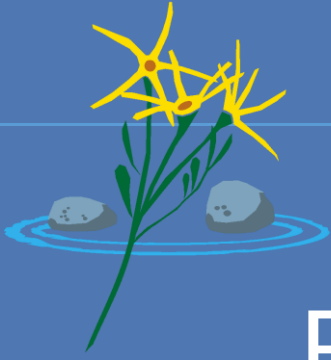




Rockingham Lakes Primary School

We are an Independent Public School

Annual Report 2024

Principal: Meghan McGoldrick





Our School

Rockingham Lakes Primary School opened in Port Kennedy in 2002. Enrolment is currently around 500 from Kindergarten to Year 6. The Peel Language Development School is co-located on the site. We offer specialist programs in Science, Physical Education, Music and Art. Students are also learning AUSLAN (sign language) deepening their understanding of deaf culture.

The school's moral purpose is 'Inspiring and nurturing life long learners' which is embedded in practices across the school. We are committed to development of the whole child inclusive of achievement across academic, social, emotional and physical domains. Our staff build strong relationships with families and the community which are key attributes in making these achievements successful.

Rockingham Lakes has embedded approaches on values and pastoral care, highlighted through the school's response to wellbeing model and BE PROUD program. Students and families at the school have access to a range of support provided by our school Chaplain with strong community links. The school has a partnership with Anglicare and offers counselling support to students in need, on school site. Students are explicitly taught self regulation skills through the Zones of Regulation Program, supporting them to develop awareness of feelings while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. Students in year 2-6 also engage in the Weaving Wellbeing Program to support being able to identify and use their authentic character strengths, boost positive emotions, develop and nurture positive relationships and connections, build practical resilience skills and develop self-efficacy through empowering beliefs.

There is a strong focus on whole school programs and practices and our highly professional staff have a strong commitment to collaboration across the school. Rockingham Lakes Primary school maintains an environment where students, parents and staff feel connected and are able to live up to our motto of 'Be Proud'. Staff deliver high quality, evidence based, Literacy and numeracy programs and practices ensuring a high quality of teaching and learning for all students.

Rockingham Lakes Primary has a strong Visible Learning focus, meaning teachers regularly evaluate their own performance, seek feedback, challenge students and provide them with clear learning intentions for each concept being taught so children are aware of what they are learning and why. We offer intervention for students who require additional support and Gifted and Talented extension classes for students in year 3 to 6 to ensure that gifted students have their talents nurtured. The schools grounds are well maintained with purpose build early childhood classrooms and play areas, basketball courts, large oval, enclosed undercover area, canteen, Library and large teaching blocks and classrooms. We also have Before and After school care available on school site in a purpose build room.

We share the Rockingham Lakes Campus site with the Peel Language Development school, a leader in the development of educational programs for children with language disorders and difficulties from Kindergarten to Year 3. To promote inclusivity, Rockingham Lakes and Peel Language share play times and areas and regularly attend joint assemblies and campus events.

Our school has strong community support from our School Board as the strategic decision-making body. Together with Peel Language Development School we share our committed and active P&C who provide much appreciated support through our canteen, uniform shop and fundraising for the campus.

We have a rich mix of cultures and backgrounds in our school, with approximately 10% of our students identifying as being from born overseas. We have an Index of Community Socio-Education Advantage Value (ICSEA) of 965 (national average 1000), which is equivalent to decile 7.

Our Ethos

Rockingham Lakes Primary School is an inclusive, community environment for students where values and the unique talents of each individual child are nurtured and where excellence is encouraged.

Moral Purpose

Inspiring and nurturing life long learners

Our Business Plan 2024-2026

2024 saw the commencement of our new Business plan.

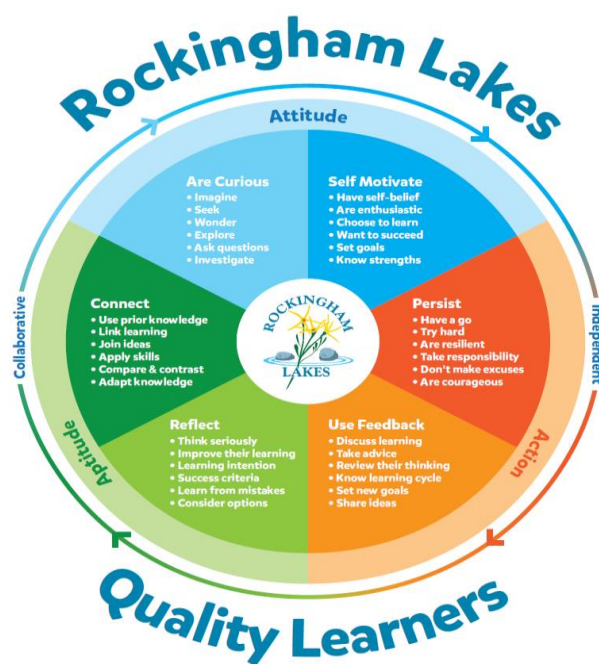
With *Visible Learning* and our Learner Qualities at the heart of our school, the new Business Plan, developed in consultation with Staff and the School Board, has three focus areas:

- Positive Learning Environment
- High Quality Teaching and Learning
- Strong and Sustainable Partnerships.

Strategically developed targets were created and we were able to monitor and identify progress in each of these areas.

High Quality Teaching and Learning

Throughout 2024 we continued to embed our whole school programs and approaches: Let's Decode, Spelling Mastery, Literacy Daily Reviews, Talk 4 Writing and Back to Front Maths. These initiatives were introduced based on analysis of our whole school data. They also included direct connections to Visible Learning and High Impact strategies. Our Impact Coach supported all staff in the implementation of these initiatives and Professional Learning was provided.



A Reading committee was formed and investigated different whole school programs and approaches to reading. Teachers went and visited different schools to investigate what other schools were doing in the area of reading and our Impact Coach researched what effective reading programs needed to have inclusive of the Scarborough's Reading Rope. It was determined that we would implement Talk for Reading which fitted perfectly alongside our existing whole school English approaches. In term 4 teachers undertook PL in Talk for Reading and starting trialling the program in their classrooms.



Intervention support including a Gifted and Talented Education (GATE) program and Mini-Lit continued. 6 students from Years 4-6 participated in the GATE program weekly. They engaged in a variety of tasks including strategic thinking games and puzzles. Students who were identified (through formal assessment and teacher judgement) as being in the

bottom 25% for reading were referred for consideration for the MiniLit Program. These students were then screened using the MiniLit tool for suitability in the program. Education Assistants were trained in the delivery of the program and were timetabled to run groups 3x per week. 33 students accessed this support program.

In 2024 the school-funded iPad initiative continued. All year 3-6 students had a 1:1 iPad learning program in place in their classrooms. Teachers utilised the Showbie app as a platform for sharing work with students and with parents.

New staff were inducted on the use of iPads in the classroom and were provided with coaching and support. Junior Primary classes accessed a bank of 60 iPads between 6 classes for a variety of learning experiences. Early Childhood classes shared 15 iPads to develop their skills in taking photos and recording stories.



Positive Learning Environment

RLPS places high importance on the social emotional well-being of staff and students. In 2024 additional resourcing was allocated to support the needs of the students and address the outcomes laid out in our School Business and strategic plans. This included the continuation of the BRAVE anti-anxiety program, Social Skills Intervention classes, PAT Social Emotional Wellbeing data collection and analysis and Positive Behaviour Reward (PBR) data collection and tracking. 26 students took part in the BRAVE program, 24 in Seasons for Growth, and 33 students participated in the social skills intervention classes in 2024.

Our school chaplain, employed through an agreement with Youth Care Australia, provides a valuable sounding board and support for students, parents and staff. In 2024 Peel and RLPS continued our chaplaincy partnership with both schools providing additional funds to have 1 Chaplain on our school site 5 days per week, meaning students and families could have access to regular support every day. Our Chaplain provides 1:1 counselling, small group support sessions such as the BRAVE anti-anxiety program, family financial aid and assistance with food hampers and supplies. Strong links with the wider community ensures appropriate referrals can be made and in some cases, financial support offered through community support agencies such as Lions Club and Mandurah Musketeers. A relationship with Foodbank and Eat It Up, also exists ensuring no child at school goes hungry and some basic food supplies can be collected from school once a week for families in need. Youth Care Australia have also provided volunteers to work with students each Wednesday delivering the Treasure Hunters Program, helping students to explore values such as kindness and generosity. In collaboration with our school chaplain, we accept Masters of Counselling prac students from the Universities. They are able to offer 1:1 weekly sessions for RLPS students across a variety of areas of support. In 2024, 21 students were able to access support from this partnership.

RLPS has a Wellbeing Response to Intervention Model outlining our Tier 1, 2 and 3 processes, strategies and programs. Zones of Regulation (ZOR) is explicitly taught from kindergarten through to year 1 and then embedded across all year levels. The Weaving Wellbeing program is explicitly taught from year 2-6. Each class has ZOR charts, resources and a toolbox with strategies available for students to support in managing their emotions.

In 2024 RLPS continued our partnership with Anglicare to offer the specialised program of Young Hearts for children who have experienced or been exposed to domestic violence. This program provided an additional level of support to some of our students to assist with exploring their feelings and emotions and to help develop coping strategies.

In 2024 we hosted our 2nd annual Community Breakfast. We had over 15 community support agencies in attendance such as Communicare, Keys, Headspace, City of Rockingham etc as well as special guests. The school staff and parent



helpers cooked and provided breakfast for everyone on site inclusive of students and their families. Families were then able to talk to community support agencies and get information on local agencies that might be able to help and assist them across a variety of different areas.

Strong and Sustainable Partnerships

The RLPS School Board maintains an effective oversight of the school priorities, student performance and financial management. 2024 saw new members join the Board, both parents and staff. In 2024 the board appointed a new contract for on-site before and after school care, approved new uniform items, advised on reporting to parent changes, approved booklist providers and items, revised attendance and NAPLAN data, approved the SDD for 2025, endorsed and set the voluntary contributions and charges and reviewed and endorsed the schools 3 year Business Plan 2024-2026. The Board's feedback is acted on and valuable.

Our P&C continue to be a great support to the school, effectively running our canteen 5 days/week and the Uniform Shop. On top of this, regular fundraising activities occur throughout the year, providing both activities and options for students and generating income. The P&C contributed significant funds to the school in 2024, including equipment, new library seating and storage, donated towards the cost of the Yarning Circle and fantastic make over to our kindergarten area with mulch, a new cubby house and wooden train.

In collaboration with Peel LDS, we completed the construction of our Bush Tucker Garden and Yarning circle. This was generated in consultation with the community and the families of our Aboriginal students. We had incursions from Tucker Bush and Bunnings who came in and completed planting with our students. The official opening occurred during NAIDOC week with a smoking ceremony, special guests, morning tea and dance performances by the Bindjareb Middars.



In 2024 we commenced Runners club, where students, staff and parents ran laps of the oval every Wednesday before school. Prizes were awarded at each interval and at the end of the year students, staff and parents with the highest number of laps were rewarded with a medallion. This was a great way of promoting health, physical fitness and a sense of community. This initiative will continue in 2025.

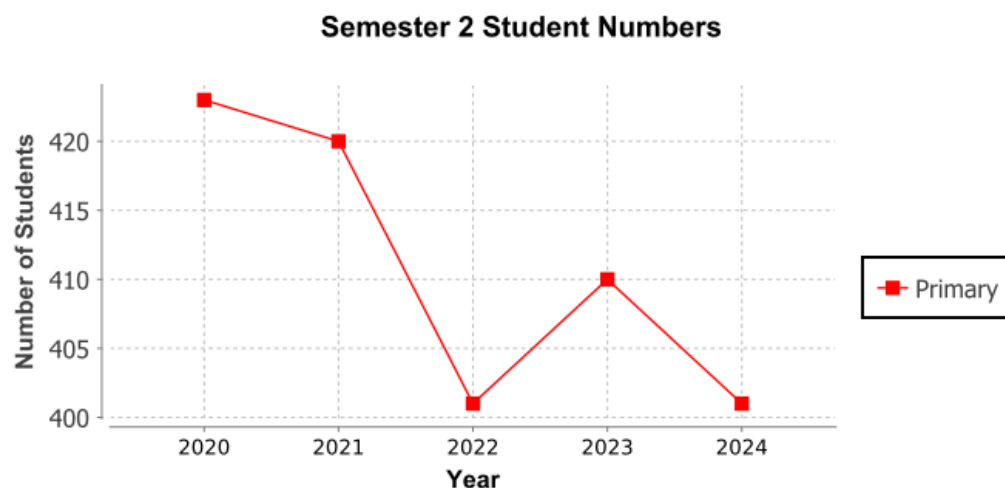
RLPS likes to find ways to give back to the community. In 2024 we trialled having Telethon ambassadors. We had 4 year 5/6 students who hosted a variety of fundraisers across the semester including raffles, sausage sizzles and free dress days. They went up to Parliament House to be presented with medallions by the Premier Rodger Cook. The ambassadors also went live on TV for Telethon and presented the schools donation of \$5054.05.



Other events that occurred during 2024 where we engaged with our parents and wider community included mother's and father's day events, open night, Eagles football clinic, Easter hat parade, Harmony day celebrations, open night, EDU dance concert and regular school assemblies.

Enrolment Profile

The graph below demonstrates enrolment figures from 2020 to 2024. While the school population has decreased over the last 5 years, this trend appears to be stabilizing. We saw a steady flow of children joining RLPS throughout the year, with new enrolments every term. This graph shows only our fulltime students and does not count our 50 Kindergarten students.



Student Performance Data – NAPLAN

2024 was the second year of the new tracking and measurement scale of NAPLAN data (no longer bands). Due to the new proficiency standards we cannot compare this years data to any other previous years or track year 3 to 5 progress or achievement. We can track progress from on-entry in pre-primary to year 3 NAPLAN performance. When we compare our data to like schools, this is solely based on the schools ICSEA. This means many of the schools have different contexts and sample size of students compared to RLPS. The new standards are set at a challenging but reasonable expectation of what students should know and can do at the time of testing. There are 4 proficiency levels:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The below tables and graphs demonstrate student performance for 2024 overall as well as at the percentage of students who sat within each proficiency level. In 2026 we will be able to compare year 3 to 5 progress and achievement of students who have been tested twice.

Note

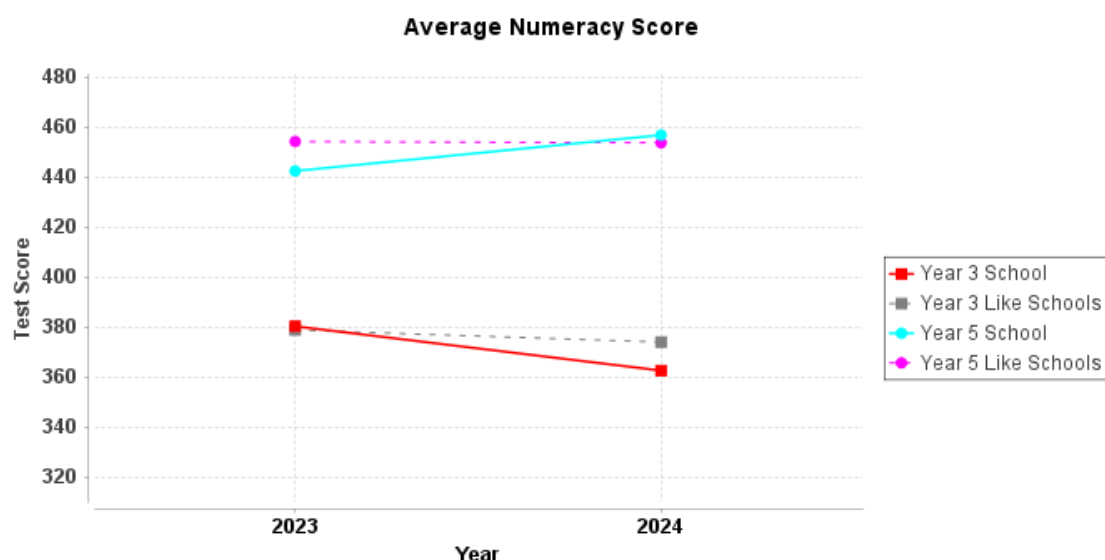
2023 and 2024 comparative performance calculations are based on Index of Socio-Educational Advantage (ICSEA) only. Calculations are based on WA public school students, excluding students identified with an intellectual disability.

Due to the new scale, comparisons between 2023 and previous years should not be made. 2023 and 2024 data are displayed separately from previous years.

Comparative Performance calculations for 2022 are not available.

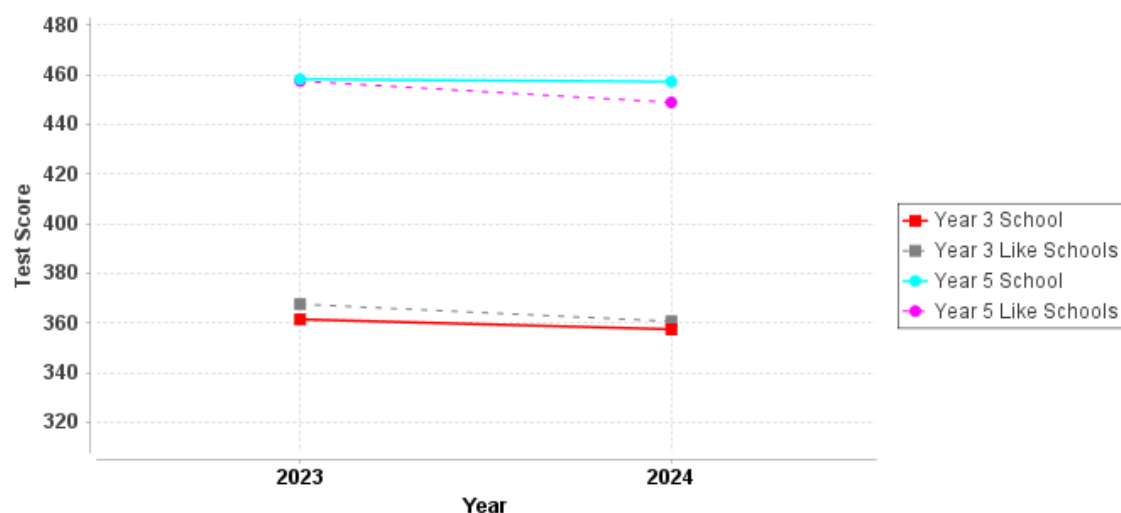
Care must be taken when interpreting data for schools with low participation rates and/or small student numbers.

Average Numeracy Score



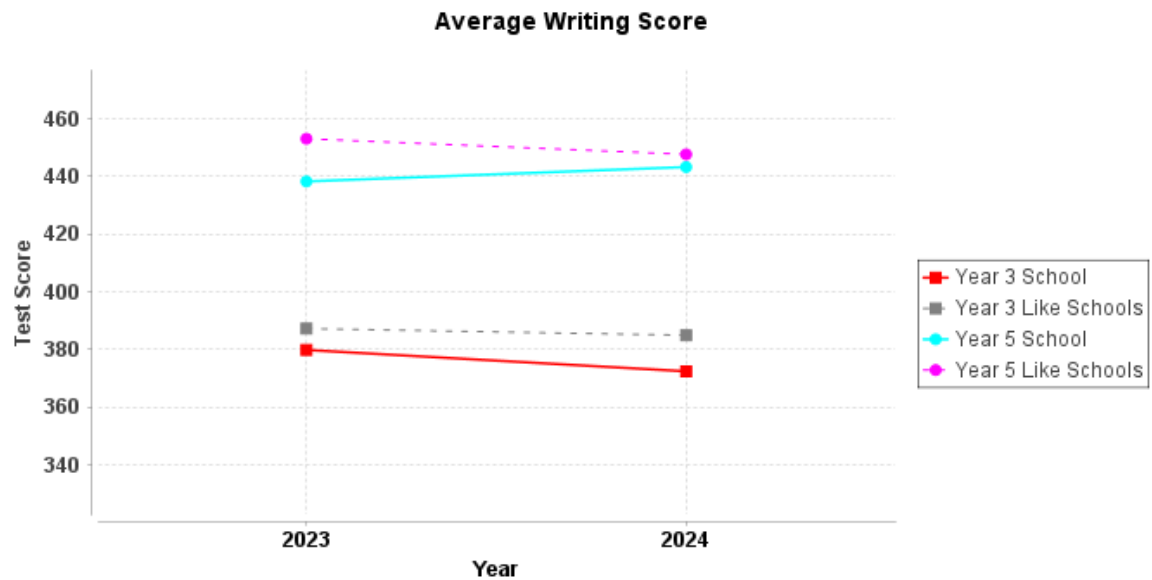
Proficiency Level	NAPLAN Score Range	Year 3 Numeracy						Proficiency Level	NAPLAN Score Range	Year 5 Numeracy					
		School		Like Schools		WA Public Schools				School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024			2023	2024	2023	2024	2023	2024
Exceeding	493 and above	7%	5%	6%	3%	11%	8%	Exceeding	577 and above	2%	4%	4%	4%	11%	11%
Strong	378 - 492	40%	31%	47%	45%	50%	50%	Strong	451 - 576	40%	44%	50%	45%	53%	53%
Developing	311 - 377	35%	42%	29%	33%	24%	27%	Developing	386 - 450	42%	35%	28%	34%	23%	23%
NAS	310 and below	19%	22%	18%	19%	14%	13%	NAS	385 and below	16%	17%	19%	17%	12%	12%

Average Reading Score



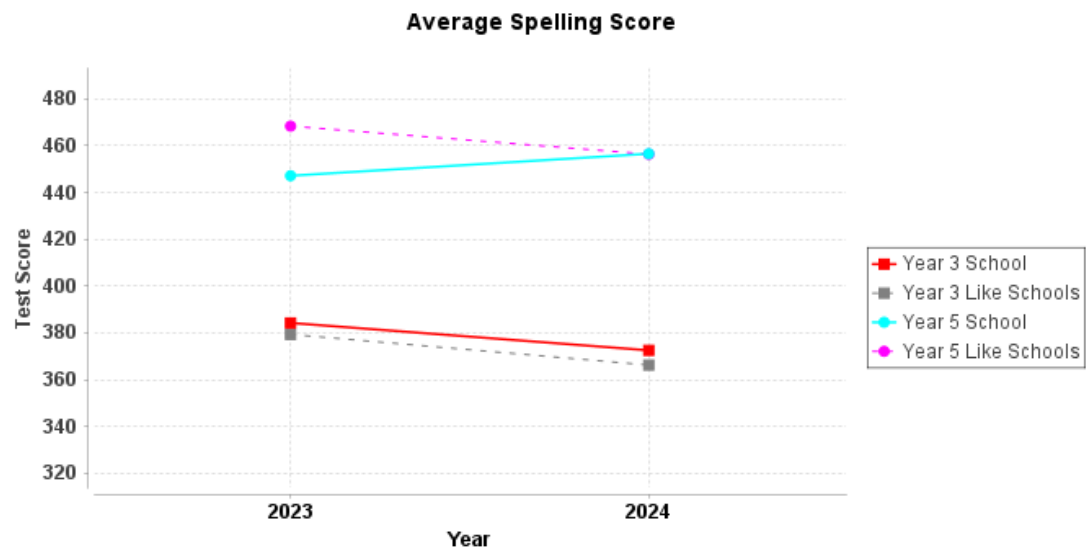
Proficiency Level	NAPLAN Score Range	Year 3 Reading						Proficiency Level	NAPLAN Score Range	Year 5 Reading					
		School		Like Schools		WA Public Schools				School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024			2023	2024	2023	2024	2023	2024
Exceeding	481 and above	9%	5%	9%	10%	16%	16%	Exceeding	555 and above	8%	8%	9%	9%	18%	17%
Strong	368 - 480	44%	48%	42%	38%	45%	44%	Strong	448 - 554	48%	55%	52%	45%	51%	48%
Developing	282 - 367	23%	22%	29%	28%	24%	22%	Developing	377 - 447	33%	19%	21%	24%	18%	21%
NAS	281 and below	23%	25%	19%	23%	14%	16%	NAS	376 and below	10%	19%	18%	22%	11%	13%

Average Writing Score



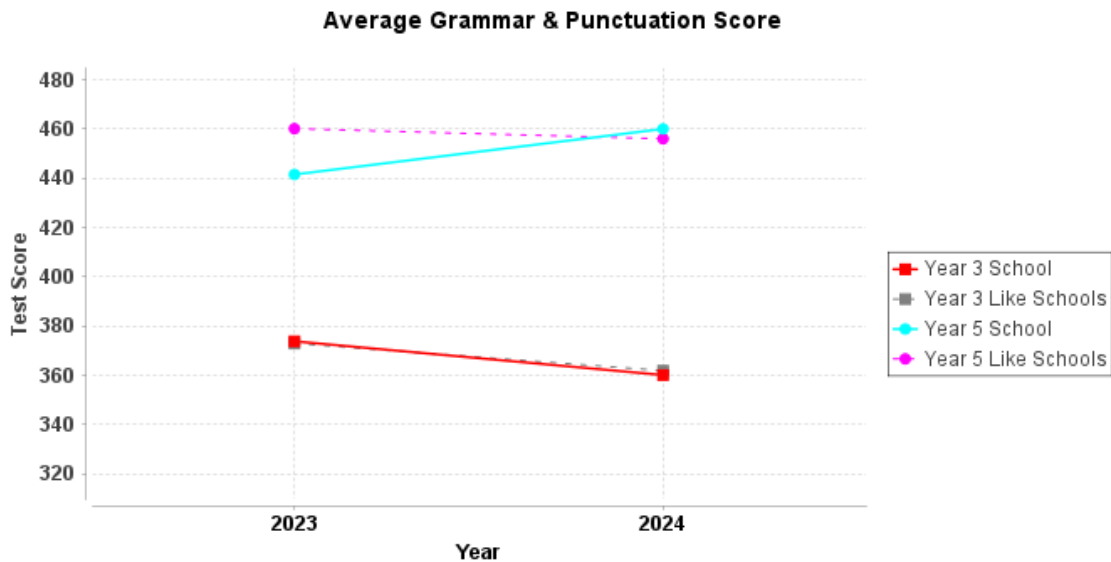
Proficiency Level	NAPLAN Score Range	Year 3 Writing						Proficiency Level	NAPLAN Score Range	Year 5 Writing					
		School		Like Schools		WA Public Schools				School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024			2023	2024	2023	2024	2023	2024
Exceeding	503 and above	5%	0%	4%	3%	9%	7%	Exceeding	570 and above	2%	4%	4%	4%	10%	9%
Strong	370 - 502	60%	56%	65%	62%	65%	66%	Strong	455 - 569	46%	49%	51%	45%	54%	53%
Developing	296 - 369	19%	31%	19%	22%	14%	17%	Developing	385 - 454	33%	34%	30%	34%	22%	25%
NAS	295 and below	17%	13%	12%	12%	10%	9%	NAS	384 and below	19%	13%	15%	17%	12%	11%

Average Spelling Score



Proficiency Level	NAPLAN Score Range	Year 3 Spelling						Proficiency Level	NAPLAN Score Range	Year 5 Spelling					
		School		Like Schools		WA Public Schools				School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024			2023	2024	2023	2024	2023	2024
Exceeding	489 and above	10%	6%	9%	8%	15%	14%	Exceeding	553 and above	3%	12%	13%	13%	20%	19%
Strong	380 - 488	38%	42%	42%	36%	42%	44%	Strong	451 - 552	47%	44%	49%	42%	48%	46%
Developing	294 - 379	43%	34%	32%	37%	28%	27%	Developing	378 - 450	33%	21%	24%	27%	20%	21%
NAS	293 and below	10%	17%	16%	18%	13%	14%	NAS	377 and below	17%	23%	13%	18%	11%	11%

Average Grammar & Punctuation Score



Percentage of students in each Proficiency Level

include School Student Numbers ☐

		Year 3 Grammar & Punctuation						Proficiency Level	NAPLAN Score Range	School		Like Schools		WA Public Schools	
Proficiency Level	NAPLAN Score Range	School		Like Schools		WA Public Schools				2023	2024	2023	2024	2023	2024
		2023	2024	2023	2024	2023	2024								
Exceeding	523 and above	5%	3%	4%	4%	8%	9%	Exceeding	582 and above	0%	4%	6%	6%	13%	12%
Strong	404 - 522	31%	25%	37%	35%	42%	40%	Strong	470 - 581	35%	50%	44%	38%	46%	48%
Developing	312 - 403	36%	45%	34%	31%	30%	28%	Developing	397 - 469	42%	27%	31%	35%	26%	24%
NAS	311 and below	29%	27%	25%	30%	18%	21%	NAS	396 and below	23%	19%	19%	20%	14%	14%

When comparing 2023 to 2024 it is important to consider we are looking at different cohorts of students with different strengths and weaknesses. Our year 3 results indicated that we were either at or just below like schools across all tested areas of NAPLAN (except spelling where we were above), with similar percentages of students in each proficiency strand in comparison to like schools. Our year 5 results showed that we were above like schools across all areas of NAPLAN testing except in numeracy in 2024 which was an improvement from 2023.

When looking at the percentage of students we had in each of the proficiency strands, the majority of our students were in 'strong' or 'developing'. With the implementation of our new initiatives; Spelling Mastery, Let's Decode and Daily Reviews we are aiming to see an increase in our scores for Reading, Writing and Spelling in 2025 data.

As like schools in 2024 were only based on ICSEA it is hard to set benchmarks against them due to many differing factors (inclusive of sample size, school location etc). 2025 NAPLAN will be the first time we can compare cohorts of students twice tested with the new benchmark and measurement scale and will be able to accurately measure progress.

Parent, Staff and Student Surveys

This survey tool was retired in 2024 and a replacement survey has not yet been provided. Therefore this data collection did not occur in 2024. RLPS will investigate the creation of our own survey in 2025 to continue to seek feedback and continue to track longitudinal data. Longitudinal data remains in this report for future tracking.

RLPS Staff Opinion Survey Longitudinal Data

	2018	2019	2021	2022	2023
Teachers at this school expect students to do their best.	4.5	4.6	4.5	4.6	4.5
Teachers at this school provide students with useful feedback about their work.	4.3	4.3	4.1	4.2	4.3
Teachers at this school treat students fairly.	4.5	4.3	4.3	4.5	4.3
This school is well maintained.	4.3	3.9	4.0	4.0	3.5
Students feel safe at this school.	4.2	4.2	4.2	4.2	4.0
Students at this school can talk to their teachers about their concerns.	4.5	4.4	4.3	4.3	4.3
Parents at this school can talk to teachers about their concerns.	4.5	4.4	4.3	4.4	4.3
Student behaviour is well managed at this school.	3.9	3.6	4.0	4.0	4.0
Students like being at this school.	4.4	4.3	4.3	4.4	4.0
This school looks for ways to improve.	4.6	4.4	4.6	4.5	4.5
This school takes staff opinions seriously.	4.2	3.8	4.0	4.1	4.0
Teachers at this school motivate students to learn.	4.4	4.3	4.4	4.3	4.2
Students' learning needs are being met at this school.	4.2	4.1	4.1	4.1	3.8
This school works with parents to support students' learning.	4.2	4.2	4.0	4.1	4.1
I receive useful feedback about my work at this school.	3.9	3.8	4.1	4.2	3.9
Staff are well supported at this school.	4.0	3.7	4.2	4.2	4.5
This school has a strong relationship with the local community.	3.6	3.4	3.3	3.5	3.8
This school is well led.	4.2	4.1	4.3	4.4	4.2
I am satisfied with the overall standard of education achieved at this school.	4.1	4.2	4.0	4.3	4.0
I would recommend this school to others.	4.4	4.1	4.0	4.2	4.2
Teachers at this school are good teachers			4.2	4.3	4.2
Teachers at this school care about their students			4.6	4.7	4.3

RLPS Student Survey Longitudinal Survey Data

	2018	2019	2021	2022	2023
My teachers expect me to do my best.	4.6	4.5		4.2	4.5
My teachers provide me with useful feedback about my schoolwork.	4.3	4.1		3.9	4.0
Teachers at my school treat students fairly.	4.1	4.1		4.0	3.8
My school is well maintained.	4.1	4.0		3.9	4.0
I feel safe at my school.	4.3	4.0		3.8	3.8
I can talk to my teachers about my concerns.	4.1	4.0		3.5	3.5
Student behaviour is well managed at my school.	3.6	3.5		3.6	3.5
I like being at my school.	4.4	4.0		3.7	3.8
My school looks for ways to improve.	4.3	4.2		3.9	4.2
My school takes students' opinions seriously.	3.6	3.7		3.6	3.6
My teachers motivate me to learn.	4.4	4.3		4.2	4.2
My school gives me opportunities to do interesting things.	4.2	4.1		4.0	4.2
My teachers are good teachers				4.4	
My teachers care about me				4.3	

RLPS Parent/Carer Survey Longitudinal Survey Data

	2018	2019	2021	2022	2023
Teachers at this school expect my child to do his or her best.	4.5	4.5	4.4	4.4	4.5
Teachers at this school provide my child with useful feedback about his or her school work.	4.4	4.4	4.2	4.1	4.2
Teachers at this school treat students fairly.	4.4	4.4	4.2	4.1	4.2
This school is well maintained.	4.4	4.3	4.2	4.2	4.3
My child feels safe at this school.	4.4	4.4	4.2	4.1	4.2
I can talk to my child's teachers about my concerns.	4.7	4.6	4.6	4.3	4.3
Student behaviour is well managed at this school.	3.9	4.1	3.8	3.8	3.9
My child likes being at this school.	4.5	4.5	4.3	4.1	4.1
This school looks for ways to improve.	4.2	4.2	4.0	4.1	4.0
This school takes parents' opinions seriously.	4.0	4.1	3.8	3.9	4.0
Teachers at this school motivate my child to learn.	4.5	4.5	4.2	4.2	4.1
My child is making good progress at this school.	4.4	4.3	4.1	4.1	4.0
My child's learning needs are being met at this school.	4.3	4.2	4.0	4.0	3.9
This school works with me to support my child's learning.	4.3	4.3	4.1	4.1	4.0
This school has a strong relationship with the local community.	3.9	3.9	3.7	3.8	3.9
This school is well led.	3.9	4.1	3.9	4.0	4.1
I am satisfied with the overall standard of education achieved at this school.	4.2	4.2	4.0	4.0	4.0
I would recommend this school to others.	4.2	4.3	4.0	4.1	4.0
My child's teachers are good teachers.			4.4	4.3	4.4
Teachers at this school care about my child.			4.4	4.3	4.3
I understand the roles and functions of the School Board	3.5	3.4			
The Board plays an important role in the promotion and development of the school	4.5	4.0			

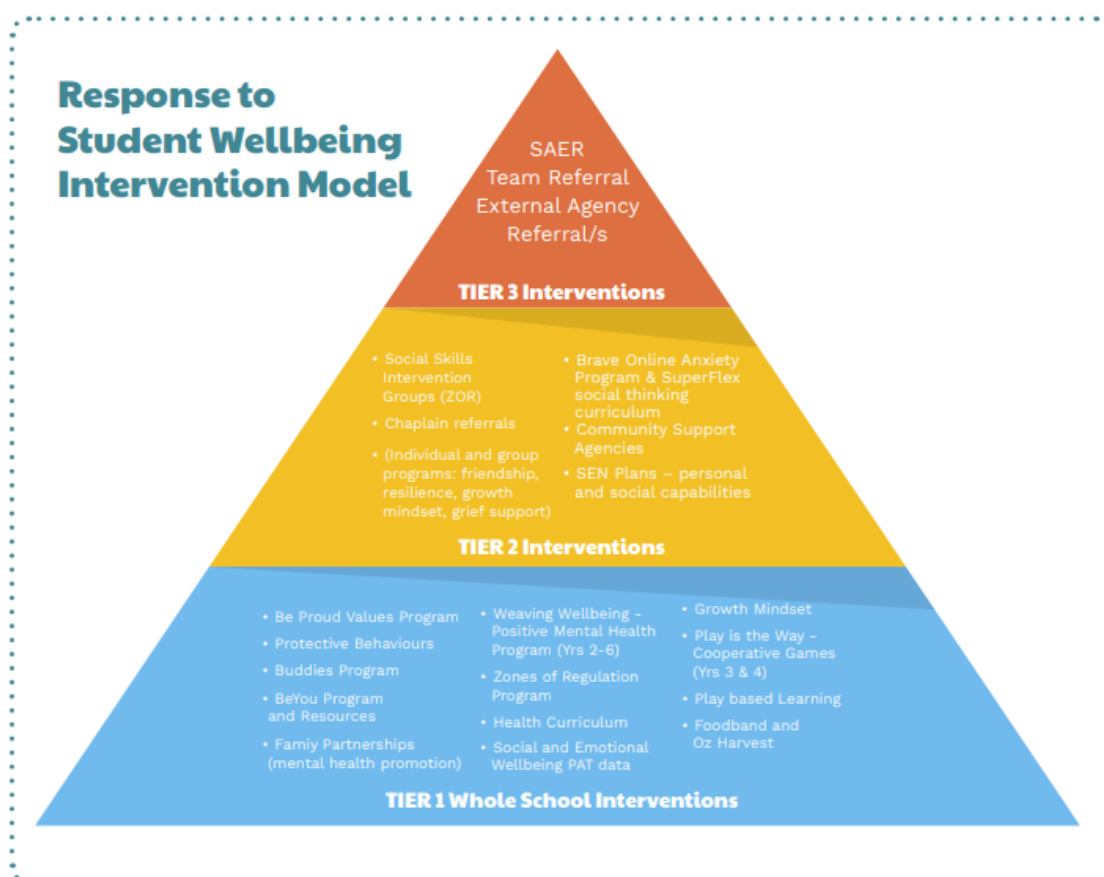
Student Behaviour

The school maintained our proactive approach to supporting student behaviour throughout 2024. Student engagement programs including Be Proud, Positive Behaviour Points, Zones of Regulation and Weaving Wellbeing continued to have a positive impact on student behaviour. Resources were again allocated in the playground and during class time, teaching and modelling appropriate pro-social behaviours and conflict resolutions strategies, preventing incidents where possible and supporting the implementation of Individual Behaviour Plans. In 2024 we continued 'raising of the bar' for our Positive Behaviour Recognition (PBR) program and where students earned their Bronze, Silver and Gold badges at 50, 100 and 150 points respectively. Ensuring that our students only earned these points if they contributed positively to the school day by displaying the learner qualities and received no consequences for poor behaviour choices. School leadership nominations were also linked to attendance and percentage of PBR points earned meaning only students with a high enough percentage could nominate as school leaders (student reps and faction captains), ensuring our leaders demonstrate the highest quality of behaviour standards.

	2018	2019	2020	2021	2022	2023	2024
Suspension - # total	30	42.5	13	73	74	68	99
Suspension - # students	10	9	5	18	21	24	33
Withdrawals - # total	33	22	17	34	64	55	38
Withdrawals - # students	21	10	10	22	30	30	28
Detentions - # total	170	137	224	77	119	122	155
Detentions - # students	62	61	83	44	60	64	71

Students at Educational Risk (SAER)

RLPS has a case management approach to identifying and monitoring Students at Educational Risk (SAER). Depending on the reason for being at risk (attendance, academic, disability, behaviour, family situations etc), support is implemented based on individual student need. Students who require individual adjustments may have a Special Education Needs (SEN) plan populated through Reporting to Parents. Individual learning goals are selected across 3 areas (English, Maths and Personal and Social Capabilities). SEN plans are reported on twice per year and are sent home with reports at the end of each semester. In addition to regular parent/school meetings, parents will be invited to meet with the class teacher to discuss SEN plans. Our Response to Intervention Well Being model is being reviewed by the well being team in 2025.



Student Attendance

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	86.7%	86.6%	88.3%	75.3%	71.7%	69.5%	86%	85.1%	86.6%
2023	87.9%	89.2%	90.3%	78.3%	75.3%	74.3%	87.3%	87.4%	88.9%
2024	87.9%	90%	91%	86.3%	77%	74.3%	87.8%	88.6%	89.4%

In 2024 we saw a very slight increase of 0.5%, however, although our attendance profile remained similar to the state average and like schools (just below), it is concerning to see less students attending regularly. The attendance rate of our Aboriginal students remains strong relative to state averages. We employ strong processes involving teachers following up unexplained absences and the Admin team case managing students at moderate and severe risk. Increasing our overall attendance rate is a target in the next Business Plan. It is also a target of the Peron South Principal Network for schools within our location region.

Destination Schools

The majority of our year 6 cohort transitioned to our locally zoned Warnbro Community High School. Combined with Comet Bay College, Rockingham Senior High School and Safety Bay Senior High School, this demonstrates a very high retention percentage of Rockingham Lakes Primary School students with the Department of Education Senior Education facilities. The table below reflects the 2024 school destinations of the 2023 cohort.

2024 school destinations of the 2023 student cohort

Year Level : Y06 Male: 30 Female: 24 Total: 54

Destination Schools	Male	Female	Other	Total
4159 Warnbro Community High School	13	10		23
4128 Safety Bay Senior High School	5	5		10
1408 Living Waters Lutheran College	3	2		5
4176 Comet Bay College	1	2		3
4193 Byford Secondary College	1	1		2
4054 Rockingham Senior High School	2			2
1324 South Coast Baptist College	1	1		2
1465 Court Grammar School	1			1
4116 Darling Range Sports College	1			1
4196 John Tonkin College		1		1
1353 Kolbe Catholic College	1			1
1421 Mother Teresa Catholic College	1			1
4043 Pinjarra Senior High School		1		1

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	183,469	183,469
Carry Forward (Salary):	203,377	203,377

INCOME

Student-Centred Funding (including Transfers & Adjustments):	5,605,592	5,605,592
Locally Raised Funds:	202,275	202,961
Total Funds:	6,194,714	6,195,063

EXPENDITURE

Salaries:	5,038,528	5,038,528
Goods and Services (Cash):	613,595	564,961
Total Expenditure:	5,652,123	5,603,490

VARIANCE:	542,591	591,573
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INCOME - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	183,469	183,469
Carry Forward (Salary)	203,377	203,377

STUDENT-CENTRED FUNDING

Per Student	3,861,758	3,861,758
School and Student Characteristics	1,241,952	1,241,952
Disability Adjustments	124,742	124,742
Targeted Initiatives	299,269	299,269
Operational Response Allocation	2,505	2,505
Total Funds:	5,530,226	5,530,226

TRANSFERS AND ADJUSTMENTS

Regional Allocation	42,806	42,806
School Transfers – Salary	(373,562)	(373,562)
School Transfers - Cash	406,122	406,122
Department Adjustments	0	0
Total Funds:	75,366	75,366

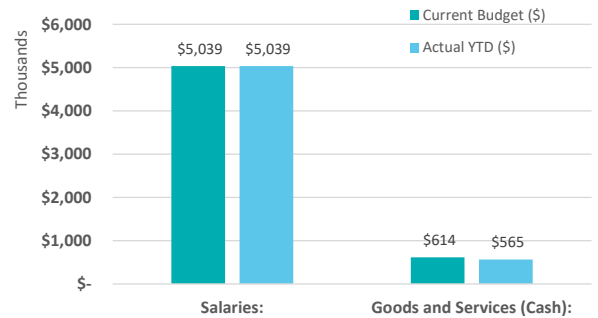
LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	11,695	11,736
Charges and Fees	52,588	52,390
Fees from Facilities Hire	50,000	50,000
Fundraising/Donations/Sponsorships	33,745	33,841
Commonwealth Govt Revenues	2,101	2,101
Other State Govt/Local Govt Revenues	5,000	5,000
Revenue from CO, Regional Office and Other school	22,897	22,897
Other Revenues	5,962	6,371
Transfer from Reserve or DGR	18,287	18,287
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	202,275	202,623

TOTAL	6,194,713	6,195,061
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Financial Summary as at 31st December

Dec 2024 (Verified Dec Cash)



EXPENDITURE - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,617,296	4,617,296
New Appointments	0	0
Casual Payments	419,777	419,777
Other Salary Expenditure	1,455	1,455
Total Funds:	5,038,528	5,038,528

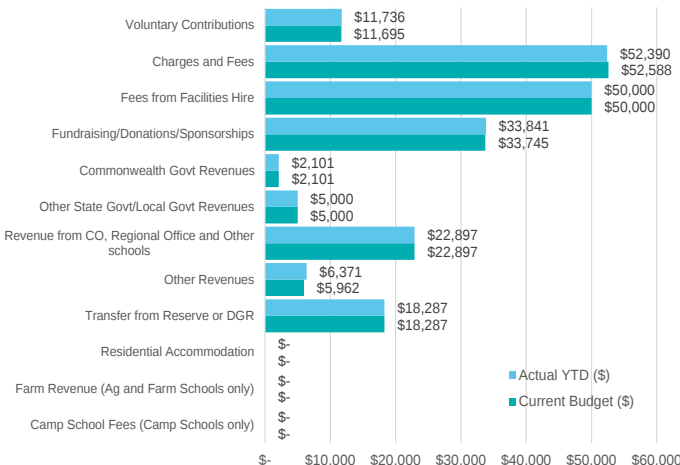
GOODS AND SERVICES (CASH EXPENDITURE)

Administration	29,179	24,825
Lease Payments	4,300	4,295
Utilities, Facilities and Maintenance	207,245	182,896
Buildings, Property and Equipment	128,060	126,505
Curriculum and Student Services	190,189	179,458
Professional Development	23,549	15,739
Transfer to Reserve	27,501	27,501
Other Expenditure	3,573	3,743
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0

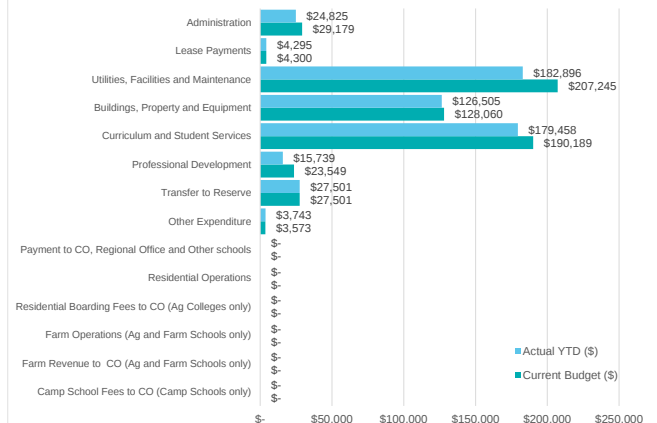
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	613,596	564,962

TOTAL	5,652,124	5,603,490
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Dec 2024 (Verified Dec Cash)



Dec 2024 (Verified Dec Cash)



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