

# Annual Report 2024

Valuing

Openness

Including

Collaborating

Engaging



**GLENDALE**  
PRIMARY SCHOOL  
INDEPENDENT PUBLIC SCHOOL



A learning community

giving **VOICE** to all



# A year in review

From the Principal, Helen Fiebig

2024 was a year of immense pride for me in what we: the staff, students and community consistently achieve. I am confident as you read this Annual Report you will find that Glendale Primary School provided the right formulae to ensure a safe, nurturing and rich learning environment for your children.

Being in the second year as a Walker Learning Study School the school hosted two official study tours for teaching staff from across the state from public and private schools. A study school is used as a training facility for teaching professionals by allowing them to observe our staff in action as a part of training over a day. To be an accredited school, we are assessed as a school of excellence in the planning, presentation, teaching and learning using Walker Learning. We are the only study school in the northern suburbs and the third accredited school in WA. Walker Learning is an evidenced based and researched teaching philosophy that we are committed to which focuses on the interests of each child, a purposeful play-based approach to learning which encourages creativity and imagination. In the kindy to year 2 classrooms, it drives the investigation time four mornings a week and in the middle and upper primary it is used with the children completing individual Education Research Projects.

## Our School

Located in the Perth suburb of Hamersley, Glendale Primary School is nestled in a tranquil environment with lush native gardens and shade trees. The school historically achieves high academic results. As a STEM Enterprise School in Science, Technology, Engineering and Mathematics, staff lead the implementation, training and mentoring of other schools in this approach to learning. The students are active participants in their learning through a hands on approach which enables them to explore, experiment, investigate and be creative. In the early years of school, personalised learning sits alongside explicit and formalised instruction to create a balanced play based teaching approach. Academic and social outcomes targeted for children have an improvement intent at all times, based on quality evidence, early identification of educational issues and ensuring the subsequent high quality interventions are in place for raising standards. Glendale Primary School remains a school of choice for parents and students, with as many as 25% of children coming from out of area due to the school's high reputation.

# Our Context

## The School Vision

A learning community giving VOICE to all.

At Glendale Primary School we commit to:

- Valuing:** each other, our individuality, our efforts and our education  
 We show respect.  
 We encourage independence.  
 We try.  
 We support each other.  
 We celebrate success.
- Openness:** in communication, relationships and knowledge  
 We listen to each other.  
 We are honest  
 We build trust by aligning our actions and word.  
 We are accountable.
- Including:** to provide equality of opportunities for all  
 We embrace diversity.  
 We adapt to suit needs.  
 We actively participate.  
 We make it safe for people to speak up.  
 We work with our strengths.
- Collaborating:** to build a learning community of excellence  
 We work together and share ideas.  
 We work together to solve conflict.  
 We look for solutions.  
 We are committed to reflection and growth.
- Engaging:** with students, families, community and the environment  
 We encourage curiosity.  
 We bring enthusiasm.  
 We look for opportunities to connect.



# Our Context

## Enrolment Trends

At census 2024, there were 332 students from kindergarten to year six. This is an increase on the previous years with a third kindergarten class being included. The children are drawn mainly from the Hamersley, Warwick, and surrounding areas. Just over one quarter of the students are from areas outside of Hamersley. The most common reason given for this is that as some families when they have lived in the area and moved away, they have kept their children at the school. We also attract new student from out of areas due to the school's strong reputation for inclusive, quality, child focused education and the positive behaviour programmes.

## Destination Schools

In 2024, there were 35 students who graduated from year 6 and their destination schools are as follows:

Destination Schools	Total
Warwick Senior High School	16
Carine Senior High School	6
St Stephen's School	3
John Septimus Roe Anglican Community School	2
Churchlands Senior High School	1
John Curtin College of the Arts	1
Newman College	1
Methodist Ladies' College	1
Governor Stirling Senior High School	1
West Coast Secondary Education Support Centre	1
Mirrabooka Senior High School	1
Unknown	1

## Staff

In 2024, there were 39 staff members, which was a mixture of full time and part time workers. The school funded additional staff to ensure that direct instruction spelling and phonics programmes were run across the school and early intervention programmes for the students at educational risk. The school also funds extra non-teaching time for lead staff to coach and mentor their peers in whole school processes of curriculum and assessment. There were 5 changes of teachers throughout the year due to maternity leave, otherwise there is a stable staff population.

# Leadership

## Student Leadership

All Year 6 students are recognised as leaders of the school and leadership roles are shared out over the year. Two school prefects and six faction captains were elected by the Year 3 to 6 students, and they have extra responsibilities attached to these roles. The election was run with the support of the Electoral Commission who create real voting conditions and determine the winners based on the preferential voting system.

The duties that Year 6 leaders share are: giving a student report at assemblies, raise and lower the flags each day, hosting special events, welcoming special guests, locking and unlocking gates each day, managing the PE equipment for breaks and assisting staff as needed.

This is the first year the principal, met with the elected student leaders once a term for leadership training to teach skills and qualities to nurture and demonstrate as leaders. The Prefects roles involve them hosting assemblies and special events, making public announcement and greeting special guests. The Faction captains assist the PE teacher and lead their factions during the athletics carnival and training. They also have a roster to distribute sporting equipment at lunch and recess times.

The Year 6 students were taken on a leadership day to Ern Halliday early in the year to develop their confidence to lead as an individual and to build team skills.

Two students from each class from pre-primary to year 6 are also given a leadership position as a Glendale Greenie. The school has a long history of embedding sustainability into the culture. The two student representatives are responsible for ensuring the class act in ways that support the Reduce, Reuse and Recycle philosophy. In 2023, there were 24 children who were responsible for turning off lights, ensuring taps were turned off and not dripping, collecting crunch and sip scraps, and putting them in the compost bins.

## Staff Leadership

Teachers are given ongoing leadership opportunities within their committee and team roles with extra time provided for them to work outside of their classroom to complete set task.

The teaching staff were all involved in decision making and purchasing of resources through being a member of one of three committees that were used in 2023: for Literacy, Numeracy and Science/Art/HASS/Health. One member of each committee was a member of the Finance Committee which oversees the school's finances, such as the setting of budgets and approval of funding new projects.

There were two staff members who represent the voice of all staff, along with the principal, on the School Board.

All teaching staff work collaboratively in one of three learning teams: early childhood - K-2, middle primary - 2-4, upper primary - 4-6.

We had one Level 3 Teacher and five Senior Teachers on staff.

In 2024, a range of teachers were leading curriculum development, coaching and mentoring staff in Walker Learning, Maths, and Literacy. Lead staff were also trained in the Department of Education data at a network level. All lead teachers presented training to their peers on school development days and in staff meetings.



# Leadership

## The School Board

The Glendale Primary School board members for 2024 were:

**Parent representatives:**

Justin Grey

Marina Chalmers

Av Swami

Kaya Wills

**Community representatives:**

Jason Tomlinson, Warwick Senior High

Clarissa Donnelly, P&C representative

**Staff representatives**

Vanessa Reeve, Art and Indonesian teacher

Lucy Reger, Deputy Principal

Helen Fiebig, Principal

The Glendale Primary School Board is composed of dedicated members from our school community who are committed to shaping the long-term direction of the school while overseeing the implementation of the 2022–2025 School Business Plan. Our board brings together a wealth of experience from various sectors of the workforce, enabling us to strategically review the school's progress and enhance discussions with diverse perspectives and specialised expertise. In addition, our experienced Glendale PS staff provide valuable educational insights that enrich the Board's agenda.

Throughout 2024, the Board played a crucial role in consulting with the principal providing feedback on key initiatives and endorsing significant reports, including NAPLAN data and financial summaries. The school has managed its funds efficiently, allowing for flexibility in making necessary upgrades in the near future.

The School Board has been actively consulted with by the school regarding its play-based learning curriculum in the Early Learning Centre. The success of this evidence-based approach has attracted interest from many other schools seeking to collaborate with Glendale to learn from its effective implementation.

Throughout the year, the Board diligently reviewed and endorsed several school policies and is committed to make evidence and data-driven decision as we assessed the school's achievements and progress, particularly in relation to NAPLAN results. Through reflective discussions and feedback, the Board identified both strengths and areas for growth, ensuring that our efforts align with the objectives outlined in the School Business Plan. This year will bring new challenges that the Board is eagerly anticipating, including our involvement in developing the school's new Business Plan.

We commend the outstanding leadership, innovation, and dedication of the principal and staff of Glendale Primary School, whose commitment to student success and well-being is truly commendable. As we move into the new year, the School Board remains dedicated to guiding and supporting the school's future direction.

### Jason Tomlinson

**Glendale PS School Board Chairperson**

**& Associate Principal**

**Warwick Senior High School**

# Leadership

## Parent and Citizen Association

The GPS P&C had another strong and enthusiastic committee in 2024. Several new positions were added to spread the workload and to include additional dedicated members. Meetings were well attended and as always discussions were lively and productive. The below position holders were supported by a loyal group of around 30 volunteers who gave their time to support the school community's endeavours. In addition to running services such as Canteen, Uniform Shop, Book Club, Running Club, Mothers' and Fathers' Day stalls, in 2024 the P&C ran a couple of new events that proved to be very successful fundraising events – The Rainbow Run and the Quiz Night. They also worked to create a welcoming and supportive network for families through fun activities and social occasions such as the Welcome Picnic and the Christmas Family Night. A new public Facebook page was launched to expand the options for sharing information and news through social media posts and updates. A huge thank you to the office bearers listed below and to their volunteer supporters for the hours of hard work and perseverance.

## P&C Committee 2024

President	Daniela Bianco
Vice President	Carla Drake-Brockman
Treasurer	Csallie Drake-Brockman
Secretary	Katherine Hegarty
Uniform Shop	Sarah Cusack, Emma Scannell Brown
Canteen	Natalie Dippie
School Board	Clarissa Donnelly
Book Club/Entertainment Book	Kelly Leonard
Social Media	Julie Boardman
Fundraising	Charlotte Richards Jessica Talbot
Graduation	Jossie Ngata
Aboriginal Cultural Advisor	Brodie George
Events	Isis Gilbert followed by Amy Thompson
Grants	Meagan Smith
Public Facebook Coordinator	Daniela Bianco

## P&C Meeting Profit & Loss Report

### Glendale Primary School Parents & Citizens Association Incorporated

21 Glendale Avenue, Hamersley, WA, 6022

Cash mode

01 Jan 2024 - 31 Dec 2024

Generated 04 Feb 2025

Income	Income	Expenses	Profit/Loss
P&C Fees	34.00	0.00	34.00
Uniform Sales	15,210.00	10,848.48	4,361.52
Fundraising	30,883.93	13,031.17	17,852.76
Entertainment Book	42.00	0.00	42.00
WA Return Recycle	147.82	0.00	147.82
Canteen Inc Super & Wages	72,583.35	74,443.31	-1,859.96
Graduation	6,517.45	6,072.54	444.91
<b>Other Income</b>			
Grants Received	635.00	0.00	635.00
Grants Received Streets Alive	5,000.00	0.00	5,000.00
Donations Received	300.00	0.00	300.00
Interest Income - Online Saver	335.32	0.00	335.32
<b>Other Expenses</b>			
Bank charges		1,884.11	-1,884.11
Computer Expenses		516.16	-516.16
Glendale Primary School Contribution		13,540.90	-13,540.90
Insurance		1,606.50	-1,606.50
Printing & stationery		668.89	-668.89
Registration Fees		1,626.48	-1,626.48
Grants Spent		2,467.82	-2,467.82
Grants Spent Streets Alive		5,177.50	-5,177.50
Donations Spent		198.00	-198.00
<b>Total</b>	<b>131,688.87</b>	<b>132,081.86</b>	<b>-392.99</b>

#### P&C 2024 Contribution to School:

In 2024 the P&C contributed \$14,540.90 towards school projects & equipment. This contribution included \$13,540.90 cash and a \$1000.00 grant that the P&C received from the City of Stirling.

PART **3**  
**Leadership**

**Glendale Primary School Parents & Citizens Association Incorporated**

Cash mode

01 Feb 2024 - 31 Dec 2024

Generated 04 Feb 2025

<b>Date</b>	<b>Project</b>	<b>Amount (\$)</b>
03/04/2024	Donation towards Year 6 Graduation Tiles	180.00
16/05/2024	Donation towards Soccer and Footy Goals	5,300.00
13/08/2024	Donation towards iPads	4,370.00
27/08/2024	Donation towards Interschool Tees	963.63
27/08/2024	Donation of City of Stirling Grant towards Interschool Tees	1000.00
16/12/2024	Donation towards Mural Boards & Workshop	2,727.27
<b>Total</b>		<b>14,540.90</b>

# Student Achievement, Academic

PART **4**

## Business Plan

How we are working towards meeting the 2022 to 2025 Business Plan targets.

Business Plan Targets	How these were addressed in 2024
<p><b>READING</b> The NAPLAN Group Mean to be above that of the Australian Mean</p>	<p><b>This target was met in 2024.</b> Year 3 students have met this target for the past 3 years and Year 5 students for the past 2 years.</p> <p>Research based approach to reading based on Science of Reading with a cognitive science perspective applied.</p> <p>Reading Scope and Sequence K-6</p> <p>UFLI (University of Florida Literacy Institute) trialled in 3 classes – with the aim to replace Letters and Sounds.</p> <p>Premier’s Reading Challenge promoted across the community.</p> <p>School assessments</p> <ul style="list-style-type: none"> <li>PAT Reading</li> <li>NAPLAN yr 3 &amp; 5</li> <li>KAT for Kindy</li> <li>Letters &amp; Sounds Phonics K-1</li> <li>Spelling Mastery 2-6</li> <li>MaqLit</li> <li>MultiLit</li> <li>MiniLit</li> <li>On Entry for Pre-primary</li> <li>Dibels 3-6</li> </ul> <p>Support the implementation of UFLI for Tier 2 intervention students.</p> <p>High impact teaching strategies being implemented based on Teach Well training.</p> <p>Resources - Decodable Readers to support UFLI and home reading; text storage boxes, UFLI texts, magnetic letters and trays, Tests to support ERP Waller Learning in the senior classes, texts to support Brightpath Oral Narrative Assessments.</p> <p>Wushka online</p> <p>Collaborative teaching teams</p> <p>Story Dogs WA having children in years 2 and 3 read to a therapy dog once a week.</p> <p>Ed Connect provide four volunteers who worked with students on a range of literacy support.</p> <p>Staff training from the Language Development Centre on Heggerty Phonemic Awareness for Kindergarten, and Literacy Based Units.</p> <p>National Simultaneous story time done across all classes.</p> <p>Staff Training – Literacy Data PL for two staff members on tool for SAIS and Reporting to Parents.</p>

# Student Achievement, Academic

PART 4

## Business Plan

Business Plan Targets	How these were addressed in 2024
<p><b>MATHS</b> The NAPLAN Group Mean to be above that of the Australian Mean</p>	<p><b>This goal was met in 2024.</b> Year 3 students have met the target for the past 3 years and Year 5 met it for the first time.</p> <p>High Impact Teaching strategies to be implemented</p> <ul style="list-style-type: none"> <li>• Whole school assessments in Maths, NAPLAN, PAT Maths, On Entry</li> <li>• Whole school mental maths program</li> <li>• Collaborative teaching teams</li> <li>• Whole school problem solving approach using COSIC.</li> <li>• A common approach using maths vocabulary was developed and is being embedded across the school</li> <li>• Common teaching approach for Maths lessons.</li> </ul> <p>Learning Through Doing being trialled as a suitable teaching resource. Maths handbook developed to guide teachers. Data leaders training</p>
<p><b>VALUING RESPECT</b> For a whole school focus on respect for self, others, resources, environment and for learning. To be measured through student reporting to parents attitude, behaviour and effort; and student behaviour records</p>	<ul style="list-style-type: none"> <li>• Whole school social skills approach, teaching Friendly Schools Plus.</li> <li>• Explicit focus on manners in class</li> <li>• Explicit focus on how to disagree agreeably</li> <li>• Assemblies have a focus on various areas of respect from the School Values to promote desired behaviour</li> <li>• Aussie of the Month presented at each assembly to 2 children</li> <li>• Positive Behaviour School reward system to focus on respect each week.</li> </ul>
<p><b>INQUIRY LEARNING</b> For all teaching staff to be supported in teaching through inquiry learning so that by 2025, every class teacher is confidently using an inquiry approach</p>	<ul style="list-style-type: none"> <li>• Walker Learning</li> <li>• STEM in class to focus on problem solving.</li> <li>• Linked with maths COSIC problem solving approach.</li> <li>• PAT assessment in problem solving</li> <li>• Loose parts play in the playground to develop creativity and imagination.</li> <li>• High Impact Teaching strategies being implemented to increase higher order thinking in students, agency/ownership of their work.</li> <li>• Science teaching follows and Inquiry model through Primary Investigations and Inquisitive resources.</li> </ul>

# Student Achievement Academic

PART 4

## NAPLAN 2024 results

	Year 3			Year 5		
	School average	Like School average	National Average	School average	Like School average	National Average
Reading	434.3	400.8	404.0	502.6	490.9	492.0
Writing	427.2	418.8	416	487.8	483.1	485.0
Spelling	418.7	403.6	401.0	507.7	494.8	486.0
Grammar	423.9	407.1	409.0	511.2	500.9	498.0
Numeracy	413.4	406.6	404.0	498.8	493.8	489.0

### Numeracy - Priority Area achieved

Numeracy was identified as a priority in 2022, based on longitudinal NAPLAN and other whole school data which indicated that most students were achieving at or above expectation but below standards of the other subject areas for NAPLAN. In 2019, the year 5 students on average were underachieving. You can see from the table above that we have met our goal in year 3 and year 5 with results above the National average by 9.4 points for year 3 and 10.8 points for year 5. This is the third year in a row the Year 3 results have met the goal and the first year for the year 5 results.

### Reading - Priority Area achieved

Reading was identified as a priority in 2022, based on longitudinal NAPLAN data from 2017, 2018 and 2019, indicating this was close to being underachieving, although the results remained in the range of expected level. You can see from the data above that the 2024, results are very positive in that Glendale PS has achieved above the Like Schools and above the National average in both year 3 and 5, which means that we have met our current business plan goal for Reading. For year 3 we have met this goal for the past three years and for year 5 for the past two years.

### Writing

The Writing results show that the year 3 and 5 students average was higher than similar schools and the national average. The whole school writing program, Talk for Writing is proving effective, which provides a consistent approach to teaching writing across the school. In 2017 the year 3 results indicate that the students were underachieving and in 2018 that the year 5 students were underachieving. There has been steady improvement in the results for this learning area over the past seven years.

# Student Achievement Academic

PART 4

## Spelling

Glendale PS has a whole school approach to teaching spelling through Spelling Mastery for years 3-6 and phonics through Letters and Sounds for kindy to year 2. The data above indicates that the year 3 and 5 students on average achieved higher than both, the like school and the national average. Spelling results for year 3 and 5 have consistently improved from 2017, in which Year 3 spelling results on average were underachieving and in 2021 the year 5 results were above expected

## Grammar and Punctuation

It is pleasing to see the improved results with Year 3 and 5 students on average achieving above both the like schools and the national average. There has been steady improvement from 2017 in which the Year 3 results indicated students on average were underachieving. There has been a focus on grammar and punctuation in the teacher training provided by a speech pathologist to staff over the past two years.

## Summary

Overall, the progress of Glendale Primary School children is comparable and slightly above like schools and they are achieving sound results. The whole school programmes are maintaining consistent results and proven to be effective. An area that was focused on in 2024, was to progress children to achieve in the top band. The extension skills development required at this level was focused on in teacher professional development, identifying and extending students who are developmentally ready as well as how to present all students with open ended project work to develop deeper and complex thinking. The whole school programme of Walker Learning which has an approach on Inquiry Learning along with a whole school approach to teaching problem solving is supporting the higher order thinking skills for all children.

The upward trajectory in results for the priority areas of reading and numeracy, reflects the excellent work of the Maths and Literacy committee members and intervention work using explicit direct instruction programs MultiLit and MacqLit. Over the past eight years, with the school NAPLAN results mostly being in the range of scores expected of similar schools, the staff have adopted new teaching programs and pedagogy to consistently improve results, which is a testament to fantastic staff and teamwork.

## Students At Educational Risk



Each year, Students At Educational Risk School (SAER) based data is used to track the progress of all students at Glendale Primary School to inform which children require ongoing support through intervention programmes and Individual Education Plans (IEPs). There is embedded into the process a case manager approach which ensures consistency for staff, parents and students with regular meetings regarding how their children are progressing with their IEP goals. These meetings can take place in a variety of ways to support parent participation i.e. face to face, digital meeting via Webex or phone conferences.

In 2024, there were **70 students (21% of the student population)** on an Individual Plans for support for either academic, social and emotional, toileting, or behaviour. There are several intervention programs which are used to support students at risk of low academic achievement. From the students identified as SAER there were **18 students (5% of the student population)** who went through intervention in MultiLit, MiniLit and MacqLit. These three programs are explicitly taught literacy tutoring with a staff member to work with either individual students or small groups, three to four days a week on mastering specific content necessary for progress.

The SAER process is managed with clear procedures and timelines for all staff. The teaching staff use the Department's Reporting to Parents, Special Education Needs (SEN) planning tool to record Individual Plans. Evidence is collected by teachers and the school administration, and this data drives what outcomes are included in the child's SSEN IEP. Individual Behaviour Support Plans (IBSPs) are recorded on a separate school proforma. When reporting to parents the school uses SSEN Reports for students at severe educational risk and this is done in consultation with the parents or carers. A referral process is used to enter and exit students on and off the school's SAER database.

The Department of Education support staff are regularly involved and consulted for case management of SAER students on IEPs. The staff involved are the school psychologist, school nurse, Student Behaviour and Engagement Team, Language Development Centre teachers or speech therapists, and the staff from various departments within the School of Special Education Needs.

**Holli Fuller**

Deputy Principal

# Student Achievement Academic

PART 4

## Student Wellbeing

At Glendale PS we provided additional support for Students socially and emotionally, through access to a school chaplain 2 days a week. The chaplain had approximately 32 children (10% of the student population) that she actively saw each term.

The type of issues that the chaplain supported children with in 2024 have been broken down as follows:

Family breakdown	34%
Anxiety	15%
Behaviour	15%
Emotional regulation	17%
Peer issues	19%

Strategies used by her are: being active with the child, empathic listening, peer mentoring, simple cognitive behaviour training, emotional chart and identification, using various communications styles, assertiveness skills, messages, journalling, questioning, social stories, calming techniques, role plays and scenarios, and encouragement.

The chaplain was involved in various school-based activities so that the wider student population was familiar with her which included coaching and umpiring lunch time netball on Tuesdays and table tennis and choir support on Wednesdays. The chaplain played a major role running the Positive Behaviour System VOICE Awards each week, in which a winner from each class would come to the office to get a spin of a prize wheel. She would award the prizes, one of which was for the winner and a friend to cook pancakes with her.

# Student Achievement

## Attendance Overall Primary

Glendale PS has continued to have consistent attendance throughout the 2024 school year with annual attendance rate of 91.3% compared to WA Public School rate of 89.4%. Year 6 was the only individual year level to come under the state attendance rate.

2024 ANNUAL ATTENDANCE DATA (COMPULSORY)							
	PPR	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2024	90.6%	91.2%	92.1%	92.9%	92.5%	91.5%	88.9%

While whole school data is important, of note is the attendance rates of following year level groups:

Year Level	Semester 1	Semester 2
	Attendance Rate %	Attendance Rate %
Kindergarten	94.8	92.1
Pre-Primary	91.5	89.7
Year 1	92.5	89.9
Year 2	91.8	92.4
Year 3	94.3	91.6
Year 4	93.0	92.0
Year 5	91.6	91.5
Year 6	89.3	88.5

- Years Kindergarten to Year 5 consistently had higher attendance rates than the WA Public School Rate in both Semester 1 and Semester 2.
- Year 6 was close and just marginally under the state attendance rate by 0.1 in Semester 1 and by 0.9 in Semester 2.

Impacting on the attendance profile is the percentage of students absent on authorised or unauthorised vacation leave.

Attendance strategies have been implemented to promote regular attendance, with information placed in the school newsletter and holding parent meetings to provide additional support to students with attendance concerns.

# Student Achievement

## Attendance Overall Primary

When examining the level of risk for individual students related to their rate of attendance, the Semester 2 data shows:

- 66.1 % of students maintained regular** (90% or greater attendance), down from 68.6% in 2023 and better than the state average of 65%
- 25.7 % of students were in the indicated risk category** (80 – 90% attendance), which is of concern as it is more than the state average of 23%
- 6.0% of students were in the moderate risk category** (60 – 80% attendance), and is an improvement on the state average of 9%
- 2.0 % of students were in the severe risk category** (less than 60% attendance), and is an improvement on the state average of 4%

When a child's attendance rate falls, it places the child at risk educationally and action that is taken by the school includes:

1. Regular monitoring of attendance by the teacher and administration.
2. Using SMS MGM Outreach with families to alert families about daily unexplained absences.
3. Resources from the Department of Education School Attendance Toolkit.
4. Parent and teacher meetings to support the child and family.
5. Engaging parents in case conferences.
6. Involving the school psychologist.
7. Following up for unexplained absences with phone calls and letters.
8. An Attendance Plan.
9. Provide information for families to access outside agencies.
10. Consultation with the Department's Behaviour and Engagement Team.
11. Promoting the importance of regular attendance and discourage family holidays during the school term.

**Lynne Drysdale**  
Deputy Principal

# Annual Budgets & Accounts

Glendale Primary School  
Financial Summary as at  
31 December 2024

ONE LINE BUDGET - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	124,846	124,846
Carry Forward (Salary):	347,847	347,847
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	3,676,706	3,676,706
Locally Raised Funds:	162,520	165,099
<b>Total Funds:</b>	<b>4,311,918</b>	<b>4,314,498</b>
<b>EXPENDITURE</b>		
Salaries:	3,364,949	3,364,949
Goods and Services (Cash):	546,931	535,853
<b>Total Expenditure:</b>	<b>3,911,880</b>	<b>3,900,802</b>
<b>VARIANCE:</b>	<b>400,038</b>	<b>413,696</b>

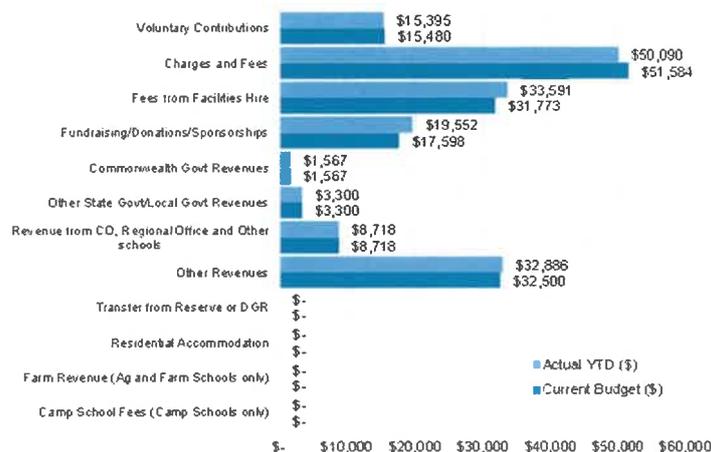
Dec 2024 ( Verified Dec Cash)



# Annual Budgets & Accounts

INCOME - Dec 2024 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	124,846	124,846
Carry Forward (Salary)	347,847	347,847
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,728,668	2,728,668
School and Student Characteristics	760,577	760,577
Disability Adjustments	65,343	65,343
Targeted Initiatives	115,281	115,281
Operational Response Allocation	0	0
<b>Total Funds:</b>	<b>3,669,869</b>	<b>3,669,869</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(258,163)	(258,163)
School Transfers - Cash	265,000	265,000
Department Adjustments	0	0
<b>Total Funds:</b>	<b>6,837</b>	<b>6,837</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	15,480	15,395
Charges and Fees	51,584	50,090
Fees from Facilities Hire	31,773	33,591
Fundraising/Donations/Sponsorships	17,598	19,552
Commonwealth Govt Revenues	1,567	1,567
Other State Govt/Local Govt Revenues	3,300	3,300
Revenue from CO, Regional Office and Other scho	8,718	8,718
Other Revenues	32,500	32,886
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>162,520</b>	<b>165,099</b>
<b>TOTAL</b>	<b>4,311,919</b>	<b>4,314,498</b>

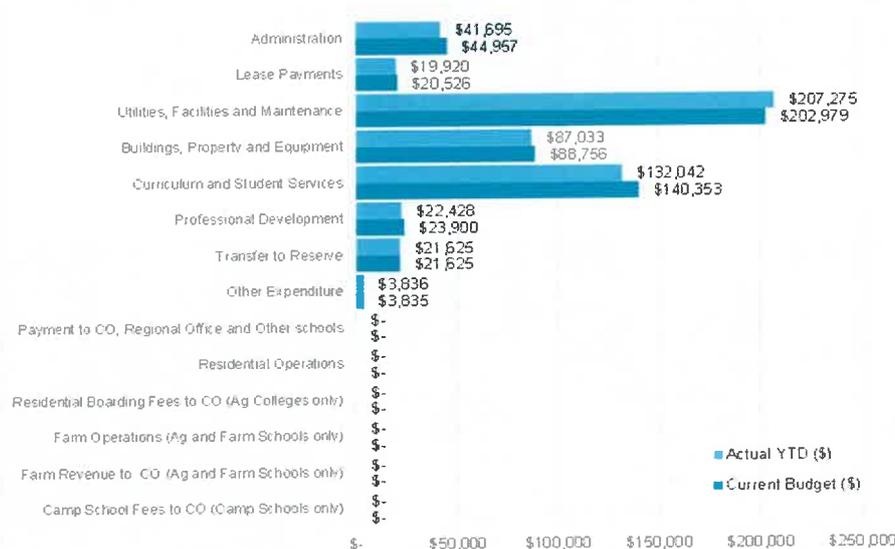
Dec 2024 ( Verified Dec Cash)



# Annual Budgets & Accounts

	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	3,092,411	3,092,411
New Appointm ents	0	0
Casual Payments	266,355	266,355
Other Salary Expenditure	6,183	6,183
<b>Total Funds:</b>	<b>3,364,949</b>	<b>3,364,949</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Adm inistration	44,957	41,695
Lease Paym ents	20,526	19,920
Utilities, Facilities and Maintenance	202,979	207,275
Buildings, Property and Equipment	88,756	87,033
Curriculum and Student Services	140,353	132,042
Professional Developm ent	23,900	22,428
Transfer to Reserve	21,625	21,625
Other Expenditure	3,835	3,836
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
<b>Total Funds:</b>	<b>546,931</b>	<b>535,854</b>
<b>TOTAL</b>	<b>3,911,880</b>	<b>3,900,803</b>

Dec 2024 ( Verified Dec Cash)



# School Highlights

## Our year in pictures

PART 6



Lora Flora Artwork



Noongar Radio



Chaplain Award



Harmony Week



Eagles Visit



Aussies of the Month



Ride to School



Running Club