



Carson Street School
expert staff. exceptional programs



Annual Report 2020



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Our School

Carson Street School is an extraordinary school community that is committed to values that support professional excellence, cooperation and respect. We have a proud tradition of innovation and excellence, providing quality educational programs for children with disabilities aged from 0 to 11 years old.

Our early intervention and school aged programs promote children's learning by applying holistic approaches that are responsive to each child's strengths, abilities and interests.

The school has developed exemplary processes and practices to ensure every child has a positive, happy and rewarding school experience.



Our Beliefs

All children can learn.

All children have a voice.

Every child deserves a happy and rewarding school experience that helps them to engage, connect and belong to their community.

Individualised programming and learning is essential to achievement and wellbeing.

Our Purpose: *Empowering Students for Life*

Empowering all students to become successful learners who engage, connect and belong to their community.

Our Mission: *Helping Every Child Shine*

Expert staff and exceptional programs – helping every child to shine.

Our Aspiration: *A School of Excellence*

To be recognised as a school of excellence for empowering students with disabilities.

Our Values

The Carson Street community values diversity and believes a safe and happy teaching and learning environment provides inclusively for all students.

We believe that values provide us with a guiding framework that help us to distinguish between what is right or wrong and to make good choices. We use the **Six Kinds of Best Values Framework by David Koutsoukis** as a platform to integrate the core values within the Values for Australian Schooling and the Guiding Principles for Western Australian Schools (Schools Curriculum and Standards Authority), 2016. These are:

A pursuit of knowledge and a commitment to the achievement of potential:

Be the Learning Kind

Be the Achieving Kind

Self-acceptance and respect of self:

Be Kind to Yourself

Respect and concern for others and their rights:

Be Kind to others

Social and civic responsibility:

Be the Community Kind

Environmental responsibility:

Be Kind to the Environment



Delivery and Performance Agreement

Under the operational requirements of an Independent Public School, all schools must prepare and implement a Delivery and Performance Agreement (DPA) which provides the framework to assess the school's performance and accountability for the life of the agreement. The DPA is signed by the Principal, Chair of the School Board and Director General. The DPA is developed as a three (3) year, ongoing agreement.

This agreement identifies:

- the resources the school will receive;
- support that will be provided;
- programs it will be contracted to deliver;
- student achievement and how it will be monitored;
- the performance and accountability of the school over the life of the agreement.



The following are a list of reporting areas and what the school has undertaken in each area to meet the requirements.

Teaching and Learning

The school provides an active and inclusive culture with a focus on individual needs and abilities. We maintain strong partnerships with parents and the wider community to ensure that the academic, physical, emotional and behavioural needs of each child are recognised and supported.

Individualised and whole school learning programs and strategies are designed to challenge and support our students who are rewarded for their attempts and achievements. We share success with families in a variety of ways including school assemblies, student awards, community awards and special events.

Appropriate whole school development is used to build the capacity of administrative staff, teachers, non-teaching and school support staff. The majority of staff training relates to academic development, classroom management, health care and to the welfare of students and staff. Staff are encouraged to actively contribute to the professional learning climate within the school and strive to improve their instructional approaches and classroom strategies to benefit students.

Teachers are encouraged to participate in professional courses that align with school priorities and goals. From these experiences, they share new knowledge and potentially useful strategies with other staff.

Student Performance

The gathering and analysing of information that provides evidence of school-wide and individual student performance is a part of an on-going cycle.

The school uses a variety of strategies to collect, document, organise, synthesise and interpret information to assess children's learning and to understand how they learn best.

The diversity and the complexity of needs of our students necessitate assessments that are relevant and responsive to the physical and intellectual capabilities of each child.

Analysis and discussion of assessment data at Carson Street is underpinned with an acknowledgement of each child's abilities and strengths.

Resourcing and Support

The school has created an organisational structure that reflects the school's values and effective management systems and processes. We use data and staff expertise to identify and respond to student needs with the allocation of staff and resources.


Priorities are identified using data collected in five strategic priority areas and the school aligns available resources to support the development of these areas.

The School Business Plan

The School Business Plan has provided an explicit agenda for improvement for the period 2018 – 2021. Regular reports on targets and school progress are provided to the Board by the Principal. The Business Plan forms part of a suite of documents including strategic plans, a Workforce Plan, a School Improvement Plan and the Delivery and Performance Agreement.

Compliance

Carson Street School acknowledges the Department of Education's key strategic planning documents including 'Building on Strength' and 'Every student, every classroom, every day', the Strategic Plan for WA Public Schools 2020-2024. 'Focus 2020, the Aboriginal Cultural Standards Framework and the Student Wellbeing Framework are also used to provide a broad, underlying framework for our whole school planning and assessment cycle. Planning is based on the shared beliefs about the learning environment the school should provide and how learning for all students can be supported at Carson Street.



The school complies with all legislation and agreements (State and Commonwealth) as well as Industrial awards. System requirements are carried out as per policies (Attendance, Finance, Human Resourcing, Curriculum, Occupational Safety & Health) and reported as per Program Delivery component.

Highlights of the school year

2020 saw us journey through strange and unprecedented times. Fortunately, those of us living in WA did not experience the terrible impact of the COVID-19 pandemic

but we experienced change and the anxiety that goes with this. In my role as Principal, I have been privileged to share this unusual journey with people who care deeply about their community and who have a generosity of spirit that has inspired us to find the silver linings in the difficulties we faced.



At the school level, this community spirit was highlighted early in the year during the initial roll-out of 'off-campus' learning for students in WA. With only a few weeks' notice, teachers and education assistants worked together and adapted to this new approach. Staff demonstrated their resilience, flexibility and kindness each day and these actions inspired me to believe that together, we could rise above the challenges and continue to help every child shine, whether at school or at home.

Support and assistance from our wider school community also strengthened during this extraordinary year and this generosity of spirit helped our school to enhance educational opportunities for our students that included the purchase of a new school bus called *Poppy*. It's name chosen by our Student Council. This is an example of a mindset of collective care that has made a positive difference to the lives of our vulnerable children.

Although some of the *Highlights of the year* may look a little different, we shared special times and enjoyed many shine moments.

The 2020 Summer Holiday Program was an outstanding success with a record number of students attending throughout the week. Students engaged in a variety of activities and enjoyed the company of their friends during this long break.

During the summer break, a number of maintenance and construction projects had taken place. This included covered walkways, a fresh coat of paint in the Rainbow Room and a rejuvenated pool area, all of which made a positive difference to our families and students.

Term 2 began like no other with half of our students returning to school whilst others remained at home due to Covid-19. We were well prepared for Learning-from-Home as we had introduced an online platform called Seesaw at the end of Term 1. The success of this program has encouraged us to continue to use Seesaw as we phase out the Home School Diaries during 2021/22.

It was timely that Rainbow Week, a special time in the year when we focus upon our school values, occurred in the middle of Term 2. With the emphasis upon *Shine Moments*, those times when we achieve something special, and our *Yes, I Can* attitude towards achieving our goals, we were able to capture the spirit of The Rainbow Way during what was a difficult time for many.

One of the highlights in the school's events calendar is the P&C Fun Day and we were fortunate that some of the restrictions were lifted prior to this event. We celebrated by organising a fun-filled day for our students, staff, families and friends. The children enjoyed pony rides, an animal petting farm, face painting and balloon sculpting. Batman and a Teenage Mutant Ninja Turtle made an appearance alongside the Fire Brigade and police horses and of course, the event concluded with a Sausage Sizzle!



Our BIG event for the year was the amazing Variety WA Bash launch from Carson Street which included an amazing array of custom painted cars and 4WD vehicles that filled every available outdoor space. Students and staff mingled and had fun with the Variety *bashers*, many of whom had themed costumes to match their cars. The event culminated in the presentation of a donation to the school for \$18,000.01 which was used to equip the school's new school bus with wheelchair access.

Given the difficulties we faced throughout 2020, I am incredibly proud of what we achieved and I extend a heart-felt 'thank-you' to our school community for their continued support.

Student Attendance

Student attendance rates for 2020 are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.

School Performance: The National School Improvement Tool

The Carson Street self-assessment process is continuous and comprehensive with a focus on high expectations in student and staff performance.

Our school improvement cycle is an ongoing process with school-wide targets that have been set and communicated to school leaders and teachers with accompanying timelines. We assess this data and other evidence related to student achievement and operational planning and act to implement planned strategies.

The National School Improvement Tool (ACER 2013) has been utilised to review and reflect on our school's efforts to improve the quality of classroom teaching and learning and improving learning outcomes for our students. The following information is a school based reflection upon school improvement.

Dimension 1: An explicit improvement agenda

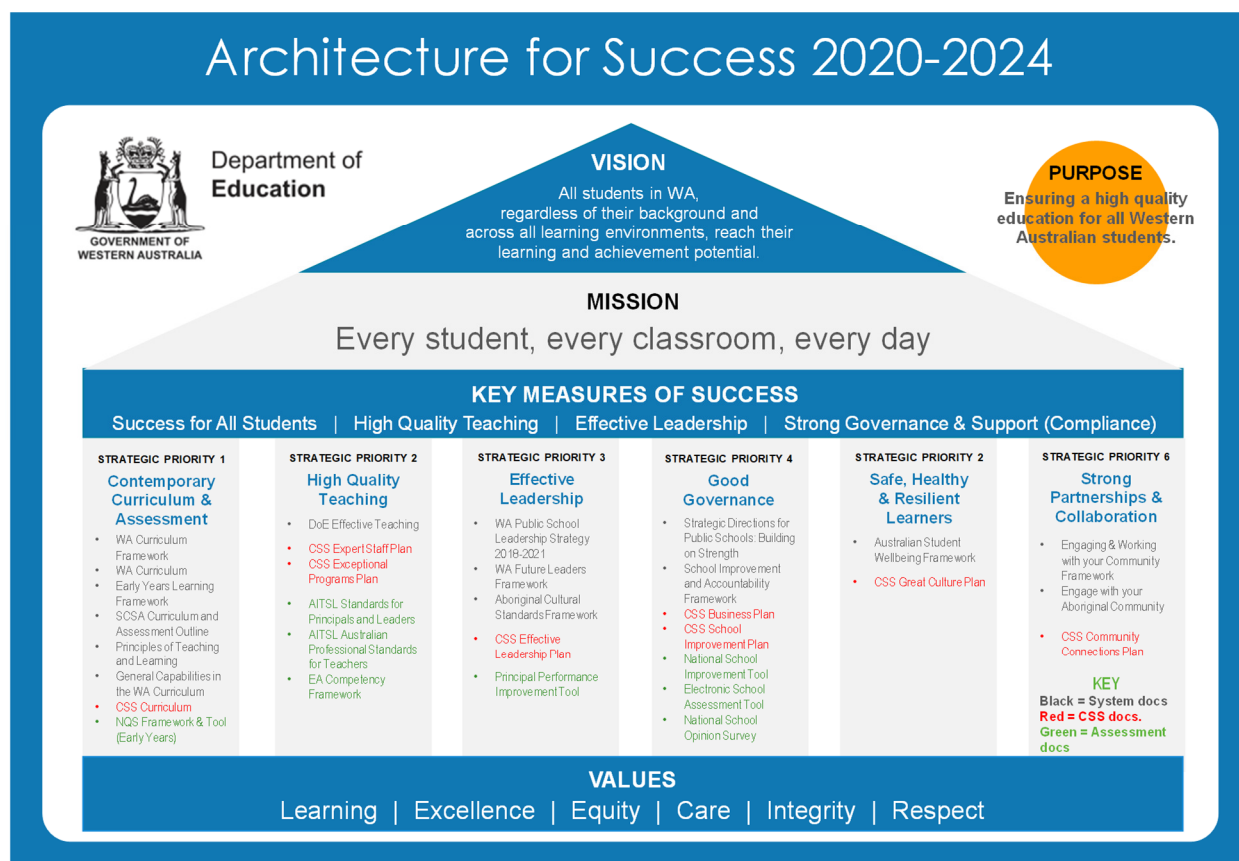
The school developed a comprehensive strategic framework during 2018. The school's strategic direction is outlined by *Our Architecture for Success*. This document provides us with focus and alignment to our shared Purpose, Vision, Mission, Key Targets and Values.

The school also aligns with the strategic plans and frameworks of the Department of Education WA.

Underpinning *Our Architecture for Success* is our School Improvement Plan, the *Rainbow Roadmap* which provides an explicit improvement agenda based upon current trends and high quality data.

A comprehensive Positive Behaviour Support Policy and Guidelines was completed. To support student self-regulation, the school continues to refine and standardise data collection tools with current developmental, curriculum and classroom based assessments.





School Performance Data: 2019 – 2021 Business Plan Targets

Priority 1 *Effective Leadership*

School Improvement Target

A Leadership Framework will be in place and in use by the end of 2020.	Target met.
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Priority 2 *Great Culture*

School Improvement Target

Increase staff and student engagement by the end of 2020.	Target met.
Term 4 2018 Student Engagement Score – 65%	Term 4 2020 Student Engagement Score: 73% Target met.
Term 4 2018 Staff Engagement Score: 75.5%	Term 4 2020 Staff Engagement Score: 92% Target met.

Priority 3 Expert Staff

School Improvement Target

By the end of 2020 a differentiated Curriculum which meets the specific needs of the cohort of students who are 'working towards' Foundation level of the Australian Curriculum will be launched.	Target met.
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Priority 4 Exceptional Programs

School Improvement Targets

Increase regular student attendance to 90% as a whole school average.	Target not met <i>COVID-19 impact upon student attendance</i>
By the end of each year 2019—2021, all student will demonstrate progress in the targeted areas of the P Levels.	Working towards
By 2021, there will be an increase in the number of students showing improvement in their Pragmatic Profile assessment scores in at least 1 targeted area.	Working towards
By 2021, there will be an increase in the number of students accessing assistive technologies for communicative purposes.	Working towards
By 2021, all students will be participating in a Four Blocks Literacy Program.	Working towards
By 2021, there will be an increase in the number of students accessing assistive technologies for literacy purposes.	Working towards

Priority 5 Community Connections

By 2021 there will be an increase of parents and families engaging with the school.	Target met
Maintain and increase positive responses from parents through Pulse Surveys	Term 4 2018 Parent Engagement Score: 96.4% Term 4 2020 Parent Engagement Score: 98.3% Target met
Maintain and increase positive responses from parents through National School Opinion Survey.	2018 Parent Engagement Score: 4.3/5 2020 Parent Engagement Score: 4.3/5 Target met

Throughout 2020 school development in this area focused upon aligning operational planning and the collection of data with a purpose to:

1. Align all strategic planning activities to create a 'crystal-clear' cascade of planning processes.
2. Ensure congruence of key messages and measurements.
3. Create consistent templates and formats for planning processes.
4. Optimise the amount of time staff spend on strategic planning.
5. Clarify to staff how their plans and actions contribute to the 'big picture' of school aspirations.
6. Make strategic planning processes better, faster, and easier.
7. Maximise the impact of strategic planning processes.

The five strategic priority areas for school development and student learning are:

1. Effective Leadership
2. Great Culture
3. Expert Staff
4. Exceptional Programs
5. Community Connections

Key Performance Indicators for each priority area have been developed, measured and analysed throughout the year. These measures are reported to the School Board each term.

Dimension 3: **A culture that promotes learning**

To promote Positive Behaviour Support (PBS) and self-regulatory behaviour the school formed an Occupational Health and Safety team comprised of staff with expertise in Positive Behaviour Support, OSH, Behaviour Management, Sensory Integration, risk assessment and Team Teach. This team provides targeted support for classes or individual students identified as requiring behavioural intervention.

To increase academically engaged time for students identified with self-regulation difficulties, individual Behaviour and Risk Management Plan templates were developed. Support from the OSH and Risk Assessment teams was provided to staff and students as required.

A strategy to support behavioural intervention has been established. This intervention includes a quiet, sensory environment, where students have access to a variety of resources designed to decrease anxiety.

Rainbow Leaders are assisting each class to develop individualised reward systems for students. To promote continuity between school and home, teachers provide information to families with an aim to provide consistency between home and school for behavioural expectations and rewards.

Staff and students celebrated their success at Rainbow Rallies each term. Students who received awards in all Six Kinds of Best Values became 'superheros' and dressed as superheros for the day. Students were joined by staff who had also earned superhero status.

Student engagement results from student Pulse Surveys taken each term, provided each class with data identifying engaged and disengaged students. Student engagement underpins student success. Using this data, class teams developed strategies that help every child to 'shine'.

Dimension 4 Targeted use of school resources

Student Engagement Score – 73%

[41/64 Respondents]



Yes



Don't know



No

	2019				2020				2020
Target	T1	T2	T3	T4	T1	T2	T3	T4	Av.
75%	64%	67.30%	67%	69%	66%	77%	73%	73%	72%

I like school.	2019				2020				2020
	T1	T2	T3	T4	T1	T2	T3	T4	Av.
Yes	79%	70%	85%	83%	72%	77%	76%	83%	77%
Don't know	6%	13%	11%	15%	14%	17%	8%	12%	13%
No	15%	17%	4%	2%	14%	6%	16%	5%	10%

Learning is fun	2019				2020				2020
	T1	T2	T3	T4	T1	T2	T3	T4	Av.
Yes	61%	66%	62%	65%	67%	83%	78%	66%	74%
Don't know	21%	19%	18%	16%	23%	13%	8%	15%	15%
No	17%	15%	20%	19%	3%	4%	14%	19%	10%

I try my best at school.	2019				2020				2020
	T1	T2	T3	T4	T1	T2	T3	T4	Av.
Yes	52%	66%	62%	75%	59%	70%	66%	71%	67%
Don't know	13%	15%	25%	15%	26%	21%	26%	17%	23%
No	35%	19%	13%	10%	15%	9%	6%	12%	11%

Refurbishments to the Rainbow Room continued with a mural depicting The Rainbow Way. Maintenance and construction projects, including covered walkways and a rejuvenated pool area have made a positive difference to our families and students.

The ceilings were replaced in many of the older rooms in the main school building which has resulted in safer and more welcoming areas.

With finance supplied through the generosity of the P&C and school community, the school was able to purchase a new school bus with wheelchair access.

School leaders and teachers have refined their skills in the Disability Resourcing area to ensure all student applications and reviews are high quality and will attract appropriate levels of funding for each student.

Dimension 5: **An expert teaching team**

School leadership opportunities have increased through the continued development of teams and committees in strategic planning areas.

The school was fortunate to be involved in a trial of the *Western Australian Future Leaders Framework* through which five staff were identified with having leadership qualities. These staff will continue to develop their leadership attributes through a specific process of mentoring and reflection.

Professional Development opportunities in staff and student wellbeing, Communication, Behaviour and Occupational Safety and Health were undertaken by all staff.

Classroom observations and feedback were undertaken in the areas of Communication, Conductive Education, Positive Behaviour Support: Tier 1 practice and Occupational Safety and Health: Risk Management.

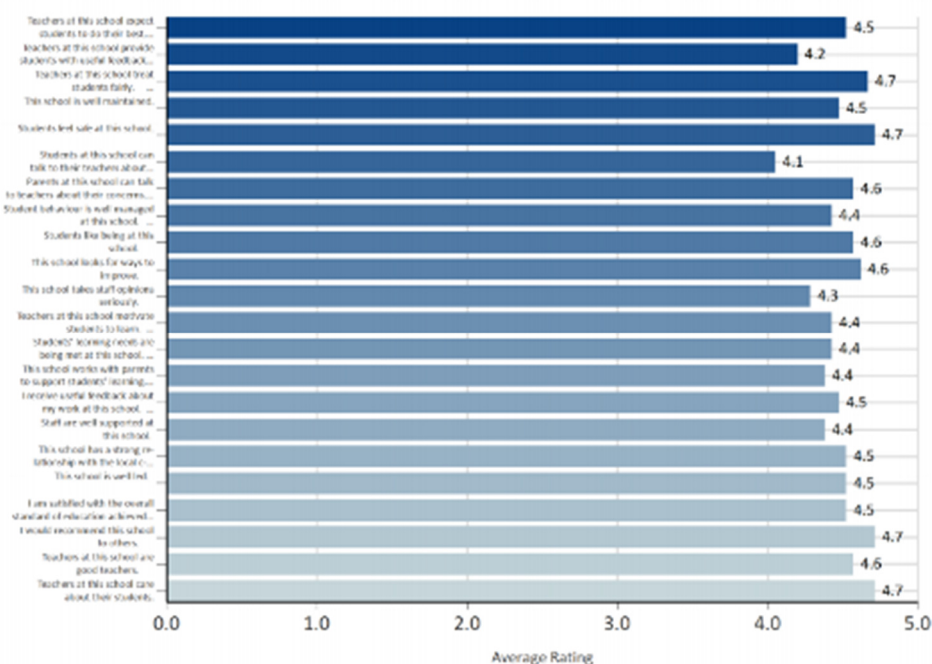
Special attention was focused upon Occupational Safety and Health training and awareness raising in the areas of:

- Standard Operating Procedures for the Prevention of Infections
- Posture Awareness and Manual Tasks and
- Safety in play areas

Two teaching staff were awarded Senior Teacher status and two staff have begun their Level 3 teacher process.



Results from the National School Opinion Survey in 2020 by staff:



Results from our Staff Pulse Surveys conducted each term:

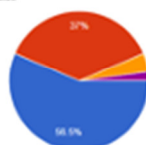
Staff Engagement Score: 92%

Target	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
Score	89.25%	89.75%	90.50%	90.75%	89.75%	92%	92.3%	90.8%	91%
Responses	47	55	48	50	27	40	38	46	33.5
Staff	68	68	68	68	70	79	79	79	76.75

● Strongly agree ● Agree ● Undecided ● Disagree ● Strongly disagree

I enjoy working at Carson Street School.

46 responses



	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	94%	100%	100%	98%	92.60%	95%	96.4%	97.8%	95.45%
-	0%	0%	0%	0%	3.70%	5%	2.6%	2.2%	3.38%

The staff at Carson Street School are positive and supportive of each other.

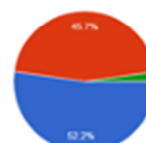
45 responses



	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	80%	78%	79%	86%	81.50%	85%	80.5%	87%	84%
-	5%	9%	2%	4%	7.40%	15%	18.5%	13%	13%

I am clear about my role and what is expected of me.

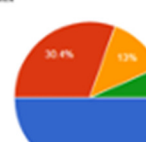
46 responses



	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	100%	98%	91%	98%	92.50%	100%	100%	97.8%	98%
-	0%	2%	2%	7%	3.70%	0%	0%	2.2%	1.48%

I feel well supported by my line manager and school leaders to do my job.

46 responses



	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	83%	83%	92%	92%	88.90%	87.50%	92.1%	80.50%	87.25%
-	2%	6%	0%	4%	11.10%	12.50%	7.9%	19.50%	12.75%

Dimension 6: **Systemic curriculum development**



Teaching staff trialled the Carson Street School curriculum in the areas of Communication and Literacy. This curriculum is highly differentiated and based upon the WA Curriculum and the Early Years Framework.

Goal Attainment Scales (GAS goals) were introduced in the 0-4 Parent and Child groups to calculate the extent to which a child's goal has been attained. Gas Goals provide a snapshot of achievement and next steps planned in a short amount of time.

Staff have reviewed the WA Curriculum to develop a differentiated framework which will meet the specific needs of the cohort of students who are 'working towards' Foundation level.

Dimension 7 **Differentiated teaching and learning**

During 2020 individual students were beginning to access the school's specialised sensory room to develop specific skills including strengthening vision capabilities and targeting specific sensory inputs. This is a comprehensive sensory program which allows students the opportunity to explore a variety of sensory inputs.

Across the THRIVE classes, students explored their vestibular and proprioceptive skills through a PMP (Proprioceptive Motor Program) course which helped to develop a range of motor skills. The program also promotes self-regulation through the implementation of *heavy* (physical) work tasks.

CE classes were involved in an interactive sensory story program that engages students in exploring a variety of senses including tactile, visual, auditory and at times, scent.

Dimension 8: **Effective pedagogical practices**

STEM (Science, Technology, Engineering and Maths) A dedicated STEM Room was opened in Semester 1. Students had weekly sessions exploring a STEM environment filled with an array of learning opportunities. The Science Week theme was *Deep Blue* and the room underwent an underwater makeover that included a range of amazing beneath the ocean experiences. Our junior scientists visited the exhibits each day to explore, create and connect with their world.

Research into 3D tactile symbols for deaf blind student at school was undertaken throughout the year. This initiative provided staff an opportunity to explore an exciting use of technology to create something that will help students with complex needs an opportunity to understand that they can communicate.

The Early Intervention Programs were unable to operate until Term 4. These programs provide a safe and secure group learning environment where parents can interact, play and grow with their child and parents were keen to return. Parents had opportunities to mix with others who experience similar concerns for their pre-kindergarten children.

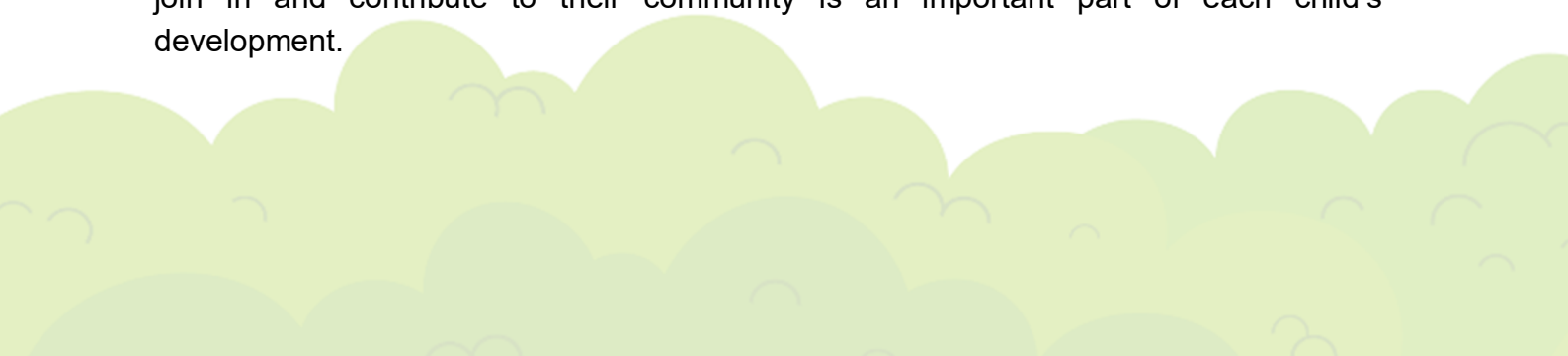
Dimension 9: **School-community partnerships**

One of the educational strategies developed by the Department in response to COVID-19, was the Connected Learning Hub. This Hub provides curriculum resources and support to deliver learning to students, including those with high needs. CSS was asked to support the 'Hub' by allowing resources developed at our school to be available on the platform.

Each semester the school was still able to host opportunities for pre-service Certificate IV Education Assistants to visit classrooms and to view the specialised programs and assistive technologies the school provides.

The Parents and Citizens Association continued to grow and by the end of the year, the P&C had an executive team and members.

Community Access and Participation is an important component of the 'Community Connections' Strategic Priority as the acquisition of skills that enable our students to join in and contribute to their community is an important part of each child's development.



Throughout 2020, the school was unable to access the community at the same level, however, we hope to reverse this situation in 2021.

In order to gauge parent satisfaction a Pulse Survey was distributed each term. Survey results indicate that our school community is highly supportive of our culture and strategic directions. The results are:

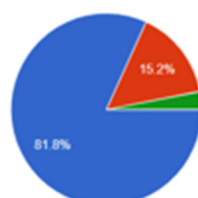
Parent Engagement Score: 97%

Target 90%	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
Score	98%	100%	99%	98.5%	99.05%	97.82%	99.3%	97.0%	98.3%
Responses	14	9	35	33	26	34	35	33	32

● Strongly agree
 ● Agree
 ● Undecided
 ● Disagree
 ● Strongly disagree

I am happy sending my child to Carson Street School.

33 responses



	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	100%	100%	92%	100%	100%	97.1%	100%	97%	98.53%
-	0%	0%	0%	0%	0%	2.9%	0%	3%	0.97%

Carson Street School provides a positive environment for my child.

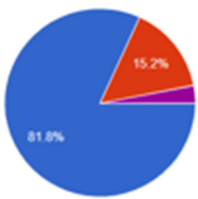
33 responses



	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	100%	100%	100%	100%	100%	100%	100%	97%	99%
-	0%	0%	0%	0%	0%	0%	0%	3%	1%

Carson Street communicates well with parents.

33 responses



	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	92%	100%	97%	97%	96.2%	97.1%	97.1%	97%	96.85%
-	8%	0%	3%	0%	0%	2.9%	2.9%	3%	2.20%

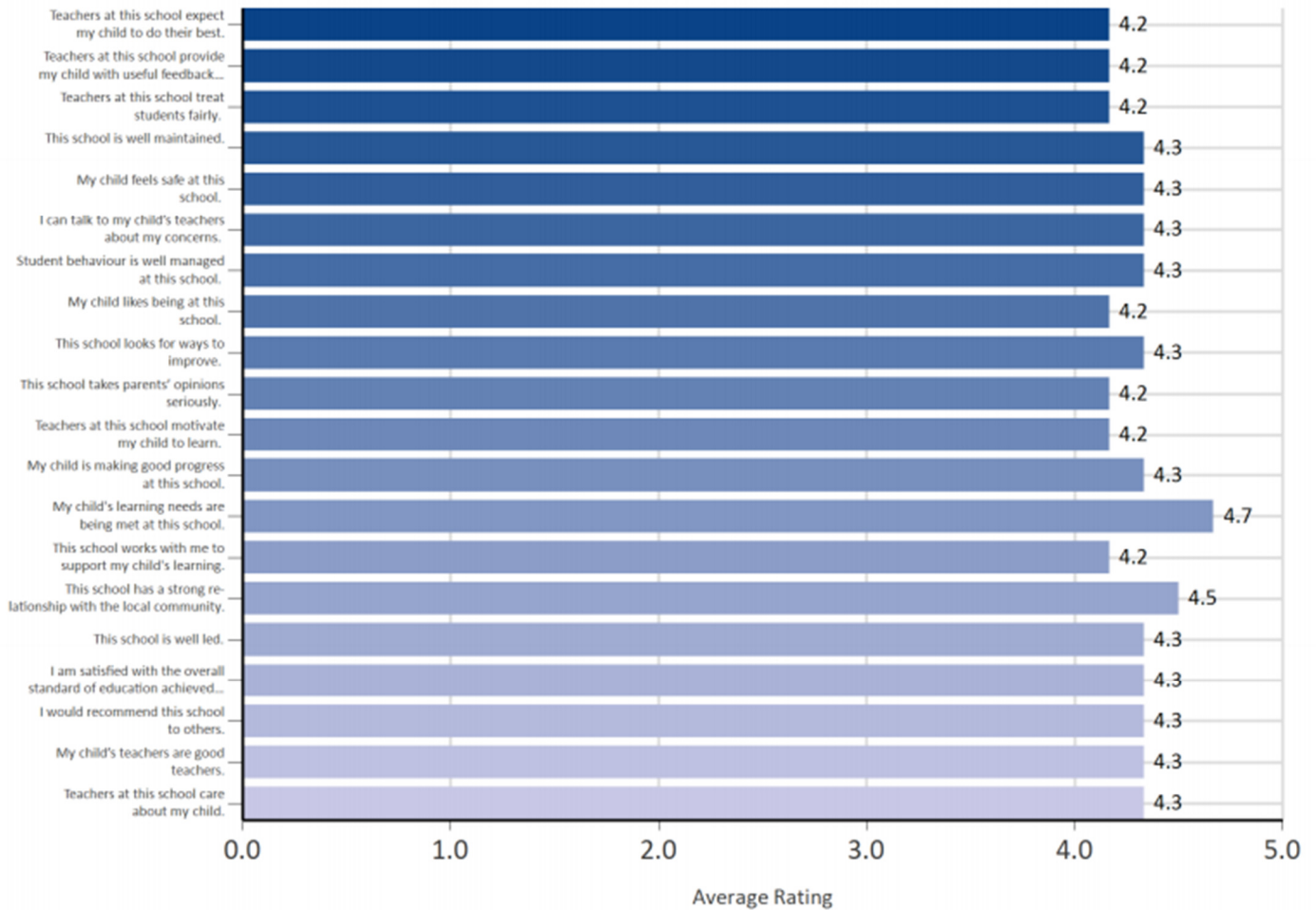
Carson Street School meets the needs of my child.

33 responses



	2019				2020				2020 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	100%	100%	97%	90%	100%	97.1%	100%	97%	98.53%
-	0%	0%	3%	0%	0%	2.9%	0%	3%	1.48%

National School Opinion Survey completed by parents in 2020:





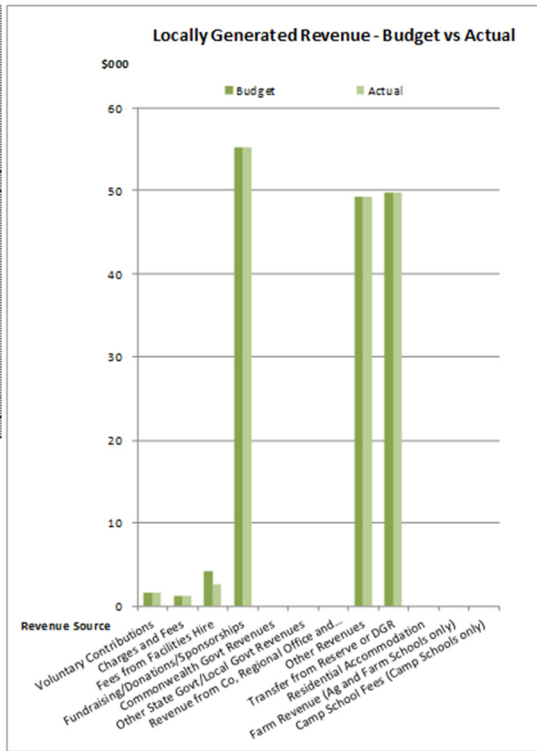
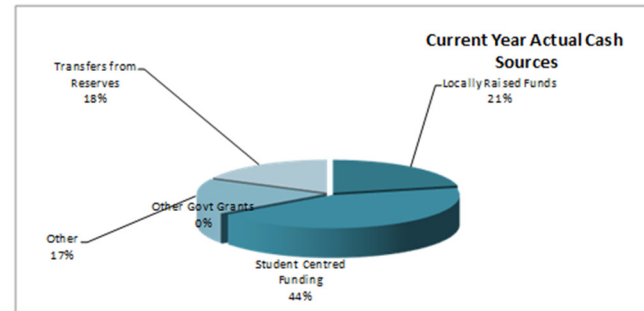
Future directions

Strategic planning in priority areas will include:

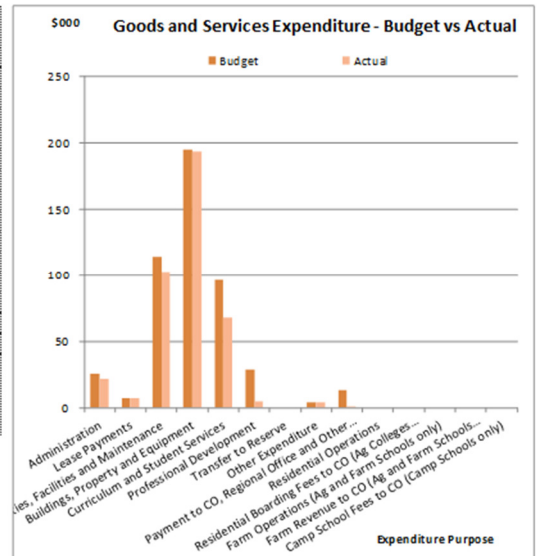
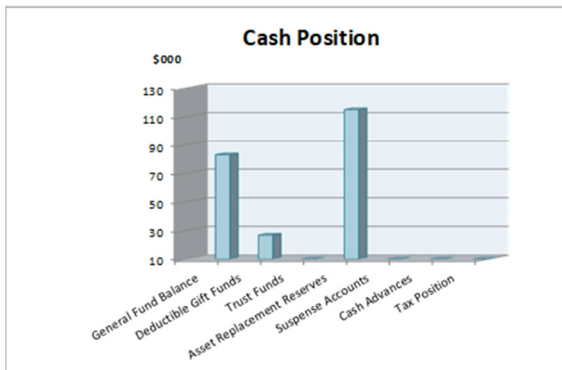
1. Increasing leadership opportunities
2. The provision of support for aspirant leaders
3. The development of a new Business Plan 2022—2025
4. Continued development and promotion of 'The Rainbow Way'
5. Continued development of the Performance Development tool
6. Conductive Education training qualifications
7. The implementation of a differentiated curriculum aligned with the WA Curriculum
8. A suite of assessment tools to provide baseline data and to monitor student achievement.
9. Continued development of the school's four program domains and the pedagogy that underpins each one.
10. Strengthening links with Castlereagh School
11. Increasing community access and community links

Carson St School
Financial Summary as at
17 February 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 1,640.00	\$ 1,640.00
2	Charges and Fees	\$ 1,221.00	\$ 1,221.00
3	Fees from Facilities Hire	\$ 4,152.46	\$ 2,652.46
4	Fundraising/Donations/Sponsorships	\$ 55,287.05	\$ 55,287.05
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 49,250.15	\$ 49,251.30
9	Transfer from Reserve or DGR	\$ 49,742.45	\$ 49,742.45
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 161,293.11	\$ 159,794.26
Opening Balance		\$ 200,161.85	\$ 200,161.85
Student Centred Funding		\$ 121,903.82	\$ 123,403.82
Total Cash Funds Available		\$ 483,358.78	\$ 483,359.93
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 483,358.78	\$ 483,359.93



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 25,191.66	\$ 21,783.24
2	Lease Payments	\$ 6,860.07	\$ 6,859.25
3	Utilities, Facilities and Maintenance	\$ 113,591.16	\$ 102,117.86
4	Buildings, Property and Equipment	\$ 194,926.59	\$ 192,851.78
5	Curriculum and Student Services	\$ 96,425.66	\$ 67,958.94
6	Professional Development	\$ 28,650.00	\$ 4,983.45
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,794.10	\$ 3,796.86
9	Payment to CO, Regional Office and Other Schools	\$ 13,133.32	\$ 140.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 482,572.56	\$ 400,491.38
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 482,572.56	\$ 400,491.38
Cash Budget Variance		\$ 786.22	



Cash Position as at:	
Bank Balance	\$ 214,901.78
Made up of:	
1 General Fund Balance	\$ 82,868.55
2 Deductible Gift Funds	\$ 26,769.34
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 115,009.89
5 Suspense Accounts	\$ 864.00
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (10,110.00)
Total Bank Balance	\$ 214,901.78

New pool mural painted in January 2020:



Students from our REACH satellite class commemorating ANZAC day during a whole school assembly:



Endorsed by the School Board:



John Exeter
School Board Chairperson
1 April 2021



Ros Hamling
Principal
1 April 2021





Carson Street School

expert staff: exceptional programs

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Carson Street School is an independent public school.