

KARRIDALE PRIMARY SCHOOL

2021 ANNUAL SCHOOL REPORT



*growing through learning
active bodies, healthy minds*



PRINCIPAL'S MESSAGE

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.

2021 saw our new Business Plan 2021-2023 published after a thorough process of self-review for improvement was undertaken. The voice of families, students, committees and staff informed decisions for future directions.

Our school vision underpins all that we do and remains current today:

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

The Business Plan 2021 “Growing Our Sense of Place” reflects the high value the school community continues to place on:

- Providing every student with a pathway to successful learning.
- Strengthening personal and social skills to support health and wellbeing.
- Growing Our Sense of community through value-adding to the curriculum, undertaking special projects within the community and providing parent education to meet needs.

With our planning centred around *successful learning*, we set out to ensure:

- All students with an individual learning plan achieve at least 80% of the targets in their plans.
- All students are on track in the Early Years for continued success in school.
- By the end of Year 2, students collaborate in group activities, resolve conflict in a positive manner and participate responsibly.
- By the end of Year 6, students show courtesy and respect for the rights of others, participate responsibly in social and civic activities, and cooperate productively to build positive relationships with others.
- The school has a strong relationship with the community, and is seen to look at ways to improve and takes parents opinions seriously.



During Term 3 our processes and decisions were considered by an external validation team that visited the school. The following was captured in the report produced and I believe it to be an acknowledgement of the strong emphasis on community, where we all work together for the best outcomes for all of the children.

“

The Principal has built a strong culture and sense of team that is underpinned by trusting relationships. All members of the school community, including parents, staff P&C and School Board members, demonstrate a commitment to fostering positive relationships and community connections.

Whilst 2020 saw some of us feeling isolated and disconnected, 2021 saw members of our school community impacted in a variety of ways throughout the year. Whilst we never needed to switch to Remote Learning, we were prepared to do so.

Mental health and wellbeing continued to be centre front for our school community as the pandemic progressed throughout 2021. Contact with individuals and community groups, local providers and volunteer groups greatly enhanced the depth and diversity of the learning programs we offered at our school. As 2021 progressed, we reconnected with some families and groups, welcomed eight students new to our school, and participated in community events wherever possible.

A sense of stability was a feature as regular events and routines were able to be re-established throughout the year. Resilience of staff, students and families were key to this outcome. Perseverance and patience meant that such activities as the Astronomy Night and Whale Watch tour were able to be undertaken. We finished the year on a high, with the children ably assisted by Fat Matt from Lunar Circus, performing the Karridale Kids Circus, and the whole school choir performing publicly at the school and in the community.

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 2021 our small rural school continued to be challenged by the impact of Covid-19 to deliver the broad range of activities we include to enhance active learning. The P&C members and School Board members worked with the staff and each term saw more events occur that had been put on hold during 2020.

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. A Growth Mindset was a daily focus in classes to promote health and wellbeing.

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 deliver on community expectations that all children will meet with success 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 2017-2021

Student Numbers (as at 2021 Semester 2)

Primary	KIN	PPR	YR1	YR2	YR3	YR4	YR5	YR6	Total
Full Time	(1)	4	5	4	10	2	4	10	40
Part Time	2								

Semester 2	2017	2018	2019	2020	2021
Primary (Excluding Kindy)	55	50	52	44	39

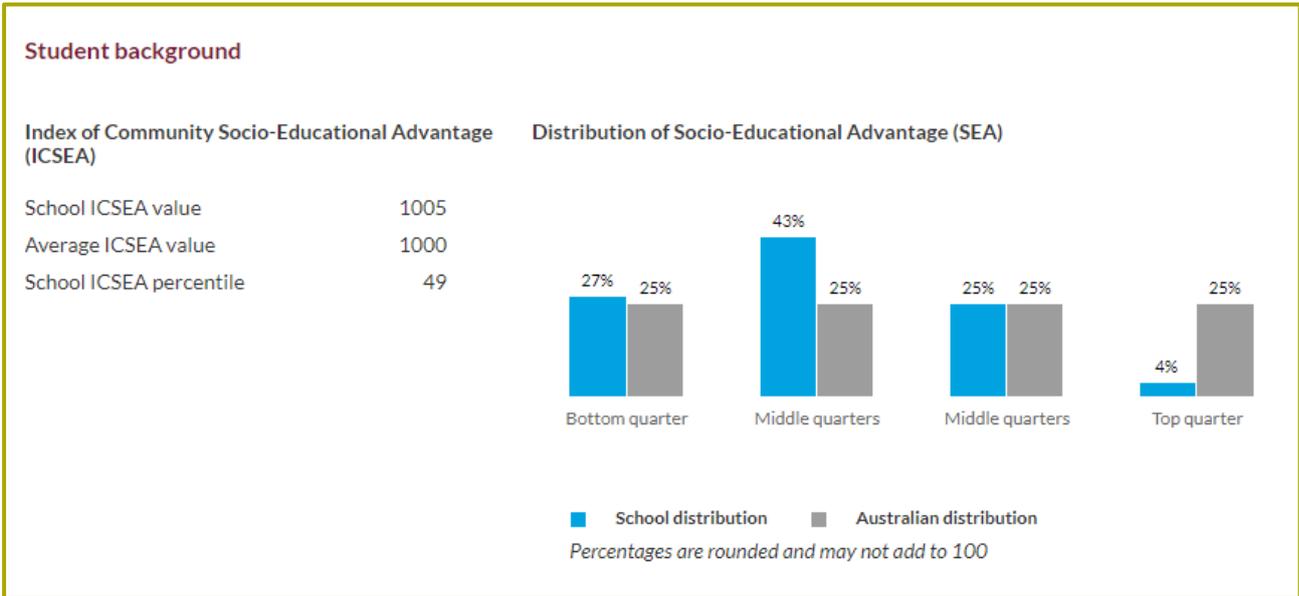
(Source: Schools Online)

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 delivered by teachers and education assistants. During 2020 and 2021, 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 1005, which is 18 points lower than 2020. 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)

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. This funding is used primarily for staffing, relief and resources to ensure Individual and Group Education Plans can be delivered using evidence based approaches. 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 2021, 0% 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 families 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 balances explicit and open ended instruction, dependent upon student need and purpose of the learning.
- 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 2021, these were undertaken when possible due to availability of providers.
- Individual, group and class learning contexts are varied throughout the week to best meet the needs of students. Flexibility is the key and refinements, such as modifying timetables, are implemented quickly after solutions focussed discussions amongst staff.



Student Attendance

YEAR	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	90.1%	92.7%	92.7%	null%	null%	null%	90.1%	92.5%	91.6%
2020	89.3%	93.3%	93.2%	null%	null%	null%	89.3%	93%	91.9%
2021	91.6%	92%	92.4%	null%	null%	null%	91.6%	91.8%	91%

During 2021 our attendance rate in the regular category was higher than the previous two years and just under the Like Schools rate and just above the WA Public schools rate. Our unexplained absences were again negligible sitting at 1%. We acknowledge the parents keeping us up to date when their children have time off.

YEAR	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	62.3%	24.5%	11.3%	1.9%
2020	51.1%	37.8%	11.1%	0.0%
2021	71.4%	22.9%	5.7%	0.0%
Like Schools 2021	72.1%	20.6%	6.0%	1.3%
WA Public Schools	71.0%	19.0%	7.0%	3.0%

Source: www.det.wa.edu.au/schoolsonline/attendance

THE SCHOOL BOARD

Many of the 2021 members have participated in the business of the School Board since at least 2014 when we commenced our Independent Public School readiness program. We had three staff join the Board during 2021. The School Board monitors the progress of the Business Plan, the school finances, student performance, program delivery and resourcing and takes an active interest in promoting the school in the community



2021 School Board Members

CHAIR Tamara Manser
PRINCIPAL Fiona Cormack

STAFF REPRESENTATIVES
 Rohan Bevan, Jane Jasper, Louise Van Vliet

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

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. During Semester 1, refining and finalising the School plan 2021-2023 formed a major part of considerations and discussions. We were also cognisant of our role in the verification visit as part of the three-year cycle of School Review, scheduled during Term 3. To this end, we were focused on The School Accountability for Improvement Areas of Relationships and Partnerships and Student Performance. The members were involved in the verification visit over a day, some attending a number of sessions due to their varying roles and volunteer roles in the school. Of note is Tamara Manser’s contribution to the School Board over many years and in a number of capacities as a parent, a teacher and a community member. Tamara “retired” as Chairperson and member at the end of 2021 as she is very busy in both her volunteer and work commitments, as well as family life. Thank you, Tam, for your contributions and leadership over many years.

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 2021, there were 10 Year 6 Student Councillors. The quality of their speeches to start the year and to finish the year at Graduation was of note as each person wrote with sincerity. It was obvious to all that they took their role in the school seriously and respected the leadership expectations that came with this role.



2021 Student Councillors

FRONT L-R:

- Felicity James
- Annysha Chesham
- Daniel Wood
- Indi Creagh
- Tom Martin
- Xavier Lutton

BACK L-R:

- Zia Thompson
- Charlotte Taylor
- Maggie-Bee Dobbie
- Stevie White

Responsibilities undertaken by the Student Councillors included:

- Assisting with the *Morning Reading Program* each day before school.
- Preparing for and running assemblies, including Student Council assemblies, younger students' class assemblies when needed and the ANZAC ceremony, both at school and in public.
- Maintaining the sport shed to a notably high standard (visitors to the school continue to notice).
- Conducting fundraising activities for camp.
- Developing student leadership skills through participating in special school activities.
- Assisting with recycling and other sustainable practices and routines around the school on a weekly basis.
- Modelling behaviour reflective of school expectations.
- Attending the community ANZAC Service.

A particular focus on managing the revegetation project meant the outstanding success rate for the 2020 areas continued to be maintained during 2021. Attention through the seasons ensured a really high success rate of between 80-90% from the new plantings.

Thank you to the Student Councillors for your valued contribution throughout the year. Your leadership was an asset to our school during 2021.



PART 2: PROGRESS AGAINST THE BUSINESS PLAN TARGETS



The Business Plan 2021 “Growing Our Sense of Place” reflects the high value the school community continues to place on:

- Providing every student with a pathway to successful learning.
- Strengthening personal and social skills to support health and wellbeing
- Growing Our Sense of Community through value-adding to the curriculum, undertaking special projects within the community and providing parent education to meet need.

FOCUS AREA 1 | Provide every student with a pathway to successful learning

Strategic allocation of teachers and education assistants so that expertise is matched to students’ needs, assists the education team to create a responsive approach to modifying curriculum to assist all learners. Specific selection of evidence based approaches and resources further refines curriculum delivery.

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

Semester 2 2021: A total of 8 children or 20% of the school enrolment completed Individual Education Plans, addressing a total of 82 targets. 76% of all targets were achieved. Of the balance, particularly in the Early Years, 24% of all targets were not achieved, due to inconsistent demonstration of achievement, meaning these targets were rated as partially achieved.

TARGET: All students are on track in the Early Years for continued success in school.

Semester 2 2021: 25% of children in the Early Years were experiencing intensive support to assist them with their learning in small groups and at times individually. All children requiring individual support were receiving it through participating in their Individual Education Plans and small group adjustments. Due to small numbers it is not possible to report further information.

FOCUS AREA 2 | personal and social skills are strengthened to support health and wellbeing.

The emphasis is to promote a growth mindset to ensure the students are fully engaged in their learning. The staff are expected to exhibit strong levels of self-efficacy so that they as role models, positively influence the students across the school. Due to Covid-19, a daily focus on health and well-being and promoting a positive mindset continued throughout 2021.

TARGET: All students in Years 3-6 report a strong growth mindset or growth mindset with some fixed ideas. 2021: 100% of children in Years 3-6 reported a strong growth mindset or a growth mindset with some fixed ideas. *(Target achieved)*

TARGET: All students in Years 3-6 score at least 28 points or above in the connected to school survey. 2021: 100% of students achieved a score of 32 or above. *(Target achieved)*

TARGET: Unless on an Individual Education Plan for behaviour, by the end of Year 2 all students are rated as often or consistently in Reporting to Parents in the following three areas as follows:

1. Collaborates in group activities. *(Target Achieved)*
2. Resolves conflict in appositive manner. *(Target Achieved)*
3. Participates responsibly 80%. *(Target Not Achieved)*

TARGET: Unless on an Individual Education Plan, By the end of Year 6 all students are rated as often or consistently in Reporting to Parents in three areas as follows:

1. Shows courtesy and respect for the rights of others *(Target Achieved)*
2. Participates responsibly in social and civic activities *(Target Achieved)*
3. Cooperates productively and builds positive relationships with others. *(Target Achieved)*

FOCUS AREA 3 | Grow our sense of community

The emphasis in this focus area is to further develop community links in the Community. This will be measured through the use of the School Opinion data, particularly in three areas that are rated.

TARGET: the school has a strong relationship with the local community increases from a rating of 3.5

TARGET: The school looks at ways to seek improvement maintains or increases rating of 4.1 or above

TARGET: The school takes parents opinions seriously maintains or increases a rating of 4.0 or above

As this is a two yearly measure, we don't have additional data available in 2021, as the above targets were set using the 2021 survey results.





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, and we respect the confidentiality of individual student results. To report results could potentially identify individual children.

What we found as a result of NAPLAN 2021

2021

- Between eight and nine students from Year 3 completed each assessment and three in Year 5.
- As a group, Year 3 student's results were reflective of the normal curve, with Writing and Reading being a strength.
- No comment can be made about the Year 5 group due to the small numbers.

Reading Programs

Our *Home Reading Program* and *Reading Before School Program* are core school routines. Participating regularly provides opportunities for children to build decoding skills, fluency and an enjoyment of reading. We know that if students don't read regularly they're more likely to show low progress or very low literacy progress.

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 read by children at home throughout the year, and the number of days students P to Year 6 read before school each term. 58% OF eligible students read for 200 or more nights. 98% of eligible students read for 100 nights or more.

2021

74% of eligible students read for 200 or more nights, compared to 87% in 2020.

Maths Progress and Achievement

2021

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

We track children each term through the results of module assessments undertaken as part of our Origo program. Three of the year levels Year 2-5 had results where 100% of students achieve 50% or more in their module reviews and about half had more than 50% of the group achieving more than 75%.

Programs were supplemented with individual tutoring for identified students three mornings a week and a number of students were integrated back into classrooms. The approach is valuable and students have been identified to participate in 2022, with an allocation of Education Assistant time being made to ensure this happens.

We also track students' ability to recall basic facts in each of the operations. Addition is a strength across year levels, with some children needing more time to improve in subtraction, multiplication and/or division, but not many across all three areas. Understanding and applying basic facts increases fluency in Maths and as such is valued.



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.

Surveys conducted in 2021 included:

- Student voice was sought to assist decision regarding our School Business plan, through surveys.

School Based Surveys undertaken in 2021 included:

- Parents-refining planning for switching to Remoter Learning and planning for this in 2022.
- Teachers-surveys regarding Health and Wellbeing program impact, surveys as a result of professional learning.



School Opinion Surveys

During second semester 2020, we sought feedback using a number of specific school based surveys to assist us to set directions for the 2021-2023 Business Plan, with involvement from the staff, students and School Board members, particularly reaching out to parents. In 2021, to ensure all 2021 parents had a voice, we also conducted a *National School Opinion Survey* to double check our directions were on track before finalising the Business Plan 2021-2023. We received 16 returns.

Strengths identified included;

- Teachers treat children fairly, care about them, are perceived as good teachers.
- The premises are well maintained.
- Parents can talk about their concerns.
- The children like being at our school.
- The opinions of parents are taken seriously.
- My child is making good progress at school and learning needs are being met.
- Parents would recommend the school to others and are satisfied with the overall standard of education.

As a result of the survey the following three items were identified to focus on to either maintain or improve ratings:

1. The school relationship with the local community.
2. The school looks at ways to improve.
3. The school takes parents opinions seriously.

Parents are surveyed at the start of the year regarding their hopes and aspirations for their children plus other information to assist effective communication between the school and parents, access to the internet and devices for remote learning, student interests, and children’s sleep.

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 (we have yet to receive and returns for 2021):

- 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 improvement are also welcomed and assist planning for the following year.



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 and has been maintained.

Student Surveys

2021 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. These messages are consistent with previous years.

Staff Feedback 2020-2021

An important focus on Health and Wellbeing commenced for staff, parents and students prior to 2021.

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 2020, after much planning and remodelling of the course so it could be delivered remotely due to Covid-19, 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 program 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 program continued into 2021 and post program results from surveys undertaken by participants identified that 81.8% reported improved health benefits, decrease in liabilities and increase in assets. Increases in compassion, health awareness and bounce were the top three assets improved and sleep delay, apathy and indecisiveness were the greatest areas reduced in terms of liabilities. A grant to train new staff and revisit for existing has been applied for to promote benefits for staff in 2022.





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 2021 was \$939,708 and the cash expenditure as part of this total was \$90,502.00, an overall decrease in funding from 2020.

Through the student centred funding model, the school receives additional funding for students potentially experiencing educational disadvantage. In 2021, the school received funding to address the following student characteristics:

Disability	\$3251.87
Disability education adjustment	\$59 274.00
English as an Alternative Language/Dialect (EALD)	\$0.00
Social Disadvantage	\$6 809.15
TOTAL	\$69 335.02

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

- Time for Education Assistants to assist in class and the playground to implement Individual and Group Education Plans, and to integrate and support students needing assistance.
- 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 2021, a significant allocation was received for Covid-19 cleaning during school and outside school hours, greatly assisting our ability to keep our school safe.



The following table summarises the expenditure of the school budget for 2021



Karridale Primary School		Operational - As at 31/Dec/21		
Detailed Summary of Financial Position		Dec 2021		
Operating Accounts	2020 Full Year Actual	2021 Forecast Full Year	2021 Year to (YTD)	% YTD Actual FY Forecast
Funding Allocation				
Salaries (Excluding transfer from Bank Account to Salaries)	\$849,071	\$728,972	\$728,972	100.0
Cash - Student-centred Funding	\$69,230	\$61,674	\$61,673	100.0
Cash - Locally Raised Funds (Excluding Transfers from Reserves)	\$11,480	\$22,849	\$23,096	101.1
Total Funding	\$929,780	\$813,495	\$813,742	100.0
96.0% of Total Funding Allocation	\$892,589	\$780,955	\$781,192	
10.0% of Opening Balance	\$22,587	\$21,003	\$21,003	
Minimum Expenditure Required	\$915,176	\$801,958	\$802,195	
Minimum Expenditure Required as a percentage of Total Funding	98.4	98.6%	98.6	
Expenditure				
Salaries	\$826,645	\$774,928	\$774,928	100.0
Cash (Excluding Transfers To Reserves and Transfer from Bank Account to Salaries)	\$118,971	\$109,154	\$85,452	78.3
Total Expenditure	\$945,616	\$884,082	\$860,380	97.3
Expenditure as a percentage of total funding	101.7	108.7	105.7	
Variance to Minimum Expenditure Requirement	\$30,441	\$82,124	\$58,185	
Operating Surplus	-\$15,836	-\$70,587	-\$46,639	
Surplus if Minimum Expenditure Requirement met	\$14,604	\$11,537	\$11,546	

(Source: Schools Resourcing System)

Balance of Funds	2020 Full Year Actual	2021 Forecast Full Year	2021 YTD Actual
Opening Balance			
Salaries	\$74,106	\$96,532	\$96,532
Cash	\$48,974	\$23,216	\$23,216
Reserves - Cash	\$102,788	\$90,284	\$90,284
	\$225,868	\$210,032	\$210,032
Movement (Operating Surplus, Salary Transfers, Reserve Trans			
Salaries - Operating Surplus	\$22,426	-\$45,956	-\$45,956
Salaries - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Operating Surplus	-\$38,262	-\$24,631	-\$683
Cash - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Transfer from Reserves	\$14,229	\$6,465	\$6,465
Cash - Transfer to Reserves	-\$1,725	-\$5,050	-\$5,050
Reserves - Transfer to Cash	-\$14,229	-\$6,465	-\$6,465
Reserves - Transfer from Cash	\$1,725	\$5,050	\$5,050
	-\$15,836	-\$70,587	-\$46,639
Closing Balance			
Salaries	\$96,532	\$50,576	\$50,576
Cash	\$23,216	\$0	\$23,948
Reserves - Cash	\$90,284	\$88,869	\$88,869
	\$210,032	\$139,445	\$163,393
Closing Balance as a percentage of Total Funding Allocation	22.6	17.1	20.1
Additional expenditure requirement for following year	\$21,003	\$13,944	\$16,339
If Minimum Requirement met			
Closing Balance	\$240,472	\$221,569	\$221,579
Closing Balance as a percentage of Total Funding	25.9	27.2	27.2
Additional expenditure requirement for following year	\$24,047	\$22,157	\$22,158

(Source: Schools Resourcing System Detailed Financial; Summary Tab)

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 \$46 157.72 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 2021 included:

- Connecting with students, staff and parents and offering support as needed.
- Promoting and modelling care and kindness with students, staff and parents.
- Working with students to coordinate school events and work with students to contribute positively as citizens of the school, including Student Councillors.
- Assisting families to connect with agencies outside the school.
- Working with staff to respond to issues connected with Covid-19.
- Assisting in class with short term projects.
- Participating in the re-launch of the Karri Kids Playgroup after the break in late 2020 due to Covid-19.

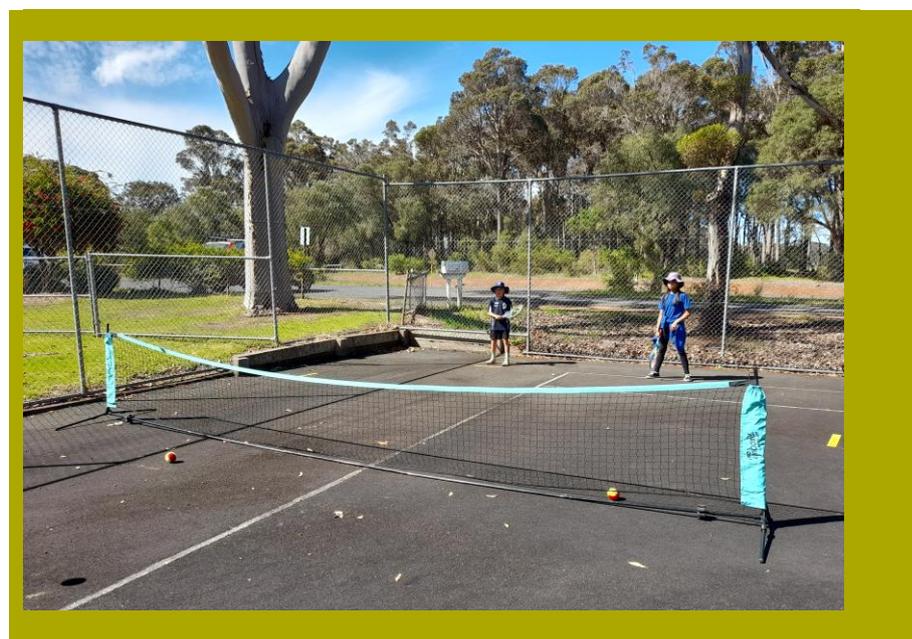
Feedback from the surveys of staff, students and parents showed ongoing satisfaction with the service.

Primary School Science Project

Being a small school meant we received \$5000.00 to assist us to upgrade resources for teaching science. We purchased some of the disposable resources needed in the short term in 2021 and in 2022 plan to expand the balance of funds on further materials and a dedicated science area within the teacher resource room.

Sporting Schools Program

We applied for a Sporting Schools Grant and received \$1800.00 to implement eight-tennis lessons for children from Pre-primary to Year 6 during Term 4. Tennis lessons were enthusiastically received by all children, with great progress noted for all. Tennis remains as a popular recess and lunch activity for the children throughout all seasons.



National Partnership on Universal Access to Early Childhood Education

Schools receive a per capita allocation to ensure a Kindy program can be increased from two days a week to two and a half days a week. This is allocated to all schools each year. A total of \$1966.00 was received in 2021 and was expended as salary.

During 2021 we continued to offer our Kindy Program all day Monday and Wednesday and until 1.00pm on Tuesdays.

Project Yoogoo Dji NBN

We received a total of \$13260.00 to improve our internet service via satellite through a 12 month contract, as an interim measure, whilst upgrades were undertaken to improve the delivery of internet into the school through cabling and exchanges. This meant a standard delivery speed for all users could be maintained. The funds were supplied by the Department of Education and the contract managed by procurement in central office.

EBA Commitment to Curriculum Support PL for teachers

A total of \$1428.00 was received to release teachers for half a day to improve their knowledge of online curriculum materials available through the Standards and Curriculum Authority WA and DoE related materials. The purpose was so that teachers were given some time to familiarise themselves with these resources according to their specific teaching roles. This was a commitment negotiated in the current *Enterprise Bargaining Agreement (EBA)* to assist teachers in planning and assessing.

Teacher Relief Funds to cover completion of the National Quality Standard review process

A total of \$571.12 was received to compensate teacher time used to complete the national Quality Standard review pertinent particularly to Early Years Education.



PART 6: POSSIBLE FUTURE DIRECTIONS FOR 2021 AND BEYOND

SUCCESS FOR ALL STUDENTS Relationships and Partnerships, including:

- Promotion of the school in the broader community.
- The Public School review team support the following:
 - Continue to promote the work of the School Board through greater visibility in the school community.
 - Explore ways to promote to the wider community the quality and unique benefits of the education a small school can offer and the positive contribution the school's sustainability program has on student outcomes and wellbeing.

Source: Karridale Primary School Public School Review

SUCCESS FOR ALL STUDENTS Learning Environment, including:

- Continue a focus on developing skills and knowledge in Protective Behaviours and behaviour education.
- The review team support the following:
 - As identified in the business plan, continue to promote development of personal and social skills that support student health and wellbeing.
 - Continue to provide opportunities for staff to engage in workshops to cultivate resilient educators.

SUCCESS FOR ALL STUDENTS Leadership, including:

- The review team support the following:
 - Curriculum leaders to collaborate with staff to develop and document school-wide agreements for monitoring and assessing student performance in English and mathematics.
 - Strengthen feedback opportunities for staff on teaching practice identified through staff performance and development plans

Source: Karridale Primary School Public School Review

- Continue to build the capacity of the School Board members



SUCCESS FOR ALL STUDENTS Resources, including:

- Work with the P&C members to plan additional community based activities such as the Astronomy night, and a whole school Big Day Out, to value add to curriculum experiences during school time.
- The review team support the following:
 - Continue to engage staff in the school's budgeting and financial planning processes.

Source: Karridale Primary School Public School Review

SUCCESS FOR ALL STUDENTS Quality Teaching, including:

- 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.
- The review team support the following:
 - Continue to work with staff in 'revisioning' the English plan to accommodate multi-age groups across all phases of learning.
 - Create a scope and sequence that aligns to and supports the implementation of The Writing Revolution.
 - Consolidate and articulate a whole-school instructional framework and consistent teaching approach.
 - Further explore Explicit Direct Instruction to be incorporated into the whole-school instructional framework.



Source: Karridale Primary School Public School Review

SUCCESS FOR ALL STUDENTS Student Performance and Achievement, including:

- Explore opportunities for staff to participate in moderation processes with like schools.
- Continue to support use of the On-entry Assessment Program, Pre-primary to Year 2, and the development of staff capacity to utilise the marking key.
- Continue with the implementation of Brightpath to support moderation processes and planning across the school.

Source: Karridale Primary School Public School Review



PART 7: ENDORSEMENT



The Karridale Primary School 2021 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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