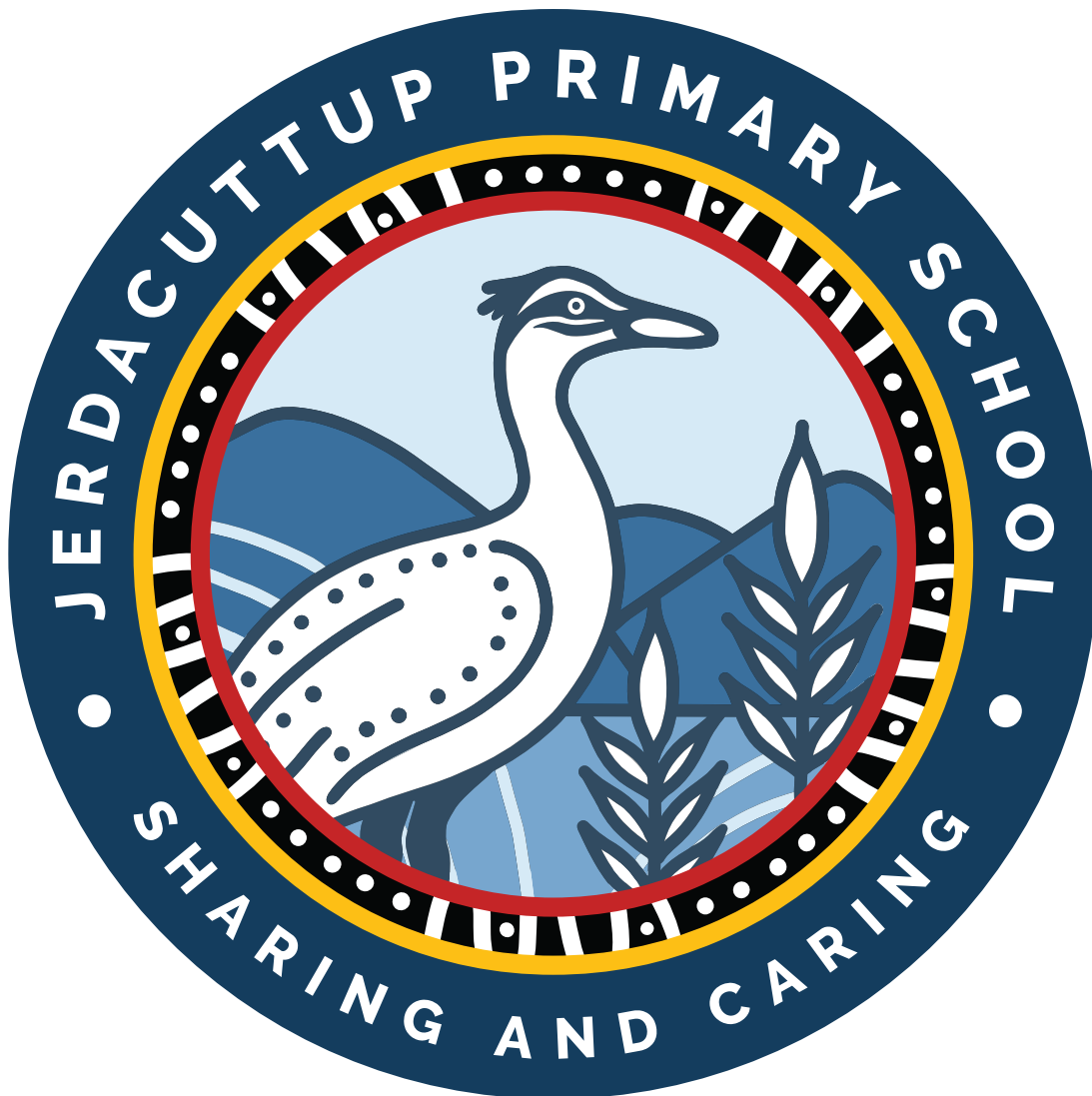


# Annual School Report 2025

Jerdacuttup Primary School



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# School Report

## Jerdacuttup Primary School

### Overview

#### School Overview (source: Schools Online/School website)

Jerdacuttup Primary School is a delightful school with a small but stable student population located between Hopetoun, Esperance and Ravensthorpe. We are set in a large, picturesque bush setting which allows students space to breathe and grow.

The benefit of being a small school is that students receive individual tuition throughout the day, when they need it. Students are well known to staff, and every need is catered for. This allows the school to develop plans that optimises every child's chance to become a successful student. All students get along extremely well and there are no behavioural concerns.

Our students get numerous opportunities every term to mix with other schools in the local area. We participate in sporting activities, assemblies, incursions and excursions which allows all students to socialise on a regular basis. Travel to these events is by school bus, which also brings students into school from the surrounding areas.

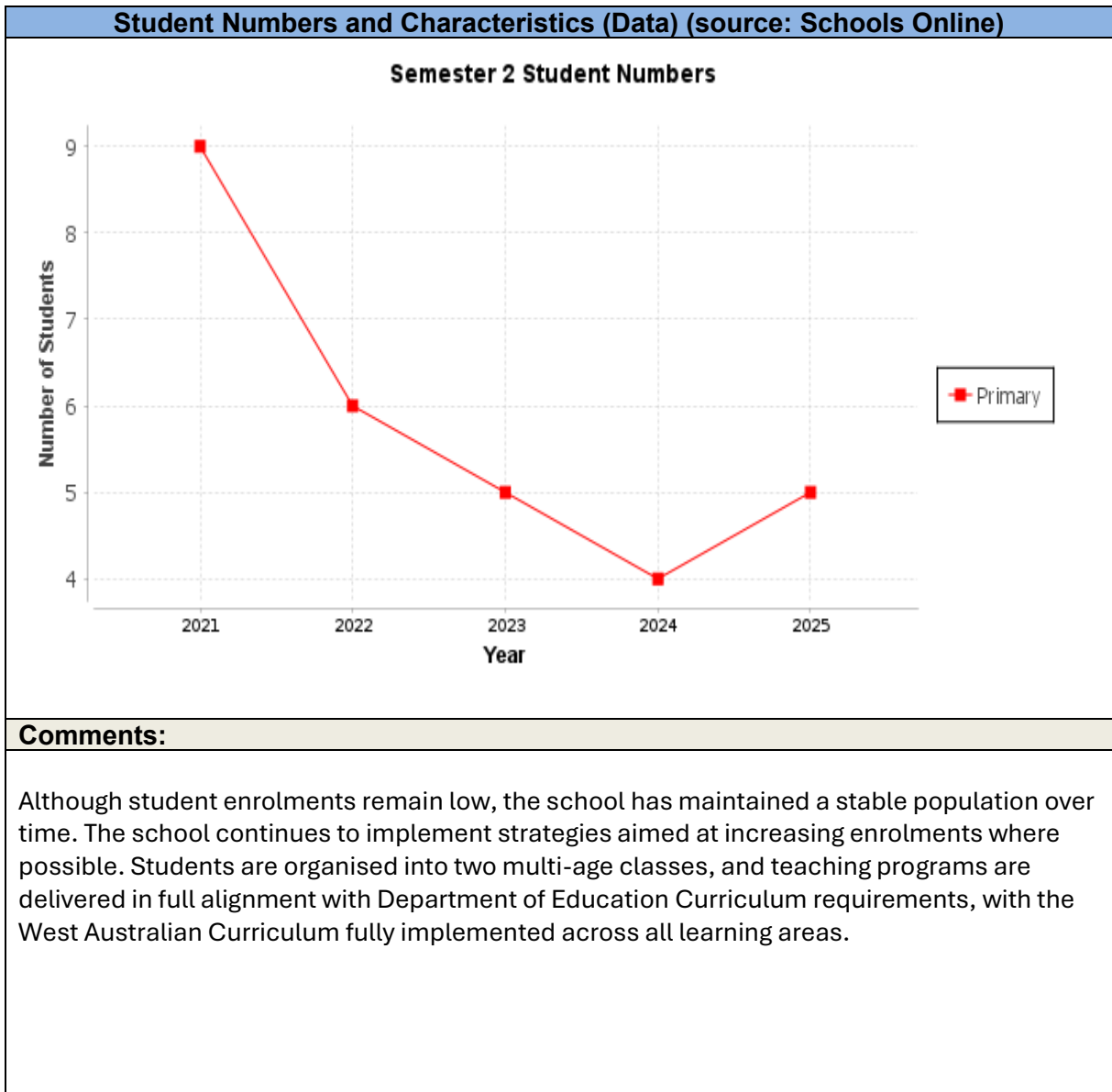
The school has a wonderful history. In 1964 local parents built a stone school where 8 children did lessons by correspondence. Later that year the Education Department appointed a teacher. The school then boasted 10 students. When the school moved, the old stone school was removed from its original location and is now an inspiring wellness centre within current school grounds.

Community involvement at Jerdacuttup Primary School is high. We have a committed P & C; an active School Council and we have strong links with the Shire of Ravensthorpe. Parents are involved in all aspects of their child's education journey with us and are welcomed into the school on a regular basis.

Children feel safe in their learning environment here. Our purpose is to ensure all students reach their individual potential by providing a safe and stimulating learning environment that develops their knowledge, skills and confidence.

Additional information about the school can be found on our web site:  
<http://jerdacuttupschool.wa.edu.au/>

Data



**Workforce composition (Data) (source: Schools Online)**

The school has an experienced, happy and professional staff which consists of a principal, two teachers, two teacher assistants, gardener/handyman, cleaner, two part time Managers of Corporate Services, a language teacher, a wellness officer and a library officer.

**Comments:**

The high staff-to-student ratio ensures strong academic, social, and emotional support for all students. Staff demonstrate a strong commitment to student wellbeing and to providing equitable opportunities for all learners to achieve their potential. In addition to the core academic program, students develop respect, leadership, responsibility, and citizenship. Specialist instruction is provided in sport, the arts, and languages.

## Attendance

<b>Student Attendance (Data) (source: Schools Online)</b>		
<i>Table 1- Primary Attendance Rates</i>		
	<b>Attendance Rate</b>	
	<b>JPS</b>	<b>WA Public Schools</b>
<b>2021</b>	89.6%	91.0%
<b>2022</b>	89.2%	86.6%
<b>2023</b>	85.4%	88.9%
<b>2024</b>	90.0%	89.4%
<b>2025</b>	85.8%	89.1%

**Describe your analysis and impact of evidence**

Attendance data for Jerdacuttup Primary School demonstrates a pattern broadly consistent with statewide public-school trends. Although annual percentages vary, the school generally aligns with Western Australian public school attendance rates. Fluctuations are influenced by the need for students to travel significant distances for medical and specialist services, a common factor affecting attendance in regional contexts.

**Data source Schools Online 2025**

<b>Describe how non-attendance is managed by the school</b>
<p>Jerdacuttup Primary School follows a proactive, supportive, and timely approach to managing student non-attendance. Attendance is recorded twice daily, and unexplained absences are followed up with same-day contact to parents or caregivers. Because of the school's small size, changes in attendance patterns are identified early, allowing staff to engage promptly with families. Where attendance concerns persist, the school follows the Department of Education's escalation procedures, including written communication and attendance improvement planning. The school maintains strong relationships with families and acknowledges that travel for medical and specialist appointments may impact attendance; all such absences are recorded appropriately. A positive attendance culture is promoted through regular communication, a safe and supportive environment, and recognition of student engagement.</p>

## Student Achievement and Progress

### NAPLAN (Data) (source: Schools Online, SAIS)

NAPLAN data is not available due to very low student numbers, and proficiency band distributions are therefore not reported. PAT results for Reading, Spelling, Numeracy, Science and Vocabulary show that most students achieve at or above the expected stanine range.

Teacher assessment, using the West Australian Curriculum standards, indicates that student achievement in Numeracy and Literacy is consistent with that of like schools, although small cohort sizes can distort the comparative data.

### Describe your analysis and impact of **evidence**

The available evidence suggests that students are performing within expected levels, with standardised assessments indicating solid foundational skills. While limited cohort sizes restrict the reliability of comparative data, teacher judgement and PAT results collectively demonstrate that students are progressing appropriately and meeting expected curriculum standards.

## Survey results

### Parent/student/teacher satisfaction with the school (DATA) (source: Qualtrics School Opinion Survey )

This year surveys were distributed to both parents and staff using the Qualtrics survey tool.

We received a 100% response rate from the parent survey.

Overall, parents expressed very high satisfaction with the quality of education and the school environment. The survey shows strong confidence in our teachers, leadership, communication, and student wellbeing. Parents overwhelmingly agreed that:

- Students feel safe at school
- Teachers are approachable and supportive
- Students enjoy being at school
- Teachers care about each child and know them well
- The school actively looks for ways to improve
- Parents would recommend the school to others
- The overall standard of education is very high

The staff survey responses reflect strongly positive perceptions across most areas of school operations. Most items received mean scores between 4.4 and 4.9 on a 5-point scale, indicating high levels of satisfaction and confidence in the school's performance.

This feedback highlights a school community that feels connected, supported, and confident in our direction. The staff results highlighted strong relationships, a positive culture of learning, and confidence in leadership and professional practice.

### Describe your analysis and impact of evidence

The parent survey results highlight a school community that feels connected, supported, and confident in its direction. School leadership, educational quality, and likelihood of recommending the school to others were the biggest positives.

The staff results highlighted strong relationships, a positive culture of learning, and confidence in leadership and professional practice. The data paints a picture of a highly effective and supportive school environment. Staff feel valued, believe strongly in the quality of teaching and leadership, and perceive the school as a safe and positive place for students. Relationships with parents and the wider community are also viewed favourably.

## Financial Position

<b>ONE LINE BUDGET - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash):</b>	<b>104,750</b>	<b>104,750</b>
<b>Carry Forward (Salary):</b>	<b>45,245</b>	<b>45,245</b>
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	631,087	631,087
Locally Raised Funds:	16,580	16,627
<b>Total Funds:</b>	<b>797,662</b>	<b>797,709</b>
<b>EXPENDITURE</b>		
Salaries:	512,615	512,615
Goods and Services (Cash):	166,031	114,841
<b>Total Expenditure:</b>	<b>678,647</b>	<b>627,457</b>
<b>VARIANCE:</b>	<b>119,015</b>	<b>170,253</b>
<b>INCOME - Dec 2025 ( Verified Dec Cash)</b>		
	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>Carry Forward (Cash)</b>	<b>104,750</b>	<b>104,750</b>
<b>Carry Forward (Salary)</b>	<b>45,245</b>	<b>45,245</b>
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	56,996	56,996
School and Student Characteristics	554,364	554,364
Disability Adjustments	0	0
Targeted Initiatives	11,702	11,702
Operational Response Allocation	8,082	8,082
<b>Total Funds:</b>	<b>631,144</b>	<b>631,144</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	0	0
Transition Adjustment	#N/A	#N/A
School Transfers – Salary	(83,601)	(83,601)
School Transfers - Cash	83,544	83,544
Department Adjustments	0	0
<b>Total Funds:</b>	<b>#N/A</b>	<b>#N/A</b>

**LOCALLY RAISED FUNDS (REVENUE)**

Voluntary Contributions	120	120
Charges and Fees	0	0
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	15,470	15,470
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	990	1,037
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>16,580</b>	<b>16,627</b>
<b>TOTAL</b>	<b>#N/A</b>	<b>#N/A</b>

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

	<b>Current Budget (\$)</b>	<b>Actual YTD (\$)</b>
<b>SALARIES</b>		
Appointed Staff	455,781	455,781
New Appointments	0	0
Casual Payments	56,834	56,834
Other Salary Expenditure	0	0
<b>Total Funds:</b>	<b>512,615</b>	<b>512,615</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	21,750	20,964
Lease Payments	3,500	3,402
Utilities, Facilities and Maintenance	19,800	10,534
Buildings, Property and Equipment	13,300	9,124
Curriculum and Student Services	67,181	30,441
Professional Development	10,500	10,373
Transfer to Reserve	30,000	30,000
Other Expenditure	0	4
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
<b>Total Funds:</b>	<b>166,031</b>	<b>114,842</b>
<b>TOTAL</b>	<b>678,646</b>	<b>627,457</b>

**Describe your analysis and impact of evidence**

The school finished 2025 in a strong financial position. Total funds were essentially on budget (\$797,709 actual compared to \$797,662 budget), while total expenditure was lower than forecast (\$627,457 actual compared to \$678,647 budget). Salaries aligned exactly with budget, and the improved end-of-year position was driven by an underspend in Goods and Services, particularly within Curriculum and Student Services and Utilities/Facilities. Locally raised funds finished marginally above budget (\$16,627 actual vs \$16,580 budget). The cash carry forward remains healthy, supporting the school's capacity to resource 2026 priorities and planned initiatives.

## Progress against priorities

2025

Identified school priority	Progress against priority	Planned actions
Develop and Implement wellbeing plan for whole school	In 2025, the school updated its wellness guidelines for staff and students. The school employed a casual wellness officer.	Wait for DoE to endorse an evidence-based wellness program. This will then be implemented into the curriculum.
Start and maintain school council.	School council commenced in February 2025 with 5 members. It has run smoothly with bi-annual meetings.	Continue to run school council. Encourage an existing member to take on the chairperson role, so it doesn't fall to the principal.
Develop whole school literacy policy.	Policy is in draft form. The document is almost complete.	Review completed draft when available. Publish and implement after being checked.
Develop Cultural Awareness curriculum	School has employed a languages teacher to teach Indigenous language.	Obtain PALS grant Signage, bush tucker garden, welcome to school to be amended and updated to reflect indigenous teaching.
Implement evidence-based play education	Walker Learning K-2 program running twice weekly. Walker Learning 3-6 has been on trial.	Commence Walker Learning 3-6 curriculum twice weekly in 2026. Inform parents of curriculum.

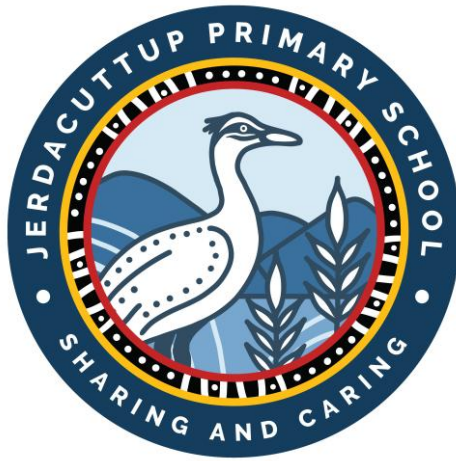
## 2026 Priorities

Whole school student progress should be at 0.5 on the Hattie scale by end of 2026 in relation to PAT testing.

No code gaps from previous year levels in Elastik data for every student by end of 2026.

Bush Kindy be readied for launch in 2027.

Develop a classroom observation program for teachers and EAs



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