



# Coorow Primary School Annual Report 2022





## Welcome to the 2022 School Report

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This report is a reflection and celebration of how our school performed in over the past year.

Teachers and board members worked together during 2022 to write our new Strategic Plan, determining our school priorities and setting aspirational yet achievable targets for continuing school improvement. New, initiatives, improvements and consolidation have been planned across all areas of the school. As always, the children remain the cornerstone of all that we do and every decision has been made in the interest of their learning and development. Our aim is that every child will do as well as they can academically, will be challenged to be even better, and will be able to apply their knowledge and skills to their lives. Socially, we encourage them to be bold, independent, and resourceful, and to develop sound judgement. We consciously foster their empathy, kindness, ability to work with others and their sense of belonging so they know that this school and this town are 'their place' in the world, where they will always be supported as they learn and grow.

I would like to commend all staff members who have consistently worked to provide an engaging, safe and outcomes focused learning environment where each student's participation and achievement are valued. I would also like to recognise the important contributions made by the School Board, the P&C Association, parents, carers and extended families, the Shire of Coorow, Coorow business owners, and other members of the Coorow community to the education of our students. The level of community engagement with the school is outstanding and is one of the factors that is most important in making our school a special and welcoming place where every child can learn, achieve and grow.

I am proud to present the 2022 Annual Report for Coorow Primary School.

Jancy Whyte

Principal





## Our values

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We believe that life-long learners are responsible, brave, and resourceful.

Being **responsible** means do the right thing even when no-one is watching. It means being honest, thinking about others, looking after everyone's property and the environment.

Being **brave** means making good choices even when it's hard. It means having the confidence and courage to stand up for what's right, learn from your mistakes, and try new things.

Being **resourceful** means being a problem-solver and thinking for yourself. It means knowing where and when to seek help. It means looking after our world and using resources wisely.

Being **a learner** means striving to improve and always doing your best. It means thinking hard and persisting, even when the work is difficult. It means accepting that people learn differently and helping everyone to do their best.



## Enrolment

Coorow is a farming town, home to approximately 150 people, situated on Yuat Noongar land 265 km north of Perth. The school catchment area comprises of agricultural country in a 50km radius to the east, south and west of Coorow. Approximately 25% of our students are Aboriginal. The majority of our students travel to school by bus each day and some have very long bus journeys. Five students live outside our local area.

Our numbers have been slowly increasing since 2017. However, with no new students and the loss of two families from the district, the numbers at the end of the year were 39. With only three kindergarten students expected to enroll in 2023, it is unlikely that student numbers will increase next year, but there many young children in town and we expect some further growth in the future.

Student numbers		2018	2019	2020	2021	2022
Primary (Including Kindergarten)		30	32	35	41	41

Primary	Kin*	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
	8	8	4	4	6	3	5	3	36





## Teaching and Learning Programs

At Coorow Primary School, we create a safe, accountable and supportive environment where every student can grow and develop academically, socially and emotionally. We consider that being such a small school is a tremendous advantage as we know each student personally and can address their needs individually. Across the school we constantly focus on building a close and caring school environment where older and younger students work together, both inside and outside the classroom, taking care of each other and sharing in challenges and successes.

Our students are grouped into three multi-age classrooms: Kindergarten/Pre-Primary, Year 1/2/3, and Year 4/5/6. We choose to maintain three classes, despite the size of our school, so that our teachers are able to provide individualised learning for each child.

Students enjoy a broad range of curriculum experiences and specialist teaching. In 2022, we were able to provide a face-to-face French teacher, a Physical Education teacher, and a library officer. All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia. Most staff members are local to Coorow and the surrounding areas, and this gives our school stability and the opportunity to develop long-term relationships with students and their families. Our staff members are very experienced. Teaching staff undertake regular professional learning to ensure that their knowledge and skills continue to grow and reflect current research and best practice in education.

Our teaching and learning programs were severely impacted during second term, due to Covid-19. Almost every student and staff member contracted the virus over the first month of the term. At one stage, there were only seven students in attendance, and every NAPLAN test was delivered three times. Illness and absences continued to cause disruptions to student achievement and staffing throughout the rest of the year. Classes were collapsed on several occasions due to lack of relief staff. Teachers are to be commended for their resilience and adaptability during this period.

Coorow regularly joins with other small schools to participate in sporting activities and curriculum based projects. This year, these included:

- Interschool swimming, athletics, cricket and winter sports carnivals
- Day camp hosted at Coorow,; Musica-Viva performance, ReboundWA wheelchair basketball, and AFL coaching by Geraldton Sporting Aboriginal Corporation
- Spare Parts Puppet Theatre at Coorow with Perenjori and Three Springs
- Camp at Ern Halliday in Perth with Badgingarra PS
- End of year event at Outback Splash with Badgingarra PS

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
<b>Teaching Staff</b>			
Other Teaching Staff	5	3.4	0
Total Teaching Staff	5	3.4	0
<b>Allied Professionals</b>			
Clerical / Administrative	2	1.0	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	4	1.9	0
Total Allied Professionals	7	3.5	0
<b>Total</b>	<b>13</b>	<b>7.9</b>	<b>0</b>



## Buildings and Infrastructure

We are fortunate that our school buildings and furnishings have been extremely well maintained. Improvements this year include:

- a large new whiteboard to replace the blackboard in Room 4
- installation of extra pin-up boards in the office areas
- repairs / replacement of rusted verandah posts
- installation of a new fly-wire and security door to the small dott room
- repairs to tactile indicators on stair approaches that were poorly installed last year
- replacement of vermin boards on the east face of the school
- purchase of new desks for the senior room

We also began the process of accumulating funds through grants and donations to refurbish the library in 2023. The extent of the refurbishment will depend on the funds that are available.

## Grounds

A grant from the Shire of Coorow allowed the reticulation of the lawns and gardens at the front of the school. This project will allow us to make best use of the water collected in the enormous rainwater tank constructed by the Shire last year with grant funds obtained by the P&C.

With the assistance of a grant from Woolworths Junior Landcare and some heavy labour from the members of the P&C and the Coorow-Latham Football Club, students constructed a bee garden in a previously unused space behind the senior classroom. Senior students selected flowering plants endemic to this area which will attract native bees. Any plants that attract native bees will also attract honey bees, so the area is securely fenced for student safety and decorated with metal art pieces by a local artist.

Members of the P&C, with donations of materials from local businesses, also constructed a shelter shed for students' bikes.

Other repairs and maintenance to the grounds included:

- the removal of several mature trees due to termite damage
- repairs to storage sheds
- replacement of the two large shade sails following damage by Cyclone Seroja
- repairs to drains to help reduce the incidence of flooding after rain



## Priority Areas and Progress Against School Targets

Our 2022—2024 strategic plan identifies three priorities for school development: a safe and supportive learning environment, high quality teaching and excellent student achievement, and meaningful, supportive and sustainable relationships. Our priorities are closely aligned with the Department of Education’s statement of strategic directions for public schools 2020-2024, ‘Every Classroom, Every Student, Every Day’, and with the ‘Statement of Commitment to Western Australia’s Children and Young People.’

During each year of the 2022-2024 strategic plan, we will review reflect and report on our practices, identifying areas that require continued focus or a change of direction. The strategic plan is designed to be implemented over 3 years, so the majority of targets are still ‘in progress’ at this stage.

Key	Target achieved	Target in Progress	Target stalled
<b>A Safe and Supportive Learning Environment</b>			
<b>1. Use of Resources</b>			
1.1	Ensure that the allocation of Student Centred Funding Resources relate specifically to the improvement of student outcomes		
1.2	Maintain and improve learning facilities		
1.3	Consider skills, age, cultural and gender inclusivity in workforce planning		
<b>2. Learning Environment</b>			
2.1	Restructure the school’s behaviour management policy to better align with the needs of the students		
2.2	Use evidence informed practice to deliver high quality health education		
2.3	Continue to strengthen the school's cultural responsiveness and implementation of the Aboriginal Cultural Standards Framework		Seek professional learning
2.4	Continue to promote and improve attendance rates for all students		
2.5	Promote student wellbeing, sense of belonging and safety at school		
<b>3. Leadership</b>			
3.1	Further develop opportunities for staff to take on leadership roles within the school and to be involved in school planning		Broaden staff understanding of financial processes
3.2	Develop the leadership skills and knowledge of the principal		
3.3	Foster student leadership skills		
3.4	Increase the profile and involvement of the school board		
<b>High Quality Teaching and Excellent Student Achievement</b>			
<b>4. Teaching Quality</b>			
4.1	Build and strengthen staff collaborative practices to plan for, act on, and assess student learning		
4.2	strengthen and extend existing whole-school approaches to ensure high quality delivery of WA Curriculum in all learning areas		
4.3	Increase the capacity of education assistants to support the educational program		
<b>5. Student Achievement and Progress</b>			
5.1	Gather school-based and systemic data to monitor student progress and inform whole school planning		
5.2	Explicitly plan for individual improvement		
5.3	Assessment and reporting practices provide valid information for students and parents		
<b>Meaningful, supportive and Sustainable Partnerships</b>			
6.1	Continue to promote strong relationships with parents, carers and the community		
6.2	Promote community partnerships that support the health, wellbeing, confidence and resilience of students and families		
6.3	Build relationships with schools outside our immediate area for the benefit of our students		



## Summary of Student Academic Achievements

Please note: Due to the small numbers of students sitting NAPLAN tests at our school, and the high likelihood of identifying individual students, some results cannot be provided. However, staff have analysed all NAPLAN data, considering individual and average achievement in each test area, in order to plan for improved achievement. Other important sources of data that provide evidence of student achievement and inform future planning include:

- Achievement of individual targets;
- On-Entry testing up to Year 2;
- Brightpath writing assessment;
- Brightpath mathematics assessment (introduced 2021);
- Progressive Achievement Testing (PAT testing) - science, reading comprehension, and early years mathematics (all introduced 2021).

## English

### School Development

During 2022, the school continued to use targeted intervention for students needing more support and individualised planning to improve the performance of selected students who were performing well but considered to be capable of improved outcomes.

The *Sounds Write* synthetic phonics program is used to teach reading and spelling from Pre-Primary to Year 3. The *Heggerty Phonemic Awareness Curriculum* was extended to years 2 and 3 to provide targeted support as students are working to grasp the concepts of how sounds work in language. Students in Years 4 – 6 continue to use the *Smart Words* spelling program.

*Talk4Writing* continued to be used in the early childhood and junior classrooms, while *Seven Steps to Writing* was implemented as planned in the senior class. Further professional learning was provided to staff in effective use of the Brightpath writing assessment. Our use of Brightpath continues to improve the accuracy of our assessments and improve the feedback we give to students.

Students from Years 3 - 6 again competed in our Oracy competition, then the winning senior students presented their speeches at a parent assembly. It was very pleasing to see the further development in the students' confidence as they spoke in the competition. A large number of library books were purchased with support from the P&C.

### Targets and Achievement

- Mean student achievement in NAPLAN Reading, Writing, Spelling, and Grammar and Punctuation is at or above that of like schools
- The mean progress of the Year 3 to 5 stable cohort is at or above that of WA public schools—target cannot be measured because Naplan was not held in 2020.
- 2 students (named in operational planning) to achieve personal targets in Reading and Writing (Year 3 Naplan).

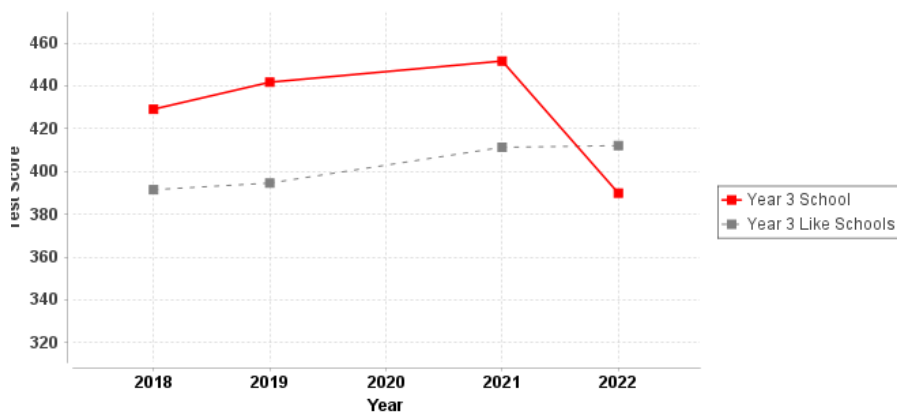
Target	Mean Year 3 Student achievement at or above Like-schools	Mean Year 5 Student achievement at or above Like-schools	Mean Progress from Year 3 to Year 5 at or above Like-schools	Named students meet individual targets
Reading	Not achieved	Achieved	Data not available due to cancellation of Naplan in 2020.	Partially achieved
Spelling	Not achieved	Near achieved		
Writing	Achieved	Achieved		Achieved
Grammar	Not achieved	Achieved		

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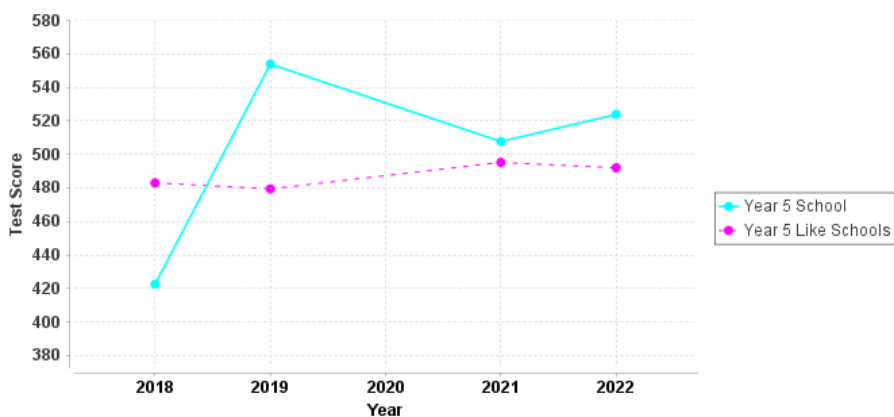
# English (continued)

Average Reading Score



No students demonstrated excellent achievement, but several made high progress. Teachers will continue to assess and plan for the improvement of individual students.

Average Reading Score

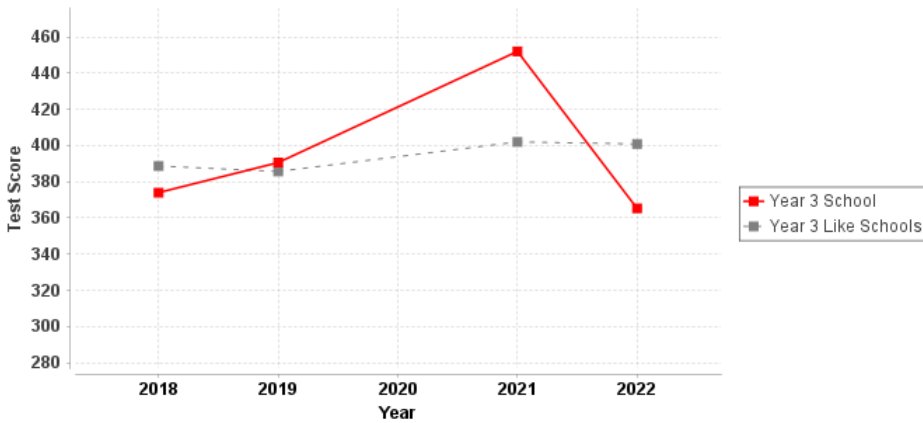


Explicit instruction in the use of comprehension strategies was reintroduced for senior students.



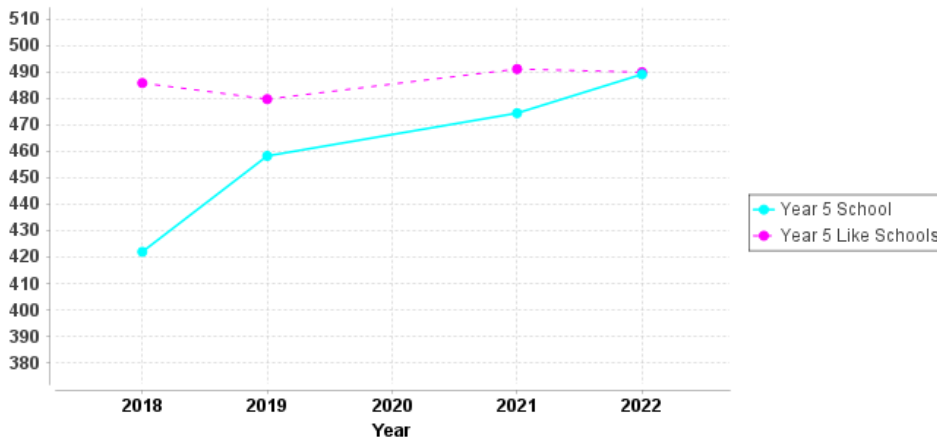
# English (continued)

Average Spelling Score



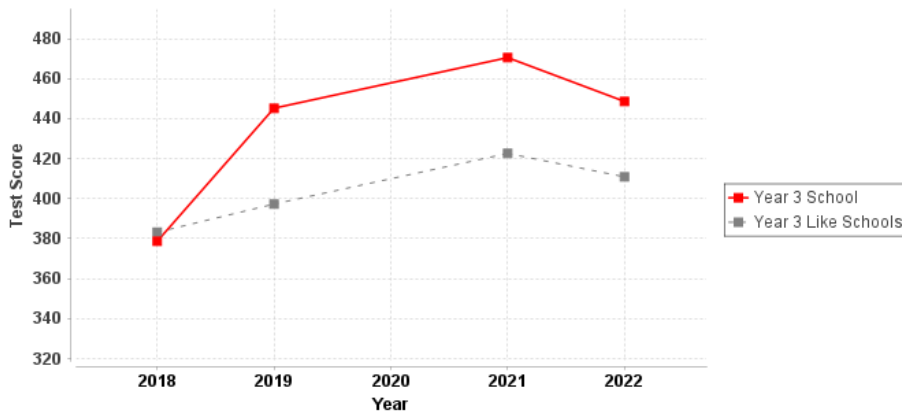
This was a disappointing result after several years of sustained improvement. Sounds Write does not explicitly teach the spelling of difficult common words and we will consider the need to introduce this in Year 2.

Average Spelling Score



The expected improvement in Year 5 results, due to students moving into the upper years with a more secure skill base in phonics, was demonstrated.

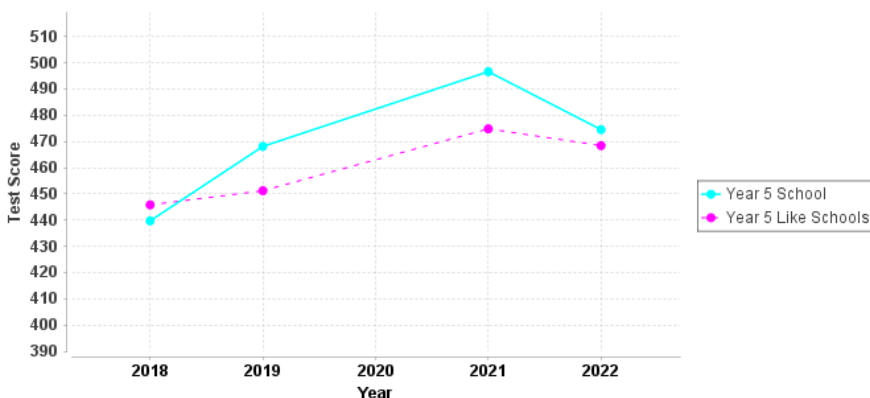
Average Writing Score



We continued the use of explicit programs to teach writing in the lower primary and introduced 7 Steps to Writing and formal instruction in the writing of paragraphs in the Senior room.

Although the Year 3 mean score decreased this year, we maintained strong performance above like schools.

Average Writing Score

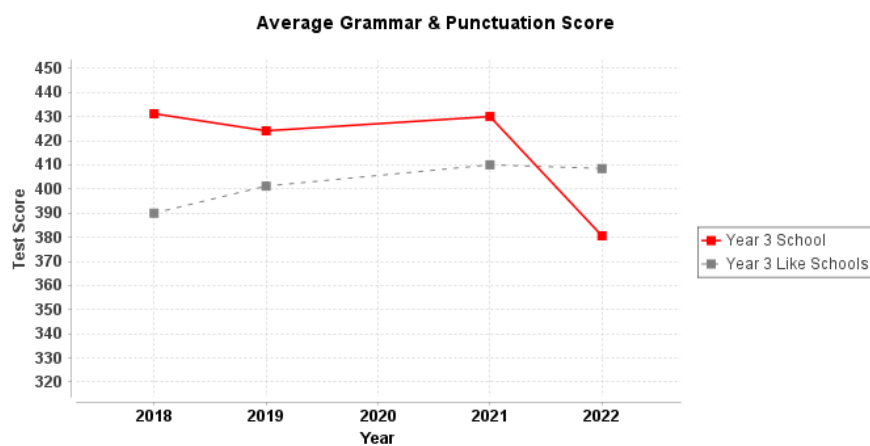


Year 5 scores also fell but remained above the national mean this year.

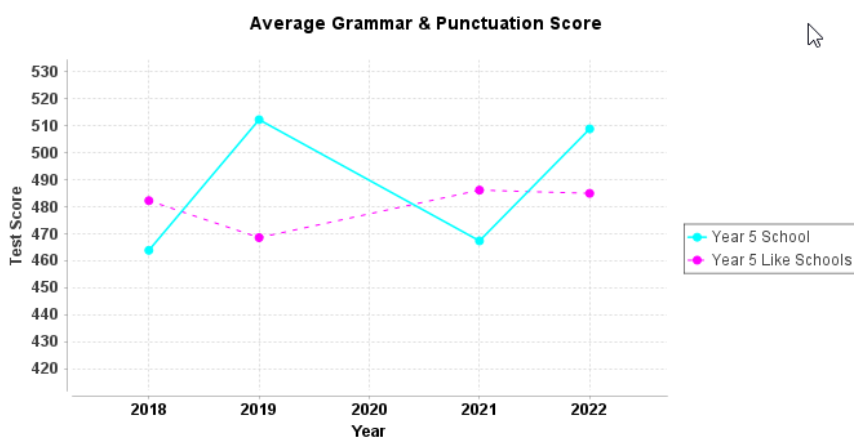
The school will continue to address the explicit teaching of writing as a focus in coming years.



## English (continued)



Year 3 achievement was disappointing; teachers will continue to assess and plan for the improvement of individual students.



The explicit teaching of paragraph structure may have contributed to students improved scores in this assessment.

### Recommendations for 2023

- Continue *Sounds Write* and the *Hegerty Phonemic Awareness Curriculum* from Kindergarten to Year 3.
- Introduce the *Spelling Mastery* program in Years 4-6.
- Continue *Talk4Writing* in the junior grades, continue implementation of *7 Steps to Writing* in the senior room and build grammar and punctuation into the writing programs.
- Continue and extend the use of Brightpath to improve assessment of writing and provide teaching pointers
- Exploration of 'The Writing Revolution' to improve grammar and punctuation in sentence level writing, and to use writing to increase understanding of content in other subjects.
- Continue explicit vocabulary instruction.
- Continue close monitoring of the reading and spelling progress of the Year 1 and 2 cohorts, providing targeted intervention as necessary to ensure satisfactory progress.
- Continue to identify target students and use individualized assessment and planning to improve performance. Ensure plans include grammar as well as writing, reading and spelling.
- Continue with timetabled provision for daily individualised learning support.



# Mathematics

## School development

The school continued to use targeted intervention for struggling students and began use of the JEMM program to support those students missing some fundamental mathematical concepts. Target-setting and individualised planning were used to improve the performance of selected students considered to be capable of improved outcomes. Several very capable students were taught above their year level.

Teachers continued to focus on instruction in the vocabulary of mathematics, problem-solving, and the learning of basic facts. The use of targeted assessments monitored student progress against the curriculum.

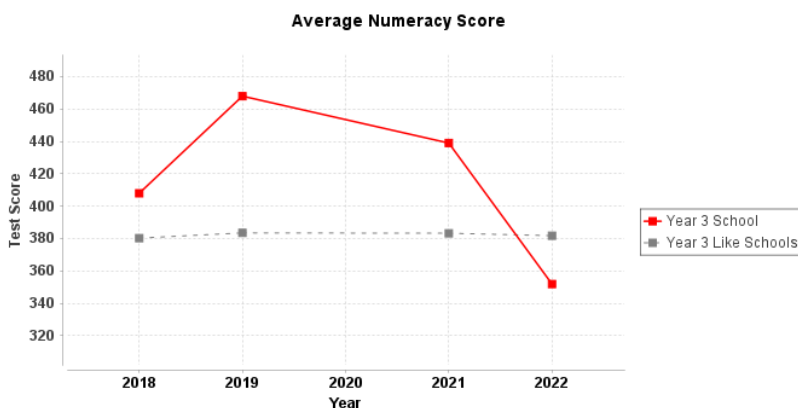
The Oxford mathematics program was implemented across the school. This program has a strong focus on teaching fundamental understandings and using assessment to guide teaching. It was supplemented by use of the Top Ten mathematics library, a collection of children's books that deal with mathematical concepts and are ideal for introducing or revising topics.

Mathematics tabloids proved to be popular activities for Mother's Day and Father's Day.

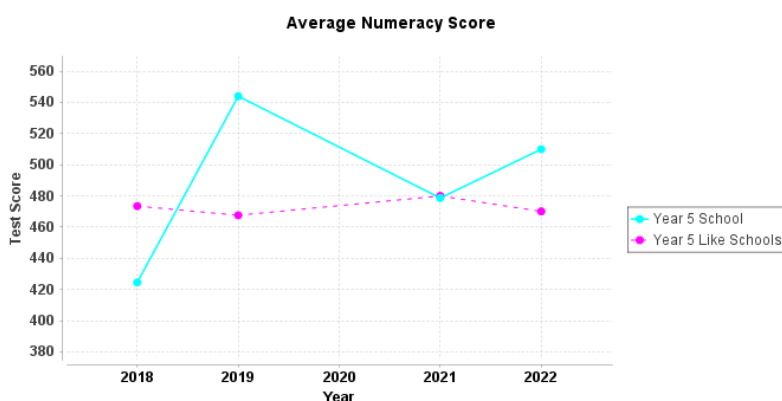
## Targets and Achievement

- Mean student achievement in NAPLAN Numeracy is at or above that of like schools
- The mean progress of the Year 3 to 5 stable cohort is at or above that of WA public schools - target cannot be measured because Naplan was not held in 2020.
- 2 students (named in operational planning) to achieve personal targets in Numeracy

Target	Mean Year 3 Student achievement at or above Like-schools	Mean Year 5 Student achievement at or above Like-schools	Mean Progress from Year 3 to Year 5 at or above Like-schools	Named students meet individual targets
Mathematics	Not achieved	Achieved	Data not available	Partially achieved



Mathematics results were disappointing at Year 3 level. The majority of the students achieved at a satisfactory level, but no students demonstrated above-average achievement. This significantly reduced the average score.



Stronger achievement at Year 5 may be the result of consistent focus on mathematical vocabulary and mathematical thinking over several years.



## Mathematics (continued)

### Recommendations for 2023

- Continue to focus on the vocabulary of mathematics, problem-solving and fluency with basic facts.
- Continue to identify target students and use individualised assessment and planning to improve performance.
- Continue the use of *Mathletics* for extension consolidation and remediation in the senior room, along with *Mathseeds* for the junior room.
- Continue to extend those working well above year level.
- Continue with timetabled provision for daily individualised learning support, including use of the JEMM program for those missing basic mathematical concepts.
- Continue to use Brightpath mathematical assessments to monitor student progress and identify and address weaknesses.



# Highlights and Achievements (non-NAPLAN)

## STEM, ICT and Digital Technologies

Students were grouped into P – Year 2, Year 3 – 4, and Year 5 – 6 for Science instruction each week, to make it possible to cover the curriculum more effectively. Students from P – Year 2 received 55 mins/week of science instruction and students from Year 4 – Year 6 received 100 minutes.

All students also received a minimum of 80 minutes dedicated instruction in technologies. This included both strands of the technologies curriculum - digital technologies and design technologies.

Our 1:1 laptops and iPads allowed for the inclusion of digital technologies across the curriculum from Year 1 to Year 6. Some of the iPads were outdated and these were replaced during the year.

Pre-primary students participated in ELLA (French), a national trial of the delivery of foreign language lessons using a digital environment.

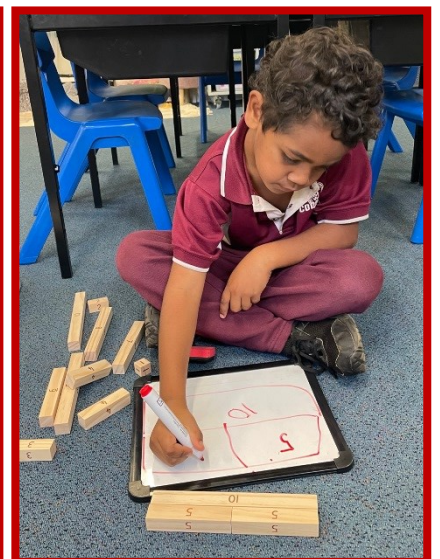
K—2 students hosted a visit from baby animals. Year 3-6 students attended an overnight Joint Schools STEAM camp at Dandaragan Primary School. Coorow Primary hosted all attending students for the review and presentation day later in the year.

Year 3-6 students also completed a range of STEM activities while on camp. These included a visit to Aqwa, learning about fire prevention and the history of firefighting at DFES in Perth, and a Bricks 4 Kidz Lego incursion.

With the assistance of a Junior Landcare Grant , the Coorow Football Club and a dedicated group of parents, a bee-attracting garden was established in the vacant ground behind the senior room.

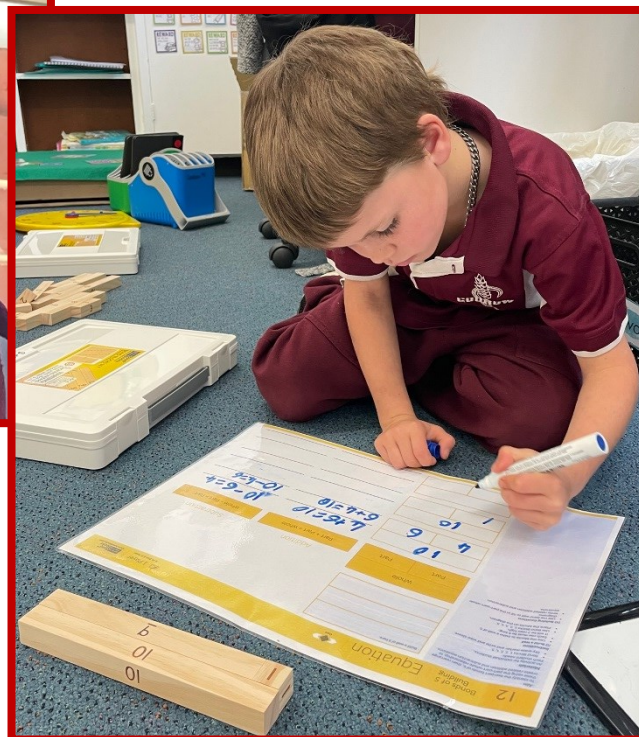
## Recommendations for 2023

- Continue to use ICT to extend and provide innovative student learning .
- Showcase science and technology learning in school newsletter, on Seesaw and on the school Facebook page.
- Develop and implement a scope and sequence for design technologies.





## Highlights and Achievements (non-NAPLAN) (continued)



### HASS

Students were grouped into P – Year 2, Year 3 – 4, and Year 5 – 6 for HASS instruction each week, to make it possible to cover the curriculum more effectively.

One of the activities at the STEAM camp was specifically developed in order to address elements of the economics and business curriculum as well as science and technologies outcomes. On the Year 3-6 camp, students visited the Shipwreck Galleries.

Year 5 and 6 students enjoyed a virtual tour of Parliament House during their HASS lessons, while Year 3 and 4 students visited Koobabbie Precinct and conducted an audit to learn about fire safety.

#### **Recommendations for 2023**

- Staff member to undertake moderation activities as organised by the Education Department.
- Continue with class grouping P-2, 3/4, 5/6
- Visit Mt Lesueur National Park again, or another local place where students can spend time in the bush



## The Arts

The North Midlands Project again hosted a range of artists in residence throughout the year, including a sand artist who encouraged the students to mix colours to create a landscape, and another visual artist who explored the use of maps in creating a sense of place.

The school hosted a Musica Viva performance attended by Eneabba and Perenjori Schools, and a Spare Parts Puppet Theatre performance attended by Perenjori and Three Springs. While on camp, senior students visited Perth Bells and experimented with bell ringing.

### Recommendations for 2023

- Seek a teacher able to provide specialist music and drama classes.
- Continue to pursue opportunities for arts education through incursions and excursions, particularly those provided locally.





## Health and Physical Education

All students again participated in jogging club in Terms 2 and 3. This year, students participated in Jump Rope for Heart and skipping activities alternated with jogging club. Staff felt that this increased the student's aerobic fitness.

We again combined with Eneabba Primary School, competing as Hurricanes (green) faction, for the faction swimming and athletics carnivals. The faction swimming carnival was held at Coorow pool and the faction athletics carnival at Eneabba. The interschool athletics carnival was held at Eneabba and the interschool athletics carnival, hosted by Mingenew, was held at Three Springs. Coorow-Eneabba participated as one team wearing black and white, the minor colours of both schools.

Students again combined with Eneabba and Perenjori for the winter lightning carnival. They competed in the faction cross-country carnival and the Eneabba Interschool cross country.

Swimming lessons were again held in the last two weeks of the school year. Students received specialist coaching in basketball, athletics, and hockey as well as enjoying tennis and football clinics and the opportunity to try wheelchair basketball.

A Year 6 Interschool Health and Leadership camp was again organized, but unfortunately had to be cancelled at the last minute when the two largest schools pulled out.

All students again participated in the Protective Behaviours course, and the SDERA Challenges and Choices program was used throughout the school to meet health curriculum outcomes.

All students from Pre-Primary to Year 6 again enjoyed the traditional bush picnic at the Coorow Community Farm, complete with campfire.



### Recommendations for 2023

- Continue Wheels at School twice per year
- Continue to alternate skipping activities with jogging club during the cooler months.
- Continue with class grouping P-2, 3/4, 5/6 for health education lessons
- Increase the time allocated to health education to permit the implementation of Friendly Schools, an evidence-based social-emotional learning program

## Other Highlights of 2022

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- Workshops with visiting artists and art exhibition, provided by North Midlands Project
- Tree planting with the Shire of Coorow
- Aqua aerobics lessons, Midwest Cricket Cup
- Participation in creation of Koobabbie Trail
- Collaboration with Ngala and Wiring Kids to provide parent workshops
- Incursions—Scitech, First Aid, Hockey Roadshow
- Carnamah District High Schools Joint Schools Days

## School Board

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Board Chair:	Luhan van den Heever
Secretary/Parent Representative:	Hannah Smyth
Parent Representatives:	Simon Meyer, Jocelyn West Elly-Mae Curley
P&C Representative:	Jess Bean
Shire Representative:	Mia Maxfield
Staff Representative:	Caroline Hirt
Principal:	Jancy Whyte

## P&C

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President:	Jess Bean
Vice President:	Flora Danielzik
Secretary:	Jen Birch
Treasurer:	Shannon Meyer
Members:	George Parnham, Christel Van Den Heever, Luhan Van den Heever, Hannah Smyth, Phil Smyth, Simon Meyer, Tom Cullen, Wade Parker, Caroline Hirt, Callum Scott, Emma Cullen, Alex Hyde, Tennille du Boulay, Tash Berwick, Shannon Kenyon, Lauren Thorburn

The P&C continued to provide exceptional support for the school throughout 2022, and on behalf of all staff and students, I thank them for this. Their support included the purchase of library books, a Bluetooth speaker for each classroom, indoor plants and hanging baskets, tonka trucks and storage boxes for both sandpits, a cubby kitchen, black and white shirts for interschool carnivals, new shade gazebos and faction teardrop banners, the provision of graduation gifts and organisation of the graduation dinner. Containers for Change and an outdoor quiz night were major fundraisers.

The P&C also successfully applied for several grants, including Mears IGA for the purchase of a new fridge for K/P students' lunches, and a major grant from the Coorow Shire to reticulate the front lawns and gardens.

## Year 6 Student Awards

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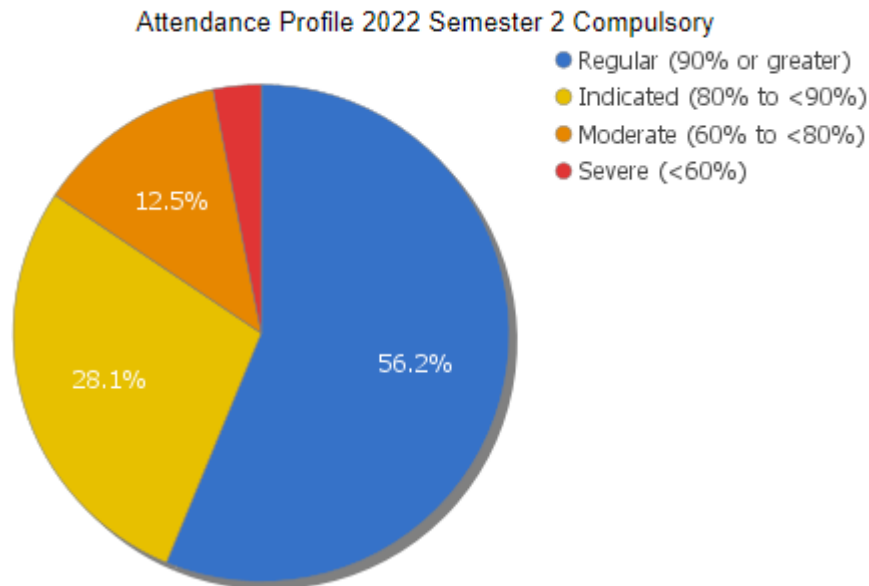
This year's awardees were:

<i>Academic award:</i>	Hayley Meyer
<i>RSL Citizenship Award:</i>	Hayley Meyer
<i>Sportsmanship Award:</i>	Hayley Meyer



## Student Attendance

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	93.8%	92.1%	92.4%	91.0%	84.3%	76.8%	93.2%	91.7%	91.0%
2022	87.7%	87.4%	88.3%	75.1%	78.9%	69.5%	85.0%	87.0%	86.6%



Attendance rates during 2021 were satisfactory, with an attendance rate of 93.2% which compared favourably with attendance rates in schools across the state. However, in 2022, the attendance rate decreased to 85%, which was below both the Western Australian average and the average of schools similar to ours.

Semester 1's attendance was hit by covid which struck in term 2. There were a total of 248.5 days' absence were recorded due to illness at that time.

During Semester 2, although many students continued to be away due to non-covid illnesses, only 147.5 days were recorded as absent due to illness; another 93 were unexplained despite follow up of every absence by SMS, telephone, and note.

There were also 20 days during semester 2 for which an unacceptable reason was given. Discussion with parents about attendance expectations, and what constitutes a reasonable absence, must continue and be strengthened.

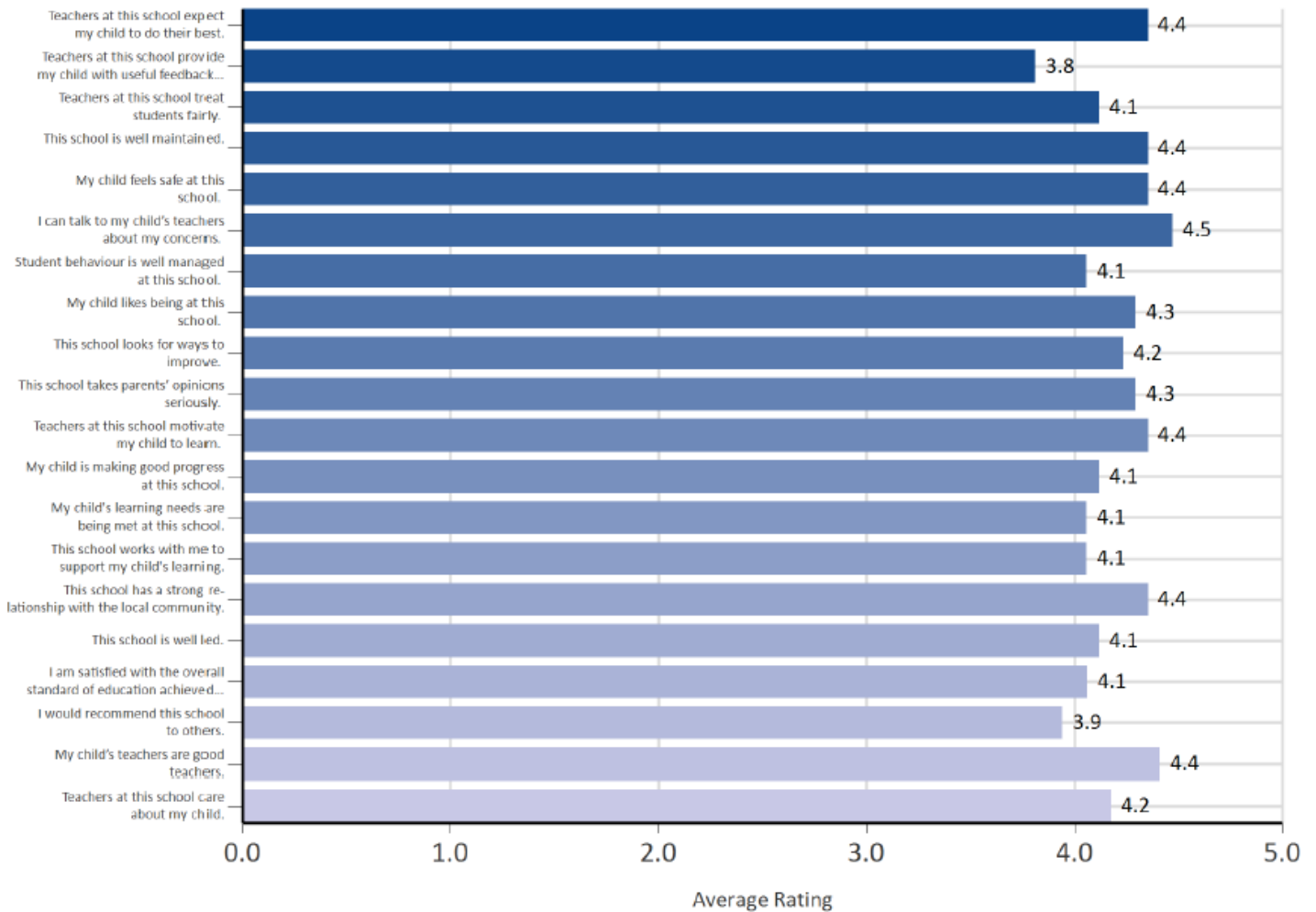
Only 50% of students, comprising 57% of non-Aboriginal students and 25% Aboriginal students attended regularly. Two students had severe levels of non-attendance - one of these was for medical reasons, but the other was school refusal

The school will continue it's efforts in this area. Attendance every day is important, and frequent absences affect the academic and social development of students.

## Destination schools – Year 7, 2023

Carnamah District High School – 1 student  
Non-government high school – 2 students

# School Opinion Surveys



Efforts to engage more families were successful, with 17 families completing the survey, that being approximately two-thirds of the school's families.

It was pleasing to see that the highest result was that *"I can talk to my child's teachers about my concerns."* We will continue to maintain the strong relationships with parents that reassure them that we will listen to them: regular invitations to be part of school events, talking to them and getting to know them, contacting them for good news as well as when there is a problem, regular communications through diaries, SeeSaw, Facebook, Skoolbag, phone etc, and to provide prompt response to their concerns.

Again, the lowest response (3.8) was *"teachers at this school provide my child with useful feedback."* We feel that parents probably aren't aware of the constant verbal feedback we provide, and maybe students aren't aware that they are constantly receiving information about how to improve. We have purchased a 'Verbal Feedback Given' stamp for each classroom, and explained what it means to students. We will ensure that work in student books, samples on display and work sent home will have the verbal feedback stamp whenever appropriate.

The other low response (3.9) was for *"I would recommend this school to others."* We found this difficult to interpret because the school scored over 4.0 in all other areas. It may be because only people in town come here and there are no other choices for them, or because of the fact that we have to have multi-grade classes, or because the children have limited friendship groups of their own age. More research is necessary to find out why this answer was given.

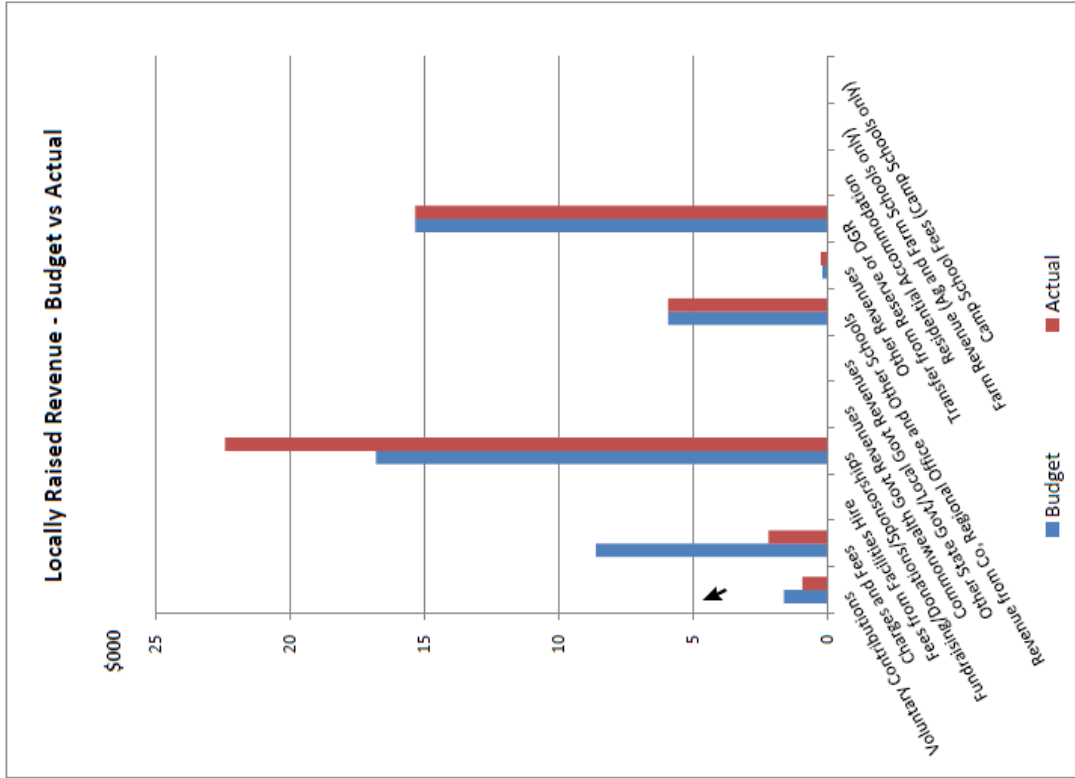
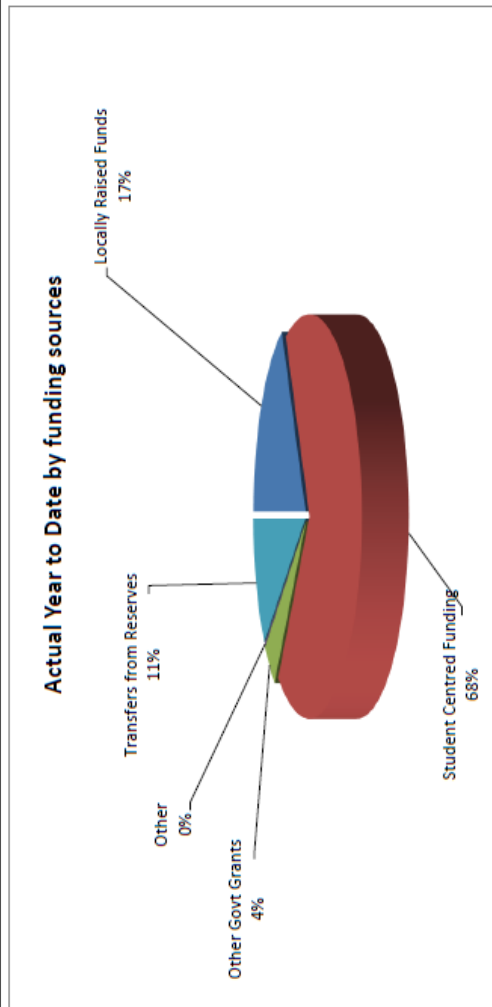


# Financial Summary

There were no adverse findings in the management of finances in 2022.

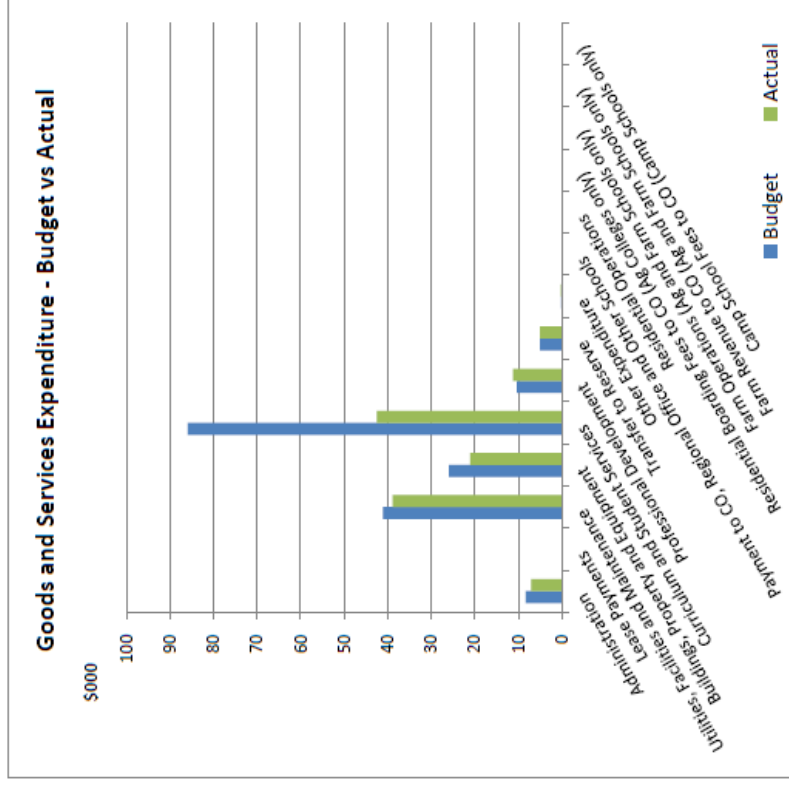
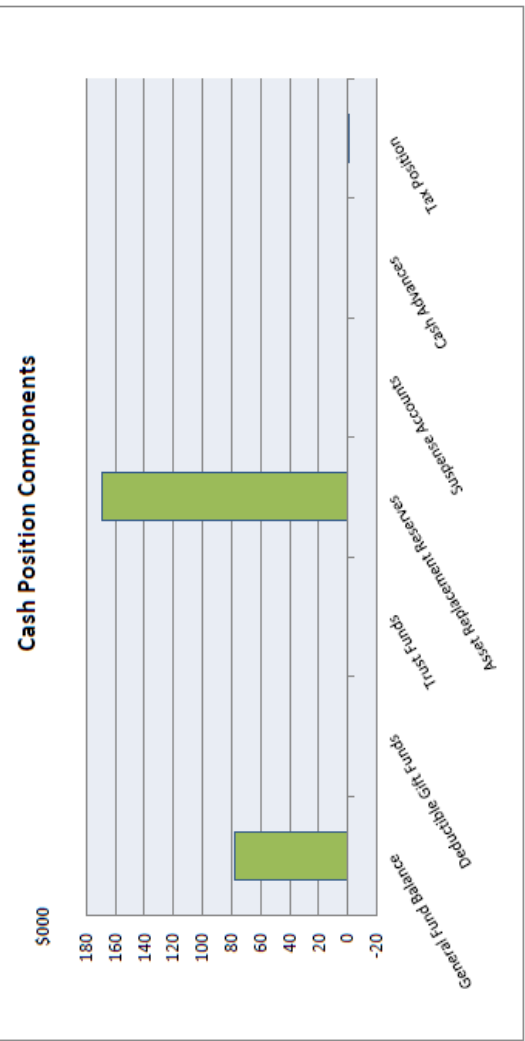
## Coorow Primary School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,635.00	\$ 950.00
2 Charges and Fees	\$ 8,616.00	\$ 2,201.00
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 16,800.00	\$ 22,420.13
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 5,946.00	\$ 5,945.67
8 Other Revenues	\$ 195.00	\$ 249.87
9 Transfer from Reserve or DGR	\$ 15,350.00	\$ 15,350.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 48,542.00</b>	<b>\$ 47,116.67</b>
Opening Balance	\$ 56,875.00	\$ 56,875.41
<b>Student Centred Funding</b>	<b>\$ 76,538.00</b>	<b>\$ 99,385.32</b>
<b>Total Cash Funds Available</b>	<b>\$ 181,955.00</b>	<b>\$ 203,377.40</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 181,955.00</b>	<b>\$ 203,377.40</b>



**Coorow Primary School**  
 Financial Summary as at  
 31-December-2022

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 8,305.00	\$ 7,053.88
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 41,025.00	\$ 38,806.11
4 Buildings, Property and Equipment	\$ 25,920.00	\$ 21,093.59
5 Curriculum and Student Services	\$ 85,910.00	\$ 42,467.42
6 Professional Development	\$ 10,274.00	\$ 11,221.36
7 Transfer to Reserve	\$ 5,000.00	\$ 5,000.00
8 Other Expenditure	\$ 165.00	\$ 191.97
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 176,599.00</b>	<b>\$ 125,834.33</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 176,599.00</b>	<b>\$ 125,834.33</b>
<b>Cash Budget Variance</b>	<b>\$ 5,356.00</b>	



Cash Position Components	Value (\$)
Bank Balance	\$ 246,391.79
Made up of:	
1 General Fund Balance	\$ 77,543.07
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 169,423.72
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax position	\$ (575.00)
<b>Total Bank Balance</b>	<b>\$ 246,391.79</b>

Rev and Exp Report.xls



## A Thank You to our School Community

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The school is highly appreciative of all the support that was received from the P&C, the Shire of Coorow, and many groups, businesses and individuals from our community throughout the year. The assistance that we received enhanced our learning programs and our facilities, and allowed us to offer opportunities to our students that would not have otherwise been possible.

The 2022 Annual School Report has been discussed and endorsed by the school staff and the Coorow Primary School Board.

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

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