

KARRIDALE PRIMARY SCHOOL

2022 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.

Our school vision underpins all that we do:

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

Keeping our School Vision centre front and ensuring enactment of the focus areas in the School Business Plan were at the forefront of school operations ensured student engagement and participation was maintained

The Business Plan 2021-2023 “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.

Progress was made on our Business Plan 2021-2023 during 2022, despite interruptions to school operations due to the impact of managing Covid-19 and absences of students and to a lesser extent, staff members.

Our connections with events in the community were reduced due to the impact of Covid-19 on organisations running events such as the Augusta River Festival, the Interschool Sports and the Whalesong Festival.



Efforts to monitor and maintain mental health and wellbeing continued to be very important as the Covid-19 pandemic impacted the school during 2022. We needed to be adaptable and flexible in our approaches to supporting families as the attendance of some students was affected by heightened anxiety. There was a noticeable increase in students enrolling and departing throughout the year. The lack of accommodation available for rent impacted families in the Karridale area.

Staff planned interesting learning through including invited guests and planning excursions wherever possible. Events undertaken included:

- the Short camp to Margaret River for the Year 4-6 students
- the faction sports took place in Term 4 after being postponed due to the impact of managing Covid-19
- we worked with a dance teacher culminating in a whole school item at the Graduation and Awards Assembly in December
- we prioritised regular mindfulness and yoga activities for all ages
- Instrumental Music (Classical Guitar) lessons were undertaken for Year -5-6 students each week
- we showcased our visual arts creating displays for the Augusta Spring Show and Margaret River Agricultural Show
- we undertook our Adopt a Spot environmental program
- canteen opened again
- tennis lessons for P-6 students were undertaken in Term 4
- students sang at the Augusta Carols at Colour Patch and volunteers participated in the combined church Christmas gathering in Augusta in December
- the P&C achieved a goal to take the whole school on an excursion known as the P&C Big Day Out and in 2022 this was held at Amaze-n Margaret River.
- fun day was held to finish the year where the children rotated through various activities using inflatable equipment.
- an artist installed a beautiful mural showcasing local birds that frequent the local area, with the intention of the project continuing in 2023 to beautify the school and rejuvenate the look as part of the 140th celebrations.

The staff worked very hard to deliver many school events that would normally take place, despite Covid-19 being present within the community. The children welcomed these opportunities and continue to endorse experiences as an important aspect of their learning.

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 2022 our small rural school and families continued to be challenged by the impact of Covid-19 as we all worked together implementing management requirements. We worked hard to keep our school a safe place to be and a school that could stay open.

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. Promoting health and wellbeing was an important focus each day in each class and in the playground. Staff actively promoted a Growth Mindset and planned specific lessons to assist the students to feel secure when at school.

Karridale Primary School children thrive because our experienced staff members create a stimulating education, built around the individual needs and interests of each child. Together with parents, we strive to ensure all students 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 2018-2022

Student Numbers (as at 2022 Semester 2)

Primary	KIN	PPR	YR1	YR2	YR3	YR4	YR5	YR6	Total
Full Time	(2)	6	5	5	3	11	2	4	38
Part Time	4								

Semester 2	2018	2019	2020	2021	2022
Primary (Excluding Kindy)	50	52	44	39	37

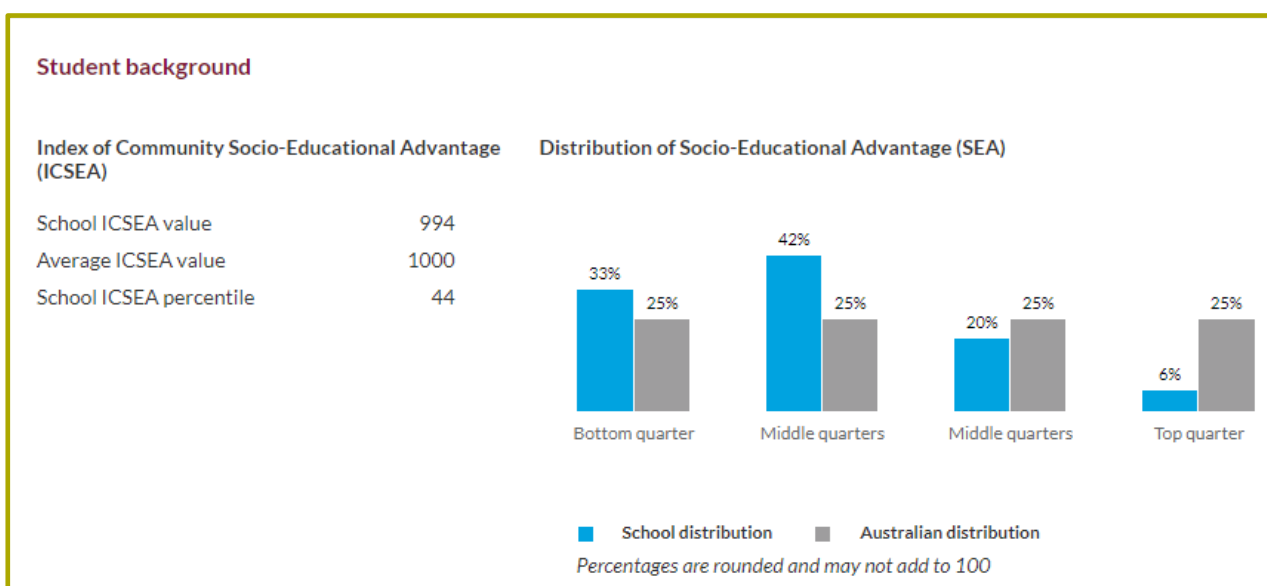
(Source: Schools Online)

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 2022, we scheduled three classes Mondays, Tuesdays and Wednesdays all day and Thursday and Friday mornings. Thursday and Friday afternoons were two classes (P-2 and Year 3-6). Some sessions such as Better Buddies and some incursions/ excursions, some sports 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 2022), the socio-economic profile of our school is 994, which is 12 points lower than 2021. This continues a trend where our ICSEA had been decreasing in value. 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 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 2022 8% 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 trusting and supportive of the school to maintain these high expectations.
- An approach to instruction for Kindy to Year 6 students that balances explicit direct instruction and play based instruction, dependent upon student need and purpose of the learning.
- Teaching and learning practices are selected from approaches and resources using evidence-based practices and documented in whole school curriculum plans in Learning Areas.
- 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 excursions, incursions and special events that are held throughout the year. In 2022, only a handful of opportunities were not able to be undertaken due to the impact of Covid-19.
- 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 and groups within classes, are implemented quickly after solutions focussed discussions amongst staff are held and actions taken.



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
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%
2022	82.5%	87.9%	88.3%	null%	null%	null%	82.5%	87.4%	86.6%

During 2022 our attendance rates were influenced by Covid-19. Our unexplained absences were again low for current students, sitting at 3%, an increase from 1% for 2021. We acknowledge the parents keeping us up to date when their children have time off and appreciate their communications with us.

YEAR	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	51.1%	37.8%	11.1%	0.0%
2021	71.4%	22.9%	5.7%	0.0%
2022	41.7%	33.3%	13.9%	11.1%
Like Schools 2021	49.2%	35.6%	12.4%	2.8%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

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

THE SCHOOL BOARD

Many of the 2022 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 new members join the Board during 2022: Robyn Dennis, Nat Mulvey (teacher after 2021 when community member) and Dannielle Owen. The role of the School Board is to monitor the progress of the Business Plan, the school finances, student performance, program delivery and resourcing and members are expected to take an active interest in promoting the school in the community



2022 School Board Members

CHAIR John Wilson

PRINCIPAL Fiona Cormack

STAFF REPRESENTATIVES

Robyn Dennis Jane Jasper, Nat Mulvey

COMMUNITY REPRESENTATIVES, Margaret
Martin John Wilson

PARENT REPRESENTATIVES

Kristy Hathaway, Nanette O'Connor, Dannielle
Owen

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 2023, due to Covid-19, we reduced the frequency of meetings to once a term. Not all members were available for all scheduled meetings but those able to attend contributed to items on the agenda being addressed in a robust and thorough manner

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

THE STUDENT COUNCIL

During 2022, there were four Year 6 Student Councillors. The members upheld the expectations of them as student leaders and they were busy throughout the year undertaking their duties. The Graduation ceremony was an emotional time for them as we farewelled three of the four students who had attended our school since Kindergarten.



2022 Student Councillors

- Jesse Del Rosario
- Rosette Del Rosario
- Chelsea Hathaway
- Saxon O'Shea

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 and comment about the standard of organisation in there)..
- 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 and representing the school by laying a wreath.

Thank you to the Student Councillors for your valued contribution throughout the year. Your leadership was an asset to our school during 2022. You were reliable role models for younger students.



PART 2: PROGRESS AGAINST THE BUSINESS PLAN TARGETS



The Business Plan 2021-2023 “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, creates a responsive approach to modifying curriculum to assist all learners. Specific use of evidence-based approaches and resources further refines curriculum delivery for class and Year level delivery, and for those children needing additional assistance.

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

Semester 1 2022: due to the impact of illness, data wasn’t aggregated. Semester 2 showed that 51% of students achieved or substantially achieved documented targets in their individual Education Plans and Social/Emotional Plans. Nine students had documented plans rated in Semester 2. Success rates ranged from 100% (2 students) to 30% for one student. Irregular attendance (31% attended regularly in Semester 2) impacted on outcomes and extended wait time for assessments from health professionals for students for students referred also impacted some students.

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

Semester 2 2022: due to small numbers of students in the K-PP and Year 1-3 class in the mornings, most Early Years children were experiencing intensive support to assist them with their learning in small groups and at times individually. Where possible, some parents also supported learning through activities at home. All children requiring individual support were receiving it through participating in their Individual Education Plans and small group adjustments, and through common approaches for teaching across the school, including explicit teaching and planned daily reviews. As only one third of the students attended regularly, absences did impact progress and achievement for some. Others who attended were able to experience direct teaching at point of need. Due to small cohorts in each year level, it is not possible to report further information. *(Target not achieved).*

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 and 2022, particularly after the virus became prevalent in our community.

TARGET: All students in Years 3-6 report a strong growth mindset or growth mindset with some fixed ideas. 100% of children in Years 3-6 reported a strong growth mindset or a growth mindset with some fixed ideas. Due to

reduced attendance in Term 2, the survey was not able to be completed. Teachers monitored each student and responded to each child's needs as required. The need to analyse group data was therefore not relevant in 2022.

TARGET: All students in Years 3-6 score at least 28 points or above in the connected to school survey.

Due to Covid-19 related absences, only 16 children returned a survey. All students excepting one achieved a rating of 28 or above. *(Target not 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: 60% *(Target not achieved)*
2. Resolves conflict in appositve manner: 40% *(Target not achieved)*
3. Participates responsibly: 80%. *(Target 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:

4. Shows courtesy and respect for the rights of others: 100% *(Target Achieved)*
1. Participates responsibly in social and civic activities: 100% *(Target Achieved)*
2. Cooperates productively and builds positive relationships with others: 100% *(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 as follows:

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 biennial measure, we don't have additional data available in 2022, as the above targets were set using the 2021 survey results. The School Opinion Survey will be conducted with parents and staff in 2023 prior to target setting for the new Business Plan 2024-2026.

Please note the Year 5 and 6 students do complete the School Opinion Survey each year in Semester 1.



PART 3: STUDENT ACHIEVEMENT

National Assessment Program in Literacy and Numeracy (NAPLAN)

During 2022 we had one Year 5 student and three Year 3 students complete the assessments.

What we found as a result of NAPLAN 2022

- No comment can be made about the Year groups due to the small numbers.
- Each assessment was considered individually for each student and decisions were made regarding areas to focus on moving forward for individual students. Teachers met with parents as part of this process.

Reading Programs

Our *Home Reading Program* and *Reading Before School Program* are core routines promoted for all students in Pre-Primary to Year 6. Participating regularly provides opportunities for children to build decoding skills, fluency skills, vocabulary knowledge and an enjoyment of reading for pleasure or learning. We know that if students read regularly, they're more likely to show average or above progress on measures such as 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 read by children at home throughout the year, and the number of days students P to Year 6 read before school each term. During 2021, 58% of eligible students read for 200 or more nights. 98% of eligible students read for 100 nights or more. During 2022, there was a significant drop in the number of students achieving 200 nights reading due to absenteeism and the impact of Covid-10. The rate was one third (3%) of eligible students (58% in 2021). In 2022, 66% read 100 nights or more (98% in 2021).

Maths Progress and Achievement

2022

Maths is the Learning Area across the school with the largest spread of achievement P-6 as reported in Reporting to Parents. Maths is one of two Learning Areas with the largest number of students achieving an A or B grade. (The other area is P Ed).

Children's progress and achievement is tracked each term through the results of module assessments undertaken as part of our Maths program using the Origo module reviews. Programs are supplemented with individual tutoring for identified students three mornings a week and a number of students were successfully integrated back into classrooms due to growth as a result of this program. The tutoring approach is highly valued as assisting some students to narrow the gap, and students have been identified to participate in 2023, with an allocation of Education Assistant time to ensure this happens.





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 2022 included an emphasis on student voice

- Connectedness to school
- Year 5 and 6 students completed the School Opinion survey.
- Reflecting on incursions and excursions
- Reviewing the chaplaincy service
- Suggestions for canteen menus



School Opinion Surveys

During second semester 2020, we sought feedback using 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, and importantly parents. 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 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.

The next survey of parents is scheduled for 2023. Parents continue to be surveyed at the start of the year regarding their hopes and aspirations for each of their children plus other information to assist effective communication between the school and parents. Matters such as, access to the internet and devices and time spent on devices, student interests, and children's sleep are included to enable deeper understanding of each child's situation away from school is current.

Exit Surveys

Exit surveys are offered to families leaving the school so we can learn from their feedback. During 2022 no families returned surveys but anecdotally let us know how pleased they were with the education their child/children received whilst attending our school.

Four students graduated at the end of the year, four children transferred to home schooling during the year and one student left the district.

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 who are building a reputation of asking inquiring questions and making comments that show they are building knowledge based on previous experiences and able to recall this knowledge and skills.

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 58 additional groups and people external to the school. (43 in 2021)

Staff Feedback

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 promoting *The Daily Dozen* to assist us all to create a daily context for Health and Well-being and really set the scene for all.

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 was applied for to promote benefits for staff in 2022. whilst this wasn't successful, funding was set aside for the program to be offered to new teachers to the school, as we had a significant change in staff due to retirement and leave. due to covid-19 this was not able to be organised with the eastern states deliverer but is recommended to be attempted again in 2023.





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, with salary as the greater expenditure.

The total allocated funding, including locally raised funds for 2022 was \$827 878.00, (down from \$939,708 in 2021), and the cash expenditure as part of this total was \$61 253.00, an overall decrease in cash expenditure from 2021 of approximately \$30 000.00.

Through the student-centred funding model, the school receives additional funding for students potentially experiencing educational disadvantage. In 2022, the school received funding to address the following student characteristics:

Disability	\$0.00
Disability education adjustment	\$63 282.95
English as an Alternative Language/Dialect (EALD)	\$0.00
Social Disadvantage	\$8 425.23
TOTAL	\$71 708.18

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 as needed.
- Professional learning opportunities for staff to refine individual planning and special programs. A line of Inquiry was embarked on by teachers to build their knowledge of the Science of Reading approach and explicit direct instruction. Reflections took place on the delivery of synthetic phonics and scope and sequence maps in aspects of English, to improve the quality of teaching P-6.
- 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 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 received some additional funding for Operational Response. During 2022, a significant allocation was received for Covid-19 cleaning during school, greatly assisting our ability to keep our school safe.

Musica Viva, Sporting Schools, the Lions Club of Leeuwin, the Augusta Gardening Club and the P&C also made significant contributions to our school finances. We recognise and welcome their ongoing support and the opportunities we were able to provide because of their generous support.



The following table summarises the expenditure of the school budget for 2022

Karridale Primary School		Operational - As at 31/Dec/22			
Detailed Summary of Financial Position		Cash Verified - Dec 2022			
Operating Accounts		2021 Full Year Actual	2022 Forecast Full Year	2022 Year to Date (YTD) Actual	% YTD Actual of FY Forecast
Funding Allocation					
	Salaries (Excluding transfer from Bank Account to Salaries)	\$728,972	\$783,727	\$783,727	100.0%
	Cash - Student-centred Funding	\$61,673	\$28,541	\$28,541	100.0%
	Cash - Locally Raised Funds (Excluding Transfers from Reserves)	\$23,096	\$15,554	\$15,611	100.4%
Total Funding		\$813,742	\$827,822	\$827,878	100.0%
	96.0% of Total Funding Allocation	\$781,192	\$794,709	\$794,763	
	10.0% of Opening Balance	\$21,003	\$16,339	\$16,339	
	Minimum Expenditure Required	\$802,195	\$811,048	\$811,103	
	Minimum Expenditure Required as a percentage of Total Funding	98.6%	98.0%	98.0%	
Expenditure					
	Salaries	\$774,928	\$782,847	\$782,847	100.0%
	Cash (Excluding Transfers To Reserves and Transfer from Bank Account to Salaries)	\$85,452	\$83,229	\$61,253	73.6%
Total Expenditure		\$860,380	\$866,077	\$844,101	97.5%
	Expenditure as a percentage of total funding	105.7%	104.6%	102.0%	
	Variance to Minimum Expenditure Requirement	\$58,185	\$55,029	\$32,998	
Operating Surplus		-\$46,639	-\$38,255	-\$16,222	
Surplus if Minimum Expenditure Requirement met		\$11,546	\$16,774	\$16,776	

(Source: Schools Resourcing System)

Balance of Funds	2021 Full Year Actual	2022 Forecast Full Year	2022 YTD Actual
Opening Balance			
Salaries	\$96,532	\$50,576	\$50,576
Cash	\$23,216	\$23,948	\$23,948
Reserves - Cash	\$90,284	\$88,869	\$88,869
	\$210,032	\$163,393	\$163,393
Movement (Operating Surplus, Salary Transfers, Reserve Transfers)			
Salaries - Operating Surplus	-\$45,956	\$880	\$880
Salaries - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Operating Surplus	-\$683	-\$39,135	-\$17,102
Cash - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Transfer from Reserves	\$6,465	\$24,579	\$24,579
Cash - Transfer to Reserves	-\$5,050	-\$7,370	-\$7,370
Reserves - Transfer to Cash	-\$8,465	-\$24,579	-\$24,579
Reserves - Transfer from Cash	\$5,050	\$7,370	\$7,370
	-\$46,639	-\$38,255	-\$16,222
Closing Balance			
Salaries	\$50,576	\$51,456	\$51,456
Cash	\$23,948	\$2,022	\$28,555
Reserves - Cash	\$88,869	\$71,660	\$67,160
	\$163,393	\$125,138	\$147,171
Closing Balance as a percentage of Total Funding Allocation			
	20.1%	15.1%	17.8%
Additional expenditure requirement for following year	\$16,339	\$12,514	\$14,717
If Minimum Requirement met			
Closing Balance	\$221,579	\$180,167	\$180,169
Closing Balance as a percentage of Total Funding	27.2%	21.8%	21.8%
Additional expenditure requirement for following year	\$22,158	\$18,017	\$18,017

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



Targeted Initiatives

In addition to Student Centred Funding from the Department of Education, the school also received funding as Targeted Initiatives. A total of \$22 868.84 was received into the school as Targeted Initiatives.



National School Chaplaincy Program and in School State Funded 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 totalling \$23 483.18 to fund a School Chaplain 1.5 days per week, rostered as one a day a week one week and two days a week the alternative week.

Outcomes from this program were impacted due to the Chaplain on leave over two terms and feedback showed students, staff and families valued:

- Mindfulness sessions, cooking, breakfasts and in choir.
- Having a helpful and caring person available in school to talk with incidentally.
- The Chaplain contributing care and kindness with students, staff and parents.
- Assisting families to connect with agencies outside the school.
- The Chaplain working with staff to respond to issues connected with Covid-19.
- The Chaplain assisting in class with short term projects.

Feedback from the surveys of students showed ongoing satisfaction with the service and a confirmation for existing programs to continue with greater regularity in 2023.

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, although the number of lessons were reduced as our usual coach was not able to attend and the replacement coach had reduced availability. Tennis remains a popular recess and lunch activity for the children during and after lessons.

Preschool Reform Agreement

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 \$3992.00 was received in 2022 and was expended as salary. During 2022, we continued to offer our Kindy Program all day Monday and Wednesday and until 1.00pm on Tuesdays.



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. This includes greater visibility of the School Board members in the School Community.
- Explore ways to promote to the wider community the quality and unique benefits of the education our 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*
- Nurture relationships with families when absences from Covid-19 and children's anxiety impacts attendance

SUCCESS FOR ALL STUDENTS | Learning Environment, including:

- Continue a focus on developing skills and knowledge in Protective Behaviours and behaviour education.
- 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:

- 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-trial mentoring for cohesive lesson delivery in English.

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:

- Agree on school approaches to curriculum delivery through lesson planning sequences and agreed whole school scope and sequences and how these can be modified to accommodate specific student profiles within each multi-age class. Link to teacher classroom observations, mentoring/coaching and moderation activities.
- Consolidate and articulate a whole-school instructional framework and consistent teaching approach that includes Explicit Direct Instruction and planned daily review cycles.
- Review where value-adding activities through incursions and excursions are relevant and emphasize Aboriginal Cultural Awareness.
- Document Design Technologies Plan for K-6.

Source: Karridale Primary School Public School Review

SUCCESS FOR ALL STUDENTS | Student Performance and Achievement, including:

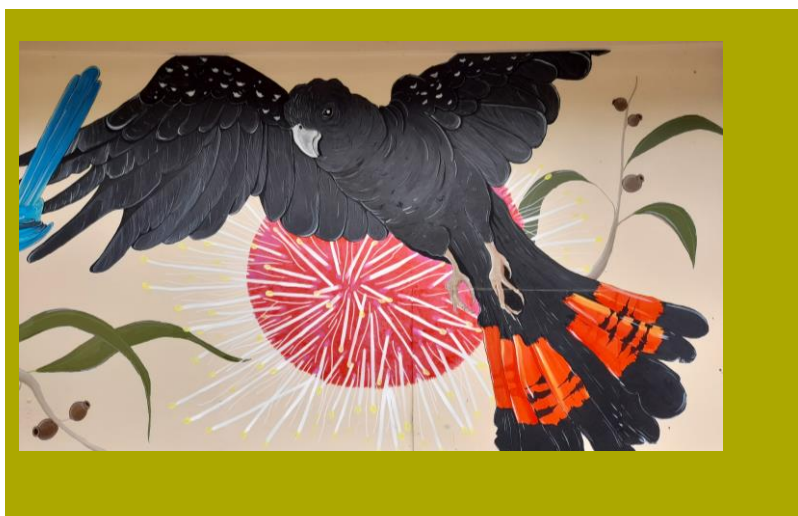
- Explore opportunities for staff to continue to participate in moderation processes with like schools and make use of digital approaches such as Brightpath and On Entry to moderate within the school.

Source: Karridale Primary School Public School Review





PART 7: ENDORSEMENT



The Karridale Primary School 2022 Annual School Report is endorsed by:



John Wilson
CHAIR
SCHOOL BOARD



Fiona Cormack
PRINCIPAL

KARRIDALE PRIMARY SCHOOL



*growing through learning
active bodies, healthy minds*

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