

A photograph of four young girls in red school uniforms, smiling and looking towards the camera. The image is overlaid with a semi-transparent red and white graphic element at the top and bottom.

ANNUAL REPORT 2024

www.nollamaraps.wa.edu.au

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Principal's Report

Terese Morse



Dear Parents, Carers and School Community Members

It is my privilege to present the 2024 Annual Report on behalf of the staff and community of Nollamara Primary School. This report offers a snapshot of our achievements and progress over the past year. Our commitment to open and transparent communication has continued through newsletters, ClassDojo, the school website, and regular engagement with the School Board and P&C. Individual student information has been shared through reports, meetings, and other personalised channels to ensure each child is supported.

2024 has been a year of consolidation and continued growth. Our enrolment has remained strong with a growing and vibrant junior school cohort, further reflecting continuing community confidence in our school. With increased student numbers, our dedicated staff also grew, to continue to meet the needs of every learner, and deliver high-quality education in a nurturing environment.

This year marked the conclusion of our 2023–2024 Business Plan, which has guided our school improvements across key areas including teaching excellence, student wellbeing, and community engagement. We've focused on embedding consistent instructional practices and ensuring all students are engaged and making progress. Our staff remain deeply committed to professional collaboration and reflective practice, which is evident in all classrooms through high expectations and strong student outcomes.

We continue to place student wellbeing at the heart of our school culture. Our emphasis on social-emotional learning have supported students to manage emotions and build resilience. Our Positive Behaviour Support (PBS) framework continues to guide student behaviour, creating a safe and respectful learning environment for all. Our school values—Respect, Excellence, Acceptance, Compassion and Honesty—are lived daily throughout the school.

Our community partnerships remain a strength of our school. The P&C Association continues to play an essential role, not only through fundraising and running the beloved Nest canteen, but also through their visible and valued presence in school life. The School Board has provided important strategic guidance, ensuring our direction aligns with the needs and aspirations of our community. Our partnerships with external agencies have enabled us to support students and families holistically, ensuring every child is given the opportunity to thrive.

As we prepare to review and refresh our Business Plan in 2025, our focus remains steadfast—providing a high-quality education that meets the needs of every child in our care. I am proud of what we have achieved together, with a dedicated staff and unwavering community support.

Thank you for being part of another successful year at Nollamara Primary School. I look forward to continuing our shared journey as we move forward—Progress with Pride.

Warm regards

Our Vision

We empower students to

REACH

their full potential in a culturally safe and supportive environment.

Our Values

R

RESPECT - We are well mannered, friendly. We acknowledge the rights of others.

E

EXCELLENCE - We take pride in our work and ourselves. We model positive behaviour throughout the school.

A

ACCEPTANCE - We acknowledge and celebrate the diversity of our school community. We include everyone and work with anyone.

C

COMPASSION - We are kind. We help others and consider their feelings.

H

HONESTY - We take responsibility for our actions and try to make good choices.

2024 Highlights & Achievements

- Early Childhood classes Mothers' Day afternoon tea & Father's Day breakfast.
- NAIDOC week celebrations including performance by Donna Atkins.
- Winning the soccer champion shield at the Dianella Secondary College Soccer Gala.
- Harmony Day.
- Visit from the Premier's Reading Challenge mascot, Dewie Dex.
- Book Week Library transformation and visiting author,
- Excursions to:
 - Sculptures by the Sea
 - Kings Park
 - Wildlife incursion
 - Youth Leadership - Halogen
 - Year 6 Camp at Ern Halliday Retreat
- French Week Celebration
- Staff Wellbeing Policy established
- STEM Club
- Chicken Care Program
- The establishment of our school Morning Reading Program.

IEC Student Bake Sale for UNICEF World Children's Day

In Term 4 of 2024, Nollamara Primary School (NPS) Intensive English Centre (IEC) students in years 5 & 6 decided to support UNICEF World Children's Day. The students raised awareness of the rights of children worldwide and also raised funds to support UNICEF. NPS IEC students, joined a day of action on 20th November, participating in activities in class and using their voices to make Australia a better place, where children are healthy, safe, educated and involved. Our bake sale raised \$248.50 for UNICEF using the opportunity to plan and practice their English in a real world context.

NAIDOC Week

NAIDOC week 2024 was one of our biggest yet. Our Aboriginal families were integral to this year's event being a huge success. Our NAIDOC week activities started with the incredibly talented Aboriginal singer, Donna Atkins, a proud Widi Mob woman, won New Songwriter of the year award at the 2024 Tamworth Country Music Festival. She sang several songs for the school with the help of her grandson who played the didgeridoo.

Our Aboriginal parents rostered themselves over the week to assist with boomerang painting, face painting, macaroni necklaces, damper making and rock painting. Jade Bentley-Edney wrote a song and completed a poster for our school. Jade also worked over two terms with our Aboriginal students to complete art work which is now exhibited in the school for all to see and enjoy.



School Board Report

Andrea Folkard - Board Chair

The Nollamara Primary School Board has had a highly productive year, and I would like to extend my sincere thanks to all members of the School Board for their continued support. Having been nominated as Chair in 2022, I am honoured to have served again in this role for 2024. I feel incredibly fortunate to be part of such a wonderful school community. The strength of our collaborative support network, which spans across the leadership team, teaching and support staff, parents and carers, and the various agencies working alongside the school, is truly exceptional.

Throughout the year, the School Board held regular meetings and maintained strong representation from staff, parents and community representatives. We are pleased to welcome new members Sophia Wong, Sophie Carabetta and Dr Annamaria Paolino. Sophia has a daughter at our school who has attended our Intensive English Program. Sophie has two daughters across different phases of schooling at Nollamara. Annamaria is a passionate advocate for Languages, EAL/D, The Arts, and education. She coordinates and teaches Primary Initial Teacher Education, leading Languages and EAL/D in the Primary Education program at Edith Cowan University.

The School Board was instrumental in working with the leadership team to analyse our Australian Early Development Census results. We were fortunate enough to have two experts within our board to provide this assistance. School Board members were also able to provide feedback on our enrolments and workforce planning and were proactive in the establishment of our Aboriginal Advisory Committee.

The Board remains committed to active participation in school events and celebrating the achievements of our students. We look forward to attending events such as the Year 6 Graduation, End of Year Awards Assembly, NAIDOC celebrations, and many more. A heartfelt thank you to the dedicated and passionate staff at Nollamara Primary School. Your enthusiasm, care, and unwavering commitment to the children and families make this school a place of success and growth. I am excited to continue serving the school community in 2025.



P&C President Report

Jon Curnow

What a great year! The P&C endeavours to connect with parents and students to add to the fun atmosphere around this vibrant school. What better way to kick off the year than with a barbecue for the school's Open Night followed by an Easter raffle? The smell of sausages filled the air while the wonderful Gill was in the canteen serving treats to the hungry parents checking in on their children's classrooms. Big thank you to Tricia (an active participant despite her children having finished at the school) for making a video to help explain a bit more about the P&C which was shown in classrooms. The Easter raffle was a hit with so many prizes to be won due all the wonderful donations we'd received from our amazing community. The assembly was abuzz with excitement as kids crossed their fingers, hoping their ticket was called. These things are great little fundraisers to help fund the work we do, and we thank everyone for their support.

Next on our agenda was our "In the Wild" disco! Our undercover area was fitted out with some amazing leafy decorations thanks to a team of helpful parents. Kids and teachers did not disappoint with their amazing costumes for the event. Everyone got sweaty on that dance floor and had a great time. A big thank you to our DJ, Mr Campbell and our always enthusiastic MC, Ms Pearson.

Our first ever Colour Run was held during the year and boy was it fun! Kids got messy as they worked their way through the obstacle course while staff and parents threw coloured powder.

Our local Pharmacy 777 held a street party which was a raging success, and our P&C was asked to host a barbecue at the event. It was fantastic to see this community coming together to have a great time outside of the school as well. It was a bigger logistical effort than normal to cart everything offsite, but it was all made possible by all our fantastic volunteers Cody, Noelle, Tricia, Abby and Alex.

A new faction was added to the school to facilitate our growing population. Maali, Noongar for swan, represented by the colour blue, was added to our merchandise stocks which looked great on the kids as they tried their absolute hardest at the sports carnival. Once again, we had a bunch of parents and staff on the barbecue cooking up a storm which adds a fantastic vibe to the whole day.

Our biggest event of the year, as always, was our Community Picnic, which brought all the students and their families back to school for our end of year party. The quadrangle was surrounded by magnificent class stalls, delicious food from the canteen, dumplings from our Bhutanese community as well as guitar playing from the amazing Daniel Jennis. Many other stalls and community groups made it the best Community Picnic yet. And, of course, this event is only possible with our volunteers and staff setting up marquees, selling NollaDollars and cooking snags on the barby.

All throughout the year the second-hand school uniform store has been very busy giving parents a much cheaper option for pre-loved uniforms. This is a fantastic service for our families, and it wouldn't be possible without donations of clothes from you all.

Thank you all for an amazing year, especially Jody, Gill, Terese, the staff and our volunteers.



Intensive English Centre

Nollamara Primary School was established in 1956. Its Intensive English Centre (IEC) supporting newly arrived humanitarian and refugee students opened in 2005.

The vision for our Intensive English Centre is to create a dynamic and safe learning community, inspired by cultural diversity, partnerships and educational innovation. We strive for academic and civic excellence for all our students.

The IEC is one of 14 metropolitan specialist English as an Additional Language/Dialect (EAL/D) Department of Education programs to support English language development in students who arrive at school with limited English. They are placed in age- appropriate year levels with EAL/D trained staff. The program is delivered over 24 months for humanitarian entrants and 12 months for migrant students. Students are integrated into the mainstream for some learning areas and participate in all school activities. Parents are supported with the use of interpreters when required.

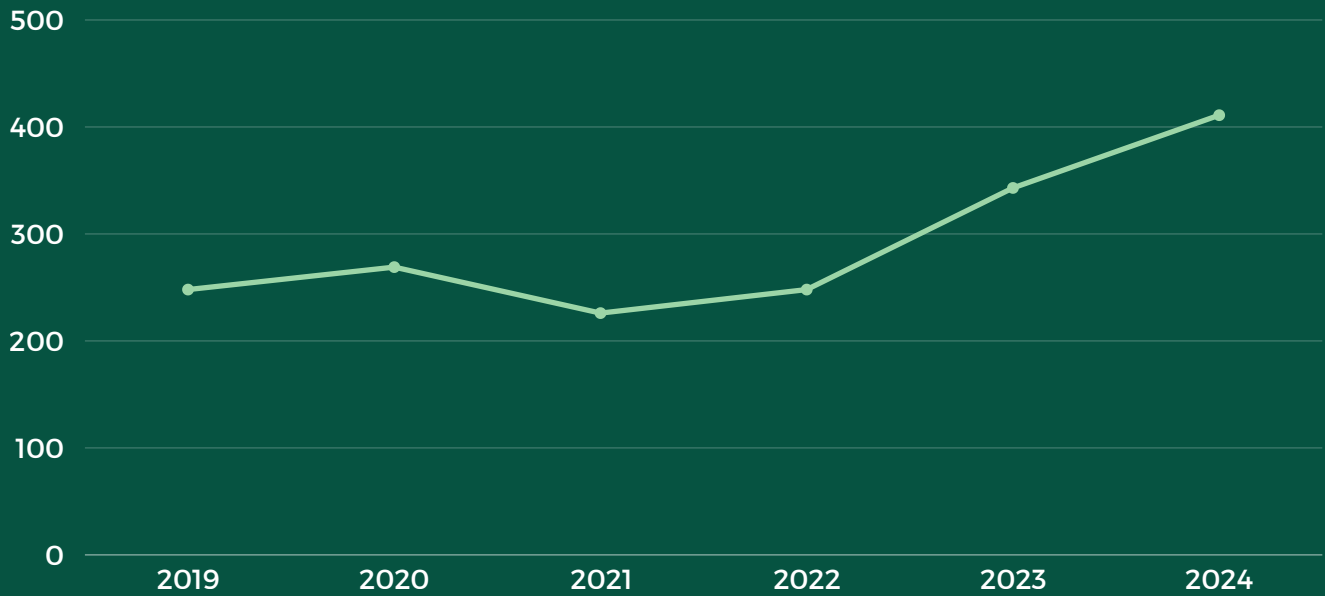


The following diagram depicts the current countries we have seen enrol at Nollamara in 2024.

The school has a diverse population with more than 80% of students at the school have a language background other than English. Over 100 students are from Bhutan. We employed two Bhutanese Education Assistants to streamline student entry into IEC classes for these students.

In 2024 our school numbers increased to over 450 students, including 7 IEC classes. We continued to enrol students from all over the world including Bhutan, Ukraine, Japan, Vietnam and Mongolia. Many of our IEC students were able to continue in our mainstream classes upon exiting due the schools commitment to accommodating changes in visa status wherever possible.

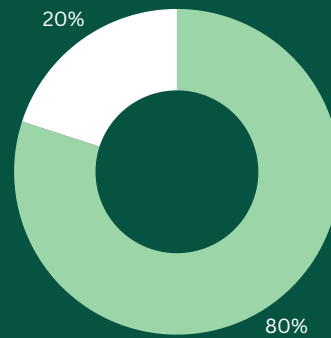
Student Numbers - Trends



Semester 2 Student Numbers
(Excluding Kin)



In 2024 we had 5.2% students identify as Aboriginal.

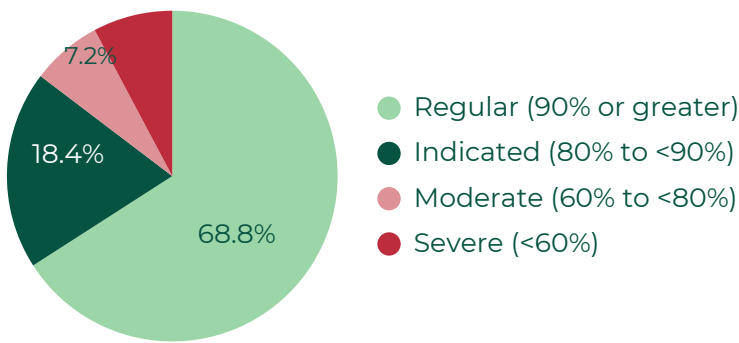


In 2024 80% of students were from an English as an Additional Language/Dialect (EAL/D) background

School Attendance

The attendance data for Nollamara Primary School shows an overall attendance rate of 89.7%. Most absences are explained (64%), but 36% are unauthorised. Currently, 69% of students have good attendance (90% or higher), while 18% have slightly lower attendance (80%-90%). A small group (13%) falls into the moderate or severe categories, meaning they miss school more often. In 2024 more students attended regularly, and fewer were at risk of poor attendance than in previous years. This positive trend shows that efforts to support student attendance are working, helping more students to stay engaged in their learning.

Attendance Profile 2024 Semester 2



2024 Attendance Rates

Enrolments	Available HD	Total HD Ab	Attend Rate	Auth HD Ab	Unauth HD Ab
Current	75923	7658	89.9%	5024 (66%)	2634 (34%)
Former	1997	356	82.2%	78 (22%)	278 (78%)
All	77920	8014	89.7%	5102 (64%)	2912 (36%)

2024 Absence Types

Enrolments	R	N	C	V	Z	U	X	T	K
Current	1257	2412	292	1054	9	2558	42	0	34
Former	54	24	0	0	0	278	0	0	0
All	1311	2436	292	1054	9	2836	42	0	34

2024 Approved and Other Types

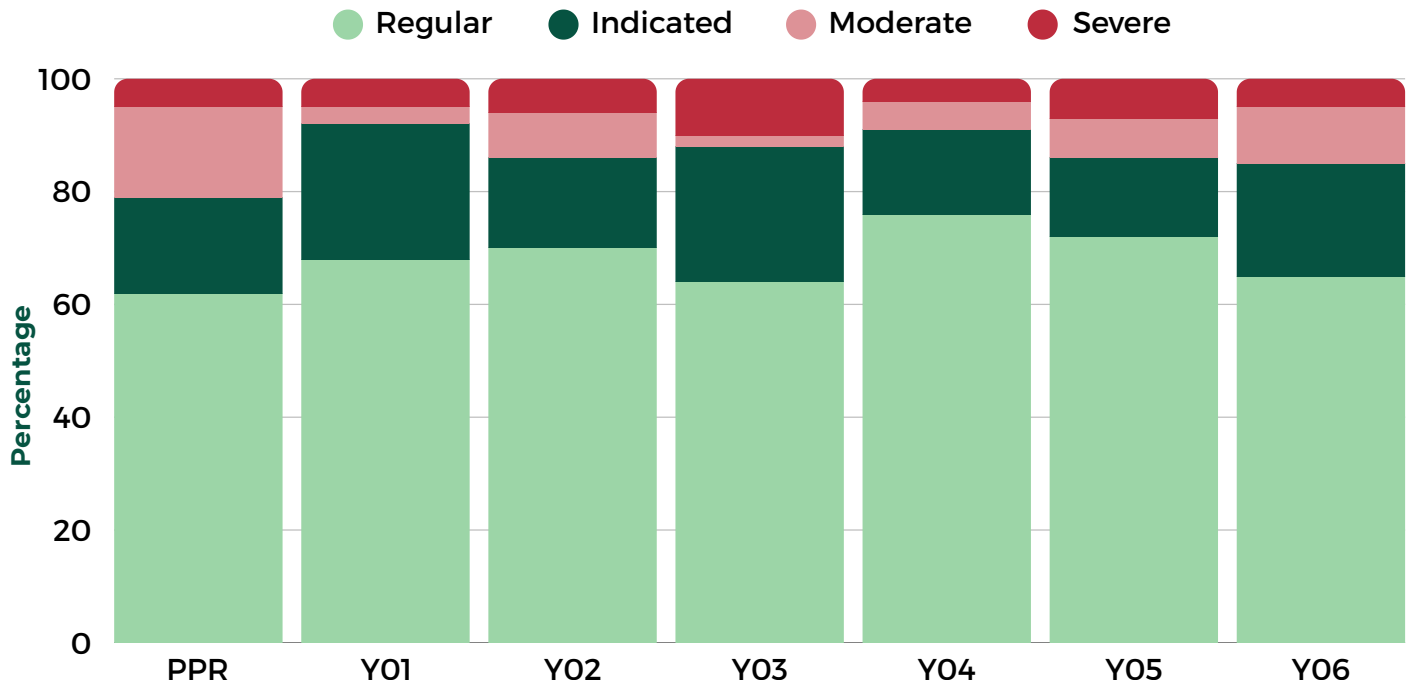
Enrolments	L	W	E	M	Q	Y
Current	1062	14	298	10	0	5
Former	46	0	12	0	0	3
All	1108	14	310	10	0	8

2024 Attendance Profile

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	287 (71%)	71 (18%)	28 (7%)	20 (5%)
Former	9 (38%)	8 (33%)	3 (12%)	4 (17%)
All	296 (69%)	79 (18%)	31 (7%)	24 (6%)

2024 Year Group Breakdown

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
PPR	87.8%	33	9	8	3	55%	45%
Y01	90.1%	53	18	3	4	68%	32%
Y02	89.6%	42	10	5	3	68%	32%
Y03	87.6%	33	12	1	5	52%	48%
Y04	92.7%	50	10	3	2	76%	24%
Y05	89.2%	43	8	4	4	58%	42%
Y06	89.9%	42	12	7	3	69%	31%



Business Plan Performance Targets

Teaching Quality

Our culture at Nollamara Primary School is one of high expectations for teaching standards and it's impact on student learning. Our staff use data-informed, evidence-based practices. They design and implement engaging, interesting and collaborative learning programs which cater for the needs of all students, including those with English as an Additional Language/Dialect (EAL/D) and others requiring intervention and extension.

Target 1: By 2023, all classrooms will adopt low-variation curriculum programs across all learning areas.

Nollamara Primary School is refining its learning programs to minimise classroom variance. In 2023, the "Sounds-Write" phonics program was implemented from Pre-primary to Year 6, with staff participating in observation and feedback sessions led by Speech Pathologist Liza Hutton. In 2024, the program was refined with a Scope and Sequence by Curriculum Consultant Brooke Wardana, to ensure grade-level phonics exposure. The school also introduced a schedule for Daily Reviews in Literacy and Vocabulary Instruction, with standardised templates created by curriculum leaders. A Coaching Cycle for Pre-primary to Year 6 provided professional learning, observation, and feedback to teachers. Year 2 and 4 teachers received focused resources and training for teaching writing, with plans for broader rollout. Additionally, a 6-minute Reading Fluency Pairs routine was developed, followed by Coaching Cycles for Years 1-6. In 2025, the school will continue to focus on minimising variation in Reading and Maths instruction, with Specialist Teachers implementing Daily Review and vocabulary instruction alongside Instructional Coaching Cycles.



Target 2: By 2023, 80% of trained teachers will be using a daily review in all learning areas, including specialist subjects.

In 2024, Instructional Coach and Curriculum Consultant Brooke Wardana developed a scope and sequence for Literacy Daily Review from Pre-Primary to Year 6 to ensure students review grade-level content. A recent survey found 81% of teachers are teaching Literacy Daily Reviews five days a week, with 19% teaching it four days a week. It is recommended that teachers continue with five days per week where possible.

Survey results indicated 50% of staff teach Maths Daily Reviews five days a week, 38% four days, and 12% less than four days. It is recommended that a scope and sequence for Maths Daily Reviews be developed, and teachers aim to implement them five days a week. A coaching cycle for Maths Daily Reviews in 2025 is also recommended to reduce classroom variance.

In specialist subjects like Technologies, Health, and HASS, 25% of staff reported incorporating some form of review, though there is no consistent approach. Specialist teachers reported varying frequencies of Daily Reviews, with some teaching them to most classes, and others to fewer.

Business Plan Performance Targets

Teaching Quality continued

Target 3: By 2024, all High-Impact Instruction (TeachWell) trained staff will be able to demonstrate improvement in their Impact-Tracking deliverables.

Prior to 2024, staff participated in Teach Well professional learning to understand our pedagogical approach - Explicit Direct Instruction. In 2024, Brooke Wardana was employed as an Instructional Coach and Curriculum Consultant (0.4FTE) to train staff internally in Explicit Direct Instruction, reducing the need for external training.

Target 4: By 2023, evidence of moderated teacher judgement within the professional learning community structures will be formally documented.

In 2024, Classroom Teacher PLC teams allocated time to moderate 'hot task' genre writing assessments, as documented in meeting minutes. In 2025, the school will schedule this more frequently and streamline the process to reduce variation in moderation across teams. Specialist Teachers in PLC teams did not moderate assessments due to teaching different subjects. Instead, they focused on moderating judgments related to fine and gross motor skills.



Leadership

Nollamara Primary School builds the capacity of our leaders and teachers to deliver effective evidence-based practice in every classroom.

Target 1: By 2024, progress 15% of our high-potential leaders into their next leadership phase.

In 2024 6 Teachers nominated themselves for Middle Leadership positions and an additional 5 were sent on Leadership Development Training with external consultant, Jenny Cole.

Due to staffing requirements, a teacher was given the opportunity to work in a Deputy Principal position for Term 4.

Student Achievement

A range of data is analysed by staff each term to refine teaching and learning programs and enhance student progress. Staff monitor and determine student needs and identify gaps in their individual learning.

Staff case manage and track individual students in their performance, and review progression regularly. Parents and caregivers are encouraged to collaboratively develop plans with staff to support their children academically, socially and emotionally.

Target 1: By 2024, students identified being 'at risk' will be case managed using an explicit and consistent process across the whole school.

In 2024 the school continued to implement an explicit case management model for across all year levels.

Target 2: By 2024, students with an EAL/D background will be consistently performing in line with 'like schools' data in NAPLAN, PAT and On Entry.

Nollamara PS has a student cohort with 80% coming from an EAL/D background. We are continuously seek ways to improve our instruction to meet the needs of students and improve student achievement. To support our EAL/D students we have been fine tuning our instructional practice and programs in 2024 and will continue to do so in 2025.

Target 3: By 2024, Year 3-5 NAPLAN growth score with the stable cohort for Reading, Writing and Numeracy will be greater than the like schools and state average scores.

In 2023, the Schools Curriculum and Assessment Standards Authority (SCASA) amended the NAPLAN testing schedule, moving it from Term 2 to Term 1. As a result, the 2023 NAPLAN data is non-comparable. As we move to develop our next school business plan, the Progressive Achievement Test (PAT) data will be used to analyse school performance.



Target 4: By 2024, stable cohort students will have reduced identified gaps by 5%.

In 2022 our growth score was 3%. Due to the changes to NAPLAN in 2023, we are no longer able to ascertain NAPLAN growth scores and analysis.

Target 5: By 2024, Kindergarten students will have an individualised developmental checklist connected to the EYLF.

In 2024, Kindergarten student reports continued to be aligned with the Education Department reporting to parents recommendations and the EYLF. In 2024, the Australian Early Development Census was completed in Term 2 and the data is currently being used to inform our next school business plan cycle.

Target 6: By 2022, International Competitions and Assessments for Schools (ICAS) testing will be available for all students from Years 2-6.

In 2024, students were not assessed in ICAS. The Curriculum Committee reviewed and adjusted the whole-school assessment schedule in order to better streamline student achievement and data collection.

Relationships & Partnerships

The staff and school leaders at Nollamara Primary School embrace the diverse cultures and backgrounds of all students and their families. Staff foster and promote meaningful relationships to enhance partnerships between our school and the local community. All staff acknowledge the value of wider community engagement and partnerships to enrich the school culture.

Target 1: By 2024, Nollamara Primary School will sit in the 'capable phase' of the Aboriginal Cultural Standards Framework.

The school continues to work towards the 'capable phase' on the ACSF. In 2024 we amended our approach to embedding Aboriginal Culture across the school. An Aboriginal Advisory Committee was established and this group was instrumental in supporting the school to develop our NAIDOC celebrations and create opportunities for our Aboriginal students.

Our AIEO, Michele Pruiti-Ciarello, worked alongside our Aboriginal students and built connections among families and external services.

Target 2: Student attendance will be better than 'like' schools.

In 2024, Nollamara Primary School had an overall attendance rate of 90.5%. The 'like' schools rate was 89.3%. We performed 1.1% higher than the Western Australian average of 89.4%.



Learning Environment

At Nollamara Primary School, we provide a developmentally-appropriate, play-based and explicit, formalised instructional program. Staff differentiate learning programs from Kindergarten to Year 6. We maintain a positive learning environment that fosters greater interactions and relationships amongst staff, students, families and the wider community.

Target 1: By 2023, 90% of students will maintain good standing for the school calendar year.

In 2024, we introduced a behaviour contract for Year 6s, requiring students to demonstrate expected behaviours over a two-week period to secure their graduation excursion. This initiative reinforced expectations and accountability among senior students.

To reinforce our Good Standing Policy, the introduction of a structured document to align expected behaviours across the school with the policy's framework will be beneficial. A key future goal is to improve the transparency of Good Standing data collection. Establishing a comprehensive tracking document will allow for accurate data recording and analysis, supporting the effective implementation of the policy in future years.

Target 2: By 2024, PBS will have a whole school system for individual student behaviour using a tracking system.

The Positive Behaviour Schools (PBS) program continued to reinforce our REACH values through targeted strategies this year. This included the explicit teaching of expected behaviours and dedicated PBS lessons to support students in the classroom. Staff committed to fostering a consistent and structured approach to behaviour management by actively referring students to the REACH matrix and the weekly Behaviour Focus. The implementation of class-wide behaviour matrix, explicit weekly lessons, and whole-school REACH assemblies each Monday contributed significantly to surpassing our behavioural targets.



Target 3: By 2024, we will be meeting all NQS standards.

The National Quality Standards (NQS) audit was completed in 2024. The Early Years team collaborated to review each area, engage in reflective discussions, and develop a summary for the NQS Self-assessment and Reflection Tool. Following the review, the areas for improvement were shared with the Early Years PLC to support ongoing enhancement in Early Childhood Education. The school continues to strengthen performance in Kindergarten to Year 2 and actively works towards achieving the remaining quality areas.

As part of the school's continuous planning, these findings will be presented to staff 2025 to increase awareness of the standards. The school has developed a comprehensive action plan to guide progress in meeting quality areas for the next NQS review, ensuring ongoing reflection and alignment with NQS standards. We recognise the need to strategically develop a clear and comprehensive statement that articulates our school's pedagogical approach to early childhood learning. This statement will serve as a guiding framework, ensuring consistency in practice and alignment with best practices in Early Years education.

Use of Resources

There are clear links between school priorities and the human, physical and financial resources at Nollamara Primary School. Resources are allocated to meet the academic, social, and emotional needs of all students.

Target 1: By the end of 2024, there will be an allocation of one electronic device between two students in every classroom; and

In 2024, NPS prioritised integrating current technology into teaching from Kindergarten to Year 6. By strategically acquiring iPads and implementing staff support, NPS achieved a 1:2 device-to-student ratio in every classroom. A newly established student login protocol and monitoring system enhanced ownership and digital security. Devices were allocated based on student needs, benefiting programs like Phase 1 IEC, where students used technology for language transition and assessments. This milestone has strengthened digital learning, collaboration, and engagement while equipping students with essential digital literacy skills. NPS remains committed to leveraging technology to enhance education and ensure its programs stay innovative and effective.



The National School Opinion Survey results will inform the planning for the coming years for teachers, students and parents/caregivers.

Aligning school planning with the needs of students and families remained a priority as the NPS community grew in 2024. The school improved parent involvement and student input into planning. This was reflected in strong engagement at events, meetings, excursions, clubs, and initiatives like naming school chickens and Year 6 leavers' shirt designs.

Community input will continue to shape future planning, guided by the National School Opinion Survey (NSOS). In 2024, the principal and leadership team launched a culture survey for students, teachers, and parents, laying the foundation for open communication. The results will be analysed in 2025 to inform school planning and refine the NSOS process.

Early Childhood Education

Nollamara Primary continues to develop the early childhood program to enable seamless transition between the early years and primary education programs.

In Term 1 2024, all Pre-primary students completed the On-Entry Assessment of oral language, reading, writing and numeracy. The information provided enables the teachers to plan for the learning needs of every child, including those who may need additional support or extension.

Throughout the year, early childhood classes continued to engage with the Dyslexia Speld Foundation (DSF) as they assessed the oral language of all Kindergarten students using Screen of Oral Language Communication Skills (SOCS). These reports provided individualised information to assist staff and parents to have a greater understanding of their child's oral language acquisition and development.

Staff have continued implementing Explicit Direct Instruction (EDI) throughout 2024 with the introduction of systematic delivery of Daily Reviews in Literacy, following a scope and sequence developed by Brooke Wardana. Staff have been involved in Professional Development in the areas of vocabulary and sentence level-writing to support students' development.

The Heggerty Oral Language Program, continued in 2024 in Kindergarten and Pre-primary, enabled staff to support students in hearing sounds in words as well as segmenting and blending. This program supports students to develop more targeted literacy skills and to become better readers.

In 2024 an intensive, evidence based, accelerated learning program called Discrete Trial Training (DTT) was introduced for intervention for ECE students. Students attended two 1:1 sessions daily, based on individual needs. Individual Education Plans were then set by their teacher targeting areas requiring support.

The PRIME mathematics program is fully embedded in all early childhood classes. Maths lessons provided opportunities for students to develop problem-solving skills whilst still enabling hands-on concrete-based learning.



Professional Learning Communities (PLCs) continued in 2024 for each phase of learning across the school. These fortnightly meetings provided opportunities to moderate and discuss learning programs across the ECE.

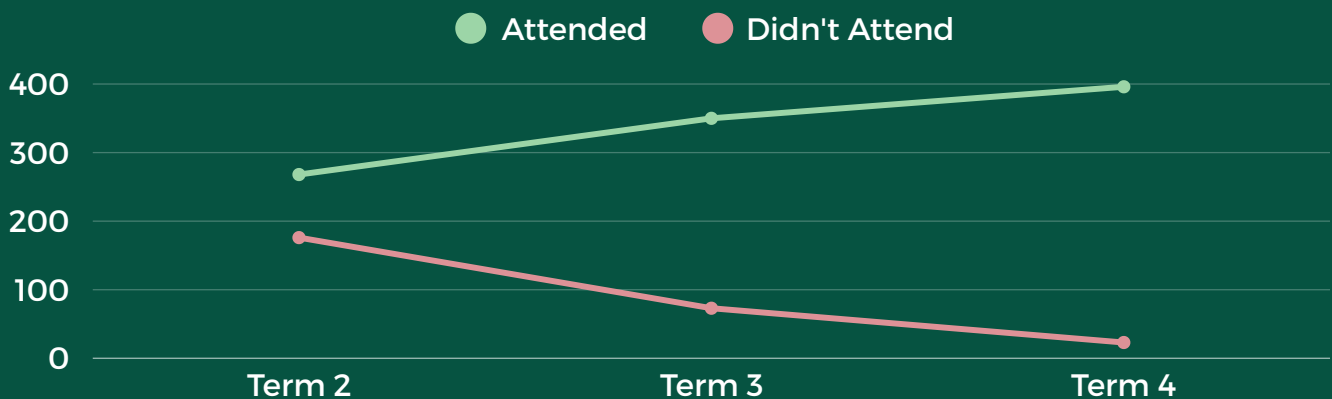
In 2024 ECE staff completed an audit of ECE using The National Quality Standards (NQS) Framework. Early childhood staff identified areas that still require attention and developed a plan of action to address areas of improvement.

In Term 4, students enrolled in the kindergarten program for 2025, were offered a four-week orientation program. This initiative provided an opportunity to meet staff and become familiar with the kindergarten teaching and learning program prior to commencing school. Local agencies and community members who work closely with the school were invited to speak to families about their roles and the services provided to support families with school aged children. Parents participated in the Boost program language learning session to enable them to support children in the development of their first language in their home environment. This partnership has been vital in supporting oral language development in kindergarten. The kindergarten orientation program has been delivered for the fifth year in a row and was once again extremely successful, as new friendships were formed, trust built, and the kindergarten program showcased.

PBS

At Nollamara Primary School (NPS), we implement Positive Behaviour Interventions and Supports (PBS) to foster a positive learning environment. PBS promotes social competence and positive behaviours through clear expectations, consistent reinforcement, and a tiered support approach. Our school embodies PBS through the REACH values: Respect, Excellence, Acceptance, Compassion, and Honesty.

Since late 2023, we use weekly behaviour focuses based on our PBS Matrix, to outline key expectations under REACH. Each focus is reinforced through structured lessons and staff-led examples. In 2024, we introduced the Class Dojo to track and encourage positive behaviour, leading to REACH reward days for students who meet expectations. Data shows an 85% decrease in students missing rewards between Term 2 and Term 4, highlighting the success of PBS in improving both behaviour and attendance.



Student Wellbeing

Jody Rynski - Community Support Worker



At Nollamara Primary School we view student wellbeing from an ecological perspective. We understand that students cannot fully engage in educational opportunities without having their basic needs met. We therefore continue to maintain and develop strong community partnerships, to access resources through which we support students and their families in addition to providing wrap around support services.

In Term Two, in response to community need, we expanded our Helping Hands Food Support service through a beneficial partnership with Sudbury Community House; fresh fruit, vegetables, bread and some pantry items were delivered weekly. In addition, Yokine Baptist Church, who have supported our school community for many years, continue to regularly deliver bread for our Breakfast Club program and a wide variety of staple food items and hygiene products. Parents were invited to our Community Hub room on Tuesday afternoons to access the donated food and supplies.

This service continued throughout 2024 and is expected to continue in 2025. Due to the ease of accessibility, an increasing number of families are making use of the service as the rising cost of living continues to put financial restraints on many in our community. A range of other referrals and supports have also been offered to families in need, such as housing/homelessness, food insecurity, utility bill payments and clothing.

Strong parent engagement at our weekly Coffee Connect continues to be pivotal in reducing barriers, understanding family needs and developing community connections.

As an embedded part of our school culture and morning routine, our Breakfast Club program continued to experience an increasing number of students attending from 8am.

In 2024 we introduced a student wellbeing officer to Nollamara's student support services team who has been working with students one on one and in groups to improve their social and emotional wellbeing. The focus of this support has been building resilience and developing friendship/social skills.

Visual Arts

Visual Arts students stretched the potential of explicitly taught skills and High-impact Instruction this year with new and exciting creative projects.. They built academic, social and emotional wellbeing through many inspiring opportunities to express their realities, ideas and perspectives through art.

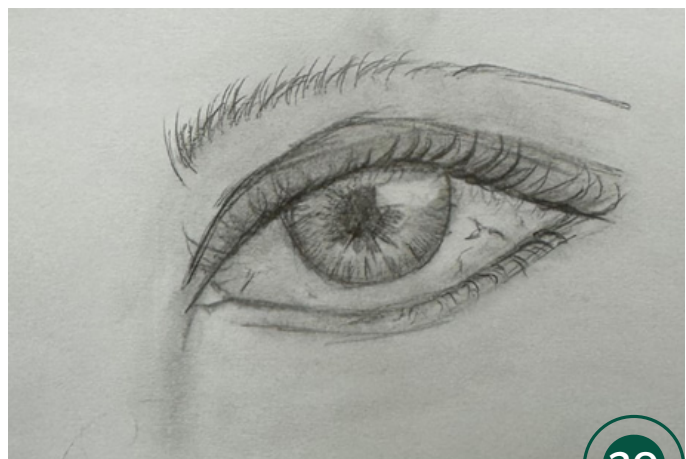
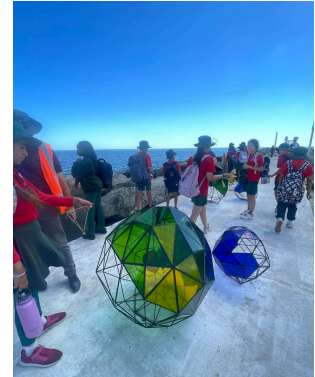
Sculpture studies gave physical form to imagination: realistic mice made from computer mice; golf-ball gremlins; mini-lighthouses; and animals crafted from nature in the style of the Tjanpi Desert Weavers of outback Australia.

Students learned about patterns, including collaborative multi-culture mandalas and meditative Zentangles, requiring them to regard the artistic process as highly as the product of their artistry. Senior students studied cartography to create remarkable maps enhanced with layers of artistry to express emotional connection to place.

Middle school students discovered the word Llama hidden in Nollamara, and crafted wonderful cardboard Llamas including blankets woven from wool. Much to their delight, the whole school made many variations of Llamas from clay to create a ceramic Nollamara Llama herd.

Technical learning and guided practice resulted in senior students mastering human eye drawing. They finished the year with advanced-skill drawing to make silver-cased necklace pendants, while junior students continued to build fine motor skills and consolidate colour theory through pottery and ceramics.

2024 was a joyful year in Visual Arts. Over 80% of graduating students achieved A or B grades (or equivalent), with experiences that built knowledge and nourished positive self-esteem in all students.



Physical Education

In 2024, Nollamara Primary School continued to deliver a specialised Physical Education program that met the students physical, social, and emotional needs within the nationally recommend 120 minutes of physical education per week.

Our early childhood students participated in a Pre-primary sports program, while our Junior, Middle and Senior students participated in their own sports programs. Each term saw the continuation of the Sporting Schools investments into sporting equipment and facilities. This provided students with greater opportunities to further develop their knowledge and understanding of the Fundamental Movement Skills (FMS) in engaging learning environments and providing students with opportunities to use FMS during a variety of games. Assessment data suggests whole-school growth in engagement and physical skills.

In Term 1, students from Pre-Primary to Year 3 participated in a 5-week Gymnastics Australia program that focused on building Fundamental Movement and Locomotor Skills. The program was run by the Northern Districts Gymnastics Club, who provided a fun and engaging movement sequences. Students in Years 4 to 6 participated in a Badminton Australia program where students were introduced to a new game that many had never heard of. They learned the fundamental skills and rules required to play competitive games.

A highlight of the term was having the chance to participate in the Dianella Secondary College Soccer Gala Day. Students showed off their soccer skills against other local schools. The students played some wonderful games and made friends along the way. Nollamara took four teams, and Team 1 came away with the win in the grand final.

In Term 2, students participated in the Fremantle Multicultural Football program. Run by the Fremantle Dockers. The program developed the students understanding of AFL, teamwork, communication, and their skills. Students also participated in a National Rugby League initiative, with skills sessions, as well as classroom sessions on being active and healthy.

In Term 3, students participated in an Athletics program to develop students' passing, running, catching, throwing, and jumping skills in preparation for the faction athletics carnival. As the school has continued to grow, we introduced a fourth faction, Maali, meaning Swan in Noongar. Maali competed in blue against students from Yonga, Waitj and Karda with pride and passion. The Athletics shield being decided in the final race of the day. Yonga was the winner, stopping Waitj's four-year winning attempt. Students in Pre-Primary also participated in the athletics carnival with a revised program that focused on Fundamental Movement Skills.



At the Interschool Athletics carnival held at Nollamara, 36 students represented the school with pride, passion, and determination. These students competed strongly all day, especially during the team events and finished in second place. All students who participated displayed the schools REACH values and fantastic sportsmanship.

In Term 4, students participated in a Cricket Australia schools program, an inclusive and engaging program that develops FMS with 'Learning through Play'. Students from Year 1 to 6 took part in the four-week program and learnt skills such as throwing, catching, bowling, striking and teamwork. At the end of the term, a Volleyball program provided students with another opportunity to experience a lesser-known sport. Students enjoyed the friendly competition they had with their peers and staff.

After school clinics from the Western Australia Cricket Association and Edmund Rice College were a huge success with students from Kindergarten to Year 6 participating in a range of games and activities.

Nollamara Primary School continues to build on the health, wellbeing, and fitness skills of all students as well as connecting with community agencies to offer a range of programs and grants for the school.



Science

Nollamara's Science program delivers practical, engaging learning that nurtures student curiosity about the world around them. Throughout 2024, students participated in hands-on experiments based on age-appropriate, 'real world' situations. Students were encouraged to ask questions, make predictions, plan and carry out experiments, share their results and communicate their findings. A different topic was covered each term, including physics, chemistry, biology, and earth and space science. Several special events from 2024 are detailed below.

Pet Chickens

In 2023, we incubated and hatched chicken eggs as part of biological science. As a school, we decided to keep three female chicks (Rosie Rainbow, Arabella, Daisy-May) and the "Chicken Carer Program" commenced in 2024.

Classes signed up to a weekly roster of daily chicken chores. This provided many benefits to students, such as:

- Learning about the importance of being gentle and caring.
- Recognising the needs of animals and providing them with food, water and shelter.
- Learning about biology, agriculture, and animal husbandry, including the importance of hand hygiene and not spreading germs.
- Understanding the dangers of rubbish to animals' health.

Children loved interacting with the chickens. A highlight was the amusing number of times one of the chickens escaped from the chook run and wandered around the school looking for scraps! A number of upper primary students became experts at locating and returning Daisy-May to her sisters.

Special Events: French Science

To celebrate French Week in Term 3, students studied famous French scientists such as Louis Braille, Marie Curie and Louis Pasteur, and their inventions.

After-school STEM club with Scitech

Thanks to generous support from Scitech, we initiated an after-school STEM Club (Science, Technology, Engineering, and Mathematics) during Term Three. This enriching opportunity provided 20 students from years 4, 5 and 6 with hands-on activities, collaboration, and problem-solving experiences. The program ran over nine weeks on Thursdays from 3.00 – 4.00 pm in the school's science laboratory. Focusing on the theme "motion and energy", students created a rubber band-powered aircraft, investigating forces and planning, testing and refining their original designs.

In Term 4, Year 4 students attended a science incursion with Aus-Earthed to learn more about fossils. They were introduced to how fossils are formed and handled three different sets of real fossils (trilobites, ammonites and shark teeth). Students made a plaster cast of real fossils to keep and take home.

West Oz Wildlife

In Term 3, students from pre-primary, Year 1, and Year 5 participated in an exciting wildlife encounter with West Oz Wildlife to learn about Australia's unique animals. Several native Australian animals including a Koala, pythons, a Bob Tailed Lizard, and a Sugar Glider were presented by trained handlers. Children learnt about the food they eat, where they live and why they look the way they do.



Music

Music in 2024 was a rich and engaging celebration of international music and culture. The students explored their home cultures through music and learned about the cultures of their fellow students. We celebrated many regular cultural events and special events, like the visit to Perth by the King of Bhutan, through music, imagery and sharing personal stories.

Nollamara PS was chosen to take part in a new Instrumental School Percussion Program for IEC students. Mr Marcus Perozzi taught rhythmic notation and percussion skills to a group of Year 5 students who celebrated with a memorable performance at Graduation.

Our IMSS guitar students, led by Mr Tayne Burnside, developed their skills throughout the year, practising regularly at home to perform at the Graduation Ceremony.

The Massed Choir Festival is a prominent highlight of the year and is built on throughout the year as performances at assemblies. Nollamara was represented by 67 students on the night performance at HBF Stadium in Claremont. Many students shared their journey in reflection sessions afterwards, discussing the rewards of hard work, discipline and dedication.

It has been an honour to listen to and learn from the students, families and staff of Nollamara to develop a meaningful, tailored and rich musical experience.



French

At Nollamara Primary School, the French Program is designed to develop students' communication skills and deepen their knowledge, understanding, and appreciation of the French language and culture. Students from Years 3 to 6 participate in a dedicated one-hour French lesson each week.

The program incorporates a diverse range of engaging, student-centred strategies to foster enthusiasm and active participation in language learning. These include games, songs, role plays, bilingual storytelling, and interactive digital resources, all of which support the development of listening, speaking, reading, and writing skills in a fun and meaningful way.

A key highlight of the year is French Week, a whole-school celebration that promotes cultural appreciation and language engagement. This vibrant week features a variety of activities, including a French-themed concert, traditional French breakfast, colouring competitions, music, and art projects. French Week creates a festive and immersive environment, inspiring students to connect with the language and culture beyond the classroom.



Financial Summary

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	211,964	211,964
Carry Forward (Salary)	(38,529)	(38,529)
STUDENT-CENTRED FUNDING		
Per Student	3,352,612	3,352,612
School and Student Characteristics	2,216,016	2,216,016
Disability Adjustments	50,378	50,378
Targeted Initiatives	255,029	255,029
Operational Response Allocation	68,554	68,554
Total Funds:	5,942,589	5,942,589
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	3,500	3,500
School Transfers – Salary	56,151	56,151
School Transfers - Cash	21,926	21,926
Department Adjustments	0	0
Total Funds:	81,577	81,577
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	15,730	18,030
Charges and Fees	435,329	491,391
Fees from Facilities Hire	45,000	45,000
Fundraising/Donations/Sponsorships	10,300	16,422
Commonwealth Govt Revenues	1,789	1,780
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	6,000	13,952
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
Total Funds:	514,148	586,575
TOTAL	6,711,749	6,784,176

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,253,783	5,253,783
New Appointments	0	0
Casual Payments	586,365	586,365
Other Salary Expenditure	1,870	1,870
Total Funds:	5,842,018	5,842,018
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	47,085	47,290
Lease Payments	0	0
Utilities, Facilities and Maintenance	211,554	231,378
Buildings, Property and Equipment	175,092	158,355
Curriculum and Student Services	206,436	196,831
Professional Development	31,000	27,233
Transfer to Reserve	0	0
Other Expenditure	23,592	16,935
Payment to CO, Regional Office and Other schools	80,000	80,000
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	774,759	758,022
TOTAL	6,616,777	6,600,040

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	211,964	211,964
Carry Forward (Salary):	(38,529)	(38,529)
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,024,166	6,024,166
Locally Raised Funds:	514,148	586,576
Total Funds:	6,711,749	6,784,178
EXPENDITURE		
Salaries:	5,842,018	5,842,018
Goods and Services (Cash):	774,759	758,022
Total Expenditure:	6,616,777	6,600,039
VARIANCE:	94,972	184,138



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