



Carramar

Primary School



Annual Report 2020



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OUR SCHOOL

Carramar Primary provides a range of educational opportunities and experiences for approximately 750 students from Kindergarten to Year 6. In 2020, Carramar Primary continued its commitment to providing quality education for every student, through ongoing review of student performance and reflection on teaching practice.

Over the period of the 2018-2020 Business Plan, there have been a number of strategic steps undertaken to establish stability in leadership and a whole school approach for improved student learning. The focus has been on using consultative practices to review effectiveness, strengthen teacher pedagogy and leadership, use technologies to maximise learning, and strengthen partnerships with our parents.

Visible Learning continues to be the umbrella under which students and teachers clarify their understanding of what is to be learnt and how success can be achieved. Educational programs aim to develop the whole child: their academic, social and emotional well-being, through the provision of high quality learning experiences and high expectations in learning and behaviour.

School Wide Positive Behaviour strategies, provide an environment where students feel safe and are motivated to learn. Quality learning experiences target students' identified needs and build on their strengths. The Four Expectations for learning and behaviour are the cornerstone of the school's values, and are common language throughout the school. The Behaviour Matrix provides a point of reference when guiding students to make positive choices.

Data informed decision making and student progress and achievement is the business of all staff at Carramar Primary. Analysis of data has helped develop a culture of continuous improvement, strong collaboration and commitment to teacher development and the use of evidence based whole school High Impact Teaching Strategies.

Building and maintaining positive partnerships with families and the community is integral in the culture of Carramar Primary, as we strive to maintain positive respectful relationships with each other in a caring learning environment that supports student wellbeing. The School Board provides sound governance and the P & C, continues to be very supportive.



From the Principal....

2020 was an interesting and challenging year. Operating in a global pandemic resulted in changes to many of our daily operations. Consulting, collaborating, connecting, and communicating with our school community, whilst maintaining the well-being of staff and students, with the progress and achievement of all our students central to all planning.

Positive partnerships with families and the community is integral in the make-up of Carramar Primary. Connecting with our community and ensuring effective communication was especially important during the peak of the COVID-19 pandemic. The need to explore purposeful opportunities for parents and carers to be 'informed', 'educated', and 'participate' in their children's learning, both on site and at home, was a key aspect of our planning.

The structure of the school day and the combination of cohorts during breaks and their access to different play areas changed. As part of these changes, the whole school Crunch and Sip program was re-introduced with support from the canteen to ensure that Crunch and Sip options were available. This program continues to be an important part of the Health and Wellbeing program with all staff and students enjoying the focus on healthy snacking.

The National Assessment Program in Literacy and Numeracy (NAPLAN) was suspended due to the pandemic. Although these data sets were not available for longitudinal comparisons, to maintain some consistency in the school's data collection, students in Year 3 & 5 were assessed using previous NAPLAN tests in Week 6 of Term 2.

Assemblies became digital and a greater pedagogical acceptance to learning through the use of technologies was observed. Staff collaborated to develop connected learning programs for the home-learning environment and communicated with parents on a regular basis to maintain connections and clarify queries. The Term 3 Science Day for Parents was the first event when parents were invited on site to 'participate' in their children's learning. The students engaged their parents in many rich, authentic tasks with significant integration of digital technologies.

The City of Wanneroo Student Leadership (CoWSL) partnership provided our Year 6 student leaders an opportunity to become community change makers. The students, in consultation with staff and the local community, designed a cultural meeting place, including a bush tucker garden and Indigenous Art mural, as Phase 1 of a 3-year project. The aim of the project is to enhance the school grounds and provide culturally appropriate links to the local Wadjuk people. In Term 4, the inaugural CoWSL group were rewarded for their outstanding work under unique and difficult circumstances.

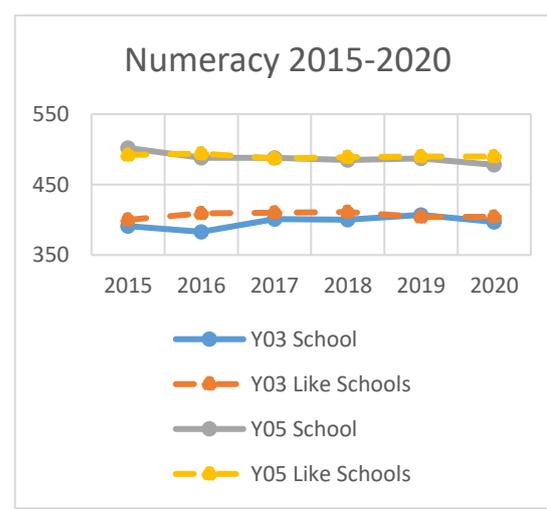
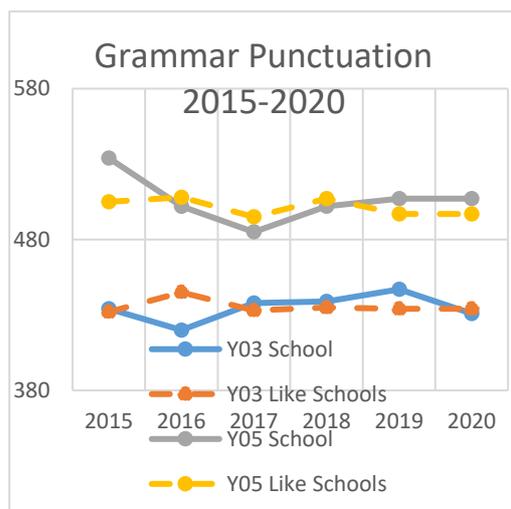
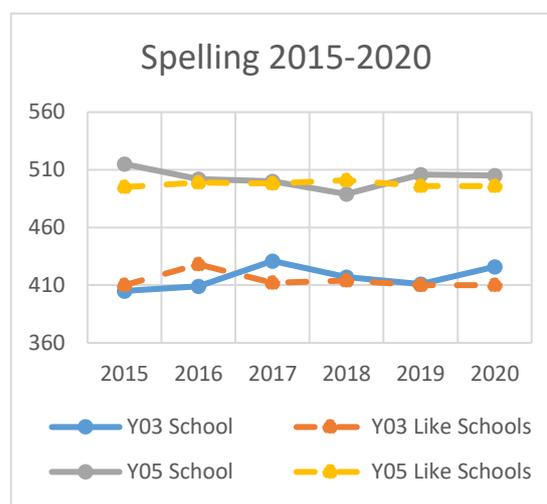
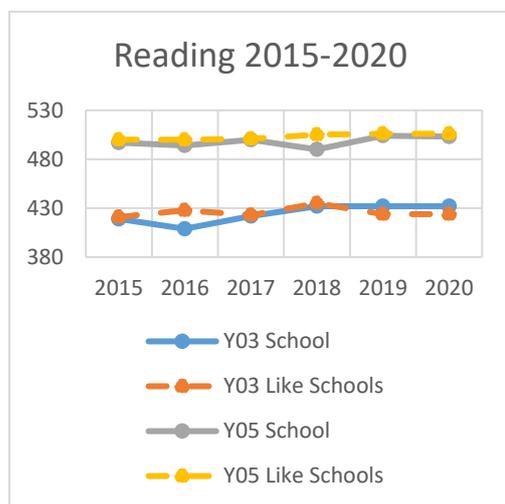
The School Board continued to work collaboratively with school staff to provide strong governance, support and direction. Although events and fundraising efforts of the P & C were impacted in the early part of the year, the school continued to benefit from very generous support and the year concluded with a highly successful inaugural Twilight Market.

I trust this report provides an appreciation for the hard work and deep commitment of the staff, students and families of our school.

Maree James
PRINCIPAL

SCHOOL PERFORMANCE 2020

Due to COVID -19, NAPLAN was cancelled. To maintain some consistency in data collection students in Year 3 & 5 were assessed in Week 6 of Term 2, using previous NAPLAN tests. Assessments were paper based and in areas of Numeracy, Reading, Grammar and Spelling. On completion of the assessment all tests were sent to Best Performance for marking. The graphs below provide a comparison against like school data from 2015 – 2020. It should be noted that, as there is no system data on like school performance, the 2020 like school score is based on 2019 results.



NUMERACY

It can be seen from these graphs there was a slight dip in both Year 3 and 5 performances. These results may be attributed to changes in staffing and interruptions to the Professional Learning program due to COVID-19. The shift in whole school instructional and assessment practices with a greater focus on the use of questioning and better use of open-ended tasks, concrete, representational and abstract models to further enhance student learning, will be important to review when NAPLAN results are available in 2021.

LITERACY

When viewing the longitudinal Reading data for Year 3 and 5, there continues to be a positive trend, although Year 5 achievement suggests they may still be below like schools.

Grammar and Punctuation for Year 5 continues to show an upward trend but 2020 Year 3 results dipped significantly. Spelling showed good achievement for both Year 3 & 5, with a marked improvement in Year 3 results. This cohort is the first to have completed the full cycle of the Letters and Sounds program (K-2) that was implemented in 2016.

ON ENTRY

Reading & Writing

2019 Pre-Primary
2020 Year 1

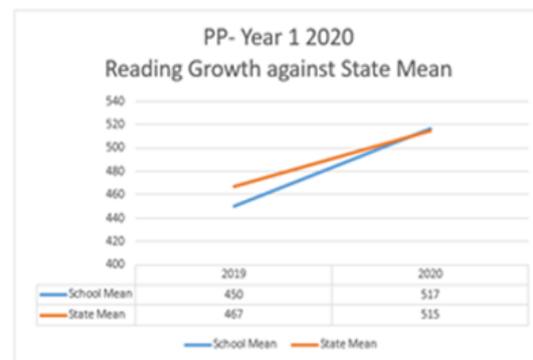
Due to COVID-19, some Year 1 students were unavailable for both Reading and Writing assessments.

These graphs demonstrate On Entry Reading and Writing results for students who were twice tested, as PP in 2019 and as Year 1 in 2020.

School results in Writing track slightly below the State Mean.

School results in Reading are pleasing. The School Mean in 2019 was 17 points below the State Mean but in 2020 was 2 points higher.

Twice Tests: 2019 – 2020 - Growth PP – Year 1



PRE-PRIMARY

Concepts of print for most children are at expected level; most children had good orientation of books, knew where the story started and were able to identify a letter better than a whole word; the vocabulary and range of words children used was mostly appropriate.

Many students were only able to retell one or two events; there was an inconsistent pattern of skill development in letter name knowledge, rhyming skills and identification of initial and final sounds; many children recognised more uppercase than lower case and expressive vocabulary continues to be an area of need.

YEAR 1

Reading and Writing: Many students demonstrated marked improvement in letter/sound knowledge and could identify the single sounds, however, many struggled to read the 'ick' words, suggesting they are not able to transfer reading and spelling skills. Blending and segmenting also requires further development. Some students struggled to retell events from the story, suggesting difficulty in structuring narratives and recalling all the events. Students with poor phonic skills had difficulty structuring sentences.

ACTIONS

In response to these trends, the services of the West Coast Language Development Centre (WCLDC) consultant will continue to be utilised to target improved teaching practices in K-1, with ongoing professional learning, planning sessions, observations and feedback. Teachers and Education Assistants will work together with the consultant, targeting effective practices for the development of early oral and phonemic awareness skills.

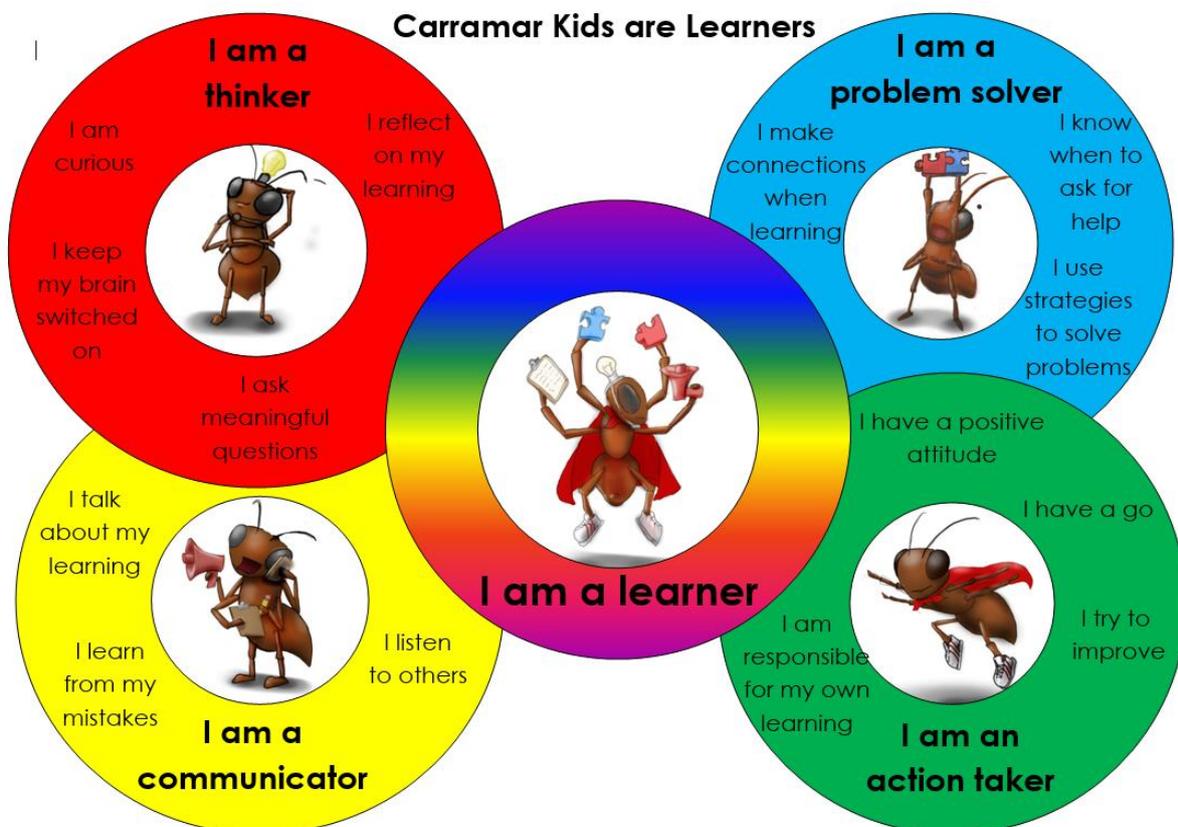
BEHAVIOUR

Carramar Primary fosters a positive learning environment by developing productive relationships in an environment of high-care and well-being. The School Wide Positive Behaviour (SWPB) program supports the expectations of learning and behaviour. The SWPB group meets regularly to review both classroom and playground behaviour. Based on the data, recommendations are presented to staff for collaborative discussion and implementation.

As part of regular review processes it was noted that playground areas were overcrowded and behaviour data indicated a change was required. A recommendation was made to change the structure of the school day and revise student play areas to support identified social skill requirements for particular cohorts.

Through a process of consultation with the staff and community, change was enacted when it was necessary for Year level hubs to be established as part of social distancing requirements. This involved certain year levels being separated and lunch play and eating times reversed. Whilst the lunchtime arrangements demonstrated significant improvements in student behaviour, many negative interactions were recorded during the afternoon recess break. On sharing this data, it was decided that the previous timetable structure be restated, however, the flip play and lunch time arrangements were maintained.

Another aspect of behaviour data demonstrated inconsistencies in recording behaviour types. There was significant difference across staff in interpretations of the SIS behaviour categories. This was impacting on the accuracy of behaviour data being gathered. These concerns were shared with the staff and refined at year level collaborative meetings. An agreed set of categories has been created and 2021 behaviour data will be entered using these categories.



ATTENDANCE

Overall attendance rates at Carramar Primary continue to be at or above state averages. Note the 2020 attendance rates have excluded Weeks 7-10 of Term 1.

Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2018	93.6%	92.6%
2019	92.4%	91.6%
2020	94.5%	91.9%



School success starts with attendance

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2018	94%	94%	94%	94%	95%	92%	93%
2019	91%	92%	93%	93%	93%	93%	92%
2020	93%	94%	95%	94%	95%	94%	96%
WA Public Schools 2020	91%	92%	92%	92%	92%	92%	92%

A significant factor impacting attendance has been the number of families taking extended overseas and interstate holidays during school terms.

A whole school evidence based approach to improve attendance was implemented in late 2019, early 2020. This tiered approach aligned with promoting the wellbeing of the whole child and involved developing staff capacity to adopt effective attendance practices by cultivating a culture of awareness, accountability and positive communication. "At-risk attendance" is monitored and case managed. Processes are in place for teachers to liaise with parents of students with attendance below 90%. Information on the reason for the absence is gained and offers of support are provided. This approach has created higher levels of awareness and responsibility for teachers and parents and faster follow up and action.

2020 Targets

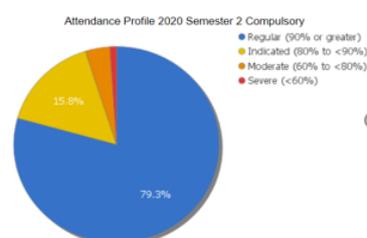
- Increase in overall school attendance to 94% and above for all students
- Reduce number of students in 'At Risk – Indicated' category
- Increase attendance to 80% for 'At Risk' students as identified
- Increase in Early Childhood attendance
- Increase Year 6 attendance in Semester 2

Semester 2 data demonstrated an increase in attendance possibly due to state borders being closed which restricted travel for families.

2020 - Semester 2 Collection (Finished for this Year/Semester)

Term View (Optional): All

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	94.3%	66	13	4		65%	35%
PPR	91.4%	60	12	4	3	74%	26%
Y01	93.8%	65	12	2		65%	35%
Y02	94.6%	83	13	3		71%	29%
Y03	92.6%	88	20	5	1	68%	32%
Y04	93.9%	74	13	5		73%	27%
Y05	93.2%	74	15	6		72%	29%
Y06	93.1%	90	21	1	3	67%	34%
Compulsory	93.2%	534	106	26	7	70%	30%



SPECIALIST PROGRAMS

Carramar Primary offers a range of Specialist Programs. All Students from Pre-Primary-Year 6 participate in Health and Physical Education, The Arts and Languages (Italian).

HEALTH and PHYSICAL EDUCATION

The school calendar provided many opportunities for students to demonstrate their Physical skills. Whilst some events were cancelled due to COVID, modifications were made to ensure in-school events could continue.



In Term 1, the school participated in the Jump Rope for Heart Program. It was wonderful to see the level of engagement amongst the students, especially during limited attendance and when schools were closed due to the pandemic. Not only did the children build their fitness but they also learnt many new skills. A number of children participated in the fund-raising component to raise funds for vital heart research and education programs. Over the duration of the program the school raised a total of \$5994.93. For one of our students, who had open-heart surgery at the age of 2, being involved in the program held a special significance. This student finished the program as Carramar Primary School's highest fundraiser, raising an incredible \$1667.

Also in Term 1, the Triathlon Club concluded their activities with a Duathlon race in the local park. The students started with a 400m run, followed by a 1km bike ride and finishing with another 400m run. The students competed very well considering the warm conditions.



Term 3 saw the conclusion of the cross country season. Carramar Primary Cross Country Team was very excited to be able to participate at the School Sport WA Cross Country Carnival. The Year 3 students performed well with 4 of them placing in the top 20 and receiving an invitation to race at the State Team selection race, and the Year 6 girls team were placed 3rd overall.



Although the Interschool Athletics Carnival was cancelled, the annual Faction Carnival went ahead and was one of the first whole school events that was held, albeit with Phase 4 restrictions. All students, Kindergarten - Year 6 were involved with tabloid team games and track events. It was a very successful day.



In Term 4, the Triathlon team participated at the School Sport WA Triathlon Carnival. Carramar entered 13 teams and were placed 3rd in the overall school rankings. This was an outstanding result, with Carramar Primary being the highest placed Public School. Two Year 6 students were placed 7th in the Aquathlon race, and one earned an invitation to represent Western Australia at the Interstate Triathlon/ Aquathlon championships in 2021.



Students also participated in the State Jump Jam competition, with over 120 students from Years 1-6 involved. Travel restrictions impacted on judging and entries had to be filmed in front of a live audience and submitted on line. The children were rewarded for their efforts with a number of teams winning their divisions.

2020 Western Australia Online Competition

A huge thank you goes out to all the awesome JUMP JAM Coaches and Students for your commitment and fabulous routines.

Year 1 - 3 Competition

Placing	School	Team Name	Song
1st	Carramar Primary School	Fantasia	Funky Town
2nd	Carramar Primary School	Donkey Fanclub	Funky Town
3rd	Carramar Primary School	Carramar's Year 1's	Choco Choco Latte
4th	Kalgoorlie Primary school	KPS Boot Scooters	5,6,7,8
5th	Kalgoorlie Primary School	Suppa Lattes	Choco Choco Latte

Strictly 4 - 6 Competition

Placing	School	Team Name	Song
1st	Carramar Primary School	The Illusionists	Magik 2.0
2nd	O'Connor Primary School	Magic Sixers	Magik 2.0
3rd	Kardinya Primary School	Kardy Kids	A Little Party Never Killed Nobody
4th	Heme Hil Primary School	Heme Hill Hunters	Freaks
5th	Kalgoorlie Primary School	The Chocolate Chips	Choco Choco Latte

Challenge 4 - 6 Competition

Placing	School	Team Name	Song
1st	South Ballajura Primary School	South Balla Jammers	Don't Stop The Party
2nd	Carramar Primary School	Rockettes	Party Rock Anthem
3rd	Carramar Primary School	Monster High	Freaks
4th	Ellen Stirling Primary School	Ellen Stirling Superstars	Freaks
5th	Carramar Primary School	Punk Metal	Freaks

Highest Points Scoring Team Overall

Placing	School	Team Name	Song
1st	Carramar Primary School	Fantasia	Funky Town

VISUAL ARTS

The artistic talents of our students continued to be regularly on display around the school. A focus for 2020 was to improve students' capacity to Reflect and Respond to a piece of art work, using reflective thoughts and relevant vocabulary of the elements of visual art.



MUSIC

Students from Pre-primary – Year 4 are provided with a formal Music Program and Year 5 and 6 students have the opportunity to be involved in the Instrumental Music School Services (IMSS) Program. This Program provides tuition to selected Year 5 and 6 students in Guitar, Brass, Flute and Clarinet. Years 4-6 students also have the opportunity to be involved in the Senior Choir. In 2020 restrictions impacted on some annual events involving choir and IMSS student performances. Traditionally Harmony Day is the first whole school event for choir and IMSS students. Students celebrated Harmony Day via live stream in their classrooms with the choir singing “Cover the World with Love” supported by our IMSS students on flute and clarinet.



DRAMA

The Drama program with our Year 5 and 6 students continues to be very successful. Now in its third year, an improved skill set of Year 6 students has been noted. Unfortunately, due to COVID, opportunities for students to perform in front of an audience were impacted in 2020.

LANGUAGES

All students from Pre-primary to Year 6 participate in the Languages program, with Italian being the language taught. Year 4-6 students participated in the Education Perfect online Italian competition and competed against schools in Australia and around the world, answering questions in Italian using reading, writing or listening modes. Carramar PS came 3rd out of 41 schools in the WA Italian category. Bravissimi studenti!



SCHOOL BOARD

The Carramar School Board continued to have a positive and effective partnership between the school and the community in 2020.

In a particularly challenging year, the leadership of the substantive Principal was imperative, in supporting the Board to understand its role and responsibilities in regards to school governance. The Principal ensured the Board was well informed and understood the decisions made regarding the management of the school.

Whilst there were changes in Principals, and leadership and membership within the School Board, the Board continued to be characterised by members who were proud to belong to the Carramar school community and demonstrated respectful due diligence in their approval and advisory role.

Highlights of 2020 included:

- The presentation of the whole school approach to Science and the intended use of the Science Lab
- The data literacy leadership PL presented in partnership with the WCLDC to improve results in the Early Childhood
- The focus on CPS being a school that values connectedness and parents as partners in order to develop the whole child
- The changes developed during COVID 19 and the feedback, including, the timetable change, Crunch & Sip, greeting students and parents due to the opening and closing of the gates
- The plans for reconnecting with parents to inform, participate and engage following the impact of COVID 19
- Sharing the staff's self-assessment and preparation for the IPS Review

School Board Chair: Alex Dunster



PARENTS & CITIZENS (P & C)

Carramar Primary School is very fortunate to have a supportive school community. This small, but dedicated group of parents are extremely active, and work tirelessly to engage families and raise funds to support a range of activities and programs in the school. Every year, the P&C make outstanding contributions to the school and 2020 was no exception.

The P&C continued to support student learning and wellbeing by

- Financially supporting subscriptions to Mathletics and Reading Eggs
- Financially supporting the Year 6 Camp, Graduation and Book Awards
- Providing assistance in the set-up of the Faction Carnival, one of the first whole school events post COVID, and provided a lunch sausage sizzle on the day
- Overseeing the management of the Uniform Shop, by providing alternative arrangements to enable families to order and collect Dress Code items
- Overseeing the ongoing management of the Canteen, including implementing an online only ordering system to comply with COVID restrictions

Whilst the pandemic limited certain events early in the year, the P & C continued to find ways to adhere to Department operating guidelines and maintain connections with the community.

The P & C also coordinated fundraising and grounds activities including

- Mothers and Father Day stalls
- Commemorative Family Brick Pavers, path and time capsule for the schools 15th year
- An extremely successful inaugural Twilight Markets

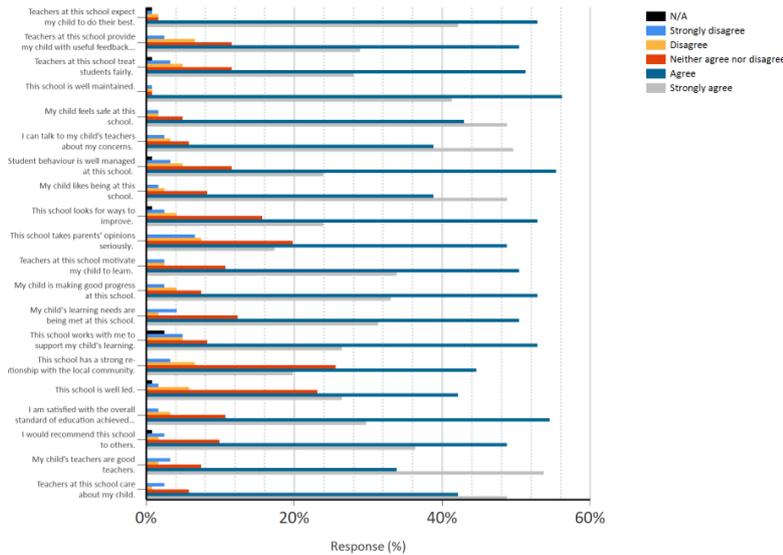
P & C President: Simone West



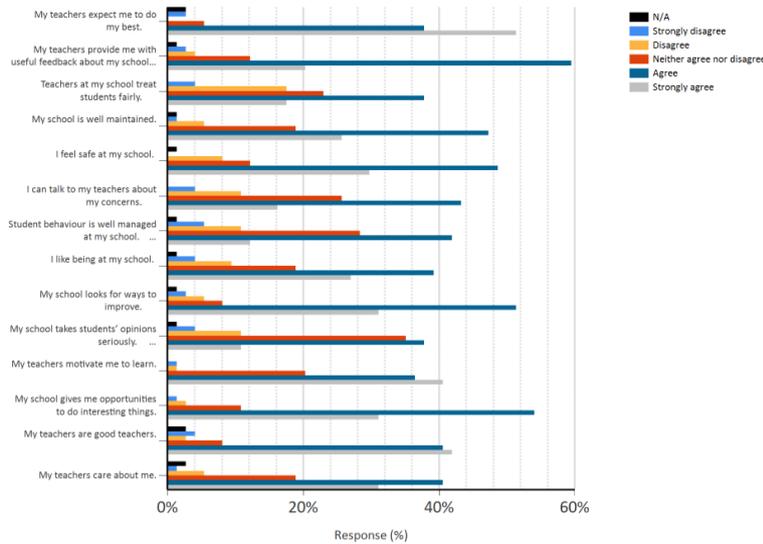
SURVEYS

Parents, students and staff were surveyed on their views of the school and its operations.

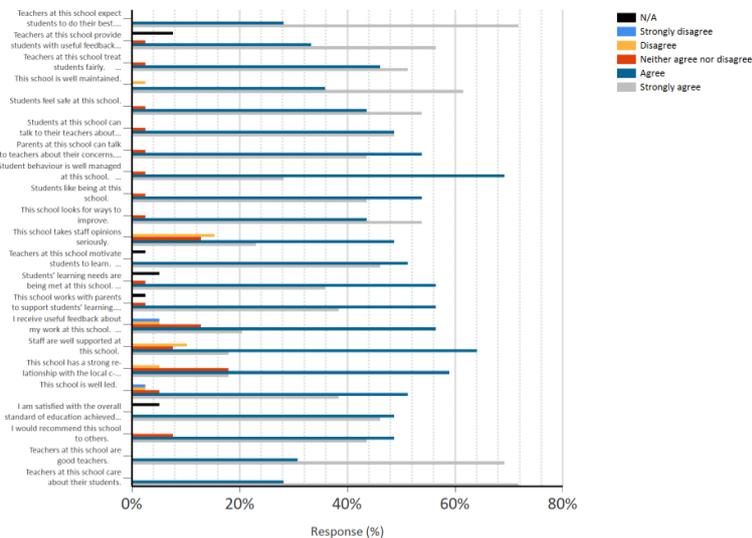
2020 PARENT OPINION SURVEY



2020 STUDENT OPINION SURVEY



2020 STAFF OPINION SURVEY



The NSOS provides a clear indication that the school is viewed positively by parents, students and staff.

Although Parent Opinion Surveys were not required in 2020, Carramar Primary parents, were surveyed in Term 3. 130 responses were received.

Parents opinions across the questions were in general positive. Parents believe the school is well maintained; student behaviour is well managed, and there is an overall satisfaction of the standard of education achieved.

The Student Opinion Survey was conducted with all Year 6 students in Term 4.

Students strongly believe that teachers provide them with useful feedback about their schooling and also provide them with opportunities to do interesting things.

Disagreement was low across most of the questions, with the highest level of disagreement being 18% and related to students being treated fairly.

All teaching, administrative and support staff undertook the Staff Opinion Survey in Term 4.

Opinions across all questions were very positive, with the highest level of agreement related to the management of student behaviour, staff expectations of students and teachers at Carramar being good teachers.

These responses are reflective of collective the whole school practices and expectations of learning and behaviour.

SCHOOL DESTINATIONS

The chart below outlines the 2021 school destinations of the 2020 Year 6 cohort.

78% of students enrolled into Public Schools with the majority, 58 % of students, enrolling at Joseph Banks Secondary College.

Destination Schools	Male	Female	Total
4192 Joseph Banks Secondary College	31	35	66
1383 Mater Dei College	4	4	8
4125 Wanneroo Secondary College	2	5	7
1428 Peter Moyes Anglican Com School	2	4	6
4144 Woodvale Secondary College	1	5	6
1366 Lake Joondalup Baptist College		5	5
4191 Butler College	3		3
4129 Duncraig Senior High School	2		2
4140 Ocean Reef Senior High School	1	1	2
1404 Quinns Baptist College	1	1	2
1309 St Stephen's School	2		2
4211 Alkimos College	1		1
4181 Ashdale Secondary College		1	1
6091 Belridge Secondary Esc		1	1
1520 Northshore Christian Grammar Sch		1	1



REVIEW of SCHOOL BUSINESS PLAN 2018-2020

The culmination of the 2018-2020 Business Plan confirmed Carramar Primary's ongoing commitment to investing in teacher development, improving Numeracy and Literacy outcomes and building strong partnerships with parents.

Staff were involved in self-assessment processes in readiness for the School Review scheduled for Term 2 of 2021.

PRIORITY ONE: DEVELOPING SUCCESSFUL STUDENTS

Students will understand what success looks like and be empowered to strive to achieve to a higher standard.

PROGRESS against MILESTONES

Visible Learning practices continue to be a focus: supporting students to be able to identify and articulate their own learning goals and be aware of the steps necessary to progress to the next stage. The use of technologies across the school was monitored. The number of iPads across the school increased, as did the number of keyboards in the middle and upper primary years, as a strategy to improve key board usage within the writing process.

PRIORITY TWO: PROVIDING HIGH QUALITY TEACHING & LEADERSHIP

Staff will develop their capacity to meet the diverse needs of our students in a culture of collective responsibility for school improvement.

PROGRESS against MILESTONES

Practices of year level Collaborative Learning Communities were reviewed with the aim being to develop "data literate teachers": using class and cohort data to inform planning. Performance Management processes continue to encourage staff to be reflective, proactive and accountable to whole school agreements to improve their practices and grow professionally. The Future Leaders Strategy provides opportunities for identified staff to explore leadership aspirations.

PRIORITY THREE: FOSTERING A POSITIVE LEARNING ENVIRONMENT

The school community will develop productive relationships in an environment of high-care and wellbeing.

PROGRESS against MILESTONES

There has continued to be a strong focus on consistent demonstration of agreed Expectations. To support identified areas of concern, changes were made to the structure of the school day, including eating times and play times. SIS behaviour categories were also reviewed in an effort to improve accuracy of behaviour data. Play areas were reviewed as part of the NQS audit with a focus on increasing opportunities for creative play.

PRIORITY FOUR: BUILDING SUSTAINABLE PARTNERSHIPS

The school community will foster opportunities for positive involvement, connection and collaboration.

PROGRESS against MILESTONES

Opportunities to reconnect with families and the community are a high priority following the impact of the COVID lockdown. Professional knowledge of Aboriginal culture and opportunities to promote connections with the local Wadjuk people continue to be sought. Various teams work with admin to review data and address matters as they arise. The School Board reviews decisions on school priorities, plans and resourcing and the supports decisions made against actions taken to progress priorities and achieve targets.

HIGHLIGHTS of 2020

Whilst some modifications were required due to COVID, the school community was engaged in many enjoyable events throughout the year.

GRIP LEADERSHIP CONFERENCE



PYJAMA DAY



CARRAMAR'S GOT TALENT

Carramar's Got Talent 2020
WE ARE BACK....
And we are going
DIGITAL!

"Carramar's Got Talent"
will be aired in classrooms on
Friday 19th June

If you are in Year 1-6 at school or learning from home and you'd like to audition, send a 30-40 second clip to Mrs Block by
Tuesday 26th May

Finalists will be announced on Friday 29th May sending their final clips up to 3 minutes by
Tuesday 9th June

**Film auditions at home, or school with lunchtime help
**Performances will be judged on skill, originality (no recordings of previous performances) & overall entertainment

Email Mrs Block—
sue.simpson@education.wa.edu.au

YEAR 6 CITY of WANNEROO YOUTH LEADERSHIP PROJECT



LIBRARY UPGRADE



BOOKWEEK



SUMMER SOCK DAY



OUTDOOR CLASSROOM DAY



HOUR OF CODE



SCIENCE WEEK



KINDY CHRISTMAS CONCERT



YEAR 6 GRADUATION

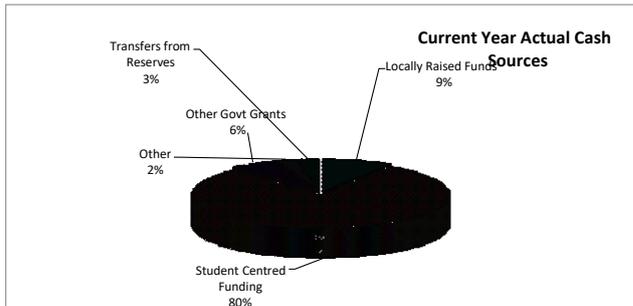
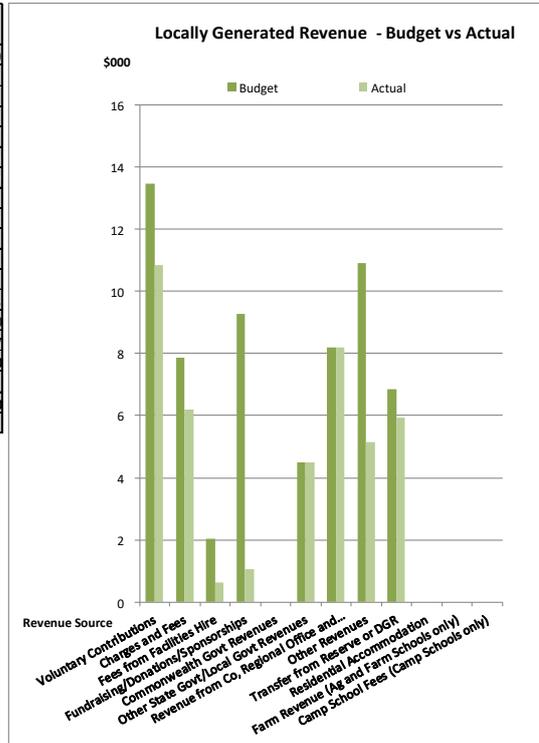


FINANCIAL SUMMARY

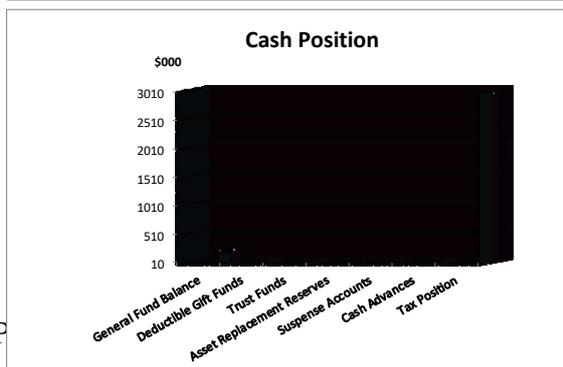
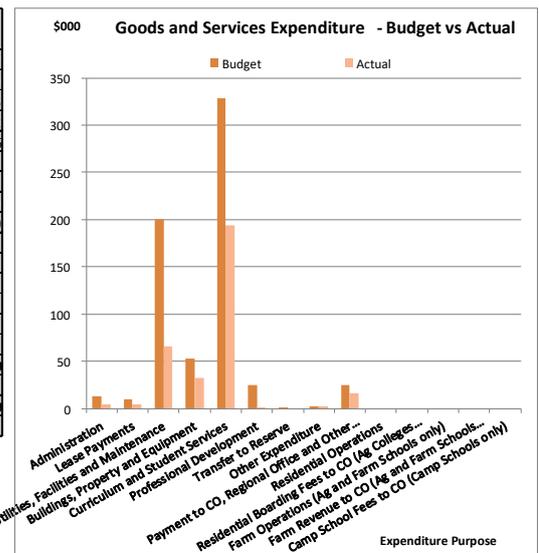
The financial position of the school is reviewed at each Finance and School Board Meeting. The School Board oversees expenditure, ensuring the school is directing funds to areas of need in accordance with the Business Plan. The School Board also ratifies the school budget, Voluntary Contributions and Charges, and personal booklist items. The P&C supports the school by providing funds for learning programs to support the priorities of the Business Plan. There were no adverse findings in the management of finances in 2020.

Carramar Primary School Financial Summary as at 31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 13,465.00	\$ 10,840.00
2	Charges and Fees	\$ 7,872.00	\$ 6,199.63
3	Fees from Facilities Hire	\$ 2,040.00	\$ 620.00
4	Fundraising/Donations/Sponsorships	\$ 9,270.00	\$ 1,051.21
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 4,500.00	\$ 4,500.00
7	Revenue from Co, Regional Office and Other Schools	\$ 8,193.00	\$ 8,193.29
8	Other Revenues	\$ 10,904.00	\$ 5,137.62
9	Transfer from Reserve or DGR	\$ 6,850.00	\$ 5,946.18
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 63,094.00	\$ 42,487.93
	Opening Balance	\$ 323,988.30	\$ 323,988.30
	Student Centred Funding	\$ 281,668.57	\$ 165,693.47
	Total Cash Funds Available	\$ 668,750.87	\$ 532,169.70
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 668,750.87	\$ 532,169.70



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 12,910.00	\$ 3,970.37
2	Lease Payments	\$ 10,096.00	\$ 4,661.40
3	Utilities, Facilities and Maintenance	\$ 200,372.00	\$ 65,538.25
4	Buildings, Property and Equipment	\$ 52,860.00	\$ 32,822.32
5	Curriculum and Student Services	\$ 327,969.28	\$ 194,045.26
6	Professional Development	\$ 25,000.00	\$ 675.00
7	Transfer to Reserve	\$ 1,000.00	\$ -
8	Other Expenditure	\$ 1,832.00	\$ 1,979.09
9	Payment to CO, Regional Office and Other Schools	\$ 24,800.00	\$ 16,485.00
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	\$ 656,839.28	\$ 320,176.69
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 656,839.28	\$ 320,176.69
	Cash Budget Variance	\$ 11,911.59	



Cash Position as at:

Bank Balance	\$ 3,205,094.66
Made up of:	\$ -
1 General Fund Balance	\$ 211,993.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 35,793.77
5 Suspense Accounts	\$ (1,086.74)
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ 2,958,694.62
Total Bank Balance	\$ 3,205,094.66

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Carramar
Primary School