



CREANEY PRIMARY SCHOOL

# ANNUAL REPORT



---

**2025**

---

# SCHOOL OVERVIEW

Creaney Primary School became an Independent Public School in 2012.

'Caring' is our school motto and this forms the foundation for creating a school culture that is driven by Community, Achievement, Respect and Excellence.

Our priority is to provide a balanced curriculum that caters for a student's academic, physical, and social and emotional needs. This means developing the required knowledge, skills and values through targeted literacy and numeracy programs, as well as through technology, science, social science, specialist and pastoral care programs. We aim to provide the necessary building blocks for our students to reach their potential, to become good citizens and to make a valuable contribution to society.



Creaney Primary School has an experienced and dedicated team of teaching, leadership and school support staff who work towards achieving the school values, vision and performance targets. Together, we're all committed to providing a safe and positive learning environment and we set high expectations for the social, creative and academic development of all students.

Students are provided specialist classes in Visual Arts, Music, Japanese, Physical Education, Digital Technologies (P-2) and Health.

Our students learn life skills such as acceptance, tolerance and empathy firsthand, as we share our school campus with Creaney Education Support Centre. Students attending the Education Support Centre are integrated into the primary school program and this partnership allows us to learn from each other through coordinated integration and cross-integration programs.

We believe in building a caring and supportive school community that takes ownership and responsibility for enhancing the school environment and for meeting the current and future needs of our students and teachers.

# PRINCIPAL INTRODUCTION

The Annual Report provides a snapshot of our school's achievements and priorities throughout the year. It includes key information about the school, student outcomes, and school management. Families receive more detailed and regular updates via Compass messaging, newsletters, semester reports, open night, Schools Online, and our school website.

We commenced 2025 with 376 students and welcomed 7 new staff members to Creaney. Among them were two Level 3 Classroom Teachers who brought a wealth of expertise and experience. Their contribution has significantly strengthened our continued focus on whole-school approaches and consistent instructional practices.

During 2025, we undertook the development of our new Business Plan. The plan is aspirational and sets a clear, future focused vision for our school. All staff contributed to its development and have a strong understanding of its strategic direction and their role in implementing its priorities.

Throughout the year, staff engaged in phase-of-school meetings, year-level collaborative planning sessions, and curriculum-focused meetings centred on building collective capacity. Work commenced on aligning our instructional model with High-Impact Teaching Approaches. This included the introduction of the Word Origins program to enhance spelling outcomes. Professional learning on the Science of Learning has prompted meaningful reflection on classroom practice, ensuring alignment with evidence-based strategies. The use of Engagement Norms to increase student participation, TAPPLE to strengthen lesson design, and Daily Review to consolidate learning will continue to be refined and expanded in 2026.

Without the professional commitment of a dedicated staff, strong partnerships with parents, and support from the wider community, many of the rich learning opportunities our students enjoy would not be possible. Our central focus remains the delivery of a stimulating curriculum for all students, supported by core instructional practices that are consistent in every classroom across the school.

Thank you to all parents and carers for your ongoing support and contributions to our students' programs. We are fortunate to have a highly engaged P&C, who raised over \$34,000 in 2025 for the benefit of our students. I extend particular thanks to P&C President Emily Chater for her leadership and commitment throughout the year.

Special thanks is also extended to our School Board Chair, Lauren Pratt-Parker, and all board members for their thoughtful contribution during 2025. Their involvement in shaping our new Business Plan and reviewing school policies has been invaluable.

I would also like to acknowledge the staff who put a tremendous amount of energy and effort in every day, in order to help our students achieve success every day.

Chris Walker  
Principal







# STUDENT NUMBERS AND CHARACTERISTICS

SOURCE: SCHOOLS ONLINE

PRIMARY	KINDY	PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	TOTAL	
										
	FULL TIME	(20)	47	46	40	54	54	52	46	359
	PART TIME	40								

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

	KINDY	PREP	PRIMARY	TOTAL	
					
	MALE	22	21	163	206
	FEMALE	18	26	128	172
	TOTAL	40	47	292	379

## COMMENTS

Staffing: In Term 1 2025 a merit selection process was run to fill the principal position. Mr Ian Ralph was successful and commenced in Term 2.











A teacher recruitment process was held in Term 4 of 2024 as we knew several staff were moving to other positions. Three teachers new to Creaney were appointed from this process to commence in 2025.

Our education assistants were very stable, with several appointments made throughout the year to replace staff on medical leave. Several new appointments were made as the needs of students with disabilities increased.

No recruitment process was run in Term 4 2025 as all staff have indicated their desire to remain at Creaney in 2026.

# WORKFORCE COMPOSITION

## Attendance Rate

OCCUPATION GROUP	ACTIVE HEADCOUNT	ACTIVE FTE	INACTIVE HEADCOUNT	INACTIVE FTE	TOTAL HEADCOUNT	TOTAL FTE	
							
	LEADERSHIP	3	2.6	0	0.0	3	2.6
	TEACHER	25	18.2	2	2.0	27	20.2
	MAINSTREAM EAS	5	2.6	0	0.0	5	2.6
	EDUCATION SUPPORT EAS	13	8.8	3	1.8	16	10.6
	ADMIN	3	2.4	0	0.0	3	2.4
	CLEANER	3	2.5	0	0.0	3	2.5
	GARDENER	1	0.8	0	0.0	1	0.8
	OTHER	1	0.5	0	0.0	1	0.5
	TOTAL	54	38.4	5	3.8	59	42.2

# STUDENT ATTENDANCE

## DATA ATTENDANCE % PRIMARY YEAR LEVELS

Attendance Rate

PRIMARY	PPR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
2023	94%	94%	93%	95%	92%	94%	91%
2024	93%	91%	92%	91%	93%	91%	93%
2025	94%	93%	93%	93%	93%	93%	93%
WA PUBLIC SCHOOLS 2025	89%	89%	89%	90%	89%	89%	89%

Attendance Category

	REGULAR	INDICATED	MODERATE	SEVERE
2023	79.2%	17.7%	2.8%	0.3%
2024	68.8%	25.8%	5.1%	0.3%
2025	71.8%	22.1%	5.6%	0.6%
LIKE SCHOOLS 2025	71.1%	20.9%	6.1%	1.8%
WA PUBLIC SCHOOLS 2025	65%	23%	9%	4%

### ANALYSIS AND IMPACT OF EVIDENCE

We have seen a slight improvement in the percentage of regular attendance but also an increase in the percentage of the moderate and severe categories. We had three students with severe non-attendance in 2025.

One of the biggest impacts on regular attendance at Creaney is students taking holidays during the school term. This is very difficult to manage as parents will take holidays that work for their family. Our role is to provide consistent messaging around the impact of lost instructional time. The table provides a longitudinal analysis of student absences due to in term vacations.

Days lost to In-Term Vacations

	2022	2023	2024	2025
SEMESTER 1 IN TERM VACATION DAYS ABSENT	770	621	1236	1288
SEMESTER 2 IN TERM VACATION DAYS ABSENT	1233	1005	1184	1222
TOTAL	2003	1626	2420	2510

# PARTNERSHIPS

## SCHOOL BOARD (SOURCE: SCHOOL BOARD CHAIRPERSON REPORT 2025 - LAUREN PRATT-PARKER)

The Creaney Primary School Board experienced a period of change at the beginning of 2025. Previous Board Chair, Kim Meyers, finished her three-year board tenure. Before stepping down, Kim was a member of the recruitment panel that appointed Ian Ralph to the role of Principal in April. As a former student of Creaney, I was excited to continue to play a role in shaping the future of the school as Chair in my second year on the board. The board also had a number of outgoing parent representatives due to students graduating, and we welcomed new staff representatives as a result of teachers leaving or completing their tenure.

Throughout 2025, the board continued its work in governance and strategic oversight. One of the key achievements was the endorsement of the Positive Behaviour Support (PBS) matrix, which has now been successfully implemented across the school and is strengthening consistency in behaviour expectations. The board also endorsed the updated Uniform Policy and Communications Policy in Term 3, ensuring both remain current and aligned with the needs of the school community.

In Term 3, the board undertook a review and analysis of NAPLAN data, which informed the priorities and targets of the new Business Plan. The board worked closely with the principal on the development of the School Business Plan, ensuring alignment with school data and student goals. This plan was formally endorsed in Term 4 and sets a strong foundation for the school's ongoing improvement efforts.

As we look ahead, the board remains committed to supporting Creaney in its continued growth. We will continue to work collaboratively with the principal and staff to strengthen our strategic direction and ensure we are progressing toward our shared vision of being a successful school where every student thrives.

## P&C (SOURCE: P&C PRESIDENT REPORT 2025 – EMILY CHATER)

The Creaney Primary School P&C Association had a highly successful year in 2025, raising \$36,545 through a series of well-attended community events. The Colour Run, Hawaiian Disco, Nanna Bingo Night, the inaugural Mother's Day Paint & Sip, the Creaney Dad's Campout and the State and Federal Election sausage sizzles were standout highlights, each contributing to a strong sense of community connection. The commitment of volunteers and the enthusiasm of families ensured these events were both enjoyable and financially productive.

The Creaney Crunch canteen achieved a significant milestone by returning a profit for the first time since its 2024 revamp. This result reflects the hard work of volunteers and improved operational processes that have strengthened the canteen's long-term sustainability.

In total, the P&C contributed \$34,922.66 back to the school in 2025. These funds supported key learning programs such as Athletics, MiniLit and Music, and provided a wide range of classroom and wellbeing resources including collaborative tables, iPad accessories, magnetic boards, beanbags, swivel chairs and trampoline equipment. Additional items such as shelving, rugs, gumboot stands and storage solutions helped improve classroom organisation and learning environments. Play-based learning was also enhanced through the purchase of a mud kitchen, market stall and giant Connect 4. In addition, the P&C has pledged \$20,000 towards the 2026 nature playground upgrades, ensuring continued improvement of outdoor learning spaces for all students.

The achievements of 2025 highlight the strength of the Creaney community. Volunteers, families and staff worked collaboratively to support the school and enhance the experiences of students across the year. The P&C extends its sincere thanks to everyone who contributed and looks forward to continuing this strong partnership in 2026.

# STUDENT PROGRESS AND ACHIEVEMENT DATA

The comparative performance data indicates the expected performance of students based on previous measures, in the case of Year 5 data it's the Year 3 NAPLAN and the Year 3 data is reflective of the on-entry data.

## Comparative Performance for Year 3

YEAR 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
NUMERACY	0.2	0.8	0.4	53	46	51
READING	0.5	0.4	-0.2	53	48	51
WRITING	1.2	0.2	-0.2	53	49	51
SPELLING	0.9	0.1	0.3	53	48	51
GRAMMAR & PUNCTUATION	0.5	0.3	0.5	53	48	51

## Comparative Performance for Year 5

YEAR 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
NUMERACY	0.9	-0.6	-0.5	47	39	51
READING	1.1	-1.1	-0.5	47	40	51
WRITING	1.0	0.2	-0.3	47	40	51
SPELLING	-0.2	-1.1	-0.4	47	40	51
GRAMMAR & PUNCTUATION	0.0	-1.0	-0.7	47	40	51

## ANALYSIS

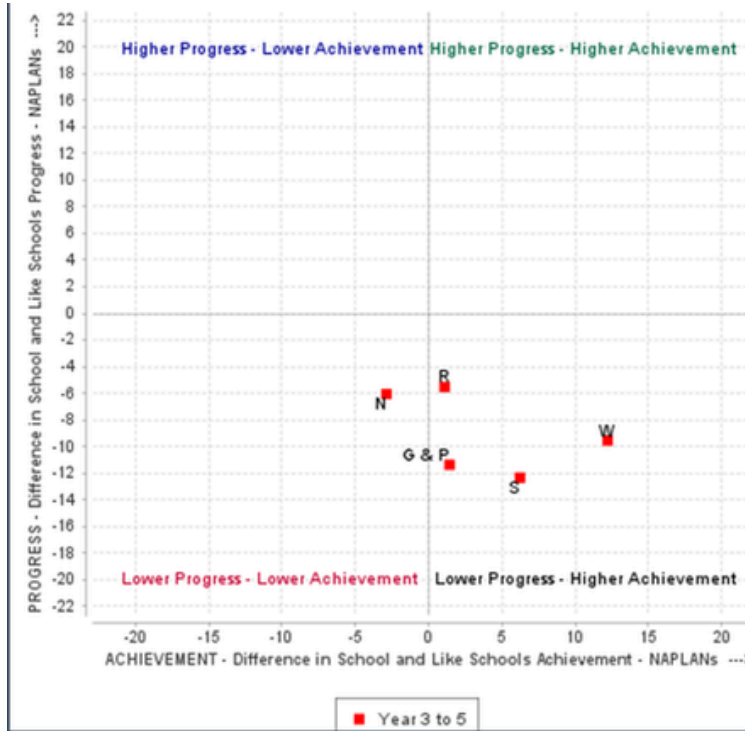
The comparative data indicates a continued downward trend in Student Achievement in Year 3 with slight increases in Spelling and Grammar and Punctuation however these results still fall into negative standard deviations indicating limited value adding is occurring.



# NAPLAN DATA

## STUDENT PROGRESS AND ACHIEVEMENT CHARTS

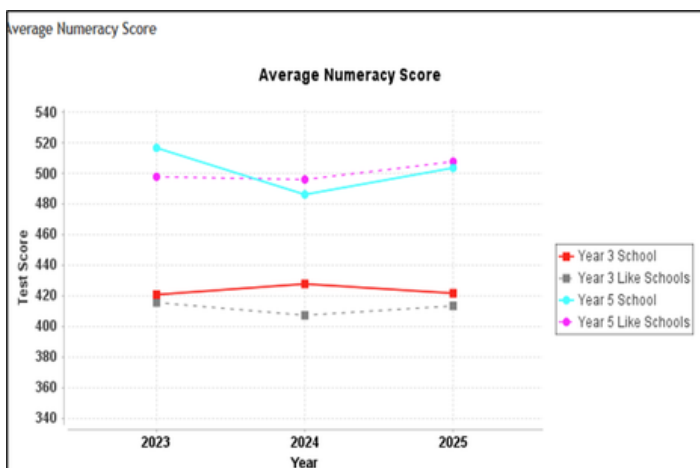
### NAPLAN Year 3 2023 to Year 5 2025



### PROGRESS AND ACHIEVEMENT

The Quadrant Chart indicates the progress and achievement made by the Year 5 students since their year 3 assessment. This indicates the students are making lower progress across all domains. It also shows lower achievement in Numeracy.

### Longitudinal Summary Data - Numeracy



### ANALYSIS AND IMPACT OF EVIDENCE

The longitudinal data indicates the Year 5 cohort is performing slightly lower than like schools although an improved achievement that 2024. The Year 3 data while still above like schools is lower than the 2024 cohort.

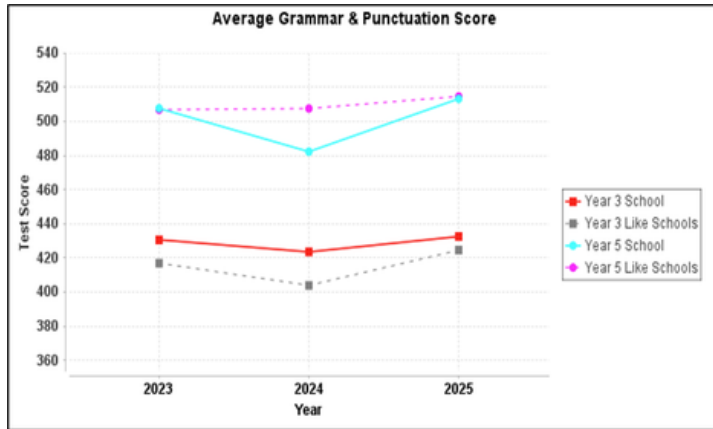
### FUTURE ACTIONS IN 2026

The trialling of a new maths program, Maths Hero with a view to fully implement in 2026 will ensure a consistent approach to Maths across the school. Currently four programs are being used and impacts on the coherence of instruction and professional conversations.

Times Table Rock Stars is a mental maths online program to support basic facts, automatic recall and mental computation. These will be implemented to provide a differentiated approach to mental maths fluency.

# NAPLAN DATA

## Longitudinal Summary Data - Grammar and Punctuation



### ANALYSIS AND IMPACT OF EVIDENCE

The Grammar and Punctuation results show Year 3 students achieving above like schools while the Year 5 results have rebounded from the result in 2024, however the result is lower than the cohort achieved as Year 3's in 2023.

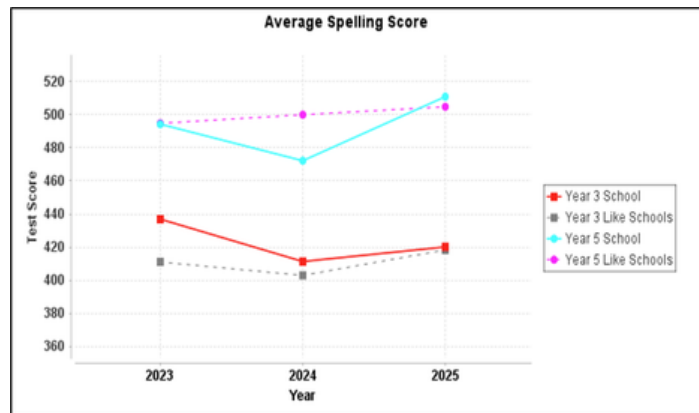
### FUTURE ACTIONS IN 2026

The implementation of Word Origins may also help to strengthen aspects to Grammar and Punctuation.

Teacher Professional Learning on Text Based units in Semester 2 will also focus on student written responses during these units of work.

The linking of Text Based units to the Writing focus in Talk4Writing will help to target specific elements to Punctuation and Grammar in Year 3-6.

## Longitudinal Summary Data - Spelling



### ANALYSIS AND IMPACT OF EVIDENCE

The Year 3 Spelling result is at like schools, this is an increase on the 2024 result. The Year 5 results have rebounded from the result in 2024 and is now above like schools, however the result is lower than the cohort achieved as Year 3's in 2023.

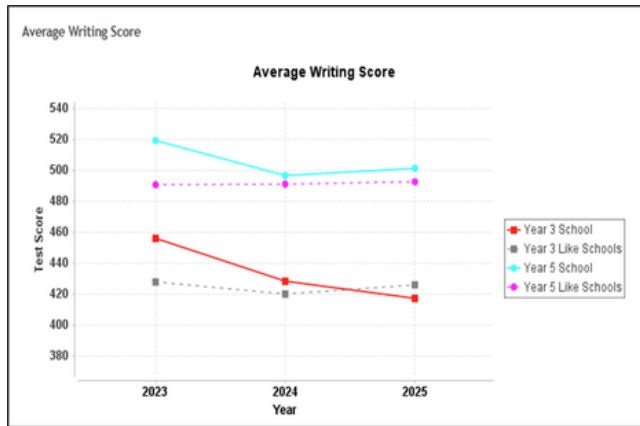
### FUTURE ACTIONS IN 2026

The implementation of Word Origins this year will play a key role in strengthening the Spelling results moving forward. The explicit lessons four times per week for Year 4-6 students ensures a rigour of instruction with a clear scope and sequence of lessons mapped out.

The focus moving forward of High Impact instructional techniques such as Engagement Norms, TAPPLE and Daily Reviews will also build teacher skill over time and impact positively on the level of student engagement and connection to the learning. Daily Reviews will ensure new concepts are consolidated and moved from short term memory to long term memory.

# NAPLAN DATA

## Longitudinal Summary Data - Writing



### ANALYSIS AND IMPACT OF EVIDENCE

The Year 3 writing results have continued a downward trend and now fall below like schools. The Year 5 results are just above like schools, however the result is below what the students achieved in Year 3 in 2023.

### FUTURE ACTIONS IN 2026

Talk4Writing has been implemented at Creaney for several years. However, staff have indicated that the consistency of its delivery could be reviewed in 2026 to ensure it is being implemented more uniformly across the school. The Literacy Leader will work with teaching teams to revisit the key elements of Talk4Writing to ensure that all components of the approach are being delivered as intended. External coaching may also be utilised to provide classroom observations and targeted feedback to support consistent practice.

## Longitudinal Summary Data - Reading



### ANALYSIS AND IMPACT OF EVIDENCE

The Year 3 data shows a continuation of a downward trend. The Year 3 results now sit below like schools for the first time in a number of years. The Year 5 data has shown an improvement from the 2024 results and are at like schools.

### FUTURE ACTIONS IN 2026

An emphasis on high-impact instructional approaches, particularly Student Engagement Norms and Daily Reviews in the early years, will strengthen student connection to learning and support greater instructional consistency across classrooms. A review of the current phonics lesson structure will be undertaken to ensure greater fidelity of implementation throughout the early years. In addition, the Kindergarten Phonemic Awareness program will be reviewed, supported by visits to high-performing schools to help reshape and refine Creaney’s model of delivery.

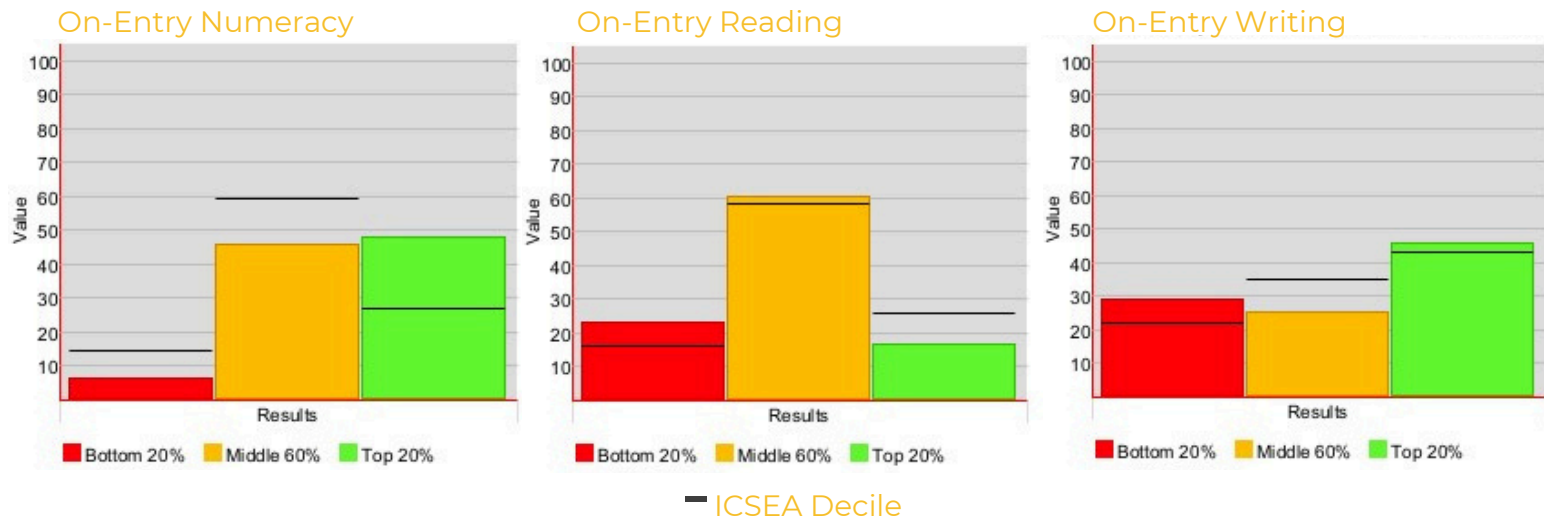
Six staff are scheduled to attend the Fogarty Edvance teaching intensives during the 2025/26 school holidays, with the learning implemented throughout 2026 to build a strong foundation of high-impact instructional practice. The appointment of an external instructional coach in 2026 will further support staff through coaching, observation and feedback, recognising the strong evidence that embedded coaching enhances teacher reflection and leads to improved student outcomes.

The ongoing implementation of Word Origins is expected to contribute to improved spelling results, and staff will undertake a revision of the Text-Based Unit professional learning through the Language Development Centre in Semester 2. MiniLit will continue to be used as an early intervention program to support students who require targeted literacy support.

# ON-ENTRY DATA

## ON ENTRY SUMMARY DATA - NUMERACY, READING AND WRITING

Results compared to ICSEA Decile including data from other schools Reporting Period Semester 1



## ANALYSIS AND IMPACT OF EVIDENCE

Our Numeracy Data indicates we have a significantly higher proportion of students in the Top 20% when compared to other schools of the same ICSEA. At Creaney, we have implemented the Bond Blocks Program from Kindy-Year 2 as a consistent approach to Numeracy.

Our Reading data indicates we have a high proportion of students in the middle 60% and a reduced number in the Top 20% when compared to other schools of the same ICSEA. We will investigate the data further and how we can implement extension.

Our Writing data indicates we have a slightly higher proportion of students in the Top 20% when compared to other schools of the same ICSEA. At Creaney, we have implemented Talk4Writing from Kindy-Year 6.








## FUTURE ACTIONS IN 2026

Continue implementing the Bond Blocks Program from Kindy-Year 2 to maintain a consistent, whole-school approach to developing early numeracy skills.

Further analyse Reading data to identify targeted strategies, including extension opportunities for students in the top 20% and continued use of the MiniLit intervention program to support students in the bottom 20%. Staff will also investigate best practice in phonemic awareness, including visits to like schools, to strengthen the Kindergarten literacy program.

Continue the implementation of Talk4Writing from Kindy-Year 6. Writing programs will also incorporate picture prompts to support the development of students' oral language, vocabulary, and understanding of text structure, building confidence and skills for successful writing.

# POST SCHOOL DESTINATION

 DESTINATION SCHOOL	NUMBER OF STUDENTS	DESTINATION SCHOOL	NUMBER OF STUDENTS
 Woodvale Secondary College	18	Home Schooling	1
 Greenwood College	15	Carine SHS	1
 Warwick SHS	3	St Stephen's	1
 Perth Modern	1	St Mary's Anglican	1
 Duncraig SHS	1	Aranmore Catholic College	1
 Ocean Reef SHS	1	Mater Dei College	1

## ANALYSIS AND IMPACT OF EVIDENCE

Data shows that 85% of students attend one of Creaney's two main feeder high schools - Greenwood College or Woodvale Secondary College. Overall, 88% of students transition to a public high school, while 12% enrol in a Catholic or Independent secondary school.

Regular meetings are held between the school administration and both feeder high schools, with a strong emphasis on ensuring Year 5 and 6 students are well informed about the programs, pathways and opportunities available at each school.



# SCHOOL PROGRAMS

## Chaplaincy

In 2025, I was grateful for the opportunity to continue supporting the Creaney community in my role as chaplain, working on site three days each week. Throughout the year, I provided pastoral care to students, families and staff through individual sessions, small-group work, mediation and targeted wellbeing programs. I also enjoyed working with our student leaders and collaborating with teachers in curriculum areas such as values, goal setting and conflict resolution.

It has been a privilege to contribute to the wellbeing and positive morale of our school community. Our partnership with YouthCARE, which has supported Western Australian schools for more than 50 years, continues to help students build resilience and lead healthy, happy lives. Families were able to arrange appointments with me through the school office or their classroom teacher, and I look forward to continuing this support.

Emma Alega



## Play Links

In 2025, all Year 6 students took part in the Play links program, supporting our higher-needs students in the ESC playground from Term 2 to Term 4. Students ran a range of lunchtime activity stations and demonstrated strong leadership, empathy and teamwork.

Most students completed Certificates One, Two and Three, with around 23 achieving Certificate Four by mentoring Year 5 participants. Each certificate required a minimum of six sessions, reflecting the students' commitment to the program.

Several Year 6 students continued visiting the ESC playground even after completing their certificates, showing the genuine connections they had built. Play links remains a valued program that strengthens student leadership and fosters inclusive play across the school.

## Edu-Dance

In 2025, all students from Pre-primary-Year 6 participated in the Edu-Dance program. Throughout Term 1, students attended weekly lessons where they learned age-appropriate choreography, developed confidence, and built their performance skills in a fun and energetic environment.

The program culminated in a vibrant Week 10 concert, where each class showcased their dance routine to families and the school community. The concert was a wonderful celebration of student effort, teamwork and creativity, and highlighted the positive impact of the Edu-Dance program on student engagement and enjoyment.



# SCHOOL PROGRAMS

## Coding Club

Coding Club ran each Thursday during lunchtime and welcomed students from Year 1-6 through an open-door approach. Junior students built on their Digital Technologies learning by creating simple interactive projects, while senior students contributed enthusiastically to the collaborative and creative atmosphere.

Students engaged in a variety of coding challenges designed to develop problem-solving, logical thinking, and creativity. Coding Club remained a popular opportunity for students to explore and extend their interest in digital learning throughout the year.

Tasha Longman



## One Big Voice

55 Creaney Primary School choir students from Years 3-6 participated in the One Big Voice choral festival in 2025. This event provided students with the opportunity to perform as part of a large, combined choir and celebrate music with schools from across Western Australia.

Creaney students represented the school with enthusiasm and pride. Three of our students were selected to perform on stage as part of a featured vocal group, and one student was chosen to take on the role of compere for the event. These selections highlight the talent, confidence and commitment of our students and were a wonderful achievement for both the individuals and our school community.

Kiki McCormack



## Physical Education

The school's sporting program had a highly successful year, highlighted by the Blue Heelers winning both the Faction Athletics Carnival and the Faction Cross Country.

Our interschool teams also performed exceptionally well, with the Senior Girls Cricket team and the Athletics team both finishing 1st. The Senior Netball teams achieved excellent results, placing 1st (A), 2nd (B), and 3rd (C and D), while the Senior Soccer A and B teams both placed 3rd. The Senior Modcrosse team placed 3rd, the Senior Footy team finished 4th, and the Cross Country team placed 6th.

Throughout the year, the PE program provided students with a wide range of activities, including traditional sports as well as table tennis, golf, speedball and ultimate frisbee.

Jarred Moon



# SCHOOL PROGRAMS

## Sustainability

Creaney Primary School proudly continued its commitment as a WasteSorted School in 2025, promoting environmental responsibility through a whole-school approach to sustainability.

Students participated in responsible waste management practices across the school. Food scraps from lunchboxes and gardens were fed to our school chickens, helping to reduce waste while providing fertiliser for garden beds and eggs for classroom cooking activities. Recycling systems included paper, cardboard, food scrap, and Containers for Change bins, with funds raised supporting the care of our chickens.

Our "Creaney Greenies" Gardening Club worked alongside Early Years students to maintain the school vegetable gardens. This provided opportunities for students to learn where food comes from while encouraging healthy eating, teamwork, and wellbeing.

Students also participated in whole-school initiatives such as Clean Up Australia Day and Plastic Free July, building awareness of environmental issues and encouraging positive action. Sustainability was further embedded in classroom learning, with STEM and other projects reusing materials that would otherwise go to landfill.

Our Sustainability Hub enabled families to donate hard-to-recycle items such as batteries, coffee pods, bread tags, plastic lids, mobile phones, and used stationery, which were sent to specialised organisations for repurposing.

These initiatives supported the development of environmentally responsible attitudes and sustainable habits among our students.

Sam McCulloch



## Número Club

Número Club ran every Thursday morning from 8:00-8:30am for Years 4-6, beginning in early Term 2 and continuing until the end of the year. Around 35 students participated at various times, developing their Número skills and fluency in a fun and supportive environment.

The year concluded with a friendly competition in the final weeks and a Número Club breakfast enjoyed by all.

Nathan Spilcker

# SCHOOL PROGRAMS

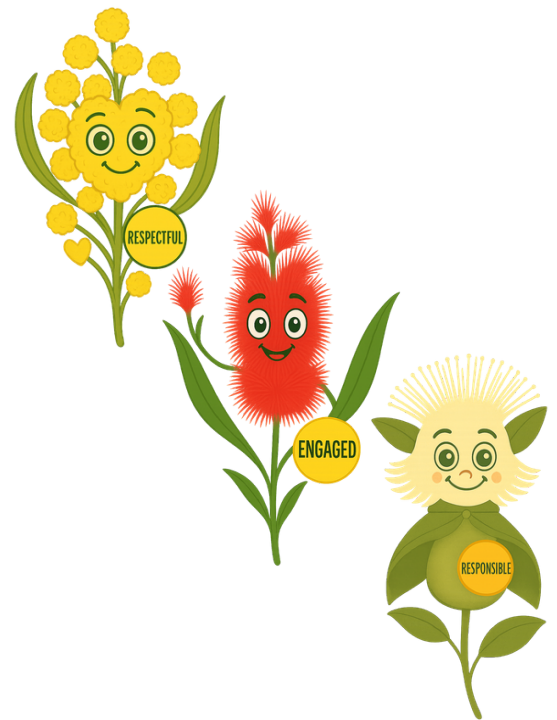
## Positive Behaviour Support (PBS)

In 2025, Creaney Primary School continued to provide a safe, supportive and engaging learning environment where every student was encouraged to succeed. Our Positive Behaviour Support (PBS) framework guided this work by explicitly teaching and reinforcing expected behaviours across the school.

Our school-wide expectations — Respectful, Responsible and Engaged — provided a consistent approach to behaviour and were outlined in our PBS Matrix. A focus expectation was shared with families each fortnight to strengthen the partnership between home and school and support consistent language around positive behaviour.

Students learned these expectations through explicit teaching, staff modelling and opportunities to practise them in everyday situations. Positive choices were recognised through the PBS token system, which contributed to classroom and whole-school rewards and helped build a respectful school culture.

Mel McDonald



## Reading Buddies

In 2025, Creaney Primary School continued the Reading Buddies program to support younger students in developing confidence and skills in reading. During Terms 2 and 3, students in Years 1, 2 and 5 met in the library before school on Monday and Tuesday mornings.

A total of 37 Year 5 students volunteered as Reading Buddies, partnering with younger students to listen to them read, provide feedback and model effective reading. The program supported the development of reading accuracy, fluency and comprehension while also fostering leadership and responsibility in senior students.

Many students who previously participated as junior readers later chose to volunteer as Reading Buddies in Year 5, reflecting the positive impact of the program and the strong culture of peer support at Creaney.

Trent Jackaman and Sam McCulloch



# SCHOOL INCOME BY FUNDING SOURCE

source: Schools Resourcing System

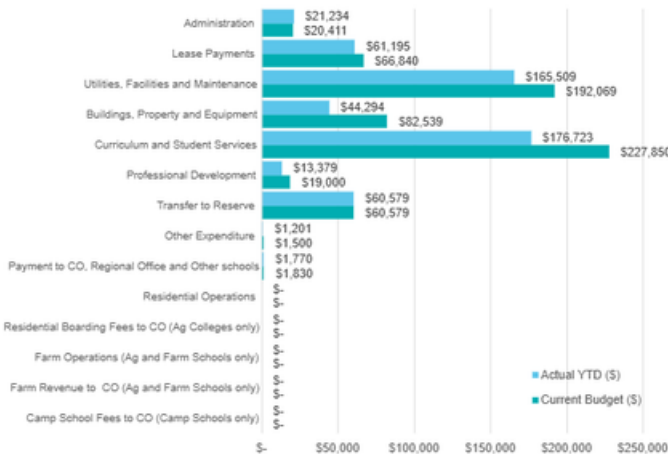
December 2025 ( Verified December Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	34,142	34,142
Carry Forward (Salary)	57,526	57,526
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	3,269,837	3,269,837
School and Student Characteristics	936,005	936,005
Disability Adjustments	110,825	110,825
Targeted Initiatives	190,245	190,245
Operational Response Allocation	1,940	1,940
<b>Total Funds:</b>	<b>4,508,852</b>	<b>4,508,852</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	7,000	7,000
School Transfers – Salary	(165,521)	(165,521)
School Transfers - Cash	178,364	178,364
Department Adjustments	0	0
<b>Total Funds:</b>	<b>19,843</b>	<b>19,843</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	17,709	17,709
Charges and Fees	93,733	63,404
Fees from Facilities Hire	40,613	40,048
Fundraising/Donations/Sponsorships	46,317	46,316
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	1,000	1,000
Revenue from CO, Regional Office and Other school	108,581	108,581
Other Revenues	11,425	11,425
Transfer from Reserve or DGR	24,842	24,842
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>344,220</b>	<b>313,325</b>
<b>TOTAL</b>	<b>4,964,583</b>	<b>4,933,688</b>

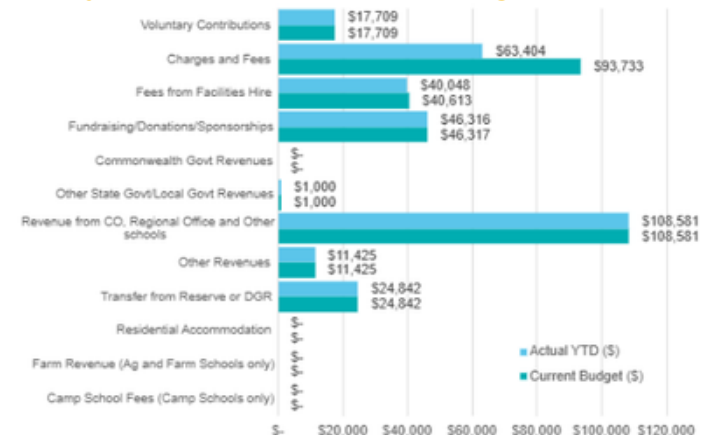
	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	3,702,940	3,702,940
New Appointments	0	0
Casual Payments	468,570	468,570
Other Salary Expenditure	1,833	1,833
<b>Total Funds:</b>	<b>4,173,343</b>	<b>4,173,343</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	20,411	21,234
Lease Payments	66,840	61,195
Utilities, Facilities and Maintenance	192,069	165,509
Buildings, Property and Equipment	82,539	44,294
Curriculum and Student Services	227,850	176,723
Professional Development	19,000	13,379
Transfer to Reserve	60,579	60,579
Other Expenditure	1,500	1,201
Payment to CO, Regional Office and Other schools	1,830	1,770
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>672,618</b>	<b>545,884</b>
<b>TOTAL</b>	<b>4,845,961</b>	<b>4,719,227</b>

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	34,142	34,142
Carry Forward (Salary):	57,526	57,526
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	4,528,696	4,528,696
Locally Raised Funds:	344,220	313,325
<b>Total Funds:</b>	<b>4,964,584</b>	<b>4,933,689</b>
<b>EXPENDITURE</b>		
Salaries:	4,173,344	4,173,344
Goods and Services (Cash):	672,618	545,884
<b>Total Expenditure:</b>	<b>4,845,962</b>	<b>4,719,228</b>
<b>VARIANCE:</b>	<b>118,622</b>	<b>214,461</b>

## Goods & Services Expenditure - Budget vs Actual



## Locally Generated Revenue - Budget vs Actual



## ANALYSIS AND IMPACT OF EVIDENCE

Resourcing was used to address priority areas with the greatest amount of expenditure (outside of utilities) providing professional learning for staff and casual payments as required to support school initiatives. Voluntary Contributions increased slightly to 79%.

A move toward the leasing of all ICT hardware has continued in 2025. Fundraising initiatives of the P&C generated \$34,922.66 in 2025

# GLOSSARY

a list of commonly used educational acronyms and definitions

## NAPLAN

National Assessment Program - Literacy and Numeracy.

## WA LIKE SCHOOLS

Western Australian Schols with a similar ICSEA.

## ICSEA

Index of Community Socio-Educational Advantage.

## DoE

Department of Education, Western Australia.

## CREANEY ESC

Creaney Education Support Centre.

## P&C

Parent and Citizens Association.

## TAPPLE

A teaching strategy that helps teachers check for understanding in real time by guiding them to teach content first, ask clear and specific questions, allow students time to think and discuss, call on non-volunteers to ensure everyone is accountable, listen carefully to student responses, and provide effective feedback. Together, these steps help teachers gauge how well students are learning during the lesson and adjust instruction to support all learners, including English Learners.

## PBS

Positive Behaviour Support.

## ON-ENTRY

A standardised assessment undertaken by all Pre-primary and Year 1 students.

## ENGAGEMENT NORMS

A structured, consistent, and active classroom routines used throughout a lesson to maximize student participation, focus, and cognitive interaction.

## SCHOOLS ONLINE

A directory of all public schools in Western Australia. Where you will find a range of information about each school including annual reports, student results and details of local-intake areas for student enrolments.

## MINILIT

An evidence-based, explicit and effective early literacy intervention program for teaching reading skills to children who are in the bottom 25% of the expected range for their age group.

## DAILY REVIEW

An evidence-based, 10-15 minute classroom routine designed to boost student retention by retrieving previously learned material at the start of lessons.

