



Grandis
PRIMARY SCHOOL

2023 ANNUAL REPORT

Together We Achieve



Table of Contents

Introduction.....2

 Message from the Principal.....2

 School Board3

Our School Context.....4

Enrolment Profile.....5

Attendance.....5

Post School Destination.....6

Staffing.....6

School Performance Information – NAPLAN.....7

 Year 3.....7

 Year 5.....9

Priority Areas.....10

 Numeracy.....10

 English.....12

 Primary Behaviour Support (PBS).....14

Community Survey Information.....17

School Finances.....21

Some Highlights of the 2023 School Year.....24



INTRODUCTION

MESSAGE FROM THE PRINCIPAL

Grandis Primary School's mission states... "As a learning community the fundamental purpose of Grandis Primary School is to assist all students to develop the knowledge, skills and behaviour essential to their success in life."

Our vision is that:

- Students are successful
- Staff are effective
- The learning environment is supportive
- Community partnerships enhance learning

The School Business Plan 2022 - 2024 was collaboratively prepared by staff and the School Board in 2022. A copy of the Business Plan can be obtained on the school website at <http://grandisps.wa.edu.au/>.

This Annual Report is an integral part of the school's reporting and accountability cycle which provides you with a snapshot of how our school performed in 2023. This report was written with the input of staff who are responsible for specific aspects of school operation.

Our staff are keen to celebrate their strengths and the success that can be observed through assessment data. They are also self-reflective and regularly look for ways in which our school can improve. The data we collect through formal assessments, surveys and other sources helps us to determine our strengths, identify areas of concern, and plan for future teaching and learning opportunities. We are proud of the professionalism displayed by our staff as well as all the hard work they undertook to provide your children with the best possible school environment in 2022. I hope that this report provides you with some practical and valuable information.

In Term 1 of 2023 the school participated in the Public School Review process. This process endorsed the great work that the school has done across multiple domains. This report can be viewed on the school website or at [Independent Review Report Grandis Primary School \(det.wa.edu.au\)](http://www.det.wa.edu.au/schoolsonline).

Additional information about school performance can be found on the Department of Education's Schools Online website at: <http://www.det.wa.edu.au/schoolsonline>

Stephen Bevan
Principal

December 2023



SCHOOL BOARD

The School Board were an active group again in 2023 under the leadership of Rachael Glynn, meeting in Week 7 of every term.

The School Board completed significant work in 2023, this included:

- Provided community input into various activities and actions e.g. change to school newsletter
- Endorsed 2022 Annual Report
- Endorsed 2024 Contributions and Charges schedule
- Endorsed school Funding Agreement and budget
- Reviewed school NAPLAN data
- Reviewed school self-assessment data



School Board members in 2023 included:

Parent Representatives: **Rachael Glynn - Chairperson**

Glenn McLaren

Sarah Piper

Mat Bouse

Grandis Primary Staff **Stephen Bevan**

Representatives

Michelle Drage

Stephanie Wolfe

The School Board welcomes your feedback and looks forward to its ongoing work at Grandis Primary School.



OUR SCHOOL CONTEXT

Stage one of Grandis Primary School opened in 2019 for students in Kindergarten and Pre-primary. The school consisted of 6 transportable buildings, a playground area and grass area as well as a carpark. Stage one of the school operated in one section of the overall school site while construction of Stage 2 was taking place. Stage 2 of the school, which included all of its permanent buildings and additional playgrounds, as well as the oval, officially opened on 14 February 2020.

Our school is situated in the City of Wanneroo within the quickly growing suburb of Banksia Grove. In 2020 our student enrolment was approximately 320. This was greater than the original estimated number for the opening of Stage 2 of the school. In 2022 the student population grew to 561 with two transportable buildings installed in Term 4, for the start of the 2023 school year. In 2023 the student population reached 665 with an additional 3 transportables installed for the start of the 2024 school year.

The school's Index of Community Socio-Educational Advantage increased from 1010 in 2019 to 1015 in 2020, and then fell to 1011 in 2021, and 991 in 2022. Approximately 20% of our students came from a language background other than English and 7% were Indigenous students.

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia. As an Independent Public School all staff were selected by merit or through the Department of Education Redeployee process, enabling us to select suitable staff from other schools. All staff filling clear vacancies in 2023 were awarded permanent positions at the school.

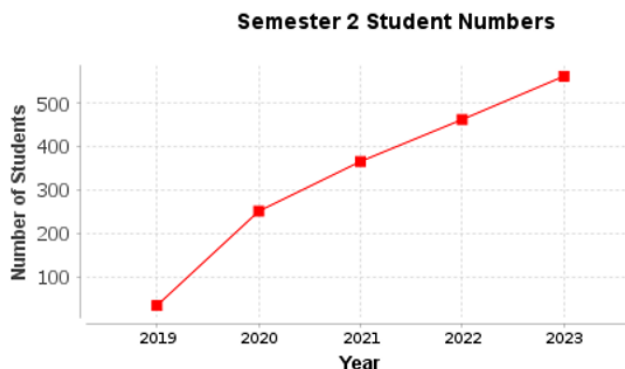
The school has a highly active and engaged Parents and Citizens Association (P&C) which meet twice per term. The P&C continued to support the school and run some very successful events which included an Easter Raffle, Mothers' and Fathers' Day stall, disco, Athletics Carnival, sausage sizzle and Rainbow Run.

In 2023, the School Board participated in the review and endorsement of the 2023 Budget, and 2024 Contributions and Charges schedule.



ENROLMENT PROFILE

The graph below outlines the total number of students from Pre-Primary to Year 6 in Semester 2, 2023. It demonstrates the rapid increase in student numbers since the school commenced in 2019.



The tables below show the total number of students from Kindergarten to Year 6.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(50)	101	102	98	94	58	70	40	613
Part Time	99								

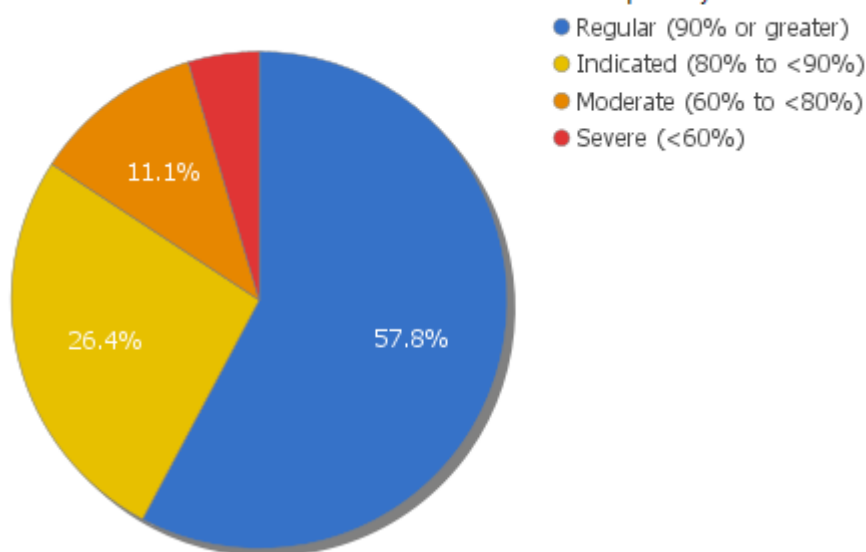
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	46	47	214		307
Female	53	54	248		355
Total	99	101	462		662

	Kin	PPR	Pri	Sec	Total
Aboriginal	5	5	32		42
Non-Aboriginal	94	96	430		620
Total	99	101	462		662

ATTENDANCE

Attendance Profile 2023 Semester 2 Compulsory



Regular attendance has long been recognised as a major factor of student success at school. The Department of Education recognises this and measures all schools against a minimum requirement of 90% attendance. Our aim is to have as many students as possible attending above this benchmark.

In Semester 2 2023, the average attendance rate for the compulsory years of schooling, Pre-primary to Year 6, was 88.2%.

Of all absences, 59% were authorised and 41% were unauthorised.

POST SCHOOL DESTINATION

The following table demonstrates where graduating Year 6 students continued their educational journey.

Post School Destination	Female	Male	Total
Joseph Banks Secondary College	22	11	33
Quinns Baptist College	0	2	2
Alkimos College	2	0	2
St Stephen's School	0	1	1
Mater Dei College	0	1	1
Nagle Catholic College	0	1	1

STAFFING

As an Independent Public School, Grandis Primary was able to select every staff member either through merit selection or a redeployment process. These selection processes were highly competitive with the very best staff placed in positions across the school.

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Total Administration Staff	4	4.0	0
Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	33	29.8	0
Total Teaching Staff	35	31.8	0
School Support Staff			
Clerical / Administrative	4	3.4	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	19	14.3	0
Total School Support Staff	24	18.3	0
Total	63	54.1	0



SCHOOL PERFORMANCE INFORMATION – NAPLAN





In 2023, Australian Education Ministers agreed to a number of measures to enhance the way NAPLAN results are reported back to schools and parents. The scale used for all tests was reset which resulted in the NAPLAN time series restarting. As a result of this, the 2023 NAPLAN results are not comparable with any prior NAPLAN testing. However, Year 3 tests are still able to be compared to On-entry tests conducted in Pre-primary for the relevant students. Other changes included the introduction of proficiency standards and the discontinuing of bands and the National Minimum Standard.

School staff and the School Board analysed the 2023 data as a basis for future planning. Below is a brief summary of the analysis.

It should be noted that most of the 2023 Year 3 students have been at Grandis Primary School since Kindergarten, while Year 5 students would not have commenced until Year 1. The smaller number of Year 5 students also impacted on mean scores.

Year 3**Comparative Performance for Year 3**

Year 3	Performance	Students
	2023	2023
Numeracy	0.2	88
Reading	0.1	90
Writing	0.3	89
Spelling	-0.1	90
Grammar & Punctuation	0.2	90

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

Year 3 student performance was positive, falling within the expected level across all tests.

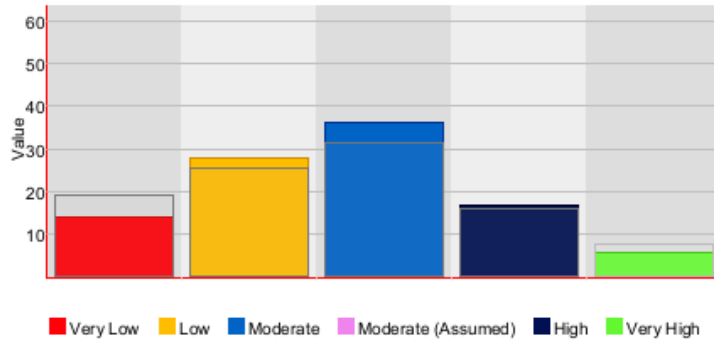
Numeracy

In Numeracy, student progress between Pre-primary to Year 3 was close to that of like schools.

Cohort: Year 3 GRANDIS PRIMARY SCHOOL

Numeracy - Progress

Filters : All Students



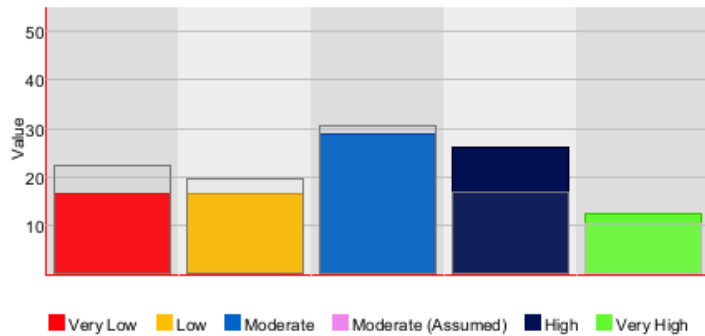
Reading

In Reading, the percentage of students having high progress was significantly higher than like schools.

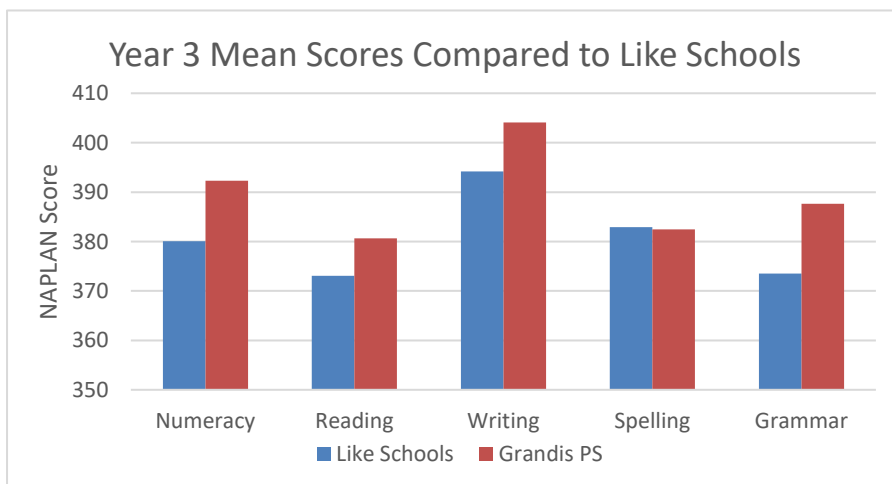
Cohort: Year 3 GRANDIS PRIMARY SCHOOL

Reading - Progress

Filters : All Students



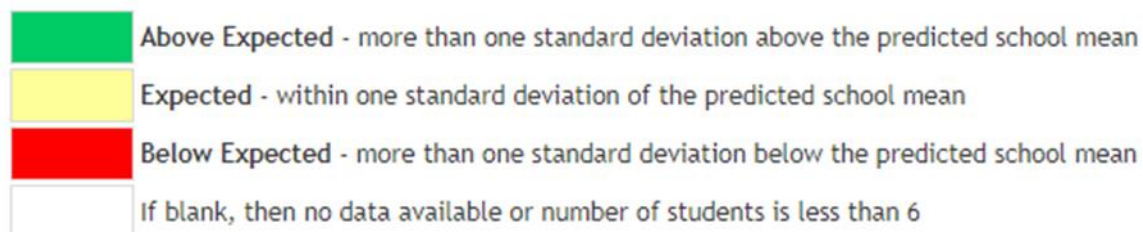
Mean NAPLAN scores were significantly higher than like schools in all but Spelling. The Spelling mean is not significantly different than that of like schools.



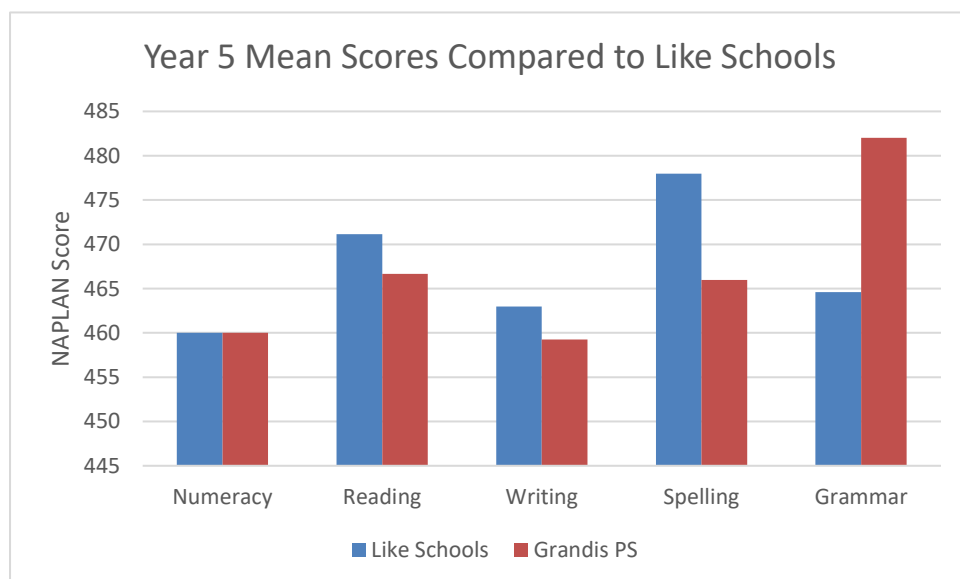
Year 5

Comparative Performance for Year 5

Year 5	Performance	Students
	2023	2023
Numeracy	-0.5	63
Reading	-0.4	65
Writing	-0.1	63
Spelling	-0.4	63
Grammar & Punctuation	0.3	63



Year 5 student performance fell within expected levels across all tests. Students joining the school later in their learning journey as well as the smaller cohort impacted on some of the results.



Mean NAPLAN scores were lower in Reading, Writing and Spelling compared to like schools.

The school has implemented a number of strategies that should help strengthen these results in the future. These include:

- Use of Literacy Blocks
- Talk for Writing
- Sounds Write
- Whole school Phonics and Spelling
- Heggerty

Priority Areas

Numeracy

In 2023 several goals were established in relation to building the resources available to staff in the school, ensuring all staff were familiar with the whole school expectations, the provision of appropriate professional learning for staff and the provision of resources to support parent understanding of mathematics concepts and teaching methods.

Purchase of Numeracy Resources

- The quantity of some resources was increased to cater for increased student numbers and losses or damage to existing equipment, including calculators, money wallets and coins.
- New resources were purchased as requested or required by staff, including protractors and LCD class digital clocks.

Professional Learning

- Induction of new staff in the Whole School Mathematics Teaching and Learning Guidelines
- Allocation time was provided on the January Professional Learning Day to review the Whole School Mathematics Teaching and Learning Guidelines, ensure staff had the opportunity to review the expectations of their year level and discuss implementation for 2023.
- The use of the Know Select Apply Review (KSAR) Model and Daily Reviews were discussed by Committee members through Phase of Learning and Teaching (PoLT) meetings.
- The Daily Review Observation and Feedback Checklist had been trialled in 2022. All staff were required to pair up with a year level colleague and complete the review of a colleague, whilst also providing feedback.
- Staff were then invited to provide feedback on this process, and as a result, a series of guiding questions and a space for staff reflection were added to support staff in providing feedback. This component was added as a guide only and not mandatory.
- Following the updating of the Observation Checklist for Daily Reviews, staff completed an additional observation, that required them to observe a colleague in the year level above or below their year level, to prompt discussion about links between year levels. As a result of time challenges some teachers used SwivL to record teaching enabling self-reflection, as well as peer observation and feedback, and reflection of consistency across year levels. Staff then were surveyed to record any changes in confidence with the use of Daily Reviews, and the giving and receiving of feedback. All feedback showed staff were more confident in delivering Daily Reviews and more confident in being observed and receiving feedback and observing others and providing feedback.
- As a result of increased staff confidence, Miss Wilson developed a generic mathematics observation proforma that can be used to observe and provide feedback on a full mathematics lesson or identified individual components.
- The collaborative development of: mathematics year level overviews, mathematics content teaching blocks, school-based planning documents saved in the year level Connect Communities, the implementation of Numeracy Blocks in classrooms as per Teaching and Learning guidelines, the incorporation of the KSAR problem solving model, the whole school Mathematics Vocabulary Scope and Sequence, the whole school Mental Mathematics Scope and sequence and Daily Reviews into teaching and learning, are all ongoing processes managed through PoLT discussions and feedback from year level Committee members.

- In November the Teaching and Learning Guidelines were reviewed at PoLTs and committee members provided feedback to the Mathematics Committee and the Mathematics Guidelines will be updated for 2024.

Whole School Assessment

- The Kindergarten teachers continued to implement a school-based Mathematics assessment plan.
- The Kindergarten to Year 1 teachers continued the use of the Progressive Achievement Tests - Mathematics (PAT-M) Early Years assessment.
- The Year 2 to 6 teachers used the BrightPath Mathematics Assessment tool for Year 2 to 6 students.
- As a result of the School Review recommendations the school moved to the use of the Elastik platform for data analysis at a whole school and class level. Following discussions at the Mathematics Committee meeting, which was led by Bridget Wilson, who attended the PAT-M Professional Learning. The Committee made the decision to move to the PAT-M Adaptive for Whole School Assessment, with teachers from Year 1 to 6 to complete in Week 8 Term 4, to enable 2024 teachers to have access to data.
- Year 2 to 6 classes completed Westwood One Minute Mathematics Assessment.
- A generic whole school discussion of data was scaffolded at the commencement in Term 3 by Stephen Bevan and a more targeted analysis, using Elastik and PAT-M data is planned for January Professional Learning day 2024.

Parent Workshops

Development of phase of learning videos to support parent understanding of math concepts.

- Column Addition
- Column Subtraction
- Column Multiplication
- Short Division
- Money – Calculating Change
- Telling Digital Time – Minute
- KSAR
- One to One Correspondence and Cardinal Value
- Subitising
- Counting to 20
- Matching Numbers to Quantities

These have also been identified as being useful for new staff to learn the 'Grandis Way' and for older students to self-revise concepts – using QR codes and class posters.

Highlights of the year

- Embedding of teacher observation and feedback to improve practice, develop a shared understanding across year levels and links between year levels.
- Targeted professional learning in response to staff needs which ensured all staff were not engaged in unnecessary professional learning and each session could be tailored to meet individual needs.
- Development of an extensive range of Parent videos, which have also proven to be useful to induct new staff and for older students to self-revise skills.

Future Recommendations

- Continue targeted Professional Learning for staff's needs.
- Increased focus on consistent data analysis at a whole school and year level using the PAT-M and NAPLAN data in Elastik, to set whole school, year level and class goals.
- Increased staff competence in the use of Elastik data to target class Daily Reviews.
- Increased staff use of post content block testing via Elastik to link to targeted teaching and resources.
- Continue building resources to support growing student numbers, damage and aging of older resources and availability of new resources.

Support both financially and through time for staff to develop increased “hands on” tasks to replace some overuse of worksheet resources.

English

The Literacy Committee worked towards the below targets for 2023. Primarily, these outcomes were achieved.

Implement Grandis PS Teaching and Learning guidelines: The literacy teaching and learning guidelines were shared at the beginning of the year and utilised to inform year level planning, teaching and assessment. The guidelines were reviewed, staff gave feedback and they were updated. In 2024, they will be shared and the continued focus will be on implementing these guidelines consistently across Phase of Learning Teams (PoLT).

Purchase of Resources

- Purchased texts for Talk for Writing Reading Spine and big books for shared reading in Kindergarten to One.
- Continual purchase of LitPro subscription.
- Purchased additional novel sets.
- Purchased additional short chapter books for the middle/senior years.
- Continued purchase of writing books and whiteboards.
- Purchased PAT subscription to include PAT Spelling.

Professional Learning

Staff were continued to be upskilled in our whole school programs of Talk for Writing and Sounds Write. We also continued to build the instructional leadership through sending staff to the Language Leadership Program at the West Coast Language Development Service.

- 3 staff attended Talk for Writing
- 5 staff attended Sounds-Write.
- 2 staff completed language leadership course.

A continued goal in 2024 will be to upskill staff in Talk for Writing, using in school coaching, refresher courses and DSF training. Upskilling staff in Sounds Write will also be a continued goal, using in school coaching, resources videos and DSF training. Investigate training senior teachers as well as Sounds Write should be used as a remedial program/differentiation in Year 3 to 6.

Staff continued to work in PoLTS to develop planning and resources in their teams to support the delivery of classroom planning and the whole school programs. BrightPath Professional Learning was presented to staff this year and access to coaching and observations using this tool was utilised. A focus for 2024 will be utilising experienced teachers to participate in coaching/modelling and observations for all aspects of literacy, in particular, vocabulary instruction, writing and spelling.

Staff continued professional learning on EALD students and language acquisition and how to use the Progress Map. We completed reporting on EALD students using blue folders to collate and handover the required information.

Tracking and analysing whole school assessment data:

Reading

- PAT Reading implemented in Pre-Primary to Year 6.
- Lexile implemented 3 to 6. Lexile utilised for extension students in Year 2.
- Rainbow assessment Tool (RAT) completed in Kindergarten once a year – phonological and phonemic awareness

Writing

- Whole school complete BrightPath Writing and moderated and uploaded twice a year.

Spelling

- PAT Spelling implemented Year 1 to 6.
- Sounds Write screener completed in Pre-Primary and Year 1 once a year and with intervention students termly.

Speaking and Listening

- School started tracking selected EALD students on the progress maps.
- Phonological awareness and code knowledge via the Sounds-Write screener.

On Entry

- Completed with our Pre-Primary students in Term 1.

NAPLAN

- Reading, Writing, Spelling and Grammar completed with the Year 3 and 5 students.

Highlights of the year

- Identified area of concern in a shared understanding of editing and in process of finalising and implementing an editing scope and sequence, editing key and checklists.
- Implementation of Heggerty Pre-Primary to Year 1.
- Use of Sounds Write in Pre-Primary to Year 2.
- Delivery, planning and organisation of intervention, using Sounds Write. This ensures a consistent approach, consistent language is used and reduces cognitive overload.
- Vocabulary- Trialled in select classes, implemented across the school using Professional Learning from Stacey.
- Staff utilised knowledge from the Language Literacy Course in their 'phase of learning teams'- trialled new approaches, ensured upskilling of entire team by sharing readings and organising lessons.

Future recommendations

- Implement consistent teaching and assessment of fluency at PoLT level (Dibels/Sounds Write Fluency Assessment/Partner Reading). Investigate assessment of fluency for whole school.
- Creating a Grandis Writing Program that is primarily founded on Talk for Writing with key elements of 7 Steps and Syntax Project to be embedded within the Talk for Writing structure.
- Finalise vocabulary instruction and introduce vocabulary observations.
- Implement updated literacy guidelines across all PoLTS.
- Ensure whole school assessment schedule is implemented and all data is analysed to inform teaching practice.
- Continue with Professional Learning that focuses on our Operational Plan- including BrightPath moderation external Professional Learning, Sounds Write and Talk for Writing. Focus on using staff to upskill other staff using coaching, in class modelling and observations.
- Investigate streamlining spelling in the senior levels- utilising current program or changing to a different program.

Primary Behaviour Support (PBS)

The purpose of the PBS initiative is to create a consistent and supportive learning environment across the school. Through PBS the school will develop and embed a caring culture with high expectations and positive relationships across the entire community. We value collaborative processes to inform our decisions. “Together We Achieve!”

As a PBS school a key part of our vision is for students at Grandis Primary School to increasingly demonstrate the behaviour expectations:

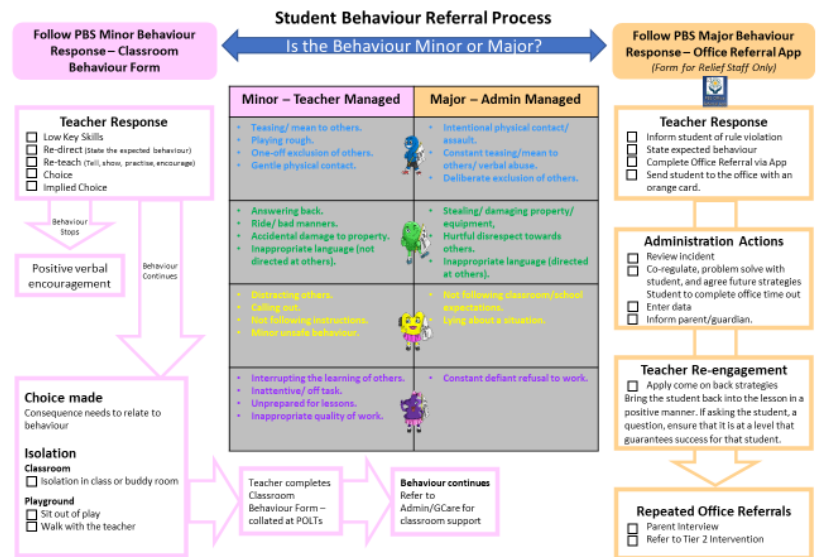
- We are Kind
- We are Respectful
- We are Responsible
- We are Learners



These expectations were developed in consultation with the staff and School Board as part of the process of becoming a Positive Behaviour Support (PBS) school.

The PBS Team had the below target outcomes for 2023. These outcomes were achieved.

Implement new behaviour process for responding to unproductive behaviour: A priority for the PBS team was to implement a behaviour process for responding to unproductive behaviour. In 2023, we implemented an app for responding to unproductive behaviours and forms for responding to minor behaviours. We also created a Behaviour Flow Chart that explains the process for responding to major and minor behaviours. We have upskilled staff by presenting this information multiple times at



staff meetings and reminders through email and school Bulletin. There has been a more consistent, streamlined approach to how we respond to unproductive behaviour. However, in 2024, continued monitoring and reinforcing of our school processes is essential. In 2024, we will also be creating teacher tool kits, which will give staff information about how to acknowledge and redirect different types of behaviours.

Attend PBS network meetings and investigate Grandis hosting a network

meeting: One of the team’s successes this year was being asked to host a PBS Network meeting. This was completed in June 2023, focusing on sharing our story and explaining how we collate, track, monitor and analyse data to inform future lessons and teacher practice. This was well received, and positive feedback was shared with various members of the team.

Streamline the creation of DOJO classes at the end of each year:

Having Christin Bramley create all the class DOJO accounts and include all the necessary information (students, teachers, Behaviour Expectations with appropriate icons) has ensured a streamlined process. It also meant less errors in the initial set up at the beginning of the year. This will continue to be a part of our Operational Plan and PBS implementation.



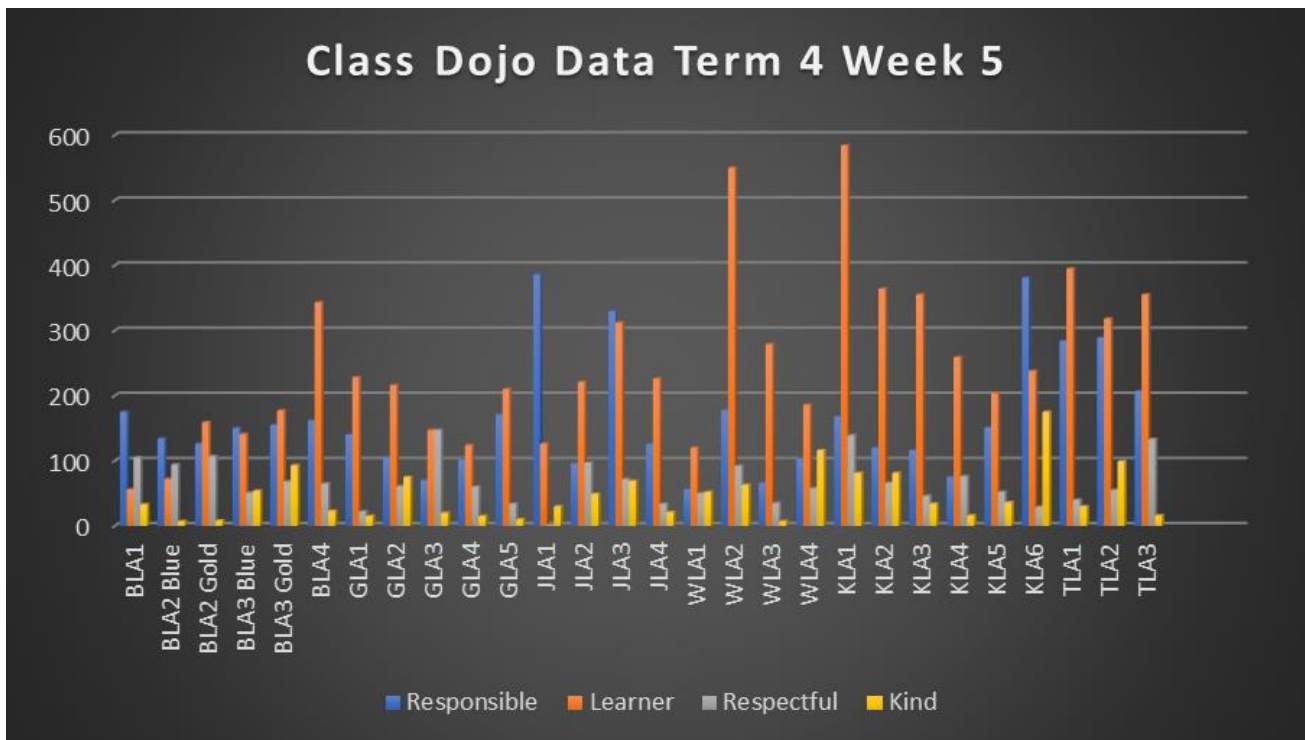
Ensure the updated matrix, whole school procedures and parent matrix is displayed and shared in the appropriate context: This is a continued focus for the PBS team. An audit of PBS displays, including the matrix, is completed twice a year. Both matrixes are sent out termly, through Seesaw and Connect, Facebook and SchoolStream. A focus for 2024 is to ensure procedures are displayed in the appropriate context and given to new staff in a booklet for reference.



Classroom Management Strategies (CMS) /Instructional Strategies for Engagement (ISE). CMS was also completed for Education Assistants at a Staff Development Day in 2023 for those who weren't trained. It was also opened to the network and participants registered. In 2024, the PBS team will have a CMS leader who will focus on embedding maximum student engagement through CMS and ISE. This will be done through emails, staff Bulletin and staff meetings.

Continue to embed maximum student engagement through CMS and ISE: 6 staff have been further trained in CMS/ISE. CMS was also completed for Education Assistants at a Staff Development Day in 2023 for those who weren't trained. It was also opened to the network and participants registered. In 2024, the PBS team will have a CMS leader who will focus on embedding maximum student engagement through CMS and ISE. This will be done through emails, staff Bulletin and staff meetings.

Continue to implement each of the 7 competencies for PBS: This has been a success for the PBS team. Using the PBS Roles and Responsibilities, each team member has led a component of PBS to ensure its implementation. The collected data is a reflection on the positive impact PBS is making to student behaviour, teacher practise and promoting a culture of high care. A goal for 2024 is consolidate each team members leadership in a particular component. This already done, but it is not explicitly stated.

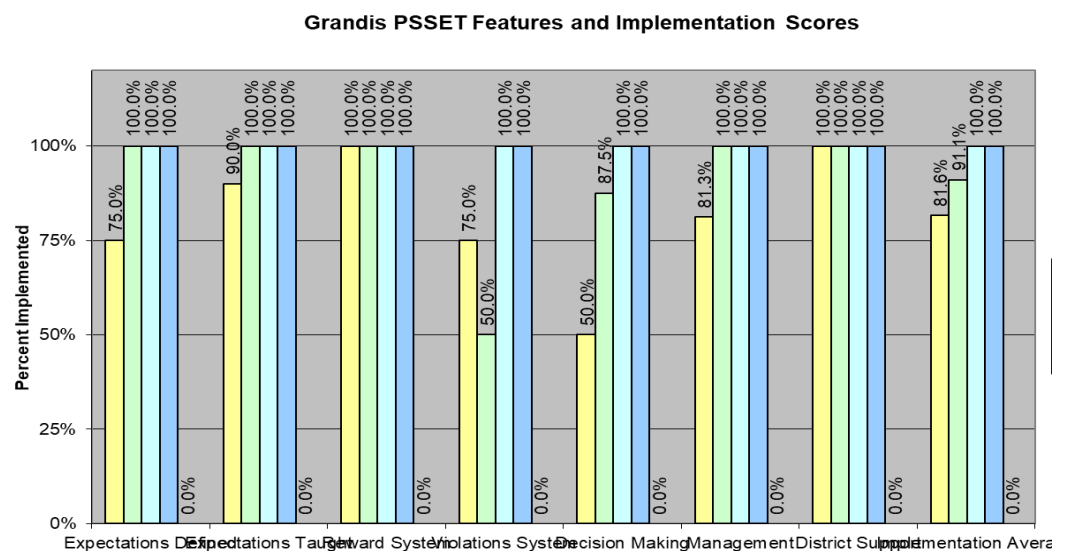


What were some highlights of the year?

- Created GPS Behaviour Flow Chart and implemented throughout the entire school, using staff meetings, staff development days, email reminders and staff feedback.
- Hosted our inaugural PBS Network Meeting, focusing on how we track, collate and analyse behaviour data to inform decisions.
- Implemented the PBS app for referring major behaviours to the office.
- Increased staff understanding on the difference between minor and major behaviours and how to manage these in different ways. This will continue to be a priority of the PBS team.
- The central management of PBS, through Christin Bramley has resulted in a streamlined process on creating classes (adding students, adding all teachers, ensuring every class is consistent in its appearance).

What recommendations do you have for next year? What should we change/keep doing/start doing?

- Write an implementation plan, focusing on strengthening Tier 1 and initial implementation of Tier 2.
- Create a whole school Tier 3 student list, which uses the escalation profile to help all teachers respond to the specific behaviours of GPS’ Tier 3 students.
- Investigate PBS stickers to be used in administration (Deputy Principal and Principal stickers).
- Implement PBS observations- on a volunteer basis and as part of the behaviour flow chart, for repetitive minor behaviours and repetitive office referrals who are not on Behaviour Management Plans.
- Add members to the PBS committee to ensure a fair workload and create a succession plan- Lessons and CMS leader, supporting role, new team leader or internal coach. TRD for catch up training on new team members.
- Continue to embed PBS, using the processes and strategies put in place and sufficient teacher release days to ensure the fidelity of the program.
- Ensure roles and responsibilities are checked and updated regularly, focusing on the principal role to ensure a smooth transition.
- Update Behaviour Policy to reflect revised DOE Behaviour Policy.



COMMUNITY SURVEY INFORMATION

A School Culture Survey was conducted in 2023. Data is presented below.

Distribution period: **16 May 2023 to 30 May 2023 (15 days)**

Publication details:

- 1. Post containing survey link and explanation sent via SchoolStream May 16 at 9.53am**
- 2. Post resent via SchoolStream on May 24 at 9:57am**

Number of online responses: **59**

Number who could have responded: **896**

Return rate: **6.6%**

Margin of error: **12%** The margin of error indicates the percentage that survey results differ from the 'real' population value/opinion. Generally, an acceptable margin of error falls between 4% and 8%.

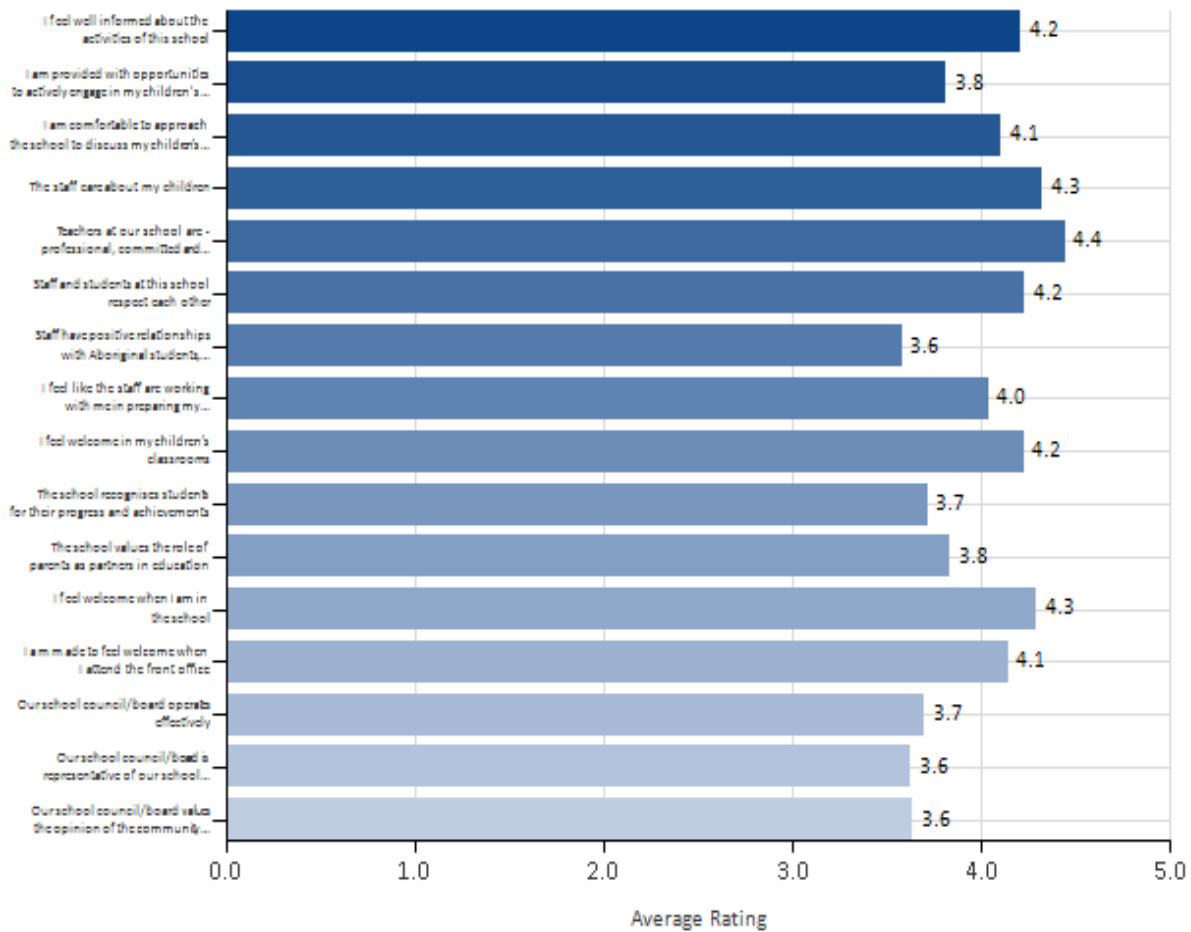
Confidence level: The probability that the sample reflects the real attitudes of most of the population. To have a confidence level of 95% (industry standard) with a margin of error of 8% we needed 129 responses.

Rating scale used:

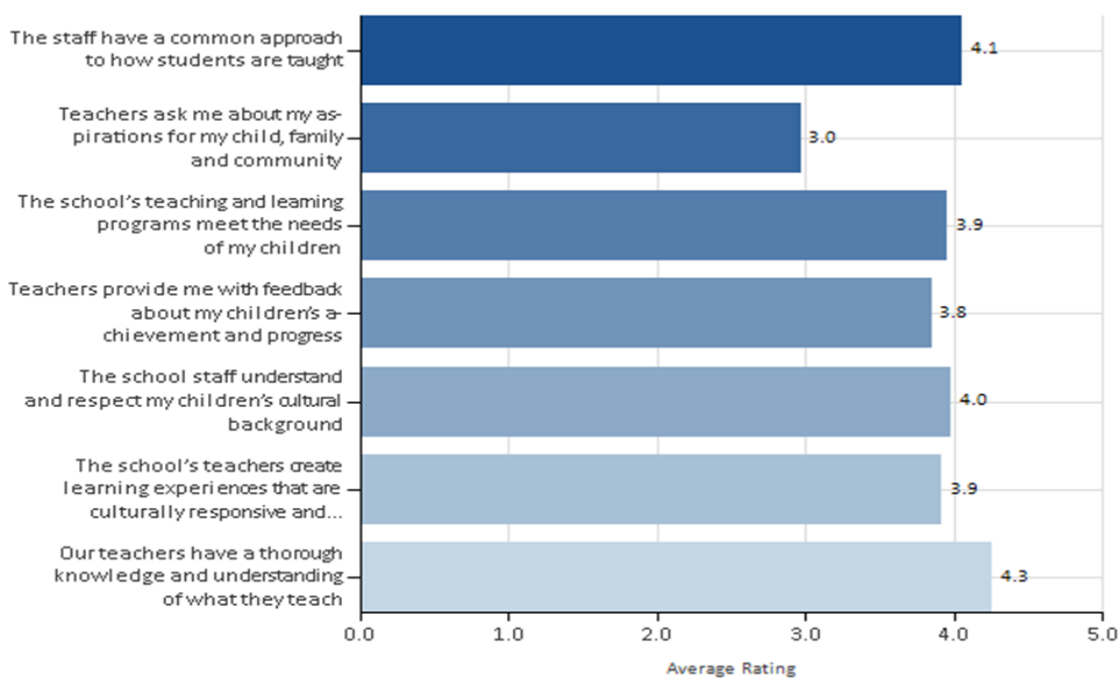
Rating	Score
Strongly agree	5
Agree	4
Unsure	3
Disagree	2
Strongly disagree	1

A score of 3 or above is considered a positive result.

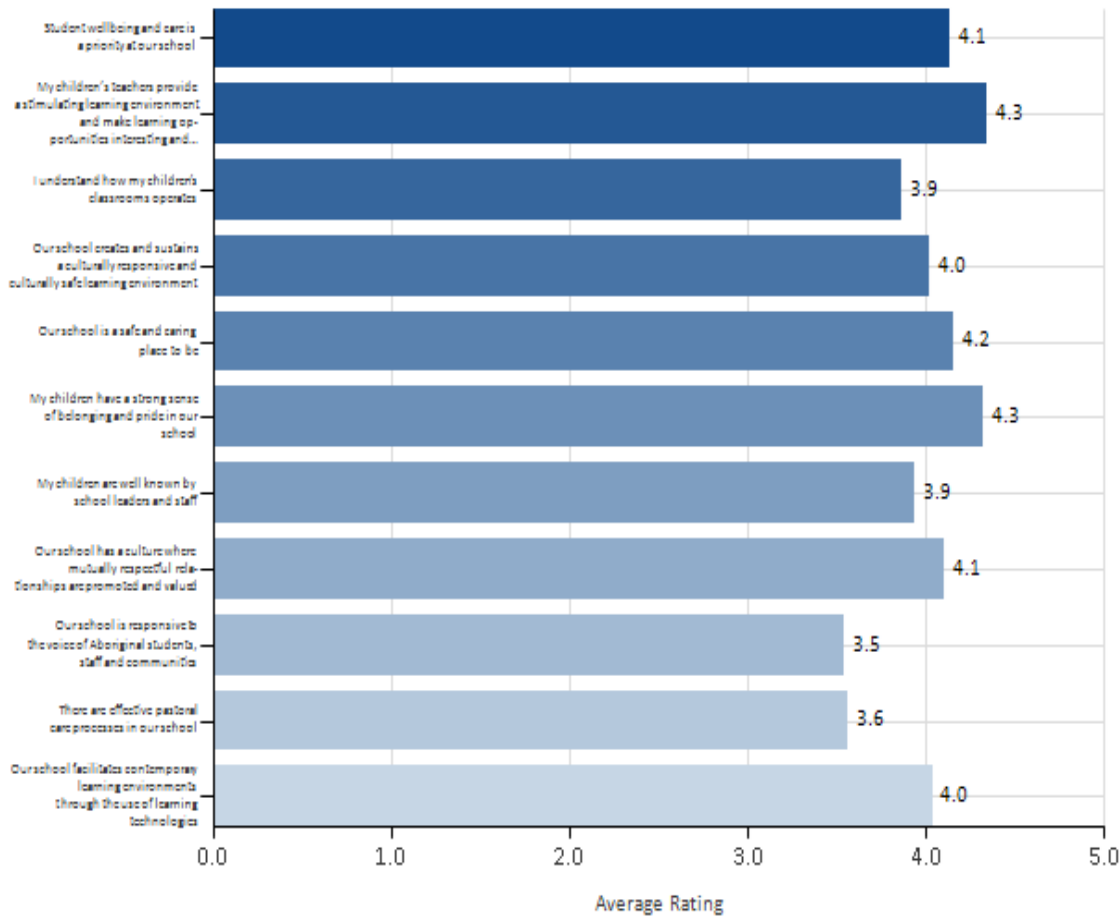
1. Relationships



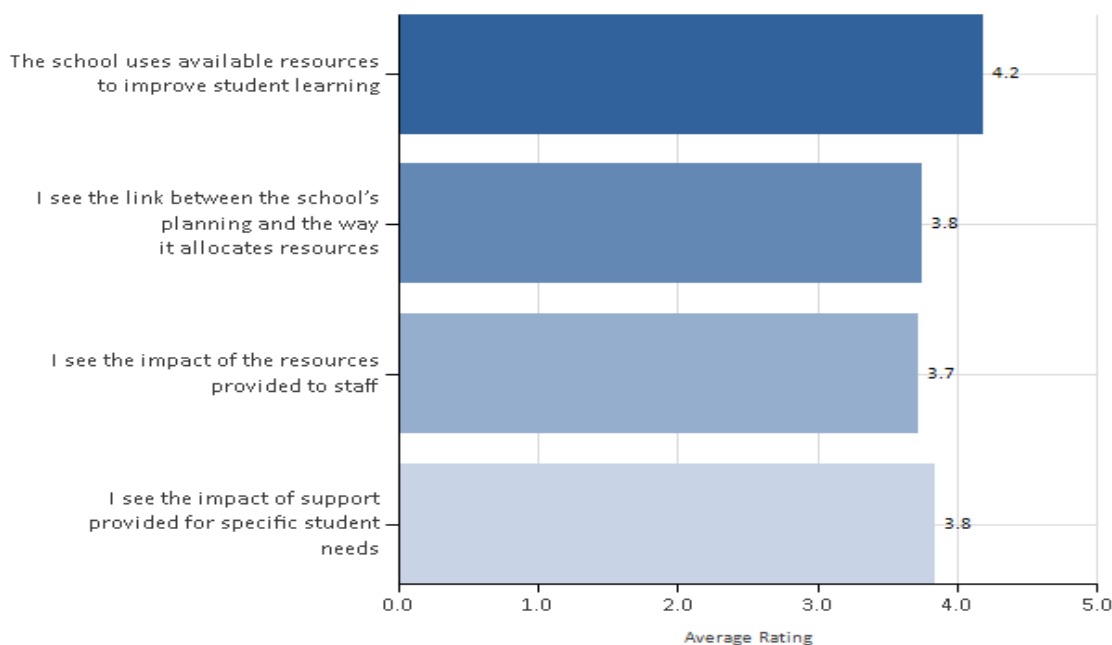
2. Teaching Quality



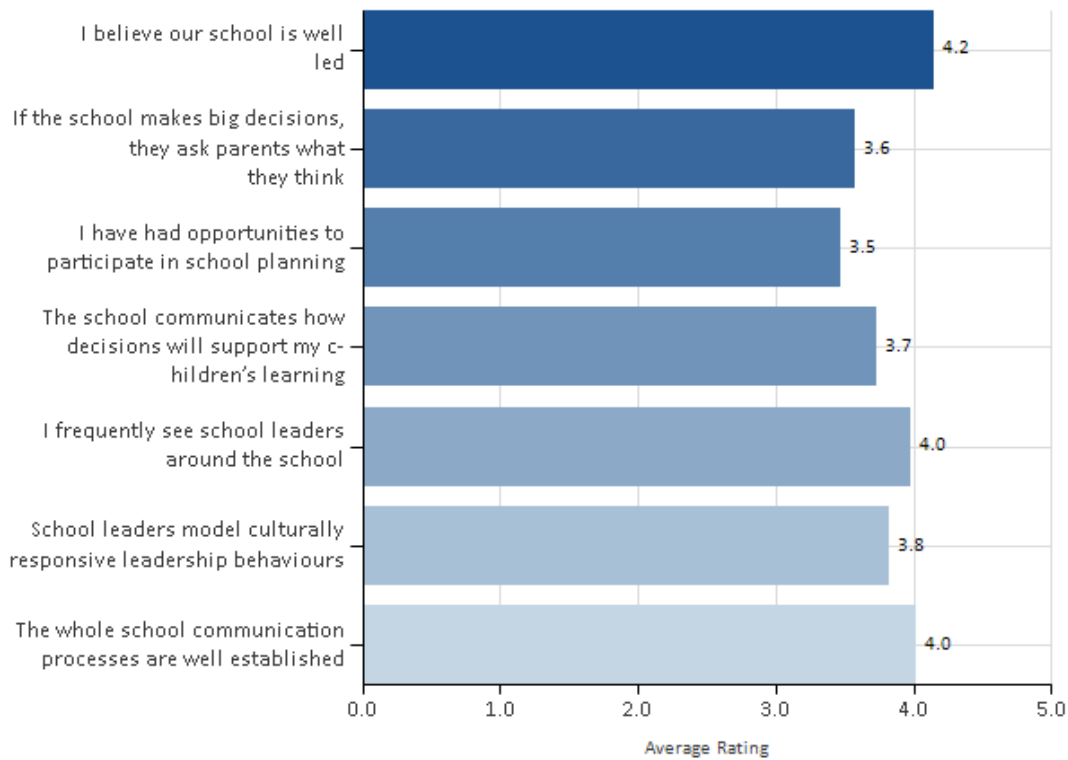
3. Learning Environment



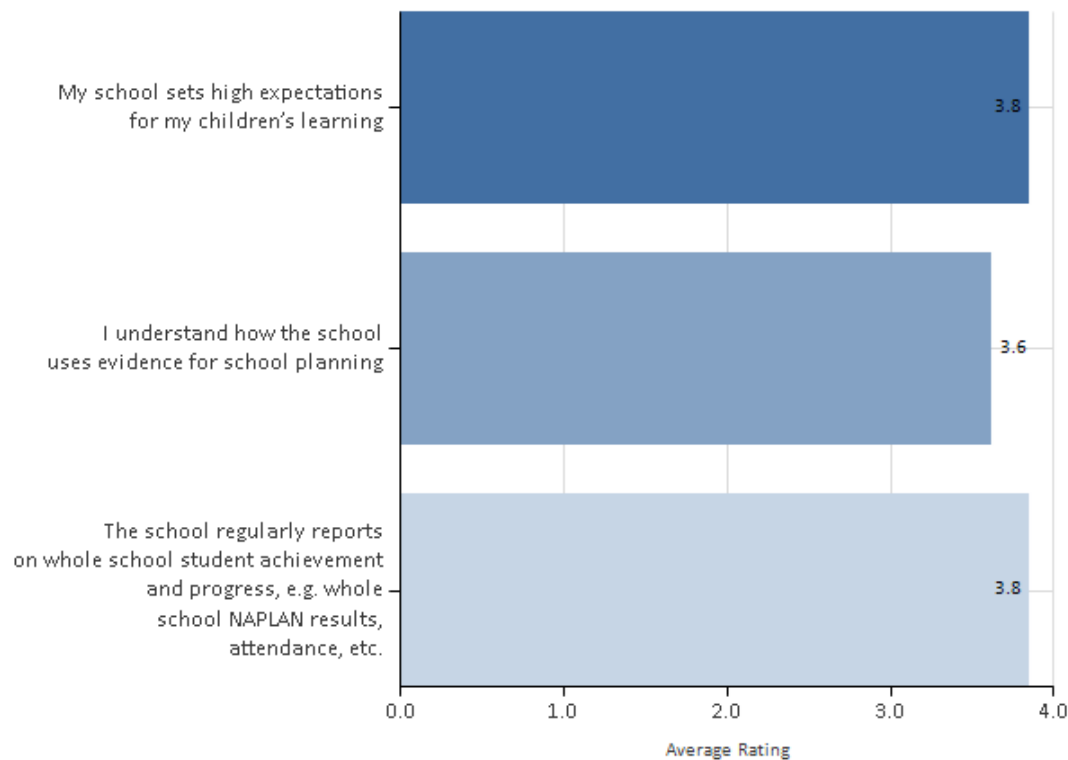
4. Resources



5. Leadership



6. Student Achievement and Progress

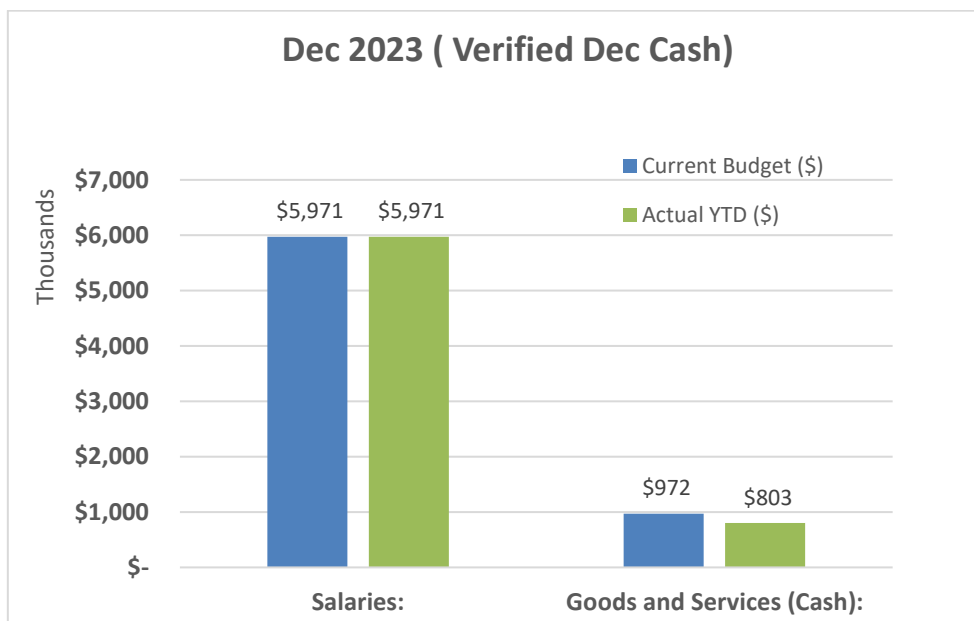


Data was analysed by both staff and the School Board with information used to shape planning in 2024.

SCHOOL FINANCES

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	206,393	206,393
Carry Forward (Salary):	300,485	300,485
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,683,232	6,683,232
Locally Raised Funds:	206,636	209,399
Total Funds:	7,396,746	7,399,510
EXPENDITURE		
Salaries:	5,971,326	5,971,326
Goods and Services (Cash):	971,548	802,606
Total Expenditure:	6,942,874	6,773,932
VARIANCE:	453,872	625,578



INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	206,393	206,393
Carry Forward (Salary)	300,485	300,485
STUDENT-CENTRED FUNDING		
Per Student	5,371,596	5,371,596
School and Student Characteristics	1,032,207	1,032,207
Disability Adjustments	(2,437)	(2,437)
Targeted Initiatives	283,300	283,300
Operational Response Allocation	8,224	8,224
Total Funds:	6,692,890	6,692,890
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(532,959)	(532,959)
School Transfers - Cash	523,302	523,302
Department Adjustments	0	0
Total Funds:	(9,657)	(9,657)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	12,217	11,364
Charges and Fees	68,202	69,074
Fees from Facilities Hire	65,675	66,766
Fundraising/Donations/Sponsorships	5,290	8,954
Commonwealth Govt Revenues	3,200	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	210	210
Other Revenues	12,842	14,031
Transfer from Reserve or DGR	39,000	39,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	206,636	209,399
TOTAL	7,396,747	7,399,510

EXPENDITURE - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,359,407	5,359,407
New Appointments	0	0
Casual Payments	609,798	609,798
Other Salary Expenditure	2,120	2,120
Total Funds:	5,971,325	5,971,325
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	66,512	59,135
Lease Payments	0	0
Utilities, Facilities and Maintenance	245,981	241,312
Buildings, Property and Equipment	294,762	291,219
Curriculum and Student Services	238,719	203,820
Professional Development	3,500	1,827
Transfer to Reserve	113,000	0
Other Expenditure	9,074	5,293
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	971,548	802,606
TOTAL	6,942,873	6,773,931

Some Highlights of the 2023 School Year

2023 was a year of continuing growth and development across our school. Particular events that were enjoyed included:

- Kindergarten Transition program
- Parent Information meetings
- Ongoing work of the School Board
- Ongoing work of the P&C
- Child and Parent Centre school support
- Science Specialist Program
- Joseph Banks Secondary College transition activities
- Mothers' Day raffle
- Fathers' Day stall
- Book Week
- Faction Athletics Carnival
- Swimming Lessons
- Year 6 school camp
- Year 6 Graduation

