesis.

Our partnership with HP/Intel Technology event all day with the 4-6 years was a great success and they had community judges who were very impressed with students' technology innovation and solutions.

Our dress up days and parades also helped students to focus on possible future career choices and they really engaged in it.

The Aladdin Stage show – years 3-6 attended at Camel Lane Theatre gave them a great opportunity to learn about and enjoy theatre.

Principal's Report

As well there were wonderful community and cultural opportunities that included the following;

- Athletics faction carnival
- The Geraldton Christian College – annual visit with mentors and students who formed great relationships and bonds with the students while forming friendships and making improvements around the school
- The Art Show and Carnarvon Christian School's Got Talent were brilliant arts events organised by Mrs Wood and Mrs Dawson
- The Father's day breakfast
- Interschool athletics carnival over 2 days

Our years 4/5/6 school camp to the blow holes was fantastic for developing students character, team work and resilience.

The year 6 graduation dinner was a lovely event acknowledging our departing students. Miss Mani did an excellent job of making it a special and memorable occasion.

The end of year Awards night was well received by our families and students received recognition for their academic achievements and citizenship. The performances were of a high standard and entertained our families. We were supported well by community sponsors and their generous donations.

We were successful in our Re-registration and did get the maximum of five years.

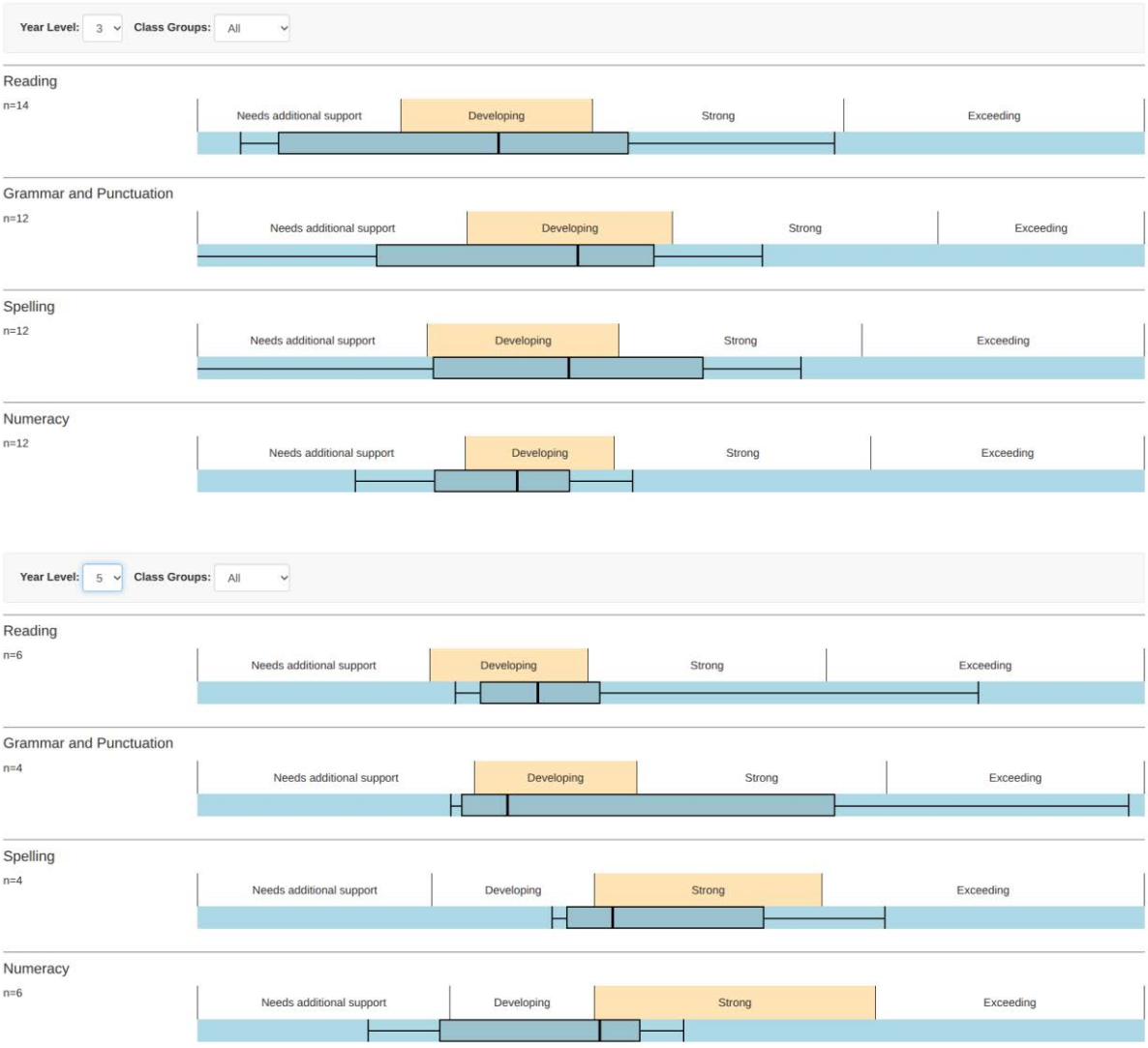
Mrs Jinman

Principal

STUDENT PERFORMANCE AND DATA

Student Achievement (NAPLAN)

Whisker plot diagrams- distribution of class achievement. National average = line between 'developing' and 'strong'



These distributions indicate the baseline data from which we can determine the rate of progress students have made this academic year, whereby positive progress indicates achieving at a faster rate than the national average for students in that year group.
CCS students generally are placed in the 'developing' band against the national average, as is common for students in rural and remote areas in relation to their metropolitan counterparts, who make up the vast majority of the student population.
School performance is measured on the relative + or - progress or 'value added' achieved by individuals and groups of students. Below is the progression report for 2025:

Growth Data and Case Study Examples (taken from Elastik data analysis software)
PAT (2024 - 2025)
Maths
• Elastik provided a positive value add for Year 3s
• Year 3s showed progression greater than national progression (12.3%)
• Student A had the highest individual value add at 19.30 and also went from below then national mean to above the national mean across the last 2 testing periods
• Student B went from on the national mean to 7.8 scale score above the national mean
• Student C progressed greater than national progression while maintaining scores above the national mean in both testing periods

Reading
• Elastik provided a positive value add for Year 3s and Year 5s
• Although our Year 3 and Year 5 scores are still below the national mean, they have crept closer to the national mean from 2024 to 2025
• Year 3s and Year 5s showed progression greater than national progression (21.9% and 8.7% respectively)
• Student A had the highest individual value add at 22.3 and also went from below the national mean to above the national mean across testing periods
• Student B went from on the national mean to 11.4 scale score above the national mean
• Students C and D progressed greater than national progression while maintaining scores above the national mean in both testing
periods

Student Attendance Data

The school's Attendance- Summary of tiers of Support can be accessed here.

Overall: 85% (vs. State Average 86%)
Aboriginal Students: 84% (vs State average 67%)

Tier 1 students (>90%): 75 (73% vs State Average 62%)
Tier 2 students (70-89%): 22
Tier 3 students (<69%): 6

% Attendance by Year Group

Kindy 3	86.3
Kindy 4	88.6
PP	89.0
Y4/5/6	82.1
Year 1	84.1
Year 2	88.8
Year 3	87.6
Grand Total	**84.7**

Management of Non-Attendance:

For all student absences, parents and guardians are advised upon enrolment, and regularly throughout the school year, to notify the school by contacting the office, informing their child's teacher directly, or submitting the absence and reason via Compass, the school's student management platform.

If a student is marked as "Not Present" during any class roll, an automated SMS notification is immediately sent to parents/carers through Compass. Where no explanation for the absence is received, office staff will follow up directly with parents or guardians via phone call, email, or in person at student drop-off, to obtain and record the reason for absence within Compass.

In cases of extended or ongoing absences, the school undertakes further follow-up depending on the circumstances and level of concern for the student's wellbeing. Where there are wellbeing concerns, appropriate investigations are conducted and relevant authorities may be notified in line with duty of care and child safety obligations. In situations where there is no immediate wellbeing concern, but communication regarding the absence has not been received, the school may contact the student's emergency contacts to seek clarification and ensure the student's welfare.

All communication between parents/caregivers regarding student absences are recorded on Compass 'Attendance Notes' and any attempted communication regarding absences are recorded via 'Chronicles' on the relevant student's profile.

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SCHOOL CONTEXT AND COMMUNITY

Student Enrolment & Characteristics

This section provides a snapshot of the student body as of the August 2025 Census.

Category	Total Number
Total Enrolments	100 (as of 1/5/2026)
Gender (Male / Female)	46 Male (46%) 54 Female (54%)
Indigenous Students	22 Students (24%)
Language Background Other Than English (LBOTE)	27 (27%)
Students with Documented Plans	30 (30%)
Students with Disabilities (NCCD Funded)	5 (5%)

ENROLMENT POLICY

Criteria for Selection

Carnarvon Christian School is a non-selective school that seeks to enrol students whose families demonstrate a willingness to support the Christian aims and objectives of the school. Our selection criteria are established to reflect our ethos: priority is given to families who are active members of a local Christian church, followed by siblings of current students. All applicants are required to attend an interview with the Principal to discuss the school's Statement of Faith and the partnership between home and school. We are a member of Christian Education National (CEN) and are a Christian parent-controlled school which ensures our governance structures clearly reflect the local demographic for the school and the needs and wishes of the families who send their children to CCS.

Carnarvon Christian School Enrolment Policy can be found on our website**:**
https://www.ccs.wa.edu.au

PROCEDURE FOR ENROLMENT

The following procedure will be implemented for each Application of Student Enrolment received at Carnarvon Christian School.

- Completed Application of Student Enrolment received at the School, and dated.
- Relevant forms and information submitted to the School to be photocopied and kept in the student's file include;

- Child's name
- Date of Birth
- Residential address of parents or guardian
- Details of any long term care
- Welfare and developmental provisions in force at law
- Name of current or previous school
- Country of citizenship
- Details any conditions requiring special steps to take for the benefit or protection of the child.
- current/recent academic and teacher reports, including recent IEP [individual Education Program] notes - where relevant
- medical reports- doctors, paediatrician, psychologists, allied health etc
- birth certificate
- immunization record
- immigration visas - where relevant
- Court orders – where relevant
- Health Care Plans [eg asthma] – where relevant
- Immunization status of student
- Child's Medicare number and reference number on card
-

- Compulsory parent / guardian interview with Principal, who will also answer any questions parents / guardians, may have regarding the School and Christian schooling.
- Notification of parents/guardians of outcome and commencement date of student/s if accepted into the school;
- It is a requirement that at least one parent/guardian from each family must also qualify for Association Membership or Associate Membership, and have paid up membership for each year during which a child from that family is attending the school.
- Upon notification of a successful enrolment, a non-refundable deposit of $50.00 will be required, which will be deducted from School fees.

A letter of acceptance of enrolment must be sent with a copy of the Parent/Guardian Contract to the parent/guardian following approval of the Application of Enrolment.

Immunisation Status

At the time of enrolment:

- CCS must sight the current Immunisation History Statement (IHS)) which is not older than 2 months when it is sighted. The statement can be obtained from the Australian Immunisation Register (AIR).
- Unless a child who is to be enrolled has an exemption then his/her IHS must be up to date - except under the circumstances where the child is on a 'catch up' schedule as described on an AIR Immunisation History Form that is no more than 6 months old and as planned by an immunisation provider or the child has been issued a certificate issued by the Chief Health Officer.
- Upon request from the Chief Health Officer, CCS will report any child who is enrolled whose immunisation status is not up to date.

Ceasing enrolment and student transfers

Other than cancelling enrolment lawfully under s.20 of the School Education Act, the Principal's authority to remove a student's name from the school's enrolment register is limited to the following circumstances:

· he or she believes on reasonable grounds that the student is enrolled in another school or is no longer resident in WA;

· the student is exempt under s.11 or is being home-schooled; or

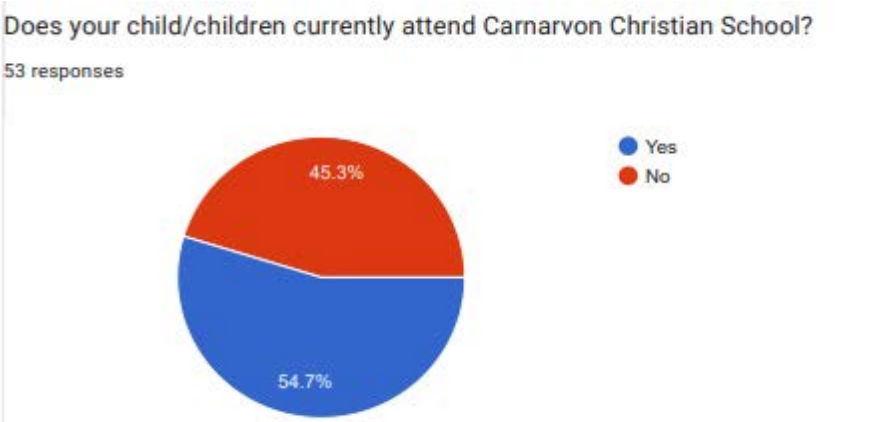
· the Director General, as the Minister's delegate, authorises the removal on the ground that inquiries to establish the child's whereabouts have not been successful [s.21].

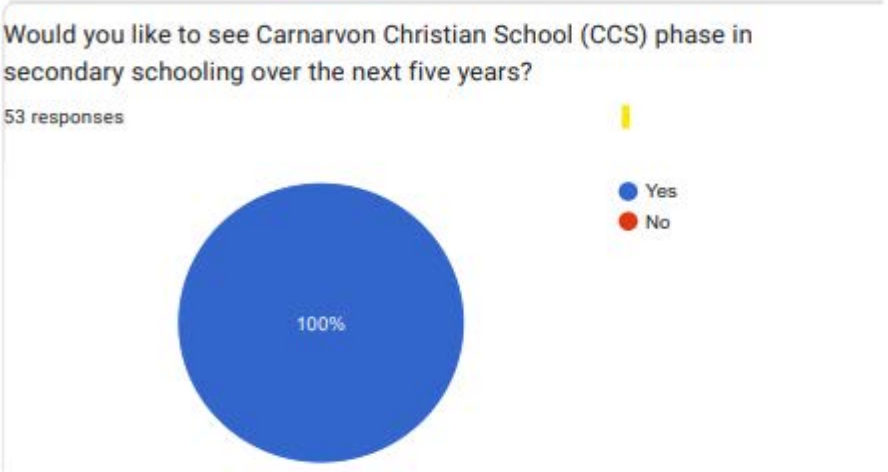
COMMUNITY SATISFACTION: SURVEYS

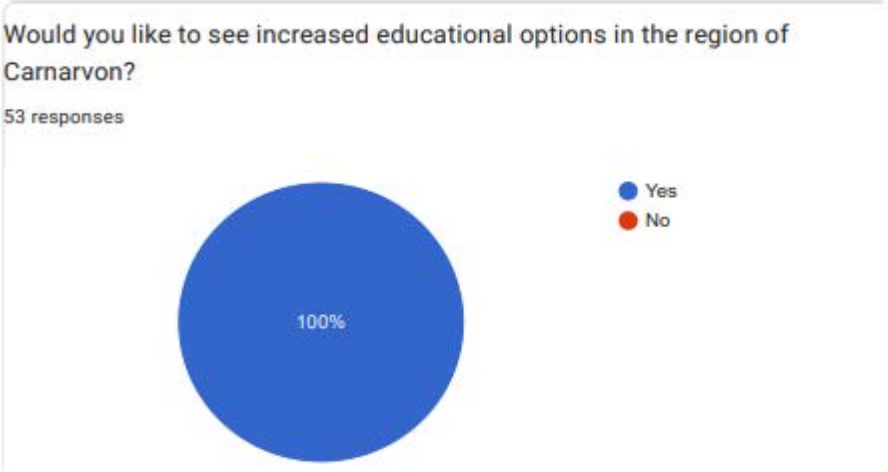
Parent Surveys Vision and Growth Survey

The parent surveys presented a snapshot of CCS families current high satisfaction with the delivery of education and the desire for the school to provide a secondary option for students to complete their education at CCS. Comments and anecdotal comments indicated that parents are very satisfied with the quality of teaching and the rich culture that is positive and inclusive.

“They hold a very high standard in education, I believe the option to move ahead with high standards into older kids will highly benefit the community and future generations”







STUDENT SURVEYS 2025

Student surveys including the student voice survey, indicated that students are feeling safe and listened to at CCS. We have identified the following areas to target for improvements and to maintain well- being of students.

Feeling safe at school

Within schools, feeling and being safe is essential for students to be ready and able to engage with learning. When students do not feel safe it affects their behaviour and their feelings towards school and learning.

Of the students surveyed at your school:

- **40.4%** said they feel safe at school all the time and **41.6%** most of the time.
- **48.9%** reported they had never been bullied.
- **5.6%** had been both bullied and cyberbullied, **31.1%** had been bullied (only), **<5%** had been cyberbullied (only).
- **7.8%** reported they had missed school in the past because they were afraid someone might bully them.

Healthy and connected

Physical and mental health, as well as connection to culture and community are critical to a child or young person's wellbeing. The essential outcomes in this domain are that students in Year 4 to Year 12 are physically and mentally well, that they develop and engage in positive health behaviours and that they feel connected and respected in their culture and community.

Physical health

Physical health is a basic building block for children's current wellbeing as well as future life outcomes. Being physically healthy includes being physically active, having a good diet and being in the healthy weight range.

Of the students surveyed at your school:

- **89.1%** reported that their health is good, very good, or excellent.
- **91.3%** reported usually eating breakfast, **>95%** reported usually eating lunch, and **>95%** usually ate dinner.
- **68.8%** reported brushing their teeth twice or more the previous day and **30.1%** reported having a filling.
- **44.1%** reported they care very much about eating healthy food and **47.3%** reported they care some.
- **34.1%** reported caring very much about how they look and **21.6%** reported they care some.
- **74.2%** reported usually going to sleep by 9pm on a school night and **7.5%** said they go to sleep later than 10pm.
- **39.8%** reported worrying (a little or a lot) about their weight.

Learning and participating

Students' experiences with school and learning and the level of autonomy they are given in childhood and adolescence are critical determinants of their lifetime wellbeing. The essential outcomes in this domain are that students in Year 4 to Year 12 are engaged and supported with learning, that they transition to high school successfully, feel prepared for and feel positive about their future and that they have an active voice and are listened to as is every child's right.

Attendance

Of the students surveyed at your school:

- **49.4%** said it was very important to them to be at school every day, **40.4%** said it was somewhat important.
- **79.1%** said family members often (**41.8%**) or sometimes (**37.4%**) ask about their schoolwork.

Liking school and sense of belonging

Research suggests that sense of belonging at school and the degree to which students report liking school has an important influence on students' academic motivation, engagement and participation and that unless students identify well with their schools, their educational outcomes will be limited.

Of the students surveyed at your school:

- **23.3%** reported liking school a lot and **22.2%** a bit.
- **75.3%** agreed they feel happy at school.
- **69.7%** agreed they like learning at school.
- **71.1%** agreed they feel like they belong to their school.
- **60.4%** said they usually get along with classmates.
- **52.2%** said they usually get along with their teachers.
- **84.9%** reported it was true there is a teacher or another adult in the school who believes the student will achieve good things.
- **73.9%** said it was true that a teacher or another adult at their school really cares about them.
- **34.1%** reported, they almost always get help from teachers in class (if needed), **57.1%** reported they get it sometimes.
- **41.8%** said their parents often ask about school or homework.

WORKFORCE AND PROFESSIONAL LEARNING

WORKFORCE COMPOSITION

This data is taken from our August Census 2025.

Total Staff:	23
Teaching Staff:	11
Non-Teaching – Education Assistant	7
Indigenous Staff:	0
Administrative:	2
Maintenance/Yard	1
Cleaning	1

LEADERSHIP

Mrs Stella Jinman	Principal
Mr Kirk Campbell	Deputy Principal (3 days)
Mrs Dominique Wood	Deputy Principal (1 day)

TEACHING STAFF IN 2025

Mrs Julie Hanson	Kindy
Miss Sophie Garing	Pre-Primary
Mr Lindsey Sullivan	Year 1
Miss Maddison Briggs	Year 2
Mrs Sarah Collado	Year 3
Miss Shamal Mani	Year 4/5/6
Mrs Kathleen Dawson	Music/Pre-primary
Mrs Dominique Wood	Art
Mrs Janet Rudge	Sport/Health (4 days)
Mrs Jenna York	Kindy 3

EDUCATION ASSISTANTS

Sharon West	Janet Rudge
Patricia Thompson	Jenna York
Terri Sorensen	Laurel Corless
Jayda Beales	

MAINTENANCE AND CLEANING

Brian Moore	Maintenance and Garden Grounds
Carey Wiegalz	Cleaner

TEACHER STANDARDS

Teacher Qualifications

All teachers at Carnarvon Christian School are responsible for delivering the Australian Curriculum and must hold appropriate qualifications.

Qualification Category	% of Teachers
Teachers with a Bachelor's Degree or Higher	100%

Teacher Accreditation Status

Accreditation Level	Number of Teachers
Limited Authority Teaching	Janet Rudge/Jenna York/Kathleen Dawson
Proficient Teacher / Full Registration	Sophie Garing, Julie Hanson, Shamal Mani, Dominique Wood, Sarah Collado, Maddison Briggs, Kirk Campbell and Stella Jinman
Principal/Lead Teacher	Stella Jinman

Staff Retention Rate: 21 staff from the previous year continued their employment at the school. Our Cleaner moved to Perth for Family commitments and our Year 1 Teacher moved to Perth also.

PROFESSIONAL LEARNING & TEACHER DEVELOPMENT

Topic / Focus Area	Description	Target Staff
Child Protection	Annual update on mandatory reporting and child-safe standards.	All Staff
Asthma Training and Education	Designed for schools. Learning best-practice asthma management with Asthma Australia	All Staff
Anaphylaxis Training	Evidence based anaphylaxis training online every 2 years	All Staff

Diabetes Training	Certificate 1-3	Stella Jinman Shamal Mani Megan Brodrick Kirk Campbell
Keeping Safe Child Protection	Child protection curriculum Educator Course	All Teachers
First Aid / CPR	Mandatory training for first aid officers and teachers.	All EY staff and Janet Rudge
Building Leadership Capabilities in Early Years	AISWA – enhance Leadership skills in Early Childhood through research based Early Childhood Leadership Framework	Dominique Wood
Berry Street Education Model	Based on classroom strategies informed by Berry Street's approaches to trauma-informed learning and the science of well being	Dominique Wood Emma Welham
Gatekeeper Suicide Prevention Training	Improving mental health literacy and developing skills to better recognise and support vulnerable people.	Kirk Campbell Emma Welham
Curriculum Renewal	Training on implementation of updated Australian Curriculum Version 9.0.	Teaching Staff

PROFESSIONAL LEARNING

Summary of the strategic professional development initiatives undertaken by staff during the year.

	Professional Development Log				Professional Standards met						
Audience	PL title	Date(s)	Time taken (hrs)	Category	1	2	3	4	5	6	7
All	Deconstructing Whole School Strategic Plans	29/01/25	1	Informal	☐	☐	☐	☑	☐	☑	☐
All	Professional Learning Framework 2025	29/01/25	1	Informal	☐	☐	☑	☐	☐	☑	☐
All	Code of Conduct and Reportable Conduct	30/01/25	1	Informal	☐	☐	☐	☑	☐	☑	☑
All	PLD Initial Training	31/01/25	3.5	Formal	☑	☑	☐	☐	☑	☑	☐
All	PLD Refresher training online course	31/01/25	3	Formal	☑	☑	☑	☐	☐	☑	☐
All	Anaphalaxis training	03/02/25	0.5	Formal	☐	☐	☐	☑	☐	☑	☐
All	Asthma First Aid for Schools	03/02/25	1	Formal	☐	☐	☐	☑	☐	☑	☐
All	Mandatory Reporting of Sexual Abuse	03/02/25	2	Formal	☐	☐	☐	☑	☐	☑	☑
All	Heggerty Phonemic Awareness	04/02/25	1	Informal	☑	☑	☐	☐	☐	☑	☐
All	Introduction to Positive Behaviours 4 Learning	04/02/25	1	Informal	☐	☐	☑	☑	☐	☑	☐
All	The Keeping Safe: Child Protection Curriculum (KS:CPC)	14/02/25	7	Formal	☐	☐	☐	☑	☐	☑	☑
LATs	Initial Goal-Setting Meeting	04/03/25	1	Informal	☐	☐	☑	☐	☐	☑	☑
All	Mentor Observations	04/03/25	1	Informal	☐	☐	☐	☐	☑	☑	☑
All	Interrogating and Analysing Data	08/04/25	0.5	Informal	☑	☐	☑	☐	☑	☑	☐
All	Inclusive Practice (AISWA)	13/05/25	1	Informal	☑	☐	☑	☑	☐	☑	☐
All	Supporting ADHD Learners (AISWA)	14/05/25	1	Formal	☑	☐	☑	☑	☐	☑	☐
All	Whole School Reading Approaches	20/05/25	0.5	Informal	☑	☑	☑	☐	☑	☑	☑
Grads	AISWA ECTs Network	04/06/25	1	Formal	☐	☐	☑	☐	☐	☑	☑
All	Student Behaviour: "Flip Their Lid" (AISWA Psychologist)	17/06/25	0.5	Formal	☑	☐	☑	☑	☐	☑	☐
All	Mentor Observations	19/06/25	1	Informal	☐	☐	☐	☐	☑	☑	☑
All	Using AI to reduce workload	14/08/25	0.5	Formal	☐	☐	☐	☐	☑	☑	☐
All	Elastik data coaching	21/07/25	1	Formal	☐	☐	☑	☐	☑	☑	☐
EY	Early Years co-planning and resourcing	21/07/25	2	Informal	☐	☑	☑	☑	☐	☑	☐
EY	AISWA Early Years mentoring and co-planning	01/08/25	2	Informal	☐	☑	☑	☐	☐	☑	☐
DPs	AISWA Curriculum and Mentoring consultancy	31/07/25	3	Informal	☐	☑	☐	☐	☐	☑	☑
All	Mentor Observations	05/11/25	1	Informal	☐	☐	☐	☐	☑	☑	☑
EY	AISWA Early Years mentoring and team teaching	27/10/25	5	Informal	☐	☐	☐	☐	☐	☑	☐
All	Inquiry Learning PD from Melissa Kennedy	28/10/25	2	Formal	☑	☑	☑	☑	☐	☑	☐

FINANCIAL POSITION

Recurrent Income (Operating Revenue)

Income Source	Amount ($)	% of Total
Commonwealth/State Government Recurrent Grants	$2,079,611	[87.17%]
Donations and Fundraising	$85,579	[3.6%]
Fees, Charges, and Parent Contributions	$130,113	[5.45%]
Interest Income ANZ account (non-operating revenue)	$37,870	[1.6%]
Other Revenue	52,604	[2.2%]
Total Recurrent Income (Operating Revenue)	**$2,347,907**	**100%**

Recurrent Expenditure

Expenditure Category	Amount ($)	% of Total
Salaries, Allowances, & Related Expenses	$1,504,559	[73.3%]
Superannuation	$169,377	[8.2%]
Insurance	$92,855	[4.5%]
Accounting & Audit Fees	$6620	[0.3%]
Depreciation	$46,084	[2.25%]
General expenses, Phone, Internet, postage	$26,063	[1.27%]
Building Equipment repairs, ground expenses, supplies	$84,189	[4.1%]
Excursions	$41586	[2%]
Rates & Taxes	$33,817	[1.65%]

Security Costs	$7,010	[0.34%]
Staff Training and Travel	$9,919	[0.48%]
Subscriptions and Memberships	$15,124	[0.74%]
Total Recurrent Expenditure	**$2,051,589**	**[100%]**
Net Current year surplus after income tax	$328,991	
ASSETS **Cash and equivalents**	$1,579,003	
Trade & other receivable	$58,694	
Inventories	$13,586	
Land and Building	$1,167,860	
Plant & Equipment	$42,069	
TOTAL ASSETTS	$2,861,211	
LIABILITIES **GST Payable**	$137,484	
Employee Entitlements	$104,866	
TOTAL LIABILITIES	$246,203	
NET ASSETS	$2,615,00	

AUDITOR'S STATEMENT

Auditor's Name: Todd Zani – Carbon Accountants Swan Valley
Audit Opinion:
No contraventions of the auditor independence requirements of any applicable code of professional conduct; and No non-audit services provided that contravene any applicable code of professional conduct.

Full copy of the Audited Financials presented at the AGM on Monday the 25th May 2025. Reviewed and approved.