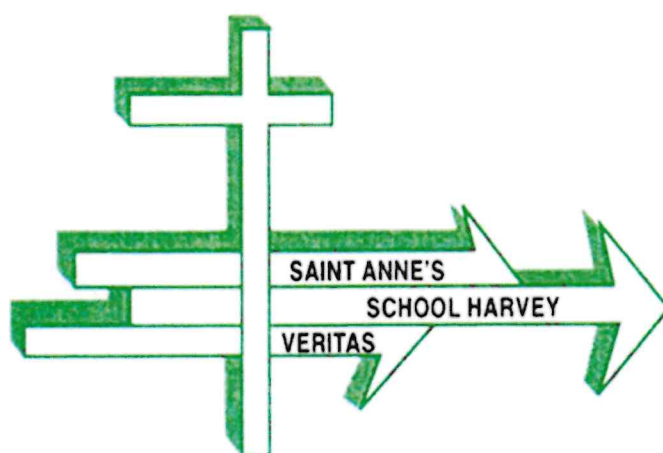




**ANNUAL REPORTING
PART ONE – PUBLICATION OF INFORMATION
RELATING TO ST ANNES 2025**

‘Nurturing and developing creative and responsible learners’

ST ANNES PRIMARY SCHOOL HARVEY

1. CONTEXTUAL INFORMATION

St Anne's School is a single stream, co-educational Catholic school of approximately 203 students from Kindergarten to Year 6 and was established in 1935 by the sisters of Mercy. St. Anne's offers a comprehensive primary education including specialist areas in Physical Education, Art, Music and Italian with an emphasis on participation and excellence. Digital Technology is used extensively throughout the classrooms and students engage with various platforms to aid and benefit their learning and development. A 1:1 device program is utilised in Years 2 – 6. The school endeavours to ensure all students are provided with an opportunity to develop fully by providing supportive, engaging, and safe learning environments and programs.

The school motto is Veritas – Truth, where students aspire to be true to St. Anne's and the rich legacy of the Sisters of Mercy, true to themselves by being committed to reaching the full potential of their God given gifts and true to their faith by living the Gospel message of service and love.

The school draws students from the town of Harvey and the surrounding rural areas with many students having Italian backgrounds and a growing proportion from the Philippines and China. The Italian community have a strong influence on student cohort and are very involved with the school. The Filipino community students represent a large number of students from a Non English Speaking Background and highly value education.

The school community is very close with many related families attending the school.

2. TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff at St Anne's Primary School are registered teachers according to the guidelines of the Teacher's Registration Board. In 2025, of the 14 teaching staff, the following qualifications applied:

QUALIFICATIONS	No of Staff holding this Qualification
Bachelor of Education	10
Master of Education	4



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3. WORKFORCE COMPOSITION

GENDER	TEACHING STAFF	NON TEACHING	INDIGENOUS	TOTAL
MALE	4	1	0	5
FEMALE	10	14	0	24

4. STUDENT'S ATTENDANCE AT SCHOOL

Non attendance is managed by parents advising the school of planned absences due to holidays, unplanned absences due to sickness and/or family commitments. Notes are given either prior to the absence or on return. Unexplained absences are followed up by Administration, via phone calls, letters and parent interviews.

RATES OF ATTENDANCE FOR 2025	
WHOLE SCHOOL	89.11%
KINDERGARTEN	83.69%
PRE-PRIMARY	89.87%
YEAR ONE	87.60%
YEAR TWO	90.23%
YEAR THREE	89.61%
YEAR FOUR	89.72%
YEAR FIVE	90.35%
YEAR SIX	91.81%

5. NAPLAN INFORMATION

School NAPLAN comparisons can be found on the ACARA website at:

<https://www.myschool.edu.au/school/48898/naplan/results>

NAPLAN RESULTS 2025 - SUMMARY

Year 3	ST ANNES	SIMILAR SCHOOL	CEWA	STATE	AUS
READING	388	398	398	389	402
WRITING	395	403	411	406	414
SPELLING	357	386	396	394	405
GRAMMAR	357	387	397	395	408
NUMERACY	385	386	396	396	405

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Year 5	ST ANNES	SIMILAR SCHOOL	CEWA	STATE	AUS
READING	464	485	492	484	492
WRITING	465	476	482	473	480
SPELLING	455	481	488	485	487
GRAMMAR	457	479	490	490	497
NUMERACY	465	472	488	486	492

6. PARENT, TEACHER, AND STUDENT SATISFACTION

Feedback from families in the community and their involvement in the school indicates a high level of satisfaction. Parental support of the school has been very good, and the students are very respectful of their teachers, the school and each other. Behavioural problems are minimal. Teacher satisfaction is good, evidenced by minimal movement of teaching staff at the end of 2025.

Data is collected and utilised from an array of sources, namely:

- P and F meetings, daily interactions and conversations with families
- Staff meetings and Professional Learning Days
- Communications – Seesaw and Teams
- Check in tools such as Microsoft Reflect app
- Parent Interviews
- School climate Surveys
- Assessing Wellbeing in Education survey

The takeaways in general though are that St Anne's students, overall, feel safe and valued. Staff too gave strong feedback on what is done well and what we can work on, with the consensus that the majority of our staff value our school as a workplace.

Our parents too gave productive feedback in that 'they would recommend St Anne's as a school of choice to others' and 'that they are satisfied with what our school does for their child'. This is a positive reflection on our entire community.

It was viewed that the school has strengths in the following areas:

STAFF	• There is a consistent whole school approach to teaching and learning being embedded across the school • The school offers a safe and respectful environment in which to work • The school has a clear vision that is understood by staff • Teaching is valued and staff are encouraged to always look at ways to improve practice • Collegiality is generally good and teachers collaborate effectively
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ST ANNES PRIMARY SCHOOL HARVEY

	• There is a positive relationship between the parents/carers and the school • High expectations are consistently communicated and the expectations of success are clear • The school functions in a safe and orderly environment • Staff are pleased they chose to work at this school and wish to continue working at the school with job satisfaction generally strong • Teacher efficacy is very good and teachers feel confident in their abilities to teach at this school and manage positive relationships
PARENTS	• Parents were familiar with relevant policies and knew where to access them. • The school places emphasis on pastoral care • They are confident that their children are safe at school and noted that the positive approach taken by staff contributes to wellbeing` • Social justice is practised within the school, there is a good commitment to the poor and the marginalised, catholic identity is very visible within the school and there is a strong connection between the school and the parish. • The staff care about the children • Students behaviour expectations are high • The school has good behaviour mechanisms in place and parents are happy with how their child is progressing behaviourally • The school is welcoming and staff are respectful • Teachers at the school care about the children • Cultural diversity is affirmed and supported at this school • Different cultures are valued • School implements effective assessment and feedback tools • Staff are approachable and communication between home and school is good • There is a positive level of satisfaction from parents in their overall attitude towards the school • There is a very positive mindset from parents with regard to student progress behaviourally, emotionally, socially, morally and academically
STUDENTS	• Interviews with students confirmed that they feel safe at school, with minimal incidents of bullying • Students noted the MJR program has a significant impact on their interactions with each other and within the school. • Students noted that those with disabilities were cared for, treated well and supported • The Making Jesus Real program promotes positive interactions • Bullying at this school is very limited and not tolerated

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	• The school has a strong sense of moral identity and students support each other, stand up for each other and try to help each other • Wellbeing of students at the school is managed well with dispositions of happiness, being cheerful, calm and full of energy being characteristically shown within the school • Students are developing resilience and endeavour to be positive, and persistent through challenging times • The rules and expectations at the school are clear and help make the school a safer place • Teachers make learning fun and interesting • Expectation are clear from teachers, they are supportive and affirming • Students feel safe and happy to approach staff
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7. SCHOOL INCOME

School income information can be located on the My Schools website at:

<https://www.myschool.edu.au/school/48898/finances>

School financial data provides valuable information about a school's capacity to support educational outcomes for its students.

Information on recurrent income is presented as both a 'total amount' and as 'income per student'. The per student calculations use enrolment figures collected from the annual school census. The per student calculations presented provide additional contextual information on the relative size of the school. It should not be assumed that each category of income reported on My School relates to every student at the school.

The financial resources available to schools are directly influenced by the characteristics of the school (such as its location and student profile), its programs and operations. Caution should be taken in using this information to make direct funding comparisons between schools.

8. POST SCHOOLS DESTINATION

SCHOOL	STUDENT NUMBERS
Our Lady of Mercy College	11
Harvey Senior High School	4
Hope Christian College	1

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9. SCHOOL IMPROVEMENT

Progress towards CEWA and School Improvement directives:

- **Strengthened Teaching Practice:** Built consistent, high-impact teaching through targeted professional learning and collaboration.
- **Improved Data Use:** Embedded a triangulated approach to data, with Data Analysis Teams (DATs) supporting evidence-informed teaching.
- **Targeted Literacy Focus:** Identified grammar and spelling as priority areas, with intervention strategies and programs initiated.
- **Sustained Numeracy Development:** Maintained steady growth in numeracy, with further strategies identified for improvement.
- **Enhanced Student Wellbeing:** Embedded trauma-informed practices and introduced the AWE tool to better support student wellbeing.
- **Expanded Wellbeing Structures:** Established a Wellbeing Centre and introduced Wellbeing Week to support emotional regulation and engagement.
- **Strengthened Staff Capability:** Continued to build staff capacity through Professional Learning Communities (PLCs) and targeted development.
- **Affirmed Strong School Culture:** QCESR validated strengths in Catholic identity, inclusivity, wellbeing, and community trust.
- **Increased Family Engagement:** Maintained strong partnerships with families, supporting community confidence and enrolment growth.
- **Sustained Enrolment Growth:** Strengthened market position as a school of choice, with increased enrolments and full Kindergarten intakes.
- **Improved Financial Stability:** Achieved significant growth in the Financial Health Index, reflecting sound stewardship and planning.
- **Celebrated 90 Years of Mercy Tradition:** Successfully commemorated the school's 90th Anniversary, strengthening community connections, honouring the legacy of the Mercy Sisters, and reinforcing a shared sense of identity and pride across generations.
- **Maintained Compliance Standards:** Successfully met all requirements in the Stewardship compliance review cycle

ST ANNES HARVEY- STRATEGIC INTENTS 2025 -2028

(Abridged version)

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ST ANNES PRIMARY SCHOOL HARVEY

Overarching goals

CATHOLIC IDENTITY – Formation of Mission

- To develop students as faith filled individuals who live in the model of Jesus through their actions, words and deeds.
- To build on the Catholic Identity of St Anne's Primary school and continue to nurture the charism and history of the St Anne's story, developing community in alignment with the Catholic principles and practices of Catholic education.

EDUCATION – Excellence for Success

- To implement an eclectic mix of pedagogies consistently throughout the school that offer differentiated and engaged learning opportunities for students.
- To foster a growth mindset amongst teachers and learning dispositions amongst students that combine to form a learning environment which promotes positive change and development, with common language and goals.

COMMUNITY – Witness for Impact

- To build on pastoral care initiatives that provides safe learning environments and promotes dignity and integrity of all school members as priority.

STEWARDSHIP – Growth for Access

- To develop and devise clearer autonomy amongst all stakeholders within the school through the revision of routines, practice, policy, documentation and responsibilities effecting all procedural aspects within the school.
- To ensure teacher quality and performance is developed with clear links to CEWAs Vision for learning and QCE framework.

ST ANNES HARVEY - FAITH FORMATION 2025 – 2028

Promote Catholic Social Teaching: Educate staff on the principles of Catholic Social Teaching and encourage them to incorporate these values into their work and classrooms.

Faith Role Models: Encourage staff to exemplify Gospel values in their interactions with students, colleagues, and the wider community.

Deepen Personal Spiritual Growth: Encourage staff to participate in regular prayer and reflection

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CATHOLIC IDENTITY 2025 - 2028

STRATEGIC INTENT ONE: To integrate the teachings of *Laudato Si'* into the school's ethos, curriculum, and daily practices.

STRATEGIC INTENT TWO: To deepen the integration of the Making Jesus Real (MJR) program and Mercy charism within St Anne's School by fostering a culture of faith, service, and compassion.

EDUCATION 2025 - 2028

STRATEGIC INTENT ONE: To enhance numeracy and literacy outcomes by implementing an explicit teaching model and High Impact Teaching Strategies (HITS) to ensure high-quality, efficient, and effective teaching practices.

STRATEGIC INTENT TWO:

EARLY YEARS –To strengthen early childhood numeracy outcomes by implementing the CEWA Early Childhood Numeracy Project 2025

UPPER YEARS - Utilize Assisted technologies in classroom practice, planning and assessments

COMMUNITY 2025 - 2028

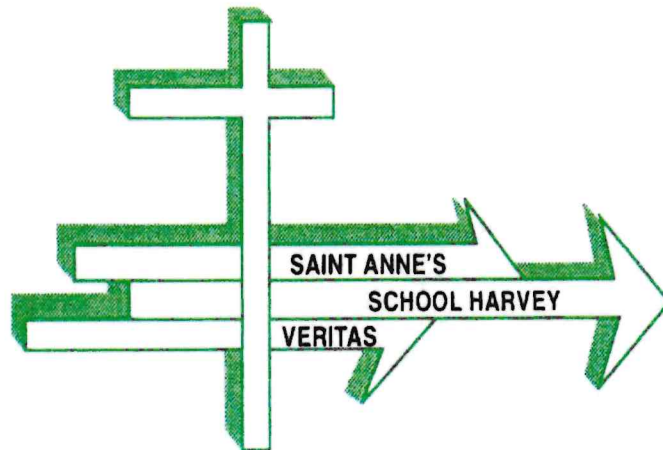
STRATEGIC INTENT ONE: Pastoral Care - By integrating Berry Street, Friendology, and CEWA's Wellbeing Strategy, this goal aims to create a supportive environment where students' social, emotional, and mental health needs are consistently met.

STRATEGIC INTENT TWO: Utilizing data from AITSL AEIM1. Report 2025: Develop and implement strategies and protocols that enhance the intercultural intelligence of the school community

STEWARDSHIP 2025 - 2028

STRATEGIC INTENT ONE: Ensure that all Work Health and Safety (WHS) and CEWA executive directives are implemented efficiently across St Anne's School.

STRATEGIC INTENT TWO: To align teaching practices and protocols with AITSL standards, ensuring teacher quality and performance are effectively monitored and modeled.



**ANNUAL REPORTING
PART TWO – ANNUAL SCHOOL COMMUNITY
REPORTING**

***‘Nurturing and developing creative and responsible
learners’***

ST ANNES PRIMARY SCHOOL HARVEY

ADVISORY COUNCIL AND SCHOOL IMPROVEMENT SUMMARY OF THE YEARS EVENTS

Presented by Mr Darrin Croft, School Principal

CATHOLIC LIFE AND MISSION

This year, we launched our new 2025 Evangelisation Plan, providing clear objectives to guide our Catholic Identity and mission over the next three years.

One clear focus this year has been our commitment to Catholic Social Teachings. Students have actively engaged in mission activities that foster compassion and justice, with a special focus on Pope Francis' *Laudato Si'*. Through this, we continue to deepen our understanding of 'caring for our common home' and living out Gospel values in everyday life.

We continue to nurture our Mercy Charism throughout our school. The Values and Dispositions Framework has prominence in our behaviours and attitudes, Programs such as *Making Jesus Real*, theme-based Masses, and Feast Day celebrations continue to enrich the faith life of our students. As staff we have completed relevant accreditation opportunities and Staff prayer has also been revitalised with a structured model that fosters deeper spiritual connection and understanding of CST issues and concerns.

Our 90th Anniversary was a special milestone celebrated this year that brought together generations of students, families, staff, and community members. The foundations laid by the Mercy Sisters in their wisdom and dedication all those years ago has set the pathway for what our school is today, a thriving K – 6 Catholic Primary School.

Parish and Diocese Connections took on new leadership this year. We warmly welcomed Father Mars to our parish and school community, and we also celebrated the ordination of Bishop George as the new Bishop of Bunbury—a significant and historic occasion for our school, parish, and diocese.

SCHOOL IMPROVEMENT

In 2025, St Annes participated in the Quality Catholic Education School Review (QCESR). This was a valuable opportunity to reflect on our progress and plan for the future. The review affirmed many of our strengths: our strong Catholic identity, inclusive culture, and commitment to student wellbeing. It highlighted the professionalism of our staff and the trust our families place in us. It also provided clear direction for continued growth, emphasising the importance of strengthening

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teaching and learning through targeted professional development, enhancing the use of data to support student progress, building leadership and staff capacity to navigate increasing workforce complexities, and continuing to build engagement with families to foster a supportive school community.

Growth and Enrolment: This year the school received its latest 2025 demographic report from CEWA and St Anne's continues to flourish as a school of choice in Harvey. Some key insights from the report being:

- **Enrolment Surge:** Student numbers grew from 163 in 2020 to 186 in 2025, a 14.1% increase over five years.
- **Kindergarten Boom:** Kindergarten enrolments jumped from 19 in 2024 to 29 in 2025, the largest intake in a decade. For 2026 and 2027, Kindergarten is fully subscribed for next year, with waitlists now in place
- **Catholic Identity:** While the proportion of Catholic students declined from 74% in 2020 to 56% in 2025, St Anne's still ranks second highest among CEWA country schools.
- **Market Share Leadership:** Local market share for Catholic primary education rose from 32% in 2020 to 38.4% in 2025, far above the WA country average of 16.5% for Catholic schools.
- **Destination School Preference:** 74% of Year 6 graduates transition to Our Lady of Mercy College, showing strong continuity within Catholic Education.
- **Declining Competition:** Harvey Primary School enrolments dropped by 18% (55 students) between 2020 and 2025, strengthening St Anne's position in the local market.
- **Language Diversity:** 45% of students have a parent speaking a language other than English, with Filipino and Tagalog being the most common.
- **Community Demographics:** 68% of Catholic primary-aged children in the catchment attend a Catholic school, far above the WA average, reinforcing St Anne's strong Catholic identity.

Financial Health Index

One of the key observations from both the QCESR and demographic report is that St Anne's has shown growth in its financial health index. This measure considers enrolment vacancies, cash results, debt-to-income ratio, cash reserves, staffing, and recurrent income.

Our current Financial Health Index stands at 60.8, reflecting a medium risk profile—a significant improvement from 42.5 in 2021, when the school was considered high risk. This steady upward trend highlights good financial management, brand building within the community, and the benefits of strategic investment in facilities through our

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Capital Development Plan. Healthy enrolments and growing community confidence further reinforce this positive trajectory.

Compliance

In 2025, Catholic Education Western Australia (CEWA) commenced a new five-year continuous compliance cycle for non-government school registration standards. This process ensures schools meet the requirements of the School Education Act 1999, the Australian Education Act 2013, and other relevant legislation, as part of the System Agreement between the Catholic Education Commission of Western Australia (CECWA) and the Minister for Education.

In January 2024, the Minister approved CEWA's transition to a staged compliance review model, with each school focusing on one Quality Catholic Education (QCE) Pillar per year.

For 2025 St Annes was audited and met standards in all aspects of the stewardship of our school, and our focus now shifts to the Community Pillar in 2026.

EDUCATION

Through education our objectives should be pretty simple: every child learning, growing, and thriving. At St Annes I feel as a school we successfully create a culture that gives opportunity for just that.

This year, St Anne's placed a strong emphasis on wellbeing initiatives, guided by the CEWA Wellbeing Framework. Trauma-informed practices from the Berry Street Education Model and mindfulness strategies have been embedded into daily routines, supporting students to manage emotions, build resilience, and remain focused on their learning.

We introduced the Assessing Wellbeing in Education (AWE) Tool in Years 3 and 4, which will now be used regularly to support emotional development and identify student needs. This initiative strengthens our commitment to nurturing the whole child—spiritually, emotionally, and academically.

A new initiative this year was Wellbeing Week, a celebration of self-care, connection, and emotional awareness. We also transformed Mercy Hall into our Wellbeing Centre—an alternative space where students can visit to regulate, reflect, or simply relax. It has quickly become a valued part of our school environment.

Digital capability also remains a priority, with staff continuing to promote safe, responsible, and ethical online behaviour across all year levels. Our enrichment opportunities have expanded significantly this year, offering new ways to stretch students thinking and showcase their talents. In 2026, as our school continues to

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ST ANNES PRIMARY SCHOOL HARVEY

grow it is hoped we will expand opportunities for student enrichment through strategic resourcing and staff planning.

Literacy and Numeracy remain key priorities at St Anne's, supported by targeted intervention programs such as Mini Lit and Macq Lit, with InitialLit scheduled for introduction in 2026. We are also exploring numeracy support options for the early years to strengthen outcomes further.

As we move towards implementing the Better and Fairer Schools Agreement (2025–2034), its goals—equity, excellence, wellbeing, and workforce sustainability—are being embedded into our school improvement strategies.

At St Anne's, we continue to investigate how data tells a story—not just numbers, but insights that help us understand and support every learner. We use a triangulated approach to assessment, combining classroom assessments and observations, teacher professional judgment, PAT and early years testing, and NAPLAN results among other things, to create a complete picture of student progress.

The introduction of Data Analysis Teams (DAT) late this year has strengthened evidence-based practice, driving learning sprints. Alongside this, Professional Learning Communities (PLCs) continue to build teacher capacity and refine pedagogy as we explore best-practice approaches. This collaboration will support our staff to align with the Agreement, which sets clear NAPLAN-related targets:

- Reduce the proportion of students in the “Needs Additional Support” category for reading and numeracy by 10% by 2030.
- Increase the proportion of students achieving “Strong” and “Exceeding” proficiency levels in reading and numeracy by 2030.

Respectful of NAPLAN and its place as a national metric, we utilise this as one aspect of our story in learning at St Anne's.

We acknowledge that each cohort is unique, shaped by diverse learner development ranges, demographic factors, and individual learning needs that influence performance. Our staff actively recognises these differences and responds with tailored strategies to support every student's growth.

Over the past three years, NAPLAN data has shown strong overall performance, with some dips across subjects in 2025. St Anne's has demonstrated strong capacity for literacy improvement, with notable peaks in 2024. However, 2025 results reveal variability, highlighting the need for sustained strategies. Recent trends indicate a decline in Grammar performance, with a significant percentage of cohorts not

ST ANNES PRIMARY SCHOOL HARVEY

meeting benchmark standards. Spelling has also shown a downward trend, though consistent improvement from Year 3 to Year 5 is noted across all subjects

Grammar and Spelling remain priority areas for focused attention, with Grammar presenting the most significant need. Numeracy has remained steady, with upward growth trends continuing; however, further improvement is required to meet comparable benchmark indicators.

This has been acknowledged by staff, with targeted training and the implementation of programs and strategies already underway.

CARING FOR OUR SCHOOL

Our physical environment continues to reflect the care and pride we take in our school. The grounds have been beautifully maintained by Mr. Bovey, and thoughtful upgrades, as mentioned in the Financial report, have enhance our facilities and the physical appeal of our school.

Behind the scenes, we have strengthened systems to ensure student safety and wellbeing through improved WHS processes and collaboration via the WHS team. As we enter a new phase of growth, we remain committed to stewarding our resources wisely and ensuring that every improvement serves the needs of our students and staff.

This year marked the final celebration of Glenn's Day, honouring the memory of Glenn Pugladas, who would have graduated in 2025. The day was a beautiful tribute—not only to Glenn, but to the spirit of our students. Their kindness, empathy, and support for one another were on full display, reminding us of the strength of the relationships within our student body.

While no school is without its challenges, Glenn's Day was a powerful reminder of the goodness and compassion that lives in our students. Their conduct, care, and connection to one another are a testament to their families and to the values we nurture at St Anne's.

ST ANNES PRIMARY SCHOOL HARVEY

Our Staff: The heart of St Anne's is our staff, and I continue to marvel at their commitment and energy to make our school so special. This year, we bid farewell to Leanne Rognetta, who has served our community with warmth and dedication, particularly in our Kindergarten team. We thank her for her years of service and wish her and her family all the best in their move to Perth.

We also celebrate two significant staff milestones: Mrs Pippa Holland (15 years) and Mrs Sharon Epiro (10 years). Their loyalty and professionalism are deeply appreciated, and their contributions have and continue to shape the culture of our school.

A heartfelt thank you to both the Parents and Friends (P&F) and the School Advisory Council for your continued support of our school and students. Although small in number, our parent volunteers achieve incredible outcomes and create opportunities that enrich the lives of our students.

This year, we offer special recognition to Emma Hutchings, past President of our P&F, and Michelle Stacey, one of our longest-serving members. To you both, your dedication and service have been outstanding, and we are deeply grateful for all you have contributed to St Anne's.

To all our parent representatives, thank you for your generosity, time, and unwavering commitment to our community.

LOOKING AHEAD

As we look to 2026 and beyond, we do so with confidence and clarity. The insights from our school review, the strength of our enrolments, and the dedication of our staff all point to a bright future.

We will continue to focus on high-quality teaching and learning, student wellbeing, and building staff capacity—ensuring that St Anne's remains a place where every child, every person, can thrive.

To our families, thank you for your trust and partnership. To our staff, thank you for your unwavering commitment. And to our students—you make our school so special; your joy, curiosity, and kindness inspire us every day.

As we close this year, we give thanks for 90 years of faith, learning, and community. May we continue to walk together in the footsteps of the Mercy Sisters, guided by faith and united in purpose.

ST ANNES PRIMARY SCHOOL HARVEY

ADVISORY COUNCIL FINANACIAL REPORT: Mrs Pippa Holland on behalf of Mr Jack Doherty

At the end of last year, we saw improvements made to the area on the south side of Mercy Hall/Year 3 with the addition of a concrete pad and pathway to improve safety and accessibility across the school grounds. An added outdoor space was also created behind the Year 1 classroom to provide a safe, engaging, and flexible learning environment that supports the needs of our younger learners. This year we have seen a transformation in the Kindergarten space, with an upgrade to the Kindy verandah. The upgrade included enclosing the space with stacker doors and windows to provide a safer, comfortable and versatile learning area the Kindy's can enjoy in every season.

The improvements all enhance the overall appearance of our school and reflect our commitment to providing a secure, welcoming, and functional environment that supports learning, wellbeing and the overall experience for our school community.

Looking toward 2026, our anticipated funding as estimated for next year's budget is:

State Government Funding

Kindergarten \$3,225 x 30 = \$ 96,750

Primary \$2,149 x 167 = \$358,883

\$455,633

Other State Funding = \$ 51,956

These figures are based on an estimated 2026 State Government Funding per capita increase of 3.2%.

Australian Education Act Recurrent Funding (Federal - AEARF)

Primary \$2,309,655

This figure is made up of various departmental coding and is calculated by the key assumptions used in the allocation of the 2026 Australian Education Act Recurrent Funding (AEARF) to schools through the CEWA Funding Allocation Model (FAM).

We currently have 193 students enrolled in the school and we are expecting 200 to start in 2026. We have 16 outgoing Year 6's leaving at the end of this year, and we have a full class of 30 Kindy's listed for 2026 with a wait list, plus an expected wait list for 2027.

2026 Budget

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The 2026 Budget, including a 5-year financial plan, has been submitted to CEWA and has been approved by the Catholic Education Commission of Western Australia (CECWA).

The 2026 Budget has also been submitted to the School Advisory Council who have endorsed the prepared budget. A couple of points to note are –

- The budget for 2026 forecasts a net surplus before depreciation of \$171,954.
- The major component of the schools budgeted payments are teacher and staff salaries and associated costs. Provision for January staff salaries has been deducted from estimated cash reserves.

2026 School Fees -

CEWA have recommended an approved fee change of between 3% to 5.5%. We know that any increase in school fees impacts families, so we've taken a careful and balanced approach and chosen a 4% increase for 2026, which the School Advisory Council has approved. CEWA has taken a number of factors into consideration when determining their recommendation for an increase in fees, with the view to keep schools as affordable as possible and financial sustainability for our school.

We've incorporated the increase in IT and tuition fees only, to cover unavoidable rises in digital infrastructure, device support, and teaching program costs – primarily software/licensing and staffing salaries. Per student per year, IT has increased \$20 and Tuition for Kindy \$30 and PP-6 \$50. Our insurance fee has decreased \$5 per student in line with CEWA direction. All other fees remain unchanged to minimise the impact on families while safeguarding learning quality and student data. We continue to invest carefully and review contracts to keep costs as low as possible. Our goal is to balance affordability with the need to provide the best possible education for your children.

So, in conclusion, on completion of our school budget, our school Parent's and Friends Association have once again provided incredible support with their fundraising efforts to provide additional funds to be invested back into our school community. As she moves on from her position, I would personally like to thank Michelle Stacey in her role as P&F Treasurer. Her dedication and careful management of the P&F finances and her diligence to her position, have been exemplary. Back in 2023, as part of the incorporation of CEWA Ltd, the P&F Group finance guidelines changed, and Michelle took this in her stride and has reliably assisted me on our journey through this together and been a valuable support. Thanks once again Michelle, the time and effort you've given to our school community is truly appreciated.

ST ANNES PRIMARY SCHOOL HARVEY

CSAC ELECTION RESULTS

- Mr Warren Freebairn was elected unopposed to School Advisory Council at the 2026 Annual Community Meeting
- Ms Sophie Cox announced her retirement from the School Advisory Council at the end of 2026