



School Report 2025

Koondoola Primary School

School Overview

Koondoola Primary school is one of the most unique educational environments in Western Australia. It brings together children from a wide range of backgrounds, languages and cultures. Add to this the on-site Intensive English Centre and our close relationship with Burbridge School for children with Special Needs and it becomes clear that celebrating inclusivity is a way of life for the Koondoola School community.

ICSEA is a scale which allows for fair and reasonable comparison amongst schools with similar students. ICSEA stands for Index of Community Socio-Educational Advantage. The average ICSEA is 1000. Koondoola's ICSEA has changed in recent years from 834 in 2023, 884 in 2024 to 882 in 2025.

The Intensive English Centre (IEC) makes up about 30% of the total student population. Aboriginal children make up around 13% of the school population and approximately 68% of the students are from a culturally and linguistically diverse backgrounds. The school enjoys positive support from the School Board. In return, the school fulfils a significant role in providing a safe and happy environment for all children with a focus on positive community interaction.

By far the most valuable and effective resource is the staff of the school, both teaching and non-teaching. We are fortunate in having a teaching staff that ranges in experience from one to over thirty years. This profile brings together a blend of fresh ideas and energy tempered by experience and advanced skills. The assistants include both Ethnic and Special Needs, working closely with teachers to provide learning programs to children from more than 33 different language backgrounds and with children with a range of disabilities including autism and hearing impairment.

Support Services

- School Psychologist
- School Chaplain
- Multi-Cultural Centre
- 12 Buckets
- Roseworth Child and Parent Centre including an onsite Play Group.

The Roseworth Child and Parent Centre (CPC) plays a vital role in supporting our school community, particularly through the weekly playgroup run onsite, a Transition to Kindergarten program and Let's Count session. 2024 was the first year that Roseworth CPC ran a Let's Count program, empowering parents with strategies to support early numeracy skills, ensuring a smooth transition to kindergarten.



Intensive English Centre (IEC)

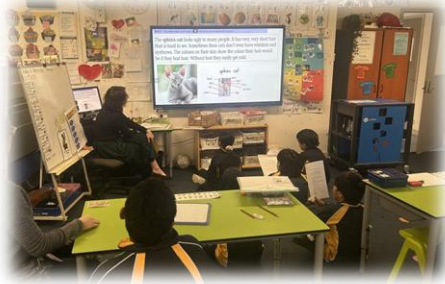
At Koondoola PS, we have mainstream classes and Intensive English classes. The Intensive English Centre program assists students from a variety of educational, language and cultural backgrounds to learn or further develop knowledge of the English language in all learning areas. Depending on the student Visa number, some students are eligible for up to two years while others are eligible for one year. All students then exit Koondoola PS and enrol at their local school, or if in area, stay on at the school and transition to the mainstream.

The IEC caters for students who:

- Are new arrivals in Australia and come from a language background other than English.
- Were born in Australia from a non-English speaking background and who begin school with limited literacy skills.

In 2023, we added two classes making eight altogether. This number of classes was maintained in 2024, even though the bus from East Perth was discontinued. The school is continually receiving applications for enrolment throughout the year. In 2025, many of our students exited Phase 2 at the end of Term 4, after completing the IEC program. This resulted in reducing the number of classes to six, for the start of 2026.

Explicit instruction in the Intensive English classroom



Year 1 Exiting students with their certificates



100 Nights of Reading

Student Numbers and Characteristics

Student Numbers (as at 2025 Semester 2)

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(10)	35	46	33	32	34	42	37	269
Part Time	20								

Note:

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

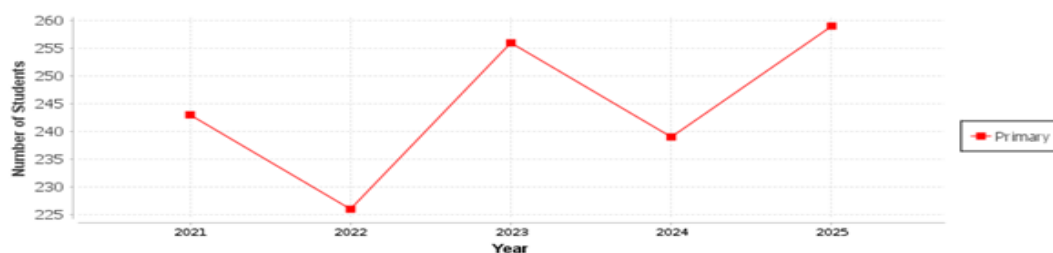
Gender

	Kin	PPR	Pri	Sec	Total
Male	8	17	119		144
Female	12	18	105		135
Total	20	35	224		279

Aboriginality

	Kin	PPR	Pri	Sec	Total
Aboriginal	4	6	35		45
Non-Aboriginal	16	29	189		234
Total	20	35	224		279

Student Number Trends (based on 2025 Semester 2 Census Data)



2025 Semester 2

	2021	2022	2023	2024	2025
Primary (Excluding Kin)	243	226	256	239	259
Total	243	226	256	239	259

Note:

The graph and table include only full-time students

Comments: Student Numbers

In 2025 there was an increase in student numbers at the school. This was largely due to the increased number of children in the IEC classes. The school is in a unique situation with student numbers due to the number of refugee visas granted on a situational basis. IEC's have continuous enrolments and exit students into mainstream schooling at the end of each term.

Workforce composition

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Other Teaching Staff	22	17.6	0
Total Teaching Staff	22	17.6	0
Clerical / Administrative	3	2.8	0
Gardening / Maintenance	2	0.9	0
Instructional	2	0.6	2
Other Allied Professionals	16	12.4	0
Total Allied Professionals	23	16.7	2
Total	48	37.3	2

Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Comments:

As part of the Intensive English Centre (IEC) agreement, we are required to have a Deputy Principal and an Education Officer to facilitate these classes. In 2025, we had a teacher mentored in the deputy roles. This was done to ensure either deputy position was covered should a deputy be on leave. The mentored person covered the one day a week leave for the permanent deputy, as well as filling the IEC deputy role when they were on LSL and extended leave.

There were several changes in Clerical and Administrative staff over the year with the School Officer retiring and the IEC School Officer and MCS winning positions at other schools. Selection processes were run and the appointed fixed term staff were successful in winning their positions permanently.

One of the Gardening/Maintenance staff retired at the end of Term 3. A process was run to appoint a Gardening/Maintenance person, and the successful applicant was appointed permanently to commence at the start of 2026.

Processes were also run for the appointment of several non-teaching positions that became vacant over the year due to staff retiring or fixed term contracts ending. All appointments followed the Department Recruitment policy.

In 2025 the emphasis continued to be collaboration, and the English and Numeracy leaders were provided with time to lead in this area and support teachers.

Student Attendance

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	89.8%	88.4%	90.3%	75.3%	70.1%	74.3%	87.7%	80.8%	88.9%
2024	91.1%	88.6%	91%	71%	70.9%	74.3%	88.3%	83.3%	89.4%
2025	91.7%	87.9%	90.7%	72.8%	72.4%	73.2%	88.7%	83.5%	89.1%

Analysis and impact of evidence

Attendance rates continue to show improvement from previous years. Non-Aboriginal attendance showed a slight improvement and was above that of like schools and all WA Public schools.

Aboriginal attendance improved by 1.8% compared to the previous year. Attendance is similar to like schools and slightly below WA Public Schools.

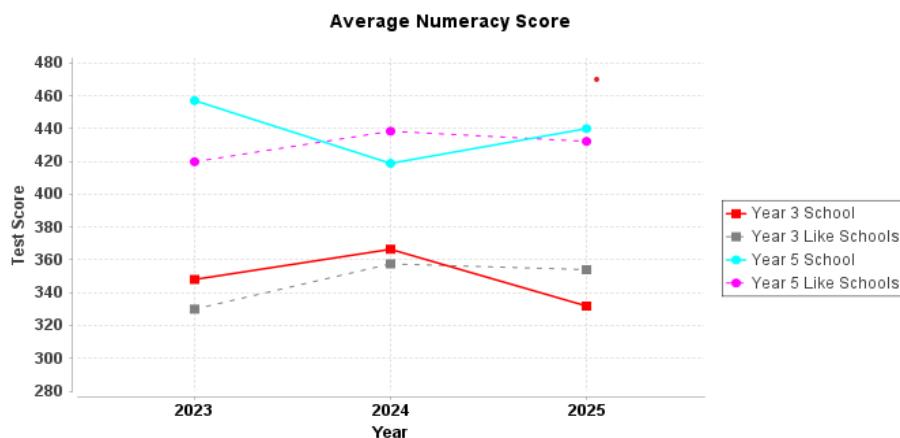
Overall attendance improved and was better than like schools and only 0.4% less than all WA Public Schools. This reflects the efforts of the staff to follow up on non-attendance.

How non-attendance is managed by the school

Over the year we used our AIEO's to follow up on attendance, and one of the deputy principals follows up on longer absences. Given the ability to now travel overseas, many families return to their native countries to visit family.

Student Achievement and Progress

Year 3 and Year 5 NAPLAN 2025 – Numeracy



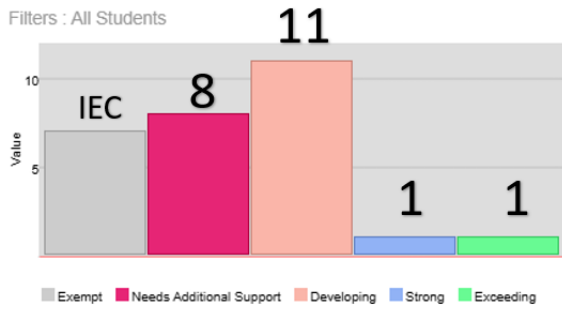
Average Numeracy Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	348	330	457	420
2024	367	358	419	439
2025	332	354	440	432

Year 3 - Numeracy

Numeracy - Proficiency

Filters : All Students

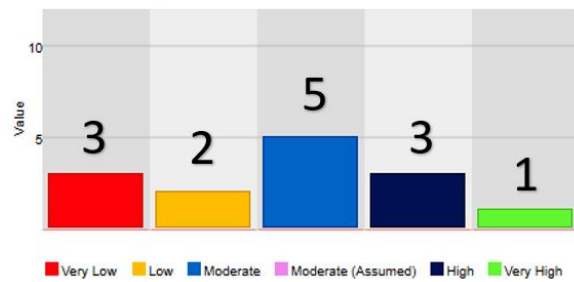


Proficiency Cut Scores (NAPLAN)

493 < 378 - 492 311 - 377 < 310

Numeracy - Progress

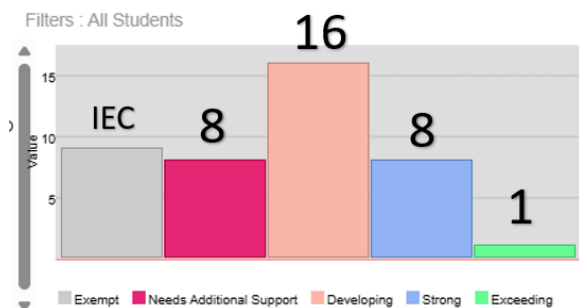
Filters : All Students



Year 5 - Numeracy

Numeracy - Proficiency

Filters : All Students

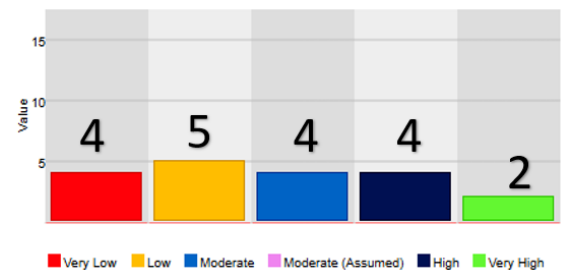


Proficiency Cut Scores (NAPLAN)

577 < 451 - 576 386 - 450 < 385

Numeracy - Progress

Filters : All Students



Analysis and impact of evidence – Mathematics Data

NAPLAN results in Numeracy for Year 3 are significantly below like schools and Year 5 are below like schools. The above graphs show the number of students in each proficiency and their progress made from On-Entry testing from Pre-Primary to Year 3, to NAPLAN progress from Year 3 to Year 5.

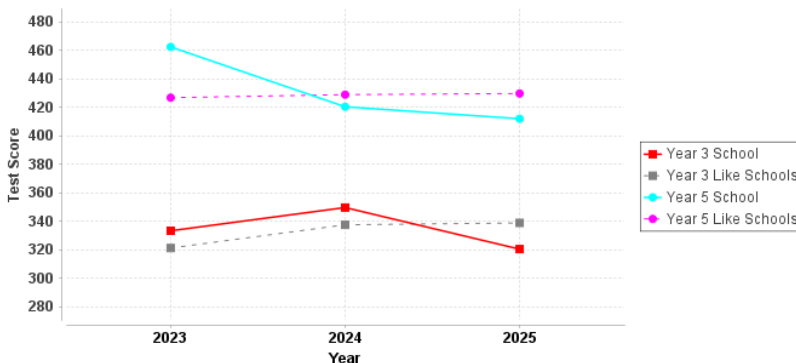
Future actions:

Identify Year 3 students achieving in the 'developing' and 'strong' proficiency level and have a targeted approach for these students to achieve higher results in Year 5 (2027). Targeted whole school focus on Numeracy in 2026.

Use Brightpath Maths to support the identification of areas to be the focus of teaching. Continue the Bond Blocks Maths intervention program.

Year 3 and Year 5 NAPLAN 2025 – Reading

Average Reading Score



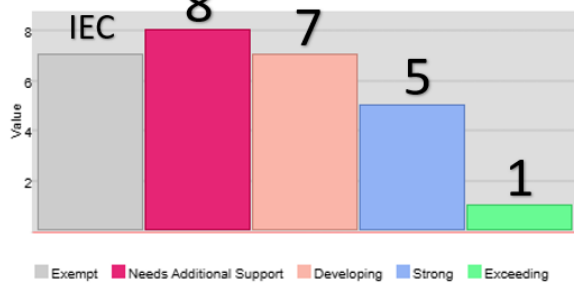
Average Reading Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	334	321	463	427
2024	350	338	421	429
2025	321	339	412	430

Year 3

Reading - Proficiency

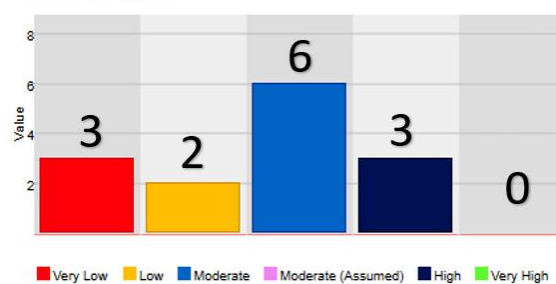
Filters : All Students



Proficiency Cut Scores (NAPLAN)
 ■ 481 < ■ 368 - 480 ■ 282 - 367 ■ < 281

Reading - Progress

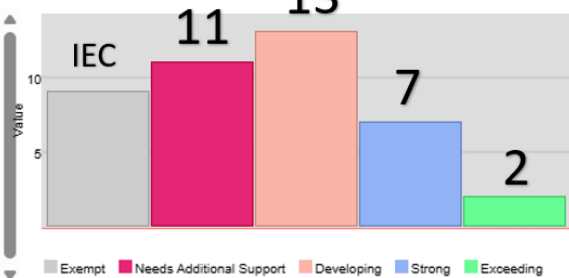
Filters : All Students



Year 5

Reading - Proficiency

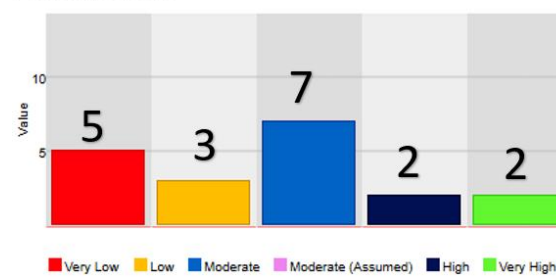
Filters : All Students



Proficiency Cut Scores (NAPLAN)
 ■ 555 < ■ 448 - 554 ■ 377 - 447 ■ < 376

Reading - Progress

Filters : All Students



Analysis and impact of evidence – Reading Data

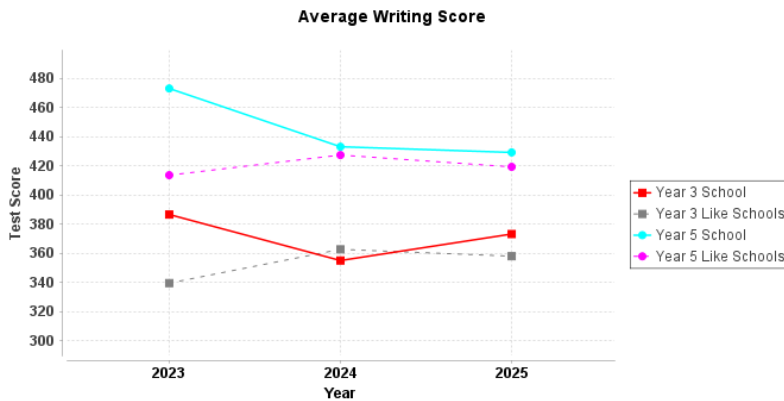
NAPLAN results in Reading for the Year 3 and Year 5 cohorts are below like schools. The above graphs show the number of students in each proficiency and their progress made from On-Entry testing from Pre-Primary to Year 3, to NAPLAN progress from Year 3 to Year 5.

In both Year 3 and 5 we have many students in the Needs Additional Support area. Students who have made very low progress will also need to be monitored.

Future actions:

We will continue consolidating and refining our whole school approaches in Literacy. Reading has become a priority area for 2026, and adjustments made to improve the Year 3 results. Teachers are reviewing their programs and ensuring individual reading is happening and comprehension is being addressed.

Year 3 and Year 5 NAPLAN 2025 – Writing



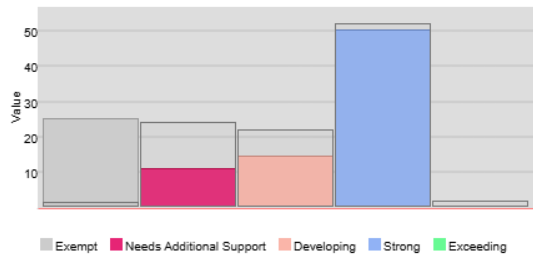
Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	387	340	473	414
2024	350	338	421	429
2025	373	358	429	419

Reporting Period: 2025 Y03

Writing - Proficiency

Filters : All Students



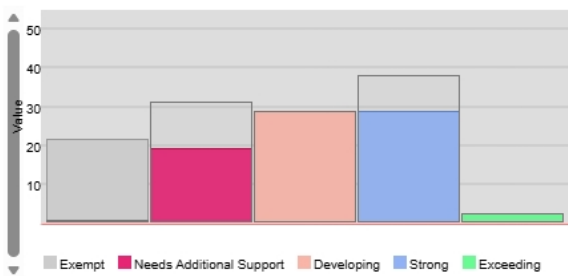
Proficiency Cut Scores (NAPLAN)

503 < 370 - 502 296 - 369 < 295

Reporting Period: 2025 Y05

Writing - Proficiency

Filters : All Students



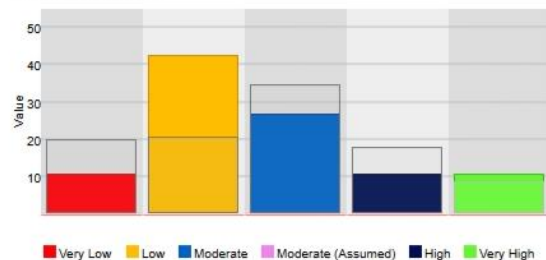
Proficiency Cut Scores (NAPLAN)

570 < 455 - 569 385 - 454 < 384

Reporting Period: 2025 Y05

Writing - Progress

Filters : All Students



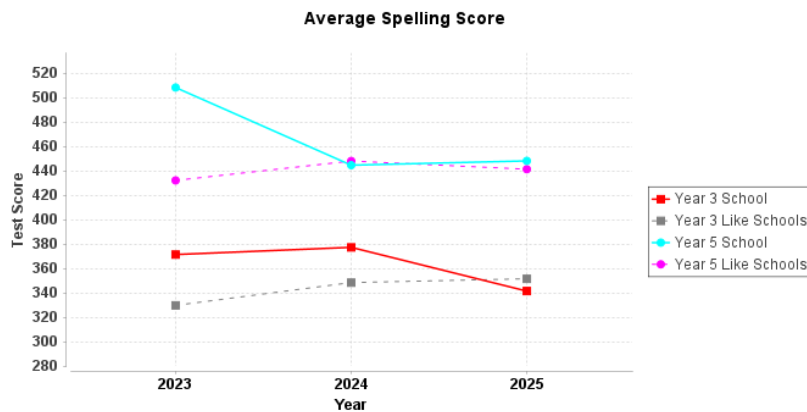
Analysis and impact of evidence – Writing Data

In 2025, the Year 3 and 5 results are above like schools. This is an improvement for the Year 5s.

Future actions:

Our Writing data demonstrates that Daily Sentence Writing and Talk4Writing continue to have an impact on student progress and achievement. We will continue to use these programs.

Year 3 and Year 5 NAPLAN 2025 – Spelling



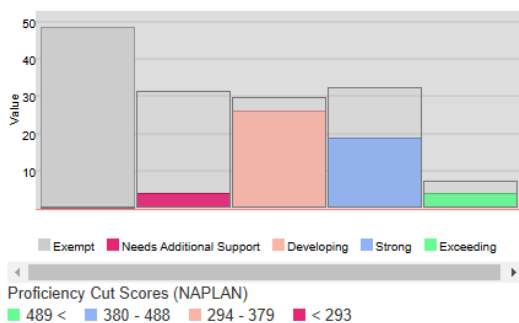
Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	371	330	508	432
2024	377	348	445	448
2025	341	352	448	441

Reporting Period: 2024 Y03

Spelling - Proficiency

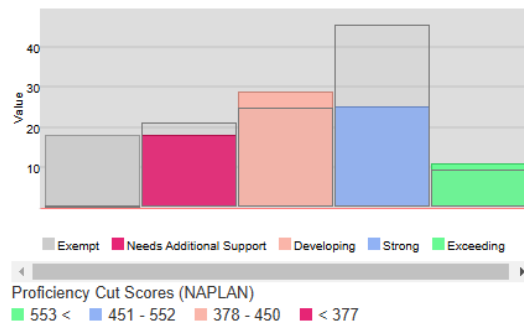
Filters : All Students



Reporting Period: 2024 Y05

Spelling - Proficiency

Filters : All Students



Analysis and impact of evidence – Spelling Data

In 2025, the Year 3 results are slightly below like schools, and the Year 5 results are just above like schools.

In Year 3, most students demonstrated developing reading proficiency or strong proficiency. Only a few students need additional support.

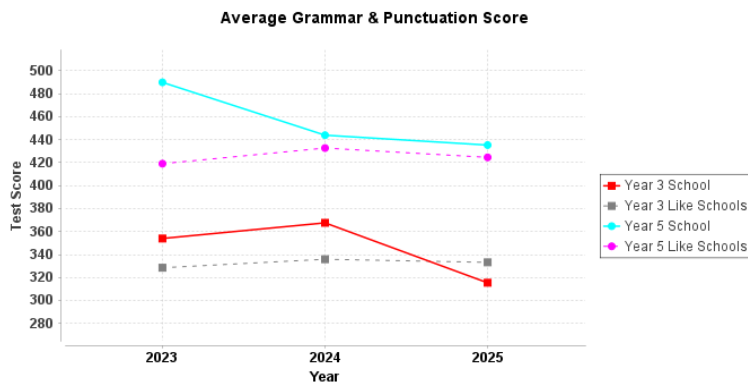
In Year 5, while there were more students needing additional support, many students were doing very well. It was good to see the number who were in the exceeding category.

Our whole school Literacy programs that we have been implementing are having an impact on student progress and is evident in our results.

Future actions:

We will continue consolidating and refining our whole school approaches to our phonics and spelling.

Year 3 and Year 5 NAPLAN 2025 – Grammar & Punctuation



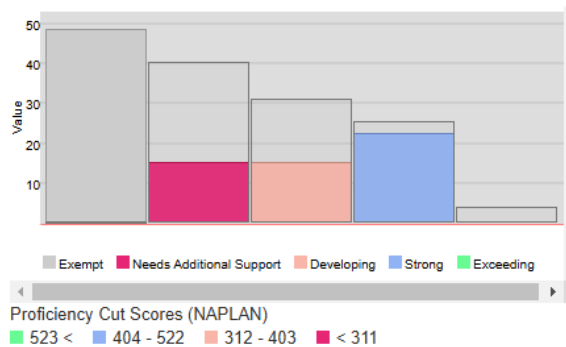
Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	354	329	490	419
2024	368	336	444	433
2025	315	333	435	425

Reporting Period: 2024 Y03

Grammar - Proficiency

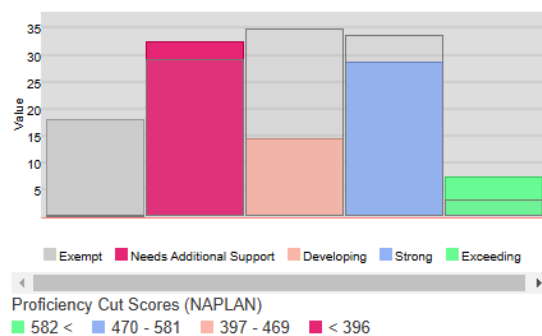
Filters : All Students



Reporting Period: 2024 Y05

Grammar - Proficiency

Filters : All Students



Analysis and impact of evidence – Grammar & Punctuation Data

In 2025, the Year 5 results are above like schools but the Year 3s have fallen below. In Year 3, while there are quite a few students in developing or strong, there are none excelling. Over 10 students need additional support. In Year 5, there were large number of students who need additional support. It was good to see there are some excelling students which means they are being extended.

Future actions:

The students in year 5 who need additional support need to be identified and additional support provided.

Post School Destination

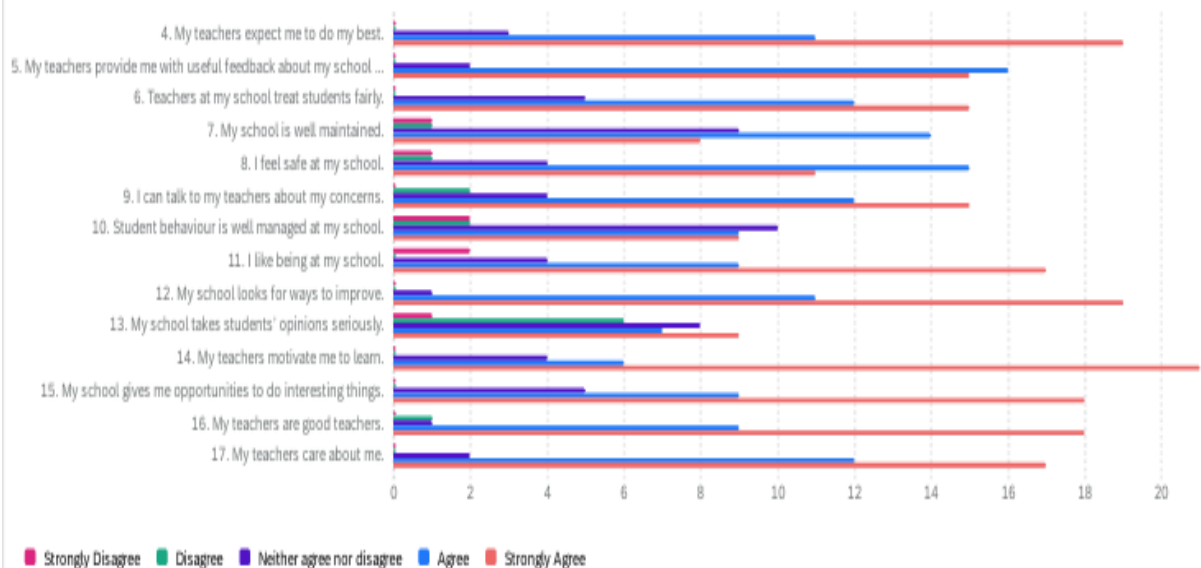
Destination Schools	Male	Female	Other	Total
4110 Girrawheen Senior High School	8	7		15
4050 Balga Senior High School	3	6		9
4209 Aveley Secondary College	1	1		2
4134 Warwick Senior High School	1	1		2
4158 Ballajura Community College	1			1
4036 Dianella Secondary College		1		1
4177 Ellenbrook Secondary College	1			1
4122 Greenwood College	1			1
Total	16	16	0	32

Analysis and impact of evidence

Students at Koondoola Primary School are in the catchment area for Balga Senior High School and Girrawheen Senior High School for their secondary education. Whilst these are the local Government Schools for students residing in the suburb of Koondoola, some students attended other Government Secondary Schools. A number of Koondoola Primary School families also chose private secondary education for their children for 2026.

School Culture Survey – Students 2025 Year 5

Please rate the items below (Select only one response per item) 33



Survey Results

Please rate the items below (Select only one response per item)	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
4. My teachers expect me to do my best.	0	0	3	11	19
5. My teachers provide me with useful feedback about my school work.	0	0	2	16	15
6. Teachers at my school treat students fairly.	0	0	5	12	15
7. My school is well maintained.	1	1	9	14	8
8. I feel safe at my school.	1	1	4	15	11
9. I can talk to my teachers about my concerns.	0	2	4	12	15
10. Student behaviour is well managed at my school.	2	2	10	9	9
11. I like being at my school.	2	0	4	9	17
12. My school looks for ways to improve.	0	0	1	11	19
13. My school takes students' opinions seriously.	1	6	8	7	9
14. My teachers motivate me to learn.	0	0	4	6	21
15. My school gives me opportunities to do interesting things.	0	0	5	9	18
16. My teachers are good teachers.	0	1	1	9	18
17. My teachers care about me.	0	0	2	12	17

Analysis and impact of evidence

The results of the survey were very positive from our year 5 students. My teacher motivates me to learn, and My teacher expects me to do my best were the two top results. This is closely followed by My school looks for ways to improve.

Areas that we can review include:

My school is well maintained.

Student behaviour is well managed at my school.

My school takes students' opinions seriously.

These three areas need further clarification to determine what is influencing the students' understandings.

School Income by Funding Source

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	42	\$97,053.23
Disability	81	\$253,889.15
English as an Additional Language or Dialect	144	\$1,663,643.19
Social Disadvantage	192	\$263,248.35
Sub Total		\$2,277,833.92
School Characteristics		
Enrolment-Linked Base		\$430,818.29
Locality		\$0.00
Sub Total		\$430,818.29
	Total	\$2,708,652.21

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$166,160.03
Targeted Initiative: Additional Educational Adjustment	\$6,868.56
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$25,849.63
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$16,400.34
Targeted Initiative: Preschool Reform Agreement	\$22,480.00
Total	\$237,758.56

Operational Response Allocation (Detail)

	Amount
Operational Response: Child Health Services	\$5,813.00
Operational Response: Dental Therapy Clinics	\$5,813.00
Operational Response: Host School Psychologists	\$375.00
Operational Response: Intensive English Centres Split Site	\$3,810.00
Operational Response: Targeted Funding to Schools	\$300.00
Total	\$16,111.00

Regional Allocation (Detail)

	Amount
Regional Allocation: North Metro Regional Operational Response Allocation	\$3,500.00
Total	\$3,500.00

Analysis and impact of evidence

Funding is directly linked to enrolments and student characteristics which form the basis of funding. The above tables show the total funding for the 2025 operational year. These funds directly support the students and the school initiatives including resources and procurements, along with staffing and running costs for the school calendar year.

The school's socio-economic index is 882 (average is 1000). Funding is based on student numbers and characteristics at Census. Funding for targeted initiatives support the articulated defined areas. The school receives extra funding for the EALD students which includes students in the IEC (Intensive English Centre) classes.

The Manager of Corporate Services and the Principal, in collaboration with the Finance Committee and the Curriculum Committees, have allocated resources according to Business Plan priorities and Operational Planning objectives targeted to support the curriculum demands and identified student needs.

Cost Centre Managers and Curriculum Leaders submit comprehensive requests for funding, which are validated by the Finance Committee in relation to the stated school objectives.

Ongoing analysis of student performance data will support funding priority decisions in a collaborative, equitable and transparent manner.

<p style="text-align: center;">Quality Teaching</p> <ol style="list-style-type: none"> 1. Time is allocated each year for moderation. 2. Continue to support the implementation of the Explicit Direct Instruction across the school to embed the practices in every classroom. (Teaching for Impact). 3. Provide training in Trauma theory and practice to maximise each child's learning. 4. Investigate culturally responsive pedagogies to build strengths of Aboriginal students and those from different ethnic backgrounds. 5. Develop a data base detailing the leaders/experts in various technology areas. Ensure there is time allocated for them to work with individual teachers, so students use technology through a range of curriculum areas in everyday learning. 	<p style="text-align: center;">Green</p> <p style="text-align: center;">Orange</p> <p style="text-align: center;">Green</p> <p style="text-align: center;">Orange</p> <p style="text-align: center;">Orange</p>	<p>Network level explored.</p> <p>Needs to continue to be revised and new staff trained. How is it being transferred into classroom practice? Included in the Complex Behaviour Support Program.</p> <p>Needs to continue to be revised and new staff trained. Complete the Trauma Informed School Training. Included in the Complex Behaviour Support Program.</p> <p>Review the roles of the AIEOs and how they can support in this area More awareness for all staff. Investigate ways the different cultures can be shared.</p> <p>Review the list of staff with expertise in different areas so staff know who to seek help from. Look at the staffing allocation in this area and, if possible, have teacher and EA allocations.</p>
<p style="text-align: center;">Student Achievement and Progress</p> <ul style="list-style-type: none"> • NAPLAN Student performance (achievement) is equal to or above that of 'Like Schools' across all areas in Year 3 and 5. • Student progress in PAT demonstrates year on year progress over the term of the Business Plan. • Surveys are developed to monitor the success of the implementation of the PBS program. 	<p style="text-align: center;">Orange</p> <p style="text-align: center;">Green</p>	<p>Review Reading program. Look at new maths curriculum. Standardise Math plans, lessons, assessments.</p> <p>Survey done to get feedback from staff as part of the new Complex Behaviour Support Plan.</p>

Celebrations in 2025

Mathematics Competitions

Eight students were selected to represent Koondoola Primary School in the Interschool Numero Challenge held at Sutherland Dianella Primary School. One of our KPS teams placed seventh and the other KPS team placed eleventh overall out of 18 school teams. Our interschool teams spent a lot of time preparing and training for the event and were outstanding in their enthusiasm, sportsmanship and teamwork on the day.



100 Nights of Reading

All students from PP to Year 6 participate in our 100 Nights of Reading program, helping to build a strong, school-wide culture of reading. By encouraging regular reading at home, the program supports literacy development, confidence, and enjoyment of books. Some students even recorded more than 250 nights of reading!



Music

The music program at Koondoola Primary School in 2025 provided students with opportunities to develop performance skills, cultural understanding and creative expression. Through the specialist music program, students developed skills in singing, percussion and ensemble performance while participating in a range of performances and cultural music experiences.

Students contributed to key school events including the ANZAC Assembly, Harmony Day, NAIDOC Week, Book Awards, Year 6 Graduation and the Christmas Assembly, strengthening confidence and community connection through music.

A key feature of the program was the school's ongoing partnership with Musica Viva. Students participated in the Water Rhythms and Music in My Suitcase incursions, exploring rhythm and music from different cultures. The Musica Viva Residency Program also provided a Music Teacher in Residence twice each week across the school year, supporting instrumental learning and the continued development of the AZASU percussion and singing group. Musica Viva also funded the servicing and repair of the school's marimbas, sponsored

the 2025 Music Award recipient, and delivered professional learning for staff including curriculum resource training and a collaborative drumming workshop.

Students also engaged with professional performances through a WASO incursion and a performance of Goldilocks by Freeze Frame Opera. The school choir represented Koondoola at the One Big Voice Festival at RAC Arena, attending the Matinee performance, with two Year 6 students selected as stage compares.

The school's 50th Anniversary Celebrations were a highlight of the year, featuring performances by the AZASU percussion group and the school choir. Former students who are now professional musicians returned to mentor student music groups and perform alongside them. One musician also worked with a Year 4 student who had written a song about Koondoola, helping to develop and perform the song at the celebration.

Music performances throughout the year reflected and celebrated the cultural diversity of the Koondoola school community. During Harmony Day, students performed I Am Australian, beginning with the first verse sung in Noongar, followed by the chorus sung in multiple community languages, concluding in English and Auslan.

Students from the Moorditj Mob also continued their involvement in the music program, participating in sessions to further develop their didgeridoo skills and mentor new students. These students supported school performances of the National Anthem, which begins with a Noongar verse, and graduating members of the group also featured in the Year 6 Graduation performance.

Through these experiences, the music program continued to build student confidence, celebrate cultural identity and strengthen a sense of belonging within the Koondoola Primary School community.



Awesome Arts



Art - Celebrations at Koondoola Primary School-2025

Successfully organized and coordinated the Koondoola Art Show, showcasing a diverse range of student creativity. In 2025, students were privileged to work with artists Melanie Maclou and Ellie Glen from Barking Gecko and the Awesome Arts Festival. Students created self-portraits that celebrated their heritage, dreams, personalities, and values. Beginning with joyful collages, they traced their bodies and used dye and line work on calico fabric.

For the 50th anniversary of Koondoola Primary and the art exhibition, students created a variety of artworks, including clay coil pots, animal papier-mâché sculptures, self-portraits, collages, and much more. Students also attended the Kalamunda Performing Arts Centre for a performance called Reasons to Stay Inside, which was both engaging and humorous. The performance explored children's mental health while encouraging resilience and positivity. Students also took part in a Barking Gecko workshop with artists, where they created collage masks. Their collages and material cut-out body artworks were displayed at the Kalamunda exhibition and also exhibited at PICA in Perth city. In addition, students participated in various art competitions, including the Shaun Tan competition, in which all participants received a certificate, and the Vista Arts competition, in which we had three winners. For this, students were invited to draw a picture of themselves with their grandparents. Their artwork was featured online for a wider audience to admire.

Collaborating with classroom teachers, we curated immersive classroom art displays, transforming each classroom into an engaging visual experience for both students and visitors.



Moorditj Mob – 2025

In 2025, our Aboriginal students in Years 4–6 proudly participated in the Moorditj Mob, a cultural leadership group led by Aunty Nikki (AIEO) and Steve Ioannou (Deputy Principal) at Koondoola Primary School.

Throughout the year, students met weekly to strengthen their understanding of Aboriginal culture, identity and community. The program provided rich opportunities for cultural learning and connection, with students participating in:

- Smoking Ceremonies
- Didgeridoo lessons (boys)
- Traditional Aboriginal Corroboree dance lessons
- Aboriginal Art sessions
- Yarning circles to share stories, build pride and strengthen voice

A major highlight of the year was the students' powerful Corroboree Dance performance during our NAIDOC Week celebrations. Performing in front of the school community was a proud and memorable moment for our Moorditj Mob students, showcasing both their learning and their cultural pride.

Each term, as part of our ongoing partnership with Sacred Heart College, students also attended excursions to connect with secondary students and further promote and celebrate Aboriginal culture. These experiences strengthened pathways, built confidence and fostered strong cross-school relationships within our community. During a visit from Sacred Heart students to KPS, The Moorditj Mob students proudly showcased their NAIDOC Corroboree Dance to students from Sacred Heart, demonstrating confidence, cultural pride, and leadership. They also took on the role of mentors, teaching the dance steps and sharing the cultural significance behind the performance.

We are incredibly proud of our Moorditj Mob students for the leadership, respect and cultural pride they demonstrated throughout the year.



Sport 2025

Students participated in Interschool sport against teams from Westminster PS, Roseworth PS and Dianella PC in netball, AFL and soccer matches. The students really enjoyed taking part in community sport and practising PE skills learnt during classes in a competitive setting. Our AFL and Netball A teams brought home victory with our soccer team coming close to securing the big win also.



Football Team with Mr Ioannou



Netball Team



Soccer Team with Mr Kelemanis

Spanish 2025

Every student is greeted in Spanish as they come into the classroom. We do a greeting and introducing ourselves circle. We then do some revision and play a language game. Back on the mat we have a teaching session and then written work. We finish with another game. The last minutes we discuss what went well during the lesson and how can we do better.

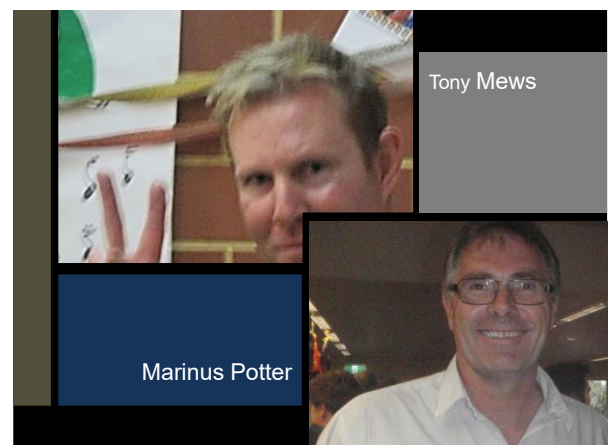


50th ANNIVERSARY Celebration Assembly Thursday 26th June

Student Leaders Seith and Sara hosted the assembly. Special guests invited to speak were:

Name	Position	Years
Poi Mg Kroi	Year 6 student and Councillor	2025
Aya Slim	Ex-student, Teacher Assistant and parent from Koondoola PS	
Paul Wroblewski	Ex-student	Year 1 1975 – graduated 1981.
Shae Hazzard	Ex-student	
Justin Zwartkruis	Ex-student	
Lloyd Page	Past Principal when the IEC first started.	1997 - 1998
Rudy Rybarczyk	Past Principal	2003 – 2005
Marinus Potter	Past Deputy Principal & Principal	1999 – 2002

Items of the previous 50 years were on display in the library, and a power point was put together from the celebrations that occurred for the 40th year celebrations. This included the Time Capsule from 10 years ago. A new time capsule was put together.



50th ANNIVERSARY Art Exhibition and Fair Friday 7th November

This assembly included performances by the choir and two performances by past students. The celebration was combined with the Art Exhibition. The children had lots of their artwork on display. Tea towels were produced with each child included with their year level. The Fun Fair included multicultural food, a sausage sizzle, games and hand painting. Many former students and staff returned to enjoy the afternoon.

