

Annual Report *2023*



Respect
Perseverance
Success

An Independent Public School



2023 Annual Report

This Annual Report for 2023 provides a summary of the school's performance throughout the year. It presents an analysis of student performance against system level data, learning area reviews, as well as school performance in the focus areas of the school's Business Plan.

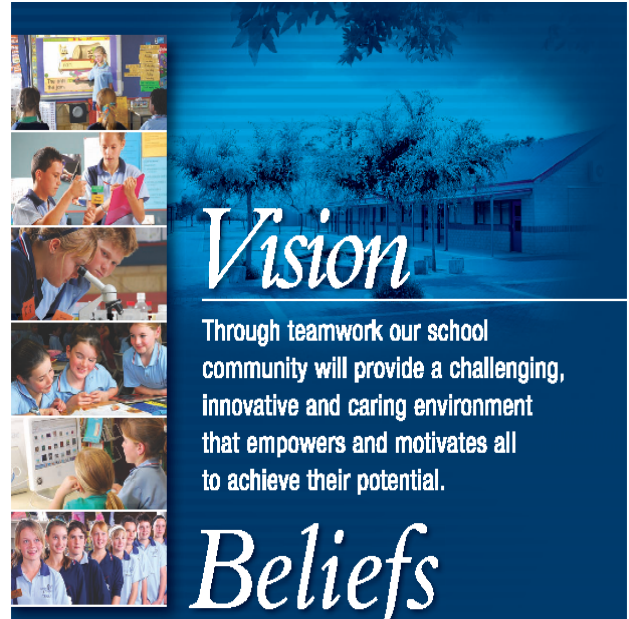
Additional information and details have been provided to the school community throughout the year, via Connect, in newsletters, the school website, and in reports to the School Board and P&C Association. Further to this, information of a more individual nature has been reported or communicated to parents through formal reports, interviews and the Individual Adjustment Plan (SEN) process when appropriate.

School Overview

Ranford Primary is an Independent Public School located in the south eastern suburb of Canning Vale. At the close of 2023 numbers for Kindergarten to Year 6 were 698 and the school will open in 2024 with a total of 678 students. This represents a slight decrease in numbers from the previous year which has allowed flexibility to structure smaller class sizes.

Being a local intake school and due to the reputation of its teaching and learning programs, Ranford Primary has been the school of choice for many parents to move into the local area and take every opportunity to be part of a dynamic learning environment. A positive school tone and focus on the individual child provides a balanced program of curriculum opportunity and wellbeing, catering for both academic, social and emotional needs. There are high expectations for providing the opportunity for each child to achieve their potential and these expectations are also a responsibility of the student themselves.

The demographic of the student population is represented by students who were born in thirty-six different countries and speak forty-nine different languages in the home. This accounts for 69% of the students having English as an Additional Language or Dialect (EALD). In 2023, staff participated in professional learning to effectively support EALD students in the classroom. Enrolment processes include an interview between the parent, student and Deputy upon enrolling which determines learning supports before the student commences. A Level 3 Classroom Teacher supports teachers using the Progress Maps to monitor student progress.



Vision

Through teamwork our school community will provide a challenging, innovative and caring environment that empowers and motivates all to achieve their potential.

Beliefs

We Believe In:

- Education being the responsibility of all – the student and their family, the school and the community
- Respecting diversity and multiculturalism
- Motivation as a powerful learning tool
- Teamwork and cooperation to inspire and empower students and staff
- A supportive and nurturing environment that ensures the wellbeing of all
- Providing a comprehensive, innovative and challenging curriculum for all
- Members of the school community having the right to feel respected and valued
- The pursuit of excellence and the achievement of individual potential
- The focus always being on the individual child
- The importance of values in developing self worth and citizenship
- Supporting the professionalism and commitment of all staff
- The pursuit of excellence in teaching through models of best practice
- Respect for one another, the environment and ourselves
- Optimizing learning through a positive attitude and an active and healthy body
- Preparing our children for being a responsible member of the global community

During 2023 students with special needs were in mainstream classes at all year levels, participating in inclusive learning environments with adjusted individual documented plans.

Values and pastoral care programs add to the development of the whole student. The well embedded Values of the school provide a positive foundation for all interactions, social and emotional development and behaviour management. In 2023, the pastoral care programs were strengthened again with the introduction of a Chaplain at the school, two days a week.

Specialist teachers in Science, Media Arts, Health, Physical Education, and Languages develop curriculum programs in these learning areas. Ranford Primary has a proud reputation for its focus on the individual child, specifically by targeting differentiated literacy and numeracy learning and by providing a range of programs which provide the opportunity for inclusion, support and challenge. The Professional Learning of staff is highly valued in building the capacity of the school to allow each child to achieve their potential.

The campus of Ranford Primary is aesthetically pleasing, spacious and well maintained, providing for many learning opportunities both inside and outside the classroom.

Staff and students enjoy working and learning in an environment that is well resourced with a continual eye on enhancing the quality of teaching and learning opportunities. This is maximised by the school and community working together on significant improvement and renewal projects. In 2023, the school's gazebo area was completed to include an indigenous focus and the school grounds were enhanced with colourful activity stations, hopscotch areas, additional four square courts and a snakes and ladder game provided by the P&C. The school oval structure was also completed providing much needed shade over the junior play ground equipment. This project was achieved with funds provided by an Australian Government grant, the school's before and after school care, Helping Hands Network, Ranford Primary P&C and Ranford Primary.

The Vision for Ranford Primary is reflected in every aspect of the day to day management and operations of the school, the priority focus areas of teaching and learning programs, the professional and physical environments and all interpersonal interactions. It drives all decisions, policies and processes and the shared goals of both the school and its community.

The Beliefs articulate a fundamental shared understanding of the school's Vision in operation. They describe the characteristics and qualities of learning and social contexts and provide a framework for decision making and policy. The Beliefs describe our school in action and along with the core values, have become a noticeable aspect of the school's positive reputation and culture.

School Wide Visible Learning Pedagogy

In line with the Business Plan the school wide Visible Learning Pedagogy is well embedded with staff implementing SOLO Taxonomy to activate and motivate student learning. Classroom Observations were successfully introduced and support teachers to develop best practice strategies that impact student learning.

A strong research base and investment in quality professional learning have been the success of the Visible Learning Plan. This, along with staff leadership and ownership over the rate of implementation, has ensured the achievement of consistent school wide strategies.

2023 saw the Pedagogy Leadership maintain the Visible Learning Plan, reviewing implementation timelines, professional learning, student learning and providing mentoring to staff to maintain the school wide focus. A highlight was the Leadership team's development of the Pedagogy Playbook which will be implemented in 2024 and will further develop consistent whole school teaching practices.

Policy Development and Review

In the planned cycle of policy review and development, the following policies were endorsed by the School Board and are now in their first year of implementation:

- Managing Student Behaviour
- Homework Guidelines
- Sun Protection

The review and development of the school's Managing Student Behaviour policy and procedures required whole school consultation and a dedicated team of teachers working with Administration to ensure the new policy would align with Department guidelines and current best practice. This has resulted in consistent procedures for managing behaviour being introduced across the school with a focus on restorative practice. Targeted Professional Learning in 2024 will support this.

Quality Teaching Strategy - QTS

The QTS is the Department of Education's position on effective teaching and the aspects of school culture which support improved teaching practice. In 2023, Ranford Primary was successful in being appointed a QTS Lead School. Across the state there are 26 lead schools that have been selected, twelve in the primary sector. The role of a QTS Lead School is to provide support to other schools to implement Teaching for Impact, a resource that describes what effective teachers believe, know and do to have high impact on student outcomes. We look forward to being able to share our expertise, practices and teaching strategies with the schools who request our support.

Network Extension and Challenge Initiative

In Term 3 2023 Ranford Primary offered Year 2 students in the Nicholson Network the opportunity to participate in an Early Years Enrichment and Challenge program. As part of the Network's commitment to foster extension, teachers at Ranford Primary developed an 8-week enrichment program focusing on Design and Technologies and Media Arts. In 2023, the inclusion of an Education Assistant in the program added depth and expertise.

Students were selected to participate based on a selection and identification process. The program provided for 21 students, from 7 Network schools, making it a unique opportunity and experience for like-minded peers to work together.

Students explored engineering principles and systems through Technologies and iMovie in Media Arts. There was a strong emphasis on developing students critical and creative thinking, problem-solving skills, team building and collaboration and leadership qualities.

At the end of the project, students showcased their work with their parents, carers and teachers. The program was shared at the Nicholson Principal Network and it was agreed that the Network would fund future programs for schools wanting to lead this initiative.

Curriculum Review

Curriculum improvement and rigorous analysis of data and individual performance is a continual focus at Ranford Primary. Teachers devise teaching and learning programs for every student to access the curriculum successfully so they can reach their academic potential. Teachers constantly monitor and assess their programs to ensure areas of strength are maintained, areas of weakness are addressed, and that system and national requirements are included in the learning area plans taught. Teachers work in Leadership and Phase of Learning Teams to maintain the focus on pedagogy, curriculum, and assessment. An annual review on the School Development Day in Term 4 allows teams to share effective strategies and start planning for the following year. This process ensures student academic achievement can continue to occur in a targeted way. A summary of the achievements and future focus are outlined below.

English	
English as an Additional Language (EALD)	
Achievement 2023	Focus 2024
<p>Sounds-Write program implemented with fidelity in P-3. QTS (Quality Teaching Strategy) support provided to network schools. Classroom observations of teachers teaching Sounds Write occurred.</p> <p>EALD parent questionnaire was developed by teachers to inform and support the teacher to make the required adjustments when the child starts school.</p> <p>Classroom teachers assessed students on Progress Maps</p>	<p>Years 4-6 Spelling program will be reviewed, adopted and adapted. This will be aligned with Sounds Write.</p> <p>Teacher-created Reading assessments in Years 4-6 will be used as formative and summative assessments to assist teachers in determining teaching points for students and measure growth within each year level.</p> <p>Moderation of Reading and Writing across Phases of Learning teams.</p> <p>Teachers continue to use the EALD Progress Maps for teaching, learning and assessment.</p>
Maths	
Achievement 2023	Focus 2024
<p>P-2 teachers developed planning documents referencing Shaping Minds and Paul Swan for the teaching of Mathematics to ensure consistency within year levels, using an interleaved approach.</p> <p>Brightpath Maths assessments in Number and Algebra and Measurement and Geometry were used as formative and summative assessments in Years 3-6.</p> <p>Two teams of Senior students participated in the AFG Interschool Numero Challenge. Out of 18 teams, the Ranford teams came 4th and 2nd.</p>	<p>K-6 teachers plan collaboratively using a combination of Shaping Minds and Paul Swan for the teaching of Mathematics to ensure consistency within year levels, using an interleaved approach.</p> <p>A problem-based Maths approach is to be used to build problem-solving skills and to determine and address misconceptions.</p> <p>Level 3 teacher time to be provided to upskill classroom teachers in Numero PL to maintain whole school consistency.</p>
Science and Sustainability	
Achievement 2023	Focus 2024
<p>Implementation of STAWA START Science program increased teacher efficiency in planning and assessing the Science Inquiry strand.</p>	<p>Continue the STAWA START Science program to increase teacher efficiency in planning and assessing the Science Inquiry strand.</p> <p>Teacher participation in a Nicholson Network Science PL day.</p> <p>Student participation in NAP Science to occur.</p>

Humanities and Social Sciences													
Achievement 2023	Focus 2024												
<p>Significant days and celebrations were included in planning and teaching programs.</p> <p>Students taught using appropriate Indigenous terminology.</p> <p>Whole school collaboration with an indigenous artist to create a Yarning circle with Indigenous symbols, renewing the Gazebo area.</p>	<p>Professional learning to strengthen knowledge of teaching Aboriginal and Torres Strait Islander culture and languages.</p> <p>Incorporating incursions and excursions that have a focus on reconciliation and aboriginal history into the classroom.</p>												
Health and Physical Education													
Achievement 2023	Focus 2024												
<p>Zones of Regulation teacher books were purchased.</p> <p>Zone tool cards and storybooks were purchased for middle and upper primary.</p> <p>Zones of Regulation daily check in for students is consistent across the school.</p> <p>Sun Smart Policy finalised and endorsed by the School Board.</p> <p>Running club established mornings, before school.</p>	<p>UV meters are to be purchased and used with Sun Smart Policy lessons.</p> <p>New inclusions in the Health and Physical Education curriculum to be highlighted to staff, such as first aid and consent.</p> <p>Introduction of tabloid sport format to be considered for Faction Carnival to increase student participation.</p> <p>Staff training in First Aid for designated staff members to establish First Aid officers.</p>												
The Arts													
Achievement 2023	Focus 2024												
<p>Media Arts Photography Exhibition featured at the school's Celebrating Teaching and Learning Open Night in Term 3</p> <p>Canning Vale College Circus Troupe Incursion for Year 6</p>	<p>Photography Exhibition to feature again at Celebrating Teaching and Learning night.</p> <p>Professional Learning focus to maintain specialist teachers skills and knowledge.</p> <p>The Arts to be a focus within other learning areas to enhance student exposure to the different art forms.</p>												
Technologies													
Achievement 2023	Focus 2024												
<p>REMIDA incursion for lower primary.</p> <p>Students from Years 3-6 (135 in total) participated in the Bebras Computational Thinking Challenge. The results were as follows:</p> <p>Years 3 & 4, 41 students participated.</p> <table border="1"> <tr> <td>Merit</td> <td>21 students</td> </tr> <tr> <td>Credit</td> <td>4 students</td> </tr> <tr> <td>Distinction</td> <td>1 student</td> </tr> </table> <p>Years 5 & 6, 114 students participated.</p> <table border="1"> <tr> <td>Merit</td> <td>35 students</td> </tr> <tr> <td>Credit</td> <td>12 students</td> </tr> <tr> <td>High Distinction</td> <td>3 students</td> </tr> </table>	Merit	21 students	Credit	4 students	Distinction	1 student	Merit	35 students	Credit	12 students	High Distinction	3 students	<p>Extension students will participate in the Design Thinking Challenge.</p> <p>Audit and an upgrade of Design Technologies to occur.</p> <p>ICT review and renew upgrade to occur. Each class to receive a class set of 6 iPads and each classroom teacher to be given with a class laptop.</p> <p>Transitioning suite of laptops to include PC's for students to be able to utilise different ICT platforms.</p>
Merit	21 students												
Credit	4 students												
Distinction	1 student												
Merit	35 students												
Credit	12 students												
High Distinction	3 students												

On-Entry Assessment

The On-Entry Assessment Program provides teachers and parents with information about the skills and understandings in Speaking and Listening, Reading, Writing and Numeracy that a child brings to school at the start of a year in Pre-Primary, Year 1 and Year 2. It informs the planning and delivery of targeted programs, reflective of each student's needs and capabilities. Results are expressed as a raw score which are then converted to a scaled score with all assessments using the same scale. This assists teachers to make a more comparable judgement of student progress.

There is no 'desirable score' or minimum standard for the commencement of Pre-Primary. Median scores in Reading, Writing and Numeracy allow schools to better understand their data. The median scores by ICSEA* decile, published each year, may indicate how students are performing in relation to students in similar schools.

The tables below demonstrate that students at Ranford Primary in 2023 performed at or above WA Public Schools and like schools in all areas of the assessment.

Module 1 – Pre-Primary

Domain	Public School Median	ICSEA Schools Median	Ranford Group Median
Reading	450	462	473
Writing	210	210	210
Numeracy	435	442	464

Module 2 – Year 1

Domain	Public School Median	ICSEA Schools Median	Ranford Group Median
Reading	510	523	536
Writing	450	489	489
Numeracy	503	518	555

Module 3 – Year 2

Domain	Public School Median	ICSEA Schools Median	Ranford Group Median
Reading	545	559	563
Writing	541	572	587
Numeracy	582	598	648

Module 4 – Year 2 (students who achieved the top score in Year 1)

Domain	Public School Median	ICSEA Schools Median	Ranford Group Median
Reading	545	559	563

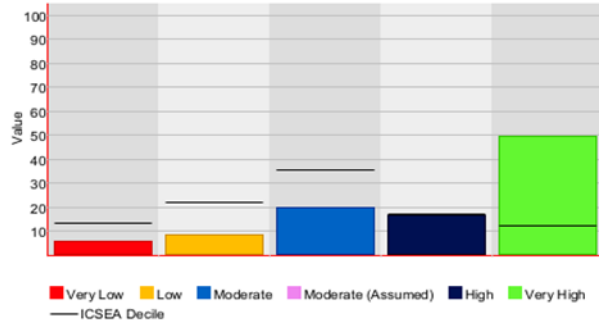
The Index of Community Socio-educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. ICSEA enables comparisons between a selected school and all students with a similar background based on the level of educational advantage or disadvantage that students bring to their academic studies

For Years 1 and 2, progress measures are based on a student's previous assessment score. Progress is measured in five categories: very low, low, moderate, high and very high.

Year 1 Progress

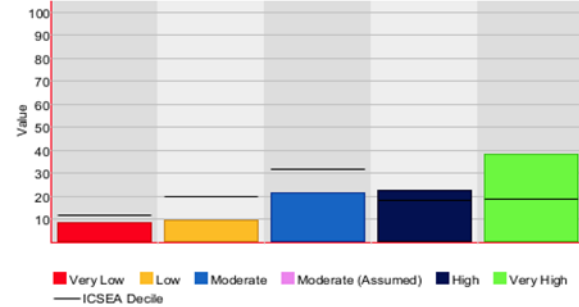
On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



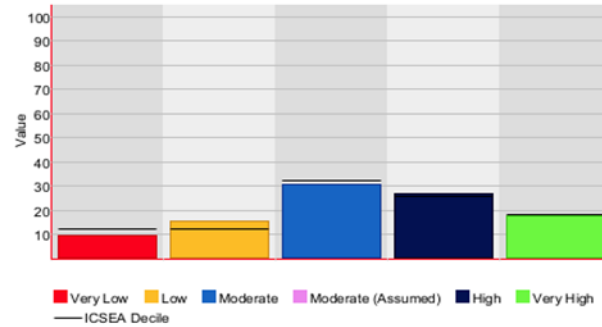
On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



On-Entry - Writing

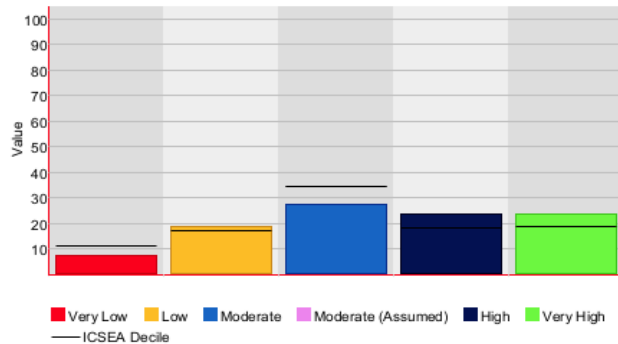
Results compared to ICSEA Decile including data from other schools



Year 2 Progress

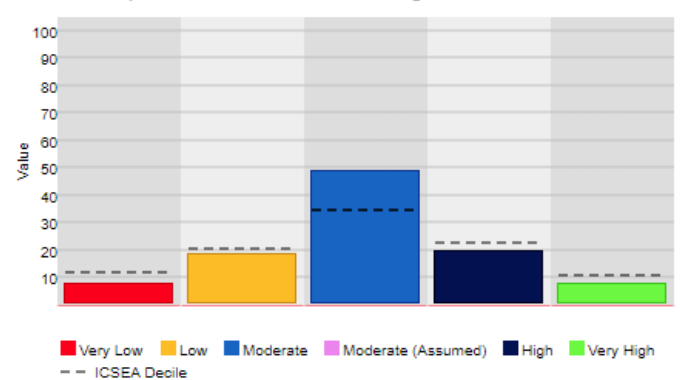
On-Entry - Numeracy

Results compared to ICSEA Decile including data from other schools



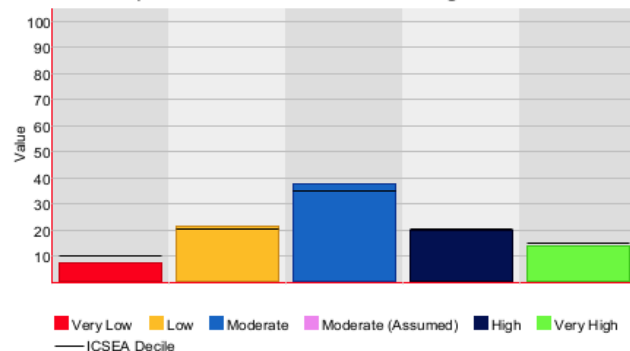
On-Entry - Reading

Results compared to ICSEA Decile including data from other schools



On-Entry - Writing

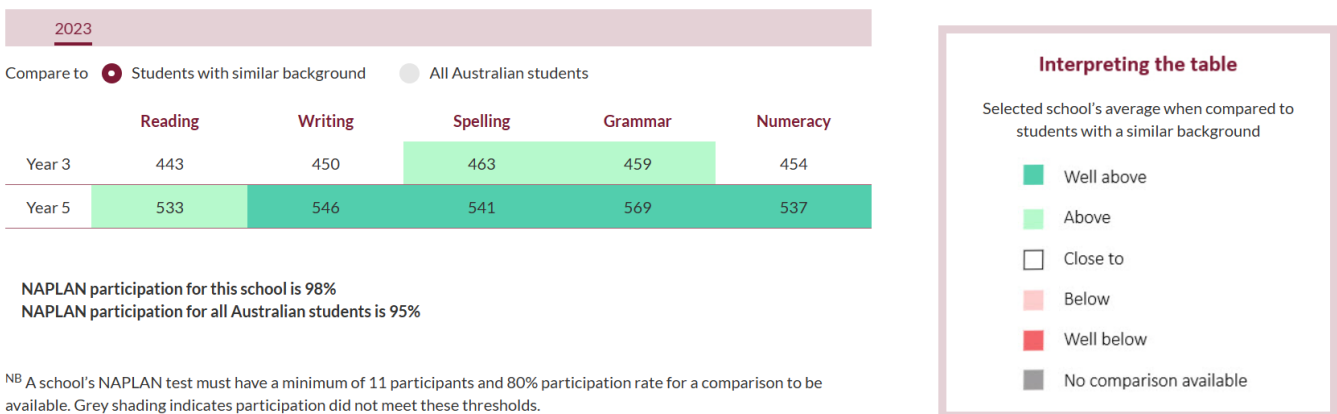
Results compared to ICSEA Decile including data from other schools



National Assessment Program - NAPLAN

NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9. It tests the skills essential for every child to progress through school and life, such as Reading, Writing, Numeracy, Spelling and Grammar & Punctuation. The tests are constructed to give students an opportunity to demonstrate skills they have learned over time through the school curriculum.

The NAPLAN results in the table below illustrates that Ranford consistently performed above and well above like schools in all of the Year 3 and Year 5 tests in 2023. It is expected that student cohorts differ each year and results are always analysed and compared to previous cohorts so targeted improvements can be planned.



In 2023, NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means comparisons cannot be made to NAPLAN achievements prior to 2023. As of 2023, student achievement in NAPLAN is reported using proficiency standards for each assessment area at each year level. There are 4 proficiency levels (Exceeding, Strong, Developing and Needs additional support).

NAPLAN Proficiency Levels 2023

Proficiency Level	NAPLAN Score Range	Numeracy	
		Year 3	
		2023	
		School	Like Sch
Exceeding	493 and above	31%	19%
Strong	378 - 492	51%	60%
Developing	311 - 377	17%	16%
NAS	310 and below	0%	5%

Proficiency Level	NAPLAN Score Range	Reading	
		Year 3	
		2023	
		School	Like Sch
Exceeding	481 and above	35%	27%
Strong	368 - 480	49%	51%
Developing	282 - 367	16%	16%
NAS	281 and below	0%	6%

Proficiency Level	NAPLAN Score Range	Numeracy	
		Year 5	
		2023	
		School	Like Sch
Exceeding	577 and above	33%	17%
Strong	451 - 576	51%	63%
Developing	386 - 450	16%	14%
NAS	385 and below	0%	5%

Proficiency Level	NAPLAN Score Range	Reading	
		Year 5	
		2023	
		School	Like Sch
Exceeding	555 and above	38%	29%
Strong	448 - 554	51%	55%
Developing	377 - 447	11%	12%
NAS	376 and below	0%	4%

Proficiency Level	NAPLAN Score Range	Writing	
		Year 3	
		2023	
		School	Like Sch
Exceeding	503 and above	18%	15%
Strong	370 - 502	76%	76%
Developing	296 - 369	6%	6%
NAS	295 and below	0%	3%

Proficiency Level	NAPLAN Score Range	Spelling	
		Year 3	
		2023	
		School	Like Sch
Exceeding	489 and above	33%	24%
Strong	380 - 488	54%	52%
Developing	294 - 379	13%	19%
NAS	293 and below	0%	5%

Proficiency Level	NAPLAN Score Range	Writing	
		Year 5	
		2023	
		School	Like Sch
Exceeding	570 and above	41%	16%
Strong	455 - 569	51%	63%
Developing	385 - 454	9%	17%
NAS	384 and below	0%	5%



Proficiency Level	NAPLAN Score Range	Spelling	
		Year 5	
		2023	
		School	Like Sch
Exceeding	553 and above	48%	25%
Strong	451 - 552	43%	54%
Developing	378 - 450	5%	16%
NAS	377 and below	3%	6%

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation	
		Year 3	
		2023	
		School	Like Sch
Exceeding	523 and above	20%	16%
Strong	404 - 522	55%	53%
Developing	312 - 403	24%	24%
NAS	311 and below	1%	7%

Proficiency Level	NAPLAN Score Range	Grammar & Punctuation	
		Year 5	
		2023	
		School	Like Sch
Exceeding	582 and above	38%	22%
Strong	470 - 581	48%	53%
Developing	397 - 469	11%	19%
NAS	396 and below	3%	6%

NAPLAN Comparative Performance

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
Year 3	1.3	0.9	0.5	1.6	1.9
Year 5	1.4	1.0	1.6	1.4	1.9

 **Above Expected** - more than one standard deviation above the predicted school mean
 **Expected** - within one standard deviation of the predicted school mean

Attendance

In line with our 2023 – 2025 Business Plan, our attendance approach has maintained a culture of high attendance expectations amongst staff and the parent community. Consistent attendance and participation at school are essential factors in achieving social and academic learning outcomes. Research has shown that student attendance of less than 90% will have an impact on a child's opportunity to achieve their potential. Strategies used at Ranford Primary include the following:

- Attendance articles in parent newsletters, on Connect and flyers provided to Kindergarten students
- Phone calls to parents for students without regular attendance
- Absentee letters sent home in five-week cycles to inform parents of current attendance rate and follow up unexplained absences
- Case managed approach to Students at Educational Risk with attendance concerns through Special Educational Needs (SEN) plans
- Individualised attendance plans are established for those students falling into the 'Severe at Risk' category
- Attendance comments included in semester reports, including students arriving late if required

The following Attendance Data is based on the attendance in the 2021-2023 period. The data in the table below demonstrates that we continue to perform above 'Like Schools' in both attendance rates and on average the percentage of our students who fall in the 'At Risk' categories is lower than 'Like Schools'.

Attendance Rates 2021-2023		
	Ranford %	Like Schools %
Average Attendance Rate	93	91.4
Regular Attendance Rate 2023		
Average Regular Attendance Rate	74.1	70.2
Students at Risk Percentages 2023		
	Ranford %	Like Schools %
Indicated	19.8	22.2
Moderate	5.4	6.1
Severe	0.6	1.4

Business Plan – Focus Area 1

- Reduce the percentage of 'Students At Risk' across all categories, in line with the percentage of students identified in the years prior to COVID.

'Students At Risk' Comparison Percentages		
	2019 (Pre-COVID) %	2023 %
Indicated	11.95	19.7
Moderate	3.6	5.3
Severe	0.5	1.25

Despite the decrease in all categories of 'Students At Risk' from 2020-2023, we are still working towards achieving pre-COVID rates.

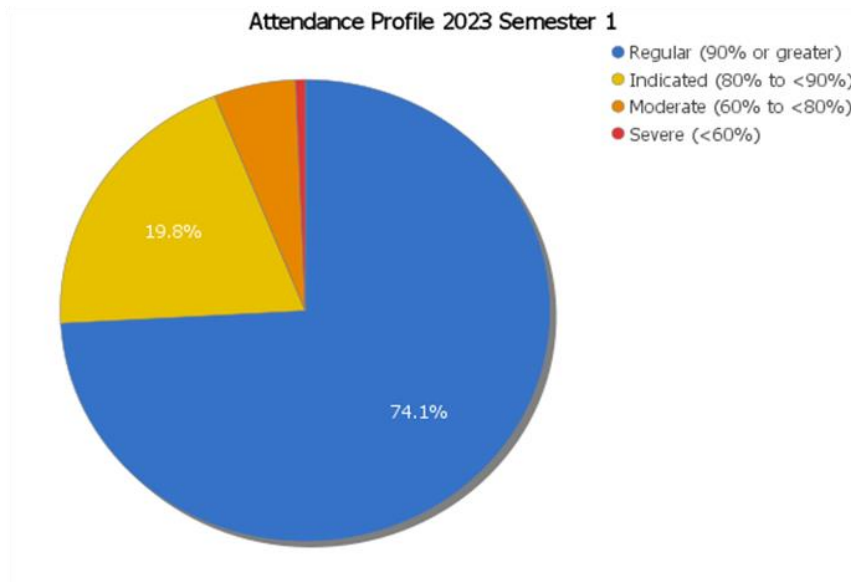
Business Plan – Focus Area 2

- Monitoring students with 'Unauthorised Absences', specifically vacations during school terms.

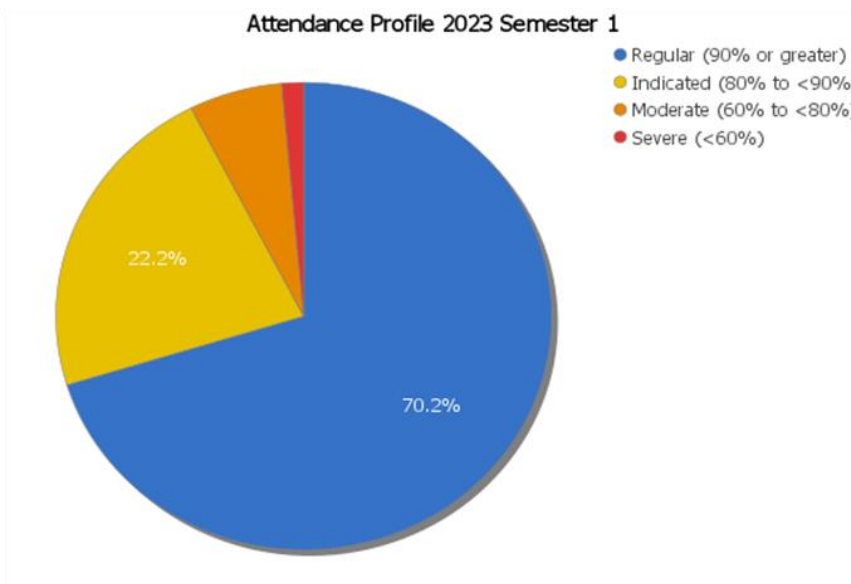
It is concerning that our percentage of 'Unauthorised Absences' is greater than like schools across most years, as per the table below. This is reflective of the large number of students who return during Term 1 and the number of vacations taken during school terms.

Authorised and Unauthorised Absences Average 2023				
PPR	Ranford Primary		Like Schools	
	Authorised %	Unauthorised %	Authorised %	Unauthorised %
PPR	70	30	67	33
Y01	62	38	70	30
Y02	63.5	36.5	69	31
Y03	57	43	68.5	31.5
Y04	55	45	71	29
Y05	72.5	27.5	71	29
Y06	62	38	68.5	31.5

Ranford Primary School

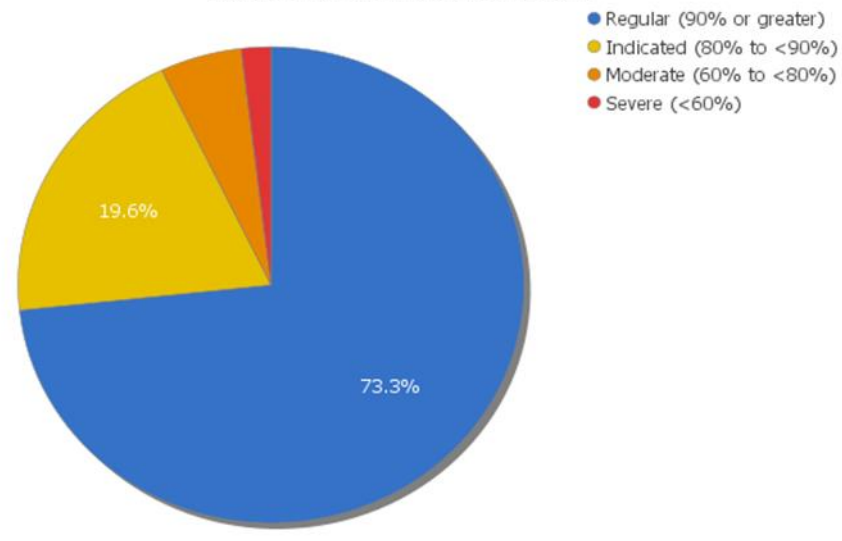


Like Schools



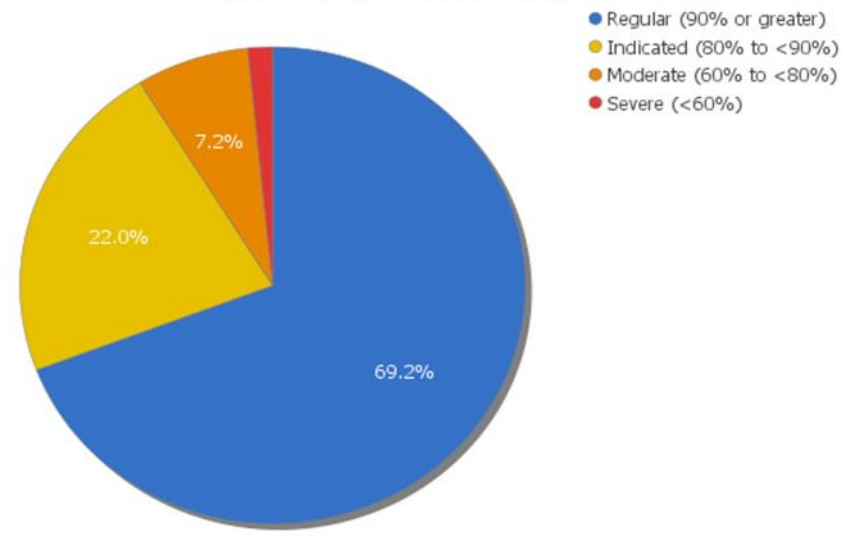
Ranford Primary School

Attendance Profile 2023 Semester 2



Like Schools

Attendance Profile 2023 Semester 2



Student Services

Throughout 2023, Ranford Primary staff have continued to provide an inclusive learning environment ensuring all students were supported and resourced appropriately to meet their individual learning needs through the procedures and guidelines of the Diversity and Differentiation Policy. SEN plans were created for 76 children across year levels. 12 of these students with special educational needs were supported by the utilisation of Abilities Based Learning and Education Support to create a comprehensive picture of the individual student's strengths and abilities, and the SEN Reporting format to assess and report to parents on their achievement. Embedded in the SEN Plan cycle is regular and ongoing consultation and feedback between teachers and parents. Through a case management process, 37 students and their families accessed our School Psychologist support and other students were supported through advice to teachers about behavioural or academic concerns.

Health and Wellbeing continued to be a priority for our school in 2023. As part of our commitment, we re-engaged the support of a School Chaplain through the YouthCARE School Chaplaincy Service. The chaplain contributes to the overall wellbeing of students, staff, and the broader school community. Our Chaplain worked with both individual students, small groups of students and their families throughout the year and provided additional activities for students during school breaks.

A number of programs to support the health and wellbeing of students were continued in 2023.

- ❖ **Aussie Optimism** was provided to year level groups over the course of the year. It is an evidence-based mental health promotion program for children which aims to enhance emotional resilience and equip students with practical skills to navigate life's challenges. In 2023, 41 students in Years 1, 2 and 6, participated in a 10-week course.
- ❖ **The Cool Kids** program caters for a range of age groups from Year 3 to Year 6. It is a valuable resource for helping children manage anxiety effectively. Over the year, 31 students were identified and took part in the program based on staff and family referrals. Each year level program consisted of a series of lessons presented by our School Psychologist and an accredited member of our teaching staff. The program included parent information sessions for each group which were well attended.
- ❖ **The Seasons Program** is designed to support children from age 6 in understanding and responding well to experiences of change, loss, and grief. Throughout the year 24 students took part in the Seasons Program delivered by our accredited teaching staff. Participation in this program is also based on staff and family referrals.

In 2023 we saw the continued implementation of our school wide explicit teaching of the Zones of Regulation in each class across the school. Classes took part in a series of lessons during Term 1, and each class established a 'Zones' check-in for students to be used at the beginning of each day. The benefit of this program is evident in the establishment of a common language for staff and students to support self-regulation in both classes and the playground.

In response to the Department of Education's reviewed Managing Student Behaviour in Public Schools' policy, a team of staff worked to formulate a new Managing Student Behaviour Policy aligning with the Quality Teaching Strategy. This policy has a focus on restorative practice and approaches in multi-tiered systems of support. Professional learning for all staff on Restorative Practice will be occurring early in 2024.

Financial Summary

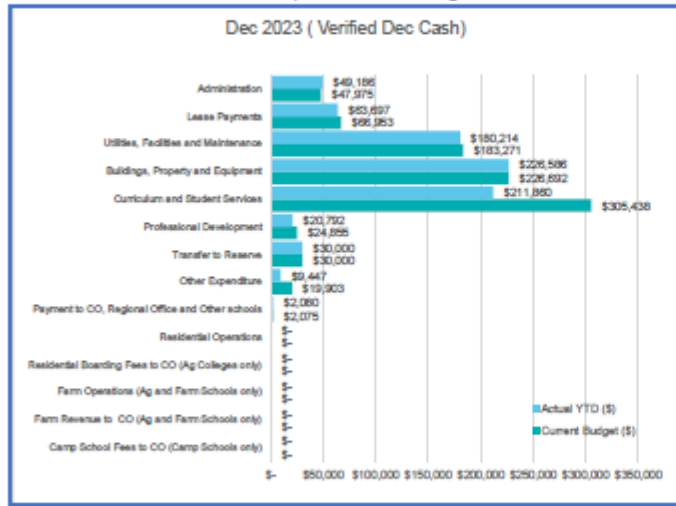
Financial Summary as at 31st December 2023

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	163,741	163,741
Carry Forward (Salary):	435,459	435,459
INCOME		
Student-Centred Funding (Including Transfers & Adjustments):	6,904,804	6,904,804
Locally Raised Funds:	359,098	352,803
Total Funds:	7,863,102	7,856,807
EXPENDITURE		
Salaries:	6,324,566	6,324,566
Goods and Services (Cash):	907,162	793,862
Total Expenditure:	7,231,728	7,118,427
VARIANCE:	631,374	738,380

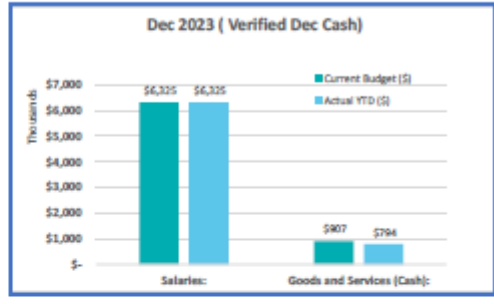
INCOME - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	163,741	163,741
Carry Forward (Salary)	435,459	435,459
STUDENT-CENTRED FUNDING		
Per Student	5,681,810	5,681,810
School and Student Characteristics	879,710	879,710
Disability Adjustments	44,432	44,432
Targeted Initiatives	294,388	294,388
Operational Response Allocation	622	622
Total Funds:	6,900,962	6,900,962
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(248,375)	(248,375)
School Transfers - Cash	252,218	252,218
Department Adjustments	0	0
Total Funds:	3,843	3,843
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	33,464	32,767
Charges and Fees	110,372	105,610
Fees from Facilities Hire	135,000	130,493
Fundraising/Donations/Sponsorships	31,717	31,717
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other schools	587	587
Other Revenues	31,457	35,129
Transfer from Reserve or DGR	16,500	16,500
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	359,097	352,803
TOTAL	7,863,102	7,856,808

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	5,676,905	5,676,905
New Appointments	0	0
Casual Payments	645,935	645,935
Other Salary Expenditure	1,726	1,726
Total Funds:	6,324,566	6,324,566
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	47,975	49,186
Lease Payments	66,953	63,697
Utilities, Facilities and Maintenance	183,271	180,214
Buildings, Property and Equipment	226,692	226,586
Curriculum and Student Services	305,438	211,860
Professional Development	24,855	20,792
Transfer to Reserve	30,000	30,000
Other Expenditure	19,903	9,447
Payment to CO, Regional Office and Other schools	2,075	2,080
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:	907,162	793,862
TOTAL	7,231,728	7,118,428

Goods and Services Expenditure - Budget vs Actual



Goods & Services vs Salary Expenditure



Locally Generated Revenue – Budget vs Actual

