

Goollelal Primary School

2025 Annual Report



Sharing, Caring & Learning

Our School



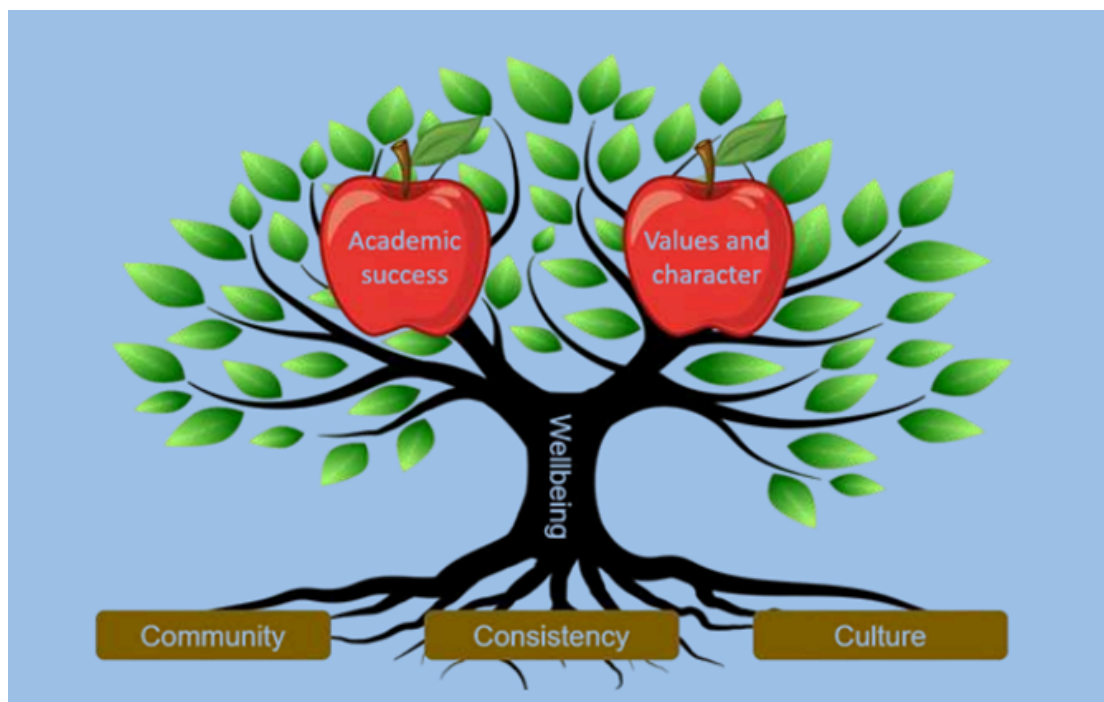
Goollelal Primary School is an Independent Public School located in the heart of the suburb of Kingsley, approximately 20 kilometres north of Perth. The school shares its name with nearby Lake Goollelal, which in traditional Nyoongar language means “Place of the swamp hen.” Goollelal Primary School sits on the southernmost edge of Yellagonga Regional Park and is surrounded by large, established trees and well-maintained gardens, giving the school a distinctive “country in the suburbs” feel that is highly valued by students, families and staff.

The school caters for children from Kindergarten to Year 6 and operates under the motto “Sharing, Caring and Learning.” A dedicated team of educators and support staff provide high-quality teaching and learning experiences designed to deliver a balanced curriculum aligned with the Western Australian Curriculum and Assessment Outline within a positive and supportive school environment.

At Goollelal Primary School we hold high expectations for all students and provide a strong culture of care and support. The school has an unapologetic focus on the continual improvement of literacy and numeracy outcomes, supported by explicit teaching practices and connected whole-school approaches to learning.

Alongside strong academic foundations, students are offered a range of opportunities to develop their interests and talents. The school choir, visual arts programs and sporting opportunities are highly valued and widely embraced by students and families, contributing to a well-rounded educational experience.

Goollelal Primary School works in close partnership with its community and benefits from the support of an active Goollelal Primary School P&C Association and Goollelal Primary School Board, who play an important role in supporting the school’s ongoing development and success.



Our vision is to provide all students with a quality education, one that promotes respect for self and others, embraces the pursuit of excellence and inspires a love of lifelong learning.

Principal's Message

The 2025 school year marked an important period of transition and progress for our school community. Midway through the year, Goollelal Primary School experienced a change in leadership with the appointment of a new Principal. Leadership transitions provide an opportunity to reflect on the strong foundations already in place while also looking ahead to the continued growth and development of our school. I would like to acknowledge the ongoing dedication of our staff, students, and families who ensured that this transition was smooth and that the focus remained firmly on providing the best possible educational experience for our students.

A significant highlight of the year was our successful Public School Review. The school was extremely pleased to receive a three-year review cycle, recognising the strength of the work being undertaken across the school. The review panel highly commended the school for its collaborative and reflective processes, which clearly demonstrated the strong commitment of Goollelal staff and our wider community to ensuring that we provide a high-quality educational experience for “the kids in the blue shirts.” The review affirmed the many strengths within our school and provided valuable guidance as we continue to refine and strengthen our practice.

During the year we also made several improvements to our learning and play environments. The revitalisation of the student undercover area has significantly enhanced this important gathering space. The area received a deep clean, new signage, and the installation of new handball courts, making it a more inviting and functional environment for students before school and during breaks. The space now also provides a cleaner and more welcoming location for our whole-school Monday Morning Meetings, while offering students additional opportunities for active play.

One of the most exciting developments for the school was the completion of our new multi-use courts. The courts were resurfaced and fitted with new basketball and netball towers, creating a high-quality sporting facility for our students. This project was made possible through the generous support and contributions from our P&C and the State Government, and school funds. These new facilities are already being well used by students and the wider community, supporting both physical education programs and recreational play for many years to come.

A highlight for our senior students was participation in an engaging STEM program in partnership with Woodvale Secondary College. Working with Mr Rintoul, students in Years 3–6 explored design principles to create concepts for a new playground. As part of this project, students had the opportunity to visit the College and use their 3D printers to bring their ideas to life through scaled models. The completed designs were proudly displayed in our school library, showcasing the creativity, problem-solving and innovation of our students while strengthening our partnership with one of our network secondary schools.



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We also introduced a new Outdoor Library, designed to provide students with a calm and welcoming space during break times. This area offers an alternative for students who may prefer a quieter environment away from the playground, encouraging reading, relaxation, and positive social interaction.

Academically, we were pleased to see improved NAPLAN results across the school. These results reflect the sustained focus on strengthening literacy and numeracy instruction. Staff have continued to engage in collaborative planning, data analysis, and evidence-based teaching practices to ensure our students are supported to achieve their best. In addition, we once again partnered with Statewide Services to deliver the Small Group Tuition Program, with a focus on mathematics intervention. This targeted support has enabled students to consolidate key numeracy skills and build confidence in their learning.

As we reflect on the achievements of the past year, I would like to sincerely thank our staff for their professionalism and commitment, our students for their enthusiasm for learning, and our families and P&C for their continued support of the school. Together, we remain committed to ensuring that Goollelal Primary School continues to provide a welcoming, high-quality learning environment where every student can thrive.

I look forward to building on these successes as we continue to move our school forward.

Rachelle Lorimer | **Principal**



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Parent Engagement

Board Chair's Message



This year has been one of steady growth and heartfelt connection at Goollelal Primary School, where our focus remained on supporting every child to feel safe, valued, and ready to learn. As a community, we have continued to build on our strengths while embracing new opportunities that support every child to thrive.

Improving student attendance has been a one area of focus for the Board this year, in line with our strategic target of achieving an average attendance rate above 93% for the compulsory years of schooling. The Board has reviewed attendance data and supported the school in communicating the importance of consistency to families. We are grateful for the ongoing partnership of parents and caregivers as we reinforce the message that every day at school matters.

This year also marked an important transition for our school community as we farewelled Principal Paul Fuller. Paul led Goollelal Primary School with dedication, steadiness, and genuine care, and we are grateful for the positive impact he made during his time with us. We were pleased to welcome our new Principal, Rachelle Lorimer, whose leadership has already made a positive impact. Rachelle brings a community-minded approach and a strong commitment to whole-school consistency. Her focus on strengthening routines, expectations and communication has helped create a calm and purposeful environment for students and staff.

In line with the Strategic Plan 2025–2027, we have made significant progress in developing and documenting whole-school routines. Our Monday morning meetings, led by our confident student leaders, have become an important way to share weekly information, celebrate achievements, and set a positive tone for the days ahead. These routines support our commitment to clear behaviour expectations and a consistent experience for all students.

This year, the Board undertook reviews of both the uniform and homework policies. These reviews were guided by our strategic commitment to holding consistently high expectations for all students, while also supporting a healthy balance between school and home life.

The introduction of a half-year music program has been a highlight, with students embracing the chance to explore rhythm, movement, and creativity. This sits alongside our art program as part of our broader vision for a holistic and engaging curriculum. Looking ahead, we are thrilled to be planning the launch of a school choir in 2026 – another wonderful opportunity for students to express themselves and build confidence.



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We were also proud to see the installation of our new multi-sports courts, a project made possible through the hard work of our P&C and the generous contribution of Jessica Strojkovski. These courts have already become a vibrant hub of activity, supporting physical development, teamwork, and play.

We would like to acknowledge and thank Candice Patterson, our outgoing Board Chair, for her dedication and leadership, as well as Kelly Egan for her valued contribution during her time on the Board. Their commitment to the school community has helped shape the strong foundations we continue to build upon.

As we look ahead, we do so with optimism and a shared belief in what our students can achieve. Goollelal Primary School is a place where every child is known, supported, and encouraged to shine. We invite all families to stay connected, get involved, and continue partnering with us as we work together to create the best possible learning journey for our children

Caitlin Merritt | **School Board Chair**



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P&C Report

Leadership and Governance

The P&C operated with stable leadership throughout 2025, supported by a committed executive and committee who worked collaboratively to support school priorities and strengthen community engagement. The continued involvement of volunteers and families contributed significantly to the success of P&C initiatives during the year.

2025 Overview

In 2025, the P&C focused on delivering community-building events while raising funds to support agreed school improvement priorities. The primary fundraising objective for the year was to contribute toward the resurfacing of the school's multi-sport courts, enhancing student safety and access to quality play and sporting facilities.

Through fundraising activities and community support, the P&C raised a total of \$33,505.02 during the year.

Events and Activities

The P&C coordinated and supported a range of activities designed to promote community participation and provide fundraising opportunities, including:

Term 1

- Welcome Picnic
- Dads Campout
- Easter Raffle
- School Cross Country support

Term 2

- Interschool Cross Country support
- Mother's Day Stall
- School Disco

Term 3

- Father's Day Stall
- Book Fair
- Colour Run

Term 4

- World Teachers' Day recognition
- Christmas Raffle
- EduDance Food Trucks event

These events contributed both financially and socially, strengthening connections between families, students, and the school.

School Contribution

A significant outcome of 2025 was the P&C's financial contribution toward the resurfacing of the multi-sport courts. This investment represents a lasting improvement to school infrastructure and supports positive student engagement in physical activity.

Acknowledgements

The P&C acknowledges the ongoing support of the school leadership team, staff, committee members, volunteers, and families. Their collective contribution enabled the successful delivery of activities and fundraising outcomes throughout 2025.

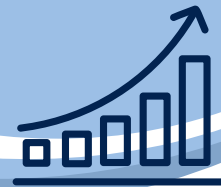
Nikki Moulton | **P&C President**



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Student Profile

Student Numbers and Characteristics



Student Numbers and Characteristics

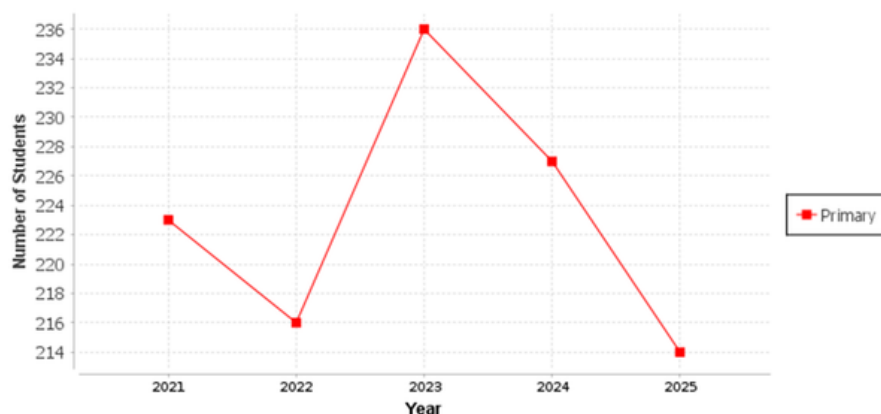
In 2025, Goollelal Primary School welcomed 249 students from Kindergarten to Year 6. Our school remains a preferred choice for families who value our balance of high expectations and commitment to nurturing the whole child. We continue to have many enquiries for out of area enrolments due to our positive reputation.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(18)	29	30	42	30	28	31	24	232
Part Time	35								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	18	10	80		108
Female	17	19	105		141
Total	35	29	185		249

Semester 2 Student Numbers



Semester 2	2021	2022	2023	2024	2025
Primary (Excluding Kin)	223	216	236	227	214



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Workforce Composition

Goollelal has a capable workforce with a mixture of experienced and newer staff. A breakdown of staff numbers and full-time equivalents (FTE) is as follows:

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	14	11.4	0
Total Teaching Staff	14	11.4	0
Allied Professionals			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	9	6.6	0
Total Allied Professionals	12	9.4	0
Total	28	22.8	0

A comprehensive Workplace Plan has been developed and includes a suite of strategies to meet the school's current and future staffing needs. Strategic appointments through a recruitment process in Semester 2, along with the induction program being strengthened means we can continue to provide excellence in teaching in 2026.



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Attendance

In 2025, Goollelal's overall attendance rate for first semester reached 91.6%, a slight decrease from 2024, on par with like schools (91.5%) and above the WA average (89.1%). This reflects our strong focus on student engagement, and the value families place on regular attendance.

We continue to see some students with moderate or severe non-attendance. Among those who did not attend regularly, the main reasons for absence were illness (52%) and in-term vacations (17%).

Primary Attendance Rates

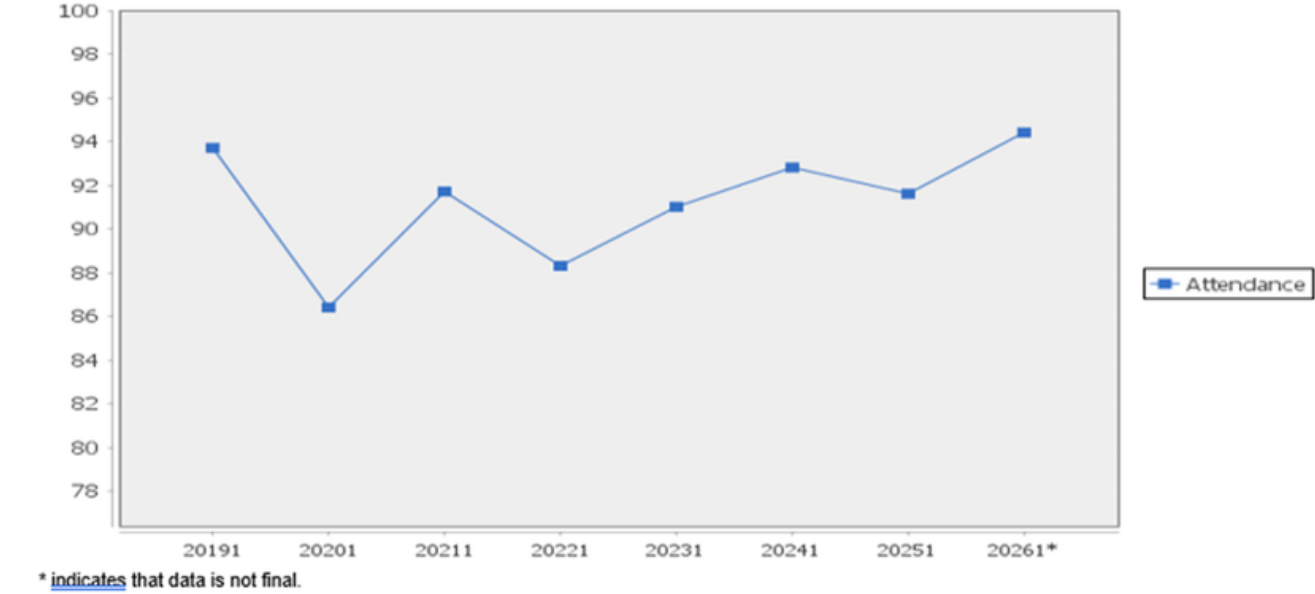
	Attendance Rate	
	School	WA Public Schools
2023	91.0%	88.9%
2024	92.8%	89.4%
2025	91.6%	89.1%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2023	90%	91%	90%	91%	92%	93%	91%
2024	93%	94%	93%	94%	93%	92%	92%
2025	91%	91%	93%	92%	90%	93%	91%
WA Public Schools 2025	89%	89%	89%	90%	89%	89%	89%

Attendance Pre-Primary to Year 6

LONGITUDINAL STUDENT ATTENDANCE DATA FOR GOOLLELAL PRIMARY SCHOOL
Chart 1: Attendance Rate by Collection Period for GOOLLELAL PRIMARY SCHOOL



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Category	Regular (90% or greater)	Indicated (80 - 90%)	Moderate (60-80%)	Severe (less than 60%)
Number of students	147	49	17	3
Percentage	68%	23%	17%	1%

For students with moderate or severe non-attendance, the school takes a proactive approach, working closely with families to support improved attendance wherever possible. Of greatest concern, 'Moderate' has more than doubled, up from 7% in 2024, and 'Indicated' up from 14%.

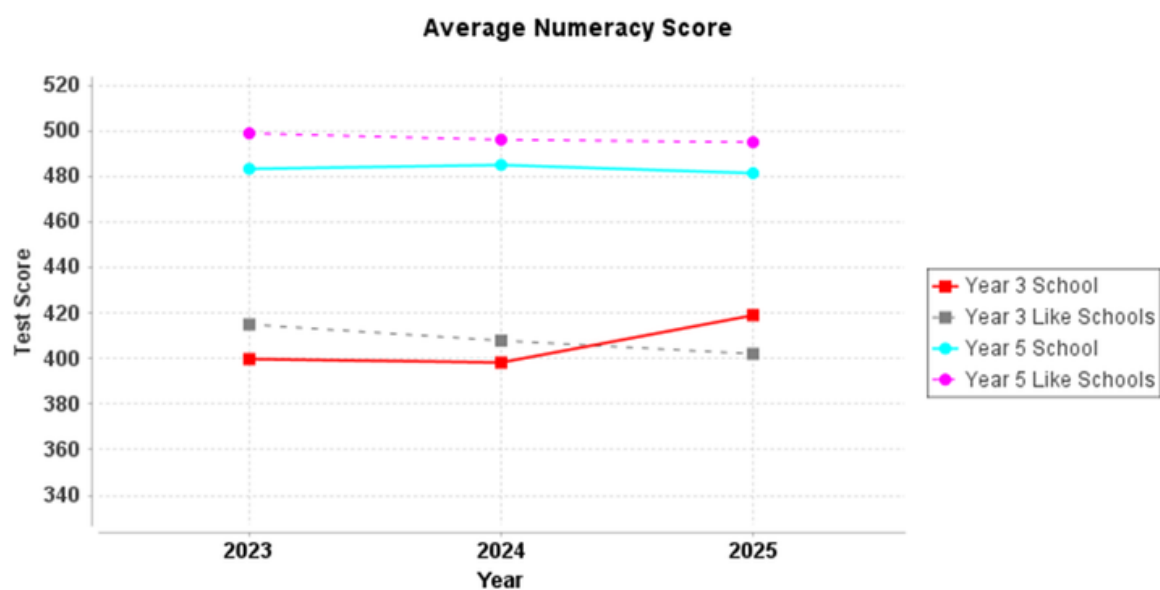
Parents are made aware of student levels of absenteeism in writing each term and teachers follow up with parents when a student is absent for more than two consecutive days. We are committed to ensuring consistent attendance remains a priority, as we know that every day at school contributes to student learning and success.



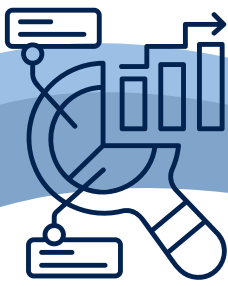
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STUDENT ACHIEVEMENT AND PROGRESS

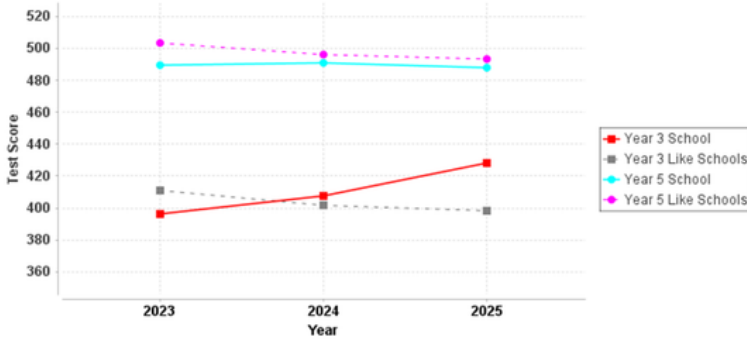
The school has worked hard over the past three years to deliver consistent high-quality teaching pedagogy across the school with investment in new resources, professional learning and engagement with the Centre for Excellence. As a result, we are seeing improvements in most areas, as is demonstrated in the below NAPLAN data. The below longitudinal data shows the progress with students sitting NAPLAN over a three-year period.



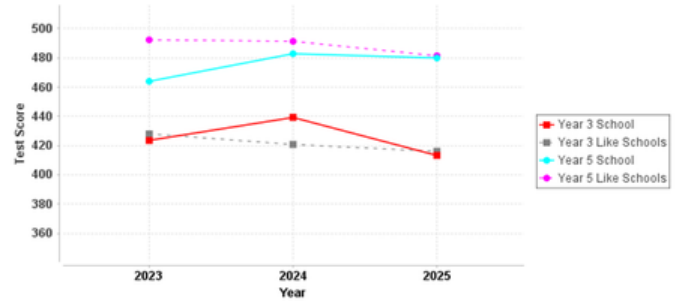
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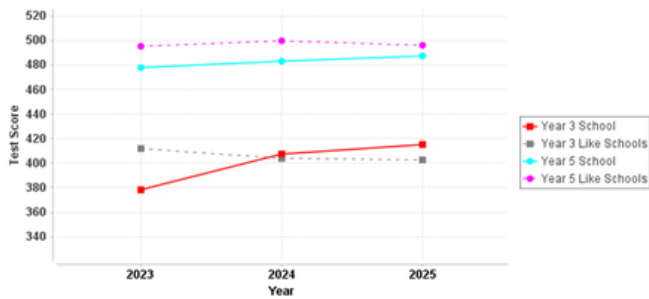
Average Reading Score



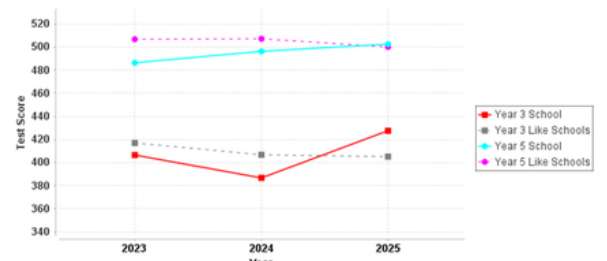
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score



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National Assessment Program Literacy and Numeracy (NAPLAN)

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	493 and above	3%	10%	7%	8%
Strong	378 - 492	67%	58%	70%	56%
Developing	311 - 377	17%	25%	23%	26%
NAS	310 and below	13%	7%	0%	9%

The 2025 Numeracy data demonstrates strong progress in reducing the number of students requiring additional support across both year levels. Year 3 results show encouraging growth in higher proficiency achievement, while Year 5 data highlights the need for continued focus on extending high-achieving students and strengthening support for students currently in the Developing proficiency band.

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	577 and above	15%	14%	6%	11%
Strong	451 - 576	50%	58%	52%	62%
Developing	386 - 450	23%	21%	42%	21%
NAS	385 and below	12%	7%	0%	6%

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	489 and above	10%	15%	13%	16%
Strong	380 - 488	60%	49%	57%	46%
Developing	294 - 379	23%	27%	20%	29%
NAS	293 and below	7%	9%	10%	9%

The 2025 Spelling data indicates positive movement in reducing lower-performing students and maintaining strong achievement levels, particularly in Year 5, while highlighting opportunities to further extend students into the highest proficiency band.

Proficiency Level	NAPLAN Score Range	Spelling			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	553 and above	19%	24%	13%	20%
Strong	451 - 552	50%	52%	58%	54%
Developing	378 - 450	23%	18%	29%	21%
NAS	377 and below	8%	6%	0%	5%

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	523 and above	10%	10%	17%	10%
Strong	404 - 522	40%	46%	47%	46%
Developing	312 - 403	33%	28%	20%	29%
NAS	311 and below	17%	16%	17%	15%

The 2025 data for Grammar and Punctuation reflects improved student performance in the higher proficiency bands across both year levels, alongside a reduction in lower-performing students, particularly in Year 5.

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	582 and above	8%	17%	16%	15%
Strong	470 - 581	62%	54%	55%	53%
Developing	397 - 469	23%	22%	26%	22%
NAS	396 and below	8%	8%	3%	10%

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	481 and above	17%	19%	30%	18%
Strong	368 - 480	59%	49%	40%	49%
Developing	282 - 367	10%	19%	27%	22%
NAS	281 and below	14%	13%	3%	10%

The data for Reading reflects strong improvement in reducing lower-performing students and growth in the highest proficiency band, particularly in Year 3, while highlighting the need to continue supporting students in the Developing category to progress into Strong and Exceeding achievement levels.

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	555 and above	15%	22%	16%	19%
Strong	448 - 554	69%	54%	52%	58%
Developing	377 - 447	8%	19%	29%	17%
NAS	376 and below	8%	6%	3%	7%

Proficiency Levels Summary

Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	503 and above	7%	10%	10%	7%
Strong	370 - 502	80%	73%	70%	77%
Developing	296 - 369	10%	12%	17%	11%
NAS	295 and below	3%	5%	3%	6%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2024		2025	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	12%	11%	3%	9%
Strong	455 - 569	54%	64%	65%	63%
Developing	385 - 454	27%	19%	32%	22%
NAS	384 and below	8%	5%	0%	6%

The data demonstrates continued strength in Writing achievement, particularly through reductions in lower-performing students and strong performance within the Strong proficiency band, while highlighting the need to further extend students into the Exceeding category, particularly in Year 5.

Comparative Performance Summary

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	-0.8	-0.7	0.4	-0.9	-0.7	-0.1
Reading	-0.5	0.0	0.9	-0.7	-0.3	0.4
Writing	-0.1	0.6	-0.2	-1.2	-0.3	-0.2
Spelling	-1.3	-0.1	0.2	-0.9	-0.6	1.6
Grammar & Punctuation	-0.3	-0.9	0.5	-0.9	-0.4	0.5

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	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



The 2025 NAPLAN data reflect positive overall achievement and continued improvement across both Year 3 and Year 5 cohorts. Most students achieved within the Strong or Exceeding proficiency bands across all assessment areas, with several domains demonstrating growth compared with previous years and like schools.

Comparative performance data shows that most results were within or above expected ranges, with **notable improvement in Year 3 Reading, Numeracy, Grammar and Punctuation, and Year 5 Spelling**. A significant strength across the data was the reduction in students identified as Needs Additional Support (NAS), particularly in Year 5, indicating the positive impact of targeted intervention and support strategies.

While some cohorts showed growth in the Developing category and fewer students achieving in the Exceeding band, particularly in Year 5 Writing and Numeracy, the overall data demonstrates steady progress, improved student outcomes, and continued movement toward achievement levels comparable to or exceeding like schools.

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Intervention and Extension

In 2025, the school strengthened its commitment to supporting students requiring additional assistance in Literacy and Numeracy through a range of targeted intervention programs. The Strive program provided focused literacy support to help 22 students build confidence and improve foundational reading and writing skills, while the Early Birds initiative offered early intervention opportunities to 26 students, to ensure students received timely support in the critical early years of learning. In Numeracy, the Small Group Tuition Project enabled 23 students to work in smaller, targeted groups where focussed instruction and explicit teaching strategies supported improved mathematical understanding. These programs contribute to a responsive and inclusive learning environment, ensuring students were supported to make progress and achieve success.

DESTINATIONS OF GRADUATING STUDENTS

Destination schools for our Year 6 students entering Year 7 in 2025 were as follows:

Destination Schools	Male	Female	Other	Total
4122 Greenwood College	11	9		20
4144 Woodvale Secondary College	3			3
1309 St Stephen's School	2			2
4057 Carine Senior High School	1			1
1312 Kingsway Christian College	1			1
1383 Mater Dei College	1			1
1157 St Mary's Anglican Girls' Sch		1		1
Total	19	10	0	29

Goollelal Primary School has a strong and positive relationship with Greenwood College, our local feeder school, with Year 6 students taking part in a comprehensive suite of transition, orientation and enrichment programs.



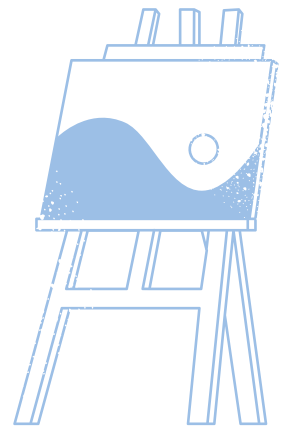
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Specialists Reports

Visual Arts

In the Visual Arts program from Years 1 to 6, students engaged in a diverse and hands-on curriculum that fosters creativity and self-expression. This is achieved through various mediums such as painting, sculpture and digital art where students are given opportunities to use their imagination while learning essential artistic techniques. The art program celebrates cultural diversity encouraging students to draw inspiration from different artistic traditions and perspectives. This approach not only enhances their artistic skills but also promotes collaboration, critical thinking and a deeper appreciation for the arts. By providing a supportive environment, we aim to nurture each child's unique voice and artistic journey.

Kelly Egan | **Arts Specialist**



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PHYSICAL EDUCATION

The Physical Education program at Goollelal Primary School in 2025 continued to promote active, healthy lifestyles while supporting the development of fundamental movement skills, teamwork, and resilience among all students. Throughout the year, the program provided a balanced and inclusive curriculum that catered to a wide range of abilities, ensuring every student had the opportunity to participate, improve, and experience success.

Students engaged in a variety of activities, including athletics, team sports, fitness circuits, and skill-based games, with a strong emphasis on skill progression, sportsmanship, and personal best achievement. Goollelal Primary performed exceptionally well at the interschool athletics and jumps and throws carnivals, finishing second overall, and performed strongly in team games that required skill and teamwork, reflecting the effectiveness of the program in developing these key attributes. The integration of faction competitions and interschool events fostered school spirit and encouraged positive peer relationships, while also allowing students to represent the school with pride.

The faction carnival was generally a positive and well-supported event, although there were some elements of the carnival that needed to be addressed. Staff and parent surveys were conducted to gather valuable feedback to inform and improve future carnivals.

Overall, the 2025 Physical Education program was highly successful in engaging students and reinforcing the value of lifelong physical activity. The school looks forward to continuing to build on these foundations in the coming years.

Geoff Rintoul | **Physical Education Specialist**



SCIENCE AND TECHNOLOGY

In 2025, Science and Technology at Goollelal Primary School continued to provide engaging and innovative learning opportunities that fostered creativity, critical thinking, and problem-solving skills. Students participated in a range of Digital and Design Technologies projects, where they explored the design process, developed practical solutions, and applied their learning in meaningful ways. These experiences encouraged students to think creatively, collaborate effectively, and build confidence in using technology as a tool for innovation.

A highlight of the year was the opportunity for a selected group of 30 students to participate in a Kindergarten Design Project. These students worked collaboratively to develop design concepts tailored for younger learners, focusing on functionality, creativity, and user needs. As part of this project, students visited Woodvale College, where they had the valuable experience of bringing their ideas to life by creating physical models of their designs. This authentic, hands-on experience not only strengthened their design and technology skills but also inspired a deeper understanding of real-world applications.

Overall, the Science and Technology program in 2025 successfully supported students in becoming innovative thinkers and capable problem solvers, preparing them for future learning and challenges in an increasingly digital world. The program also provided students with the opportunity to develop very strong scientific understanding, with PATS results reflecting the high levels of learning of many of the students.

Geoff Rintoul | **Science and Technology Specialist**



LANGUAGES (INDONESIAN)

Through the Ketawa program in 2025, students learned more about themselves and others by exploring how language is connected to culture. They built an understanding of Indonesian as the language of one of Australia's closest neighbours, spoken by millions of people and shaped by a wide range of cultures. Just some of the aspects covered from Year 3-6 included daily greetings, common day-to-day phrases, identifying family members, daily ways of living, the Indonesian schooling system and how it differs to the Australian school system, and solving basic mathematical procedures. This was complemented with identifying elements of Indonesian towns, popular celebrations and traditions, and Indonesian performance and art. Students were also encouraged to think about how language changes over time. They explored how technology and communicating with people from different backgrounds can influence the way we use language.

Camille Rarere | **Languages Specialist**

EDU DANCE

In 2025, Goollelal Primary School continued the EDU Dance program with great success. Students embraced the energetic and fun lessons that supported their coordination, creativity and confidence through movement and performance, and their efforts were proudly showcased to the Goollelal community at the end of year event, proudly supported by the P&C with the donation of funds for a large stage on the oval. The overwhelming positive response from students and families has cemented the EDU Dance concert in the yearly planner. Its success confirms our commitment to providing engaging learning experiences that promote physical and emotional development, along with a strong sense of school community.



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CHAPLAINCY PROGRAM

The Goollelal Chaplaincy Program received more than 55 student referrals for one-to-one pastoral support in 2025. In addition to these individual cases, our YouthCARE chaplain provided a range of support activities, class visits, and chaplain-facilitated programs throughout the year.

During Term One, the chaplain delivered three values-based assembly presentations on Fairness, Equity, and Responsibility. These short talks explored what fairness looks like when individuals have different needs, the distinction between equality (everyone receives the same) and equity (everyone receives what they need to thrive), and the importance of responsibility and trust in fostering a positive and flourishing school community. In Term Two, the chaplain began facilitating a whole-class BUZ Friends program in TA9, aimed at strengthening students' social and emotional skills. This program continued in TA9 during Term Three. The chaplain also attended the Year 6 camp to provide additional support to graduating students.

In Term Four, the chaplain delivered the G.R.I.T. leadership program with the school leaders to enhance their leadership and teamwork capabilities. The chaplain collaborated with the school's community leaders to coordinate a whole-school Christmas Charity Collection for The Salvation Army, which included a visit from a Salvation Army representative at an assembly. This initiative gave all students the opportunity to demonstrate the school values of 'caring' and 'sharing' towards a broader community. Behind the scenes, the chaplain also prepared Christmas hampers for several school families in the lead-up to the holiday season.

Louisa Read | **YouthCARE School Chaplain**

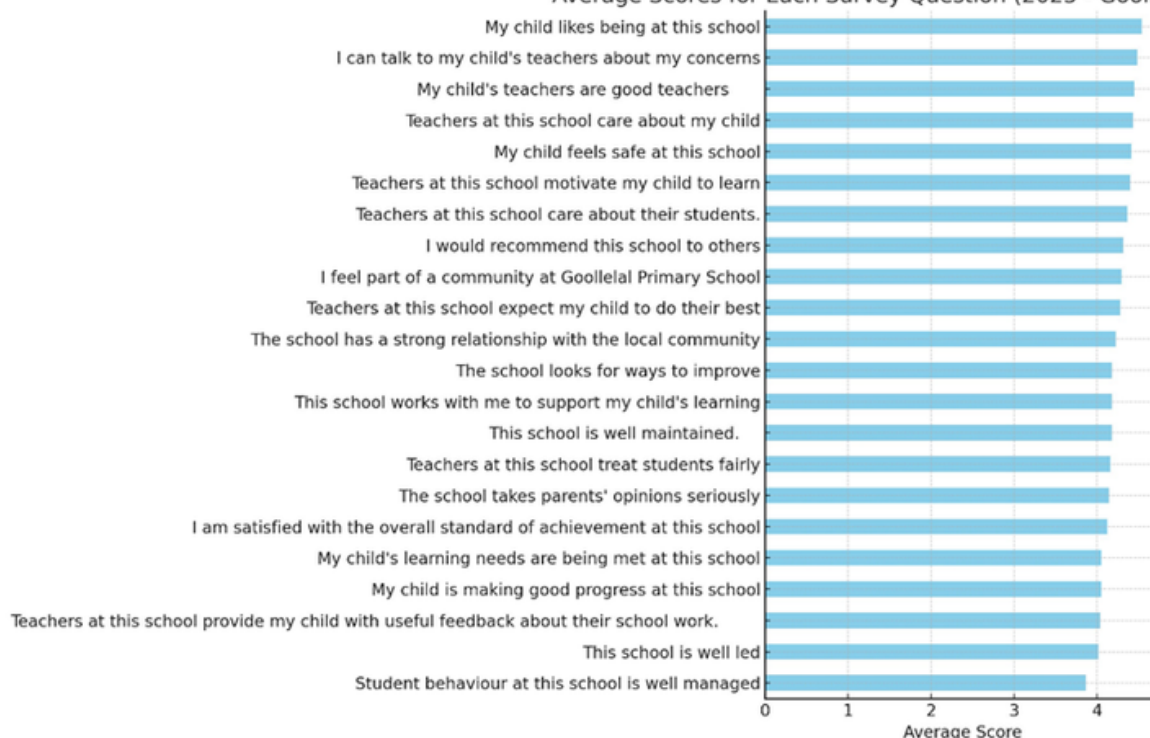


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COMMUNITY SATISFACTION SURVEY 2025

The results of the survey has led the school to prioritise communication with the parent community to ensure parents understand school messaging around why we do what we do, ensuring stability in the leadership team as much as possible and being transparent with the management of student behaviour. The community will be surveyd again in 2027.

Average Scores for Each Survey Question (2025 - Goollelal Primary School)



STUDENT WELLBEING

In 2024, students from Years 3 – 6 completed the confidential Social-Emotional Wellbeing (SEW) Survey, administered by the Australian Council for Educational Research.

Results from the survey led to the implementation of a whole school Social and Emotional Learning program, You Can Do It! In 2025. The program centres around 'keys for success' – organisation, resilience, getting along, confidence and persistence.

At Goollelal, targeted social-emotional learning such as the 'Grit' (Growth, Resilience, Integrity, Traction) and BUZ (Build-up Zone) programs are helping students build resilience, empathy, and problem-solving skills to support their overall wellbeing.

Goollelal students will complete a new survey in 2026.

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Financial Summary

As at 31 December 2025



ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	20,282	20,282
Carry Forward (Salary):	110,676	110,676
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,106,748	3,106,748
Locally Raised Funds:	212,478	212,378
Total Funds:	3,450,184	3,450,083
EXPENDITURE		
Salaries:	2,745,579	2,745,579
Goods and Services (Cash):	540,375	522,869
Total Expenditure:	3,285,954	3,268,449
VARIANCE:	164,230	181,635

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	20,282	20,282
Carry Forward (Salary)	110,676	110,676
STUDENT-CENTRED FUNDING		
Per Student	2,149,465	2,149,465
School and Student Characteristics	734,103	734,103
Disability Adjustments	35,762	35,762
Targeted Initiatives	181,144	181,144
Operational Response Allocation	2,773	2,773
Total Funds:	3,103,247	3,103,247
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	3,500	3,500
School Transfers – Salary	(221,553)	(221,553)
School Transfers - Cash	221,553	221,553
Department Adjustments	0	0
Total Funds:	3,500	3,500
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	11,589	11,489
Charges and Fees	44,865	44,864
Fees from Facilities Hire	37,818	37,818
Fundraising/Donations/Sponsorships	33,648	33,648
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	8,367	8,368
Transfer from Reserve or DGR	76,191	76,191
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	212,478	212,378
TOTAL	3,450,183	3,450,083

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EXPENDITURE - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,373,520	2,373,520
New Appointments	0	0
Casual Payments	371,469	371,469
Other Salary Expenditure	589	589
Total Funds:	2,745,578	2,745,578
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	35,361	37,849
Lease Payments	21,590	21,299
Utilities, Facilities and Maintenance	139,237	130,897
Buildings, Property and Equipment	165,295	163,011
Curriculum and Student Services	137,381	127,686
Professional Development	5,345	5,996
Transfer to Reserve	35,039	35,039
Other Expenditure	1,127	1,093
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	540,375	522,870
TOTAL	3,285,953	3,268,448



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