

# Koorana Primary School

Annual Report 2021





# From the Principal

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I am pleased to present you with the 2021 Annual Report for Koorana Primary School. This report highlights our school and wider community with important information about our school including evidence of our progress towards meeting the targets outlined in our 2021-2023 Business Plan together with highlighting and celebrating the 2021 school year. The School's performance within this report should be considered alongside additional sources that include your child's report, school planning documents, newsletters, Connect and information provided on our website.

2021 continued to present us with challenges in relation to COVID 19 pandemic, which certainly impacted on our school and wider community in a number of ways. Attendance continues to remain a challenge for the School, however, we have continued to focus on high quality teaching and the wellbeing of our students, staff and community. The report takes the School into the second year of the 2021 - 2023 Business Plan and Strategic Planning Cycle with a renewed focus on High Quality Teaching, the Learning Environment, Leadership, Relationships and Partnerships and Resourcing. Koorana Primary School maintained a strong focus on consistent teaching practices and high quality learning within a positive school culture of high expectations, support, strong relationships and collaboration. It is evident throughout the school that staff continue to provide a balanced and engaging curriculum, targeting both social and emotional wellbeing and academic success for all students.

This report is produced in consultation with our expert staff leaders and provides the community an overview of our success for 2021 in both academic provisions as well as a strong social and emotional focus. I would like to acknowledge the outgoing Principal, Samantha Benn for her commitment and dedication in ensuring the strategic forward planning of this Business Plan Cycle providing the School with a positive trajectory moving into 2022.

I would like to acknowledge the hard work and dedication of teaching and support staff for their expertise and commitment to our school community. I would also like to thank all members of the Board for their continued support and their valuable feedback on the direction and progress of our school. The P&C have again been a fantastic source of support, organising community events and providing funding to the school. It is our strong sense of belonging within our school and our collective responsibility for all our students that makes Koorana Primary School such a positive and successful learning community.

Janine Muir  
**Principal**

# From the Board Chair

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Koorana Primary School Board is delighted to have spent another year supporting Koorana Primary School. The Board, made up of volunteers, hold meetings at least once a term. In these meetings, the Board endorses financial reports, monitors school performance against the Business Plan and ensures the school's resources are used effectively and benefit our students. The Board also assists in contributing to developing Koorana Primary School's community engagement and expectations. This year the Board has welcomed new members, which has provided a new range of experiences and expertise.

2021 was the year we, as a school, said good-bye to Samantha Benn, our former Principal, and on behalf of the Board I thank for her support and dedication. This dedication and support is also evident through all the staff at Koorana Primary School, who have gone above and beyond in their support for the students in difficult times.

We now welcome Janine Muir, our new Principal, who comes to Koorana full of experience and who has already become a friendly and supportive face around the school.

I would, again, like to thank all Board Members for their continuing support and contributions to the School.

Alicia Griffith  
**School Board Chair**

# School Profile

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Koorana Primary School is an Independent Public School located in Warnbro. We are committed to providing every student with a pathway to a successful future by unlocking their learning potential. Our dedicated staff place an emphasis on high quality teaching and engagement by providing a robust curriculum that meets the needs of all students from Kindergarten to Year 6. We cater for the needs and aspirations of local families, working in partnership with a supportive community.

Our staff are invested in sustaining a positive and inclusive school culture, placing emphasis on developing the academic, social, physical and emotional potential of each child. Our Positive Behaviour Support SMART initiative, which stands for Safe, Motivated to Achieve, Respectful and Trustworthy, supports students to develop a sense of belonging, confidence, effective communication skills and the ability to form positive relationships with others.

We place high value on the wellbeing of students, families and staff, recognising the connection between good health and positive academic and non-academic outcomes. This is fostered by an experienced and effective student services team including a school psychologist and chaplain, and the inclusion of evidence-based programs, including Zones of Regulation.

We offer a diverse range of specialist subjects including Physical Education, Visual Arts, Music, Science and Indonesian and students benefit from state of the art facilities including a purpose built science lab, an early childhood nature scape play area, extensive sporting facilities and multimedia technology school-wide.

Our shared vision is to develop students who are innovative, helping them achieve their best to go on to lead and inspire others in the wider community. We have a strong ethos of being a warm, caring and friendly community where every child is recognised and valued as a unique individual.

Our School has wonderful parent and community support. Our School Board takes an active role in establishing and maintaining clear direction for the school and works alongside our Parents and Citizens Association, who regularly organise activities bringing the greater school community together.



# Attendance

	Attendance Category				
	Attendance Rate	Regular	At Risk		
			Indicated	Moderated	Severe
2021	88.5%	63.2%	22.7%	8.7%	2.3%
2020	88.4%	62.7%	20.9%	9.5%	6.9%
2019	89.7%	63.5%	21.2%	11.5%	3.8%
WA Public Schools 2021	91.0%				

## Target

Increase the percentage of students in the regular attendance category of 90%+.

### Partially achieved.

Whilst our percentage of students attending regularly has increased slightly since 2020, our attendance trends have remained relatively stable. 2021 saw a decreased percentage of students at severe risk, and a slight increase in those indicated to risk. Case management processes are in place and regularly reviewed in order to work effectively with families. The COVID 19 pandemic impacted on regular attendance patterns and we look to collect more consistent data as we move forward. We continued to give clear information to families regarding the importance of regular attendance.

# Students

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	54	32	40	50	50	38	43	327
Part Time	40								

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

	Kin	PPR	Pri	Sec	Total
Male	24	34	134		192
Female	16	20	119		155
Total	40	54	253		347

# Staff

	No	FTE
<b>Administration Staff</b>		
Principals	1	1.0
Associate / Deputy / Vice Principals	2	2.0
Total Administration Staff	3	3.0
<b>Teaching Staff</b>		
Level 3 Teachers	1	1.0
Other Teaching Staff	35	26.4
Total Teaching Staff	36	27.4
<b>School Support Staff</b>		
Clerical / Administrative	3	2.9
Gardening / Maintenance	1	0.8
Other Non-Teaching Staff	13	10.4
Total School Support Staff	17	14.1
<b>Total</b>	<b>56</b>	<b>44.4</b>

Destination Schools	Total
Warnbro Community High School	20
Rockingham SHS	4
Safety Bay SHS	2
Mother Teresa Catholic College	2
Comet Bay College	2
Foundation Christian College	1
Home Schooling	1
Australind SHS	1
Atwell College	1
Rossmoyne SHS	1
Kolbe Catholic College	1
Cape Naturaliste College	1

## Priority Area - 'High Academic Achievement'

During 2021 the following strategies were in place to support the achievement of our targets in the priority areas of English and Mathematics:

- Teachers use the Koorana Instructional Model to deliver lessons with a particular focus on Literacy and Numeracy.
- Consistent, school wide approaches, based on evidence, to teach Literacy and Numeracy.
  - Letters & Sounds explicitly delivered K-2
  - Spelling Mastery explicitly delivered 3-6
  - Prime Maths explicitly delivered 1-6
- Agreed engagement strategies are evident in every lesson.
- Strengthen assessment practices to track student progress and inform targets and planning.
- Phase of Learning teams plan, teach, assess, moderate and review to ensure consistency in curriculum content and instruction.
- Further develop fine-grained curriculum scope and sequence documents for English and Mathematics.
- Professional learning available for all staff in key whole school approaches, including workshops, coaching, observations and feedback.
- Performance Development Practices for all staff in line with AITSL standards and school priorities, including observations.
- Digital Technologies are purposefully embedded throughout teaching and learning to enhance learning experiences and outcomes for students.

### Targets:

- Improve levels of achievement in NAPLAN (all areas) to above like schools and closer to the state average.
- Improve progress in NAPLAN (all areas) in the stable cohort to above like schools and closer to the state average.
- Increase the percentage of students in each year level to be at or above the expected level of achievement in Progressive Achievement Tests for Mathematics (PAT).
- Increase the percentage of students in each year level to be at or above the expected level of achievement in Progressive Achievement Tests for Reading (PAT).
- Increase the percentage of students in P-2 working within the expected phase in Letters and Sounds.
- Increase the percentage of students in 3-6 working within the expected level in Spelling Mastery.

# NAPLAN

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## Target:

Improve levels of achievement in NAPLAN (all areas) to above target and closer to the state average.

Improve progress in NAPLAN (all areas) in the stable cohort to above like schools and closer to the state average.

## Partially Met

See Table 2

Year 3 NAPLAN results in all areas did not meet target

Year 5 NAPLAN results achieved some targets in Numeracy, Reading and Grammar & Punctuation

# PAT Mathematics

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## Target:

Increase the percentage of students in each year level at or above the expected level of achievement in Progressive Tests for Mathematics (PAT).

## Partially Met

See Table 1

The school continues to focus on High Quality Teaching in the area of Mathematics. Prime Maths is delivered with fidelity in Year 1-6. Teachers continue to be provided coaching and professional learning to ensure this whole school initiative is driving school improvement.

# PAT Reading

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## Target:

Increase the percentage of students in each year level at or above the expected level of achievement in Progressive Tests for Reading (PAT).

## Partially Met

See Table 1

PAT testing was introduced in 2020 for Years Pre-Primary to Six. Teachers are able to use the data to identify starting points for learning, target teaching and monitor growth. Teachers utilise the information to gain a deeper understanding of where their students are at in their learning and target their teaching accordingly. The table provide a snapshot across Years One, Three and Five and compare our students' performance to a norm referenced group. It should be noted that this represents all schools undertaking PAT, not simply 'like' schools. Reading data indicates more students achieving in the desired targets than in 2020. This aligns to our PM Benchmark data and provides a compelling basis for reviewing our approaches to reading.



# Letters & Sounds

## Target:

Increase the percentage of students progressing in the phase of Letters and Sounds.

## Achieved

The percentage of students working within the expected phase is steadily increasing. This is particularly evident in the Pre-Primary year where almost half the students are working in Phase Three by the end of the year. There are some students requiring phonics intervention and are increasingly well prepared to commence Spelling Mastery moving into the upper school.

# Spelling Mastery

## Target:

Increase the percentage of students progressing in the phase of Letters and Sounds.

## Achieved - See Table 1

The percentage of students working within the expected level in Spelling Mastery has improved since 2020. We continue to deliver Spelling Mastering with explicit instruction for our students.

**Table 1**

Objective	Data Set/Measure	Baseline Data 2020 (T4)	Target 2021 (T4)/ Actual results
Improve levels of achievement in NAPLAN (all areas) to above like schools and closer to the state average.	<b>Proficiency bands (Schools online)</b> <b>Percentage of students above National Minimum Standard</b> (currently exceeding Like Schools for 'at or above' in 9 out of 10 areas, therefore targets are on 'Above'/green bands)	2019 baseline due to absence of data in 2020  See Table 1	See Table 1
Improve progress in NAPLAN (all areas) in the stable cohort to above like schools and closer to the state average.	<b>Dashboard - Progress and Achievement Graphs</b>	2019 baseline due to absence of data in 2020 See Table 2	See Table 2
Increase the percentage of students in each year level to be at or above the expected level of achievement in Progressive Achievement Tests for Mathematics (PAT).	<b>PAT - M</b> <b>Stanine 5+</b> <b>Percentage of students at Stanine 5 or above</b>	Pre 52% Yr One 59% Yr Two 52% Yr Three 58% Yr Four 63% Yr Five 42% Yr Six 32%	Pre 58% 87% Yr One 58% 35% Yr Two 65% 54% Yr Three 58% 55% Yr Four 64% 56% Yr Five 69% 39% Yr Six 48% 57%
Increase the percentage of students in each year level to be at or above the expected level of achievement in Progressive Achievement Tests for Reading (PAT).	<b>PAT - R</b> <b>Stanine 5+</b>	Pre 38% Yr One 18% Yr Two 46% Yr Three 32% Yr Four 44% Yr Five 42% Yr Six 35%	Pre 44% 97% Yr One 44% 32% Yr Two 30% 54% Yr Three 52% 50% Yr Four 40% 47% Yr Five 50% 45% Yr Six 48% 54%

Increase the percentage of students in P-2 working within the expected phase in Letters and Sounds. *	<b>Letters &amp; Sounds Student Phase Tracker (Term 4)</b> <b>Percentage of Students at expected phase or above</b>	Pre 45% Yr One 20% Yr Two 35%	Pre 50% Yr One 50% Yr Two 25%
Increase the percentage of students in 3-6 working within the expected level in Spelling Mastery.**	<b>Spelling Mastery Placement Test (Term 4)</b> <b>Percentage of Students at expected level or above **</b>	Yr Three 90% Yr Four 71% Yr Five 28% Yr Six 22%	Yr Three 92% Yr Four 90% Yr Five 71% Yr Six 36%

**Table 2**

2019 / 2021 NAPLAN Proficiency Bands				
	Koorana PS 2019	Like Schools	State - WA 2019 NAPLAN National Report	Koorana PS 2021 Not achieved Achieved
<b>Year 3</b>	<b>% students at Band 3 or above</b>			
Numeracy	73	71	85	67 below Like Schools (LS)
Reading	69	71	85	68 below LS
Writing	87	83	91	85 at LS
Spelling	68	71	83	64 below LS
Grammar & Punctuation	69	69	85	64 below LS
<b>Year 5</b>	<b>% students at Band 5 or above</b>			
Numeracy	58	68	83	79 above LS
Reading	74	69	85	77 above LS
Writing	65	63	78	66 below LS
Spelling	79	71	84	75 below LS
Grammar & Punctuation	61	61	80	75 above LS

**Table 3**

2019 / 2021 NAPLAN Dashboard: Progress and Achievement Graphs				
	Koorana PS 2019	Like Schools	State - WA 2019 NAPLAN National Report	Koorana PS 2021 Not achieved Achieved
<b>Year 5</b>	<b>% students who made moderate, high or very high progress</b>			
Numeracy	61	55	-	82 above LS
Reading	69	60	-	58 below LS
Writing	52	-	-	64 at LS

## Positive Behaviour Support

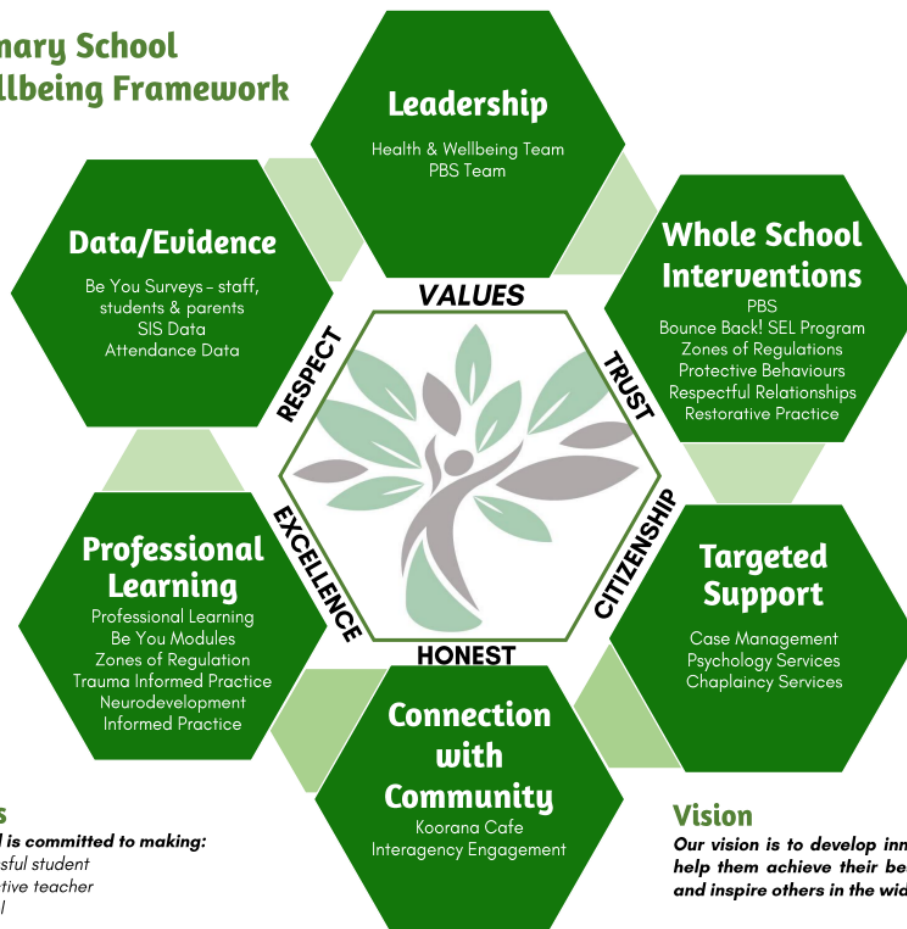
2021 continued with our Positive Behaviour Program, with a whole school fortnightly behaviour focus, introduced at whole school meetings and followed up with regular reminders and explicit instruction in classes. Videos supporting the focus behaviour were also introduced. They show examples of expected behaviours by the students and non-examples demonstrated by the staff. Viewings at whole school meetings were thoroughly enjoyed by all. The whole school individual and faction reward systems continued to run successfully. Students continued to collect individual Dojo points for demonstrating the expected behaviours and many were recognised with the attainment of Bronze, Silver, Gold and Platinum badges. All factions enjoyed well-earned rewards, including extra play and free dress days. Positive phone calls home to parents continued to complement our positive focus. At the end of each term, a specially selected group of students got to enjoy Pizza with the Principal where they were recognised for their exemplary demonstration of the expected behaviours. PBS student leaders hosted a weekly lunchtime reading group called Literacy Legends and supported the implementation of PBS throughout the school.

# Health and Wellbeing

Health and wellbeing became a major focus in 2021. The Zones of Regulation approach was implemented school-wide at the beginning of the year and quickly provided a common, shared emotional language across the school. It provided strategies for students to self-regulate their emotions and impulses in order to meet the demands of the environment. Students in K-2 were supported in their social and emotional development through a new Bounce Back program. Several nominated teachers in Years 3-6 began trialling Bounce Back and a decision has been made on this program as it is the best fit for Koorana Primary School students in the middle and upper school.

A whole school wellbeing policy was established, as was a Koorana Health and Wellbeing Model. An Interventions model was also created to clearly identify intensive, targeted and universal interventions in place at Koorana Primary School to best support our students. A Breakfast Club, lunchtime groups including music, technologies and sporting activities, Mindfulness Mondays (after lunch across the school) were just some of the universal interventions to support health and wellbeing. Targeted support included identified students working in small groups with the school chaplain or school psychologist in building social and emotional wellbeing. Individual Education Plans and Behaviour Support Plans, along with regular case management, including interagency personnel, were put in place also to manage and support specific needs. Koorana Café continued to run on Monday afternoons, with parents and caregivers welcomed to have an informal coffee and chat to encourage social connections and provide opportunities for discussion and information dissemination.

## Koorana Primary School Health & Wellbeing Framework



### Purpose & Ethos

**Koorana Primary School is committed to making:**

- Every student a successful student
- Every teacher an effective teacher
- Koorana a good school

### Vision

**Our vision is to develop innovative students and help them achieve their best to go on and lead and inspire others in the wider community.**

# Attitude, Behaviour & Effort

## ABE 2021

All Years					
Sorted by					
Reporting Period(s): Semester 2 2021					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	119	36	13	2	0
Shows self respect and care	139	24	7	0	0
Shows courtesy and respect for the rights of others	126	37	7	0	0
Participates responsibly in social and civic activities	131	34	5	0	0
Cooperates productively and builds positive relationships with others	124	37	8	1	0
Is enthusiastic about learning	120	34	10	5	1
Sets goals and works towards them with perseverance	117	36	11	4	2
Shows confidence in making positive choices and decisions	124	35	8	2	1
<b>Totals</b>	<b>1000</b>	<b>273</b>	<b>69</b>	<b>14</b>	<b>4</b>
<b>Percentages</b>	<b>73.5</b>	<b>20.1</b>	<b>5.1</b>	<b>1.0</b>	<b>0.3</b>

## ABE 2020

All Years					
Sorted by					
Reporting Period(s): Semester 2 2020					
Attribute	Consistently	Often	Sometimes	Seldom	Not Assessed
Works to the best of his/her ability	98	41	15	5	1
Shows self respect and care	122	27	7	3	1
Shows courtesy and respect for the rights of others	116	30	11	2	1
Participates responsibly in social and civic activities	117	31	8	3	1
Cooperates productively and builds positive relationships with others	104	38	13	3	2
Is enthusiastic about learning	102	34	15	7	2
Sets goals and works towards them with perseverance	92	41	13	12	2
Shows confidence in making positive choices and decisions	94	48	11	5	2
<b>Totals</b>	<b>845</b>	<b>290</b>	<b>93</b>	<b>40</b>	<b>12</b>
<b>Percentages</b>	<b>66.0</b>	<b>22.7</b>	<b>7.3</b>	<b>3.1</b>	<b>0.9</b>

Student engagement as indicated in ABE data indicates a relatively stable picture from 2020 to 2021 with consistent achievement of over 90% engagement.

# English and Mathematics

All classes K-6 continued to implement a structured Literacy and Numeracy Blocks. In Literacy this encompasses synthetic phonics, spelling, reading and writing using an explicit instruction strategy, four times per week. In Mathematics it covers reviewing known concepts, explicitly introducing new concepts and consolidating and reviewing. Teachers include a fast paced warm-up to transfer prior learning from short term to long term memory, then utilise an 'I do, We do, You do' approach to explicitly teach.

Twelve key comprehension strategies are introduced, taught and revisited from K-6. Teachers and students use a common language to refer to and explain strategies and access a range of high quality texts to learn how to comprehend across a range of contexts. Student work in differentiated groups to undertake tasks at their level and have opportunities to work with the teacher, with peers and individually. Additional intervention groups led by EAs provide supplementary instruction and practice for those students requiring greater input. Teachers have carefully monitored progress through the use of PM Benchmarks each semester to determine which students require further intervention and to ensure texts are delivered at an instructional level.

All K-2 classes delivered the Letters and Sounds synthetic phonics program four times a week with students working at their phase level. Teachers use explicit strategies to teach all components of the program to provide crucial early literacy skills. Teachers use ongoing assessment to ensure students are working in the correct phase and have fully grasped the key knowledge and skills before moving on.

All 3-6 classes continued to deliver Spelling Mastery. Students are taught in small steps, using sufficient practice, so that they comprehend how spelling works and can become proficient readers and writers. Implementing explicit instruction reduces the number of words students must memorise in spelling and allows a systematic review of every skill, pattern and rule to ensure long-term retention.

The implementation of Prime Mathematics continued across Years 1-6, with students being provided with four sessions per week which were taught in year level classes. Although the Math Tracker will remain as a means of collecting whole school data, teachers do not readily access or use the data to inform planning. The use of data from Prime More Practice assessments will be looked at as a possible alternative form of whole school data collection during 2022. Whole school and team level discussions will be initiated to determine the use of such data and a recording process. Development of a whole school scope and sequence was initiated in 2021 and will be refined in 2022, to ensure all strands are taught in each reporting cycle. Westwood data was collected by teaching staff and used to set targets and monitor progress for individuals and groups of students. Teachers were given the opportunity to view colleagues implementing Prime.

Daily reviews were implemented across the whole school. The structure and content of these varied throughout the school. During 2022 an agreed structure will be developed to ensure that basic facts, concept review, vocabulary and problem solving are included throughout the week and content is linked to student needs rather than from commercially developed products.

The use of the JEMM (Junior Elementary Math Mastery) program was trialed for students at risk in Math in the Year 5/6 area. The program was delivered by assistants which caused some challenges. Year 5/6 teachers continued to experiment with the best way to implement Prime and cater for the diverse range of students within the three classes.

Mental math strategies were implemented through an agreed school wide scope and sequence. This skill development sequence enabled data collection on student progress and achievement throughout the year.

## Science

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All students, P-6 continue to participate in a weekly 90-minute program in the science room. Primary Connections has been used as a basis for all programs with a mix of inquiry based learning and explicit direct instruction. Students have frequent opportunities for hands on scientific learning through observations, investigations, and experiments. This year students participated in Science Week activities that were designed and implemented by Year 5 and 6 students. During the biology units, students observed lifecycles in action of frogs, spiny leaf insects, fish, and other invertebrates.

## The Arts: Music and Visual Arts

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Throughout 2021 in both Music and Visual Arts, students had the opportunity create and design their own pieces of work whilst learning about a range of cultures and contexts, including Chinese New Year and NAIDOC Week. In addition, as part of the Arts program students across the school were provided with the opportunity to learn about, respond to and gain inspiration from famous artists' and musicians' work.

During Music lessons, students had the opportunity to engage in singing songs, playing musical instruments, learning music theory and listening appreciation. In 2021, students consistently developed their digital technology skills in music by recording, viewing and appraising their performances.

In Visual Arts, students had access to a wide variety of media to produce both one and three dimensional pieces of artwork. Sustainability was considered when implementing the Visual Arts curriculum in 2021. The Art specialist regularly made an effective use of natural materials as well as recycled resources for art projects. As part of the curriculum, students were taught the visual art elements in an engaging way through songs and visual aids. Additionally, students were taught a wide range of art techniques including printmaking and ceramics. Koorana Primary School is very fortunate to have a kiln which was utilised for clay sculptures created by students across the school.

# HaSS

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The Humanities and Social Sciences curriculum was fully implemented from Foundation to Year Six, encompassing history, geography, civics and citizenship (3-6) and economics (5-6). Many aspects of the curriculum were delivered through an integrated approach with other subjects including Literacy and Health. Younger students focused on their own sense of belonging, connections to familiar events and other people's lives whilst older students focused on the interactions between people, places and environments and developed a broader cultural, historical and geographical perspective.

## Languages: Indonesian

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The Year 3-6 Indonesian classes focused on learning vocabulary using topics. Each topic chosen was designed to give every student the language necessary to complete the KETAWA units aligned with their year level. Vocabulary sessions accompanied activities each week to assist in retaining Indonesian words. The Years 5 and 6 classes started an online learning program named Language Learning Space. This website allowed the students to independently work through challenges to improve their Indonesian and build on their cultural knowledge. We continued to use the app Languages Online to introduce new topics, revise learnt topics and assess understandings of topics taught for assessment purpose. Teacher professional development took place online each month on Connect. These KETAWA based sessions aimed at answering teacher questions, developing more streamlined assessment tasks and teaching games to be used in the classroom. Basic vocabulary sessions were also very popular.

## Technology: Digital and Design

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The use of Scratch Junior app was prevalent within the Year 1/2 area. Using this app on iPads developed students' coding skills and assisted in acquiring associated language. As well as this, using the Minecraft app and robotic apps such as: Sphero and Dot & Dash further developed coding skills amongst students.

We continued the focus on ICT skills using the Department of Education's guide across the whole school. This supported students to access online assessments such as NAPLAN and PAT R & PAT M.

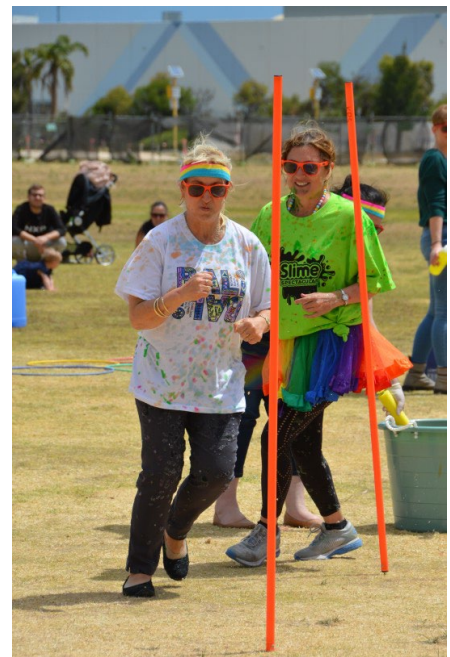


# Physical Education

We have had another exciting and successful year in our Physical Education Department. In Term 1 our senior students participated in the Summer Carnival where students had a choice of Netball, Soccer and European Handball. Koorana were the overall champions for Netball in Red Division. In Term 2 we participated in the Winter Carnival where students had a choice of Basketball, AFL and Volleyball. Koorana won the overall championship shield in basketball for Red Division. Students were well prepared by their class teachers who ran skills and games sessions during Block Sport. We also ran some after school sessions leading up to the Winter Carnival for Basketball to upskill our students. As always our students displayed exemplary behaviour and we were fortunate enough to have a number of parents to support and assist our school. During Term 2 we also had our Faction Cross Country Carnival. Students were well prepared throughout the term, running the course during PE sessions and Block Sport. We also offered the option of joining Running Club which was held after school to provide more opportunities for students who wished to increase their fitness and endurance.

Term 3 and 4 were also busy terms. In Term 3 we participated in the Interschool Cross Country Carnival held at Lark Hill in Port Kennedy. We were well represented by our students in every race, especially considering we are one of the smaller schools. We had our school Faction Athletics Carnival in Term 3. Our students were fighting fit on the back of cross country preparation in the previous term. We participated in the Interschool Athletics Carnival in Term 4, still maintaining our position in B division. We had some great individual performances but it was our team events that saw us win the bulk of our points and resulted in our school placing 2<sup>nd</sup> overall. In Term 4 we worked together with the P & C, for the Slime Spectacular.

Our amazing Faction Captains deserve a special mention. Our captains give up some of their lunch play a couple of times a week to assist teachers in setting up for block sport. They also assist with pack up and maintenance of our equipment and running small activities during play times. Their assistance in this area is invaluable.

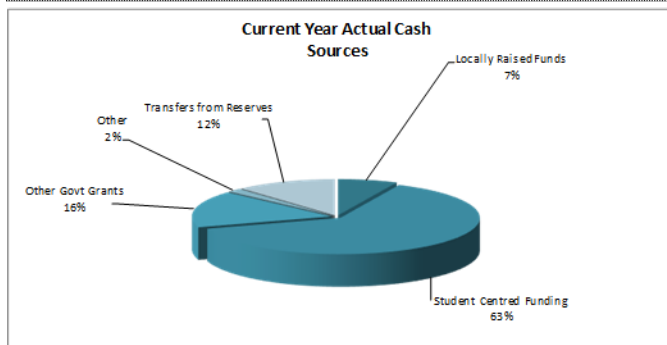
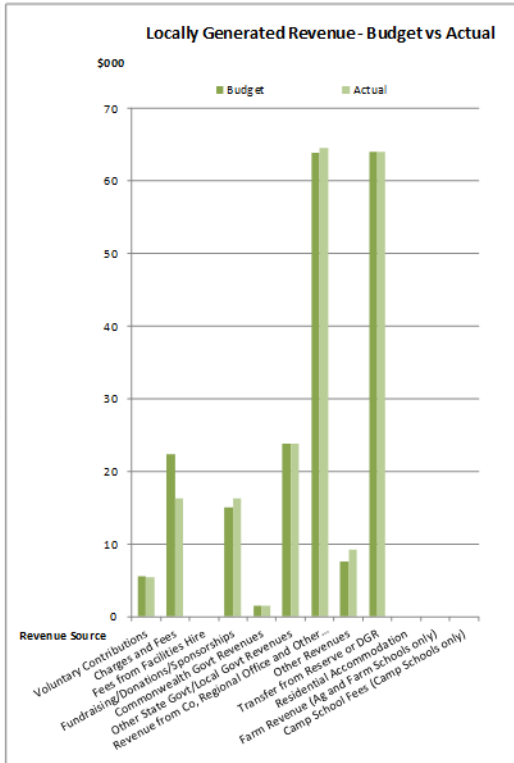


# Financial Summary Report

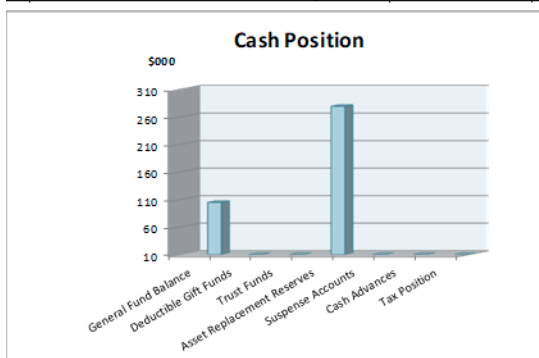
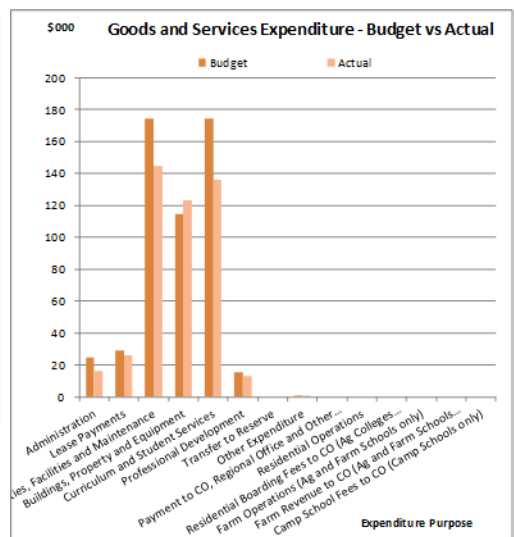
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## Koorana Primary School Financial Summary as at 31/12/2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 5,490.00	\$ 5,375.00
2	Charges and Fees	\$ 22,268.00	\$ 16,224.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 15,085.00	\$ 16,257.65
5	Commonwealth Govt Revenues	\$ 1,491.00	\$ 1,491.31
6	Other State Govt/Local Govt Revenues	\$ 23,790.00	\$ 23,790.00
7	Revenue from Co, Regional Office and Other Schools	\$ 63,776.00	\$ 64,520.54
8	Other Revenues	\$ 7,575.00	\$ 9,149.16
9	Transfer from Reserve or DGR	\$ 63,958.36	\$ 63,958.36
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 208,433.36</b>	<b>\$ 200,766.02</b>
	Opening Balance	\$ 17,370.00	\$ 17,370.10
	Student Centred Funding	\$ 344,930.00	\$ 344,929.70
	<b>Total Cash Funds Available</b>	<b>\$ 565,733.36</b>	<b>\$ 563,065.82</b>
	Total Salary Allocation	\$ -	\$ -
	<b>Total Funds Available</b>	<b>\$ 565,733.36</b>	<b>\$ 563,065.82</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 24,847.00	\$ 16,200.97
2	Lease Payments	\$ 29,031.00	\$ 25,924.59
3	Utilities, Facilities and Maintenance	\$ 174,458.53	\$ 144,381.97
4	Buildings, Property and Equipment	\$ 114,385.45	\$ 122,852.37
5	Curriculum and Student Services	\$ 174,381.19	\$ 135,738.32
6	Professional Development	\$ 15,135.00	\$ 12,666.24
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 198.00	\$ 553.42
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 532,436.17</b>	<b>\$ 458,317.88</b>
	Total Forecast Salary Expenditure	\$ -	\$ -
	<b>Total Expenditure</b>	<b>\$ 532,436.17</b>	<b>\$ 458,317.88</b>
	Cash Budget Variance	\$ 33,297.19	



Cash Position as at:	
Bank Balance	\$ 381,638.76
Made up of:	
1 General Fund Balance	\$ 104,747.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 279,366.32
5 Suspense Accounts	\$ 652.50
6 Cash Advances	\$ -
7 Tax Position	\$ (3,128.00)
<b>Total Bank Balance</b>	<b>\$ 381,638.76</b>

# Endorsement

The School Board at Koorana Primary School endorses the 2021 Annual School Report and verifies the involvement of staff and parents in the development of document.



**Janine Muir**  
Principal



**Alicia Griffiths**  
School Board Chair



