

2021 Annual Report

Carrathool Public School



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Introduction

The Annual Report for 2021 is provided to the community of Carrathool Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Carrathool Public School

Glover St

Carrathool, 2711

<https://Carrathool-p.schools.nsw.gov.au>

Carrathool-p.school@det.nsw.edu.au

6993 5143

School vision

Carrathool Public School empowers students to achieve personal excellence through connected, collaborative, creative and high quality learning experiences which challenge and inspire them in a safe and supportive learning environment.

School context

Carrathool Public School is a small, rural school that is well-resourced and set in large, picturesque grounds. Located nearby the Murrumbidgee River, and more than thirty minutes away from other schools, it is a hub of the community and local village. Parents and members of the community make valuable contributions to its programs and to the welfare of students.

The school has a current enrolment of 9 students with 12% Aboriginal and 12% EAL/D. Our goal is to develop self-motivated learners who can work independently and co-operatively as they strive to reach their full potential. We are committed to the development of the whole child: academically, culturally, physically and socially.

In order to combat our geographical and social isolation, students at Carrathool Public School collaboratively learn with Booligal Public School students on a regular basis and with students from Hay School of The Air occasionally, allowing students with only one or two children in their stage to interact and connect with peers.

We believe in personalised learning, quality teaching and access to the local and global community. Our school motto is "To honest toil and a valiant life"

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Use in Effective Classroom Practices
- Directed Professional Learning

Resources allocated to this strategic direction

COVID ILSP: \$7,866.65

Professional learning: \$5,102.00

Summary of progress

Staff use data from a variety of sources to drive effective learning within the classroom, particularly for our Covid ILSP funded individualised mathematics sessions held fortnightly throughout 2021. Our staff continue to triangulate data from a variety of sources: Check In assessments, Naplan, external testing (SA Spelling, Waddington's Reading, PAT Comprehension, Maths Plus Assessments, SENA), classroom tasks and observations. Staff will consider the relevance and validity of some external testing measures and possibly replace/include other testing measures for greater relevance to our students' needs.

Teaching Principal attended Berry Street Educational Model training (over 4 days) to increase knowledge of classroom strategies to assist in trauma informed learning and the science of wellbeing in order to complement the theories of The Resilience Project already being implemented within the classroom. This training was completed in Term 4 2021, with implementation of strategies to begin in Term 1 and 2 of 2022.

All teaching staff participated in the online Seven Steps course which has proven to be a great impetus for teaching student writing. Staff are using the framework provided by the course, adjusting slightly as necessary as per program requirements. Students are highly engaged when writing, incorporating many techniques learned in guided writing lessons or are editing their writing to include them. Writing samples display various preferred techniques, such as Sizzling Starts or the use of senses to develop description. Greater development in tightening student writing to remove unimportant scenes needs to now be a focus. Staff planned to review Seven Steps writing programme and develop a whole school scope and sequence plan for all stages to follow, ensuring inclusion of all steps in the writing process in 2022 but falling enrolments due to families moving away from the Carrathool district mean our school will be going into recess at the end of Term 2 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students achieving in the top 2 bands in reading (38.4%) and numeracy (32.1%) to be above the system negotiated baseline by 2.5%	Carrathool PS supported the increase of 2% in the network target. Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase in the percentage of students achieving expected growth in reading and numeracy to be above the system negotiated target baseline of 60% by 10%	Whilst our small cohort makes commenting upon NAPLAN results difficult, 2021 NAPLAN results showed 100% of students in Year 5 achieved At or Above Expected Growth in Reading, Spelling, Grammar and Punctuation and Numeracy.

Strategic Direction 2: Wellbeing

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement, allowing students to develop resilience, self-discipline, respect and positive relationships.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Community

Resources allocated to this strategic direction

Socio-economic background: \$3,392.01

English language proficiency: \$2,400.00

Low level adjustment for disability: \$13,313.49

School support allocation (principal support): \$13,604.80

QTSS release: \$1,457.53

Literacy and numeracy: \$1,365.30

Location: \$9,889.50

Summary of progress

Staff collaborated on how to individualise Learning Intentions and Success Criteria for each student in Stage 2 and Stage 3 beginning with numeracy (Quantifying numbers, Additive strategies, Multiplicative strategies, Fractions and Decimals) and Creating texts using the Learning Progressions. . Students in Early Stage 1 and Stage 1 were introduced to Learning Intentions and Success Criteria during mathematics lessons and aspects of Literacy (Creating Texts, Comprehension and Phonics). Staff and students continued to use LI/SC booklets to develop student goals while investigating rubric development for Creating Text goals. However, time constraints due to Covid restrictions meant rubrics were not developed to the anticipated extent. Rubric construction and implementation was to continue in 2022 but falling student numbers due to families leaving the Carrathool district will see our school go into recess at the end of Term 1 2022.

Students are provided with many opportunities to connect, succeed and thrive within the school and wider community, ensuring the development of resilience, respect, collaboration and connection to Carrathool Public School. Through such programs as Super Friday, tennis lessons, ukulele lessons and the work of The Resilience Program, students and parents view attendance at Carrathool Public School in a positive manner.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase student use of Progressions, Learning Intentions and Success Criteria to create and achieve their learning goals.	Students, with teachers guidance, are able to set their own goals that are relevant to topics taught in Creating Texts and in Numeracy. Students are able to verbally state the Learning Intention of lessons and if they have achieved the desired Success Criteria or use exit slips to denote understanding.
Increase the whole-school percentage of students attending over 90% by 2.5%	The overall student attendance rate during 2021 was 94.1%. This was higher than the state average attendance.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,392.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carrathool Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Stage appropriate learning to support identified students with additional needs • employment of additional staff to support K-6 program implementation. <p>The allocation of this funding has resulted in: Stage appropriate, small group instruction in English and mathematics. Students received targeted instruction through quality teaching and learning programs and have shown growth of one year or more as evidenced by progress through the Learning Progressions, internal and external data (NAPLAN, Check in assessments.)</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staff to have Stage appropriate, small group learning for Term 1 2022. Due to declining student enrollments our school will be going into recess after this point.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Carrathool Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: The creation of Stage appropriate, small group instruction allowing students to receive personalised learning and support specific to their needs in English and maths. Students have shown growth of one year or more as evidenced by internal testing, external data and the Learning Progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staff to facilitate the operation of Stage appropriate classes in Term 1 2022. Our school will be going into recess in Term 2 2022 due to falling student enrollments.</p>
<p>Low level adjustment for disability</p> <p>\$13,313.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Carrathool Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$13,313.49</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The creation of Stage appropriate, small group instruction allowing students to receive personalised learning and support specific to their needs in English and maths. Students have shown growth of one year or more as evidenced by internal testing, external data and the Learning Progressions. Students have learned to take ownership of their learning and to set their own goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staff to create Stage appropriate classes in Term 1 2022. Our school will be going into recess in Term 2 2022 due to falling student enrollments</p>
<p>Location</p> <p>\$9,889.50</p>	<p>The location funding allocation is provided to Carrathool Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in: Student collaboration, connection and engagement with peers from other schools on a regular basis was restricted in 2021 due to Covid 19. To increase the sense of community within the school, students were involved in ukulele, tennis and swimming lessons along with an excursion to Lake Mungo and Yanga National Parks, complementing studies within the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Subsidise student excursions to enable all students to participate and resume the fortnightly Super Friday programme (subject to easing of Covid 19 restrictions) and the continuation of ukulele and tennis lessons at the Carrathool courts to promote necessary connections with peers to enable students to connect, succeed and thrive. With the knowledge that three of our five students enrolled at the beginning of 2022 would be leaving our school at the end of Term 1, the development of a sense of community and belonging to Carrathool Public School was paramount. Our school will go into recess at the end of Term 1 2022.</p>
<p>Professional learning</p> <p>\$5,102.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Carrathool Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Directed Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$5,102.00</p>	<ul style="list-style-type: none"> engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Teaching Principal attended Berry Street Educational Model training (over 4 days) to increase knowledge of classroom strategies to assist in trauma informed learning and the science of wellbeing in order to complement the theories of The Resilience Project already being implemented within the classroom. This training was completed in Term 4.</p> <p>All teaching staff participated in the online Seven Steps course which has proven to be a great impetus for teaching student writing. Staff are using the framework provided by the course, adjusting slightly as necessary as per program requirements. Students are highly engaged when writing, incorporating many techniques learned in guided writing lessons or are editing their writing to include them. Writing samples display various preferred techniques, such as Sizzling Starts or the use of senses to develop description. Greater development in tightening student writing to remove unimportant scenes needs to now be a focus.</p> <p>After evaluation, the next steps to support our students with this funding will be: As Berry St training was completed in Term 4 2021, implementation of strategies to begin in Term 1 and 2 of 2022. Staff planned to Review Seven Steps writing programme and develop a whole school scope and sequence plan for all stages to follow, ensuring inclusion of all steps in the writing process in 2022 but falling enrollments due to families moving away from the Carrathool district mean our school will be going into recess at the end of Term 2 2022.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Carrathool Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> Overview of activities partially or fully funded with this equity loading include: <p>additional staffing to implement Stage appropriate learning to support identified students with additional needs employment of additional staff to support K-6 program implementation</p> <p>The allocation of this funding has resulted in: Stage appropriate, small group instruction in English and mathematics. Students received targeted instruction through quality teaching and learning programs and have shown growth of one year or more as evidenced by progress through the Learning Progressions, internal and external data (NAPLAN, Check in assessments.)</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staff to supply Stage appropriate, small group learning for Term 1 2022. Due to declining student enrollments our school will be going into recess after this point</p>
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carrathool Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: The creation of Stage appropriate, small group instruction allowing students to receive personalised learning and support specific to their needs in English and maths. Students have shown growth of one year or more as evidenced by internal testing, external data and the Learning Progresions</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022</p>
<p>QTSS release</p> <p>\$1,457.53</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carrathool Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The creation of Stage appropriate, small group instruction allowing students to receive personalised learning and support specific to their needs in English and maths. Students have shown growth of one year or more as evidenced by internal testing, external data and the Learning Progresions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staff to conduct Stage appropriate, small group learning for Term 1 2022. Due to declining student enrollments our school will be going into recess after this point</p>
<p>COVID ILSP</p> <p>\$7,866.65</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use in Effective Classroom Practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition

COVID ILSP

\$7,866.65

The allocation of this funding has resulted in:

Students have shown improvement in knowledge and understanding of strategies to solve problems in addition, subtraction, multiplication, division and fractions and decimals as evidenced through the learning progressions, classroom observations, internal testing sources and external testing sources (Naplan, Check in Assessments). Staff were able to accurately select and target areas of need for individual students and address these areas through games and explicit teaching. Students used exit slips to indicate their understanding.

After evaluation, the next steps to support our students with this funding will be:

Continue to employ additional staff to provide small group/individual needs based learning groups to increase the capabilities of each student in Number, particularly Addition and Subtraction, Multiplication and Division and Fractions and Decimals, along with student led areas of need. An increased focus on working mathematically, both within the classroom and the ILSP groups, ensuring students can perform a variety of mental calculations as well as algorithms, will occur in 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	5	4	2	3
Girls	5	3	5	6

Student attendance profile

School				
Year	2018	2019	2020	2021
K	77.8		97.5	96.4
1	97.6	84.4		93.5
2	97.7	95.3	84.2	
3	97.9	88.5	90.5	93.5
4	97.7	97.9	76.8	95.7
5	87	83.3	99	83.9
6	92.7	85.4	82.1	98.4
All Years	93.9	90	89.5	94.1
State DoE				
Year	2018	2019	2020	2021
K	93.8		92.4	92.8
1	93.4	92.7		92.7
2	93.5	93	92	
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.69

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	52,126
Revenue	359,697
Appropriation	354,745
Grants and contributions	4,506
Investment income	46
Other revenue	400
Expenses	-381,281
Employee related	-337,040
Operating expenses	-44,241
Surplus / deficit for the year	-21,584
Closing Balance	30,542

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	19,106
Equity - Aboriginal	0
Equity - Socio-economic	3,392
Equity - Language	2,400
Equity - Disability	13,313
Base Total	313,688
Base - Per Capita	1,726
Base - Location	9,889
Base - Other	302,073
Other Total	13,450
Grand Total	346,243

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

In 2021, Carrathool Public School had two students in Year 3 and one student in Year 5 participate in NAPLAN Online. Due to the small cohort, Carrathool Public School cannot comment upon NAPLAN data.

Parent/caregiver, student, teacher satisfaction

Students in Kindergarten, Year 1 and Year 3 completed the Kids Matter Primary student survey R-3 which measures five aspects of wellbeing: Liking School, Feeling Safe, Social Skills, Friends and Me. Overall, the majority of the responses to each aspect were marked "Very True", demonstrating the positive connections students have with their school, teachers, peers and themselves. Students in Year 4, Year 5 and Year 6 completed the Kids Matter Primary student survey 4-7 with most responses also being "Very True". Students felt cared for and respected at school and felt emotionally intelligent. Students enjoyed and appreciated lessons in resilience, tennis coaching, Ukulele, Kitchen Garden and the Super Friday integration program, which also focuses upon aspects of wellbeing. The Super Friday fortnightly integration program with Booligal PS was impacted by Covid 19 restrictions, preventing the mixing of cohorts from different schools. This lack of socialisation was felt keenly by the students and had a significant impact upon their collaborative skills and social development as many of our students do not participate in weekend sport with other children.

Parents either somewhat agreed with or strongly agreed with 97% of statements in the School Satisfaction parent survey. Parents indicated an appreciation for the school's resources, the connections between home, school and the community and tolerance and acceptance the school has towards all students. The Quality Teaching and Student Engagement survey demonstrated parents felt learning at Carrathool Public School is both relevant and important, with individual student learning needs met. Both teachers and parents encourage students to do their best in their learning .

Staff value the variety of practices embedded at the school, in particular the positive relationships between home, school and community, the opportunities for professional learning to improve student outcomes and the diversity of student educational needs that are met by individualised teaching and learning programs. The connections between school and community are evident in the range of activities conducted within the community, despite the restrictions imposed in 2021

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Aboriginal Education and perspectives are implemented across all Key learning Areas K-6 when applicable at Carrathool Public school. All students demonstrate an understanding and knowledge of the Aboriginal culture and history through their engagement with the curriculum and whole school events.

Units of work provide ideal opportunities for students to make informal judgments and inferences about Aboriginal culture and history and events in early Australian settlement. Students had the opportunity to attend our whole school excursion to Lake Mungo and Yanga National Parks, thus increasing their knowledge and understanding of the significance of First Nations culture and history.

Our school participates in Naidoc Week and harmony Day activities, exploring traditional culture and customs.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.