

Principal's Comment

I am pleased to present the 2025 Balingup Primary School Annual School Report. During 2025, we continued to build on the priorities outlined in our Business Plan 2024–2026, further strengthening the school's engaging and purposeful approach to high-quality education. Our focus remained on meeting the academic, social, and emotional needs of every student, ensuring each child is supported to achieve success.

The guiding statement "Our Focus, Their Future" continues to underpin our work, reflecting our commitment to providing strong educational and wellbeing foundations that enable students to confidently transition into future pathways. Throughout 2025, Balingup Primary School students experienced a successful year of learning, growth, and achievement.

This report provides an overview of school performance data and highlights the many learning opportunities and events enjoyed by our students during the year. I trust you will find this document both informative and insightful in reflecting on the achievements and progress of Balingup Primary School in 2025.

Vanessa McQuade
Principal
Balingup Primary School

School Address: 2 Steere Street, Balingup Number of Students: 61 ICSEA: 1045 (3)



Balingup Primary School 2025 Annual Report



School Overview

Balingup Primary School became an Independent Public School in 2015 and caters for children from Kindergarten to Year 6. Originally established in 1895, Balingup Primary is at the heart of the local community and enjoys supportive relationships with many community members, services, and businesses in a stunning country setting. Balingup Primary is an inclusive and welcoming school that delivers a broad range of outcomes for students. We embrace diversity and differentiate and educate accordingly. Our school staff are committed, friendly, energetic and highly skilled practitioners.

We know communication and rapport is key for ensuring positive outcomes for our students and we endeavor to form and maintain effective relationships. In partnership with our School Board, P&C and the wider community, we seek feedback and continuously strive for improvement. Though the pandemic continues to impact school data, anecdotal observations and formative assessments indicate the school continues to provide excellent education and support for the "whole child" and our students, staff and wider school community celebrated many successes.

School Board Members 2025 Chair: Patrick Ridley Members: Noelene King, Rhianon Blake, Natalie Aldridge (MCS), Nicole Corcoran (Principal), Jeremy Hamilton and John Bailey

Parents & Citizens Association 2025 Ben Dellar, Nicola Rigby, Tania Haywood, Kylie Dellar, Hannah Camons, Kaysie Shallcross

Staffing 2025

Principal	Nicole Corcoran
Manager of Corporate Services	Natalie Aldridge
Teaching Staff	
Kindy/Pre Primary	Sarah Streeter
Year 1/2	Rebecca Hughes
Year 3/4	Rhiannon Blake
Year 5/6	Esther Douglas
Art & Auslan	Janet O'Hara
Physical Education	Scott Tweedie

Special Needs Education Assistants

Tiffany Blackman, Linda Mauger, Elizabeth Valentine and Kate Elliott

Education Assistants

Ann Morton,

Support Staff

School Officer: Sue Leary

Library Officers: Sue Leary & Ann Morton

Cleaning – Maureen Morgan (Cleaner in Charge) & Liz Bennett

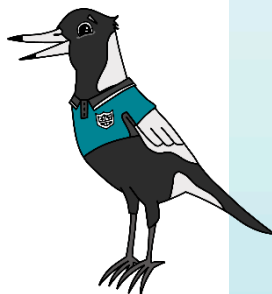
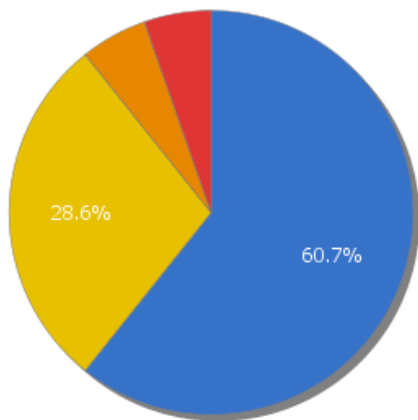
Gardening –Kim Brent-White



Student Attendance

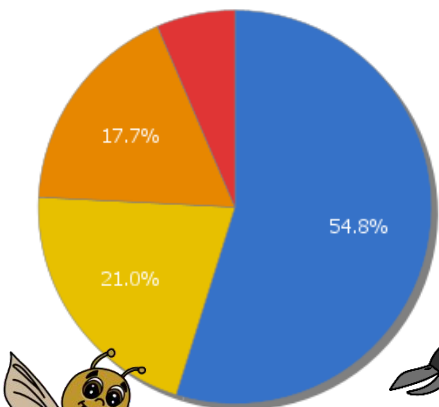
Attendance Profile 2025 Semester 1 Compulsory

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



Attendance Profile 2025 Semester 2 Compulsory

- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



Management of Non-Attendance



Management of Non-Attendance (2025)

In instances of long or frequent unauthorised absences, we apply a case-conference approach:

- Issue identified:** The attendance concern is raised through communication between the school and the family.
- Consultation:** The Attendance Coordinator is contacted to determine the best course of action.
- Family contact:** The Attendance Coordinator may contact the family to discuss barriers and supports.
- Case conference:** School staff and the family meet to plan supports for return to school and/or consistent attendance. A School Psychologist and/or Attendance Coordinator may attend.
- Plan & review:** An Attendance Plan is developed, monitored, and adjusted as needed.

Recognition:

Consistent and regular attendance is celebrated weekly at the class level (class attendance award) and individually each semester at the end-of-term assembly, where students achieving 95%+ receive a certificate and voucher for a local business.

Attendance - 2025 snapshot

Attendance remains a priority for sustained student progress and wellbeing.

- Semester One: Regular attendance was strong overall, as shown in the first graph.
- Semester Two: The second half of the year shows a decline in regular attendance, which aligns with increased illness and family travel patterns reflected in the graphs.
- Moderate-Severe categories: The proportion of students in the Moderate-Severe bands largely reflects modified attendance plans and within-term vacations, as indicated in the second graph's distribution.

We continue to promote a positive culture of attendance through regular messages in newsletters and assemblies, with a focus on timely communication and support.

Teacher Judgements

Teacher Judgement

Grade Allocation (A - E)	2024 (1)	2025 (1)
Overall Relative Judgement	-1.30	0.05
- English	-1.83	-0.89
- Mathematics	-1.83	-0.99
- Science	-1.55	0.49
- Humanities & Social Sciences	0.03	1.60

A-E grades for Years PPR to Year 9 in English, Mathematics, Science, and Humanities and Social Sciences are assigned numerical values 5-1 (where A=5), averaged and standardised against the school's ICSEA. Expressed as a standard deviation (SD) from the expected grade allocation, based on ICSEA.

- More than one SD above the expected grade allocation
- More than half to one SD above the expected grade allocation
- Within half SD above or below the expected grade allocation
- More than half to one SD below the expected grade allocation
- More than one SD below the expected grade allocation

Line of Enquiry Indicated

There is an indication that the alignment between Teacher Judgements and NAPLAN results for Numeracy and/or Literacy is poor - see Page Footnotes.

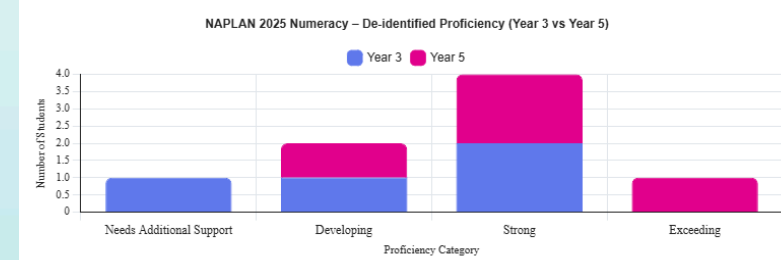
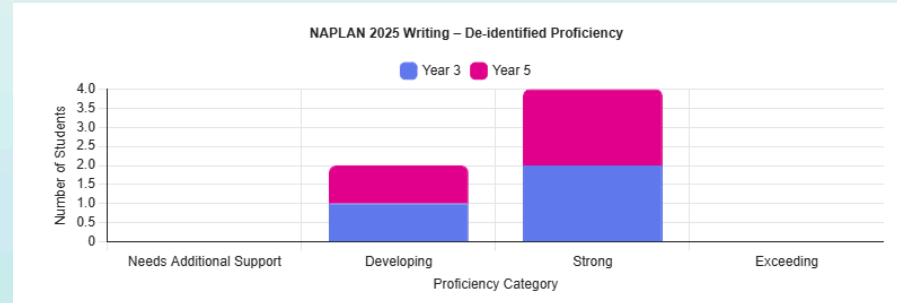
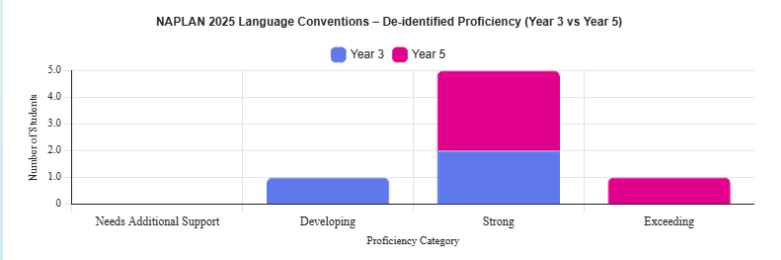
What we are seeing and necessary action

The Teacher Judgements table shows that in 2025, teacher-allocated grades were generally aligned with, or above, the expected grade distribution when compared with the school's ICSEA-based expectations. The overall relative judgement improved to 0.05, representing a significant shift from the conservative grading evident in 2024 (-1.30). Positive movement was particularly evident in Science (0.49) and Humanities and Social Sciences (1.60), indicating increased alignment and confidence in teacher judgement relative to expected standards. While English (-0.89) and Mathematics (-0.99) remained slightly below expected levels, both areas demonstrated improvement compared with 2024 outcomes. These results reflect strengthened moderation practices and ongoing professional dialogue. When making judgements in 2025, teachers continued to rely on rigorous, evidence-based in-school assessments, supported by classroom observations, to ensure consistent and defensible grading decisions.

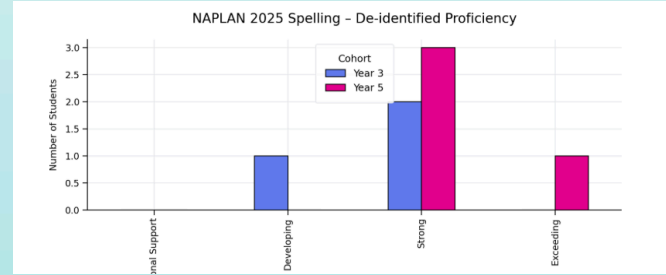


Naplan Data 2025

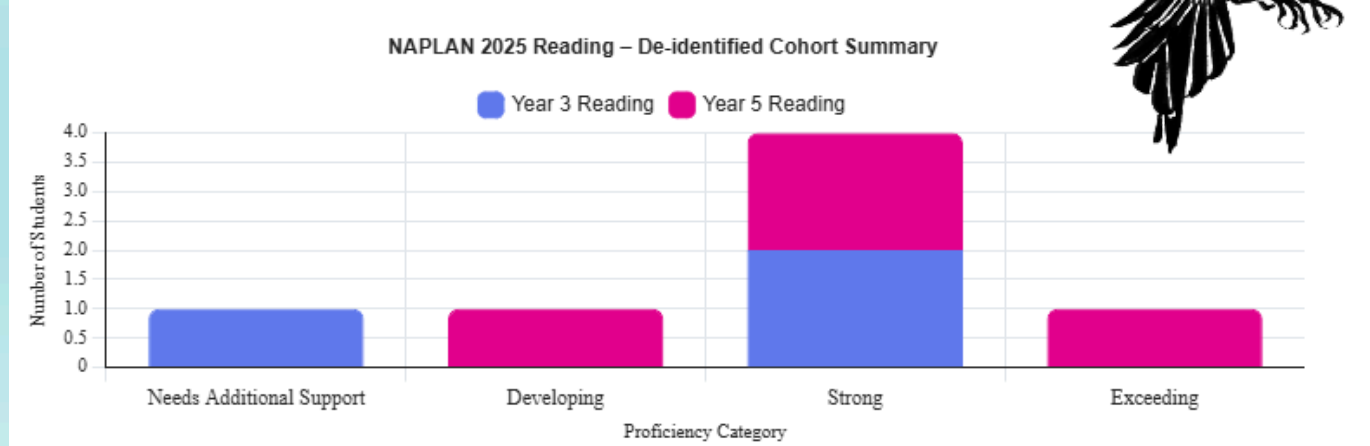
The 2025 NAPLAN assessments measured the achievement of Year 3 and Year 5 students at Balingup Primary School, with both cohorts reflecting the school's small regional context. NAPLAN data is considered alongside a range of school-based, evidence-informed assessment tools to monitor progress and guide teaching and intervention. When interpreting the results, several contextual factors must be considered, including small cohort sizes, students requiring additional learning support through Individual Education Plans, student transience during the testing period and variable attendance patterns. These factors may limit the extent to which results reflect individual or cohort progress and amplify year-to-year variation. In addition, recent changes to NAPLAN reporting and proficiency standards provide more detailed performance information but reduce direct comparability with previous years.



NAPLAN 2025 Reading – De-identified Cohort Summary (Semester 1, 2025). Results should be interpreted with caution due to small cohort sizes.



Overall, the 2025 NAPLAN data indicates that students across both cohorts are demonstrating a range of achievement levels, with evidence of steady progress for most students. The data continues to inform school improvement planning, with a focus on targeted support for students requiring additional assistance, alongside opportunities to extend and challenge higher-performing students.



Attitude, Effort and Behaviour

Balingup Primary School takes pride in the excellent behaviour of our students. Behaviour expectations, social skills and self-regulation strategies are explicitly taught from Kindergarten. In 2024 Balingup Primary committed to becoming an official Positive Behaviour school, forming a committee and undertaking training with DoE WA state-wide service providers. We look forward to building on our processes and strengthening our positive behaviour strategies support all student's success. In 2024 the school trialled the online platform LifeSkillsGo for social emotional tracking data and curriculum delivery. This provided the teachers with insight into how their students were feeling each day and why. The platform also provides corresponding regulation activities.

Our Positive Behaviour Attributes are:

- Resilience - Koolbardi
- Teamwork – Native Bee/Djilyaro
- Pride & Respect – Penguin/Kulija
- Aspiration & Bravery – Willy Wagtail/Djiti Djitii
- Gratitude & Kindness – Ghecko/
- Zest & Joy – Joey/Nyarnye



Attitude, Effort and Behaviour reporting for 2024 was consistent with the expected grading relative to our school ICSEA.

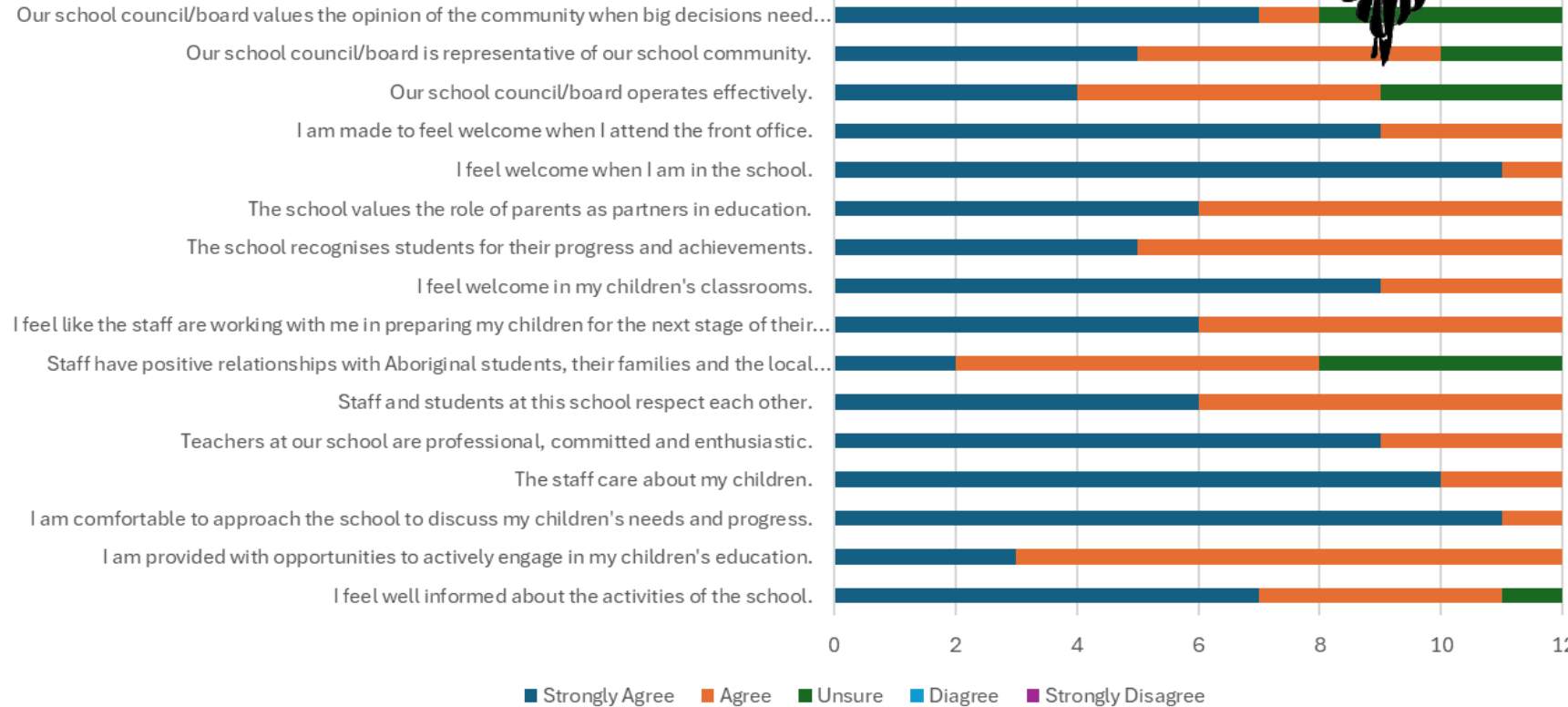


Community Survey Information

2025 School Culture Survey

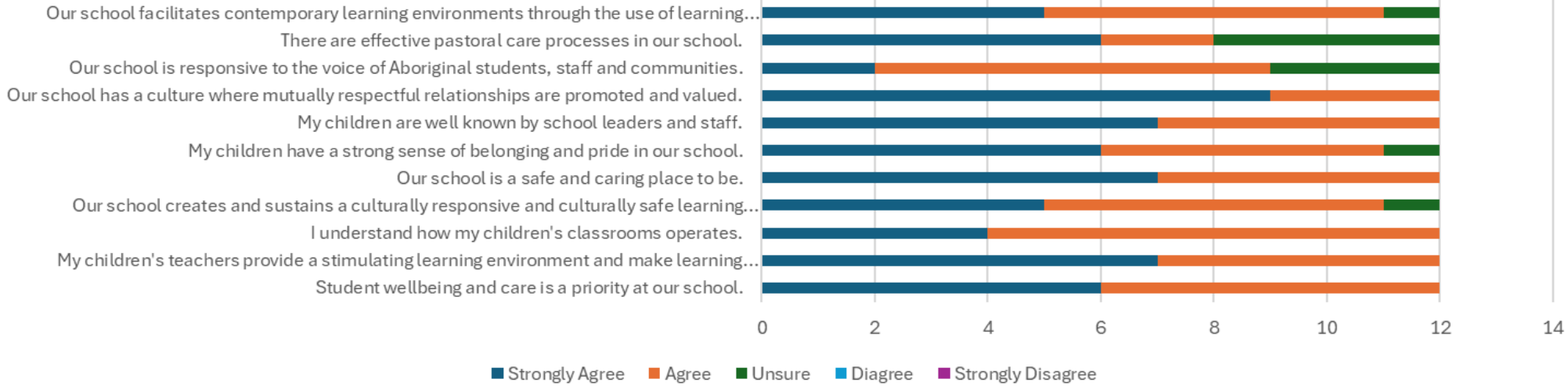


Relationships

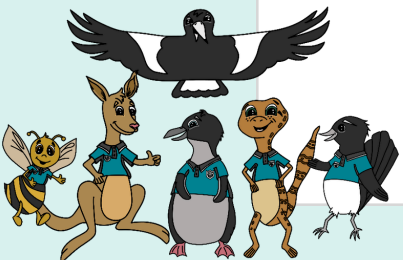
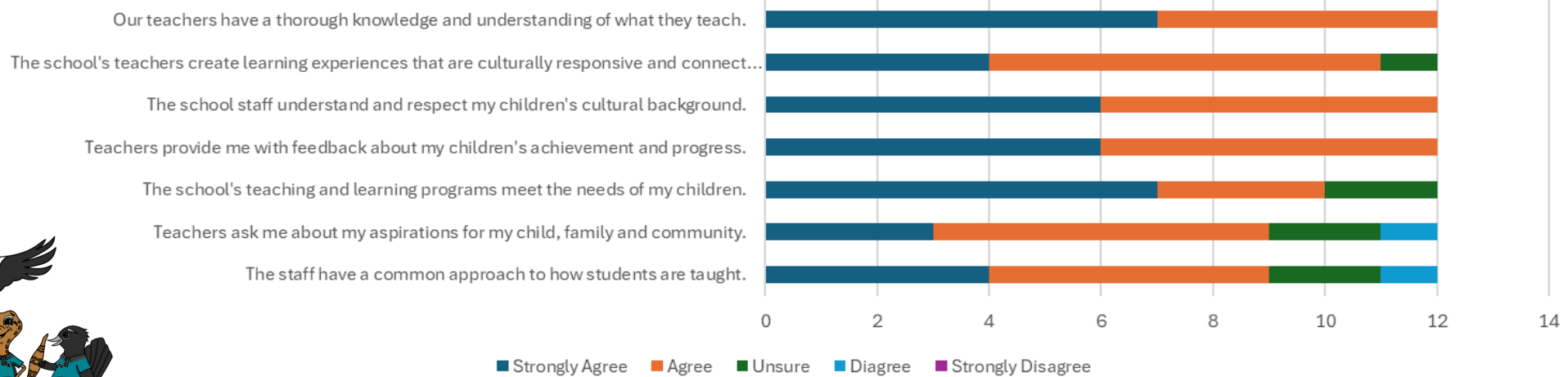




Learning Environment



Teaching Quality

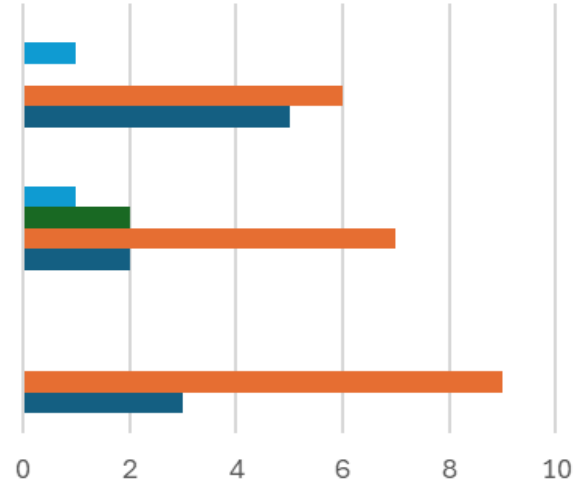


Student Achievement

The school regularly reports on whole school student achievement and progress, e.g. whole school NAPLAN results, attendance, etc.

I understand how the school uses evidence for school planning.

My school sets high expectations for my children's learning.



Strongly Disagree Disagree Unsure Agree Strongly Agree

School Culture Survey Summary – 2025

The 2025 School Culture Survey reflects a strongly positive and inclusive school culture at Balingup Primary School. Feedback from families and community members indicates high levels of satisfaction with the school's learning environment, student behaviour, and the quality of relationships between staff, students and families. Survey responses highlight that students feel safe, supported and respected, with behaviour expectations clearly understood and consistently reinforced across the school. The school's commitment to explicitly teaching social skills, self-regulation and positive behaviour from Kindergarten onwards is evident in the positive attitudes, effort and conduct of students. These outcomes align with the school's Positive Behaviour focus and the whole-school emphasis on wellbeing.

Leadership

The whole school communication processes are well established.
 School leaders model culturally responsive leadership behaviours.
 I frequently see school leaders around the school.
 The school communicates how decisions will support my children's learning.
 I have had opportunities to participate in school planning.
 If the school makes big decisions, they ask parents what they think.
 I believe our school is well led.



Strongly Agree Agree Unsure Disagree Strongly Disagree

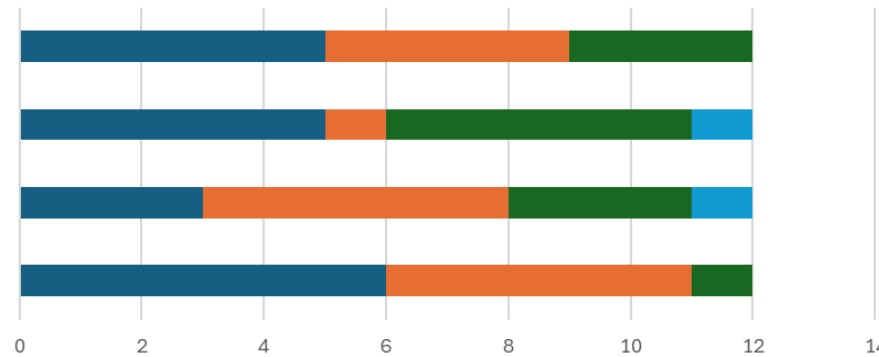
Resources

I see the impact of support provided for specific student needs.

I see the impact of the resources provided to staff.

I see the link between the school's planning and the way it allocates resources.

The school uses available resources to improve student learning.



Strongly Agree Agree Unsure Disagree Strongly Disagree

Families acknowledge the approachability, care and professionalism of staff, noting that communication is open, respectful and timely. The strong sense of partnership between school and families continues to be a key strength, supporting student engagement, wellbeing and learning outcomes.

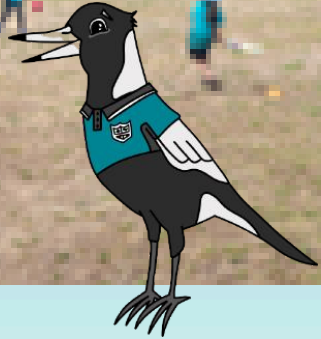
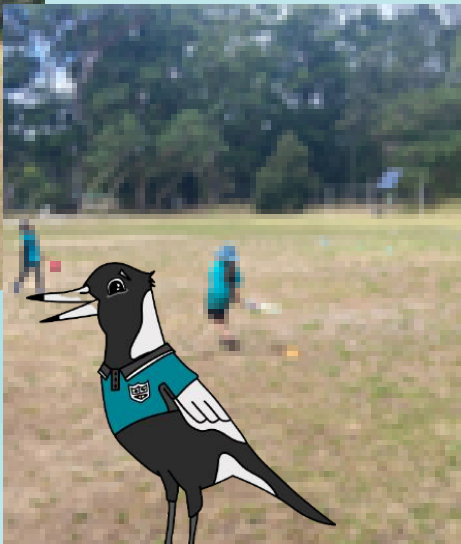
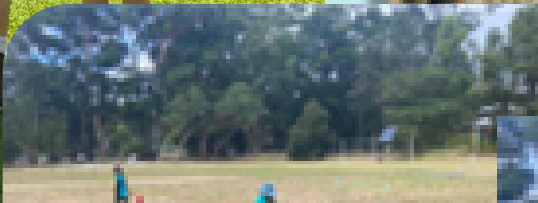
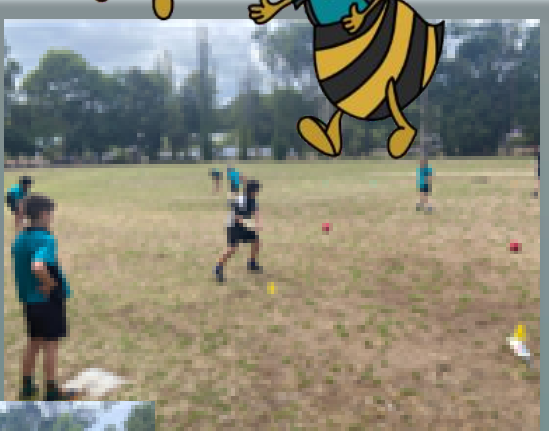
The survey also reflects confidence in the school's direction and leadership, with respondents recognising the school's commitment to continuous improvement and responsiveness to feedback. Insights from the survey will continue to inform planning and guide initiatives aimed at strengthening student wellbeing, engagement and connection.

Overall, the School Culture Survey confirms that Balingup Primary School maintains a positive, supportive and community-focused culture, where students are known, valued and encouraged to achieve their best.

Events and Achievements 2025



2025 Sporting Events Balingup Primary School enjoyed a range of annual sporting events, including our Cross Country, Cricket Carnival, and Faction Athletics Carnival. Students also represented Balingup at several interschool competitions, with teams attending the Interschool Cross Country, Minkey Hockey Carnival, Lightning Carnival, and Interschool Athletics.





Boodja Ni (Koodjal) Project



Our students and staff are very excited to be included in this wonderful project, bringing where we will work with Elders and Traditional Owners to learn more about the beautiful boodja (country) with live and learn on while exploring traditional culture and history through art and storytelling.

Today we were visited by Bill Bennell and Aunty Sue who shared many artefacts with the students, discussing traditional methods for making kylies (boomerangs/throwing sticks), gidje (spears), and kooroop (resin). We were also shown how to skin a yonga (kangaroo), make rope from manjin reed, and mix ochre from the Perth hills with water to paint our faces with traditional male and female designs. We can't wait to share more with you all as this project progresses throughout the year!



THANK YOU!

A huge thank you to Talison for committing funds over \$30 000 to purchase and install a new water fountain for our students along with reverse cycle air conditioning for our assembly hall! This will add to the comfort and resources for all of our school community!



THANK YOU!

To the amazing Balingup Progress Association for committing funds to support our dance program at school ran by the fantastic Miss Jess from Freestyle Dance co



HARMONY DAY AND ODD SOCKS FOR WORLD DOWN SYNDROME DAY

Our amazing students and staff came dressed in their finest orange and cultural dress, while donning some crazy socks for World Down Syndrome Day on Friday March 21. Everyone looked like a treat!

Our Early childhood students had even had the opportunity to make their very own tie-dye orange masterpieces to wear for the day!



TELLING TALES IN BALINGUP

During term 2 our talented students let their imaginations soar!

They wrote vibrant tales set in rainbow kingdoms, crafted poems about escaping classrooms, and drew inspiration from Polish legends to create their own dragon-themed adventures. To top it off, they penned short stories featuring their very own imagined jabberwockies—each one more fantastical than the last! Lucky for us, Balingup hosts Telling Tales giving us the perfect opportunity to showcase our student's work in the

Town Hall. The written pieces were accompanied with illustrations, shadow puppets and beautiful artworks completed with our sensational art specialist, Mrs O'Hara. We hope you got to check out our student's work while also experiencing the wonderful "Mary's Frankenstein" production which included families from Balingup Primary in the cast and behind the scenes. Such a wonderful experience for our students that they will never forget!

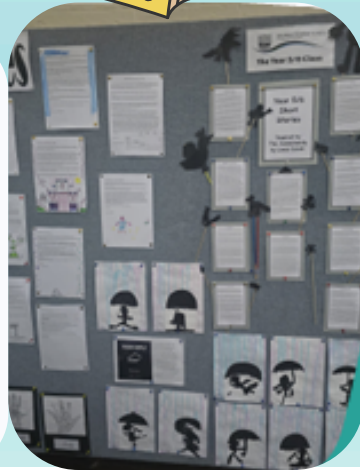
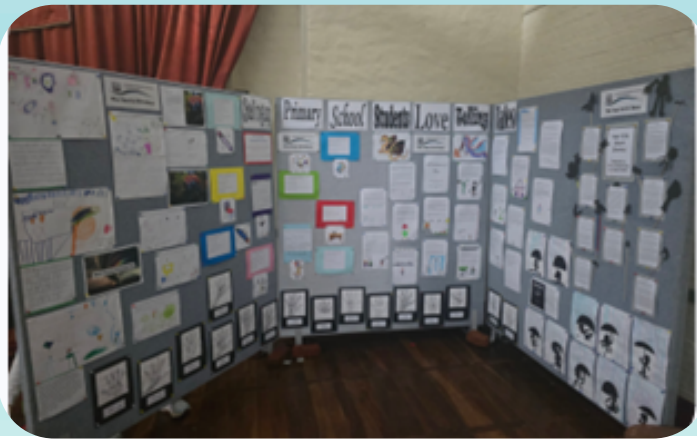
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Music Aviva IncurSION

On Thursday 19 June, Balingup Primary School joined with Greenbushes and Kirup Primary Schools to enjoy a Music Aviva performance titled Imagination Exploration. The engaging and interactive performance showcased talented musicians and encouraged enthusiastic participation from students, creating an enjoyable and memorable experience for all.

Following the performance, students from all three schools shared a combined recess, providing a valuable opportunity for social interaction and connection. Each year, Music Aviva's regional touring performances offer our students access to high-quality live music experiences, and this incursion was no exception, creating lasting musical memories for our school community.





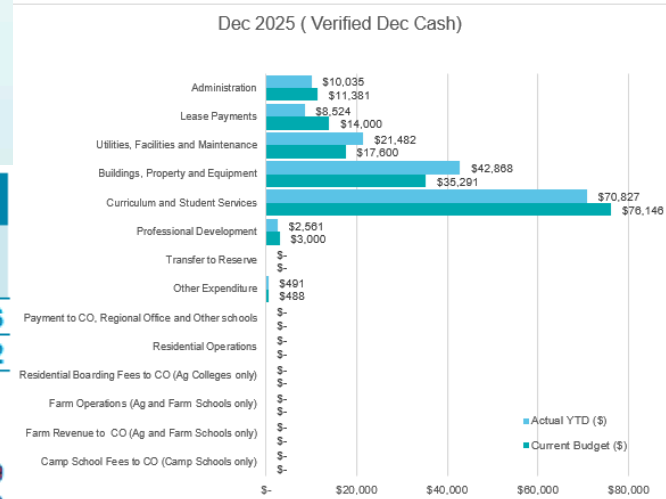
Balingup Primary School Financial Summary as of 31 December 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

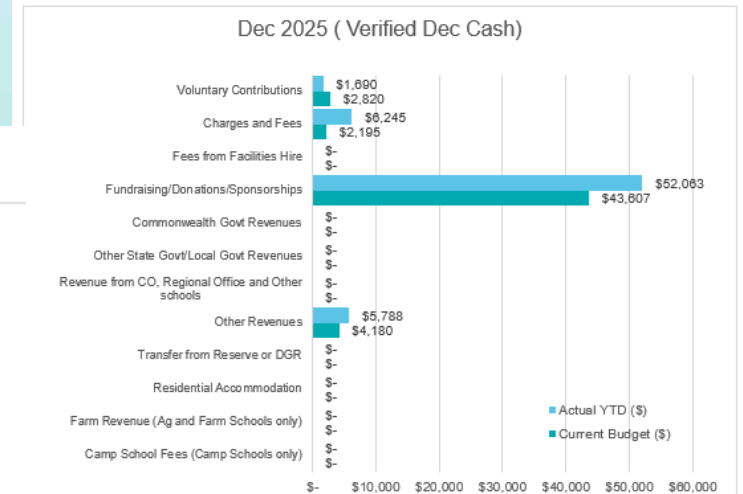
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	32,656	32,656
Carry Forward (Salary):	169,912	169,912
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	1,301,449	1,301,449
Locally Raised Funds:	52,802	65,786
Total Funds:	1,556,819	1,569,803
EXPENDITURE		
Salaries:	1,209,194	1,209,194
Goods and Services (Cash):	157,905	156,788
Total Expenditure:	1,367,099	1,365,982
VARIANCE:	189,719	203,821



Goods and Services Expenditure - Budget vs Actual



Locally Generated Revenue - Budget vs Actual



Goods and Services vs Salary expenditure

