

KARRIDALE PRIMARY SCHOOL

# 2020 ANNUAL SCHOOL REPORT



*growing through learning  
active bodies, healthy minds*



# PRINCIPAL'S MESSAGE

2020 MARKED OUR SIXTH YEAR AS AN INDEPENDENT PUBLIC SCHOOL AND THE THIRD AND FINAL YEAR OF IMPLEMENTING OUR BUSINESS PLAN 2018-2020.

**With our intent built on the premise that all children thrive and succeed, the Business Plan 2018-2020 reflects the high value the school community continues to place on:**

- all students experiencing an individual approach to their learning that focusses on success
- a continued emphasis on Health and Wellbeing
- a focus on Digital Technologies across the curriculum.

**The purpose of the Annual School Report is to describe and report:**


- progress against the targets in the Business Plan
- student achievement including those students potentially experiencing educational disadvantage
- the annual budget and accounts
- parent, student and teacher satisfaction.

**With our planning centred around *Success for All Students*, we set out to ensure:**

- all students with an individual learning plan achieve at least 80% of their targets as documented in their Individual Education Plans.
- all students in Years 3-6 report a positive growth mindset about being at school and are connected to school and their learning
- students in Pre-primary to Year 6 participate responsibly in their schooling
- students in Pre-primary to Year 6 set goals and working towards them
- all students use Digital Technologies confidently and capably to support learning and collaboration across the curriculum.

Like the rest of the world, the school community was greatly affected by the Covid-19 pandemic that commenced during Term 1. Whilst the school never closed during the year, there were periods of time where additional School Development Days were scheduled prior to Easter so that staff could prepare for developing and implementing online learning. Parents were on board throughout this phase and staff tailor-made approaches to meet a broad range of family requests, ensuring we were ready to deliver education to all children, whether at home (known as Distance Learning) or at school.





We used the unexpected circumstances surrounding Covid-19 to trial different ways of doing things so we could build back better. We captured our learning at the end of Semester 1 and turned what initially felt like a set back into an opportunity, including developing a whole school approach to Distance Learning.

During this period, some children undertook Distance Learning for longer periods than families may have first imagined and others returned quite promptly. The children and staff were very excited as children returned to school during Term 2.

With an emphasis on health and well-being over many years, during 2020 many were challenged by the unprecedented circumstances we all found ourselves to be in, and by keeping sight of what could be done to support ourselves and others. Some families found the impact of isolation grew as the weeks and months progressed. Some children and families needed more time to settle in to school routines. Mental health and wellbeing of our school community was centre front at our school during 2020. Important workshops for staff, parents and the children were undertaken during the year.

The staff worked diligently to accommodate changes due to the government phases and the requirements regarding Covid-19. Parents were supportive of these changes. Conscious of the potential for some to feel a sense of disconnection as the year progressed, parents were invited to attend events and workshops at school within the guidelines. There is no doubt that for some parents, where daily contact at school was a part of their life, and as time progressed through various Covid-19 phases, some felt detached from school and missed contact with the children and other parents.

Contact with individuals and community groups, local providers and volunteer groups greatly enhances the depth and diversity of the learning programs we offer at our school. We welcome people and groups keen to contribute to our school.

During 2020, many activities were modified and were undertaken in second semester, the one exception, being the Interschool Sports. The Faction Sports were conducted at the start of Term 4. The camp to Perth was redesigned as a Big Day Out to venues in the Busselton area and a Big Day In, so that the educational outcomes of camp were still met. The Year 5 and Year 6 children rated the Big Day Out event as their favourite 2020 event.

Incursions and excursions continue to be highly valued and greatly assist us to create meaningful, engaging and memorable learning experiences, whilst building relationships beyond families whose children are currently enrolled at the school, for all children Kindy to Year 6.

**Fiona Cormack**  
PRINCIPAL



# PART 1: ABOUT OUR SCHOOL

## School Vision

We create a safe and friendly learning environment where children thrive and succeed.

## Our Motto

*“Growing through Learning, Active Bodies, Healthy Minds”*

This motto was created after extensive consultation with the students, families, the community and staff.

The motto represents the fundamental core elements of what it means to be part of Karridale Primary School:

- We all work together to focus on children growing as successful learners at our school.
- Health and wellbeing is valued as fundamental to successful learning.
- Physical activity and mental health are key factors that are given priority at our school.

## Our Values are the Western Australian Values of Schooling

- Respect and concern for others and their rights.
- Pursuit and knowledge and commitment to achievement of potential.
- Self-acceptance and respect of self.
- Social and civic responsibility.
- Environmental responsibility.
- Our values are enacted particularly through the promotion of the following virtues: acceptance; courtesy; compassion; friendliness; consideration; responsibility; honesty; excellence; reliability; self-discipline; patience; kindness; caring; and respect for self, others and their differences.

(Source: *The West Australian School Curriculum and Standards Authority*)

## THE SCHOOL CONTEXT

During 2020 our small rural school was challenged to maintain a vibrant, nurturing and inclusive school community due to the impact of Covid-19. Staff were challenged to create a consistent place for the children to experience each day, irrespective of what was happening within families and within the wider community as the pandemic impacted us all in many ways.

Our motto '*Growing through Learning, Active Bodies, Healthy Minds*' really guides plans and actions. Outdoor activities and building a positive growth mindset sets the scene for a quality education focussed on success for all students.

Karridale Primary School children thrive because our experienced staff members create a stimulating education, built around the individual child, and truly personalised learning. Together with parents, we strive to uphold our school's reputation of each child reaching his/her potential, whilst maintaining and building connections within our school and beyond.

We work in partnership with the school community and beyond to create the best possible opportunities for all the children. Guided by unwavering high expectations of the community for the school, we strive to ensure success for all students.

## Enrolment Trend 2016-2020

### Student Numbers (as at 2020 Semester 2)

Primary	KIN	PPR	YR1	YR2	YR3	YR4	YR5	YR6	Total
Full Time	(1)	5	4	9	3	5	10	8	45
Part Time	2								

Semester 2	2016	2017	2018	2019	2020
Primary (Excluding Kindy)	57	55	50	52	44

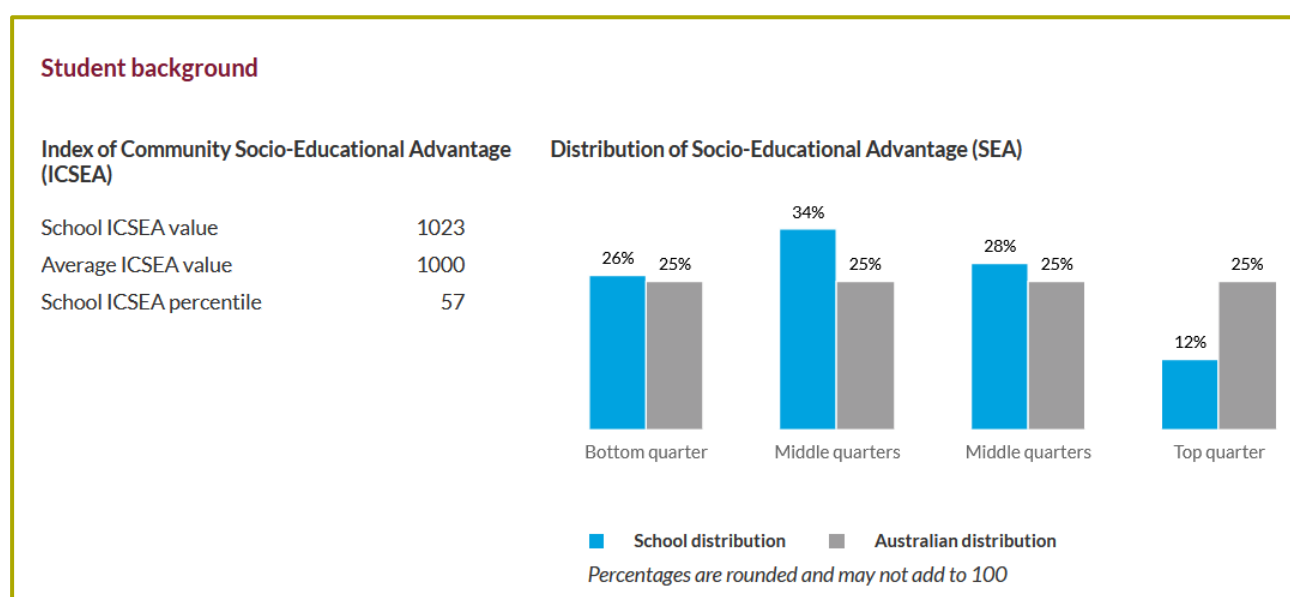
(Source: Schools Online)

### School Structure

Multi-age groupings and smaller class sizes remained a feature of the school structure, with additional refinement of curriculum delivery through small group work and individual tutoring. During 2020, we scheduled three classes when the Kindergarten children were attending, (Mondays and Wednesdays all day and Tuesdays until 1.00pm), and mostly three classes when the Pre-primary to Year 6 children were attending. Some sessions such as Better Buddies and related activities were undertaken as whole school experiences.

### Student Background

The Index of Community Socio-Educational Advantage (ICSEA) is created by the Australian Curriculum, Assessment and Reporting Authority (ACARA) specifically to assist meaningful comparisons of schools across Australia. As described in the "My School" website (March 2021), the socio-economic profile of our school is 1023, which is 12 points higher than 2019. This reverses the trend where our ICSEA had been decreasing in value since 2014 from 1063. An ICSEA of 1000 is an average or mean measure.



(Source: My School Website [www.myschool.edu.au](http://www.myschool.edu.au))

## Student Characteristics

Through the student-centred funding model that is applied to all public schools, the school receives additional funding for students potentially experiencing educational disadvantage. The school has comprehensive processes in place to track the progress and achievement of all students and has explicit planning in place so that appropriate support can be offered to students needing short term assistance or longer, ongoing assistance. The school received funding to address Disability and Social Disadvantage. (See Part 5 of this report for further details regarding the \$ value of this funding.)

During 2020, 7% of our enrolled students were from English as an Alternative Language/Dialect (EAL/D) background, and 0% of students were from an Aboriginal or Torres Strait Islander background.

## School Characteristics

- Diverse range of family contexts, income sources and locations where they live.
- High expectations of the school by the community and a willingness to be supportive of the school to maintain these high expectations.
- An approach to instruction for Kindy to Year 6 students that is both explicit and open ended instruction, dependent upon student need and purpose.
- Teaching and learning practices are selected from approaches and resources using evidence based practices.
- All teaching and school support staff members regularly undertake Professional Learning to ensure skilful and consistent implementation of selected approaches and resources.
- Positive school community links with many members of the local community, associations and businesses is held in high regard by staff as fundamental to the school capacity to engage all students. Curriculum delivery is enhanced through the many excursions, incursions and special events that are held throughout the year. In 2020 these were particularly undertaken in Semester 2, though not limited to.
- Individual, group and class learning contexts are varied to best meet the needs of students. Flexibility is the key and refinements, such as modifying timetables, are made when needed and made seamlessly, to refine and improve learning outcomes.



## Student Attendance

The complete 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

At this stage, we are still awaiting a decision whether 2020 attendance data will be released to schools in the secure environment of Schools Online for use within schools only.

Of note is that all absences in Semester 2 2020 were explained by parents and this is outstanding. We appreciate the contact and information we receive from parents regarding absences.

(Source: [www.det.wa.edu.au/schoolsonline/attendance](http://www.det.wa.edu.au/schoolsonline/attendance))



## THE SCHOOL BOARD

Many current members have participated in the business of the School Board since at least 2014 when we commenced our Independent Public School readiness program. The School Board monitors the progress of the Business Plan, school finances, student performance, program delivery and resourcing and takes an active interest in promoting the school in the community. Amy Mason (teacher) was welcomed as a new member during 2020.



### 2020 School Board Members

**CHAIR** Tamara Manser

**PRINCIPAL** Fiona Cormack

#### **STAFF REPRESENTATIVES**

Amy Mason

#### **COMMUNITY REPRESENTATIVES**

Tamara Manser, Margaret Martin  
Nat Mulvey, John Wilson

#### **PARENT REPRESENTATIVES**

Kristy Hathaway, Nanette O'Connor

### Review of the Effectiveness of the School Board

Normally meetings would be scheduled twice a term, however, due to the impact of Covid-19 this was reduced to one meeting during Term 1 and 2, returning to twice a term during Terms 3 and 4. Email was used to address pressing matters and to seek feedback on items such as the Annual School Report 2019, prior to publishing.

A cohesive and active School Board continued to support the Karridale Primary School to progress the outcomes in the Business Plan, whilst promoting the school in the community through considering new ideas about connecting in the community.

With some members also members of the Finance Committee and the P&C Association, focus plans for 2020 were implemented with ongoing resourcing, some new ideas implemented and some new ideas scheduled for 2021.

As the year progressed, the emphasis shifted to addressing matters related to Relationships and the Partnerships (Area 1 in School Accountability and Improvement), particularly during Term 4. Through School Board working with the Principal and Teachers emerging issues regarding the school moving forward into 2021 were identified and decisions regarding the new Business Plan 2021-2023 were guided by this information. Ideas and actions were identified and used to guide planning.

Thanks must go to all the Board members for their contribution throughout the year and for their continued contributions as valued volunteers undertaking an important role for our school within the community.

## THE STUDENT COUNCIL

During 2020, there were eight Year 6 Student Councillors and they were kept busy with their duties. At the start of the year, the audience were amazed at their exceptional speeches delivered by each member as they pledged their commitments and described their hopes and aspirations for the year. The Graduation speeches were outstanding: sincerity and deep thought, expressions of gratitude and self-confidence clearly showcased each child's development.



### 2020 Student Councillors

LEFT TO RIGHT:

- Lilly Wals
- Maali Heah
- Eli Taylor
- Sam Davis
- Max Thornett-Stella
- Hemi Creagh
- Whiti Lutton

#### **Responsibilities undertaken by the Student Councillors included:**

- assisting with the Morning Reading Program
- preparing for and running assemblies
- maintaining the sport shed to a notably high standard (visitors commented)
- conducting fundraising activities for camp
- developing student leadership skills through participating in school activities
- assisting with recycling and other sustainable practices and routines around the school on a weekly basis
- modelling behaviour reflective of school expectations.

A particular focus on managing the revegetation project meant the outstanding success rate for the 2020 areas were achieved even though it was an interrupted year. Attention through the seasons ensured a really high success rate of between 80-90% from the new plantings.

The camp was modified due to the impact of Covid-19 to a Big Day Out and a Big Day in. Fundraising meant there was no charge to families for their child to participate in these events.

Thank you to the Student Councillors for your valued contribution throughout the year. Your leadership was an asset to our school during 2020.



## PART 2: PROGRESS AGAINST THE BUSINESS PLAN TARGETS



### The 2018-2020 Business Plan is focussed on:

- Tracking growth and progress for all students at an individual level and responding with individual planning and monitoring where required.
- Promoting social and emotional development with an emphasis on social awareness and self-management, and the development of a strong growth mindset.
- Ensuring students are confident and capable users of technology, and in particular, digital technologies.

### FOCUS AREA 1 | SUCCESS FOR ALL STUDENTS

#### Excellence in Teaching, Learning

SMART Targets (*specific, measurable, achievable, realistic and timed targets*) are used to drive planning and assessment of growth and achievement through Individual and small group planning. The refined needs of all students are catered for through implementing whole school programs in a flexible and responsive manner. Strategic allocation of staff and their skills and resources ensures staff knowledge and expertise is developed and new ways of improving teaching and learning are implemented in response to student needs.

**TARGET:** All students with Individual Education Plans (IEP) achieve at least 80% of the targets in their plans.

**2019:** total of 14 children or 18% of the school enrolment completed 34 Individual Education Plans, in addition to quality differentiated practices in classrooms designed to support the individual and small groups with their learning. Each IEP addressed between 2-19 targets.

**2020:** Half of the twelve students achieved 100% of their targets. Overall a total of 105 targets were addressed through the process across the school, with 83 or 79% of all targets achieved by students. (1% off target being achieved)

## FOCUS AREA 2 | SUCCESS FOR ALL STUDENTS

### A Learning Environment that Continues to Support Health and Wellbeing

The emphasis in this area is to maintain a focus on social awareness and self-management and to continue to promote a growth mindset to ensure the students are fully engaged in their learning. This requires teachers to also exhibit strong levels of self-efficacy as role models that positively influence the students across the school.

Due to Covid-19, there was daily focus on health and well-being and promoting a positive mindset.

**TARGET:** All students in Years 3-6 report a strong growth mindset or growth mindset with some fixed ideas.

**2018:** 100% of children in Years 5 and 6 reported a strong growth mindset and 35% in Years 3 and 4. 65% of students in Years 3 and 4 reported a strong growth mindset with some fixed ideas.

*(Target achieved)*

**2019:** A strong growth mindset was identified for all Year 5 and 6 students, excepting one, which is the highest profile received to date. The Year 3 and 4 class exhibited a strong growth mindset or strong growth mindset with some fixed ideas.

*(Target achieved)*

**2020:** A total of 15 students from Years 5-6 were surveyed. A strong growth mindset was identified for 4 students, strong with some fixed ideas for 10 students and 1 student fixed with some fixed ideas.

*(Target not achieved)*

**TARGET:** All students in Years 3-6 are connected to school.

**2018:** All children reported a strong connectedness to school. There was no noticeable difference between children in Years 3 and 4 and in Years 5 and 6. The average score was the second highest of the last 5 years.

*(Target achieved)*

**2019:** 50% of students reported *very strong* connections to school, including two students new to the school. All students reported sound connections to school. The average score for the school was in the expected range to reflect no concerns as a school.

*(Target achieved)*

**2020:** All students reported sound connections to school, 50% reported very strong connections to school and no students of concern. The results were reflective of the unusual circumstances many students found themselves in due to Covid-19.

*(Target achieved)*

**TARGET:** All students PP-Year 6 achieve a rating of consistently or often in Reporting to Parents in the areas of participating responsibly in school and setting goals and working towards them.

**2018:** Working towards goals with perseverance was a bigger challenge for children in Years 3-6. Refer to the table below.

*(Targets not achieved in 2018)*

**2019:** Working towards goals with perseverance was a bigger challenge for children in Years 3-6. Refer to the table below. Perseverance remains a challenge for 16% of the Year 3-6 cohort, remembering that some of the actual children in this cohort have changed from 2018 to 2019).

*(Target achieved in PP-Year 2 for **participating responsibly** and close at 97% for Years 3-6. Only one child not rated in the targeted category)*

*(Target regarding **setting goals and persevering** was not achieved. The same results as for 2018. Please note some of the cohort have changed)*

**2020:** Results in Years 3-6 consistent with 2018 and 2019.

*(Target not achieved.)*

Table 2 shows Reporting to Parents ratings for the two selected categories.

Year level	participates responsibly (consistently or often)			PP-Yr 2 sets goals & works towards them (consistently or often)			Only Yr 3-6 works towards goals with perseverance (Consistently or often)		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
PP-Year 2	15/17 (88%)	16/16 (100%)	15/18 (84%)	16/17 (94%)	15/16 (94%)	12/17 (71%)	N/A	N/A	N/A
Year 3- Year 6	35/37 (95%)	36/37 (97%)	25/26 (96%)	N/A	N/A	N/A	31/37 (84%)	31/37 (84%)	12/26 (85%)
TOTAL	50/54 (93%)	52/53 (98%)	40/44 (91%)	16/17 (94%)	15/16 (94%)	12/17 (71%)	31/37 (84%)	31/37 (84%)	12/26 (85%)

### FOCUS AREA 3 | SUCCESS FOR ALL STUDENTS

#### Students are confident and capable users of Digital Technologies to support learning and collaboration across the curriculum

The emphasis in this focus area is on staff successfully implementing our Digital Technologies Plan so that students can confidently use technology to achieve learning across curriculum areas. Students show confidence in their abilities to use technology to achieve their learning goals, to undertake NAPLAN online and staff confidently implement the school's Digital Technology Plan.

**TARGET:** At least 80% of children achieve at least a C grade in Reporting to Parents in Digital Technologies

2018: *Target achieved* in all year levels (100% in P-4 and Year 6 and 92% in Year 5).

2019: *Target achieved* in all year levels PP-Year 6.

2020: Due to Covid-19 Semester 1 reports did not contain grades. In Semester 2, this area was reported P-4 and all year levels except one, achieved 100% C grade or above.

**TARGET:** 100% of children are confident in their ability to undertake NAPLAN online.

2018 and 2019: All students participated in the NAPLAN Readiness trial and 100% reported that they were confident in their ability online.

2020: NAPLAN did not take place in 2020, therefore, there is no data available.







## PART 3: STUDENT ACHIEVEMENT

### National Assessment Program in Literacy and Numeracy (NAPLAN)

Please keep in mind that we are a school with relatively few students enrolled compared to most other schools. This means that we cannot always report directly on NAPLAN results as we have too few children in a particular year level who complete the assessment. To report results could potentially identify individual children.

#### What we found as a result of NAPLAN

##### 2018

- Student progress and achievement Years 3-5 compared with Australian schools in NAPLAN 2016-18 was high achievement in Numeracy, Grammar and Punctuation, Writing and Reading.
- Year 5 students as a group achieved above the Australian mean in Numeracy, Grammar and Punctuation, Writing and Reading.

##### 2019

This was the first year we completed NAPLAN assessments online. We had small cohorts of 5-6 students complete the assessments. What can be reported is;

- The Year 5 cohort showed higher than average progress from Year 3-5 results in all areas assessed, with a particular strength in Numeracy.
- Year 3 and 5 students achieved moderate or very high progress for all areas assessed
- 60% of the Year 3 students showed very high progress from On Entry Screening in PP to Year 3 in Reading, and 40% did not have any previous records to compare.

##### 2020

- No assessments undertaken due to Covid-19.

### Reading Programs

Our *Home Reading Program* and *Reading Before School Program* are core school routines and an extremely important aspect of literacy development as participating provides opportunity to build fluency and reading for pleasure. We know that if students don't read regularly they're more likely to show low progress or very low literacy progress. This is also evidenced in the progress observed between Year 3 and Year 5 Reading results, as tracked through NAPLAN.

The *Home Reading Program* and *Reading Before School Program* signal that developing children as readers is a fundamental part of attending our school. We track the number of nights children read at home throughout the year, and the number of days students P to Year 6 read before school.

##### 2018

79% of eligible students read for 200 or more nights.

##### 2019

98% of eligible students achieved 100 nights read and 78% achieved 200 nights read. Three students in the higher year levels achieved 200 nights for the first time. Staff were really encouraged to see so many students reading regularly, particularly amongst the 100-200 nights group of students.

##### 2020

82% of eligible students read for 200 or more nights. 98% of eligible students read for 100 nights or more.

## Reading Tutoring Program

Individual tutoring programs have been used to successfully assist students needing more time to consolidate literacy learning through small group and one-on-one tutoring. The aim is to narrow the gap between their performance and that of peers.

### 2018

70% of the Year 3 cohort has benefitted from the tutoring program sometime during Years 1-3 and 100% of these children achieved goals in their Individual Education Plans. This flowed through into their NAPLAN results with the group achieving close to or above National and Australian means in Reading, Spelling, and Writing.



### 2019

Multi-Lit Intervention was again used for some students in Years 1 and 2 in Semester 2. Growth in accuracy and fluency was tracked. Results showed the value of the program. In addition, other adjustments were made in classes, and a review of these approaches identified that the gap has been narrowed for some participants. Where parents are involved with practice at home, the results are strengthened.

### 2020

Multi-Lit intervention was commenced in Semester 2 for students in Years 2 and 3. For those attending regularly, progress was as expected, and this endorses the continued use of this program as an intervention when required.

## Maths Progress and Achievement

### 2018

Maths is the Learning Area across the school with the largest spread of achievement P-6 as reported in Reporting to Parents. This is the Learning Area with the largest number of students achieving an A grade.

We track children each term through the results of module assessments. Six of the seven year levels had at least 50% of students achieving at least 75% or above in all year module assessments.



### 2019

As for 2018, Maths is the Learning Area with the largest number of students achieving an A grade in Reporting to Parents. Module assessments were similar results as for 2018, which is solid. Six of the seven year levels assessed, achieved at least 50% of the cohort achieving 75% or above in the assessments.

### 2020

Whilst programs were interrupted in 2020, the following school results were reflected in our school data. Again, Maths is the area with the largest number of students achieving an A rating and B rating in second semester reporting. Module assessments were undertaken throughout the year although timelines were altered for some year levels.

# PART 4: PARENT STAFF AND STUDENT SATISFACTION

## School Based Surveys



School based surveys are used to collect information from the parents, staff and/or students, usually on single issues or events so that we can plan for improvement. Other more formal surveys are also used such as after delivery of workshops with parents and staff, or as part of our School Accountability and Improvement routines.

School Based Surveys undertaken in 2019 included review of events such as the *Dementia Friendly Communities* workshops for students and the community, *Getting to Know Your Child* parent survey; student review of *Yoga* lessons; the review of the *Positive Behaviour Plan* with students, staff, and the School Board; student experiences of conflict; student experiences of connectedness to school; review of the semester *Music and Movement* program; review of the *Land Art* program; review of the *Indigenous Studies* program; and review of the *Better Buddies* program. All feedback assists with future planning and decisions around resource use and allocation.

During 2020, the focus in Semester 1 was working with families as we responded to the unfolding Covid-19 situation and seeking feedback from families regarding Distance Learning so we could quickly develop a whole school approach that suited all. Through texts, phone calls and emails, the staff felt amazing support from parents as they responded almost immediately when opinions were sought.

Other surveys were used in Semester 2. These were undertaken formally and informally. Office staff attempted to reach a wider base of parents beyond the P&C forums and the School Board to be in a position to map out directions for 2021 and beyond. Families were busy and we only received three replies.

Incidental feedback became a more interactive way to receive feedback, and members of the School Board were instrumental in assisting in this area. We learnt about feelings of helplessness and hopelessness and other effects of isolation, and staff worked together and with parents to expand planning in Term 4 to include some new ideas and to meet with families. The P&C got on board with some special events too and the final Awards and Graduation Ceremony was a positive experience for many, bringing the community together in the Community Hall and afterwards at school. Some attendees hadn't seen each other all year due to the impact of Covid-19 so for the community this was a special day for many.





## School Opinion Surveys

During 2018, a school-based school-wide survey (known as the School Opinions Survey and used by schools across Australia every second year), was undertaken to provide the information we needed to help us to refine the Business Plan 2018-2020. This survey uses surveys for staff, parents and students Years 5 and 6.

In 2018 we learnt that parents liked many aspects of school operations across a wide range of areas. Many reported they didn't see the need to change anything and the following areas were reported as areas to be preserved in our planning for 2018-2020:

- endorsement for the excursion and incursion program
- student leadership opportunities in Year 6
- continuing to undertake:
  - the environmental education focus
  - one to one teaching
  - interesting playground areas
  - learning through play.

Although scheduled for 2020, these surveys were not undertaken due to Covid-19. Schools were given the option of using them in 2021 instead of 2020, and this is what was decided for Karridale Primary School.

## Exit Surveys

Exit surveys are offered to families leaving the school so we can learn from their feedback.

**Feedback from the exiting families of 2019 And 2020 identified the following strengths:**

- clear consistent messages and expectations are always followed up
- the opportunity for leadership for the students, including assemblies and presentations
- the Reading Program
- the emphasis on positive feedback and channelling energy in a positive way, including the “be kind, be quiet skills” for self-regulation
- assemblies and presentations
- great environment
- play based early childhood program
- fabulous opportunities
- small class sizes
- really delivered on literacy/numeracy.

Suggestions for future consideration included more involvement in the Karridale and Augusta townships, learn an Aboriginal language instead of a European one, more parent involvement in the P&C.

## Incidental Feedback

**Parents and visitors working with the students at school and people in the community are consistently impressed by the students and often voluntarily comment about their social skills, interest in learning and inquiring minds. Student behaviour and engagement is an enduring quality of our students.**

The school newsletter distribution list continues to expand. In addition to the School Board members and the families and staff connected with the school, we have a circulation list connecting us with 43 additional groups and people external to the school. The newsletter format was revamped in 2019 and was well received by all and a new short-format news flyer called “Good to Know” was introduced in 2020 to increase communication opportunities, visuals and short captions on one page for busy and hectic families.

## Student Surveys

2020 student surveys, such as Connectedness to School, Growth Mindset, and feedback about excursions and incursions, show great connection to school and overwhelming support for all excursions and incursions, particularly learning experiences over a series of experiences rather than one-off shows.

## Staff Feedback

An important focus on Health and wellbeing had been commenced for staff, parents and students prior to 2020. In February 2020, workshops for staff, parents and students were undertaken in “The Daily Dozen” creating a context for Health and Well-being and really setting the scene. It wasn’t long before we needed to draw on this knowledge and skill.

Later in the year, after much planning and remodelling of the course so it could be delivered remotely, all teachers, office staff, the school chaplain, the school board chair and education assistants were invited to undertake a four-month program called Resilient Educators. This resulted in many staff developing knowledge skills and practices that can assist each person to thrive through challenge and change in the workplace. With benefits to the individual and to the organisation, some noticeable gains were made.

The post screening identified large increases in strengths such as energising the body and mastering stress and reductions in risk competencies such as fatigue, sleep related issues, worry and inaction.



## PART 5: FINANCES

The school receives Government funding through Student Centred Funding and Targeted Initiatives. These sources of funding are expended as either salary or cash. The majority of funding is budgeted to salary costs.

The total allocated funding, including locally raised funds for 2020 was \$1 041 138 and the cash expenditure as part of this total was \$120 696.

Through the student centred funding model, the school receives additional funding for students potentially experiencing educational disadvantage. In 2020, the school received funding to address the following student characteristics:

Disability .....	\$65 525.37
English as an Alternative Language/Dialect (EALD) .....	\$0.00
Social Disadvantage .....	\$6 809.15
<b>TOTAL .....</b>	<b>\$69 332.52</b>

### School funds were used for salary or cash expenditure to provide:

- Time for Education Assistants to assist in implementing Individual and Group Education Plans.
- Professional learning opportunities for staff to refine individual planning and special programs.
- Resources to implement programs to assist students with additional needs.
- Time for staff to meet with parents, consultants and allied health providers and the school psychologist to plan and review programs for individual students.
- Subsidies for school excursions and incursions so that our students can experience learning experiences without disadvantage due to our rural location or family background.

The funding allocated assisted us to deliver education to all students, tailored to their individual needs, so that all children could thrive and succeed.

In addition to funding from Student Centred Funding and Targeted Initiatives, the school also receives some additional funding for Operational Response. During 2020, a significant allocation was received for Covid-19 cleaning during school and outside school hours. A total of \$44 810.37 was received and this was welcomed immensely by staff and families.





The following table summarises the expenditure of the school budget for 2020\



Karridale Primary School				Operational - As at 31/Dec/20
Detailed Summary of Financial Position				Cash Verified - Dec 2020
Operating Accounts	2019 Full Year Actual	2020 Forecast Full Year	2020 Year to Date (YTD) Actual	% YTD Actual of FY Forecast
<b>Funding Allocation</b>				
Salaries (Excluding transfer from Bank Account to Salaries)	\$861,533	\$849,071	\$849,071	100.0%
Cash - Student-centred Funding	\$80,388	\$69,167	\$69,230	100.1%
Cash - Locally Raised Funds (Excluding Transfers from Reserves)	\$21,571	\$11,374	\$11,480	100.9%
<b>Total Funding</b>	<b>\$963,491</b>	<b>\$929,611</b>	<b>\$929,780</b>	<b>100.0%</b>
96.0% of Total Funding Allocation	\$924,952	\$892,427	\$892,589	
10.0% of Opening Balance	\$21,745	\$22,587	\$22,587	
<b>Minimum Expenditure Required</b>	<b>\$946,697</b>	<b>\$915,014</b>	<b>\$915,176</b>	
Minimum Expenditure Required as a percentage of Total Funding	98.3%	98.4%	98.4%	
<b>Expenditure</b>				
Salaries	\$854,590	\$826,645	\$826,645	100.0%
Cash (Excluding Transfers To Reserves and Transfer from Bank Account to Salaries)	\$100,488	\$142,018	\$118,971	83.8%
<b>Total Expenditure</b>	<b>\$955,078</b>	<b>\$968,663</b>	<b>\$945,616</b>	<b>97.6%</b>
Expenditure as a percentage of total funding	99.1%	104.2%	101.7%	
Variance to Minimum Expenditure Requirement	\$8,381	\$53,650	\$30,441	
<b>Operating Surplus</b>	<b>\$8,413</b>	<b>-\$39,052</b>	<b>-\$15,836</b>	
Surplus if Minimum Expenditure Requirement met	\$16,794	\$14,598	\$14,604	

(Source: Schools Resourcing System)



Balance of Funds	2019 Full Year Actual	2020 Forecast Full Year	2020 YTD Actual
<b>Opening Balance</b>			
Salaries	\$67,163	\$74,106	\$74,106
Cash	\$37,414	\$48,974	\$48,974
Reserves - Cash	\$112,877	\$102,788	\$102,788
	<b>\$217,454</b>	<b>\$225,868</b>	<b>\$225,868</b>
<b>Movement (Operating Surplus, Salary Transfers, Reserve Transfers)</b>			
Salaries - Operating Surplus	\$6,943	\$22,426	\$22,426
Salaries - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Operating Surplus	\$1,470	-\$51,478	-\$38,262
Cash - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Transfer from Reserves	\$15,369	\$14,229	\$14,229
Cash - Transfer to Reserves	-\$5,280	-\$1,725	-\$1,725
Reserves - Transfer to Cash	-\$15,369	-\$14,229	-\$14,229
Reserves - Transfer from Cash	\$5,280	\$1,725	\$1,725
	<b>\$8,413</b>	<b>-\$39,052</b>	<b>-\$15,836</b>
<b>Closing Balance</b>			
Salaries	\$74,106	\$96,532	\$96,532
Cash	\$48,973	-\$0	\$23,216
Reserves - Cash	\$102,788	\$90,284	\$90,284
	<b>\$225,867</b>	<b>\$186,816</b>	<b>\$210,032</b>
<b>Closing Balance as a percentage of Total Funding Allocation</b>	<b>23.4%</b>	<b>20.1%</b>	<b>22.6%</b>
<b>Additional expenditure requirement for following year</b>	<b>\$22,587</b>	<b>\$18,682</b>	<b>\$21,003</b>
<b>If Minimum Requirement met</b>			
Closing Balance	\$234,248	\$240,466	\$240,472
Closing Balance as a percentage of Total Funding	24.3%	25.9%	25.9%
Additional expenditure requirement for following year	\$23,425	\$24,047	\$24,047

## Targeted Initiatives

In addition to the Student Centred Funding from the Department of Education, the school also received funding as Targeted Initiatives. A total of \$58 670.30 was received into the school as Targeted Initiatives.



### National School Chaplaincy Program

The role of the School Chaplain is primarily to assist the school to promote a caring and nurturing environment within the school. The school receives funding (\$22 132.67) as a Targeted Initiative for our Chaplaincy Program. These funds are used to fund the School Chaplain 1.5 days per week, rostered as one day a week one week and two days a week the alternative week.

Outcomes from this program in 2020 included:

- Assisting families to connect with agencies outside the school.
- Working with students to coordinate school events and work with students to contribute positively as citizens of the school, including Student Councillors.
- Promoting and modelling care and kindness with students, staff and parents.
- Connecting with students, staff and parents and offering support as needed.
- Working with staff to respond to issues connected to respond to the emerging Covi-19 situation
- Assisting in class with short term projects.
- Participating in the launch of the Karri Kids Playgroup.

Feedback from the surveys of staff, students and parents showed ongoing satisfaction with the service. During 2020, the school successfully applied for ongoing funding for 2020 and beyond, to maintain the program at one and a half days a week.



### Sporting Schools Program

During 2020 we received \$1 800.00 to implement eight-tennis lessons for children Pre-primary to Year 6 during Term 4. Tennis lessons were enthusiastically received by all children, with great progress noted for all.



### National Partnership on Universal Access to Early Childhood Education

Schools receive a per capita allocation to ensure a Kindy program can be increased from 2 days a week to 2 1/2 days a week. This is allocated to all schools each year. A total of \$1966.00 was received in 2020 and was expended as salary.

During 2020 we continued to offer our Kindy Program all day Monday and Wednesday and until 1.00pm on Tuesdays.

### High Priority Maintenance and Minor Works Program

We received a funding allocation of \$31 200.00 that was used for maintenance around the school during Term 4 2019 and Term 1 2020. The majority of funds were spent on external painting. Funds from this program were fully expended by the end of February 2020.

### Local Schools Community Funding

As the result of a successful application for funds through the Federal Government, a total of \$9452.00 was allocated for all staff to complete a four month course called “Thriving through Change and Challenge”. This Learning Lab is a multidisciplinary and evidence based approach to self-development with measurable benefits to the individual and to the organisation. Developing resilience, (connection, creativity, courage and bounce) sharpens and focuses everyone’s ability to bounce back, steer through adversity and reach out to full potential. The given premise is that for students to be able to be in an environment to thrive and succeeded, all staff need to be demonstrating self-efficacy, and consciously aware of their actions.

Factor analysis pre and post the course showed the following outcomes of note:

- The aggregate resilience ration rose notably (2.32:1 up from 1.83:1).
- 81.8% of the cohort who completed the pre and post assessment improved their ratio
- Top assets increases were compassion (44.4%), Health awareness (42.9%) and bounce (35.3%)
- Liability decreases included sleep delay (-41.9%) and indecisiveness (-22.2%)



## PART 6: POSSIBLE FUTURE DIRECTIONS FOR 2021 and beyond

### **SUCCESS FOR ALL STUDENTS Relationships and Partnerships, including:**

- Promoting literacy learning through engaging with families to support the *Home Reading Program*, the *Before School Reading Program* in the library and other activities at home as required for some students.
- Ensuring excursions and incursions continue to form a big part of experiential based learning across all Learning Areas so we can connect with community groups, volunteers and organisations. This ensures learning relevant to our context and community is undertaken by students K—6 eg Adopt a Spot.
- Inducting and training of School Board members as required.
- Relaunch Playgroup and connect with families in the local area with younger children.
- Parent education about - safe use of the internet, Protective Behaviours, Triple P, the role of play.
- Promotion of the school in the broader community.

### **SUCCESS FOR ALL STUDENTS Learning Environment, including:**

- Annual review of Positive Behaviour Education Plan.
- Monitoring attendance and working with individual families to build regular attendance for all students.
- Promote self-management and interpersonal skills development for all students.

### **SUCCESS FOR ALL STUDENTS Leadership, including:**

- Identify champions for each school improvement area that drive planning, monitoring, review. Staff meetings and School Board Meetings attend to business.
- Curriculum leaders stay connected through the Capes network, TDS school events, online learning and business arising through school improvement activities, that also incorporate National Quality Standard considerations.
- Build capacity of the School Board members.



## **SUCCESS FOR ALL STUDENTS** Resources, including:

- Allocation of School Support staff to assist teachers to individualise learning, is driven by students' needs.
- Adjust Workforce management plan to capture recruiting gardeners and cleaning staff to ensure continuation of service in the areas.
- Work with the P&C member to plan additional community based activities such as the Astronomy night, a whole school Big Day Out to value add to curriculum experiences during school time.

## **SUCCESS FOR ALL STUDENTS** A Learning Environment that continues to support Health and Wellbeing

- Continue a focus on developing skills and knowledge in Protective Behaviours and behaviour education.
- Ensure a Growth Mindset is evident in students in Years 3—6, including the maintenance of strong connections to school.
- Maintain low levels of student reporting of problems with conflict or arguing, through implementing the extensive school Health curriculum.
- Continue to promote the development of social skills so that Health and Wellbeing is promoted with students, their families and the staff.

## **SUCCESS FOR ALL STUDENTS** Quality Teaching, including:

- Continue to closely monitor and track the progress of all student achievement and ensure this is appropriate for each student, including creating individual and group plans when needed.
- Refine the English Plan K-6, commencing with the Early Years.
- Refine an agreed school approach to diversification within lessons. Link to teacher classroom observations and moderation activities.
- Review other curriculum plans for multi-age classes, including identifying where value-adding activities through incursions and excursions are relevant .
- Document Design technologies plan for K-6.
- Maintain emphasis on staff building their own and collective capacity to thrive through challenge and change.



## **SUCCESS FOR ALL STUDENTS** Student Performance and Achievement, including:

- Expand use of On entry as a monitoring and assessment tool P-2.
- Continue to prepare students for NAPLAN online.
- Use KIDDO to monitor K-2 Fundamental Movement Skills development.
- Moderate in Writing for reporting.



## PART 7: ENDORSEMENT



The Karridale Primary School 2020 Annual School Report is endorsed by:



**Tamara Manser**  
CHAIRPERSON OF THE  
SCHOOL BOARD



**Fiona Cormack**  
PRINCIPAL

# KARRIDALE PRIMARY SCHOOL



*growing through learning  
active bodies, healthy minds*

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