

ANNUAL SCHOOL REPORT

2019



Principal's Message

The 2019 Annual School Report

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.

2019 marked our fifth year as an Independent Public School and the second year of implementing our Business Plan 2018-20. So that all children can thrive and succeed, this plan reflects the importance the school community places on:

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

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

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

The continued support of community groups, local providers and volunteer groups greatly enhances the depth and diversity of the learning programs we offer at our school. We welcome people keen to contribute to our school. We specifically plan for individuals and groups to share their expert knowledge, skills and enthusiasm to enrich and diversify our curriculum. These learning opportunities are highly valued and greatly assist us to create meaningful, engaging and memorable learning experiences, whilst building relationships.

Thank you to all concerned for your interest and contribution to our school. You helped us to ensure 2019 was a successful year where children at Karridale Primary School continued to thrive and succeed.



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 these 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 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.*

The School Context

Children at our small rural school experience a vibrant, nurturing and inclusive school community. Our motto 'Growing through Learning, Active bodies, Healthy minds' is at the forefront of everything we do. Cubbies are possible, happy memories are created and a well-rounded, quality education reflects the learning environment that focusses on success for all students.

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



We work in partnership with the school 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 2014-19

Student Numbers (as at 2019 Semester 2)									
Primary	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(2)	4	9	3	5	12	7	12	54
Part Time	4								

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

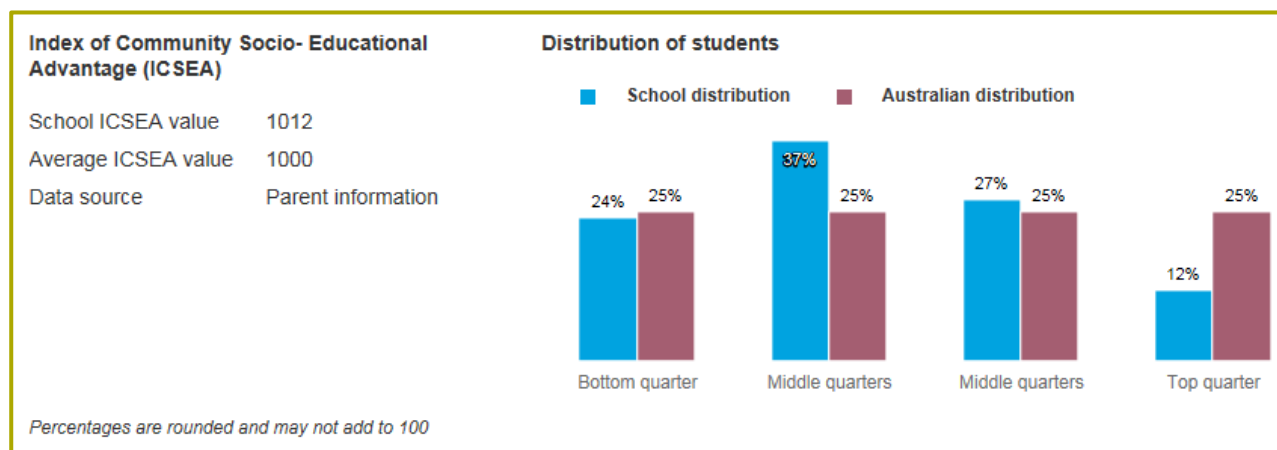
Semester 2	2014	2015	2016	2017	2018	2019
Primary (Excluding Kindy)	63	67	57	55	50	52

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. We scheduled four classes when the Kindergarten children were attending, (Mondays and Wednesdays all day and Tuesdays until 1.00pm), and three classes when the Pre-primary to Year 6 children were attending.

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 2019), the socio-economic profile of our school is as shown in the table that follows. Our ICSEA for 2019 was consistent with 2017-2018 and the ICSEA value of 1012 means we are rated as close to average. Since 2014 the ICSEA has been trending downwards from 1062.



Student Characteristics

Through the student centred funding model that is applied to all public schools, the school receives additional funding for students potentially experiencing educational disadvantage. The school has comprehensive processes in place to track the progress and achievement of all students and has explicit planning in place so that appropriate support can be offered to students needing short term assistance or longer, ongoing assistance.

The school received funding to address Disability, English as an Alternative Language/Dialect and Social Disadvantage. See Part 5 of this report for further details regarding the \$ value of this funding.

During 2019, 7% of our enrolled students were from English as an Alternative Language/Dialect (EAL/D) background, (down from 14% in 2018), and 0% of students were from an Indigenous background.

School Characteristics

- High expectations of the school by the community and a willingness to be supportive of the school to maintain these high expectations.
- A balanced approach to instruction for Kindy to Year 6 students that is a balance of explicit and open, depending upon the purpose.
- All teaching and school support staff members regularly undertake Professional Learning to ensure teaching and learning practices are current best practice, are implemented consistently and skilfully and selected intentionally to meet the needs of all students.
- Positive school community links with many members of the local community, associations and businesses is regarded as fundamental to the school capacity to engage all students. Curriculum delivery is enhanced through the many excursions, incursions and special events that are held throughout the year.
- Individual, group and class learning contexts are varied to best meet the needs of students. Flexibility is key.



Student Attendance

During Semester 1 2019, 68% of the students attended school regularly (90% or greater of the time). Only 2% of all absences were unexplained. The following tables provide an historical snapshot of attendance data for Semester 1 2017-2019 for Karridale Primary School.

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	70.2%	26.3%	3.5%	0.0%
2018	78.2%	10.9%	9.1%	1.8%
2019	62.3%	24.5%	11.3%	1.9%
Like Schools 2019	75.0%	18.4%	5.3%	1.3%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

	Average Attendance Rate		
	School	Like Schools	WA Public Schools
2017	92.0%	93.8%	92.7%
2018	90.4%	93.1%	92.6%
2019	90.1%	92.5%	91.6%

The School Board

The Karridale School Board met twice a term throughout 2019. Many current members have participated in the School Board since at least 2014 when we commenced our Independent Public School readiness program. The School Board monitors the progress of the Business Plan, school finances, and student performance, program delivery and resourcing and takes an active interest in promoting the school in the community.

Chair: Tamara Manser

2019 School
Board Members

Principal: Fiona Cormack

Staff Representatives: Tamara Manser, Natalie Mulvey

Community Representatives: Margaret Martin, John Wilson, Helen Colyer (*retired mid-year*)

Parent Representatives: Kristy Hathaway, Nanette O'Connor

Review of the Effectiveness of the School Board

The Board met regularly and attended to business in a productive and timely manner.

A cohesive and active School Board supported Karridale Primary to progress the outcomes in the Business Plan, whilst promoting the school in the community and sourcing new ideas about connecting in the community. With members linked to the Finance Committee and the P&C Association, focus plans for 2019 were implemented with ongoing resourcing.

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

The Student Council

During 2019, there were 13 Year 6 Councillors by the end of the year, and they were kept busy with their duties.

Responsibilities undertaken by the Councillors included:

- assisting with the Morning Reading Program
- preparing for and running assemblies
- maintaining the sport shed in good order
- conducting fundraising activities for camp
- developing their leadership skills through participating in school activities
- assisting with recycling and other sustainable practices and routines around the school on a weekly basis.

A particular focus on maintaining the new seedlings and the revegetation area meant there was an outstanding success rate for the 2019 seedlings planted.

Fundraising events such as the Fun Run and Mothers' and Fathers' Day raffles were very successful and resulted in the cost of the camp being significantly reduced. The students really rose to the occasion as school leaders throughout 2019, growing into their roles as the year progressed. Each councillor delivered truly memorable and impressive speeches as part of their Graduation Ceremony in December 2019.

Thank you to the Student Councillors for your valued contribution throughout the year.



L-R: Calahni Black, Mia Wals, Neve Hart, Bailee Gristwood, Nathaniel Mulvey, Loraine Del Rosario, Evelyn Day, Cyrus Plunkett, Cooper Thompson (*absent Toby Belcher, Jack Davy, Olivia Munnch and Eleanor Taylor*).

PART 2:

PROGRESS AGAINST THE BUSINESS PLAN TARGETS

As a result of consultation with parents, staff and students and consideration of the School Review Report, a new plan was implemented during 2018. With a small enrolment of 55-57 children for 2018 and 2019 and fewer children expected in 2020, the new Business Plan focuses upon:

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



FOCUS AREA 1 | SUCCESS FOR ALL STUDENTS

Excellence in Teaching, Learning

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

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

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

Individual students achieved 80% or above of their targets in 24 of 34 Individual Education Plans.

A total of 229 targets were addressed through the process across the school, with 199 or 86% of all targets achieved by students.

(Target achieved)

FOCUS AREA 2 | SUCCESS FOR ALL STUDENTS

A Learning Environment that Continues to Support Health and Wellbeing

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

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

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

(Target achieved)

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

(Target achieved)

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

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

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

(Target achieved)

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

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

(Targets not achieved in 2018)

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

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

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

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

Year level	Participates responsibly (consistently or often)		PP-Year 2 Sets goals and works towards them (Consistently or often)		Year 3-6 Works towards goals with perseverance (Consistently or often)	
	2018	2019	2018	2019	2018	2019
PP-Year 2	15/17 (88%)	16/16 (100%)	16/17 (94%)	15/16 (94%)	N/A	N/A
Year 3-Year 6	35/37 (95%)	36/37 (97%)	N/A	N/A	31/37 (84%)	31/37 (84%)
TOTAL	50/54 (93%)	52/53 (98%)	16/17 (94%)	15/16 (94%)	31/37 (84%)	31/37 (84%)

FOCUS AREA 3 | SUCCESS FOR ALL STUDENTS

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

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

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

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

2019: Achieved in all year levels PP-Year 6

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

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

PART 3:

STUDENT ACHIEVEMENT

National Assessment Program in Literacy and Numeracy (NAPLAN)

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

What we found as a result of NAPLAN

2018

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

2019

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

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

Reading Programs

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

These programs promote reading as a fundamental part of attending our school. We track the number of nights children read at home throughout the year, and the number of days students P to Year 6 read before school.

2018

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

2019

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



Reading Tutoring Program

Individual tutoring programs have been used to successfully assist students needing more time to consolidate literacy learning through small group and one-on-one tutoring.

2018

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

2019

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



Maths Progress and Achievement

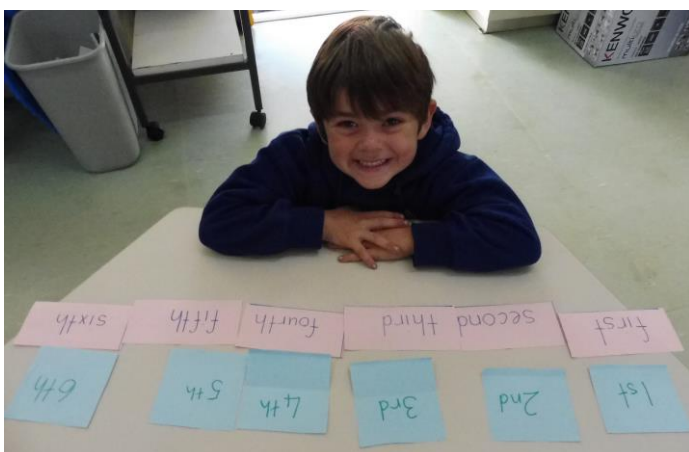
2018

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

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

2019

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



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 of programs. During 2018 a school-based, school-wide survey was undertaken during Term 2 to provide the information we needed to help us to refine the Business Plan 2018-2020.

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

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



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

School Opinion Survey

Every second year the National School Opinion Survey is conducted and this was undertaken in 2018, late in Term 4. The Year 5 and 6 students also complete this survey annually. Results are reported below.

We had a low return rate of the School Opinion Survey in 2018 by families. The next School opinion survey is scheduled for 2020. However, we found some useful information as summarised below.

(Please note the ratings referred to range from 5 where all respondents rated the item as strongly agree to 0 where all respondents rated the item as strongly disagree.)

Common strengths across staff, students and parent responses were as follows:

- school is well maintained (5.0, 4.7 and 4.4)
- teachers at this school expect students to do their best (4.9, 4.3 4.4)
- the school looks for ways to improve (4.9 and 4.4)
- students and parents can talk to their teachers about their concerns (4.9 and 4.3).

Common lower rated areas were:

- students feel safe at this school (4.6, 3.7 and 3.9)
- student behaviour is well managed at this school (3.6 and 3.8)
- the school is well led (4.9 staff 3.6 parents)

Differences in the data groups showed:

- the school is well led-teachers 4.9, parents 3.6.
- students rated talking to their teachers lower at 3.6 and parents and staff results rate this item as a strength (4.9 and 4.3).

Each year we survey our Year 5 and 6 students using the School Opinion Survey. During 2019 we learnt:

- that the results were strong across all areas
- strengths (ie rated above 4) were you are expected to do your best; useful feedback is received; you are treated fairly; the school is well maintained; the students feel safe; behaviour management; student opinions are taken seriously; motivation to learn is high; opportunities to do interesting things are there; teachers are good teachers; and teachers care about students
- ratings just under an average of 4 were that the student liked being here and their perceived ability to talk to teachers was a challenge for 1-2 children.



Exit Surveys

Exit surveys are offered to families leaving the school so we can learn from their feedback. No exit surveys were received back during 2018 from families. In 2017 we only had one student leave the school and this was because they were able to enrol in their local school in 2018, rather than travel from Margaret River to Karridale. During 2019, we did however, receive some information.

Feedback from the exiting families of 2019 identified the following strengths:

- clear consistent messages and expectations are always followed up
- the opportunity for leadership for the students, including assemblies and presentations
- the Reading Program
- the emphasis on positive feedback and channelling energy in a positive way, including the “be kind, be quiet skills” for self-regulation
- assemblies and presentations.

Suggestions for future consideration included more involvement in the Karridale and Augusta townships.

Incidental Feedback

Parents and visitors working with the students at the school and people in the community are consistently impressed by the students and often voluntarily comment about their social skills and interest in learning.

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 twenty-five additional groups and people external to the school. The newsletter format was revamped in 2019 and well received by all.

The 2019 information is consistent with the other sources of information collected since 2016 and from surveys prior to 2016. Student behaviour and engagement is an enduring quality of students attending our school.

PART 5:

FINANCES

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

The total allocated funding, including locally raised funds for 2019 was \$1 083 407 and the actual cash expenditure as part of this total was \$105 768.

Through the student centred funding model, the school receives additional funding for students potentially experiencing educational disadvantage. In 2019, the school received funding to address the following student characteristics:

Disability	\$85 858.81
English as an Alternative Language/Dialect (EALD)	\$2 815.00
Social Disadvantage	\$9 092.11
TOTAL	\$98 179.83



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

- Mainstream Education Assistant time for supporting students in Pre-primary to Year 2 (in addition to when the Kindy children are attending).
- Time for Education Assistants to assist in implementing Individual Education Plans.
- Professional learning opportunities for staff to refine individual planning and special programs.
- Resources to implement programs to assist students with additional needs.
- Time for staff to meet with parents, consultants and allied health providers and the school psychologist to plan and review programs for individual students.
- Subsidies for school excursions and incursions so that our students can experience learning experiences without disadvantage due to our rural location or family background.

We were therefore able to continue to deliver Individualised Education Plans and small group learning across all year levels K-6 during 2019.

We delivered education to all students, tailored to their individual needs, so that all children could thrive and succeed.

The following table summarises the expenditure of the school budget for 2019

Karridale Primary School		Operational – As at 31/Dec/19			
Detailed Summary of Financial Position		Cash Verified – Dec 2019			
Operating Accounts		2018 Full Year Actual	2019 Forecast Full Year`	2019 Year to Date (YTD)	% YTD Actual of FY Forecast
Funding Allocation					
	Salaries (Excluding transfer from Bank Account to Salaries)	\$885,220	\$861,533	\$861,533	100.0%
	Cash - Student-centred Funding	\$82,971	\$80,388	\$80,388	100.0%
	Cash - Locally Raised Funds (Excluding Transfers from Reserves)	\$21,958	\$21,540	\$21,571	100.1%
Total Funding		\$990,148	\$963,461	\$963,491	100.0%
	96.0% of Total Funding Allocation	\$950,542	\$924,923	\$924,952	
	10.0% of Opening Balance	\$24,345	\$21,745	\$21,745	
	Minimum Expenditure Required	\$974,887	\$946,668	\$946,697	
	Minimum Expenditure Required as a percentage of Total Funding	98.5%	98.3%	98.3%	
Expenditure					
	Salaries	\$911,300	\$854,590	\$854,590	100.0%
	Cash (Excluding Transfers To Reserves and Transfer from Bank Account to Salaries)	\$104,840	\$138,787	\$100,488	72.4%
Total Expenditure		\$1,016,140	\$993,377	\$955,078	96.1%
	Expenditure as a percentage of total funding	102.6%	103.1%	99.1%	
	Variance to Minimum Expenditure Requirement	\$41,253	\$46,709	\$8,381	
Operating Surplus		-\$25,992	-\$29,916	\$8,413	
	Surplus if Minimum Expenditure Requirement met	\$15,261	\$16,793	\$16,794	

Targeted Initiatives

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

National School Chaplaincy Program

The role of the School Chaplain is primarily to assist the school to promote a caring and nurturing environment within the school. The school receives funding (\$21453.76) as a Targeted Initiative for our Chaplaincy Program. These funds are used to fund the School Chaplain 1.5 days per week, rostered as one a day a week one week and two days a week the alternative week.

Outcomes from this program in 2019 included:

- Assisting families to connect with outside agencies on a needs basis.
- Working with students to coordinate school events and work with students to contribute positively as citizens of the school, including Student Councillors.
- Promoting and modelling care and kindness with students, staff and parents.
- Connecting with students, staff and parents and offering support as needed.
- Assisting in class with short term projects.

Feedback from the surveys of staff, students and parents showed ongoing satisfaction with the service. During 2019, the school successfully applied for ongoing funding for 2020 and beyond, to maintain the program at one and a half days a week.

Sporting Schools Program

During 2019 we received \$1 800.00 to implement an eight-week program of Tennis for children Pre-primary to Year 6 during Term 4. This is enthusiastically received by all children, with great progress noted for all.

National Partnership on Universal Access to Early Childhood Education

Schools receive a per capita allocation to ensure a Kindy program can be increased from 2 days a week to 2 1/2 days a week. This is allocated to schools year by year. A total of \$3 836.00 was received in 2019 and this was expended as salary.

During 2019 we continued to offer our Kindy Program all day Monday and Wednesday and until 1.00pm on Tuesdays.

Alcohol and Drug Education Professional Learning-Safer Kids

We received a funding allocation of \$380.54 that was used towards the cost of a staff member attending training in the Safer Kids program. We are committed to every student feeling safe and developing the appropriate skills and knowledge to take actions when they are not feeling safe.

High Priority Maintenance and Minor Works Program

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



PART 6:

POSSIBLE FUTURE DIRECTIONS FOR 2020

SUCCESS FOR ALL STUDENTS Maintenance of Programs, including:

- Program delivery that supports “Active Bodies, Healthy Minds” such as dance, quality health lessons, participating in the Leeuwin Interschool Sports Association (LISA) and regular movement activities and sports are planned for each day.
- Promoting literacy learning through engaging with families to support the *Home Reading Program*, the *Before School Reading Program* in the library and other activities at home as required for some students.
- Ensuring excursions and incursions continue to form a big part of experiential based learning across all Learning Areas so we can connect with community groups, volunteers and organisations. This ensures learning relevant to our context and community is undertaken by students K—6.

SUCCESS FOR ALL STUDENTS Excellence in Teaching and Learning

- Continue to closely monitor and track the progress of all student achievement and ensure this is appropriate for each student.
- Use Individual Education Planning and evidence based practices and programs where needed, to ensure each student continues to progress and achieve.
- Ensure success is celebrated and made explicit for all students.

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

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

SUCCESS FOR ALL STUDENTS We are confident and capable users of Digital Technologies

- Students continue to use digital technologies with confidence, including completing NAPLAN online.
- Digital technologies continue to be incorporated across the curriculum with confidence to by staff and students support learning and collaboration. Incorporate new technologies as required.

PART 7:

ENDORSEMENT

The Karridale Primary School 2019 Annual School Report is endorsed by:



Tamara Manser
CHAIRPERSON OF THE
SCHOOL BOARD



Fiona Cormack
PRINCIPAL

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