2025 Annual Report

MOORDITJ NOONGAR
COMMUNITY COLLEGE



KOORLANGKA KAADADJINY YIRAK YIRABINY

STUDENT LEARNING WILL BE RAISED HIGHER

Moorditj Noongar Community College

It is with great pleasure that I present the 2025 Annual Report for Moorditj Noongar Community College. Our school remains committed to continuous improvement, ensuring we meet the evolving needs of our students and community. Our teaching and learning approach is guided by shared beliefs developed collaboratively with staff and our community, and is aligned with the Western Australian Curriculum.

Moorditj Noongar Community College receives targeted initiative funding in addition to our School-Centred Funding Model allocation. This additional support has enabled the employment of extra teaching staff, the provision of Education Assistants in every classroom, and the maintenance of some of the smallest class sizes in the metropolitan area—an important factor in supporting improved outcomes in Aboriginal education. In 2025, our School Business Plan was collaboratively reviewed and updated, with a clear focus on Literacy, Numeracy, and Health and Wellbeing, alongside a strong emphasis on pastoral care. Staff have undertaken professional learning to implement Initial-Lit and MultiLit, a whole-school literacy approach that combines explicit, synthetic phonics instruction with rich literature and vocabulary development. With the support of our Speech Therapist, targeted small group programs are expected to further strengthen student outcomes.

2025 has been a productive and rewarding year, with a number of key milestones achieved. Following the positive findings of our 2025 School Review, we have continued valued partnerships with Binar Futures, Grassroots and ROAR to deliver programs in sport, music, health and wellbeing. Our collaboration with Binar Futures has also supported the delivery of an effective After School Program. In addition, our work with Elastik has provided staff with professional learning opportunities and access to tools that enhance data analysis and support improved student achievement.

Supporting the health and wellbeing of our students remains a central priority. Strong partnerships with services such as the Ear Bus, Moorditj Koort, Middle Swan Hub, the School Health Nurse and our School Psychologist continue to play a vital role in this work.

Our Aboriginal and Islander Education Officers (AIEOs) continue to promote *dandjoo koorliny* (walking together), strengthening connections between the school and our families, and supporting improved engagement and attendance from Kindergarten to Year 6. Our cultural growth continues to flourish across the school, highlighted by a vibrant and successful NAIDOC Week celebration. A key recommendation from our 2025 School Review is the development of a Reconciliation Action Plan, which will be progressed and presented for review in the coming cycle. Alongside our expanding cultural programs, the school continues to experience stability in student enrolments. I also acknowledge that all findings from the 2023 Financial Audit have now been addressed, reflecting the school's strong commitment to sound governance and accountability.

I look forward to the year ahead and the continued growth of our vibrant and inclusive school community. We remain proud of the unique and important role we play in supporting the learning and wellbeing of the children entrusted to our care.

Mr Peter Freeman - Principal

SCHOOL VISION

The moon was high and full in a cloudless night sky, lighting the land between two creeks. Around the remains of a large fire the old people sat talking and worrying about the past, the future and their children. The oldest man leaned forward, took a handful of the warm white ash from the edge of the fire and threw it into the air. As the group watched the mist of ash in the moonlight air, they saw the future bright and clear.

To continue the dreaming of the old people our vision is to provide a safe, caring and stimulating environment where staff, students and families are supported to be lifelong learners, be proud of culture and achieve their personal best.



BACKGROUND INFORMATION

Moorditj Noongar Community College is a departmental school set in the quiet surrounds of Black Adder Creek, Midland, Western Australia. Moorditj NCC opened in 2001. The design of the buildings is symbolic of Aboriginal culture, with its mosaics depicting a meeting place for the community and Noongar seasons. Throughout 2025 there was a peak enrolment of 122 students between Kindergarten and Year 6. The classes remain small compared to other schools, and this enables students to receive significantly more teacher-pupil time together. Every classroom also has a fulltime Education Assistant supporting the children. Moorditj provides a bus service to transport the students to and from school, collecting from the Midland area and immediate surrounding suburbs.

SCHOOL COUNCIL

The School Council consists of interested parents and carers, school staff and community elders. The members of the board give direction and guidance to the school. The Council aimed to meet each term to discuss the allocation of funds, assist with cultural direction, and offer guidance around governance and support of pastoral efforts. All members of the MNCC School Council will undergo formal training. Mrs Barb Stoeckel-Clayton and Ms Kristy Larsen were elected as Co-chairpersons of the School Board in 2025.

STUDENT NUMBERS AND ATTENDANCE

The staff, families and students at Moorditj Noongar Community College continued to focus on achieving high attendance for 2025. The school uses a variety of strategies to encourage and engage students and families to ensure attendance is at an acceptable level.

- Text messaging daily
- Daily phone calls
- Home visits regularly
- Letters sent home to families
- Attendance meetings with admin and families
- School events



To encourage a positive and healthy sense of competition across classes, teachers were provided with a weekly attendance summary that included both their class data and that of other classes. This supported staff to actively promote attendance within their classrooms, while also celebrating the strong attendance achievements of others. Weekly attendance snapshots were shared in the front office and published in the school newsletter, ensuring families were informed and able to celebrate these successes alongside us.

We continued our end-of-term attendance reward days, where students achieving 90% attendance or higher were eligible to participate. These days were highly anticipated and included engaging activities such as Game Vault, Bounce and a Colour Run, providing meaningful recognition for consistent attendance.

Throughout the year, we welcomed several families relocating from regional areas to enrol at our school. These students have transitioned smoothly and settled well into their new learning environment, supported by staff and peers.

The Moorditj team remains committed to providing motivating incentives, supporting families, and strengthening relationships within our community. Our staff continue to work with dedication and care to ensure every student receives a personalised education that builds on their strengths and supports their future success.

Semester	Attendance Rate MNCC	Regular 90% or greater	Students	Attendance Rate WA ATSI
1	75%	33%	111	69%
2	75%	35%	122	68%

Moorditj continues to draw students from a lower socio-economic background. Our 2025 cohort was 98% Indigenous coming from various family groups across the state. We had 68 boys and 53 girls enrolled in 2025. Our ICSEA has decreased slightly since 2024 and remains the lowest in the Metropolitan area.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	678			
Average ICSEA value	1000			
Data source	Census Data			
	Bottom quarter	Middle quarters		Top quarter
School Distribution	88%	8%	3%	1%
Australian Distribution	25%	25%	25%	25%

STAFFING PROFILE 2025

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. We were able to retain high staffing levels again in 2025. We employed enough education assistants to ensure that each classroom had two staff members to support the students. We were also able to a attract a Noongar Teacher to replace retiring elder Nan Roma Winmar.

Administration Staff	No	FTE	AB'L
Principal	1	1.0	0
Deputy Principal	1	1.0	0
Total Administration Staff	2	2.0	0

Teaching Staff			
Teaching Staff	12	8.2	2
Total Teaching Staff	12	8.2	2

School Support Staff			
Clerical / Administrative	2	2.0	1
Gardening / Maintenance	1	0.4	0
Cleaners	2	1.4	1
AEIO's	3	1.8	3
Non-Teaching Staff	13	9.1	3
Total School Support Staff	21	14.7	8

Total	35	24.9	10

BEHAVIOUR MANAGEMENT

Behaviour management continues to be a high priority at Moorditj. Throughout 2025, the staff agreed to continue working on the Positive Behaviour Support Framework (PBS). The school has created a PBS committee, elected an in-school leader as well as coach who ensure the fidelity of the PBS implementation. The PBS team also continued to use the positive behaviour system for Moorditj called "Birdiya Booyi" which means boss turtle and is our school mascot. Birdiya Booyi promotes being responsible, respectful, and caring.

In 2025 our Network Schools all embarked on Berry Street Training offered trauma informed practise which has been integrated into our PBS approach. All staff have been trained in this approach and are embedding these processes into classrooms.



As seen in the data below, our suspension numbers have dropped over the years however there was a spike in 2023 and 2024 which has improved in 2025. Suspension has been utilised to ensure a safe and calm space conducive to learning. If needed, students and staff can access extra support through our school psychologist and chaplain service to assist students who have difficulty with managing their behaviour and/or regulating emotions. The introduction of the Re-Set Room also supported co regulating behaviours.

SUSPENSIONS	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Number of days	150	152	15.5	5.5	5.5	14	7.5	57.5	62	18
Number of students suspended	19	19	9	5	4	5	6	13	17	11

CULTURAL OFFERINGS
Advancing Aboriginal Education and Engagement

Collaboration between the School Council and staff have created greater cultural opportunities and celebrations for the students at Moorditj in 2025. Our NAIDOC celebration was shared with Freshwater Bay Primary and involved both schools working together to explore Aboriginal culture. These performances increased our parent engagement. It also showcased the talents of the Moorditj students and provides them with more cultural knowledge and a huge sense of pride.

The school also enjoyed studying other cultures on Harmony Day. Moorditj observes National Sorry Day, and Reconciliation Day to improve cultural outcomes for our students. We proudly participated in the 2025 Kings Park Veterans Acknowledgement with our choir singing beautifully in Noongar. We were able to employ Kobi Morrison in 2025 as our Noongar Teacher. Kobi has a rich background in languages and the arts and brought great knowledge and energy to the role.

ADDITIONAL SUPPORTS

Moorditj provides a daily breakfast club for all students, an emergency lunch program, and a range of targeted health supports. Each week, 15 food hampers are distributed to families in need through a valued agency partnership. The school hosts the Dental Van annually, receives visits from the Ear Bus each term, and provides access to a School Health Nurse for screening and support. We also maintain strong connections with Derbarl Yerrigan Health Service and the Child and Parent Centre. In addition, the school facilitated free influenza vaccinations for students, staff and families, supported through our ongoing partnership with the Midvale Hub. New Life Welfare and the Child and Parent Centre Swan further supported 22 of our families by providing Christmas hampers filled with festive food and essential items, helping to ensure a positive end to the year for those in need.

EARLY CHILDHOOD PROGRAM

In Term 1 2025, all Pre-Primary students completed the On Entry assessment Module One in Literacy and Numeracy. This data supports teachers with the information to plan for the learning needs of every child, including those who may need additional support or extension. Moorditj provides a daily breakfast club for all students, an emergency lunch program, and a range of targeted health supports. Each week, 15 food hampers are distributed to families in need through a valued agency partnership. The school hosts the Dental Van annually, receives visits from the Ear Bus each term, and provides access to a School Health Nurse for screening and support. We also maintain strong connections with Midvale Hub Child and Parent Centre, Derbarl Yerrigan Health Service and the Child and Parent Centre.

In addition, the school facilitated free influenza vaccinations for students, staff and families, supported through our ongoing partnership with the Midvale Hub. New Life Welfare and the Child and Parent Centre Swan further supported 22 of our families by providing Christmas hampers filled with festive food and essential items, helping to ensure a positive end to the year for those in need.

In 2025, early childhood classes continued to engage with the Northeast Metro Language Development Centre Outreach Speech therapist (NEMLDC) services, providing speech therapy on the school site once a week. They continued with intervention programs and assessments. Our Speech therapist worked with small intervention and support groups, enabling her to assess the oral language of all Kindergarten and a selected number of our Pre-primary students. These reports gave detailed and individualised reports to teachers and parents of their child's oral language acquisition. As a result, all our entering Kindergarten, Pre-Primary, Year 1, Year 2 and Year 3 students have all been screened for speech and oral language. This partnership has been vital in supporting all students' oral language development in Kindergarten and Pre-Primary at Moorditj Noongar Community College.

Early childhood staff continued implementing daily Literacy and Numeracy reviews for all ECE students. Enabling students to revisit and practise previously learned concepts and skills. In 2025, all Kindergarten to Year 2 students have been using the Pre-Lit and Initial Lit program in Kindergarten, Pre-Primary, Year 1 and Year 2 classes. The Initial Lit program has assisted our students at Moorditj to provide all children with the essential core knowledge and foundations to become successful readers and writers, and we have seen an increase in students receiving an average score of 65% in the Year 1 cohort. Initial Lit incorporates a synthetic approach to the teaching of phonics with a culturally rich literature and vocabulary.

The IMATHS mathematics program by Firefly Education has been fully implemented with a focus on teaching problem-solving skills whilst still enabling a hands-on and concrete-based learning.

We received an Early Childhood grant of $20,000 for mathematics from the state government, which was used to support mathematics. This funding supported all staff in the early childhood area to have professional learning and upskilling with the West Australian Mathematics Association and implement the hands-on building blocks program. In the conclusion of Term four in 2025, we offered parents a three-week Kindergarten orientation program. This supported new Kindergarten students in meeting staff and provided vital information for our families. Key local agencies and community members attended, who work closely in partnership with our early childhood staff. The kindergarten orientation program was again seen as successful, with several students and their families in attendance.













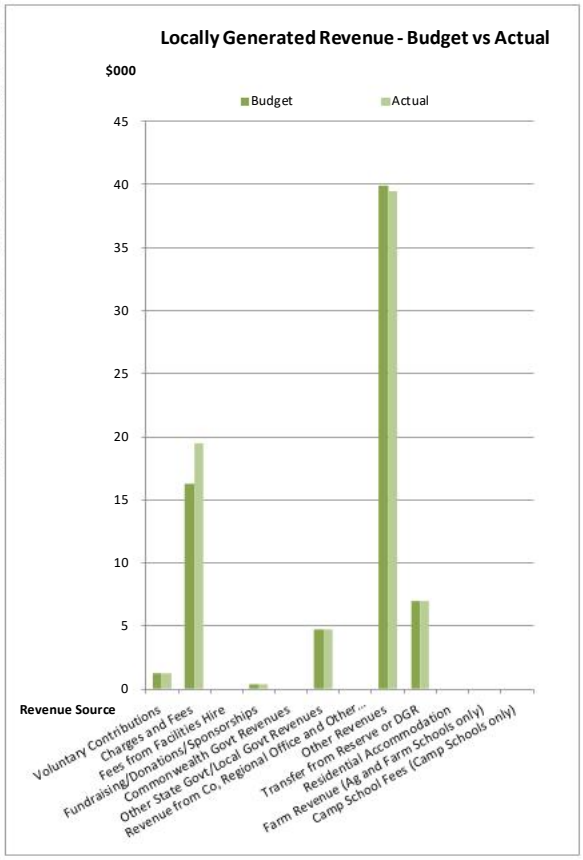
FINANCE INFORMATION

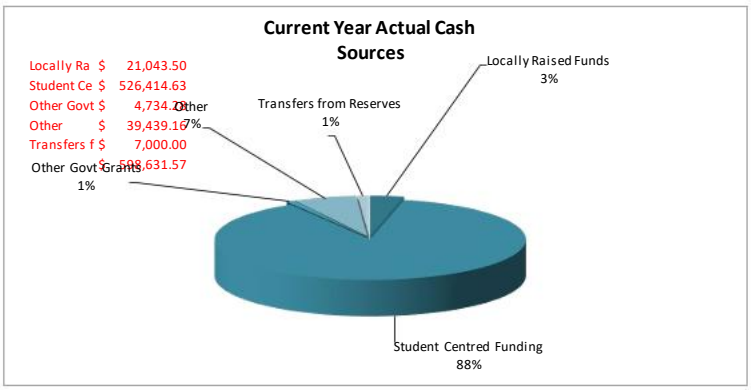
Insert your School Logo Here or Delete if not required

Moorditj Noongar Community College

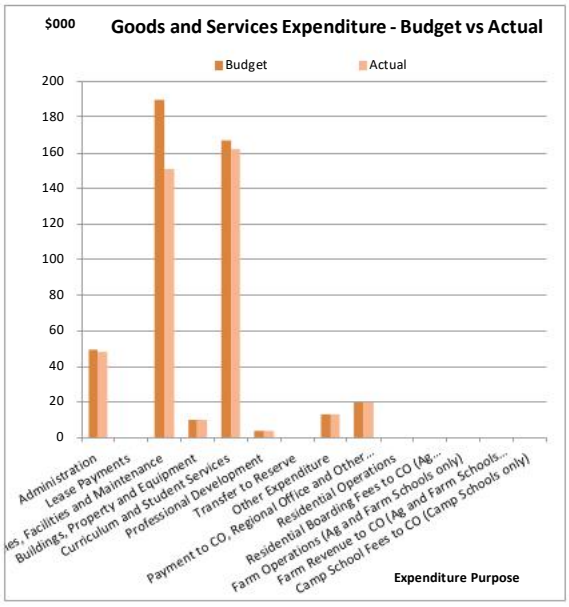
Financial Summary as at
31 December 2025

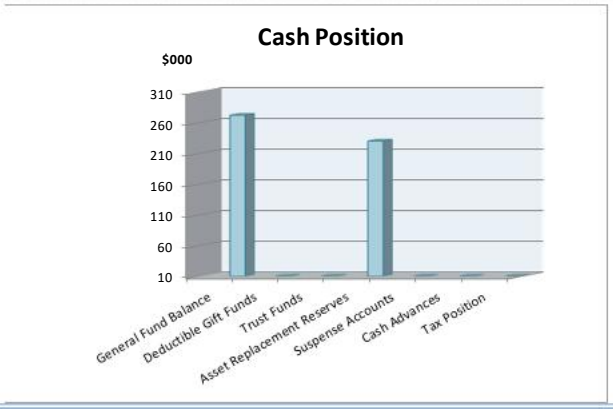
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 1,200.00	$ 1,200.00
2	Charges and Fees	$ 16,266.00	$ 19,504.86
3	Fees from Facilities Hire	$ -	$ -
4	Fundraising/Donations/Sponsorships	$ 339.00	$ 338.64
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 4,734.00	$ 4,734.28
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 39,894.00	$ 39,439.16
9	Transfer from Reserve or DGR	$ 7,000.00	$ 7,000.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 69,433.00	$ 72,216.94
	Opening Balance	$ 80,698.00	$ 80,697.95
	Student Centred Funding	$ 526,415.00	$ 526,414.63
	Total Cash Funds Available	**$ 676,546.00**	**$ 679,329.52**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 676,546.00**	**$ 679,329.52**





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 49,200.00	$ 48,144.66
2	Lease Payments	$ -	$ -
3	Utilities, Facilities and Maintenance	$ 189,524.00	$ 150,753.94
4	Buildings, Property and Equipment	$ 9,566.00	$ 9,565.91
5	Curriculum and Student Services	$ 166,469.00	$ 161,652.51
6	Professional Development	$ 3,754.00	$ 3,785.32
7	Transfer to Reserve	$ -	$ -
8	Other Expenditure	$ 13,231.00	$ 13,227.78
9	Payment to CO, Regional Office and Other Schools	$ 20,000.00	$ 20,000.00
10	Residential Operations	$ -	$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
12	Farm Operations (Ag and Farm Schools only)	$ -	$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
14	Camp School Fees to CO (Camp Schools only)	$ -	$ -
	Total Goods and Services Expenditure	**$ 451,744.00**	**$ 407,130.12**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 451,744.00**	**$ 407,130.12**
	Cash Budget Variance	**$ 224,802.00**	





	Cash Position as at:	
	Bank Balance	**$ 368,672.41**
	Made up of:	
1	General Fund Balance	$ 272,199.40
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 230,114.31
5	Suspense Accounts	$ 491.77
6	Cash Advances	$ (100.00)
7	Tax Position	$ (134,033.07)
	Total Bank Balance	**$ 368,672.41**

NAPLAN CHANGES

How did NAPLAN reporting change?

Achievement in NAPLAN is now reported against proficiency standards instead of the previous numerical NAPLAN bands. The proficiency standards are reported on a new NAPLAN measurement scale that makes better use of the online adaptive tests.

New proficiency levels:

- **Exceeding**: The student's result exceeds expectations at the time of testing.
- **Strong**: The student's result meets challenging but reasonable expectations at the time of testing.
- **Developing**: The student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support**: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

2023/2024 comparative performance calculations are based on Index of Socio-Educational Advantage (ICSEA) only. Calculations are based on WA public school students, excluding students identified with an intellectual disability.

Due to the new scale, comparisons between 2023/24 and previous years should not be made. 2023 data are displayed separately from previous years.

Please note that as our school has small cohort sizes, this needs to be considered when interpreting the data.

What are like-schools?

The method of establishing like-schools is based on the Index of Socio-Educational Advantage (ICSEA). Like-school groups will range in size from 24 to 8 schools depending on the number of schools with a similar ICSEA.

The ICSEA range of most like-school groups will be one or two points. Other schools will be located in a group of schools that is most like them, even if the ICSEA point differences are significant.

A school with similar percentages to their like-school group would usually be considered to be performing as expected.

Moorditj Factions







STUDENT PROGRESS - NUMERACY

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

Year 3 Numeracy					
Moorditj			Like Schools		
2023	2024	2025	2023	2024	2025
7%	6%	0%	1%	2%	0%
13%	17%	31%	18%	15%	16%
80%	78%	69%	81%	83%	84%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2023	2024	2025	2023	2024	2025
Top 20%	0%	0%	0%	0%	0%	1%
Middle 60%	11%	14%	15%	13%	10%	13%
Bottom 20%	89%	86%	85%	87%	90%	87%

NAPLAN Comparative Performance for Numeracy

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 5	1.1	1.4	0.6	9	14	13

NAPLAN Comparative Performance for Numeracy

Numeracy	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	2.0	0.8	1.0	15	18	13

1	**Above Expected** - more than one standard deviation above the predicted school
2	**Expected** - within one standard deviation of the predicted school mean
3	**Below Expected** - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Numeracy data continues to compare favourably to like schools with Year 3 and 5 students. Measures used to improve numeracy performance will continue to be refined including the development of a Business Plan linked to measurable targets. The use of *iMaths* by Firefly is utilised across the school. Mathletics is also supported.

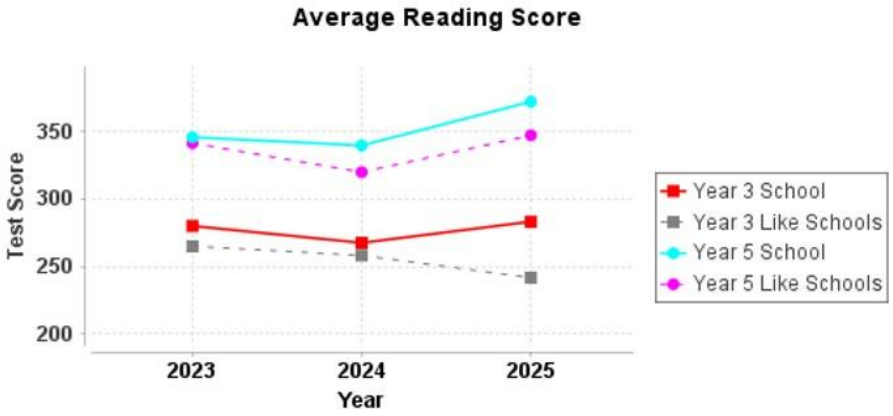
Further exposure to technology occurred in 2025 with students from Year 1-6 participating in Digital Technologies lessons weekly. We believe this will continue to promote student confidence in undertaking the NAPLAN tests. One of our key goals is to improve basic number fact recall in all classes, with particular focus on our graduating students to ensure they are leaving Moorditj functionally numerate

STUDENT PROGRESS - READING

NAPLAN Comparative Performance for Reading

Reading	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	1.9	1.2	1.3	12	17	13
Year 5	0.5	0.7	-0.4	9	14	12

1	**Above Expected** - more than one standard deviation above the predicted school
2	**Expected** - within one standard deviation of the predicted school mean
3	**Below Expected** - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6



Average Reading Score

Y03		Y05	
School	Like Schools	School	Like Schools
280	265	346	341
268	258	340	320
283	242	372	347

Even though our Reading data continues to compare well to like schools, it remains a major focus for improvement. Staff continue to use synthetic phonics, decoding groups, Talk for Reading and a whole school Home Reading program to improve these results. Results for the Yr 5 cohort were lower than predicted.

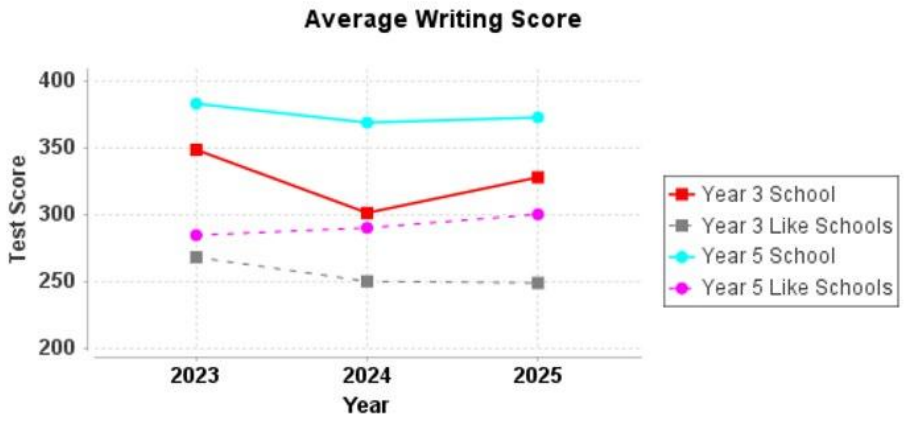
New Business Plan goals will need to be established based on the NAPLAN proficiency level changes. Ideas to discuss with staff and community will be around reducing the number of students in the 'needs additional support' level and maintaining achievement growth from Year 3 to 5.

STUDENT PROGRESS - WRITING

NAPLAN Comparative Performance for Writing

Writing	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	3.7	1.2	2.0	15	19	13
Year 5	2.6	1.7	-0.3	9	16	14

1	**Above Expected** - more than one standard deviation above the predicted school
2	**Expected** - within one standard deviation of the predicted school mean
3	**Below Expected** - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6



Average Writing Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	348	268	383	285
2024	301	250	369	290
2025	328	249	373	300

Writing data compared to like schools have continued to be well above expectations in 2025. The Year 3 data in particular was outstanding with majority of the cohort in the developing or strong proficiency levels. This difference in like schools an our schools is very evident!

Staff continued to embed *Talk for Writing* and *Brightpath* whole school tasks which seem to be effective and will be retained. We have maintained our uninterrupted literacy block in 2025 and this will be used again in the coming year. Improved access to technology in 2025 also proved effective. We are also aiming to refresh our knowledge of Talk for Writing

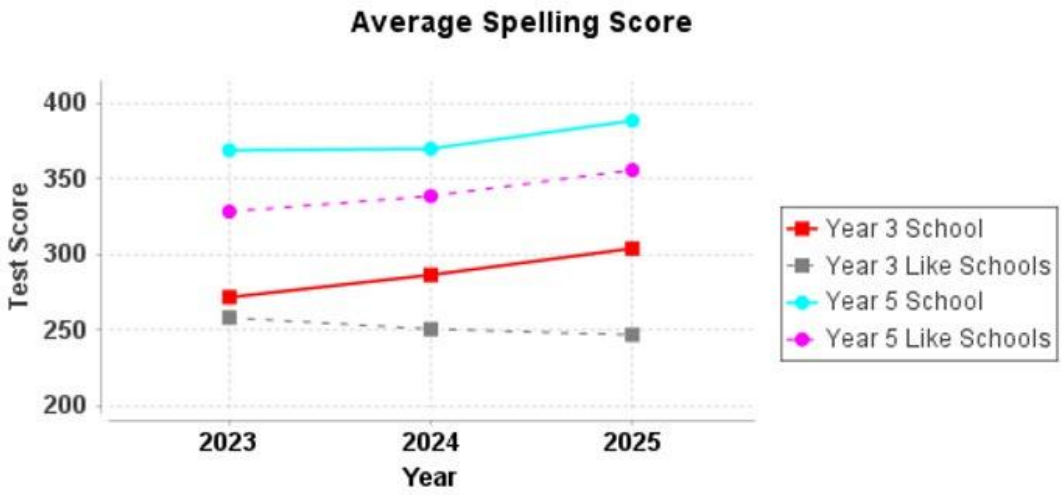
STUDENT PROGRESS - SPELLING

NAPLAN Comparative Performance for Spelling

Spelling	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	0.8	1.2	1.3	13	18	13
Year 5	0.5	0.5	-0.1	10	16	13

1
2
3

Above Expected - more than one standard deviation above the predicted school
Expected - within one standard deviation of the predicted school mean
Below Expected - more than one standard deviation below the predicted school mean
If blank, then no data available or number of students is less than 6



Average Spelling Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	272	258	369	328
2024	286	251	370	339
2025	304	247	389	356

In 2025, our students Spelling NAPLAN scores were in the expected range for Year 3 and 5. The introduction of *Initial Lit/Multi Lit* for our phonics delivery has proven effective at this early stage. All Literacy blocks use similar components across the school ensuring that all key concepts are being taught and refined.

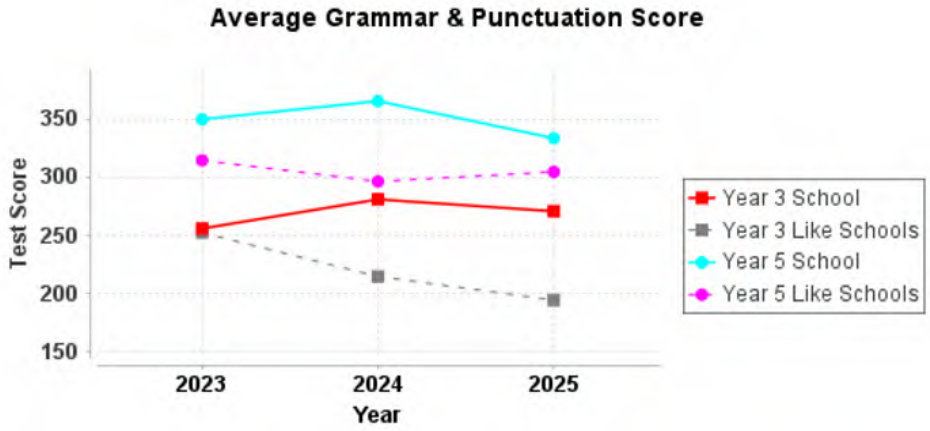
Targeted phonics groups in class and support groups with a specialist were investigated throughout 2025. Support from the North East Metropolitan Language Development Centre (NEMLDC) through our Speech Pathologist will continue to be used to enhance our practises and provide teacher feedback as well.

STUDENT PROGRESS – GRAMMAR AND PUNCTUATION

NAPLAN Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance			Students		
	2023	2024	2025	2023	2024	2025
Year 3	1.1	2.2	1.8	13	18	13
Year 5	1.3	1.8	-0.5	10	16	13

1	**Above Expected** - more than one standard deviation above the predicted school
2	**Expected** - within one standard deviation of the predicted school mean
3	**Below Expected** - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6



Average Grammar & Punctuation Score

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	256	252	350	315
2024	281	215	366	297
2025	271	195	334	305

Year 3 and 5 students performed at the above expected level in comparison to like schools in the area of Grammar and Punctuation in 2025. Both cohorts performed in a similar fashion in all three proficiency levels of strong, developing and needs additional support.

Measures used to improve grammar and punctuation seem to be having impact but will be further refined in 2025. Formal exposure to grammar and punctuation lessons within our Literacy Block seem effective. The support of the NEMLDC will be used to improve our practises.

2025 GRADUATES



DESTINATION HIGH SCHOOLS

High School	Male	Female	Total
Governor Stirling SHS	1	1	2
Swan View SHS	1	4	5
Kiara College	0	2	2
Ellenbrook SC	1	2	3
Darling Range Sports College	1	1	2
Midland Learning Academy	1	0	1
Total	5	10	15



SURVEY DATA

A school survey was completed in 2023 with our parents/carers. These are completed every 2 years. Below summarised the data collected. Just over 20% of our parents/carers completed the surveys.

- *I visit the school and attend meetings and events.*



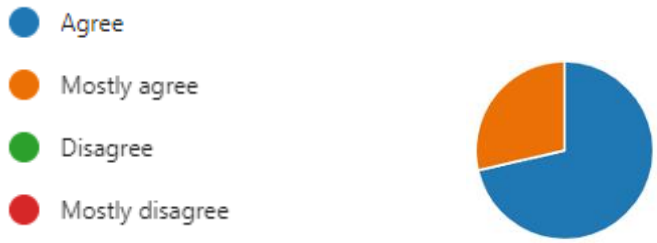
- *My child's teacher has high expectations.*



- *I feel like I belong when I'm at the school.*



- *School leaders involve parents/families in the development of the school vision.*



- *The school has created an environment which displays and respects Aboriginal histories, culture and language.*



2025 SCHOOL HIGHLIGHTS

- Completed a Successful School Review – 3 year return with highly positive outcome
- Completed Financial Audit of 2023 recommendations to a high standard
- Senior Camp – Swan Valley Adventure Camp
- Successful NQS ECE Verification completed – with goals for improvement.
- NAIDOC celebrations and partnership with Freshwater Bay Primary School
- Christmas concert / Graduation ceremony
- LDC Partnership & Professional Learning Program and 0.2FTE Speech Therapist on-site
- Moorditj Faction Carnival and the Interschool Carnival in term 2 – Well done Kwilla!
- Moorditj Cross Country Carnival & Interschool Cross Country was held
- Freshwater Bay Primary School Cultural Partnership
- Celebrated *Book Week* by reading shortlisted books and enjoyed an incursion with Perform Education.
- Participated in the *Mirvac* Art project – and received Art signage
- Developed a partnership with Binar Futures – offered mentoring and an After School Program weekly
- MNCC Website improvement that reflects our corporate direction.
- Improved whole school health measures including Dental; Derbal; Ear-Bus; Koya and Health Nurse
- Community stakeholders open night
- Mother's (Yorga) Day and Father's (Maaman) Day afternoon events to support family engagement
- Indigenous Veteran Affairs ANZAC service and school choir performed – Kings Park
- FTE in the Kindy, Pre-Primary and Yr1/2 class was increased to two EA's to help support literacy attainment.
- Science Week was celebrated with a visit from Swan View SHS Science Roadshow
- Introduction of an Internal Transition program to support class changes at years end
- Excursion/Incursions- Perth Zoo, AQWA and SciTech
- Sports incursions were conducted such as gymnastics, golf, footy & soccer
- Whole School collaboration to update our School Business Plan 25 - 27
- Continuous building and supporting high school transition
- The Yr3 and Yr 5 students participated in NAPLAN.
- Parent Open Night was well supported
- End of term attendance excursions
- Anzac Assembly conducted & Remembrance Day honoured
- Continue relationship with Community Policing and WAPOL
- Berry Street training undertaken for all staff and it was linked to PBS strategy in all classrooms and our wider network.
- Daily breakfast club for every child
- Embedding of the Cultural Standards Framework occurred, and staff completed Aboriginal Cultural standards training that is ongoing
- Facebook presence improved
- Families embraced the Home Reading Program – with students winning many books as prizes and excursions
- Boonderu/Grass Roots Music flourished with MNCC
- Swimming lessons – 100% attended at Swan Active Midland
- KindiLink enjoyed many new theme days like On Country excursions nut remained with low attendance.
- Introduction of The Moorditj Scholarship supporting lifelong learning
- Presence at the Midland NAIDOC Community Celebration to promote 0-5 Early Years Programme
- A program with the Department of Health was conducted after-school to improve healthy lifestyles
- Moorditj supported AFL Indigenous Round and played footy on Optus Oval
- The Yr6 Graduates enjoyed excursions to the movies and a special lunch
- The School Council met every term to support the progress of our school's culture, learning program and financial management

2026 FOCUS AREAS

- Literacy – Moorditj Noongar CC and the North East Metro Language Development Centre (NEMLDC) will focus on reading instruction in 2025. Using the speech pathologists to support teacher planning and develop a teacher leader who will offer targeted support in small groups.
- Work with all key stakeholders to complete our Reconciliation Action Plan
- Embed the Berry Street Model across the school and implement training throughout 2025 and 2026. This will be integrated within our existing PBS model.
- Building of school council capacity to include more community members and complete required training.
- Improvements to our Kindy and ECE Playground space are budgeted for
- Re-fresh training for writing strategy 'Talk for Writing' with all teachers throughout 2026.
- Continue to operate using the financial outcomes and operation approaches with support of DOE and SCFM derived from audit findings.
- Continue to focus on the importance of education with our school community through increasing our Home Reading program, promoting KindiLink and ensuring that Moorditj is inviting and culturally appropriate.
- Set high expectations for behaviour across all year groups and ensure that Instructional Strategies are used in every classroom. Ideally, we will continue to maintain suspension rates at historically low rates.
- Offer KindiLink in a different format to promote improved engagement. Link with the Middle Swan Hub to deliver the program and improve ECE numbers.
- The development of an ECE Improvement Plan to meet NQS Requirements.
- Ensure the new literacy program PreLit and InitiaLit is embedded from K-2 across the school via peer observations and collaborative planning. Have training trickle through all staff through 2026.
- Continue to develop attendance strategies to improve school attendance rates
- Continue to integrate the Cultural Standards Framework across the curriculum and offer continued PL to all staff.
- Ensure students have access to more ICT through specialist lessons, upgraded desk top devices and new ipads. Utilise Network Support Officer effectively also.
- Foster important partnerships with local agencies such as Binar and the Hub.
- Conduct a new Student, Staff and Family survey to continue meeting local needs and community expectations
- Improve Mental Health outcomes for students through the delivery of a School Mental Health Plan with School Psychologist, Chaplain (increased school time availability) and Admin Team.
- Continued partnerships established in 2024/25 with agencies and schools such as Binar, Grassroots, Health, Midland Hub, the Earbus Dental Van and Health Nurse
- Continued performance in community and events with school choir, didgeridoo performances and cultural dance productions
- Infrastructure improvements through – improved playground equipment and shade in the Kindy and ECE Gross Motor area.
- Improve workforce plan to support Moorditj and its aging (more experienced) staffing profile.

Be Caring. Be Responsible. Be Respectful



KOORLANGKA KAADADJINY YIRAK YIRABINY

STUDENT LEARNING WILL BE RAISED HIGHER






















10
11
12
13
14
15
16
17
18