



## ANNUAL REPORT 2025

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EXCELLENCE • EQUITY • CARE



## 2025 SCHOOL YEAR OVERVIEW

This report reflects our ongoing commitment to excellence, wellbeing, and community engagement at Lesmurdie Primary School.

### **Leadership and Continuity**

In Term 3 of 2025, Louise Armstrong, substantive Principal of Lesmurdie Primary school, was appointed to the principal role at Forest Crescent Primary School for Semester 2. During her absence, I was appointed to the principal position, supported by Erin Burns from Falls Road Primary School as Deputy Principal. This arrangement aligned with the Bibbulmun Network's initiative to provide authentic leadership opportunities across the network, while ensuring continuity of leadership, curriculum delivery, and daily school operations.

### **Innovation: Generative AI Pilot**

Building on its announcement in Term 3 of 2024, the Generative AI Pilot became a key area of focus for Lesmurdie Primary School in 2025. As one of four Department of Education schools selected as part of the joint state and federal Workload Reduction Fund initiative, our school actively engaged in trialling generative AI tools aligned to the WA education context. Led by Signora Barclay, the 2025 pilot work centred on supporting teacher workload through enhanced lesson planning, resource development, and the creation of differentiated student learning activities. Our involvement throughout 2025 has strengthened staff capability and informed future directions, and we are proud to have been invited to continue as a pilot school in 2026.

### **Quality Teaching**

Our commitment to quality teaching continued through our participation in the Leading Cultures of Teaching Excellence (LCoTE) program, which provides the knowledge, tools, and collegial support to drive improved student outcomes through impactful, consistent, and connected practice. Targeted professional learning in the area of coaching further supported middle leaders to progress school improvement. Their development was further supported through Thrive Middle Leader mentoring sessions with Peta Nelson, strengthening the quality, clarity, and effectiveness of coaching provided to staff. Our Instructional Coach, Mrs Janet Leuba, has worked closely with teachers to strengthen instructional practice and ensure consistency across classrooms.

### **NAPLAN Opt-in**

As part of the expanded National Assessment Program (NAP), Lesmurdie Primary School participated in this initiative for the first time, with our Year 6 cohort completing assessments in Science Literacy and Civics and Citizenship. This provided the school with valuable data to evaluate student achievement against key educational outcomes and to inform the review, planning, and refinement of teaching and learning programs.

### **Wellbeing Initiatives**

Leo, our school Wellbeing dog, is a valued and **much-loved** addition to our school community. By providing comfort, companionship, and a calm presence, Leo helps students feel safe, settled, and supported. His presence enhances students' readiness to learn, encourages positive emotional regulation, and contributes to a more caring, inclusive, and connected school environment where wellbeing is prioritised alongside learning.

Student wellbeing at Lesmurdie Primary School is further supported through a combination of targeted programs and individual pastoral care delivered by the wellbeing coordinator and school Chaplain. Key initiatives include Mindful Me, which supports students in Years 1–6 to develop mindfulness and emotional regulation, and Flourish, an upper-primary girls' mentorship program introduced to address declining Year 6 wellbeing data. Flourish provides a safe and supportive space for girls to build confidence, resilience, and life skills, contributing to positive wellbeing outcomes and a strong sense of community.

Leadership development remains a strong focus, with all senior students viewed as leaders who model the school's values. Through the LEAD program, developed by the school Chaplain, students build communication, cooperation, and practical leadership skills. Leadership opportunities include formal roles such as School Leaders and Faction Captains, as well as positions such as Italian Ambassadors and Minecraft Captains, equipping students to lead confidently within the school community and beyond.

### **Edu-Dance Program**

The Edu-Dance program was a resounding success. Students enthusiastically participated in the eight-week dance sessions, which culminated in well-attended concerts. We look forward to continuing this program, which aligns with the Arts learning area of the WA Curriculum.

### **Community Partnerships**

Strong, supportive, and mutually respectful connections with our community are a school priority, enabling us to work together in the best interests of our students. In 2025, in collaboration with the P&C and the wider school community, we progressed our comprehensive Master Plan to enhance our facilities and outdoor play and learning environments. Recent P&C contributions include upgrades to the Early Childhood playgrounds, shade sails for the Year 6 hangout zone, and infrastructure to enhance school grounds and playground facilities.

The P&C secured \$30,000 in state funding, bringing their total contribution to \$60,000 for the Early Years Play Space. The project has created an engaging learning environment for Kindy and Pre-primary students, supporting creativity, physical development, exploration, and social interaction.

The P&C's Bogan Bingo Night raised over \$4,000, demonstrating not only successful fundraising but also the value of events that strengthen community connections.

The continued success of Running Club also reflects the P&C's commitment to supporting initiatives that promote health, wellbeing, and community engagement among students and families.

A big thank you to the P&C who helped make the recent Surf Online Safe workshop possible. Paul Litherland provided valuable insights into keeping our children safe online and was very well received by those who attended. It's fantastic to see the Hills community working together to support such important initiatives, helping to create a safer digital environment for our young people.

Parent involvement plays a vital role in supporting student success, and the school values the strong, respectful partnerships shared with families and the wider community. The return of the parent survey provided valuable feedback on what was working well and identified areas for improvement, enabling the school to track trends over time and inform future planning. With 101 responses received, the survey offered meaningful insights that support ongoing school improvement.

### **Governance and Acknowledgments**

The School Board remains an engaged and effective governing body, ensuring our focus stays on creating the conditions for student success. In reviewing our progress, the Board recognised the quality of our teaching programs and the positive impact of our investment in staff professional development.

Special thanks to our departing Board members, Ms Melinda White, who is stepping down, and Mrs Ceire Gibney and Mrs Janet Leuba, whose current term has ended. Their contributions have been invaluable. Thank you to all Board members for your dedication to improving student outcomes and unlocking the potential of every child.

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Kevin Donetta

Principal

## VISION

For every student to approach learning with purpose, curiosity, and optimism.

## MISSION

To provide a respectful, safe, and inclusive environment which supports our children to grow into young people capable of making a positive difference in the world through their engagement, action, and contribution.

## VALUES



### **Be Respectful:**

We care about others and the world around us.



### **Be Resilient:**

We bounce back from challenges. We learn from our mistakes.



### **Be Safe:**

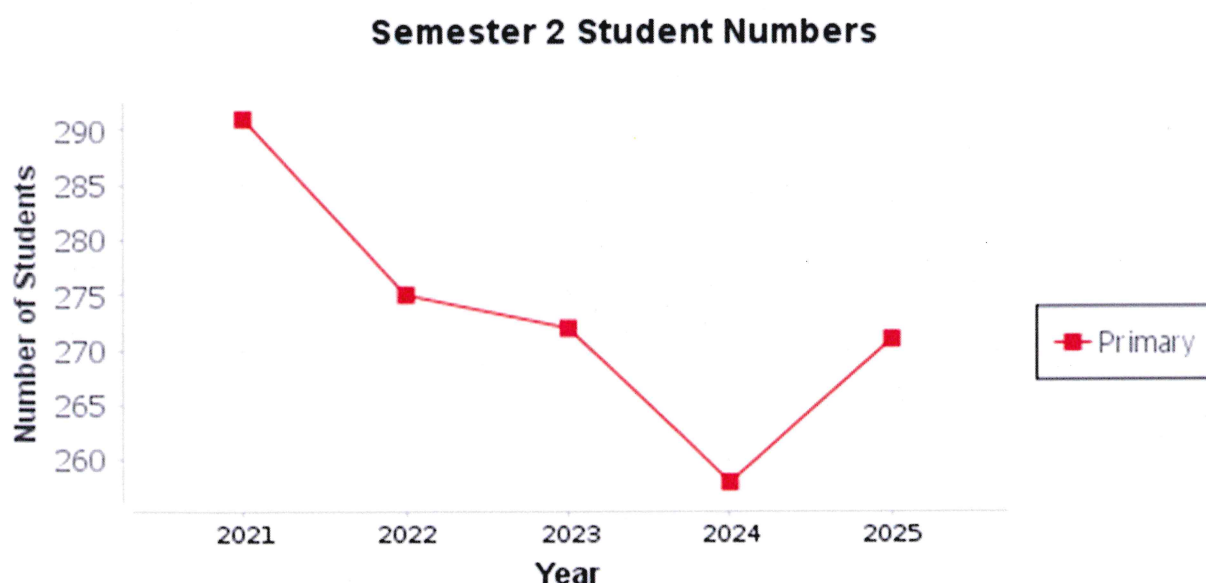
We choose our words and actions so that everyone feels safe.



### **Be your Best:**

We choose to be the best person we can be.

## STUDENT NUMBERS AND CHARACTERISTICS



Since 2020, the school has experienced a gradual decline in enrolment, representing a 20% reduction in total student numbers (PP–Year 6) over the five-year period from 2020 to 2024. This decline coincided with the new school build. With the completion of the modern facilities and the enhancement of the grounds in line with the Grounds Master Plan, enrolment trends for 2025 showed positive growth (258 – 271). The newly developed school has a capacity of 370 students, positioning us well to accommodate future increases in student numbers should demand continue to rise.

Student Characteristics funding is strategically deployed to support outcomes for all students. Additional funding is provided to schools to support students with disability and additional learning needs through two components:

- educational adjustment allocation – to implement programs and learning supports for students with additional learning needs
- individual disability allocation (IDA) – to support students with an eligible disability based on application, approval and review.

Our 2025 enrolments included individual disability funding for 15 students. Resources allocated for eligible students with disability can be used flexibly to best meet their educational needs. Schools have the capacity to determine the most effective support ‘package’ for each student using the funding provided and other resources and services. This includes but is not limited to the strategic allocation of mainstream and special needs education assistants; early intervention programs such as MiniLit and MacqLit; and professional learning to build staff capacity. Ongoing data collection, both school based and system wide, informs program delivery.

## WORKFORCE COMPOSITION

Analysis of our 2025 workforce profile indicates a slight reduction in headcount (from 41 to 39 staff) and a corresponding decrease in FTE allocation (from 31.2 to 29.2). In response to ongoing challenges in recruiting new staff, some existing staff increased their FTE to support continuity of teaching and learning. The school will continue to closely monitor student enrolment and staffing arrangements to ensure the effective use of human resources and that we maintain the capacity to achieve our strategic goals and meet the needs of our students.

### Staff Numbers

	No	FTE	ABL
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
<b>Total Administration Staff</b>	<b>2</b>	<b>2.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	21	15.2	1
<b>Total Teaching Staff</b>	<b>22</b>	<b>16.2</b>	<b>1</b>
<b>School Support Staff</b>			
Clerical / Administrative	3	2.2	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	11	8.2	0
<b>Total School Support Staff</b>	<b>15</b>	<b>11.0</b>	<b>0</b>
<b>Total</b>	<b>39</b>	<b>29.2</b>	<b>1</b>

## STUDENT ATTENDANCE

In 2021, Lesmurdie Primary School's attendance rate was 92.9%, slightly higher than the WA Public Schools average of 91%. At this time, it was common practice for schools to include attendance targets in their strategic planning and actively promote one hundred percent attendance. The landscape has changed significantly in the years since. The Department now produces "Keep our school community safe" posters and encourages both staff and students to stay home if unwell. Whilst we know that every day at school contributes to learning which leads to better engagement and higher academic achievement, we now also recognise the complexities which lie beneath the increased prevalence of school refusal and the need to support student attendance through a promotion, prevention and response approach. Our Attendance policy outlines the processes which monitor attendance and also those which address both in and out-of-school factors contributing to low attendance.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2023</b>	73.9%	21.3%	4.0%	0.7%
<b>2024</b>	68.4%	23.6%	6.1%	1.9%
<b>2025</b>	68.9%	24.2%	5.5%	1.5%
<b>Like Schools 2025</b>	68.8%	22.3%	7.0%	1.9%
<b>WA Public Schools</b>	64.0%	23.0%	9.0%	4.0%

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
<b>2023</b>	92.2%	91.1%	90.3%	87.5%	78.4%	74.3%	92.1%	90.6%	88.9%
<b>2024</b>	91.5%	91.5%	91%	85.7%	80.1%	74.3%	91.3%	91.1%	89.4%
<b>2025</b>	91.4%	91.3%	90.7%	88.8%	82.1%	73.2%	91.4%	91%	89.1%

We remain committed to promoting regular attendance and to early intervention in response to attendance concerns. Our current attendance rate of 91.4% is just 1.5 percentage points below our pre-COVID 2021 rate and remains higher than both Like Schools and the WA Public School average. Notably, the proportion of students in the Moderate and Severe At Risk attendance categories is lower than in both comparison cohorts. It is acknowledged, however, that the WA Public School data includes secondary schools, which operate in a different context and face distinct challenges related to school refusal.

## STUDENT ACHIEVEMENT AND PROGRESS

Where we compare our school performance to 'Like Schools', this is based on the *Index of Community Socio-Educational Advantage (ICSEA)*; a scale of socio-educational advantage that is computed for each school. This scale measures certain characteristics of the family and school, such as parental education and occupation, and school characteristics such as location and socio-economic background of the students it serves. Lesmurdie Primary School has an ICSEA of 1049 for 2025.

## NAPLAN – PERFORMANCE

The following data indicates Lesmurdie Primary Schools' Performance in the 2025 NAPLAN.

### NAPLAN Comparative Performance for Year 3

Year 3	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.9	-0.4	-0.5	38	35	37
Reading	-1.4	-1.4	-1.3	38	37	37
Writing	-0.9	-0.7	0.1	37	37	37
Spelling	-1.3	-1.3	-1.4	38	36	37
Grammar & Punctuation	-1.3	-1.2	-1.0	38	36	37

### NAPLAN Comparative Performance for Year 5

Year 5	Performance			Students		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.4	0.1	0.4	32	35	38
Reading	-0.3	-0.6	0.1	32	35	39
Writing	-0.4	-1.1	-1.2	32	35	39
Spelling	-1.6	-0.3	-0.7	32	35	38
Grammar & Punctuation	-0.9	-0.8	0.2	32	35	38

1
2
3

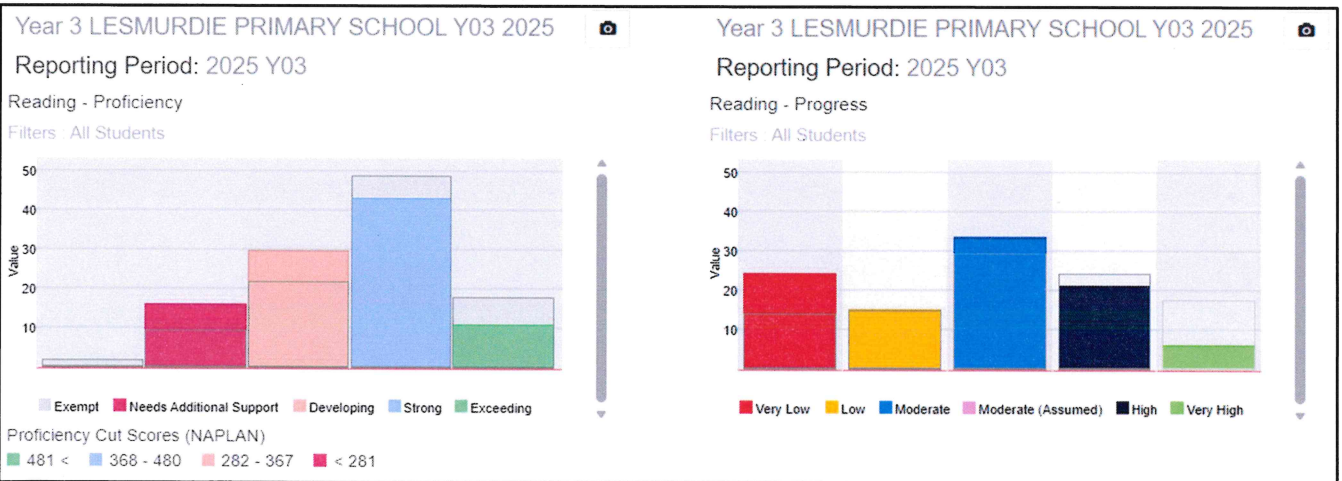
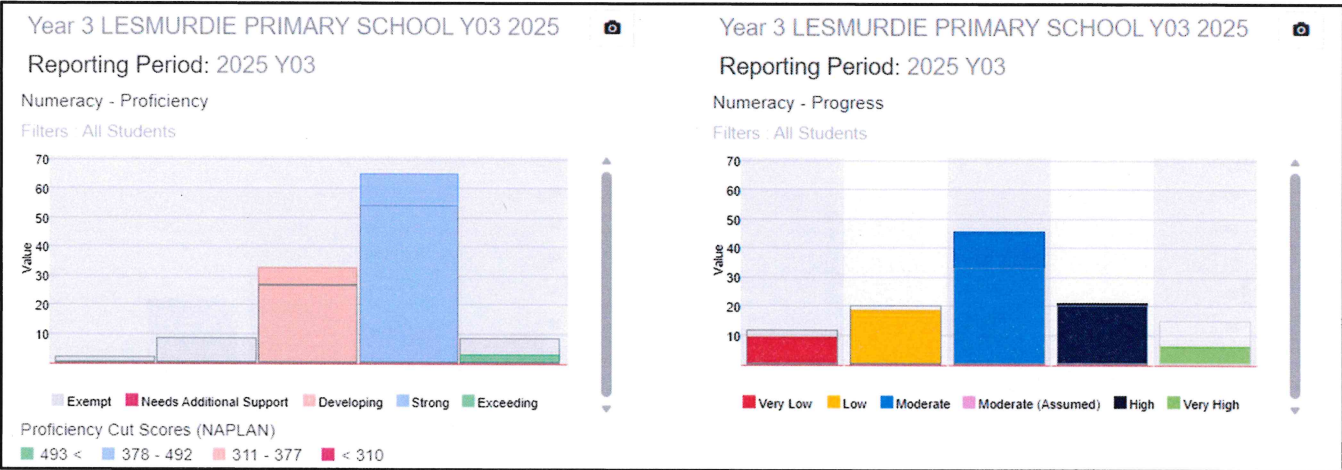
**1** Above Expected - more than one standard deviation above the predicted school mean  
**2** Expected - within one standard deviation of the predicted school mean  
**3** Below Expected - more than one standard deviation below the predicted school mean  
 If blank, then no data available or number of students is less than 6

When compared to like schools, Lesmurdie Primary School's Year 3 achievement data from 2023 to 2025 indicates performance below the expected mean in Reading, Spelling, and Grammar and Punctuation. Achievement in Numeracy and Writing during this period was broadly in line with expectations.

In Year 5, achievement outcomes were largely consistent with like schools in Numeracy,

Reading, Spelling, and Grammar and Punctuation, however, Writing results were below the expected mean.

Longitudinal progress data highlights areas for targeted improvement. Progress from On-Entry in Pre-Primary to Year 3 was below expected when compared with like schools, particularly in Reading, where 25% of students demonstrated very low progress. While Numeracy progress from PP to Year 3 was closer to that of like schools, a greater proportion of students made moderate progress, with fewer achieving very high progress, indicating a need to extend higher-performing learners.



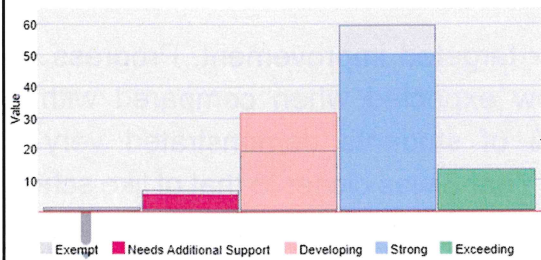
By Year 5, students made stronger progress when compared to like schools, however, achievement levels in Numeracy, Reading, and Grammar and Punctuation remained lower. Of particular concern, Writing in Year 5 showed both lower progress and lower achievement relative to like schools, suggesting that sustained underperformance in this area requires focused intervention.

Year 5 LESMURDIE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Numeracy - Proficiency

Filters: All Students



Proficiency Cut Scores (NAPLAN)

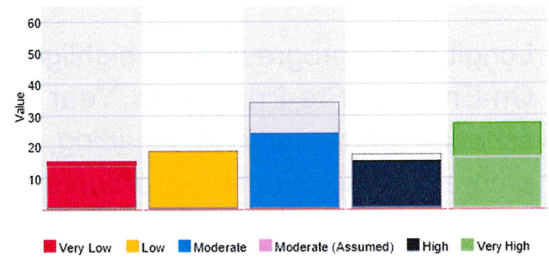
577 < 451 - 576 386 - 450 < 385

Year 5 LESMURDIE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Numeracy - Progress

Filters: All Students

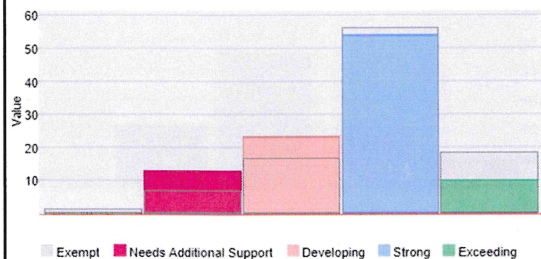


Year 5 LESMURDIE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Reading - Proficiency

Filters: All Students



Proficiency Cut Scores (NAPLAN)

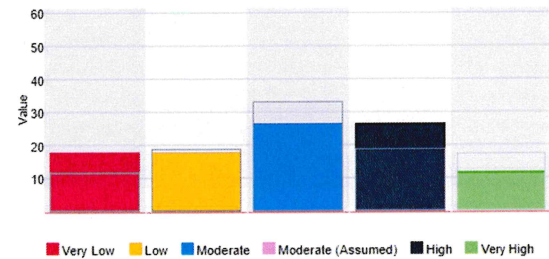
555 < 448 - 554 377 - 447 < 376

Year 5 LESMURDIE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Reading - Progress

Filters: All Students

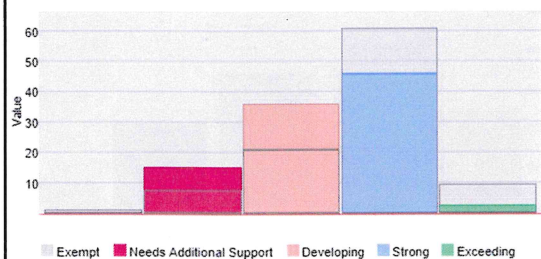


Year 5 LESMURDIE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

Writing - Proficiency

Filters: All Students



Proficiency Cut Scores (NAPLAN)

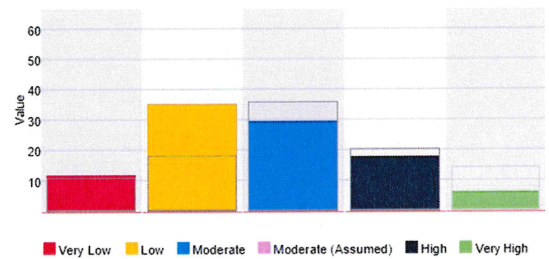
570 < 455 - 569 385 - 454 < 384

Year 5 LESMURDIE PRIMARY SCHOOL Y05 2025

Reporting Period: 2025 Y05

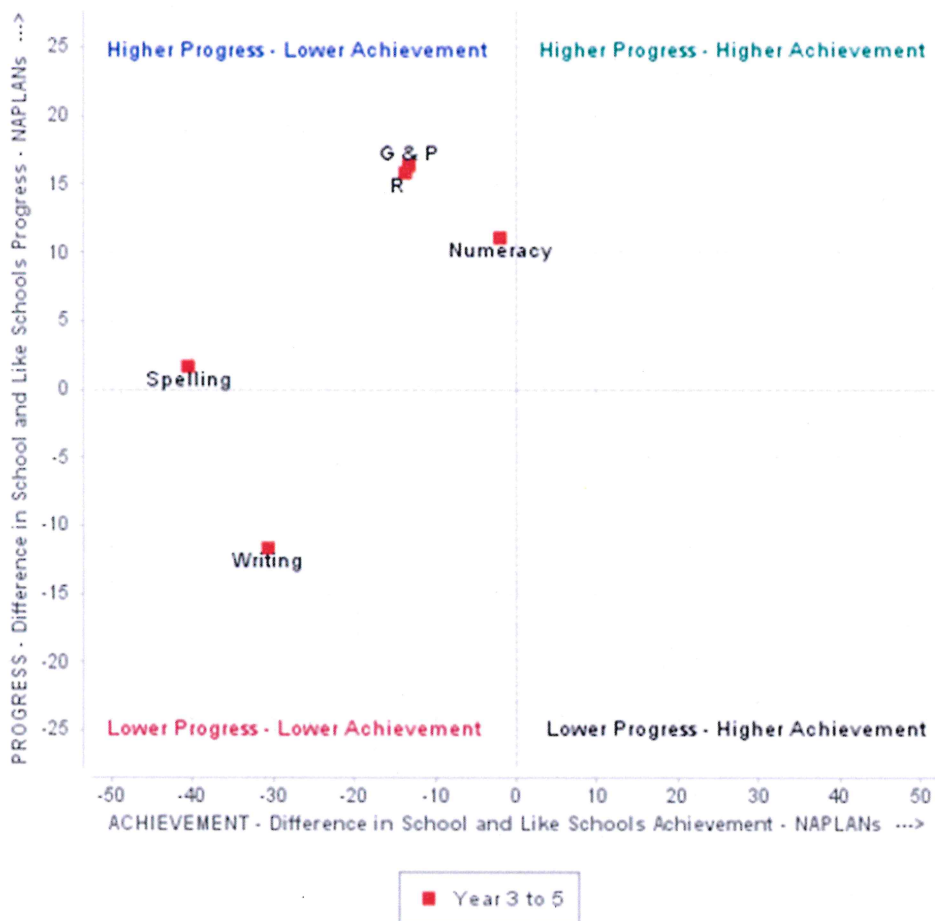
Writing - Progress

Filters: All Students



## Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2023 to Year 5 2025



Overall, the data indicates that while progress improves in the upper primary years, this is not yet translating into comparable achievement outcomes, particularly in literacy. These findings highlight the importance of strengthening early literacy foundations, accelerating targeted support for students making low progress, and refining instructional practices to increase both progress and achievement across all learning areas, with a specific emphasis on Writing.

### NAPLAN – PERFORMANCE

Over the previous two years, school and system data highlighted concerns related to student achievement and progress. In response, we examined the practices contributing to these outcomes and identified clear actions required to drive improvement. Our Business Plan (2024–2026) articulates a strong focus on delivering impactful, low-variance, and connected practice through agreed whole-school programs and consistent lesson design. This work has been strengthened by our participation in the Leading Cultures of Teaching Excellence (LCoTE) program, which has provided valuable knowledge, tools, and collegial support to enhance teaching practice and improve student outcomes. We recognise that sustained improvement takes time to be reflected in achievement data, therefore, implementation indicators have been embedded within our improvement plans to provide evidence of progress in the short term and to monitor our trajectory towards longer-term goals

In 2025, our key improvement strategies included implementation of:

- Instructional Coaching model
- Whole school student tracking system
- Lesmurdie Learning Framework

Our whole school literacy programs include:

- Heggerty Phonemic Awareness
- Promoting Literacy Development (PLD)
- Talk 4 Write (T4W)
- Seven Steps Writing

In Mathematics we utilise the School Curriculum and Standards Authority (SCSA) Maths resources to guide consistent practice.

Modest improvements in 2025 NAPLAN Year 3 Writing, and Year 5 Reading and Grammar & Punctuation results, may well be early indicators of more consistent practice and/or the effectiveness of our whole school programs.

## **PARENT, STUDENT AND STAFF SATISFACTION WITH THE SCHOOL**

The National School Opinion Survey was administered in 2022 and again in 2025. Results indicate that staff, students, and parents report generally positive perceptions of the school, with the aggregate of responses scoring above 3 on a 5-point scale. Parent satisfaction remained stable across the two survey cycles, with an average rating of 4.0 in both 2022 and 2025. Staff ratings were similarly consistent, decreasing marginally from 4.3 in 2022 to 4.2 in 2025. Student responses indicate a small but statistically significant decline in perceptions of school performance between 2022 (4.1) and 2025 (3.9).

### **Parent Survey**

<b>Strengths</b>	<b>Areas for Improvement</b>
<ul style="list-style-type: none"><li>• Clear school values</li><li>• Mental and emotional well-being</li><li>• Inclusivity</li><li>• Responsive and nurturing staff</li><li>• Safe learning environment</li><li>• Wonderful Education Assistants</li><li>• Teacher expectations are clear</li><li>• Strong communication about events</li><li>• Community/Parent relationships connected with school</li><li>• Leo the wellbeing dog</li></ul>	<ul style="list-style-type: none"><li>• Communication about student progress</li><li>• Communication about school improvement</li><li>• Play equipment for senior students</li><li>• Shade in main play area</li><li>• Behaviour management</li><li>• Nature and bush play spaces</li><li>• Student voice</li></ul>

## Staff Survey

Strengths	Areas for Improvement
<ul style="list-style-type: none"><li>• School is well maintained</li><li>• Master plan developed following consultation with staff and community</li><li>• Leadership continually improving</li><li>• Staff receiving feedback via instructional coach</li><li>• Staff feel feedback is useful</li><li>• Positive wellbeing support for staff and students</li></ul>	<ul style="list-style-type: none"><li>• Consistent student behaviour management across classrooms/year levels</li><li>• Classroom resourcing</li><li>• Student feedback</li><li>• Student -teacher interactions</li><li>• Overall standard of education</li><li>• Relationships with community</li></ul>

## Student Survey

Strengths	Areas for Improvement
<ul style="list-style-type: none"><li>• School environment</li><li>• School looks for ways to improve</li><li>• Students care about teachers</li><li>• Teachers have high expectations</li><li>• Teachers are good and nice</li><li>• Students can choose where they want to play</li><li>• Leo the wellbeing dog</li><li>• Enjoy Library activities and school garden</li><li>• Mindfulness is helpful</li><li>• Like the Sport Carnivals and the sport equipment is good</li></ul>	<ul style="list-style-type: none"><li>• Behaviour management</li><li>• Students want more feedback about their work</li><li>• Students do not always feel listened to</li><li>• Play area for older students</li><li>• Tables and benches for students to sit in breaks</li></ul>



## **PROGRESS AGAINST PRIORITY: QUALITY TEACHING**

### **IMPLEMENTED STRATEGIES**

Advance staff skill and understanding and ensure consistent, quality teaching across the school through:

- Continued roll out of Explicit Teaching model, based on the Department of Education's "Teaching For Impact" strategy.
- Role of Instructional Coach:
  - Hold staff accountable to agreed behaviours
  - Monitoring the fidelity of whole school programs
  - Advance teachers' understanding & skills
- Allocated resources to support the development of instructional leaders (Middle Leaders)
- Continued use of whole school student tracking system:
  - Track assessment data (On-entry, NAPLAN, PAT, PLD etc)
  - Identify students 'at educational risk'
  - Inform targeted intervention at point of need
  
- SAER Team supporting teachers in gathering fine-grained baseline data on students identified as "at risk" to help teachers to tailor specific instructional strategies and interventions.

### **LITERACY**

- Observation and feedback cycle based on the implementation of whole school programs delivered with fidelity
- Kindergarten to Year 2 continued transition from Letters and Sounds to Promoting Literacy Development (PLD), to effectively implement a 'whole-school' literacy approach from K-6. 2025 second year of full implementation
- Continued implementation of Talk 4 Write program Kindy – Yr 3.
- Continued implementation of Seven Steps writing program to supplement writing in Yr 4-6

### **NUMERACY**

- Continue Maths streaming of Year 3-6 classes.

## **PROGRESS AGAINST PRIORITY: WELLBEING**

### **IMPLEMENTED STRATEGIES**

Foster a culture of wellbeing for staff and students through:

- Effective case management practices to identify and provide targeted support
- Encourage mindfulness practices in every classroom
- Incorporating specific resiliency and mindfulness-based programs in our curriculum, including but not limited to :
  - Mindful Me, small group intervention, rolled out across the school, Year 1 – 6.
  - Tough Stuff resiliency program, Year 5
  - Flourish, Year 6 girls
- Utilise annual assessment Social-Emotional Wellness (PAT SEW) data to set improvement targets
- Advance staff skill and understanding in Work Health and Safety, including new legislative requirements around Psycho-Social Risk Management through ongoing professional learning

## **PROGRESS AGAINST PRIORITY: PARTNERSHIPS**

### **IMPLEMENTED STRATEGIES**

Foster effective two-way communication between school and family, facilitating respectful and productive feedback and responsive action through:

- Maintain a clean, easy to navigate website, showcasing our school and providing up to date information, readily accessible across a range of devices
- Provide news and information through Compass, Connect, Seesaw, fortnightly Newsletter, email and SMS, to the whole school, year groups, families and individuals, as appropriate
- Maintain Board representation on the P&C to facilitate the exchange of information
- Embed NQS reflections in annual meeting schedule (staff meetings and School Development Days)
- Extend opportunities for student voice, through increased student leadership opportunities such as Italian Ambassadors and Minecraft Captains.

## SCHOOL FINANCIAL INFORMATION

Lesmurdie Primary School manages resources in a targeted manner, creating the conditions for sustained student success and maximising the learning outcomes for all students. The Board and Finance Committee ratified the School Budget, Voluntary Contributions & Charges and the Personal Items List for students.

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$37,527.00	\$37,527.00	\$0.00
Carry Forward (Salary)	\$138,732.65	\$138,732.65	\$0.00
Student-Centred Funding (including School Transfers & Department Adjustments)	\$3,577,016.91	\$3,577,016.91	\$0.00
Per Student	\$2,566,474.00	\$2,566,474.00	\$0.00
School and Student Characteristics	\$778,767.17	\$778,767.17	\$0.00
Disability Adjustments	\$22,024.04	\$22,024.04	\$0.00
Targeted Initiatives	\$198,767.09	\$198,767.09	\$-.00
Operational Response Allocation	\$9,005.06	\$9,005.06	\$0.00
Regional Allocation	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-157,448.45	\$-157,448.45	\$0.00
School Transfers - Cash	\$159,428.00	\$159,428.00	\$0.00
Department Adjustments	\$0.00	\$0.00	\$0.00
Locally Raised Funds (Revenue)	\$188,538.75	\$195,299.20	\$-6,760.45
Voluntary Contributions	\$13,410.00	\$13,389.00	\$21.00
Charges and Fees	\$79,841.75	\$87,334.45	\$-7,492.70
Fees from Facilities Hire	\$610.00	\$610.00	\$0.00
Fundraising/Donations/Sponsorships	\$68,128.00	\$68,180.00	\$-52.00
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$0.00	\$0.00	\$0.00
Revenue from CO, Regional Office and Other schools	\$0.00	\$0.00	\$0.00
Other Revenues	\$10,778.00	\$10,014.75	\$763.25
Transfer from Reserve or DGR	\$15,771.00	\$15,771.00	\$0.00
Residential Accommodation	\$0.00	\$0.00	\$0.00
Farm Revenue (Ag and Farm Schools only)	\$0.00	\$0.00	\$0.00
Camp School Fees (Camp Schools only)	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$3,941,815.31</b>	<b>\$3,948,575.76</b>	<b>\$-6,760.45</b>

**INCOME - Dec 2025 ( Verified Dec Cash)**

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	37,527	37,527
Carry Forward (Salary)	138,733	138,733
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,566,474	2,566,474
School and Student Characteristics	778,767	778,767
Disability Adjustments	22,024	22,024
Targeted Initiatives	198,767	198,767
Operational Response Allocation	9,005	9,005
<b>Total Funds:</b>	<b>3,575,037</b>	<b>3,575,037</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(157,448)	(157,448)
School Transfers - Cash	159,428	159,428
Department Adjustments	0	0
<b>Total Funds:</b>	<b>1,980</b>	<b>1,980</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	13,410	13,389
Charges and Fees	79,842	87,334
Fees from Facilities Hire	610	610
Fundraising/Donations/Sponsorships	68,128	68,180
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	0	0
Other Revenues	10,778	10,015
Transfer from Reserve or DGR	15,771	15,771
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>188,539</b>	<b>195,299</b>
<b>TOTAL</b>	<b>3,941,816</b>	<b>3,948,576</b>

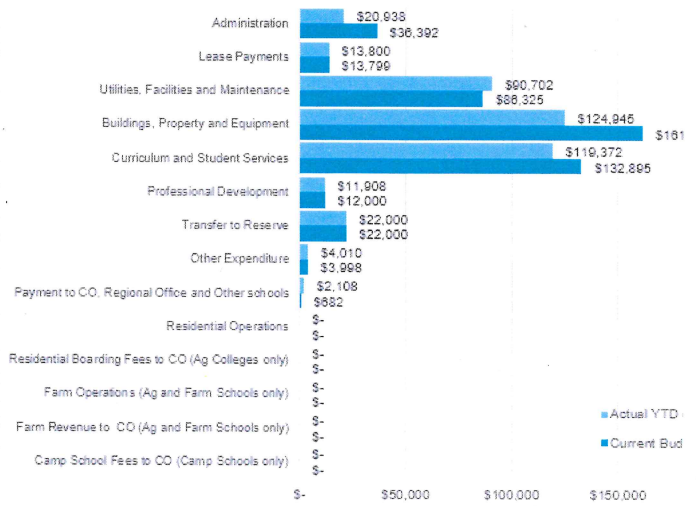
**INCOME - Dec 2025 ( Verified Dec Cash)**

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	37,527	37,527
Carry Forward (Salary)	138,733	138,733
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	2,566,474	2,566,474
School and Student Characteristics	778,767	778,767
Disability Adjustments	22,024	22,024
Targeted Initiatives	198,767	198,767
Operational Response Allocation	9,005	9,005
<b>Total Funds:</b>	<b>3,575,037</b>	<b>3,575,037</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
School Transfers – Salary	(157,448)	(157,448)
School Transfers - Cash	159,428	159,428
Department Adjustments	0	0
<b>Total Funds:</b>	<b>1,980</b>	<b>1,980</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	13,410	13,389
Charges and Fees	79,842	87,334
Fees from Facilities Hire	610	610
Fundraising/Donations/Sponsorships	68,128	68,180
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	0	0
Other Revenues	10,778	10,015
Transfer from Reserve or DGR	15,771	15,771
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>188,539</b>	<b>195,299</b>
<b>TOTAL</b>	<b>3,941,816</b>	<b>3,948,576</b>

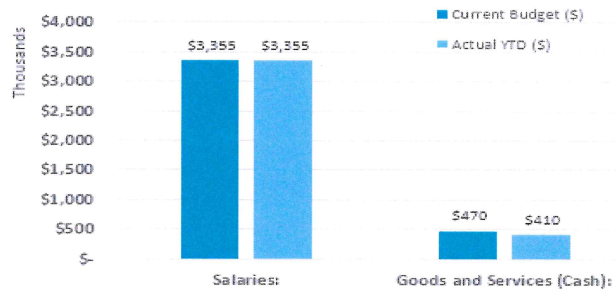
**EXPENDITURE - Dec 2025 ( Verified Dec Cash)**

	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	3,021,453	3,021,453
New Appointments	0	0
Casual Payments	333,266	333,266
Other Salary Expenditure	10	10
<b>Total Funds:</b>	<b>3,354,729</b>	<b>3,354,729</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	36,392	20,938
Lease Payments	13,799	13,800
Utilities, Facilities and Maintenance	86,325	90,702
Buildings, Property and Equipment	161,538	124,945
Curriculum and Student Services	132,895	119,372
Professional Development	12,000	11,908
Transfer to Reserve	22,000	22,000
Other Expenditure	3,998	4,010
Payment to CO, Regional Office and Other schools	682	2,108
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>469,629</b>	<b>409,783</b>
<b>TOTAL</b>	<b>3,824,358</b>	<b>3,764,512</b>

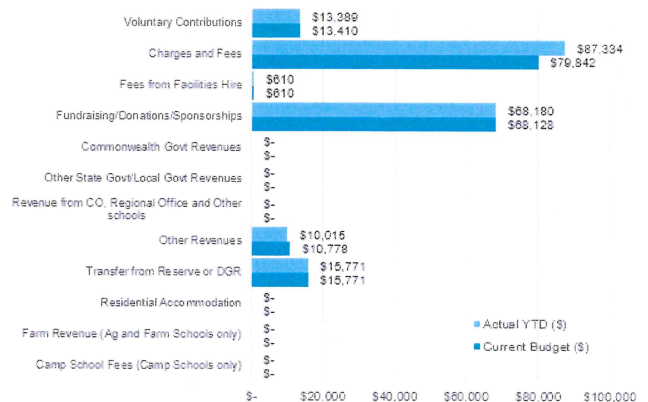
**Dec 2025 ( Verified Dec Cash)**



**Dec 2025 ( Verified Dec Cash)**



**Dec 2025 ( Verified Dec Cash)**




## **SCHOOL AND COMMUNITY ENDORSEMENT**

This Annual Report 2025 is hereby endorsed by the Lesmurdie Primary School Board on behalf of the school and community.



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**Kevin Donetta**  
**PRINCIPAL**



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**Isabel Matthews**  
**SCHOOL BOARD CHAIR**