



Narrogin
Primary
School
Independent Public School

YEAR 2025

Annual Report

www.narroginprimaryschool.wa.edu.au

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About Us

Narrogin Primary School is located within the Wheatbelt South regional centre of Gnarojin, Narrogin, on Wiilman Boodjar, boasting a population of 5,000 people.

Narrogin Primary School has a proud history of serving the Narrogin community for children from Kindergarten to Year 6.

Our school motto, “In the Pursuit of Excellence – in Teaching, Learning and Student Engagement,” guides our work each day as we support students to develop the skills they need to strive for and achieve the best possible outcomes.

In 2025 we commenced the year with 274 students enrolled from Kindergarten to Year 6. We have experienced a transiency rate of 20% which is a decrease by 2.3% from 2024.

Our Indicator of Socio-Economic Advantage (ICSEA) has increased slightly from 926 in 2024 to 929 in 2025. The school ICSEA percentile is 16.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value

929

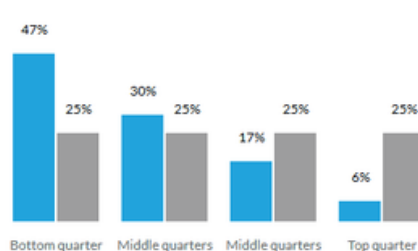
Average ICSEA value

1000

School ICSEA percentile

18

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution
Percentages are rounded and may not add to 100

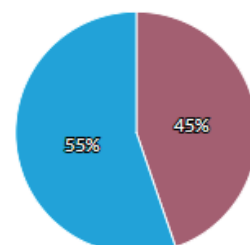


Students

Total enrolments: 266

Boys 147

Girls 119



Principal Report

Eloisa Goss

I am filled with a deep sense of pride and gratitude as I reflect upon the journey we've taken over the past year, one of growth, learning, and resilience. We worked hard to fulfill all recommendations from our 2024 Public School Review.

As a school we have had much to celebrate in the 2025 school year as we focused upon our school improvement journey:

1. Whole school low variance in teaching for high academic progress and achievement.
2. Build leader and staff capability to improve teaching and accountability
3. Promote student engagement and wellbeing within a safe, supportive learning environment

We have:

- developed phase of learning teams bringing our teams together to collaborate and plan.
- created middle leader positions across focus areas, WAPBS, Cultural Responsiveness, Wellbeing and Instruction
- built a whole school culture of professional growth and effective collaboration in teaching and learning.
- participated in Professional Learning in:
 - High Impact Instruction: Fogarty Teaching Intensives & Teach Well; Jocelyn Seamer to provide baseline knowledge on Cognitive Science & researched based, high quality literacy instruction
- used data driven decision making to improve teaching and learning
 - built data sets to support teacher
 - implemented school wide systems to interrogate and track data
 - implemented the use of DIEBELS to track student reading progress
 - supported staff to effectively engage with PAT and other data sets through Elastik
- focused upon our WAPBS STARR expectations, lessons and rewards under the leadership of Miss Hayes and our Year 6 Student Councillors
- students enjoyed reward lunches after receiving a STARR certificate at assemblies and the chance to win a \$5 canteen voucher when they receive a STARR card
 - our work with this has seen our school recognised as a lead school in the Wheatbelt Education region.
- developed an instructional coach to work collaboratively with teachers to enhance their instructional practices and improve student outcomes, through providing personalised, one-on-one support, offering feedback, modelling, and guidance grounded in evidence-based strategies.

The dedication, passion, and commitment to fostering a love of learning from our staff has made this school year a success. We have built a strong team. Every day, you inspire and guide our students, creating a learning environment where curiosity thrives, where mistakes are part of the learning process, and where every child feels valued.

Thank to our parents and Narrogin families for your partnership and support. Our School Board are instrumental in sharing parent voice to our school and has worked with the school community to achieve the best outcomes for students. Members have played an important role in contributing to good school governance so that our school resources are used efficiently, and community expectations and the school's priorities reflect the needs of our students.

Our P&C have gone over and above this year with many fundraising pursuits. Their efforts have contributed to many things at our school, especially our Year 6 camp.

We have many exciting and new things planned for 2026. Narrogin Primary School is continuing to thrive and pursue excellence.



School Board Chair

Carly Smith

As Chairperson of the Narrogin Primary School Board, I am pleased to present this report summarising the key focus areas across the 2025 school year. This year has been one of continued growth, collaboration, and pride in our students, staff, and wider school community.

Throughout 2025, Narrogin Primary School has continued to deliver high-quality teaching and learning programs that support every student to achieve their potential. Staff have demonstrated strong commitment to evidence-based practice and data-informed decision making. Results from NAPLAN and school-based assessments indicated an improvement in literacy and numeracy outcomes across several year levels. Targeted intervention and extension programs have supported both struggling and high-achieving students, ensuring that growth remains a central focus. The ongoing use of formative assessment has enabled teachers to tailor instruction effectively, while the introduction of peer observation and coaching cycles has further strengthened classroom practice.

Beyond academic success, students have excelled in a wide range of areas including sport and leadership. The year 6 Student Leadership Team has done a wonderful job representing the student voice and promoting positive school culture.

Attendance has remained a key priority throughout 2025. The school has worked proactively to maintain and improve attendance rates, with consistent communication between families and staff to support students who experience barriers to regular attendance.

Strategies such as recognition awards, individual attendance plans, and case management for students at risk have contributed to steady improvements. The partnership between staff, families, and the broader community remains central to reinforcing the message that “every day counts.” Community engagement continues to be a defining strength of Narrogin Primary School. The school’s open and inclusive culture has fostered strong partnerships with parents, local organisations, and community groups. Events such as the Open Night, NAIDOC Week celebrations, Harmony Day, and the end-of-year assemblies have been well supported by families and have showcased the talents and diversity of our students. The P&C Association has once again played a vital role in fundraising, volunteering, and strengthening connections between home and school.

On behalf of the School Board, I extend sincere thanks to the Principal, Mrs Eloisa Goss and her leadership team, teaching and support staff, and all members of the Narrogin Primary School community for their hard work and dedication throughout 2025.

P&C President

Julie Davies

Another year has gone by, and I'm happy to share the President's Report for the Narrogin Primary School P&C Assoc Inc. Our school continues to benefit from a strong and supportive community, and none of what we do would be possible without the people who step up and get involved.

In 2025, our P&C faced a number of challenges. The canteen team had to adjust their daily operations to suit changes to recess and lunch bell times, which meant reworking well-established routines. On top of this, they successfully took on the added complexity of providing catering services to Narrogin TAFE and St Matt's. We thank Amanda, Julie, Kym and Cassie for all their hard work over the past 12 months and let's hope we can continue to welcome some new faces to help on Friday rosters in the coming weeks.

Our Uniform shop, overseen by Suzie, has continued to grow in 2025. Early this year, Suzie introduced online ordering to the school community, making it easier for everyone to purchase uniforms. The amount of time and effort put into this change has been remarkable. During a recent visit, I observed how efficient the process has become. Thank you, Suzie, for all you have contributed to our Uniform shop and our P&C over the past three years.

The Kindy Pre Primary Subcommittee have been actively fundraising through events such as the Easter raffle and obstacle-a-thons. They are also planning some improvements to tidy up areas in the Kindy and Pre-primary sections by 2026.

I want to express my gratitude to our 2025 executive committee for their commitment and effort. Much of their work happens quietly out of sight, without recognition, and these roles are voluntary and often require valuable time. Each of you is incredible, and our P&C simply couldn't operate without dedicated individuals like you.

As I conclude my term as President of our P&C, I want to express my gratitude for everyone's support and encouragement throughout the years. Along the way, I've formed lasting friendships and created countless wonderful memories. It has truly been an honour to be part of the P&C for the past decade—it's made my Primary School experience richer, and I wholeheartedly encourage all parents to get involved.

Our Team

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 (TRBWA).



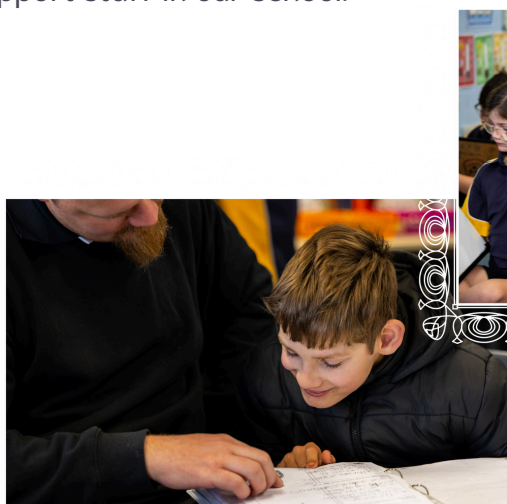
School staff	
Teaching staff	20
Full-time equivalent teaching staff	17.0
Non-teaching staff	26
Full-time equivalent non-teaching staff	19.7



Our staff range from teaching and support staff in their beginning years of their career to those who retired from education at the end of 2025.

A core focus of our strategic and workforce planning has been to ensure continuity of learning for our students. This includes developing guidelines and processes to document how we plan, teach, assess and behave at Narrogin PS, to rigorous induction processes.

We are working with the Department of Education to develop attraction and retention strategies to support staff in our school.



Student Attendance

Target: Match like schools

At Narrogin Primary School we have positively worked towards and had an impact upon:

- building positive relationships with students, parents and the Narrogin community.
- communicating the importance of school attendance to students, their parent/s and the broader community.
- engagement with community-initiated approaches to strengthen student attendance; and
- encouraged attendance by providing school environments that engage and support students to thrive.

We firmly believe and this is demonstrated through our actions and approaches everyday that:

- every child deserves to and can achieve success in education.
- we can maximise learning opportunities so that students are achieving year on year growth.
- every student, every class, every day counts.

Attendance trends indicate that student attendance remains an ongoing area of focus for the school in 2025. Overall attendance has declined to 82.7%, compared with 85.8% in 2024 and 85.4% in 2023, and remains below the WA Public Schools average of 89.1%. Attendance patterns across year levels show variability, with stronger attendance evident in Year 2 (86%) and Year 6 (85%), while Year 4 (79%) and Year 5 (80%) reflect areas requiring targeted support and intervention. Although some cohorts have maintained or improved attendance, the data highlights the continued need for consistent whole-school attendance strategies, family engagement, and early intervention processes to support regular school attendance and strengthen student engagement and achievement outcomes.

We have continued our attendance monitoring procedures which have included:

- Phone calls and home visits to follow up non-attendance.
- Letters advising parents of attendance rates sent home in Weeks 4 & 9 each term.



	Total		
	School	Like Schools	WA Public Schools
2023	85.4%	86.5%	88.9%
2024	85.8%	87.3%	89.4%
2025	82.7%	86.7%	89.1%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	51.8%	26.5%	12.5%	9.2%
2024	55.0%	25.0%	12.1%	7.9%
2025	46.9%	23.1%	18.5%	11.5%
Like Schools 2025	55.3%	24.9%	12.9%	6.8%
WA Public Schools	64.0%	23.0%	9.0%	4.0%

Student Achievement & Progress

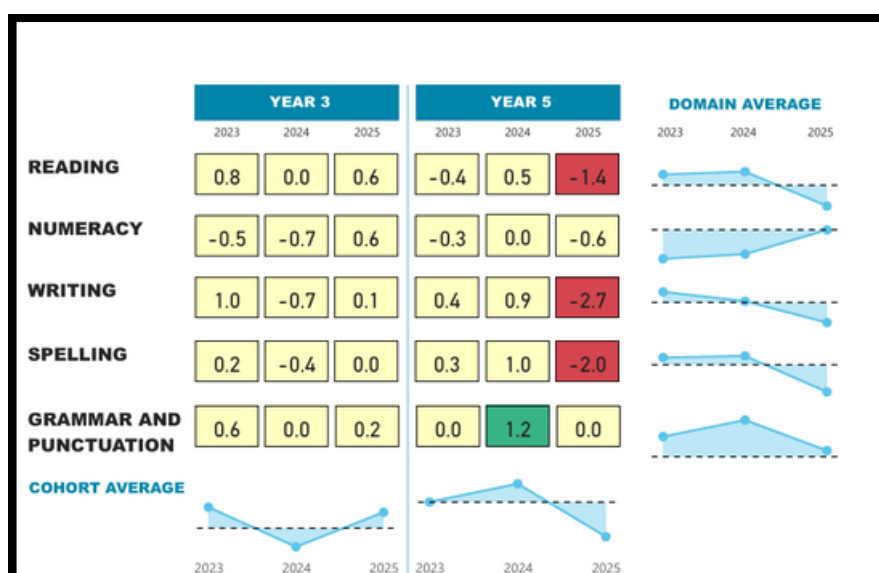
To move from performing below 'like schools' to consistently performing above 'like schools' and closer to the state average in Reading and Student Engagement.

NAPLAN 2025 results showed positive achievement across both Year 3 and Year 5, with many students achieving in the Strong and Developing proficiency levels in Reading, Grammar and Numeracy. Reading was a particular strength, especially in Year 3, while Writing and Spelling remain areas for ongoing improvement and targeted support. It was also pleasing to see several students achieve in the Exceeding proficiency band, demonstrating high levels of achievement across the school.

The revised NAPLAN testing timelines are beginning to provide clearer information about student growth from Year 3 to Year 5. The data showed growth in higher achievement bands for many students, while also highlighting the need for continued support in Writing and Reading comprehension for some cohorts. These results will continue to guide whole-school planning, targeted intervention and differentiated teaching practices.

Positive growth trends in Reading and Numeracy reflect the impact of more consistent whole-school teaching approaches, targeted intervention programs, increased use of student data, and stronger curriculum alignment across year levels. Increased familiarity with online testing and a stronger focus on vocabulary, fluency and problem-solving are also contributing factors.

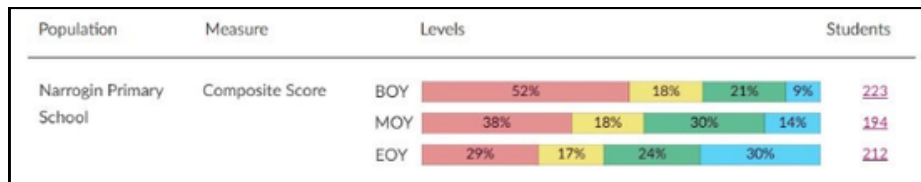
Areas of lower performance, particularly in Writing, Grammar and some Year 5 Reading outcomes, are linked to the increasing complexity of learning in upper primary years. Attendance patterns, interruptions to learning, differences between cohorts, and gaps in oral language and background knowledge also influence results. As the revised NAPLAN timelines are still relatively new, long-term trends will become clearer over time.



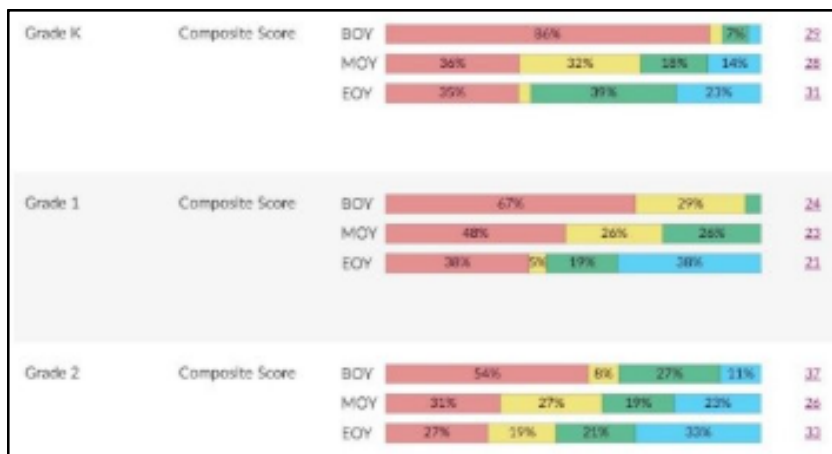
Student Achievement & Progress

To move from performing below 'like schools' to consistently performing above 'like schools' and closer to the state average in Reading and Student Engagement.

We saw whole-school growth in DIBELS assessment data across the 2025 school year. Most notably, the proportion of students classified as "Well Below Benchmark" reduced from 52% to 29%, while students achieving "At or Above Benchmark" increased from 30% to 54%. In addition, the proportion of students performing in the "Above Benchmark" category more than tripled, rising from 9% to 30%. These results demonstrate the effectiveness of our tier 1 literacy instruction and tier 2 interventions.



The strongest gains were observed in the early years (Pre-Primary to Year 2), highlighting the success of the school's focus on building foundational literacy skills. Pre-Primary saw a dramatic reduction in students in the Well Below Benchmark category, decreasing from 86% to 35%. Year 1 demonstrated a significant shift, with 38% of students achieving Above Benchmark by the end of the year, while Year 2 showed consistent improvement across all sub tests.



Improvement was also evident across the middle and upper years (Years 3–6). Year 3 halved the proportion of students in the Well Below Benchmark category, while Year 4 recorded growth in the Above Benchmark band, increasing from 6% at the beginning of the year to 39% by the end. Year 5 improved its At/Above Benchmark results from 27% to 47%, and Year 6 increased from 36% to 49%. These gains demonstrate consistent progress across all year levels and reflect the strengthening of literacy instruction practices throughout the school.

Key strengths of the school's approach include strong early years instruction, a clear whole-school shift towards At/Above Benchmark performance, and a reduction in the number of students requiring intensive intervention. Additionally, there have been notable increases in the proportion of students achieving Above Benchmark, particularly in Years 4 to 6, demonstrating a growing capacity to extend higher-performing students.

Despite these successes, several challenges remain. 46% students continue to perform below benchmark, and student mobility across the year impacts consistency in cohort tracking and intervention effectiveness. Addressing these challenges will require ongoing refinement of instructional practices and continued use of data to inform teaching.

In response, the school will continue to prioritise the development of teacher expertise in explicit reading instruction and strengthen consistency in the teaching of phonics, spelling, fluency, and vocabulary. Ongoing observation and feedback cycles, including peer observation, will support improved teaching practice, while deeper engagement with DIBELS data will enable more precise tracking of student progress and targeted intervention.

Looking ahead, Narrogin Primary School has set clear literacy targets for 2026. These include reducing the proportion of students in the Well Below Benchmark category to 25% or lower, increasing the proportion of students achieving At or Above Benchmark to at least 60% of students.

Overall, the data reflects a year of progress in literacy achievement. The school has built strong foundations, particularly in the early years, and is well positioned to continue improving outcomes for all students through a sustained focus on high-quality instruction, targeted support, and data-informed practice.

2025 Highlights

Our students are the heart of our school, and can be incredibly proud of everything they've accomplished this year. We've seen growth in confidence, tackling of new challenges, and the development of important skills of teamwork, problem-solving, and kindness. Our students have made us all proud, not only by achieving their academic goals but also by showing care and respect for each other. Truly embodying our school STARR values and ensuring they pursued excellence each and every day.

2025 Highlights included:

- Kindilink participation
- Kindergarten to Pre-Primary Transition
- Year 6 Orientation process to Narrogin SHS
- Faction Carnivals – Swimming, Cross Country, Athletics
- Interschool Carnivals – Swimming, Cross Country, Winter, Athletics
- Country Academy Plate Winners – tennis
- Swimming lessons Pre-Primary – Year 6
- Year 6 Camp to Mornington Adventure Camp
- Book Week
- Participation in National Simultaneous Story Time with the Narrogin Library
- Instrumental Music Program
- Open Classrooms
- Narrogin SHS Science Circus visit
- 2025 Year 6 Graduation
- 2025 Presentation Assembly with class and staff items
- STARR rewards (Anything but a backpack, student vs staff games, PJ day, neon disco, dress like a teacher day, cookie decorating)
- NAIDOC week Aboriginal Technology Incursion
- Year 6 student and teachers send off ritual implemented
- Kadiny Ngaany Aboriginal Boys cultural program
- Numbal Neighbourhood Project visit
- Healthy Lifestyles Excursion
- Obstacle-a-thon at Kindy and Pre-Primary
- Narrogin Show Display
- On Country Combined Schools Development Day
- Bullying No Way Week
- Staff secret dress up week
- ANZAC biscuit bake off
- Director General's visit
- Boom box Fridays
- Dare to Dream student leadership conference
- Harmony Day
- ARTS Narrogin Ballet Excursion
- Combined schools ANZAC and Remembrance Day Service



2025 School Surveys

Our participation in the Fogarty EDvance school improvement program provides our school with access to the *Tell Them From Me* Survey for our parents, students and teachers.

Tell Them From Me captures student, parent, staff and teacher voice to create a thriving school community. A school is thriving when staff, teachers, students, parents and guardians all work together toward a common vision of success. The survey strengthens our relationships and allows us to gain a deeper understanding of our whole school community by giving everyone a voice in setting our school's direction.

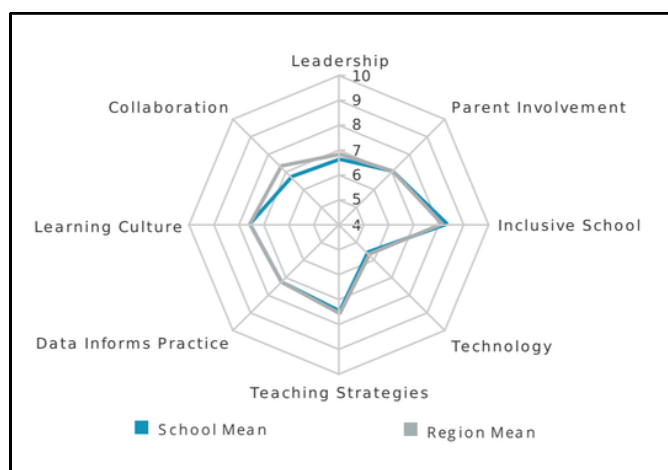
Participants of the survey:

Teachers: 15 respondents out of a possible 19

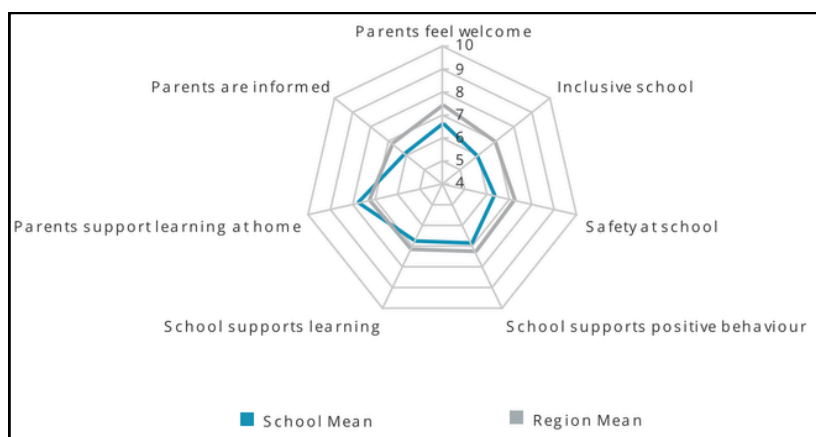
Students: 77 respondents out of a possible 120 students in Years 4 – 6

Parents: 56 respondents out of a possible 215 families

Focus on Learning Teacher Survey

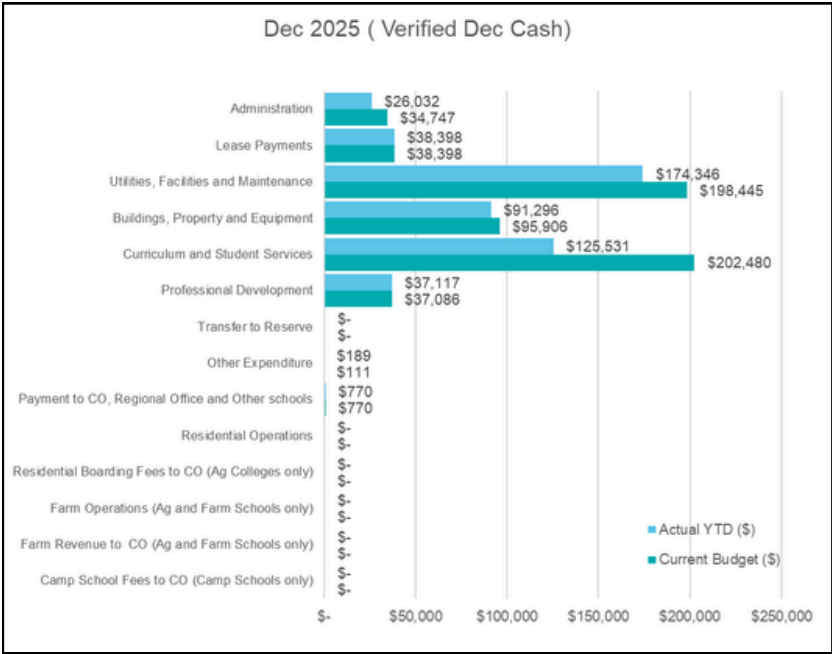
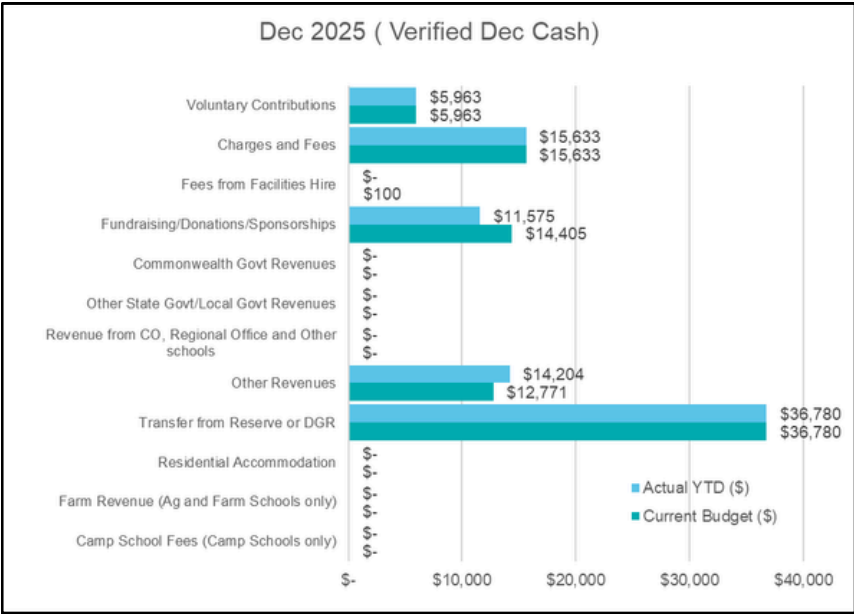
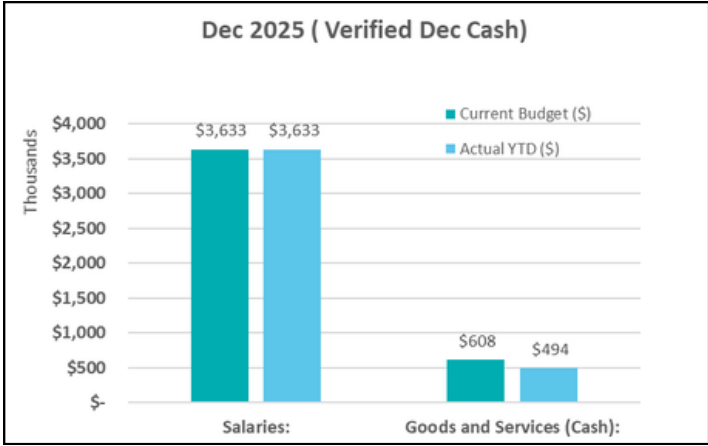


Partners in Learning Parent Survey



Financial Summary

Our financial statement from the 31st December 2025.



As we reflect upon the 2025 school year, I want to acknowledge the hard work, encouragement and community spirit that make our school such a special place. Benjamin Franklin once said, *'An investment in knowledge pays the best interest.'*

Thank you for investing in our students and in one another.

Glossary

ICSEA - The Index of Community Socio-educational Advantage

NAPLAN - National Assessment Program-Literacy and Numeracy School

ICSEA percentile - the selected school is more educationally advantaged than 16% of schools in Australian and more educationally disadvantaged than 84%

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Carly Smith

School Board Chair



Eloisa Goss

Principal