

Beaconsfield Primary School

Annual Report 2020



Message from the Principal

Kirsten Dicker



In 2020, a year that quickly became consumed by COVID-19, it began by welcoming 90 new families and four new members of teaching staff. Our Early Childhood numbers continued to grow as we moved from three to four Kindergarten classes and two and a half pre-primary classrooms.

Our focus shifted early in the year, as the global pandemic unfolded and we navigated uncharted territory through the ever-changing landscape of COVID-19. In an interrupted first term, we had to consider the impacts and how we would ensure continuity of learning in home environments. Staff were upskilled in new technologies to assist them in meeting this challenge and we devised Home Learning Guidelines to clearly articulate to our community how we would cater for everyone.

Term 2 was dominated by gate drop-offs and a need for flexibility. With our on-site attendance at around 65%, we brought together a home learning team who enacted curriculum plans and facilitated teaching and learning online. Consisting of three teachers, this team supported students and parents at home, while our classroom teachers continued with face-to-face learning, in an ongoing environment of uncertainty and unknowns.

Throughout the year and the unfolding pandemic, I was incredibly proud of our school's ability to calmly communicate with our community, and proactively tackle the challenges we were faced with. In fact, I felt that as a community reflecting on lessons learnt, we could take many positives out of an unfortunate, and dare I say it, unprecedented event. The most important and uplifting part of the pandemic was how our community rallied together to support each other. They do say that adversity brings the out the best people and we saw flexibility, resilience and true grit in abundance. Our school staff reaped the rewards of their efforts with the outpouring of appreciation and gratitude from the community. From the emails, cards, chocolates and a beautiful morning tea, we certainly felt the love.

Kirsten Dicker
Principal

Message from the P&C President

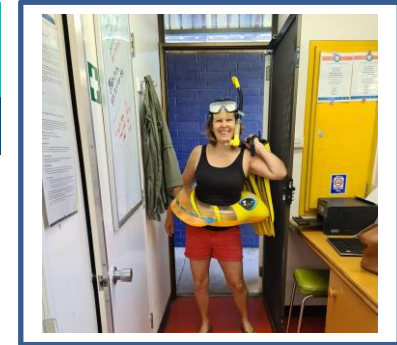
Nicola Bagley

In 2020 the school community was amazing despite the challenges presented by COVID-19 and the Beacy P&C flourished as a result. We raised a total of \$10,430 from voluntary contributions, \$15,500 from grants and \$15,700 from other fundraisers. With these funds and significant contributions from businesses and our community we:

- Assisted with funding towards incredible upgrades to the Kindy / Pre-primary playground (they are amazing).
- Commissioned a playground design for upgrades to remaining school playgrounds.
- Held a Slip and Slide Community Picnic to kick the year off and a free School Bands and Open Night Event to finish it in style.
- A free student-disco, complete with free hot-dog and icy-pole to celebrate being back at school.
- Our first ever online auction in conjunction with our themed Parents Quiz Night.
- After a COVID aborted Mother's Day stall and Rotto Dad's Weekend we had our first ever Father's Day Stall.
- Initiated a Containers for Change recycling scheme for the school.
- Held fundraisers for Picture Plates; Cookie Dough; Eco-Wraps; Entertainment Books; Wise Wine; South Beach Boardies and more.

Other outcomes from 2020 include assisting with transitioning the school canteen from being run by the P&C to a privately managed business, funding some beautiful new shirts for our choir, continuing to manage the uniform shop, and provision of additional student-readers for Kindy and PP due to increasing class sizes.

Thank you again to the many parent volunteers who made it such a wonderful year supporting the above activities and volunteering their time in other ways, such as in the uniform shop and as our P & C class representatives.



Nicola Bagley

Beacy P&C President

Selected events and highlights

2020

Centre for Excellence in the Explicit Teaching of Literacy

Beaconsfield Primary School applied and was successfully selected to be part of the Centre of Excellence in the Explicit Teaching of Literacy. The Centre is a joint venture between Curtin University and the Department of Education and over the next three years, 60 schools across WA will be chosen to take part in the internship program. As intern and Principal, Carolyn Park and Kirsten Dicker were invited to undertake professional learning at Curtin, and visited a number of schools across the metro area to watch the explicit teaching of literacy. They had the opportunity to speak to many students, teachers and principals who had gained great results from this approach. Upon their return, Carolyn and Kirsten worked with staff to consider the implementation of this model at Beaconsfield Primary School and what it would look like across the phases of learning. In consultation with staff, the High Quality Explicit Teaching model was developed. This outlines high expectations of teaching and learning, and a framework in which to introduce it throughout the school. Beaconsfield Primary School will continue working alongside Curtin University and the focus schools in 2021.

Sculpture at Bathers Beach – Karla Nulla Boodja Wardarn

Our Year 2 and 3 students and their families were involved in an evening Lantern ceremony at Sculptures at Bathers. Our students were a part of the Karla Nulla Boodja Wardarn; a Noongar Welcome to Country ceremony honouring fire, earth and sea. After the performance of dance and storytelling, the dancers passed the light onto the children, who then released them and planted the lanterns into and around the Seawall Bunker pool. The majority of lanterns were created by the students and their families on Saturday mornings at Bather's Beach and during school art sessions. Our students were lucky to have the expertise and oversight of Mandy Hawkhead, Veronica Wood and Leonie Femia.

Positive Behaviour Support


After considerable consultation, 2020 saw the full implementation of the Positive Behaviour Support (PBS) program. Throughout 2019, the PBS team worked with staff and students to develop three core values to replace the previous five. These values not only included the previous values in their essence but also built on the values we want to see in Beaconsfield PS students. These values are:

- 

BPS provides consistent behaviour expectations in all classes. The expected behaviours from across all areas of the school have been collated and used to create the Expected Behaviour Framework (EBF). Each fortnight, an expectation focus is chosen, and students are explicitly taught the expected behaviours. Students demonstrating the expected behaviour are recognised with Gold Slips. These are rewarded both individually, through raffle draws and Pizza with the Principal, and also collectively, with the factions being rewarded for the most Gold Slips. Merit Awards have been aligned to the three values.

Students receiving a corresponding wristband for the value they have been acknowledged for. Once they have been recognised for all three values, they receive the 'Triple C' pin.

BEACONSFIELD PRIMARY SCHOOL NATURE PLAY
PLAY EQUIPMENT LAYOUT



After much planning the Early Childhood playground finally came to life. The children have been thrilled to see these plans being brought to life and have demonstrated their commitment to maintaining and caring for their beautiful new environment by creating



a set of rules to
guide play and
cleaning.

LEGEND

- Garden beds with garden mulch 150mm2
- Mulch only areas 500mm2
- Soft fall mulch, waste 45mm2
- New White washed sand area 4m2
- Existing white washed sand in existing location 8mm2
- 450mm - 250mm Diameter Limestone boulders 1m W x 3m L x 3mm2
- 300mm - 200mm Diameter South West mortars to wet creek bed 1m W x 20m L x 1mm2
- Raised timber stage 1m2 Deck platform 6mm2
- Timber log stoppers 2.8mm2 5 x 5 x 1.5

1 NOTES

- ALL NOT HIGH-RISE ARE RELATIVE TO SURROUNDING GRADE
- EXISTING CONFORMANCE WITH PLAYGROUND SAFETY STANDARDS AS WELL AS UNDERGROUND PLANNING SAFETY APPROVALS TO CONSTRUCTION AND JOINT CONSTRUCTION
- DRAINAGE PLAN HAS BEEN REVIEWED FOR ANNUAL RAINFALL ACTUAL CONDITIONS SHALL BE CONFIRMED AND SET UP DURING ON SITE WORK TO CONSTRUCTION
- A GENERAL LOCATION OF EXISTING SERVICES, AVOID AND PROTECT SERVICES AS REQUIRED DURING CONSTRUCTION

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Waste Wise School

In 2020, Beaconsfield Primary School became an accredited Waste Wise school. This Waste Authority program provides support to schools across Western Australia to promote responsible waste management behaviours, with a focus on waste avoidance and recovery. It also develops positive environmental values in students and the whole school community. The program provides resources and support to schools for projects such as recycling, composting and worm farming. We believed that these sustainability values sat well with that of our school community and this view was shared by the organisation as we were successful in gaining a grant.



Getting our Waste Sorted



Gamechangers and It takes a Spark

Students involved in the Beaconsfield STEM Studio participated in the It Takes a Spark Conference at All Saints College. They proudly presented the work that they have been doing and taught students and teachers from other schools how to plan open-ended projects to solve world problems. They put a lot of effort into their presentations and overcame their fears around teaching the other teachers! Well done to Abby, Alex, Saxon, Georgia, Art, Thomas, Jack, Violet and Yannick.

Gamechangers was a statewide competition in which our teams took out one of the top awards in each age division. They handled the shift from a face-to-face competition to an online format and swept away the competition.

Year 3-4 Division – Best Presentation – Saxon, Abby and Alex with a group project: Cyclone Safe Housing

Concept: Helping people in the Northern regions of Australia to stay safe in cyclone territories by building sustainable, safe housing.

How we got there: We researched the internet and spoke to an architect about design building. At first our concept didn't come easy but in the end we got it done.

Our idea: To build houses that are cyclone proof. We wanted to make this because cyclones are something that affects Australia and specifically WA. We want everyone who needs a cyclone proof house to have one, meaning we want to spread globally. We also have tried to make it sustainable and better for the environment.

Materials: Recycled steel, Rubber, Concrete, Recycled tyres, Solar panels, Glass Windows, Plant.

Year 5-6 Division – Best Entry Overall - Jack with a solo project: Land Sea Design

Project: My project idea is to make an app that would help sailors with rigging their optimist dingy. I came up this idea because of my love for sailing. I have been sailing since I was five and I have been sailing optimist dinghies for a year. The reason I wanted to do this idea was that when you are rigging your sail the way that you rig the sail really depends on what the wind is doing and is going to do. So, the app would tell the sailor what the wind is doing now and later and you would also be able to use it for different things.

The school song

In 2020, a competition was launched for students in Years 3 to 6 to enter ideas to go towards the creation of a whole school song. The students were encouraged to enter a whole song, part of a song or just the music, with lyrics that encapsulate our school and our values. Ms Mulligan was inundated with a number of creative and catchy entries. Several students were chosen to work with Ms Mulligan to develop their individual ideas into a whole school song. Those students were: from Year 3: Sam; from Year 5: Gulsha, Sophie, Yannick, Lucy, Chloe; from Year 6: Zoe.



Bookweek

It was wonderful to see the array of book characters at our annual and much-loved Book Week Parade. An incredible amount of thought and effort went into creating some amazing costumes and brought many books to life. Students participated in literacy activities throughout the week, including work with guest authors, such as Renie Allen, Ash Bisdee and Bron Simpson.

Science Week

Students took part in a number of activities to celebrate Science Week. There was a community photography and colouring competitions, lunchtime Science films and tabloid Science activities.



Sport and Carnivals

SEDA Football Clinic: In June all students from Pre Primary to Year 6 were lucky enough to be visited by the SEDA football clinic. Students completed a one-hour football clinic on the bottom oval where they practised marking, kicking, hand balling and bumping.

Staff vs students sporting events: a number of these events took place across the year. These highly competitive games took place between the teachers and Year 6 students.

Girls regional cricket carnival: In Term 4, 14 girls from Year 5 and 6 competed in the Western Australian Cricket Association's regional finals held at Yokine Reserve. Despite losing all four games, the girls improved significantly throughout the day, had amazing team spirit, sportsmanship skills and had an awesome time.



Faction cross country and junior fun run – As always, our school was proudly represented by the 48 members of the Interschool Cross Country team at Manning Park. The Years 3s and 4s were required to run a distance of 1.5km while the Years 5s and 6s ran 2.25km. We received feedback from staff and parents from a number of schools on the positive behaviour and wonderful sportsmanship displayed by our students. The message they were sent with, was to just be 'courageous' and do their best. They certainly did that and overall, our school finished fourth.

Interschool athletics carnival: In extreme weather conditions of 40 degrees, our interschool students shone at the Athletics carnival at Santich Park. While our performance on the track was outstanding, we saw our school values in action. Students demonstrated the value of 'Considerate' through their interactions with other students, and their manners displayed when moving on and off the bus. They showed they were 'Courageous' by pushing themselves, despite the heat, to do their best. Even when they trailed behind the leader, our students demonstrated a drive to finish, and highlighted their resilience. Beaconsfield students showed 'Community' in spades. They cheered each other

on and showed fantastic sportsmanship in congratulating students from other schools

National Schools Opinion Survey

2020

Every two years, schools are required to conduct The National Schools Opinion Survey. Parents, students and teachers are anonymously surveyed using the same questions. The information gathered informs future planning. The number of respondents, comparative to 2018, are shown below. Nearly double the parents engaged in the process in 2020.

Parents		Students		Staff	
2018	2020	2018	2020	2018	2020
84	161	83	92	26	40

The parent survey demonstrated some significant shifts in parents' opinions and an increased satisfaction with the directions and operations of the school. This is exemplified by the two-point shift in response to *'This school takes parents' opinions seriously'* since 2016.

Business Plan Target Tracking:

3.4 Maintain and strengthen positive relationships between the school, board, parents and the community, with a parent satisfaction of 4.0 or above in the National Schools Opinion Survey *'This school has a strong relationship with the local community'*. This increased from 3.1 in 2016 to 3.8 in 2020. Acknowledging that the target was not met, the new business plan intends to address this.

Parent Survey	2016	2018	2020
Teachers at this school expect my child to do their best.	4.0	4.2	4.7
Teachers at this school provide my child with useful feedback about their school work.	3.5	3.9	4.1
Teachers at this school treat students fairly.	3.7	4.2	4.7
This school is well maintained.	3.7	4.1	4.2
My child feels safe at this school.	4.0	4.5	4.7
I can talk to my child's teacher about my concerns.	3.9	4.3	4.6
Student behaviour is well managed at this school.	3.5	4.1	4.5
My child likes being at this school.	3.8	4.4	4.6
This school looks for ways to improve.	3.6	4.0	4.7
This school takes parents' opinions seriously.	2.8	3.9	4.8
Teachers at this school motivate my child to learn.	3.7	4.1	4.4
My child is making good progress at this school.	3.6	3.9	4.5
My child's learning needs are being met at this school.	3.4	3.8	4.3
This school works with me to support my child's learning.	3.5	3.8	4.4
This school has a strong relationship with the local community.	3.1	3.8	3.8
This school is well led.	2.8	4.1	4.5
I am satisfied with the overall standard of education achieved at this school.	3.4	4.0	4.6
I would recommend this school to others.	3.1	4.1	4.7
My child's teachers are good teachers.	3.9	4.2	4.2
Teachers at this school care about my child.	3.9	4.3	4.5

National Schools Opinion Survey

2020

Student Survey	2016	2018	2020
My teachers at this school expect me to do my best.	4.3	4.5	4.6
My teachers provide me with useful feedback about my school work.	3.8	4.3	4.1
Teachers at my school treat students fairly.	3.6	3.9	3.8
My school is well maintained.	3.7	3.7	4.2
I feel safe at my school.	4.0	3.9	4.3
I can talk to my teacher about my concerns.	3.5	3.9	3.7
Student behaviour is well managed at my school.	3.4	3.3	3.6
I like being at this school.	3.9	4.1	4.2
My school looks for ways to improve.	3.8	4.0	4.3
My school takes students' opinions seriously.	3.3	3.7	3.8
My teachers motivate me to learn.	3.9	4.2	4.2
My teachers give me opportunities to do interesting things.	3.8	4.1	4.2
My teachers are good teachers.	4.0	4.3	4.3
My teachers care about me.	3.8	4.2	4.3

Business Plan Target Tracking:

3.2 There will be a whole school approach to behaviour management with a focus on positive engagement of students and the school values; and parent, staff and student satisfaction of 4.0 or above in the National Schools Opinion Survey '*Student behaviour is well managed at this school*'. While parent opinions jumped one point to 4.5 and staff opinion was at 4.6, students rated this at 3.6. In reflection, staff felt this was in part due to consequences of behaviour not always been overtly shared with students. This is being addressed by being transparent about negative behaviour consequences, whilst still maintaining discretion and confidentiality.

4.1 There will be a comprehensive, evidence-based approach to student health and wellbeing, with a student satisfaction of 4.2 or above in the National Schools Opinion Survey '*I feel safe at my school*' and '*I like being at my school*.' The student response to the first statement increased to 4.3, while the latter increased to 4.2. This increase was attributed to a number of student engagement activities and positive reinforcement rewards

4.3 Students will have a voice within the school and demonstrate their leadership capacity, with a student satisfaction of 3.8 or above in the National Schools Opinion Survey '*My school takes students' opinions seriously*'. This has increased by 0.5 between 2016 and 2020 and can be attributed to student leadership initiatives.

National Schools Opinion Survey

2020

Business Plan Target Tracking:

1.6 Performance and Development processes will be aligned to the AITSL standards, the Business Plan and identified professional goals, with staff satisfaction of 3.8 or above in the National Schools Opinion Survey *'I receive useful feedback about my work at this school'*. This target has been met with a 0.5 increase to 3.8.

4.2 The school will implement a sustainable approach to positive staff health and well-being, with a staff satisfaction of 4.2 or above in the National Schools Opinion Survey *'Staff are well supported at this school'*. This has increased by 1.0 in the last four years, to 4.5

Overall, there has been a positive upward trend over the last four years. This is exemplified in the table below that shows the average increase in response from 2016 - 2020 :

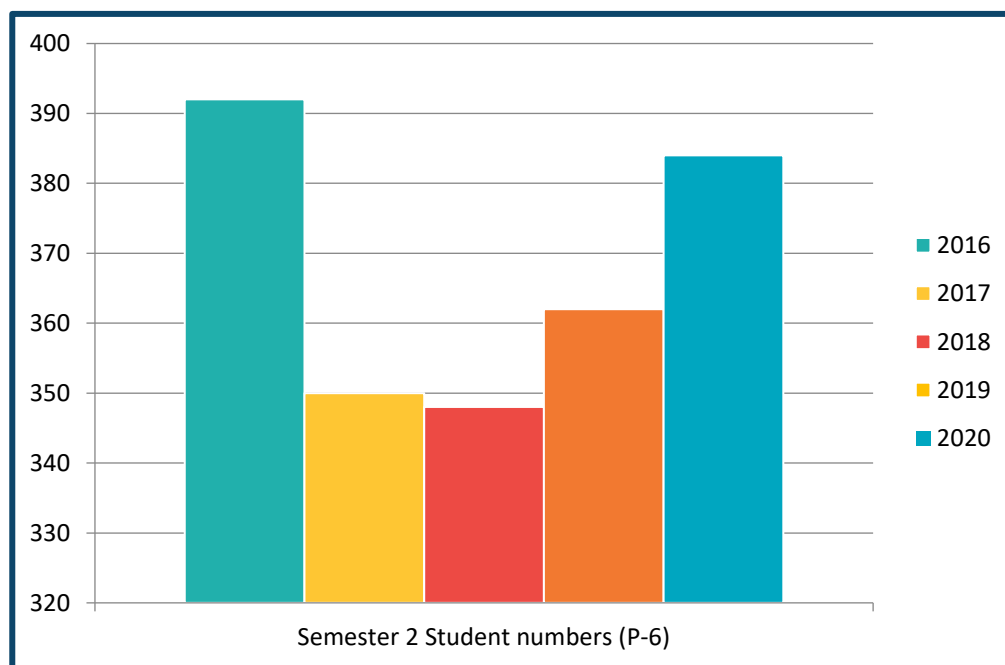
Parents	Staff	Students
0.9	0.45	0.35

Staff Survey	2016	2018	2020
Teachers at this school expect students to do their best.	4.4	4.4	4.7
Teachers at this school provide students with useful feedback about their school work.	4.1	3.7	4.1
Teachers at this school treat students fairly.	4.3	4.5	4.7
This school is well maintained.	4.1	3.6	4.2
Students feel safe at this school.	4.3	4.3	4.7
Students at this school can talk to their teachers about their concerns.	4.4	4.3	4.6
Parents at this school can talk to teachers about their concerns.	4.4	4.5	4.5
Student behaviour is well managed at this school.	3.9	4.1	4.6
Students like being at this school.	4.3	4.4	4.7
This school looks for ways to improve.	4.4	4.5	4.8
This school takes staff opinions seriously.	3.4	4.3	4.4
Teachers at this school motivate students to learn.	4.2	4.0	4.5
Students' learning needs are being met at this school.	4.0	3.4	4.3
This school works with parents to support students' learning.	3.8	3.8	4.4
I receive useful feedback about my work at this school.	3.3	3.6	3.8
Staff are well supported at this school.	3.5	4.0	4.5
This school has a strong relationship with the local community.	3.7	4.1	4.6
This school is well led.	3.7	4.4	4.7
I am satisfied with the overall standard of education achieved at this school.	4.0	3.5	4.2
I would recommend this school to others.	3.9	4.1	4.5
Teachers at this school are good teachers.	4.3	4.0	4.7
Teachers at this school care about their students.	4.5	4.5	4.7

Student Enrolment

2020

Student Numbers (as at 2020 Semester 2)									
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Enrolled students	75	63	70	59	50	53	40	49	459



At the end of Semester 2, there were 459 students enrolled from Kindergarten to Year 6. This figure includes Kindergarten students who are enrolled part-time. The fulltime enrolment equivalent is 422 students. Enrolment trends for Pre-Primary to Year 6 students are shown in the graph

Early childhood has accounted for the increase in numbers in recent years. The school has grown from two kindergarten classes in 2018, to four in 2020.

Beaconsfield Intensive English Centre

2020

The Beaconsfield Intensive English Centre (IEC) provides a specialist English as an Additional Language Dialect (EALD) program for students newly arrived to Australia or those born in Australia who speak a language at home other than English. In 2020, we had a culturally and linguistically diverse student population, with students and families speaking 18 languages from countries across the world.

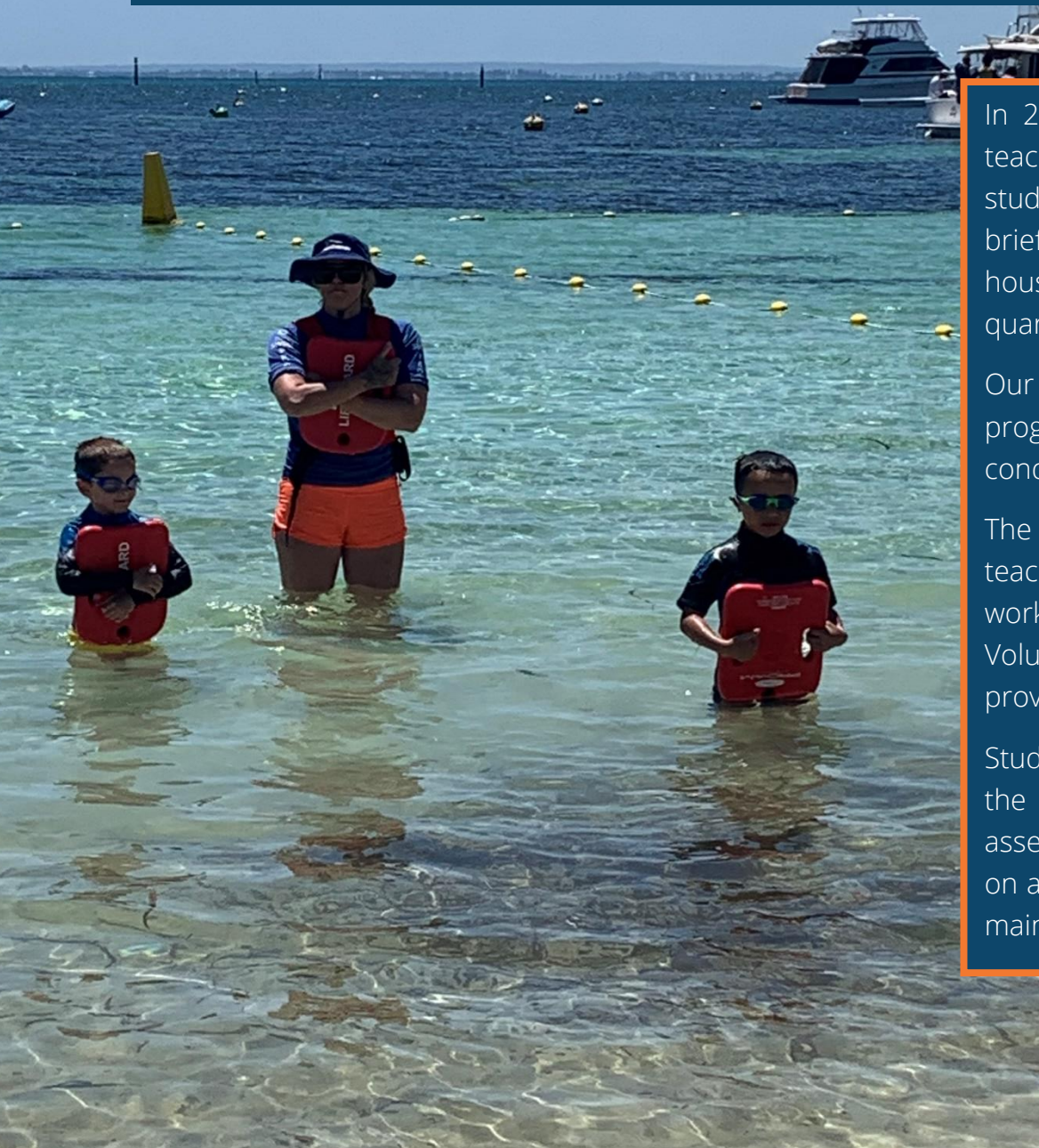
Unfortunately, the arrival of the global pandemic that shut our international borders, impacted the IEC, with fewer migrants granted visas into Australia. With COVID shutting the school prior to the Term 1 holidays, our wonderful Bus drivers and aides ferried work packages to the homes of families, including fun hands-on activities such as seedlings to grow for science experiments.

Once back at school, our IEC students took part in whole school excursions and events, including experiencing fish and chips on the Fremantle foreshore.



Rottnest Island Campus

2020



In 2020, the Rottnest Island Campus was staffed by a classroom teacher, a 0.2 DOTT teacher and a full time education assistant. The students ranged from Kindergarten to Year 5. Their school year was briefly interrupted when the State Government made the decision to house returned travellers on Rottnest, as the school was located in the quarantine zone.

Our Rottnest students covered the same curriculum content and programs as our mainstream students, with the delivery of Italian conducted by the School of Isolated and Distance Education.

The geography and history of Rottnest Island affords many unique teaching and learning opportunities. Students had the opportunity to work with the local rangers and explore local stories with the Rottnest Volunteer guides through a history walk. Thompson Bay North provided the setting for the Rottnest students' swimming lessons.

Students from the Rottnest Island Campus came to Beaconsfield for the Sports Carnival, Book Week and the End of Year Presentation assembly. This provided them the opportunity to experience events on a larger scale and gave them time to mix with their friends on the mainland.

Selected curriculum areas and programs – a snapshot

2020

English: At the beginning of 2020 all teaching staff undertook two days of training in Talk 4 Writing, an approach to the teaching of writing that allows students to internalise the language structures needed to write through 'talking the text', as well as close reading. Students move through the writing sequence, from imitation to innovation to independent application.

Reading continued to be a focus, with staff supported by the Literacy Coordinator to implement the whole school reading approach in their classrooms.

During Book Week, students were treated to a number of author visits, including. As always, the highlight of the week was the Book Week dress up, with students attending as their favourite book characters.

Mathematics: In 2020, staff implemented a numeracy block to provide a consistent structure to support the teaching of Mathematics across the school. There was a focus on 'tune-in and warm-up' exercises to allow students to build fluency and automaticity when working mathematically.

Teaching staff undertook two maths workshops throughout 2020. The first was run by the Maths Committee in Term 2 and focused on problem solving strategies. In Term 4, Ellita De Nadi presented to staff on mental maths, covering open-ended tasks, mental calculating strategies and games for the recall of number facts. Both sessions were positively received by staff and assisted them to help students strengthen understanding of numbers, number relationships and properties of numbers.

Beaconsfield Primary was successful in its submission to join a Department of Education initiative, Empowering Leaders of Mathematics (ELM). The aim of the program is to support leaders to improve the teaching and learning of Mathematics, using current research. This will provide a framework to develop whole school planning and approaches in order to grow exemplary classroom practice in the teaching of Mathematics.

A number of students participated in a Numero club each lunchtime. They had the opportunity to show their skills when they competed at an interschool competition in Term 3.

Science and Technologies

In 2020, the focus of the Science Committee was to look at how the area of Science as a Human Endeavour enhanced the Science Understandings. Whole school planning and moderation tasks assisted teachers with this process, and the committee supported classroom teachers to teach science with confidence.

Despite COVID, a modified Science Week was able to take place and students were captivated by the ocean theme of *Deep Blue: Innovation for the future of our oceans*. A number of students were involved in STEM Studio, an afterschool workshop. Nine of these students presented at the It Takes A Spark conference and we had four teams of STEM Studio students participate in the Game Changers competition. We were successful in this competition, winning the Best Presentation Award for Years 3/4 and the Best Overall Project in the Year 5/6 category.

Music

In 2020, mainstream students from Years 1-6 experienced Music with specialist teacher, utilising a teaching approach based on the Orff Schulwerk method. The curriculum focus for Music was on Making and Responding for Years 3-6, and Making for Years 1-2. Students had the opportunity to compose music, participating in instrumental and ensemble work, looking at rhythm, temp, texture and pitch. They responded to wide range of music types and analysed them against the key elements.

While COVID-19 hindered many opportunities to perform to an external audience, towards the end of the year, the choir was able to showcase their talents at the graduation assembly and the Open Night, where our IMSS students busked. A highlight was the development of a school song. Keen students submitted suggested lyrics and music and number worked collaboratively to work this into a cohesive composition. The school song will debut in 2021.

Languages

Mainstream students from Year 2 – 6 attended weekly 60 minute Italian Language lessons in 2020. The focus of the teaching was on Speaking and Listening, and Responding.

Beaconsfield Primary students were very successful in the WAATI poster competition which entailed the demonstrating their knowledge of the Italian language through poster form. Our school had seven state winners and 12 commendations. Unfortunately, restrictions around COVID-19 meant that the Italian-themed Harmony Day celebrations, and a planned Year 5/6 excursion to the Ancient Rome Exhibition, which would have further immersed students in the culture and history of Italy, needed to be cancelled.

Health and Physical Education

The focus of Physical Education teaching in 2020 was Fundamental Movement Skills for students in Pre-primary to Year 2, and match play strategies and skills for the Years 3-6 students. As always, there was a big focus on sportsmanship, teamwork and fair play. Our students demonstrated these qualities through a number of athletics carnivals and interschool events. Through the Sporting Schools Plus Grant, our students had many opportunities to gain coaching from experts in their field, in sports such as Baseball, Cricket, Lacrosse and Kiddo-Fundamental movement skills.

Intervention and support programs

2020

In 2020, our Student Services and Learning Support Team consisted of a Deputy Principal, a Learning Support Coordinator, School Psychologist, Chaplain and a literacy support EA. This team oversaw the Documented Plans for students across the school and worked alongside classroom and specialist teachers to provide support. The team also facilitated workshops, professional learning, planning sessions for staff so that they were best placed to support all students.

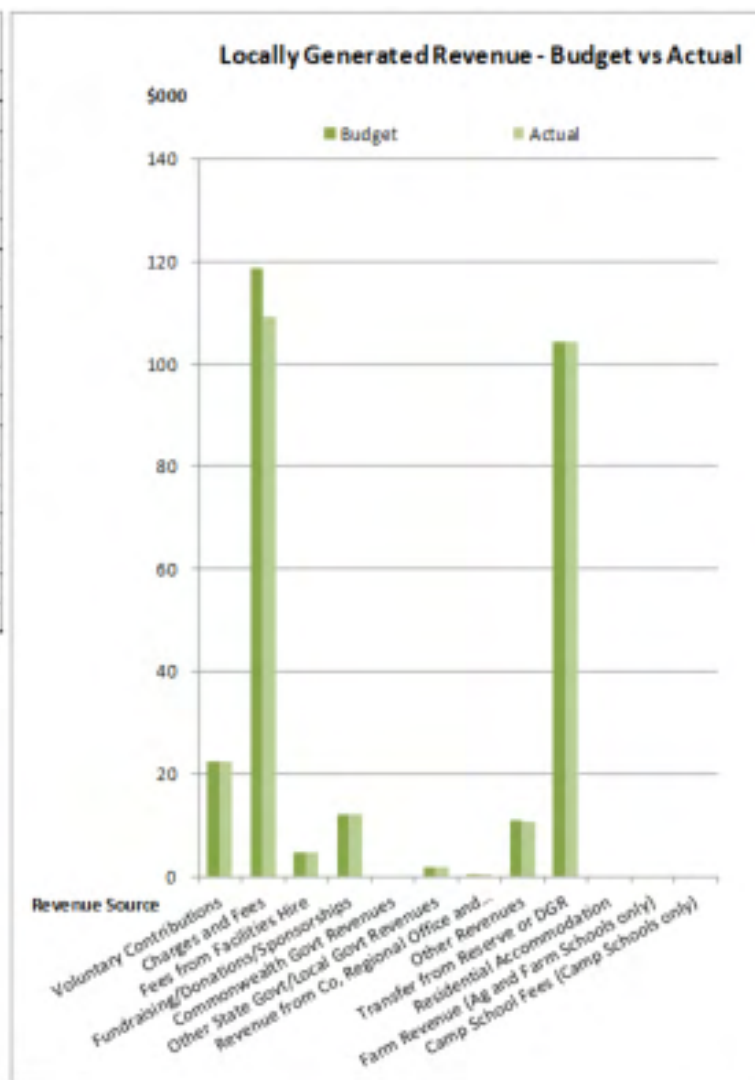
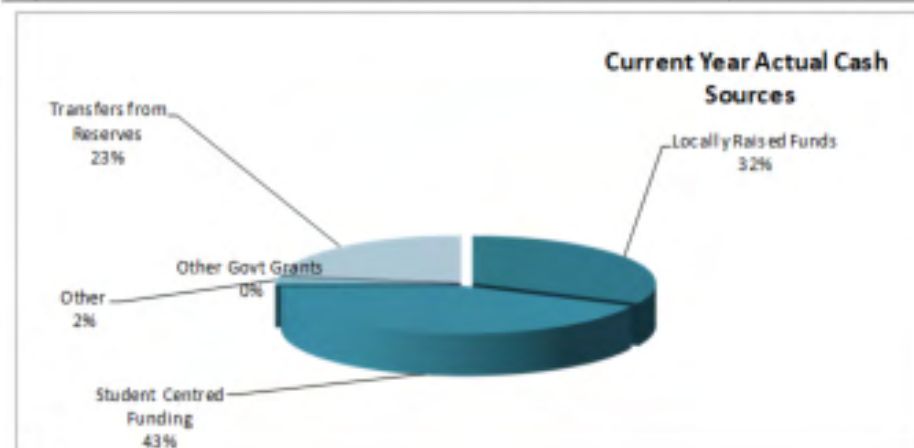
Throughout 2020, over 80 students took part in targeted intervention programs. These students were identified through classroom testing and teacher judgement as requiring a more intensive literacy program. Students from Kindergarten to Year 6 had opportunities to work in small groups in evidence based, best practice programs such as Cracking the Code, Sounds Write, Letters and Sounds, SOS and Reading Simply.

Follow up testing at the end of the year has demonstrated that the majority of students had made significant progress since their inclusion in the intervention program, with some jumping 50 percentile points in their PATs testing. It assisted these students to work at their year level, at the expected standard, in the classroom.

Financial Information

2020

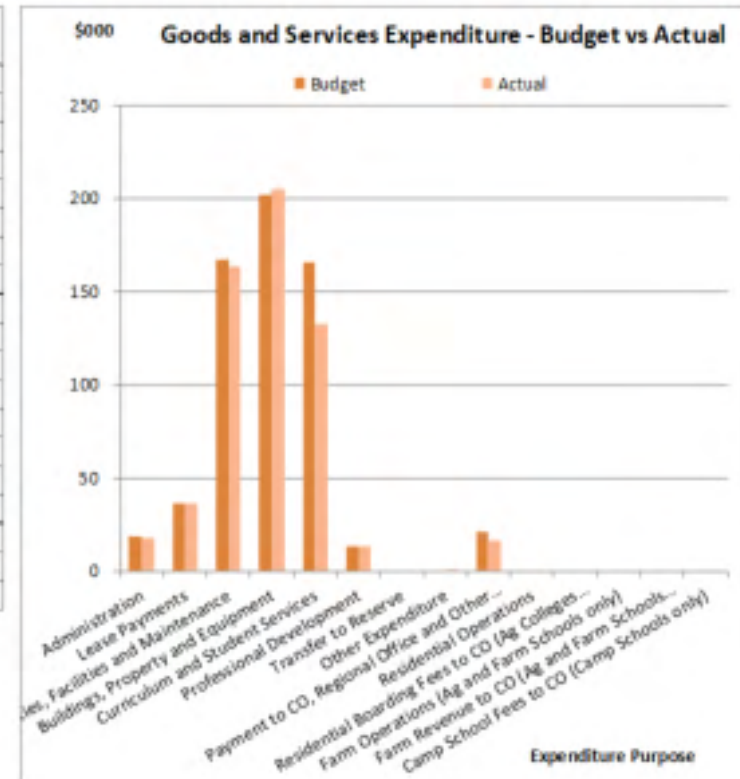
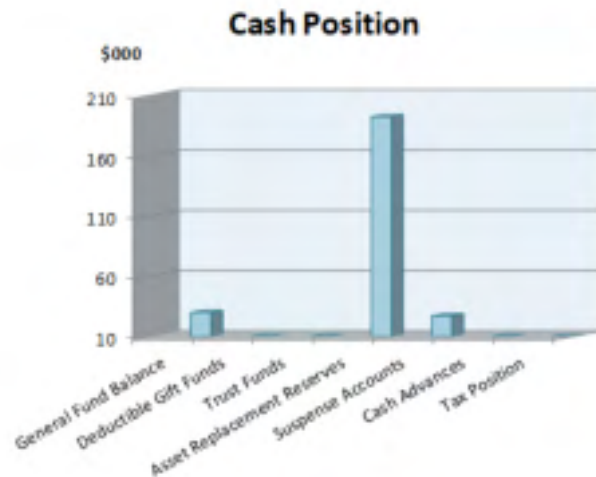
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 22,265.50	\$ 22,265.50
2	Charges and Fees	\$ 118,533.63	\$ 109,314.42
3	Fees from Facilities Hire	\$ 4,545.73	\$ 4,545.46
4	Fundraising/Donations/Sponsorships	\$ 12,133.25	\$ 12,132.95
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,888.55	\$ 1,888.55
7	Revenue from Co, Regional Office and Other Schools	\$ 221.83	\$ 221.83
8	Other Revenues	\$ 10,924.96	\$ 10,733.47
9	Transfer from Reserve or DGR	\$ 104,345.00	\$ 104,345.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 274,858.45	\$ 265,447.18
	Opening Balance	\$ 149,377.00	\$ 149,377.48
	Student Centred Funding	\$ 197,989.40	\$ 197,989.40
	Total Cash Funds Available	\$ 622,224.85	\$ 612,814.06
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 622,224.85	\$ 612,814.06



Financial Information

2020

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,748.94	\$ 17,495.81
2	Lease Payments	\$ 36,094.56	\$ 36,094.64
3	Utilities, Facilities and Maintenance	\$ 166,733.29	\$ 163,141.91
4	Buildings, Property and Equipment	\$ 201,464.13	\$ 204,958.26
5	Curriculum and Student Services	\$ 165,651.39	\$ 132,119.74
6	Professional Development	\$ 12,945.04	\$ 12,945.04
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ -	\$ 2.47
9	Payment to CO, Regional Office and Other Schools	\$ 20,588.00	\$ 16,217.06
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 622,225.35	\$ 582,974.93
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 622,225.35	\$ 582,974.93
	Cash Budget Variance	\$ (0.50)	



Cash Position as at:	
Bank Balance	\$ 247,746.41
Made up of:	
1 General Fund Balance	\$ 29,839.13
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 192,238.53
5 Suspense Accounts	\$ 27,051.75
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (1,283.00)
Total Bank Balance	\$ 247,746.41