



# Honeywood

PRIMARY SCHOOL

## School Report 2022

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# School Report

## Honeywood Primary School

### **School Overview** (Source: Schools Online/School website)

It gives me great pleasure to present the 2022 Honeywood Primary School Annual Report.

2022 was a year of consolidation and growth. Despite the challenges and uncertainty of COVID we were able to implement many positive changes which improved outcomes for students.

We also expanded our distributed leadership model to include Collab teams and Student Voice forums to better cater for our increasing numbers and ensure strong representation across the school.

Honeywood Primary School opened in 2017 as an Early Childhood Unit in transportable accommodation with an enrolment at February census of 77 students. By December 2022 our numbers had grown to 586.

Our goal is to work hand in hand with our community to create an environment of mutual respect and shared values in order to realise our goal of developing the whole child, physically, academically, emotionally, and socially. We are collectively proud of the school we have become.

Honeywood Primary School has built a proud reputation for our very positive and welcoming atmosphere, our common-sense approach, and our determination to provide quality learning experiences for our children; a reputation founded on hard work and collaboration with our community. We strive to ensure our children enjoy a quality learning environment that provides for fun and playful, yet accountable learning.

We work from a strong philosophical base that happy and safe children who feel connected to their environment will learn best. We'll continue to work hand in hand with our community to reinforce this. We want to inspire a love of learning and build on the natural curiosity that children have when they start Kindy while also building resilience, problem solving and independence.

This report shares our progress in 2022 and lays out our successes and reflections. We will continue to plan strategically for improvement and invest heavily in our staff and students to ensure that our culture remains strong.

As Foundation Principal of Honeywood Primary School, I am honoured to work with such a professional staff and committed community.



Maria Cook,

PRINCIPAL

## Student Numbers and Characteristics

(Source: Schools Online)

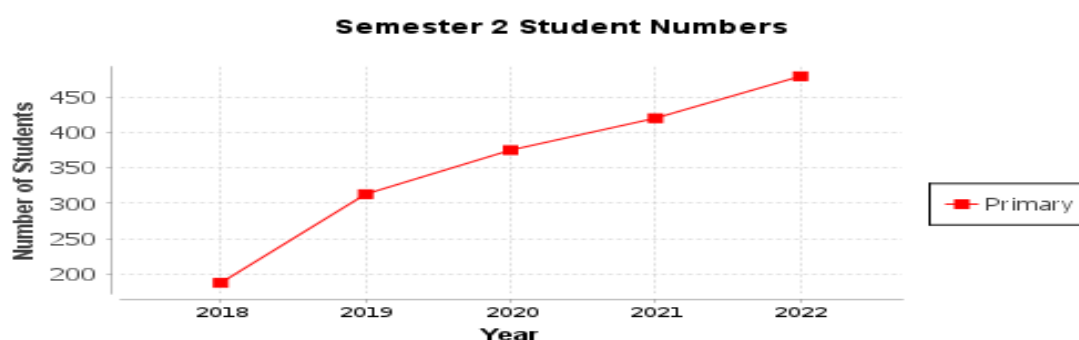
### Students (as at 2022 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(54)	98	89	58	81	67	48	38	533
Part Time	107								

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

	Kin	PPR	Pri	Sec	Total
Male	53	49	217		319
Female	54	49	164		267
Total	107	98	381		586

	Kin	PPR	Pri	Sec	Total
Aboriginal	2	2	4		8
Non-Aboriginal	105	96	377		578
Total	107	98	381		586



Comments: Honeywood PS is planning for continued growth. DoE projections predicted an enrolment of 666 in 2023, however our current enrolments are less than that.

We have exceeded capacity of existing accommodation and are now regularly adding transportable classrooms.

## Workforce composition

(Source: Schools Online)

### **Staff Numbers**

	No	FTE
<b>Administration Staff</b>		
Principals	1	1.0
Associate / Deputy / Vice Principals	3	2.3
Total Administration Staff	4	3.3
<b>Teaching Staff</b>		
Level 3 Teachers	3	2.2
Other Teaching Staff	35	28.0
Total Teaching Staff	38	30.2
<b>School Support Staff</b>		
Clerical / Administrative	4	3.4
Gardening / Maintenance	1	0.8
Other Allied Professionals	22	20.5
Total School Support Staff	27	24.7
<b>Total</b>	<b>69</b>	<b>58.2</b>

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.

Comments: Our highest workforce growth group is Special Needs Education Assistants; this is due to the ever-increasing numbers of resourced students and overall student complexity.

In 2022 our challenge was ensuring that the high numbers of staff absence due to Covid and other illness was covered. Internal relief was used often when Relief staff were not available.

Limited Registration teachers were employed to fill vacancies for relief.

Workforce diversity is an ongoing goal.

## Student Attendance

(Source: Schools Online)

### Attendance Overall Primary

Non-Aboriginal			Aboriginal			Total		
School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
93.7%	93.9%	93.2%	91.5%	87.3%	77.6%	93.7%	93.7%	91.9%
93.3%	92.7%	92.4%	97.3%	82.5%	76.8%	93.4%	92.3%	91%
89%	88.6%	88.3%	91.9%	76.9%	69.5%	89%	88.2%	86.6%

### Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2020</b>	79.3%	16.8%	3.1%	0.8%
<b>2021</b>	75.2%	19.9%	4.4%	0.5%
<b>2022</b>	54.5%	35.6%	9.6%	0.4%
<b>Like Schools 2022</b>	54.1%	32.0%	11.1%	2.8%
<b>WA Public Schools</b>	51.0%	32.0%	13.0%	5.0%

### Describe your analysis and impact of evidence

Attendance processes and strong school culture have resulted in good attendance figures which are above like schools and also above WA Public Schools.

Covid illness impacted overall attendance for 2022.

The At Risk – Indicated category is higher than comparative figures at 35.6%.

High absences were recorded due to notified illness however many (23%) absences were unauthorised. The unauthorised absences were K codes – Unauthorised Vacation and U codes unexplained absence.

Unauthorised vacations in school time continue to be a trend at Honeywood, despite frequent written explanations to families of DoE policy.

Unexplained absences were high despite regular follow up letters and telephone calls.

### Describe how non-attendance is managed by the school

Follow up letters are sent each fortnight.

Phone calls to At Risk families by Student Services team.

Attendance Plans as required.

## Student Achievement and Progress NAPLAN

(Source: Schools Online)

### NUMERACY

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
6 to 10	478 & Above	11%	12%	11%	16%	14%	12%	14%	12%	14%
5	426 - 477	19%	21%	16%	23%	23%	19%	22%	20%	18%
4	374 - 425	22%	27%	37%	27%	30%	30%	27%	28%	26%
3	322 - 373	42%	27%	25%	20%	20%	24%	20%	22%	23%
2	270 - 321	3%	12%	8%	10%	11%	11%	12%	12%	13%
1	Up to 269	3%	0%	4%	3%	2%	3%	6%	6%	5%

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
8 to 10	582 & Above	0%	6%	2%	8%	10%	7%	7%	7%	8%
7	530 - 581	21%	8%	20%	17%	23%	16%	16%	17%	17%
6	478 - 529	24%	31%	27%	34%	27%	33%	29%	29%	28%
5	426 - 477	28%	44%	34%	29%	26%	33%	28%	26%	28%
4	374 - 425	14%	11%	16%	9%	10%	11%	13%	14%	14%
1 to 3	Up to 373	14%	0%	0%	3%	4%	0%	6%	7%	5%

#### Describe your analysis and impact of evidence

Two Year 5 students were below National Minimum Standard.

Three Year 3 students were below National Minimum Standard.

89% of Year 3s were above the National Minimum Standard compared with 88% last year

83% of Year 5s were above the National Minimum Standard compared with 89% last year

#### Comments

1. Continue extension maths club for high achieving students in year 3 and 4.
2. Extend implementation of powerful problem solving.
3. Implement intervention opportunities for all students in all years using 'back to front' maths.
4. Utilise 'collab teams' to plan maths scope and sequences for each term.
5. All K-6 classrooms in the school with a suitable base of hands-on resources to teach maths effectively.

## READING

Band	NAPLAN Score Range									
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
6 to 10	478 & Above	19%	29%	36%	28%	32%	29%	24%	26%	29%
5	426 - 477	25%	23%	25%	23%	23%	23%	23%	21%	21%
4	374 - 425	22%	23%	14%	21%	22%	24%	21%	21%	20%
3	322 - 373	11%	15%	14%	14%	14%	13%	15%	15%	14%
2	270 - 321	19%	5%	9%	11%	7%	9%	12%	11%	12%
1	Up to 269	3%	5%	1%	3%	2%	3%	5%	6%	4%

Band	NAPLAN Score Range	Year 5 Reading								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
8 to 10	582 & Above	7%	6%	2%	13%	15%	12%	10%	11%	13%
7	530 - 581	14%	21%	26%	27%	26%	26%	22%	23%	24%
6	478 - 529	28%	35%	21%	30%	28%	30%	29%	28%	28%
5	426 - 477	34%	29%	28%	19%	19%	21%	21%	20%	20%
4	374 - 425	10%	9%	13%	8%	7%	7%	11%	10%	9%
1 to 3	Up to 373	7%	0%	11%	2%	5%	3%	7%	7%	6%

### Describe your analysis and impact of evidence

Year 3 – Reading results were sound with 90% of the cohort above the National Minimum Standard.

Year 5 – results were poor, but as expected, in Reading with 11% (5 students) below the National Minimum Standard. A further 13% were at the National Minimum Standard.

*The Year 5 cohort has a high number of students with diagnosed and imputed learning difficulties.*

All NAPLAN data includes 22 students on SEN Reporting.

Science of Reading will continue to inform our practise. The teaching of reading in Year 3-6 is to be reviewed and will include an Intervention program.



## WRITING

### Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
6 to 10	478 & Above	6%	11%	12%	14%	23%	18%	14%	17%	18%
5	426 - 477	39%	30%	26%	41%	44%	34%	32%	33%	32%
4	374 - 425	36%	36%	49%	28%	23%	30%	31%	27%	28%
3	322 - 373	8%	19%	8%	9%	7%	11%	12%	13%	12%
2	270 - 321	8%	5%	3%	7%	2%	4%	6%	6%	7%
1	Up to 269	3%	0%	3%	1%	1%	2%	4%	4%	4%

### Percentage of students in each Proficiency Band

NAPLAN Score Range	Year 5 Writing								
	School			Like Schools			WA Public Schools		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
582 & Above	3%	6%	2%	4%	8%	5%	3%	5%	7%
530 - 581	21%	3%	13%	11%	13%	15%	12%	15%	15%
478 - 529	14%	25%	28%	33%	35%	34%	28%	31%	29%
426 - 477	31%	36%	24%	36%	29%	30%	32%	28%	27%
374 - 425	21%	19%	22%	12%	9%	11%	16%	13%	13%
Up to 373	10%	11%	11%	5%	6%	4%	9%	8%	9%

### Describe your analysis and impact of evidence

- Year 3 – Writing results were strong with 94% of the cohort above the National Minimum Standard.
- Year 5 – Writing achievement is poor with 11% (5 students) below the National Minimum Standard. A further 22% (10 students) were at the National Minimum Standard.

*The Year 5 cohort has a high number of students with diagnosed and imputed learning difficulties.*

All NAPLAN data includes 22 students on SEN Reporting.

Continue to support staff with whole school writing programs through PL and classroom observation and coaching.

Refine Writing Moderation processes to include more Year levels. E.g., Year 1 moderates with Year 1 cohort but also with PP or Yr 2 at least once a year.

BrightPath Assessment to be revisited

## SPELLING

### Percentage of students in each Proficiency Band

NAPLAN Score Range	Year 3 Spelling								
	School			Like Schools			WA Public Schools		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
478 & Above	8%	17%	25%	22%	28%	23%	21%	22%	25%
426 - 477	25%	29%	21%	25%	25%	24%	22%	22%	22%
374 - 425	25%	15%	27%	22%	23%	24%	22%	21%	21%
322 - 373	25%	23%	18%	16%	14%	17%	16%	16%	15%
270 - 321	11%	12%	8%	9%	5%	8%	10%	9%	9%
Up to 269	6%	5%	1%	5%	4%	4%	9%	10%	8%

### Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
8 to 10	582 & Above	3%	9%	11%	12%	16%	11%	11%	14%	15%
7	530 - 581	21%	21%	24%	24%	27%	22%	21%	23%	23%
6	478 - 529	28%	18%	24%	30%	25%	32%	29%	25%	27%
5	426 - 477	17%	29%	17%	24%	19%	24%	22%	20%	20%
4	374 - 425	17%	18%	13%	7%	8%	8%	10%	10%	9%
1 to 3	Up to 373	14%	6%	11%	3%	4%	3%	8%	8%	6%

### Describe your analysis and impact of evidence

Overall showing improvement in NAPLAN Spelling.

- Year 3 Spelling results were strong with 91% of the cohort above the National Minimum Standard.
- Year 5 – Spelling achievement is poor with 11% (5 students) below the National Minimum Standard. A further 13% (6 students) were at the National Minimum Standard.

*The Year 5 cohort has a high number of students with diagnosed and imputed learning difficulties.*

All NAPLAN data includes 22 students on SEN Reporting.

### COMMENTS

Continue to consolidate Sounds Write in the classroom and Heggerty for ECE. MultiLit program to be investigated for Tier 2 support for Yr 3-6 students.

## GRAMMAR & PUNCTUATION

### Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
6 to 10	478 & Above	19%	18%	31%	33%	32%	29%	30%	24%	29%
5	426 - 477	19%	23%	25%	23%	23%	22%	22%	26%	19%
4	374 - 425	33%	32%	29%	18%	20%	22%	18%	23%	20%
3	322 - 373	14%	11%	8%	11%	14%	15%	12%	14%	15%
2	270 - 321	14%	8%	8%	10%	7%	9%	10%	7%	10%
1	Up to 269	0%	9%	0%	5%	3%	3%	7%	6%	7%

### Percentage of students in each Proficiency Band

Band	NAPLAN Score Range	Year 5 Grammar & Punctuation								
		School			Like Schools			WA Public Schools		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
8 to 10	582 & Above	10%	3%	0%	14%	15%	12%	12%	12%	13%
7	530 - 581	21%	15%	28%	22%	21%	18%	18%	19%	18%
6	478 - 529	17%	26%	30%	25%	28%	29%	25%	26%	26%
5	426 - 477	31%	38%	15%	22%	22%	27%	22%	22%	24%
4	374 - 425	7%	15%	22%	12%	9%	10%	12%	12%	12%
1 to 3	Up to 373	14%	3%	4%	4%	5%	3%	11%	9%	6%

### Describe your analysis and impact of evidence

- Year 3 Grammar & Punctuation results were strong with 92% of the cohort above the National Minimum Standard.
- Year 5 – Grammar & Punctuation achievement is poor with 4% (1 student) below the National Minimum Standard. A further 22% (10 students) were at the National Minimum Standard.

*The Year 5 cohort has a high number of students with diagnosed and imputed learning difficulties.*

All NAPLAN data includes 22 students on SEN Reporting.

Whole School Programs are having impact despite the Year 5 cohort results.

## Post School Destination

(DATA) (source: Schools Online)

2022 school destinations of the 2021 student cohort

Year Level :  Male: 9 Female: 18 Total: 27

Destination Schools	Male	Female	Total
4210 Hammond Park Secondary College	7	13	20
4184 Atwell College	1	1	2
4190 Baldivis Secondary College		1	1
1492 Carey Baptist Col - Forrestdale		1	1
4025 John Curtin College Of The Arts		1	1
4150 Lakeland Senior High School	1		1
1466 Peter Carnley Anglican Comm Sch		1	1
4126 Willetton Senior High School	1		1

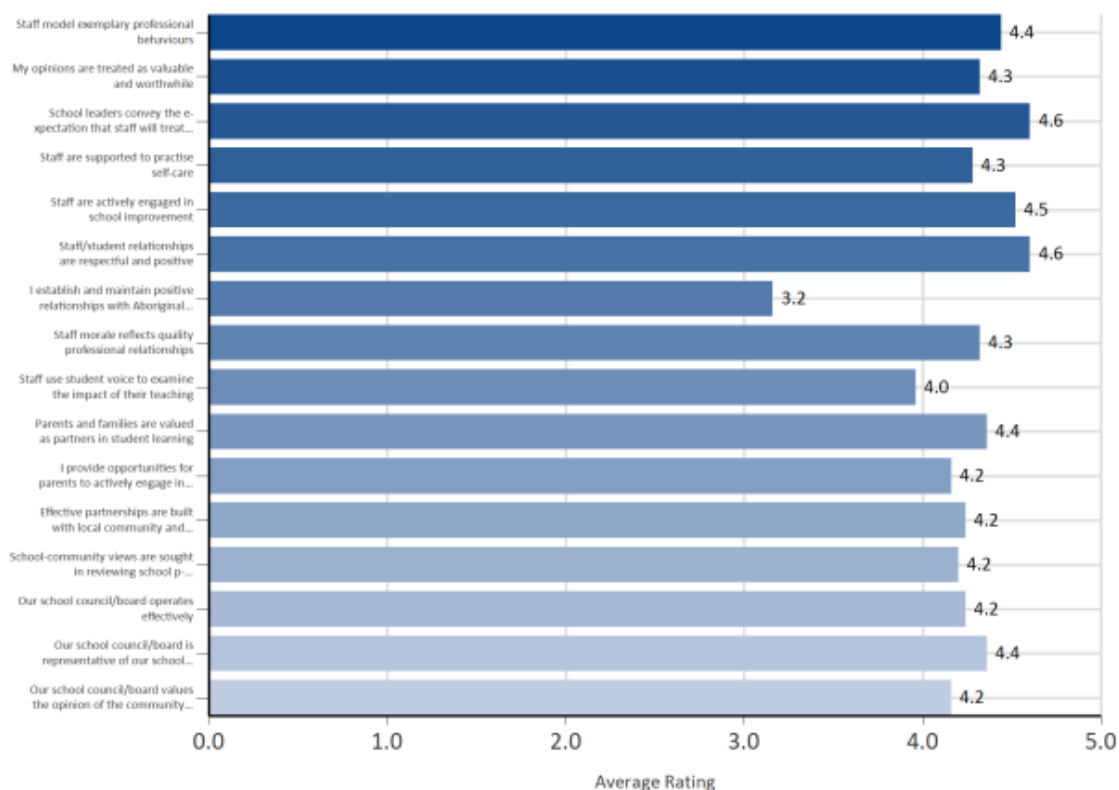
Describe your analysis and impact of evidence

As was expected, the majority of our students went to our local feeder high school Hammond Park Secondary College.

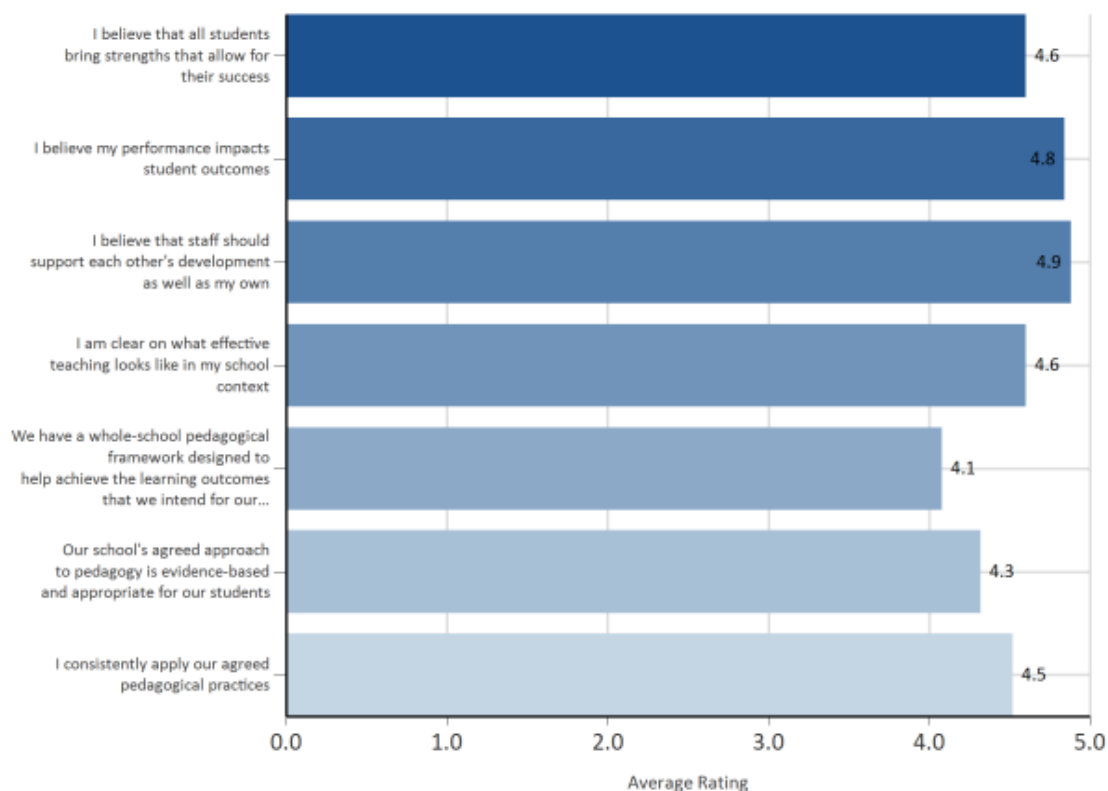
The remaining students selected schools largely on specialty offerings.

# Staff School Culture Survey

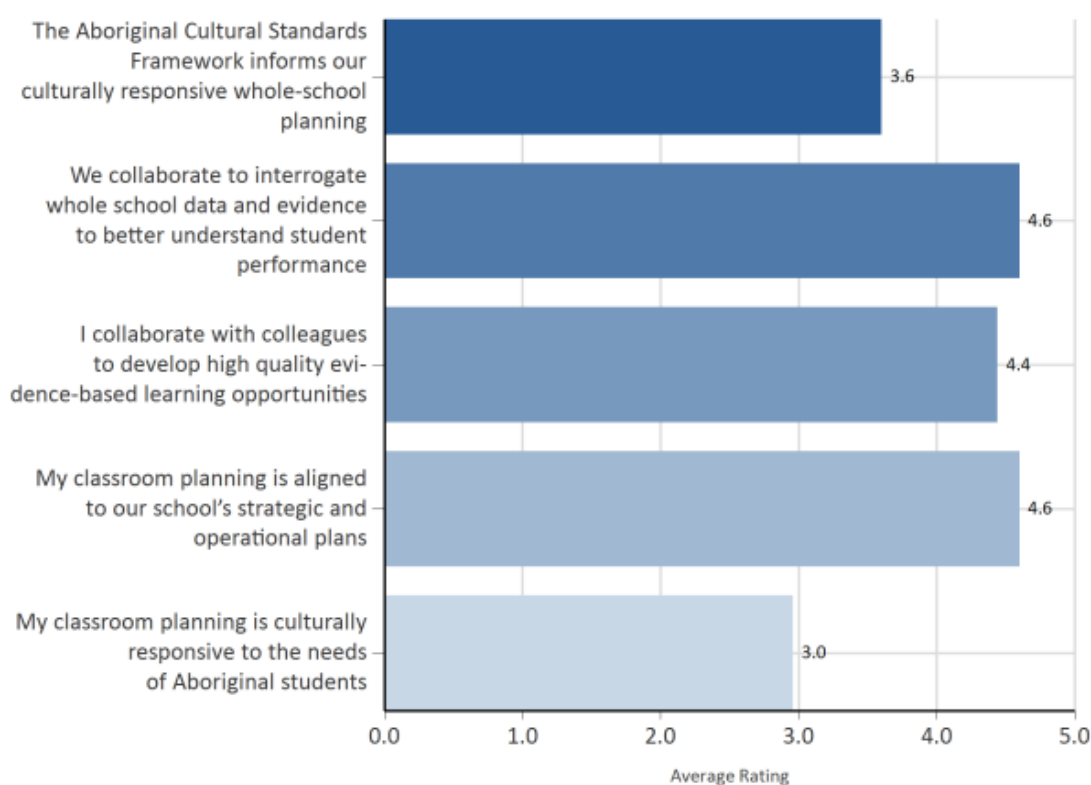
## RELATIONSHIPS



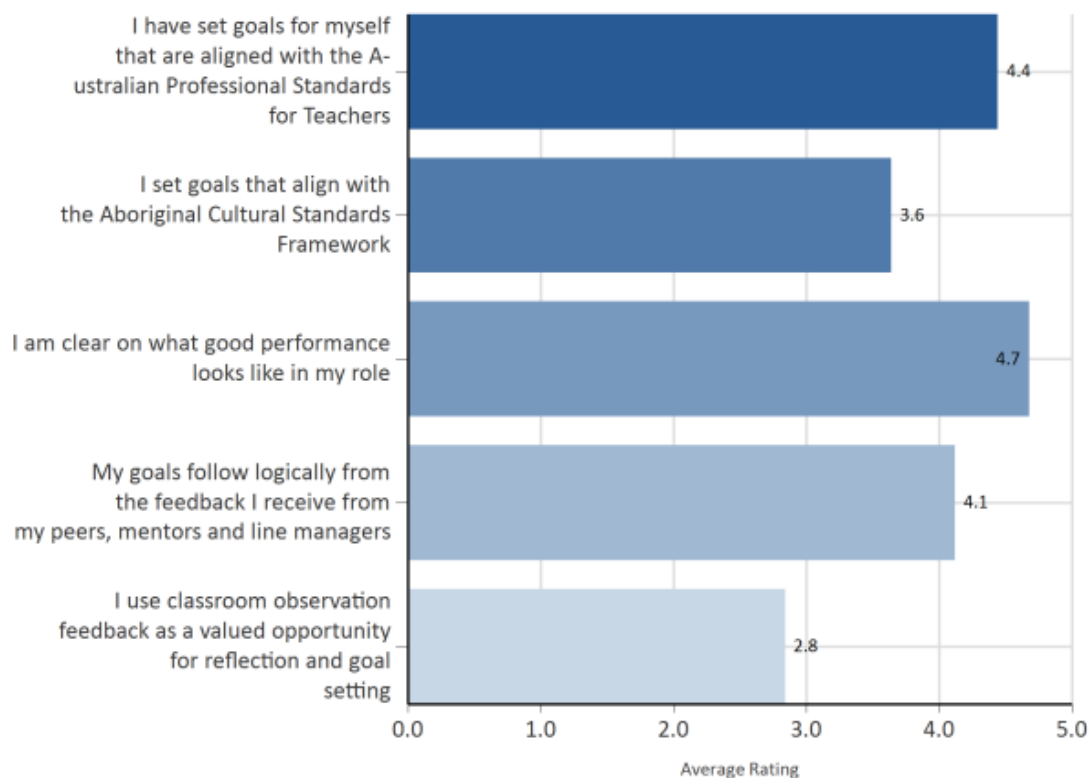
## SCHOOL WIDE APPROACHES TO TEACHING AND LEARNING



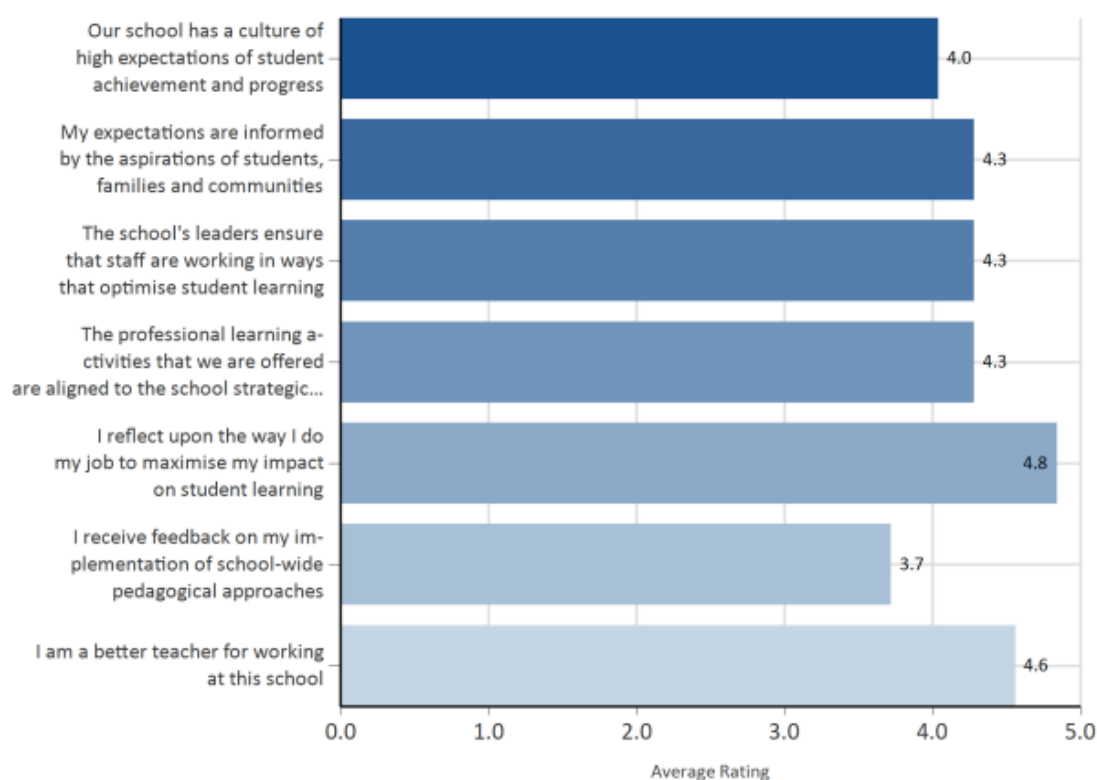
## PLANNING ALIGNMENT



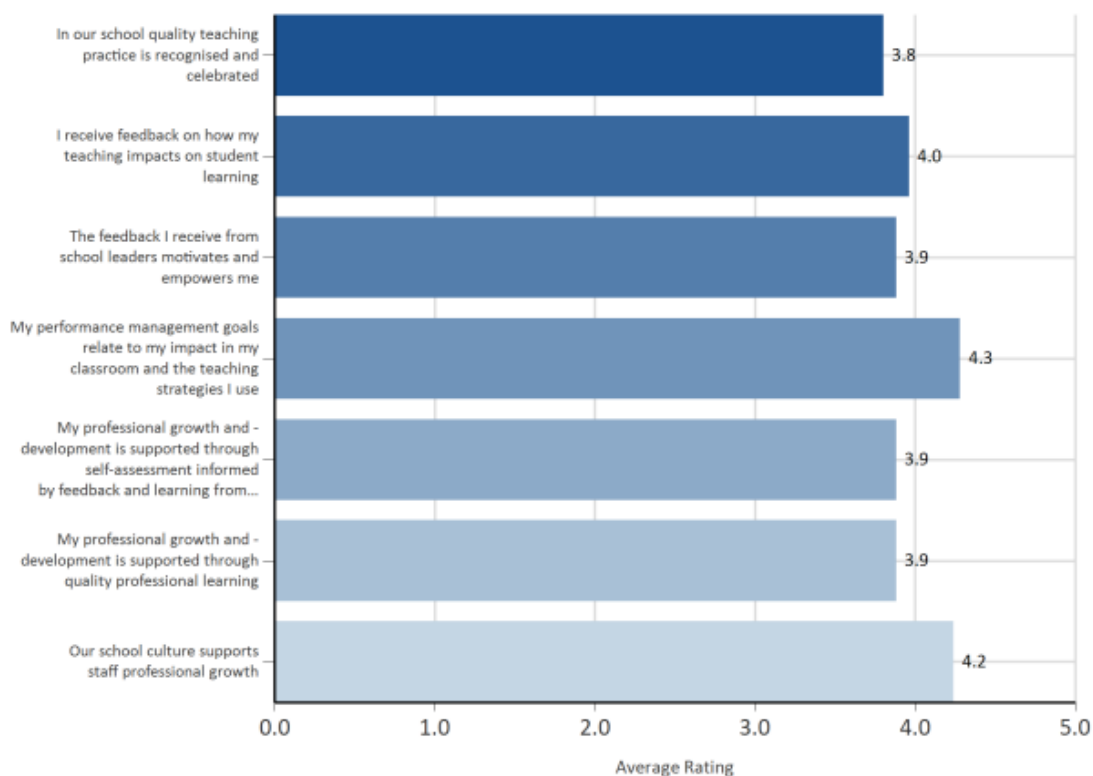
## PERFORMANCE & DEVELOPMENT CULTURE-REFLECTION & GOAL SETTING



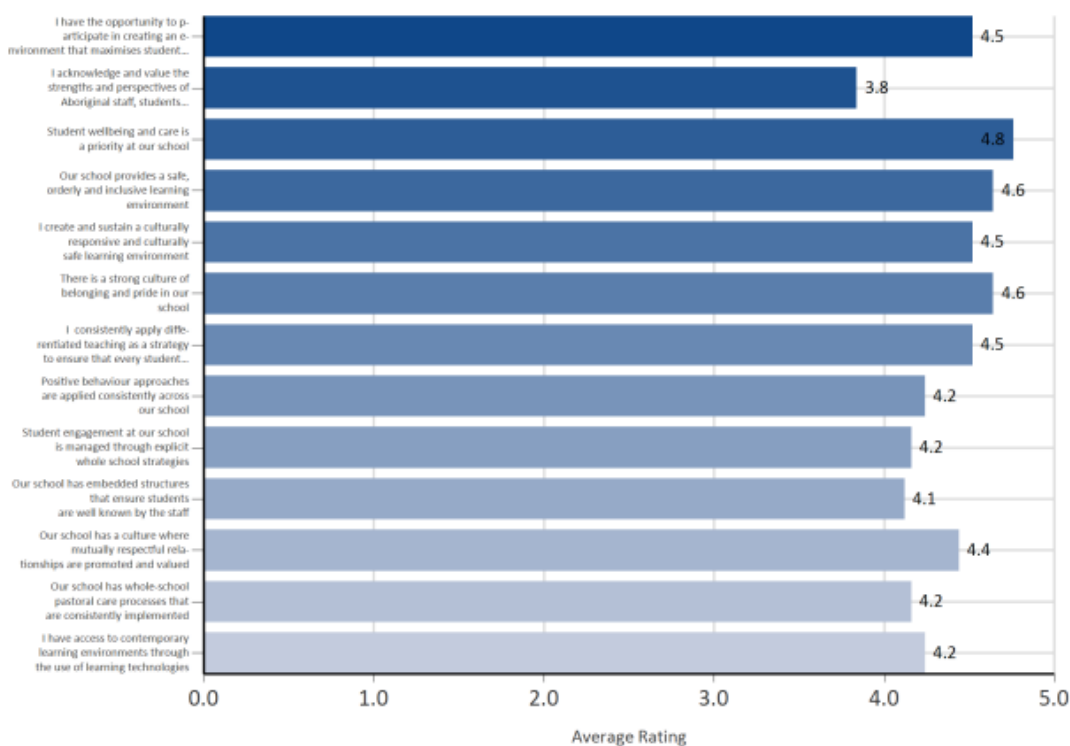
## PERFORMANCE & DEVELOPMENT-PROFESSIONAL PRACTICE AND LEARNING



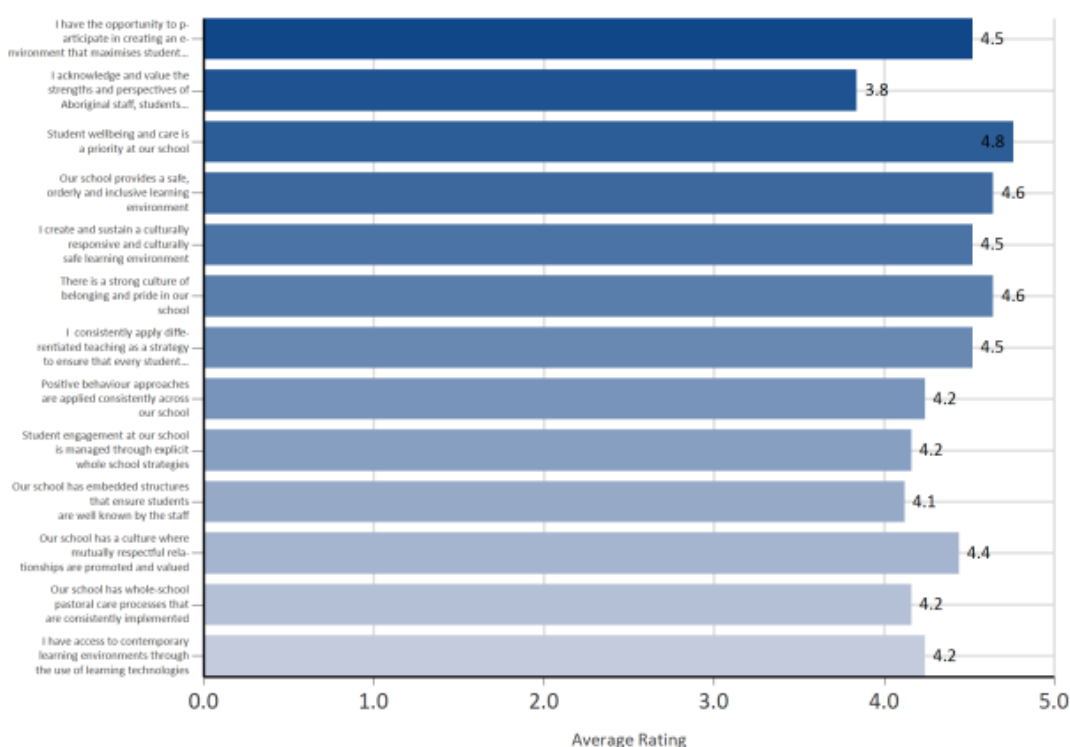
## PERFORMANCE & DEVELOPMENT - FEEDBACK & REVIEW



## LEARNING ENVIRONMENT

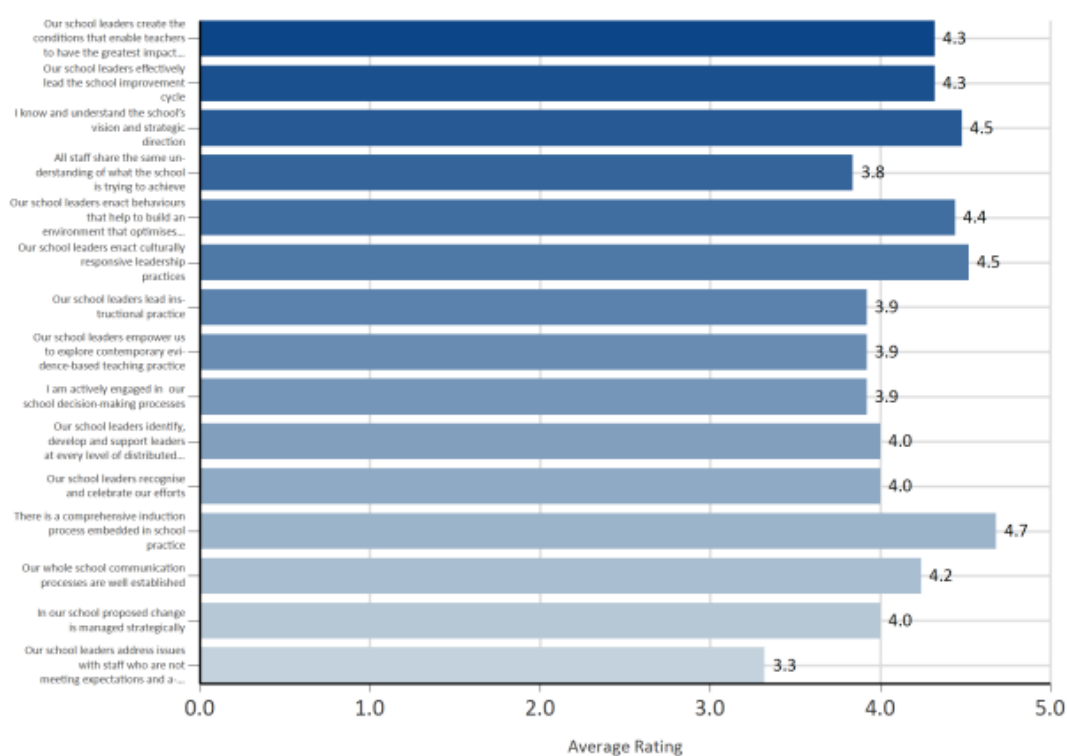


## RESOURCES

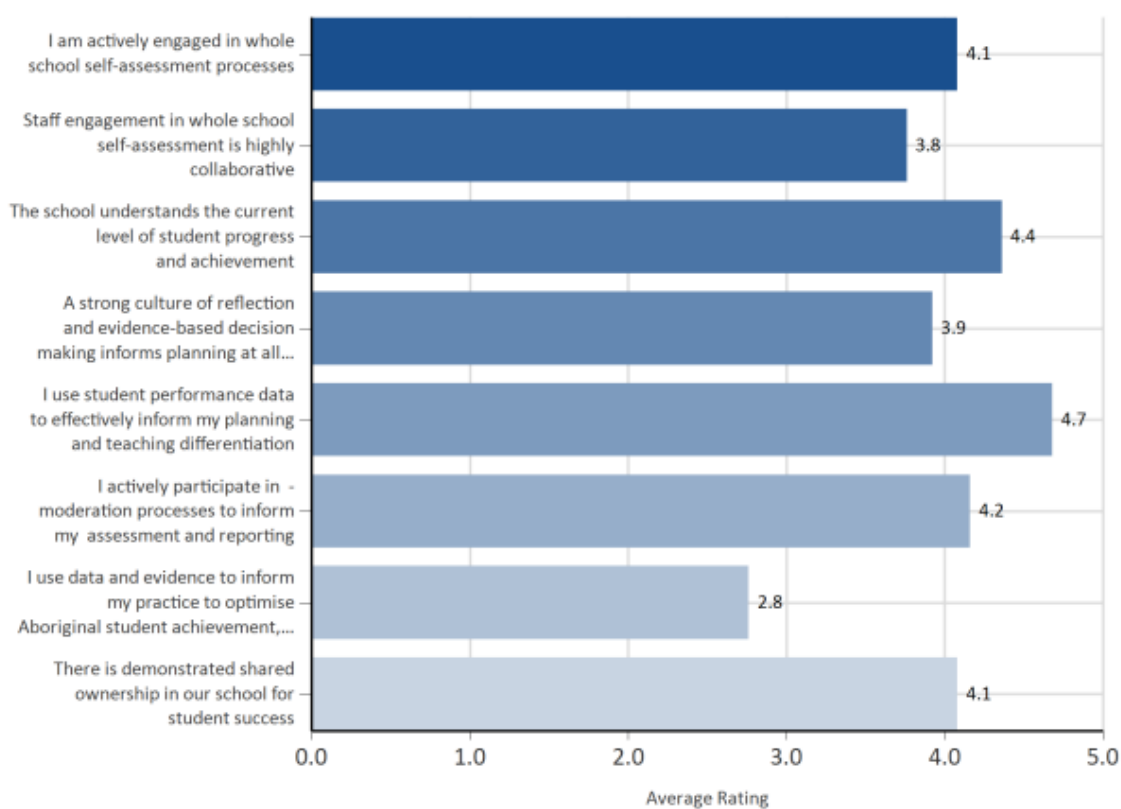




## LEADERSHIP



## STUDENT ACHIEVEMENT & PROGRESS



## **Describe your analysis and impact of evidence**

Honeywood PS staff are skilled practitioners who are embedding our whole school programs. The teaching of literacy has evolved over the last 2 years to reflect the Science of Reading research. This has required a fundamental shift in pedagogy, significant professional learning for all staff and ongoing resourcing.

The release of the Leading Cultures of Excellence School Culture Survey was timely. The survey tool demonstrated very positive results in all 15 aspects of school operations. The survey has given us much to celebrate with high achievement in all aspects indicating a strong positive school culture.

The survey has also informed our goals for 2023 and beyond.

### **Goals**

To refine and consolidate our Pedagogical framework.

To provide effective observation and feedback.

### **Actions**

Honeywood PS will be using the Teaching for Impact tool to refine our whole school pedagogical framework.

Classroom Observation and Feedback is a priority for Collab Teams. Staff will select their observation model and Administration members will support this as required.

Our second Public School Review is scheduled for Term 4, 2023.

A new Business Plan is due at the same time. This is a great opportunity to revisit our school vision.

## **Honeywood Primary School Board**

### **Annual Report 2022**

It is with pleasure that I present the 2022 Honeywood Primary School Board Annual Report and reflect on the activities of the Board over the last twelve months.

In 2022, the Honeywood Primary School Board membership comprised of eleven voting members, including the Principal, the Manager of Corporate Services and one of the Deputy Principals, as staff representatives. We also had seven parent representatives and two community representatives.

2022, saw a total of 586 students enrolled at Honeywood, with 107 Kindy students. We are anticipating that the school will grow again in 2023 and this will require the school to have an additional classroom within the junior area.

As the COVID-19 pandemic continued into 2022 great adaptability was again required in our schools. This year proved the most challenging with staffing shortages and extensive relief required, particularly in Term 2. Despite this, Honeywood PS continued to provide a quality learning environment for our children. On behalf of the board, I would like to extend my thanks to the Administration team and teaching staff who quickly adapted and supported the school community, ensuring that student and staff wellbeing was a priority. Contact tracing was an additional challenge that the school and community worked through, but even with this additional requirement, teaching and learning progress remained a focus. The school is focused on measuring and closing the gaps, using the right interventions and programs to achieve the best outcomes for our students for years to come.

During the year the School Board has focused its efforts in the following areas:

- Endorsement of the annual school report, school budget and student performance targets and achievements.
- Endorsement of a 12-month extension for the current school business plan, continuing the work towards targets for the schools' priorities in their areas of flourishing students, flourishing staff, a flourishing learning environment, and flourishing partnerships.
- Endorsement of the financial arrangements necessary to fund the school objectives, priorities, and directions.
- Consultation and review of the management of the COVID-19 situation and the affect this would have on many facets of the school.
- Consultation and review of school policies.
- Review of student data including NAPLAN results.
- Support and promotion of the Board, the P&C, and the Fathering Project.

I would like to take this opportunity to formally thank the 2022 members of the school board for their contribution and input. The School Board members volunteer their time to support, advise and work with the school administration to enhance the learning environment for our students. I sincerely thank each member for their contributions, each bringing their unique set of skills and expertise to support the school.

I would also like to thank Briohny Evans for her input in 2022 and wish her all the best. Another three additional members also finished their board tenure and therefore we called for nominations for three vacant positions in Term 4. With 3 nominations, the school could proceed without election, and therefore I would like to welcome Laura Low to the board and thank Vanessa Bower and Jarryd Emery for their continued contribution. Mandy Griffin will continue as an Executive Officer and we welcome Rachel Neretlis for 2023, along with Paige Jones continuing as staff representatives. As I finished my tenure in 2022, I wish the School Board success and thank them for their continued support of our school community.

As we reflect on the year, even with the challenges of 2022, below are just a few fond memories of events and celebrations:

- Colour Splash was an incredible success made possible by the fabulous support of Honeywood PS staff, the P and C and the community. We encourage our parent community to support and volunteer to enable amazing opportunities for our students ongoing.
- Science Day was filled with fun and mess.
- SciTech Math Problem Solving afternoon enabled students and parents to tackle the mystery of the Mathematical Menace.
- Open Night showcased and celebrated wonderful student work.
- Faction Carnival was a fun day where the school community displayed team spirit and encouragement for one another.
- The Year 6 Farewell Assembly in Term 4 was a wonderful opportunity for students and families to reflect on the many fond memories and the key Honeywood values that they will take with them in life. We wish them all the best as they continue their educational journey in high school!

I know I speak for us all in saying that we feel privileged to be able to support the work of the wonderful and flourishing school community at Honeywood Primary School. I would once again like to thank our amazing school staff and community for their support and adaptability required in the dynamic year, that was 2022.

Kacey Single  
Honeywood Primary School Board Chair

# School Income by Funding Source

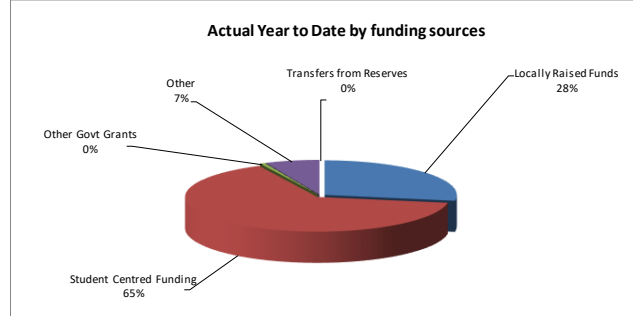
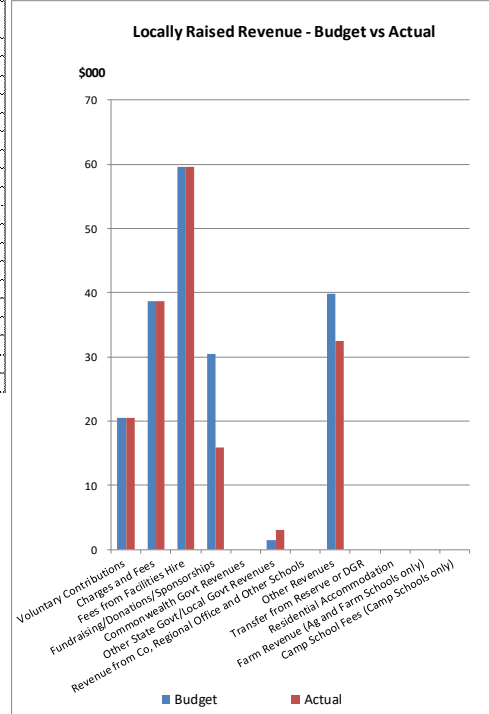
(DATA) (source: Schools Resourcing System)

Honeywood Primary School

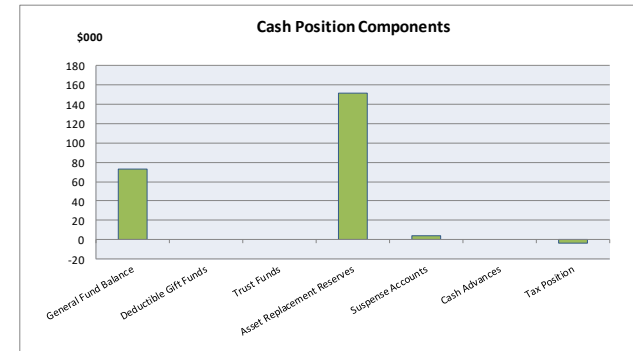
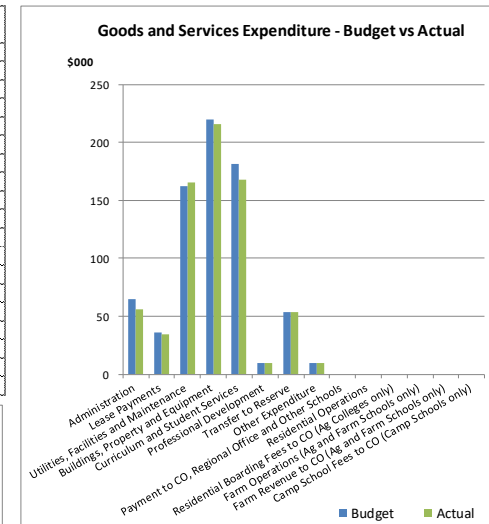
Financial Summary as at

Enter date here i.e. 31/12/2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 20,456.00	\$ 20,463.05
2	Charges and Fees	\$ 38,636.00	\$ 38,676.77
3	Fees from Facilities Hire	\$ 59,627.00	\$ 59,636.35
4	Fundraising/Donations/Sponsorships	\$ 30,433.00	\$ 15,950.37
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,500.00	\$ 3,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 39,826.00	\$ 32,407.32
9	Transfer from Reserve or DGR	\$ -	\$ -
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>\$ 190,478.00</b>	<b>\$ 170,133.86</b>
	<b>Opening Balance</b>	<b>\$ 298,211.72</b>	<b>\$ 298,211.72</b>
	<b>Student Centred Funding</b>	<b>\$ 316,276.00</b>	<b>\$ 316,275.91</b>
	<b>Total Cash Funds Available</b>	<b>\$ 804,965.72</b>	<b>\$ 784,621.49</b>
	<b>Total Salary Allocation</b>	<b>\$ 5,577,807.00</b>	<b>\$ 5,577,807.00</b>
	<b>Total Funds Available</b>	<b>\$ 6,382,772.72</b>	<b>\$ 6,362,428.49</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 64,428.00	\$ 56,219.25
2	Lease Payments	\$ 36,000.00	\$ 34,732.03
3	Utilities, Facilities and Maintenance	\$ 162,196.00	\$ 165,538.36
4	Buildings, Property and Equipment	\$ 219,781.00	\$ 215,480.40
5	Curriculum and Student Services	\$ 181,626.50	\$ 167,776.67
6	Professional Development	\$ 9,715.00	\$ 9,445.44
7	Transfer to Reserve	\$ 53,454.00	\$ 53,454.00
8	Other Expenditure	\$ 9,291.00	\$ 9,401.10
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>\$ 736,491.50</b>	<b>\$ 712,047.25</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ 5,390,565.00</b>
	<b>Total Expenditure</b>	<b>\$ 736,491.50</b>	<b>\$ 6,102,612.25</b>
	<b>Cash Budget Variance</b>	<b>\$ 68,474.22</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 224,344.39</b>
Made up of:	
1 General Fund Balance	\$ 72,574.24
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 151,680.00
5 Suspense Accounts	\$ 3,744.15
6 Cash Advances	\$ -
7 Tax Position	\$ (3,654.00)
<b>Total Bank Balance</b>	<b>\$ 224,344.39</b>

Identified school priority	Progress against priority	Planned actions
English	Sounds Write Intervention program has had great impact despite frequent cancellation of the program due to staff absence and internal relief requirements.	<p>Extend intervention program to include Yr 3-6 Macq lit PL for English leader.</p> <p>Intervention format to be developed for Yr 3-6.</p> <p>Sounds Write Intervention to focus on Yr 1&amp;2 and include PP in Semester 2, 2023</p> <p>Review the Teaching of Reading in Yr 4-6</p>
Maths Multi Step Problem Solving	Multi step problems were identified as a weakness in PAT testing. SciTech Lighthouse program provided great learning and impact for classes involved.	Lighthouse learning to be extended. Ensure Whole School Maths Plan is being implemented correctly. Implement control measures - Collab Teams to include Maths Committee Representation and an Administration team member.
Distributed Leadership Model	The formation of Collab Teams has ensured a more streamlined model.	Provide additional leadership support and leadership skills training for Collab Leaders.







