

KARRIDALE PRIMARY SCHOOL

# 2023 ANNUAL SCHOOL REPORT



*growing through learning  
active bodies, healthy minds*



# PRINCIPAL'S MESSAGE

During Term 1 each year we publish our Annual School Report for the previous year. The purpose of the report includes describing and reporting about:

- 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 and describes our collective purpose for our students.

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

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.

Whilst Covid-19 impacted on some intentions early in the Business Plan implementation during 2021 and 2022, the context during 2023 saw health and wellbeing a primary focus across the school.

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 continued to incorporate student ideas and preferences into planning for interesting learning including class activities, performances, working with invited guests, meeting new members of the community, and conducting excursions to enhance learning.

#### Special events undertaken included:

- The **Long Camp** to Albany for the Year 4-6 students. This camp was a highlight of the year for all.
- The **faction sports and interschool sports** were conducted in Term 1.
- We worked **with Fatt Matt of Lunar Circus** to create a fun and skilful performance at the End of Year awards and Graduation ceremony.
- Prioritising regular **mindfulness** and yoga activities for all ages.
- **Instrumental Music** (Classical Guitar) lessons were undertaken for Year -5-6 students each week.
- Showcasing our visual arts creations in a colourful display at the **Margaret River Agricultural Show**.
- Participating in **Adopt-a-Spot**, an environmental program, focussing on regeneration of areas at Hamelin Bay.
- The **P&C volunteers** opened the canteen and served meals prepared and cooked on site fortnightly.
- Students sang at the **Augusta Carols at Colour Patch** and volunteers participated in the combined church Christmas gathering in Augusta in December.
- A **fun day** was held to finish the year where the children rotated through various activities using inflatable equipment and the P and C provided morning tea and lunches for all.
- Kindy and Pre-primary **Day Spa** to welcome new families to Room 1.
- An artist returned to instal a further **two beautiful murals** showcasing local animals that frequent the local area.
- **Lanterns** made by our students were on display at the **Augusta River Festival**.
- The children looked forward to **Book Club** run by the P&C volunteer and **Book Fair** run by the librarian.
- **Science incursions** were a hit for all with children rating these events highly.
- **Creating a Land Art installation** with Land Artist Elaine Clocherty and Wardandi elders Mitchella Hutchins and Vivian Brockman-Webb.
- Attending the **Red Ball Tennis Gala** where two teams competed-one placing second out of six and one placing first out of six.
- **Water play** days.
- **200 Nights Reading Nights** Reading Club.
- The **Kite Man Michael Alvares visited** and made flowers from recycled materials with the children.
- **Citizen Scientists**.
- The **Red Cross visited** and conducted the **Pillowcase project** a program to assist children to prepare for evacuations from home.
- **Bioblitz** and Our **Patch Activities** with Year 3 students.
- **Karridale Volunteer Bush Fire Brigade** visited with their fire truck.
- **Class Assemblies** Terms 2 and 3.



- **Officers from Augusta Police** played dodgeball as part of an informal community policing approach.
- **ANZAC Ceremony** and representation at the public service in Augusta.
- **Undalup Association** with Zac Webb and Tracey Muir visiting.
- **Koomal Dreaming workshops** with Josh Whiteland.
- Visited Augusta to see **Maya the Bee 3** as part of Cinefest Oz.
- Special community **breakfasts** for **Mother's Day** and **Father's Day** including visual displays.
- **Author visit** by **Steve Heron** for the Margaret River Young Readers and Writers Festival.
- **Fun Run** fundraiser for P&C.
- **Yirra Yaakin** performance Lingo Lah Lah.
- **SuperHeroes SuperKids** dress up day fundraiser for charity.
- **Eagles Heritage** excursion for the whole school end of semester excursion.
- Visit by Lauren Scanlon **Margaret River Nature Conservation** to educate about **Possums**.

**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 recognised as fundamental to successful learning.
- Physical activity and mental health are key factors in a child's development 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

Our motto *Growing Through Learning, Active Bodies, Healthy Minds* really guides plans and actions. Outdoor activities and building a positive growth mindset are a focus for success for all students. Promoting health and wellbeing is an integral part of each day in each class and in the playground. Staff actively promote a Growth Mindset. Staff plan specific lessons to assist the students to feel safe and how to talk with others when they need to do so for help.

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 meet with success whilst maintaining and building connections within our school and beyond.

We work in partnership with the school and local community 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 2019-2023

Student Numbers (as at 2023 Semester 2)

Primary	KIN	PPR	YR1	YR2	YR3	YR4	YR5	YR6	Total
Full Time	(4)	3	5	5	3	3	10	4	<b>37</b>
Part Time	7								

Semester 2	2019	2020	2021	2023	2023
Primary (Excluding Kindy)	52	44	39	37	<b>37</b>

(Source: Schools Online)

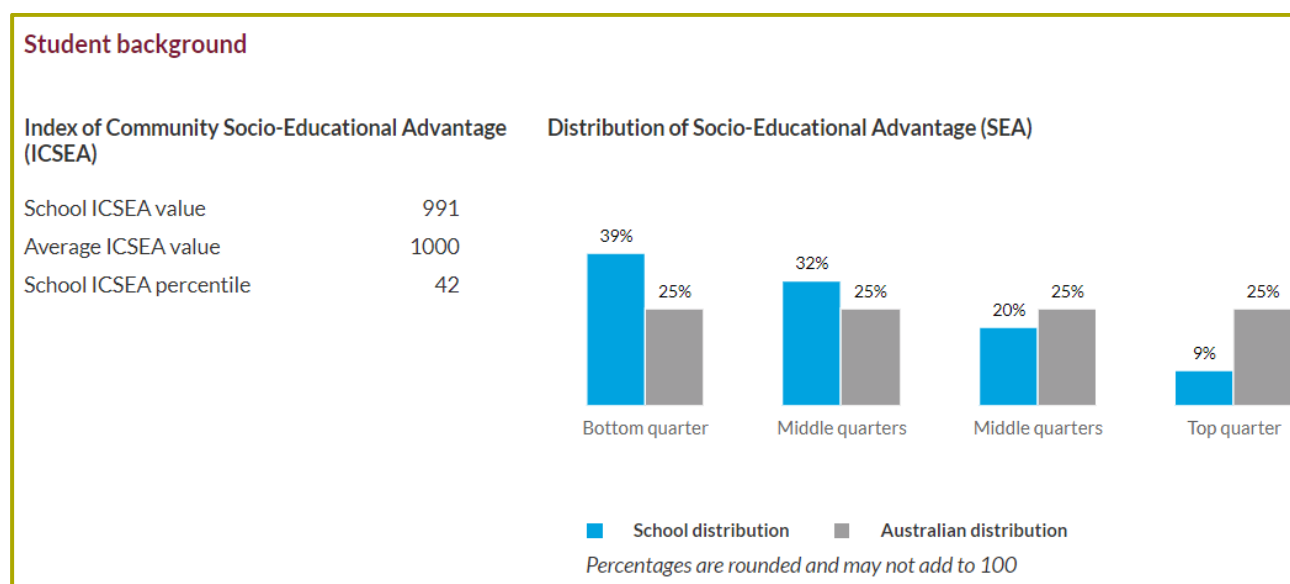
## School Structure

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 2023, we scheduled three classes Mondays, Tuesdays, and Wednesdays all day and Thursday and Friday mornings. The structure on Thursday and Friday afternoons was two classes (P-2 and Years 3-6). Some sessions such as Better Buddies and incursions/ excursions, and 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 2023), the socio-economic profile of our school is 991 which is 3 points lower than 2022 and 12 points lower than 2021. This continues a trend where our ICSEA had been decreasing in value each year. An ICSEA of 1000 is an average or mean measure.

During 2023 13% of our enrolled students were from a language background other than English and 0% of students were from an Aboriginal or Torres Strait Islander background.



(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 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 regular staffing, relief staff to release people for meetings and resources to ensure individual, and group education plans can be delivered using evidence-based approaches. During 2023 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.)

## School Characteristics

- Diverse range of family contexts, income sources and locations where families live.
- Finding housing emerged as challenges for some families.
- High expectations of the school by the community and a willingness to be trusting and supportive of the school staff to maintain these high expectations.
- An approach to instruction for Kindy to Year 6 students to balances explicit direct instruction and play based instruction, where decisions are made based on 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. The Teaching for Impact initiative of Department of Education provided a useful framework for staff to use to reflect on current practices and to plan for improvement.
- 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 planned.
- 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 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.
- Many staff members work part time.



### School staff

Teaching staff	6
Full-time equivalent teaching staff	4.3
Non-teaching staff	9
Full-time equivalent non-teaching staff	3.8

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

## 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
2021	91.6%	92%	92.4%	null%	null%	null%	91.6%	91.8%	91.0%
2022	82.5%	87.9%	88.3%	null%	null%	null%	82.5%	87.4%	86.6%
2023	84.0%	90.1%	90.3%	null%	null%	null%	84.0%	89.7%	89.9%

We acknowledge the parents keeping us up-to-date when their children have time off and appreciate their communications with us. 92% of absences for Semester 2 2024 were explained.

YEAR	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	71.4%	22.9%	5.7%	0.0%
2022	41.7%	33.3%	13.9%	11.1%
2023	35.1%	37.8%	21.6%	5.4%
Like Schools 2023	60.7%	26.8%	10.6%	1.9%
WA Public Schools	61.0%	25.0%	10.0%	4.0%

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

## THE SCHOOL BOARD

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. All members have shown a string commitment to supporting the school over an extended period of time, some since 2014.



### 2023 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

### Functions

The Karridale School Board consisted of nine members, with John Wilson being elected as Chairperson. Not all members could attend all meetings. Five meetings were held throughout the year with one meeting each term and two in Term 4. The School Board focussed on undertaking the functions of the Board as captured in the Terms of Reference. School Board Business attended to during 2023 included:

- The School Board Connect Group was established as a way of storing and retrieving documents for the group.



- The members had the opportunity to consider and comment to the AMR Shire Council about a residential development north of the school.
- Feedback was sought from parents regarding NAPLAN.
- Approval of Deed of Licence for Karri Kids Playgroup continued as this group reconvened after shutting due to Covid in the previous year. They have successfully met through the year after relaunching under the banner of First One Thousand Days program.
- Consideration of the Annual Report of the School Board 2022 and adoption of this document.
- School Finances-noting the budget spend and monitoring throughout the year, including staffing changes and managing overstaffing in EAs, that has occurred all year. Whilst we may not have received for all permanent staff due to additional funding from special needs students, the time the EAs have worked has been vital to the success of programs.
- Consideration of the Funding Agreement for Schools was tabled and signed by Principal and School Board Chair.
- Consideration of the Learning Environment aspect of the School Improvement and Accountability Framework (Area 2) and the effect of irregular attendance, family stresses, family movement into and out of the area and bus behaviour on student engagement at school.
- Student Attendance-monitoring and reporting as this was a significant impact on classrooms throughout the year. Attendance levels have not returned to pre covid levels. There is movement to and from home schooling for some students.
- Special events were discussed: 140th celebrations 2023-2024 and no swimming due to pool closure.
- The members learnt of reliable source for e-safety and what to do when exposed to distressing content.
- The Albany Camp and the mural were the two main school fundraising projects this year.
- The members undertook the review of the Schedule of Contributions and Charges and decided changes to some personal use items and increased costings for swimming were reasonable.
- The School Survey was distributed twice in Term 4 but insufficient returns were received to create useful information.
- Dates for School Development Days 2024 were set and remain as the first day of Term 2 3 and 4 in addition to the mandated dates to start and finish the year.

## Review of effectiveness

The School Board did not complete a formal review of their function, but did so informally at meetings where roles and purpose were examined during discussions.

## THE STUDENT COUNCIL

During 2023, there were three Year 6 Student Councillors involved around the school each day. The members upheld the expectations of them as student leaders and they were busy throughout the year undertaking their duties earnestly.



### 2023 Student Councillors

- Max Campbell
- Holly Dixon
- Cooper Martin
- Tori Veitch

### 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).
- Assisting with fundraising activities for camp.
- Developing student leadership skills through participating in special school activities, welcoming and thanking guests.
- 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 at the Augusta service.

Thank you to the Student Councillors for your valued contribution throughout the year. Your leadership was an asset to our school during 2023. 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 through Individual Education Planning.

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

Six students P-6 had documented plans addressing a total of 39 targets during 2024. 66% of these targets were rated as achieved. The majority of targets were set to address outcomes related to social and emotional learning. 66% of the students achieved 100% of their social and emotional learning outcomes, and one student 71% of such outcomes. Four students had specific targets related to academic outcomes, and 2 of these students also achieved 100% of their targets.

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

All children requiring individual support were receiving assistance through the enactment of Individual Education Plans and small group adjustments, and through common approaches for teaching across the school, including explicit teaching and planned daily reviews. 30% of students were working below year level due to diagnosed and imputed special needs and/or irregular attendance. *(Target not achieved).*



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

The promotion of a growth mindset to ensure the students are fully engaged in their learning is the emphasis. Staff members are expected to exhibit strong levels of self-efficacy so that they are positive role models. A daily focus on health and well-being and promoting a positive mindset is part of everyday life in each classroom. Four fundamental beliefs are promoted by class teachers:

- We have some control over our life.
- We can learn from failure/mistakes.
- We matter as human beings.
- We have real strengths to rely on and share.



**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. This was as a result of considerable adult discussion/coaching on a daily basis for some students. *(Target: achieved)*

**TARGET:** All students in Years 3-6 score at least 28 points or above in the connected to school survey. All students excepting two 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: 100% *(Target achieved)*
2. Resolves conflict in appositive manner: 100% *(Target achieved)*
3. Participates responsibly: 100%. *(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:

1. Shows courtesy and respect for the rights of others: 100% *(Target Achieved)*
2. Participates responsibly in social and civic activities: 66% *(Target Achieved)*
3. 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 using 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

The School Opinion Survey was conducted with students in Term 1 2023 and parents and staff in Term 4 2023. We had insufficient responses from parents for there to be any useful feedback, and less than 50% of staff participated.

**Students results** showed the following areas were the highest ratings at 4.6 and 4.7 out of 5:

- My teachers expect me to do my best.
- My school looks for ways to improve.
- My school gives me ways to do interesting things.
- My teachers are good teachers.
- My teachers care about me.
- The lowest areas were my school takes students' opinions seriously (3.6) and student behaviour is well managed at this school (3.8).

#### **Staff feedback**

- The strengths were rated 4.8 or 5 and include teachers at this school expects students to do their best, teachers treat students fairly, the school is well maintained, parents can talk to teaches about their concerns, the school looks for ways to improve, staff concerns are taken seriously, teachers motivate students to learn, staff receive useful feedback about their concerns, staff are well supported, the school is well led, I would recommend this school to others, the teachers are good teachers and the teachers care about the students.
- At 4.2 the school, has a strong relationship with the community is the lowest scored item.

With approximately one third of families new to the school in 2024 and a new Business Plan due to be published, parents will be surveyed again using new approaches. That way pertinent information can be used to inform the Business Plan 2024-2026.



## PART 3: STUDENT ACHIEVEMENT

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

During 2023 we had nine Year 5 students, and three Year 3 students complete the assessments.

#### What we found as a result of NAPLAN 2023

- 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 of reporting results where needed.
- Longitudinal data was not available for all students.

### 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 fluent 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 of eligible students (58% in 2021). In 2022, 66% read 100 nights or more (98% in 2021).

During 2023, results were like those achieved during 2022 with 66% of students reading 100 nights or more. 33% of students in Pre-Primary to Year 6 read 200 nights or more.



### Maths Progress and Achievement

#### 2023

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 one of largest number of students achieving an A or B grade. (The other area is Italian).

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.





## 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 2023 included an emphasis on student voice.

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

### School Opinion Surveys

Please refer to pages 8-9 regarding the latest findings.

### Exit Surveys

Exit surveys are offered to families leaving the school so we can learn from their feedback. During 2022 and 2023 no families returned surveys but families did 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.

### Incidental Feedback

Parents and visitors working with the students at school and people in the community often voluntarily comment about the **students' interest in learning** and the quality questions the students ask. Students continue to make comments that show they are building knowledge based on previous experiences and can 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 69 additional groups and people external to the school. (58 in 2022, 43 in 2021)





## PART 5: FINANCES

The school receives Government funding through Student Centred Funding, Regional Allocation (at times) and Targeted Initiatives. These sources of funding are expended as either salary or cash, with salary as the greater expenditure.

Through the student-centred funding model and as at census date in February, the school receives additional funding for students potentially experiencing educational disadvantage. In 2023, the school received funding to address the following student characteristics:

Disability .....	\$77 870.00
Disability education adjustment .....	\$14,714.05
English as an Additional Language or Dialect .....	\$0.00
Social Disadvantage .....	\$12,520.22
<b>TOTAL .....</b>	<b>\$105,104.27</b>

### 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, and regional allocation.

In addition to funds from the P and C, the school received cash from the following sources: Karridale Volunteer Bush Fire Brigade, Voyager Estate, Stocker Preston, Augusta and Districts Gardening Club, IGA Community Chest, Lions Club of Leeuwin, Shire of Augusta Margaret River, Hon Jackie Jarvis MLC, Margaret River Lions Club, country Women's Association Augusta Branch, Jane Kelsbie MLA and Augusta Chamber of commerce Inc all 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 2023



Department of Education

Karridale Primary School		Operational - As at 31/Dec/23			
Detailed Summary of Financial Position		Cash Verified - Dec 2023			
Operating Accounts		2022 Full Year Actual	2023 Forecast Full Year	2023 Year to Date (YTD) Actual	% YTD Actual of FY Forecast
<b>Funding Allocation</b>					
	Salaries (Excluding transfer from Bank Account to Salaries)	\$783,727	\$906,774	\$906,774	100.0%
	Cash - Student-centred Funding	\$28,541	\$57,414	\$57,414	100.0%
	Cash - Locally Raised Funds (Excluding Transfers from Reserves)	\$15,611	\$22,922	\$22,103	96.4%
<b>Total Funding</b>		<b>\$827,878</b>	<b>\$987,110</b>	<b>\$986,291</b>	<b>99.9%</b>
	96.0% of Total Funding Allocation	\$794,763	\$947,625	\$946,839	
	10.0% of Opening Balance	\$16,339	\$14,717	\$14,717	
	<b>Minimum Expenditure Required</b>	<b>\$811,103</b>	<b>\$962,342</b>	<b>\$961,556</b>	
	Minimum Expenditure Required as a percentage of Total Funding	98.0%	97.5%	97.5%	
<b>Expenditure</b>					
	Salaries	\$782,847	\$887,900	\$887,900	100.0%
	Cash (Excluding Transfers To Reserves and Transfer from Bank Account to Salaries)	\$61,253	\$110,229	\$83,790	76.0%
<b>Total Expenditure</b>		<b>\$844,101</b>	<b>\$998,130</b>	<b>\$971,690</b>	<b>97.4%</b>
	Expenditure as a percentage of total funding	102.0%	101.1%	98.5%	
	Variance to Minimum Expenditure Requirement	\$32,998	\$35,787	\$10,134	
<b>Operating Surplus</b>		<b>-\$16,222</b>	<b>-\$11,020</b>	<b>\$14,600</b>	
<b>Surplus if Minimum Expenditure Requirement met</b>		<b>\$16,776</b>	<b>\$24,767</b>	<b>\$24,735</b>	

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(Source: Schools Resourcing System)



Balance of Funds	2022 Full Year Actual	2023 Forecast Full Year	2023 YTD Actual
<b>Opening Balance</b>			
Salaries	\$50,576	\$51,456	\$51,456
Cash	\$23,948	\$28,555	\$28,555
Reserves - Cash	\$88,869	\$67,160	\$67,160
	<u>\$163,393</u>	<u>\$147,171</u>	<u>\$147,171</u>
<b>Movement (Operating Surplus, Salary Transfers, Reserve Transfers)</b>			
Salaries - Operating Surplus	\$880	\$18,873	\$18,873
Salaries - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Operating Surplus	-\$17,102	-\$29,893	-\$4,273
Cash - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Transfer from Reserves	\$24,579	\$1,338	\$1,338
Cash - Transfer to Reserves	-\$7,370	\$0	\$0
Reserves - Transfer to Cash	-\$24,579	-\$1,338	-\$1,338
Reserves - Transfer from Cash	\$7,370	\$0	\$0
	<u>-\$16,222</u>	<u>-\$11,020</u>	<u>\$14,600</u>
<b>Closing Balance</b>			
Salaries	\$51,456	\$70,329	\$70,329
Cash	\$28,555	-\$0	\$25,620
Reserves - Cash	\$67,160	\$65,822	\$65,822
	<u>\$147,171</u>	<u>\$136,151</u>	<u>\$161,771</u>
<b>Closing Balance as a percentage of Total Funding Allocation</b>	<b>17.6%</b>	<b>13.8%</b>	<b>16.4%</b>
<b>Additional expenditure requirement for following year</b>	<b>\$14,717</b>	<b>\$13,615</b>	<b>\$16,177</b>
<b>If Minimum Requirement met</b>			
Closing Balance	\$180,169	\$171,938	\$171,905
Closing Balance as a percentage of Total Funding	21.6%	17.4%	17.4%
Additional expenditure requirement for following year	\$18,017	\$17,194	\$17,191

(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 \$52 738.84 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.

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.

### 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 \$9504.00 was received in 2023 and was expended as salary. We continued to offer our Kindy Program all day Monday and Wednesday and until 1.00pm on Tuesdays.



## PART 6: POSSIBLE FUTURE DIRECTIONS FOR 2024 AND BEYOND

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

- Review school history documentation and celebrate 140 years as a school.
- 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 including where children's anxiety impacts attendance. Ensure parents understand how they can best support staff to deliver quality education for their children, including how to assist students to build resilience.

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

- Continue a focus on developing skills and knowledge in Protective Behaviour.
- Continue to promote the development of personal and social skills that support student and staff health and wellbeing.
- Continue to provide opportunities for staff to engage in workshops to cultivate themselves as resilient educators who can thrive through challenge and change.

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

- All teachers collaborate to review school-wide agreements for monitoring and assessing student performance in English and Mathematics.
- Strengthen feedback opportunities for staff on explicit teaching where students are familiar with routines and practices

*Source: Karridale Primary School Public School Review*

- Continue to build the capacity of the School Board members.





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

- Continue to work with the P&C members to plan additional community-based activities to value add to curriculum experiences during school time.
- 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 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 wherever possible 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:

- Staff 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.
- Allocate resources to ensure individual education plans can be delivered within multi-age class structures using school endorsed programs.
- Work with consultants and allied health members to refine school planning.

*Source: Karridale Primary School Public School Review*





## PART 7: ENDORSEMENT



The Karridale Primary School 2023 Annual School Report is endorsed by:



**John Wilson**  
CHAIR  
SCHOOL BOARD



**Fiona Cormack**  
PRINCIPAL



*growing through learning  
active bodies, healthy minds*

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