

# 2024 ANNUAL SCHOOL REPORT



**KARRIDALE PRIMARY SCHOOL**



*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 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 and describes our collective purpose for our students.

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

The Business Plan 2024-2026 *Connecting and Belonging* reflects the high value the school community continues to place on:

- Providing every student with a pathway to successful learning.
- All students are being engaged in their schooling, build relationships, connections and their sense of belonging within our safe school.

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

- All students with Individual Education Plans achieve mastery of 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, all students display perseverance and interact with peers and adults in an acceptable way.
- All students in Years 3-6 show courtesy and respect for the rights of others, participate responsibly in social and civic activities and set goals and work towards them with perseverance.
- We recognise that quality relationships are fundamental to student learning and progress. Health and wellbeing is actively promoted for staff and students as an important enabler to building and maintain relationships. Staff use evidence-based approaches and resources to plan and deliver learning experiences to support the individual students to feel safe and ready to learn at school.
- Through actively seeking student voice, ideas and preferences are strategically included in 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 Rottne** thanks to a special opportunity we were given, camp costs were greatly reduced. This camp was a highlight of the year for Year 4-6.
- The **faction sports** and **interschool sports** were held in Term 1.
- The **Graduation and Awards Ceremony** celebrated our 141 years of history. We worked with dance teacher, **Miss Kat**, to create a fun and skilful performance at this event. This ceremony also saw the debut of our **School Song—Sense of Place**, a display of photos and documents held in our history collection, a birthday cake cutting ceremony and a drone shot to capture those who attended our celebration.
- Prioritising regular **mindfulness** and **yoga** activities for all ages and other **calming** activities to help us to be ready to learn.



- **Instrumental Music** (classical guitar) lessons were undertaken for Year -5-6 students each week.
- **Gina Williams** and **Guy Ghouse** presented their **Noongar language Workshop**.
- Participating in **Adopt-a-Spot**, an environmental program, focussing on regeneration of areas at Hamelin Bay. An art component was included this year and students attended the launch at The Heart Margaret River.
- The **P&C volunteers** opened the **canteen** and served meals prepared and cooked on site fortnightly- a service greatly appreciated by all.
- A **fun day** was held to finish the year where the children rotated through various activities using inflatable equipment and the P&C provided morning tea and lunches for all.
- Kindy and Pre-primary **Day Spa** welcomed new families to Room 1.
- PP to Year 6 students worked each week in Semester 2, with an artist and scientist, to create puppets through the program called **Hybrid Puppets**. The students learnt important ways to preserve and caretake the forest and in particular marri trees.
- The children enjoyed **Book Club** run by the P&C volunteer and **Book Fair** run by the library officer.
- **Swimming lessons** returned after a significant break due to the pool being closed for repairs and upgrade.
- **Water play days** were a hit with the Kindy and Pre-primary children.
- **200 Nights Reading Nights Reading Club** continued.
- **Class Assemblies** Terms 2 and 3.
- Officers from **Augusta Police** ran a very successful **Blue Light Disco** and many parents enjoyed reminiscing about their experiences as children.
- **ANZAC Ceremony** at school and representation at the **public service** in Augusta.
- Visits from **Zac Webb** of the **Undalup Association** and **Tracey Muir** of **Margaret River Nature Conservation**.
- The Kindy to Year 3 students visited the **Augusta Police Station** and Augusta CRC to view **Blinky Bill the Movie** as part of **Cinefest Oz festival**.
- The Year 1-6 children visited The Heart Theatre to **view a Margaret River Arts show** called **ARC**.
- Special community **breakfasts** for **Mother's Day** and **Father's Day** including visual displays.
- **Sporting Schools** grant provided clinics in **soccer** and **rugby league**.
- **Fun Run fundraiser** for P&C.
- **Yirra Yaakin** performance **Boodjar Kaatijin**.
- **SuperHeroes Super Kids** dress up day fundraiser for charity.
- The **Graduation Excursion** was undertaken at Golf Gardens.
- **Orientation Day** for Year 6 students at MRSHS and **Destination High School** for Year 5 students.
- **Orientation Day** for next year's Kindy cohort
- **Camp Quality** presented a **puppet show** for all children.

**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 fundamental enablers 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 ask for help when needed to resolve matters.

Karridale Primary School children thrive because our experienced staff members create an engaging education. The individual needs and interests of each child are balanced with curriculum requirements. 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 2024

Student Numbers as at 2024 Semester 2. (FTE – Full Time Equivalent)

Primary	KIN	PPR	YR1	YR2	YR3	YR4	YR5	YR6	Total
Full Time	(5)	8	6	4	4	5	3	7	<b>42</b>
Part Time	10								<b>47</b>

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Semester 2	2020	2021	2022	2023	2024
Primary (Excluding Kindy)	44	39	36	33	<b>37</b>

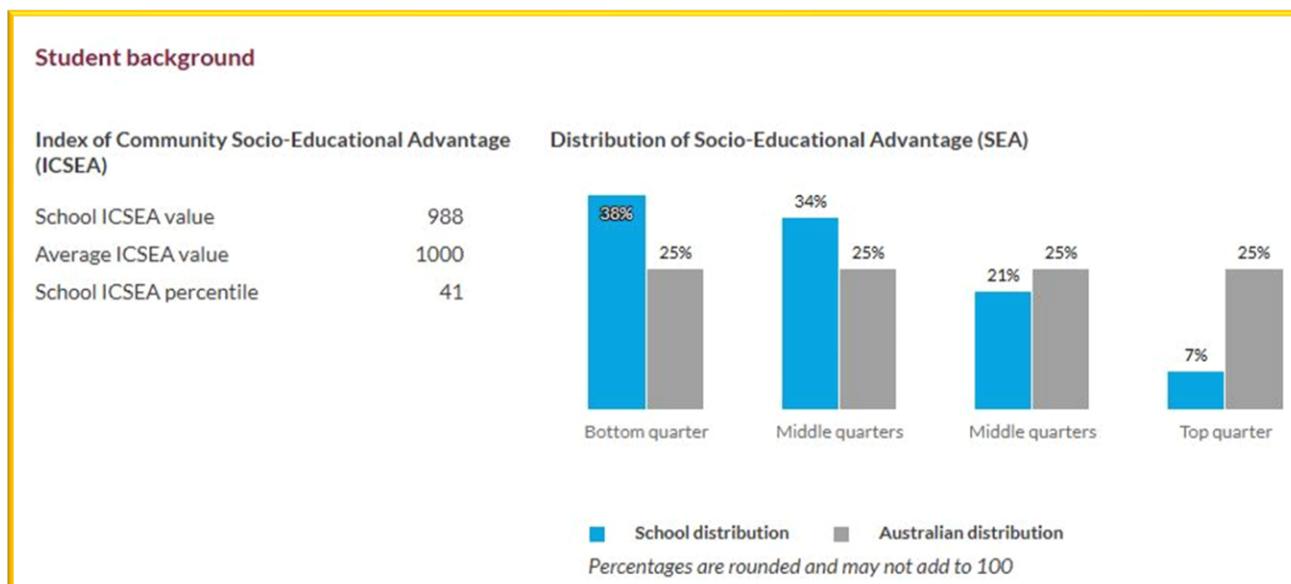
(Source: Schools Online)

## 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 2024, 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. The trend continued in 2024 where the profile School ICSEA fell to 988. An ICSEA of 1000 is an average or mean measure.



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

## Student Characteristics

Through the student-centred funding model that is applied to all public schools, the school receives additional funding for students potentially experiencing educational disadvantage. The school has comprehensive processes in place to track the progress and achievement of all students and has 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 to provide experienced and capable staff members and casual staff to release people for meetings and resources to ensure individual and group education plans can be delivered using evidence-based approaches. During 2024 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

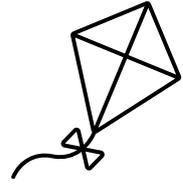
- Diverse range of family contexts, income sources and locations where families live. Families moving in and out of the area.
- Finding housing was challenging for some families.
- High expectations of the school by the community and a willingness to be trusting and supportive of the staff to maintain these high expectations.
- An approach to teaching Kindy to Year 6 students that balances explicit instruction and play-based instruction.
- 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 continued to provide a useful lens for staff to use to reflect on their current practices and to plan for improvements.
- 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 as solutions focussed discussions amongst staff can take place and actions planned quickly and responsively.
- All teaching and school support staff members regularly undertake Professional Learning to ensure skilful and consistent implementation of selected approaches and resources. This year saw a focus on Managing Challenging Behaviours and ensuring Trauma Informed Practices were used with consistency and universally.
- Positive school community links with many members of the local community, associations and businesses continued as fundamental to the school capacity to engage all students. Ed Connect was successfully launched and Karri Kids operated regularly on the school site as part of Playgroup WA.
- Curriculum delivery continued to be value added to through excursions, incursions and special events that are held throughout the year.
- Of note is that many staff members work part time and are permanent.
- Student absences due to illness continued to impact many families. Less than regular attendance for 60% of the students enrolled is of note.



### School Staff

Teaching staff	6
Full-time equivalent teaching staff	4.4
Non-teaching staff	9
Full-time equivalent non-teaching staff	3.4

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



### Student Attendance

Collection Period	2023	2024
Attendance Rate	84.0%	85.3%
Regular Attendance	35.1%	27.0%
Authorised Absence	90.9%	99.9%
Unauthorised Absence	9.1%	0.1%

Post Covid-19, attendance rates have not returned to rates experienced before Covid-19. This is a trend in many schools.

## 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. Members are expected to take an active interest in promoting the school in the community. All members have shown a strong commitment to supporting the school over a number of years, some since 2014, when we were selected to become an Independent Public School.

### 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. Three meetings were held throughout the year. No meeting was held in Term 1 as Teachers were unavailable. One meeting each term was held Terms 2-4.

### Annual Report

The School Board focussed on undertaking the functions of the Board as captured in the Terms of Reference. School Board Business attended to during 2024 included:

- Approval of a Deed of Licence for Karri Kids Playgroup continued. The playgroup successfully met throughout the year.
- Consideration of the Annual Report of the School Board 2023 and the 2023 Annual School Report were noted and adopted.

### 2024 School Board

**CHAIR** John Wilson

**PRINCIPAL** Fiona Cormack

#### STAFF REPS

Robyn Dennis, Jane Jasper

Nat Mulvey

#### COMMUNITY REPS

Margaret Martin, John Wilson

#### PARENT REPRESENTATIVES

Kristy Hathaway, Nanette O'Connor

Dannielle Owen

- Members were informed of the data, current policies and statements from Department of Education, parent goals for students and student needs and other considerations that informed the creation of the 2024-2026 Business Plan “Connection and Belonging”.
- School Finances-noting the budget spend and monitoring throughout the year, including staffing changes and managing overstaffing due to a reduction in funding for Special Needs Education Assistants, as funded students had left the area. Whilst we may not have received funding for all permanent staff due to additional funding for special needs students, the time the Special Needs EAs have worked has been vital to the success of programs for supporting identified students across the school.
- Consideration of the Funding Agreement for Schools was tabled and signed by Principal and School Board Chair.
- Student Attendance-monitoring and reporting was discussed as irregular attendance does have a significant impact on progress and achievement for some students. Attendance levels have not returned to pre Covid levels and this is a trend across schools. There is movement to and from home schooling for some students.
- Special events were discussed: 140th celebrations were noted as a special focus for the Awards and Graduation Ceremony. Many families associated with the school are new to the area and may not have had an historical perspective of Karridale since European settlement, and this focus was seen to be an opportunity to recognise this as part of our history.
- The Rottneest Camp was a major fundraising event during 2024 with some costs subsidised with a government grant successfully applied for on behalf of the school.
- The members undertook the review of the Schedule of Contributions and Charges 2025 and decided changes to some personal use items, increased costings for swimming and incursions/excursions upper limits and increasing voluntary contributions to \$60 per student were justified.
- The School Exit Survey was distributed but no returns received so we didn’t have any data to consider.
- The opportunity to consider and comment to the AMR Shire Council about a proposed extraction industry application west of the school.
- Dates for School Development Days 2025 were set and remain as the first day of Term 2, Term 3 and Term 4 in addition to the mandated dates to start and finish the year.
- Explanation of the changes to Reporting to Parents were provided and parent opinion sought. Staff decisions were communicated and reasons why our school policy was modified were explained.
- The School Board did not complete a formal review of their function due to lack of time, as they met once a term.

## The Student Council

During 2024, there were seven 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.

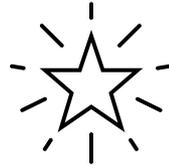


### **Responsibilities undertaken by the Student Councillors included:**

- 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 2024. You were reliable role models for younger students and your development was notable as the year progressed.



## 2024 Student Councillors

Rayne  
Taj  
Sam  
Holly  
Raphael  
Ada  
Jack  
Tahlia  
Florence



# PART 2: PROGRESS AGAINST THE BUSINESS PLAN TARGETS

The Business Plan 2024-2026 “Connecting and Belonging” has two focus areas.

- Every student’s success is enabled through high quality teaching.
- All students are engaged in their schooling, and build relationships, connection and their sense of belonging within our safe school.



## FOCUS AREA 1 | Every student’s success is enabled through high quality teaching

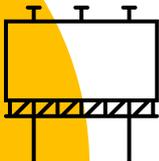
Targets drive planning for individual learning and achievement. Quality teaching is enabled through embedding Multi-tiered systems of support in whole school planning.

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

Seven of the eleven students with individual education plans achieved 92% or above of their planned targets. The progress of the other students were impacted by absences) due to illness and other reasons beyond the school setting). *(Target not achieved yet)*

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

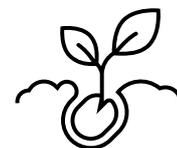
Irregular attendance for some students affected progress in English especially. However, some students working below year level made at least yearly progress or more during the year. *(Target not achieved for some students).*



## **FOCUS AREA 2** All students are engaged in their schooling, build relationships, connections and their sense of belonging within our safe school.

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.



Staff ensure student emotions are coregulated leading to self-regulation and actively plan breaks and feedback to assist all students to be ready to learn throughout the day.

**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. Students new to the school required support. *(Target: achieved)*

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

All students achieved a rating of 28 or above. *(Target not achieved yet)*

**TARGET:** All students in pre-primary to Year 2 all students are rated as often or consistently in Reporting to Parents in the following areas:

1. Displays perseverance: 82% achieved P-2 and 94% Years 1-2. *(Target not achieved yet)*.
2. Interacts with peers and adults in acceptable ways: 100%. *(Target achieved)*



**TARGET:** All students in Years 3-6 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: 87.5% *(Target not achieved yet)*
2. Participates responsibly in social and civic activities: 100% *(Target achieved)*
3. Sets goals and works towards them with perseverance: 87.5% *(Target not achieved yet)*

With approximately one third of families new to the school in 2024 and a new Business Plan due to be published, parents were surveyed using different data sources as there were only two returns of the School Opinion Survey. That way current information regarding parent opinions is collected from sources other than the School Opinion Survey, was used to inform decisions regarding the Business Plan 2024-2026.



# PART 3: STUDENT ACHIEVEMENT

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



During 2024 three Year 5 students, and four Year 3 students complete the assessments.

### What we found as a result of Year 3 and 5 students undertaking NAPLAN 2024

- Each assessment was considered individually for each student and decisions were made regarding areas to focus on moving forward for each student, including involvement from the School Psychologist and School of Special Education Behaviour.
- Teachers met with parents as part of this process of reporting results, where needed.
- Longitudinal data was not available for all students due to movement between schools.
- Strong results for Year 3 students. Results were possibly enhanced due to small group settings and the emphasis on Teaching Quality, a Department of Education current focus.

## 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 and consolidate decoding skills, and to develop fluency skills, vocabulary knowledge and an enjoyment of reading for pleasure or learning. We know that if students read regularly in our school, 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 expectation 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.

An historic perspective: 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-19. 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.

During 2024, nine students achieved 200 nights. A review of the program was undertaken. Before school reading remains unchanged for 2025. To make the number nights read for the year achievable for more children, and busy families, and to cater for students who arrive during the year, the following modifications will take place.

- End of Year rewards were modified for 2025. The new target is 160 nights per year – for end of year trophy or voucher.
- Term rewards - Staff wanted to have termly class rewards for individuals who reach/exceed the term targets (40 nights or 80% of possible nights attended). Each class to decide what each term reward/s for their class will be.
- Weekly rewards - Teachers can also promote with weekly rewards. This includes insert the milestone stickers at least weekly.



## Maths Progress and Achievement

Maths continues as a Learning Area with a large spread of achievement P-6 as reported in Reporting to Parents. Education Assistants have assisted greatly in delivering specific content in classes with three year levels, and additional tutoring for students needing more time with basic skills.

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. The Pre-primary students are showing they are a strong group in maths. Students yet to achieve and maintain results are commonly new to the school and one student's progress is definitely impacted by low attendance.

Programs are supplemented with individual Maths tutoring for identified students three mornings a week and several 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 wherever possible, education assistant time is timetabled for this to supplement class lessons.

## 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 2024 included an emphasis on student voice.

- Connectedness to school.
- Resolving conflict.
- Students reflecting on incursions and excursions and other special events and rating impact according to learning opportunities and if they'd recommend again.
- Reviewing the chaplaincy service.

### School Opinion Surveys

The site was retired at the end of 2023. Whilst we had hoped for an updated version to be published through the Department of Education WA early 2024, this did not happen. We used other data sources to inform our planning for 2024, including our School Business Plan 2024-2026 Connecting and Belonging.

Staff were oriented towards the Psychosocial safety component of creating safe and healthy workplaces and especially an understanding that we all have a responsibility to contribute towards creating and maintaining safe places for working. Available surveys were not suited to purpose in 2024, so in 2025 we will continue our work in this area using self-reflection against those qualities identified in 2024 as fundamental to psychologically safe workplaces. The school psychologist will be invited to be part of responding to issues identified.

### Exit Surveys

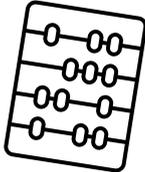
Exit surveys are offered to families who leave the school so we can learn from their feedback. During 2022, 2023 and 2024 only two families returned surveys that were distributed digitally. Families did anecdotally let us know how pleased and appreciative they were with the education their child/children received whilst attending our school.

# Incidental Feedback

Parents and visitors working with the students at this 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.

Visitors often comment about the “lovely feel” they have when entering the school premises.

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 having grown from 43 in 2021.



# 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.

Through the student-centred funding model and as at census date in February, the school receives additional funding for students potentially experiencing educational disadvantage. During 2024, the school received funding to address the following student characteristics:

Aboriginality.....	\$1 142.00
Disability Education Adjustment.....	\$20 250.25
Education adjustment.....	\$4952.67
English as an Additional Language or Dialect .....	\$0.00
Social Disadvantage .....	\$15 475.13
<b>TOTAL .....</b>	<b>\$41 820.05</b>

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

- Class time for EAs to assist in class and the playground to support the implementation of Individual and Group Education Plans, and to integrate and support all students as directed by student needs.
- Professional learning opportunities for staff to refine individual planning and special programs and to build skill for assisting children with challenging behaviours and trauma backgrounds. Workshops within the network and region as well as online learning was undertaken.
- Teachers refined their use of resources to align with Teaching for Impact, particularly in the delivery of lessons in Maths and English.
- Subsidies for school excursions and incursions were provided through applying for grants and support from the P&C, Plas Funding, Sporting Schools and Nature Conservation Margaret River, so that our students access learning experiences without disadvantage due to our rural location or family background.

In addition to funds from the Karridale Primary P&C, the school received support from the following sources: Augusta and Districts Gardening Club, Lions Club of Leeuwin, Margaret River Lions Club, Shire of Augusta Margaret River, Hon Jackie Jarvis MLC, Country Women’s Association Augusta Branch, Jane Kelsbie MLA and Augusta Chamber of Commerce Inc. Many of these ongoing contributions support our Graduation and Awards Ceremony.

We recognise and welcome all support and the opportunities we are able to provide because of the generous support received from all sources, both within the school and beyond.

The following table summarises the expenditure of the school budget for 2024

Karridale Primary School Detailed Summary of Financial Position	Operational - As at 31/Dec/24 Cash Verified - Dec 2024
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Operating Accounts	2023 Full Year Actual	2024 Forecast Full Year	2024 Year to Date (YTD) Actual	% YTD Actual of FY Forecast
<b>Funding Allocation</b>				
Salaries (Excluding transfer from Bank Account to Salaries)	\$906,774	\$835,116	\$835,116	100.0%
Cash - Student-centred Funding	\$57,414	\$57,213	\$57,213	100.0%
Cash - Locally Raised Funds (Excluding Transfers from Reserves)	\$22,103	\$43,230	\$43,214	100.0%
<b>Total Funding</b>	<b>\$986,291</b>	<b>\$935,559</b>	<b>\$935,544</b>	<b>100.00%</b>
96.0% of Total Funding Allocation	\$946,839	\$898,137	\$898,122	
10.0% of Opening Balance	\$14,717	\$16,177	\$16,177	
<b>Minimum Expenditure Required</b>	<b>\$961,556</b>	<b>\$914,314</b>	<b>\$914,299</b>	
Minimum Expenditure Required as a percentage of Total Funding	97.5%	97.7%	97.7%	
<b>Expenditure</b>				
Salaries	\$887,900	\$884,112	\$884,112	100.0%
Cash (Excluding Transfers To Reserves and Transfer from Bank Account to Salaries)	\$83,790	\$129,652	\$122,675	94.6%
<b>Total Expenditure</b>	<b>\$971,690</b>	<b>\$1,013,764</b>	<b>\$1,006,787</b>	<b>99.3%</b>
Expenditure as a percentage of total funding	98.5%	108.4%	15.8%	
Variance to Minimum Expenditure Requirement	\$10,134	\$99,450	\$92,488	
<b>Operating Surplus</b>	<b>\$14,600</b>	<b>-\$78,205</b>	<b>-\$71,243</b>	
Surplus if Minimum Expenditure Requirement met	\$24,735	\$21,245	\$21,245	

(Source: Schools Resourcing System)



Balance of Funds	2023 Full Year Actual	2024 Forecast Full Year	2024 YTD Actual
<b>Opening Balance</b>			
Salaries	\$51,456	\$70,329	\$70,329
Cash	\$28,555	\$25,620	\$25,620
Reserves - Cash	\$67,160	\$65,822	\$65,822
	<u>\$147,171</u>	<u>\$161,771</u>	<u>\$161,771</u>
<b>Movement (Operating Surplus, Salary Transfers, Reserve Transfers)</b>			
Salaries - Operating Surplus	\$18,873	-\$48,996	-\$48,996
Salaries - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Operating Surplus	-\$4,273	-\$29,209	-\$22,247
Cash - Transfer from Bank Account to Salaries	\$0	\$0	\$0
Cash - Transfer from Reserves	\$1,338	\$16,689	\$16,689
Cash - Transfer to Reserves	\$0	-\$8,000	-\$8,000
Reserves - Transfer to Cash	-\$1,338	-\$16,689	-\$16,689
Reserves - Transfer from Cash	\$0	\$8,000	\$8,000
	<u>\$14,600</u>	<u>-\$78,205</u>	<u>-\$71,243</u>
<b>Closing Balance</b>			
Salaries	\$70,329	\$21,333	\$21,333
Cash	\$25,620	\$5,100	\$12,062
Reserves - Cash	\$65,822	\$57,133	\$57,133
	<u>\$161,771</u>	<u>\$83,566</u>	<u>\$147,741</u>

Closing Balance as a percentage of Total Funding Allocation	16.4%	8.9%	15.8%
Additional expenditure requirement for following year	\$16,177	\$0	\$14,774

<b>If Minimum Requirement met</b>			
Closing Balance	\$171,905	\$183,016	\$183,016
Closing Balance as a percentage of Total Funding	17.4%	19.6%	19.6%
Additional expenditure requirement for following year	\$17,191	\$18,302	\$18,302

(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 \$42 100.90 was received into the school as Targeted Initiatives. This includes an “additional education adjustment” amount of \$1650.89 that has been included in the opening totals under Part 5 Finances.

### School Chaplaincy Program

The School Chaplain’s role is primarily to assist the school to promote a caring and nurturing environment within the school. The school receives funding totalling \$24 817.23 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 alternate week.

#### Feedback showed students and staff valued:

- Mindfulness sessions.
- Making decorations and gifts for Mothers’ and Fathers’ Day breakfast events.
- Having access to a helpful and caring person in school to talk with incidentally and one-on-one.
- The Chaplain contributing care and kindness with students, staff and parents.
- The Chaplain assisting families to connect with agencies outside the school.
- The Chaplain assisting in class with short term projects.
- The Chaplain liaising with Augusta Primary School and other local groups.

Feedback from the surveys of students showed ongoing satisfaction with the service and a confirmation for existing programs to continue in 2025.

### 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 \$9 837.00 was received in 2024 and was expended as salary. We continued to offer our Kindy Program all day Monday and Wednesday and until 1.00pm on Tuesdays.

### Sporting Schools Grant

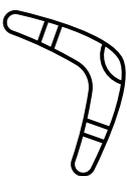
We received \$1 950.00 to provide coaches to run sessions during sport lessons to broaden our students’ exposure to a range of sports. The students always welcome learning from these enthusiastic coaches, who often travel from some distances.

### National Quality Standard Implementation

Funds totalling \$3 845.78 were received to cover travel and relief funds for the Kindy-Pre-primary teacher and an education assistant to complete three days workshopping regarding fine tuning the aspects of the standard with other southwest schools. The principal also attended day one.

All of the staff who attended welcomed the opportunity to hear from other schools and from the Early Childhood team members from Central Office who clearly reinforced the need to develop the skills pertaining to the Early Years Learning Framework cognisant of a balance between play-based learning and explicit teaching and what that looks like in an early years setting focussed on the individual students’ needs.

Staff were able to reflect on current practices and identify any changes to be implemented to refine delivery of their programs.



# PART 6: POSSIBLE FUTURE DIRECTIONS FOR 2024 AND BEYOND



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

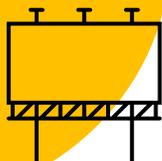
- Continue participation in The Capes network for principal, teachers and MCS.
- Continue to connect with parents and the wider community the quality and unique benefits of the education our small school can offer as more than 50% of families are new to the school during 2024-2025.
- Nurture relationships with families including supporting those students whose anxiety impacts their ability to attend regularly. Ensure parents know and understand how they can best support staff to deliver quality education for their children, including how to assist students to build resilience, leading to improved attendance for some children.
- Update the Value-added Plan (that outlines events/connections within the community), to reflect curriculum decisions for 2025.
- Promote Ed Connect to source new mentors as the 2024 expere4ince was very successful.

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

- Continue a focus on developing skills and knowledge to nurture a positive school environment.
- Continue to promote the development of personal and social skills that support student and staff health and wellbeing, through a comprehensive delivery of the Health Curriculum, parent education and sound emphasis on protective behaviours including e-Safety.
- Continue to work with families to develop and deliver effective Individual Education Plans that are documented in SEN Planning.

## SUCCESS FOR ALL STUDENTS | Leadership, including:

- All teachers collaborate to review school-wide agreements for monitoring and assessing student performance in English and Mathematics and to refine delivery of curriculum through quality teaching strategies (See Teaching for Impact document).
- Strengthen feedback opportunities for staff on explicit teaching to ensure students are familiar with routines and practices, and common engagement strategies are used K-6. Peer observation and mentoring, regular discussion at staff meetings, as well as participation in action research in the network facilitates this process.  
*Source: Karridale Primary School Public School Review*
- Continue to build the capacity of the School Board Members through induction and professional learning.
- The Work Health Safety committee drive a focus to ensure a psychosocially safe environment for staff.
- Ensure the Workforce Management Plan continues to reflect the emphasis on a cohesive and talented workforce, including permanent, fixed term and casual staff.



## SUCCESS FOR ALL STUDENTS | Resources, including:

- Continue to work with the P&C, Margaret River Nature Conservation, PALS and Lions Club of Leeuwin, to fund additional activities and resources to value add to the curriculum.
- Continue to engage staff in the school's budgeting and financial planning processes and recruit a parent/community member of the Finance Committee.

*Source: Karridale Primary School Public School Review*

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

- Refine and document a whole-school instructional framework and consistent teaching approach that includes Explicit Direct Instruction and planned daily review cycles to reflect current practice.
- Review where value-adding activities through incursions and excursions are relevant and wherever possible emphasize Aboriginal Cultural Awareness.
- Document the Design Technologies Plan for K-6.
- Review and update Digital Technologies Plan.
- Participate in a Capes Network Early Childhood action research where staff are mentored to build leadership capacity through a focus exploring balancing play-based learning and explicit teaching in K-2, and building capacity of Education Assistants and DOTT teachers to deliver programs with understanding and consistency

## 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, Acadience 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 and scope and sequences.
- Work with consultants and allied health members to build capacity to refine teaching and monitoring planning, including Individual education plans, to ensure success for all teachers.

*Source: Karridale Primary School Public School Review*



# PART 7: ENDORSEMENT



The Karridale Primary School 2024 Annual School Report is endorsed by the School Board represented by:



**John Wilson**  
CHAIR  
SCHOOL BOARD



**Fiona Cormack**  
PRINCIPAL





*growing through learning  
active bodies, healthy minds*



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