



# Annual Report 2021



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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**

## Statement of Expectation 2021 – 2024

The *Statement of Expectation* (Statement) outlines the expectations and responsibilities of schools and the Department in student achievement and progress.

The *Statement* underpins each school's strategic planning and self-assessment. It also forms part of the school's public school review.

A school self-assessment based upon the expectations and responsibilities noted in the *Statement*, was undertaken in preparation for our Public School Review in 2021.

The following summaries outline school performance in each domain of the *School Improvement and Accountability Framework (SIAF)*. The *National School Improvement Tool (ACER 2013)* was also used to review the quality of classroom teaching and learning and overall performance.

Commendations mentioned in each domain of the *Review* have been included in the summaries below.



## Relationships and Partnerships

**Public School Review Validation 2021:** *Trusting and caring relationships are evident across the school community underpinned by strong connections and open communication. Community members hold the school in high regard and value the educational opportunities, high expectations and 'no limits, above and beyond' approach to supporting students.*

- The school is well established in the community and highly respected by the community and parents. The Principal and school leaders work collaboratively with the School Board to increase their understanding in education policy, trends and developments and how this information can be applied to improve educational opportunities in the school through Board meetings and detailed reports.
- The school is committed to building, maintaining and renewing partnerships with the community. We have strong partnerships with our Youthcare Chaplain, School Psychologist and School Nurses as they are critically important to maintaining our safe, supportive and inclusive culture. Our satellite class at Belmay PS provides excellent support for our students attending school in a mainstream setting and our partnership with Rotary has resulted in the purchase of a new school bus.
- Carson Street has embedded an individualised approach to meeting the needs of families, irrespective of cultural backgrounds.
- Families and the school community have easy access to communicating with the school. Facebook, the school website, newsletters, the student driven Rainbow Reporter, brochures, handbooks, student diaries, Seesaw and email are used to inform the community and to strengthen community links. Surveys undertaken each term indicate this area is a particular strength of the school.
- To provide us with regular feedback about how our community is feeling, we survey our families, our students and our staff each term with a school Pulse Survey. This data provides us with an authentic focus for improvement, highlighting our weaknesses as well as our strengths.



## Learning environment

**Public School Review Validation 2021:** *The school's 'Rainbow Way' reinforces the school's vision, mission and shared values focussed on 'empowering students for life'. It underpins a strong and positive school culture centred on supporting every staff member and child to be their best.*

- Providing our students with a broad range of learning opportunities that respond to the diversity of their individual needs and abilities underpins teaching practice. To assist our approach to individual program delivery, a variety of pedagogical models are used. Our focus is upon each child's ability and their potential, reinforcing our mission of helping every child shine. We believe that all children can learn, all children should have a voice and a happy and rewarding school experience.
- Student and staff wellbeing are integral to the school's Rainbow Way culture. This strategy provides a whole-school focus for developing wellbeing including the establishment of wellbeing and OSH teams. The school has established a 'Be Positive' mindset that is underpinned by strategies that target building positive mindsets for students and staff. Termly Pulse Surveys provide positive feedback for staff and student wellbeing with a 'what's working well' & 'even better if approach'
- Carson Street provides individualised programs to meet students' high support needs. An IEP is developed in consultation with key stakeholders and drives the targeted areas in a student's teaching and learning program. IEP rigor is supported by an explicit process of development and review.
- Teachers acknowledge that the diversity and complexity of needs of our students necessitate assessments that are relevant and responsive to the physical and intellectual capabilities of each child. Our pedagogical models are innovative and the use of data ensures rigor and positive student outcomes.
- We have developed a highly structured PBS model based upon a consistent, whole school approach to behaviour and behavioural interventions. We use proactive strategies, including the use of assessments and data collection to make decisions for appropriate planning and behavioural interventions. Learning environments have been created to provide sensory breaks for students when required.
- The community has worked diligently to ensure the schools physical environment enhances each student's individual development. These include specialised environments, learning areas and equipment.
- Student voice is a school priority. This is supported by a focus upon communication alongside student surveys, an active student council, school faction leadership and a student led school magazine.




## Leadership

**Public School Review Validation 2021:** *The Principal's skilful leadership of school culture and strategic planning is reflected in a shared understanding of the school's strategic directions with key messages reinforced through a range of visual representations.*

- The school leadership team have established, and are guiding, a dynamic focus for improving learning outcomes for our students. Our improvement agenda is underpinned by a Business Plan which sets out our school's vision for the future, our values and our priorities. Our school has developed specific targets for improvement through Our Architecture for Success, a strategic direction that is supported by a school development plan (underpinned by Action Plans) called the Rainbow Roadmap.
- School leaders in collaboration with the school chaplain have developed plans designed to increase cultural awareness and strengthen connections with the Aboriginal community.
- Leadership development is focussed on the development of capable, motivated and effective school leaders premised on performance development goals in the areas of self-care, school priorities and competency.
- The school's improvement plan 'Rainbow Road Map' details school priorities, performance indicators and action plans, providing a strong bases for the school community to proceed with strategic clarity.

## Use of Resources

**Public School Review Validation 2021:** *The Principal in conjunction with the Manager Corporate Services (MCS) oversees financial planning and management and deployment of the budget.*

- The school uses targeted initiatives funding to meet the learning and wellbeing needs of students prioritising communication, student behaviour, mobility and early intervention.
  - The school has a comprehensive workforce plan to identify key school priorities, gaps and strategies.
  - Professional learning is prioritised through resources to ensure the ongoing development of staff expertise in line school programs and student needs.
  - The school's Finance Team, comprised of a School Board member, school leaders and school staff, shares decision making for the management of school finances.
- 



## Teaching quality

**Public School Review Validation 2021:** *Classroom programs and practices including differentiation are underpinned by the school's shared belief that 'all children can learn, all children should have a voice and a happy and rewarding school experience'.*

- Classroom programs and practices including differentiation are underpinned by the school's shared belief that 'all children can learn; all children should have a voice and a happy and rewarding school experience'.
- An Individual Education Plan (IEP) documenting information about each student's educational program (based upon targeted goals and teaching strategies) is developed with teachers, parents, therapists and others involved in the student's learning.
- The implementation of a whole-school approach to supporting student communication has led to embedded processes and consistent communication practices across the school.
- Teachers identify learning goals and tailor classroom activities aligned to students' needs.
- A professional learning scope and sequence is developed and reviewed each semester to support the ongoing development of staff capability in line with school focus areas and student needs.
- Differentiation is evident in the school's development of the Elaborated Curriculum for early learners with alignment to EYLF and NQS.
- Discrete Trial Training had been identified as a priority with evidence of staff engagement and early implementation across the school.





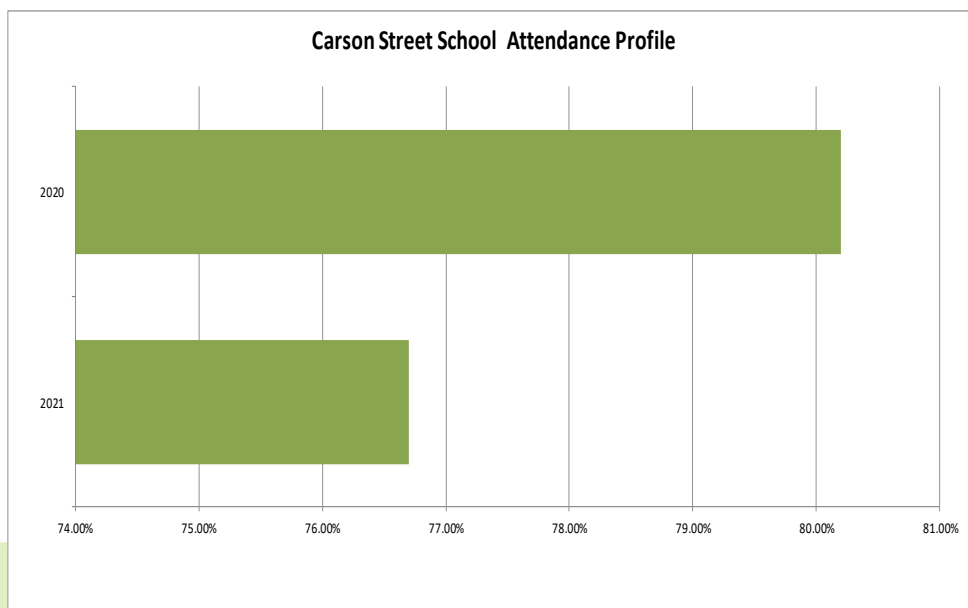
## Student achievement and progress

**Public School Review Validation 2021:** *The school is working to develop a culture of evidence-based decision making with teachers using a range of data to inform classroom practice.*

- Carson Street is student focused, offering a range of individualised programs to meet the students' high support needs. The staff effectively manage extremely complex classroom organisation that includes intensive involvement from a range of outside agencies including therapists, community nurses and consultant teachers.
- The implementation of the BSquared Assessment package has provided student baseline assessment data across a range of learning areas contributing to the school's ability to monitor student progress going forward.
- Student achievement and progress in communication is monitored through regular assessment and analysis of data to inform planning and classroom decision making.
- Student assessment data are used to support handover processes between staff at the end of the year.
- The school has developed a comprehensive workforce plan to identify key school priorities, gaps and strategies.
- Professional learning is prioritised through resources to ensure the ongoing development of staff expertise in line school programs and student needs.

## Student Attendance

Many of the school's students have complex medical conditions and may persistently or consistently be absent from school. For the most part, these absences are 'reasonable' however the effect and distortion this can have on the overall picture of student attendance is sizable and very significant when managing with such a small whole school cohort size. Left in, these students mask the fact that the vast majority of students attend regularly throughout the year.



## Highlights of the school year

2021 was another challenging and demanding year, however I am incredibly proud of our accomplishments. Reflecting upon our achievements and celebrations provides us with a wonderful opportunity look at how far we have come and the ways we have grown.

### Public School Review

An important highlight was the school's Public School Review. We received an excellent report from the Deputy Director Schools and our Regional Director, including the following commendations:

- Authentic partnerships with families to meet their differing needs and to maximise student success.
- Providing targeted student support is contributing to improved learning and wellbeing outcomes for students.
- Belmay Primary School is supporting student's social and educational experiences positively within a local school setting.
- Evidence indicating high levels of staff and parent satisfaction with the school.
- Active collaboration with the School Board
- A whole-school approach to behaviour
- A welcoming and positive physical environment
- 0-4 programs are providing early intervention and supporting students' physical, sensory, communication and wellbeing needs.
- Cultural responsiveness and engagement with Aboriginal families.
- Student voice is a school priority
- Professional learning is prioritised and ensures the ongoing development of staff expertise in line school programs and student needs.
- A whole-school approach to supporting student communication
- Learning goals aligned to students' needs.
- The school's ability to monitor student progress
- Student achievement is monitored through regular assessment and analysis of data to inform planning and classroom decision making.

### School Video

Our new school video was released! The video provides an excellent overview of the school and our fabulous programs and learning environments. The video is underpinned by The Rainbow Way, reinforcing the school's vision, mission and shared values focus of 'empowering students for life'. View it at [Welcome to Carson Street School - YouTube](#)



### **Facilities Upgrade**

An upgrade of school facilities was completed in Semester 2. This upgrade has improved toilet and bathroom facilities in classrooms and in the main school block, alongside renovation of the Room 11 area and Room 1 classroom. These changes have provided 'fit-for-purpose' facilities and enhanced the use of office space throughout the school.

### **Sensorium Whoosh! Excursion**

Community access opportunities provide students an opportunity to practice their communication and social development. Seven classes were involved with an amazing theatre experience from Sensorium Theatre, called *Whoosh!* Students with the highest needs are able to attend theatre designed to engage everyone.

### **Conductive Education Awareness Week**

Across the school for a week, we celebrated and promoted CE by creating 'I Can' posters, visiting to Sculptures by the Sea and wearing something blue. The student council also provided a 'moving' activity for each class. Everyone had lots of fun!

### **Eagles Visit**

The West Coast Eagles school visit was an outstanding success with lots of football excitement throughout the morning. Rick the Rock joined the team which included parent, Tim Kelly. There was fun for everyone and we have a great partnership with both the Eagles and the Dockers teams.

### **Book Week**

The Book Week theme for 2021 was Old Worlds, New Worlds, Other Worlds. The student council held a Book Week activity with a focus upon New Worlds. Students created a book reflecting upon the question 'If you could have anything in your own world, what would you have?' Students and staff dressed up for a special day, with a fabulous book prize for a student in each class.

### **Science Week**

Food, Different by Design' was the 2021 Science Week theme. Classes were involved in a busy STEM environment throughout the week with activities including the production of class 'food' posters, a food sharing experience involving the whole school and a Crunch & Sip day. STEM certificates were awarded to innovative participants!

### **NAIDOC Week Yirra Yaakin Incursion**

Carson Street aims to be more culturally aware of our First Nation People by learning more about their culture. We were very lucky to attend a performance of Bilya Kaatijin by Yirra Yaakin Theatre. The story conveyed the message of the importance of water to us and our environment, and how we as a school/society can take better



## Highlights of the school year

### **Speaking Out Survey 2021**

The Speaking Out Survey is a part of the work undertaken by the Commissioner for Children and Young People and we were very pleased to be involved with a trial that included students living with disability. The report will be released in 2022 and the school was commended by the Commissioner for our efforts and achievements.

### **Multi-disciplinary Conductor Training**

Our trainee conductors have sat for their final exams and the school now has two more qualified conductors ready to join the CE program in 2022. This will strengthen the rigour and quality of the Conductive Education program across the school.

### **School Concert and Student Graduation**

The school's annual Graduation Ceremony and Concert was again a highlight for our school community in Term 4. This event provided us with an excellent opportunity to showcase the collective and individual talents of our students and to celebrate our achievements.

## 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 2021, 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.

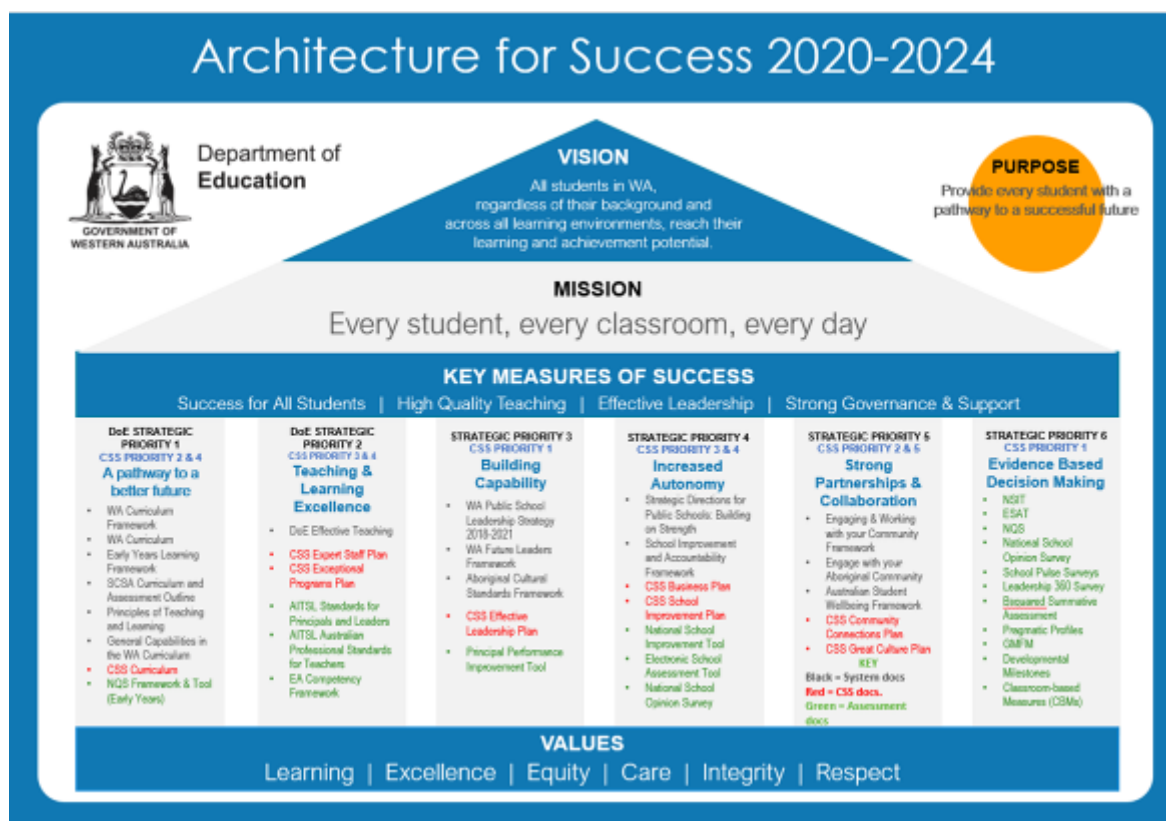
The school complies with all legislation and agreements (State and Commonwealth) as well as Industrial awards. System requirements are carried out as per policies (Attendance, Finance, Human Resourcing, Curriculum, Occupational Safety & Health) and reported as per Program Delivery component.

## 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 *Statement of Expectations*.

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





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.



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.

We continue to refine the alignment of 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 align to Business Plan targets in each priority area. These are measured and analysed throughout the year and reported to the School Board each term.

### School Performance: Data: 2019—2021 Business Plan Targets

#### School Improvement Targets

##### Priority 1 *Effective Leadership*

A Leadership Framework will be in place and in use by the end of 2021.	Target met
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##### Priority 2 *Great Culture*

Increase staff engagement by the end of 2021.	Target met
Increase student engagement by the end of 2021 2021 Student Engagement Score average: 68%	Target not met



### Priority 3 Expert Staff

By the end of 2021 all teachers will use the CSS Elaborated Curriculum to baseline student achievement and plan the next steps in individual learning programs.	Target met
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Increase regular student attendance to 90% as a whole school average.	Target not met
By the end of each year 2019—2021, all students will demonstrate progress in the targeted areas of the P Levels.	Target not met
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.	Target met
By 2021, there will be an increase in the number of students accessing assistive technologies for communicative purposes.	Target met
By 2021, all students will be participating in a Four Blocks Literacy Program.	Target met
By 2021, there will be an increase in the number of students accessing assistive technologies for literacy purposes.	Target met

In 2021, maintain or increase the parent engagement target of 95%.	Target met
Each class will have a minimum of 1 excursion and 1 incursion per term.	Target met
A minimum of 5 community events will be held each term.	Target met
50% of the families of the host class will attend assemblies.	Target met





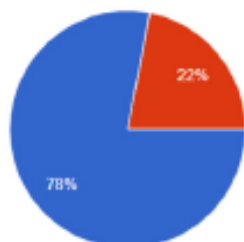
## Parent Engagement Score: 95.5%

Target 95%	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
Score	99.05%	97.82%	99.3%	97.0%	93.75%	94.25%	99.40%	95.5%	95.7%
Responses	26	34	35	33	40	37	41	32	38

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

I am happy sending my child to Carson Street School.

32 responses



	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	100%	97.10%	100%	97%	95%	95%	100%	95.5%	95.7%
-	0%	2.90%	0%	3%	5%	5%	0%	32	38

Carson Street School provides a positive environment for my child.

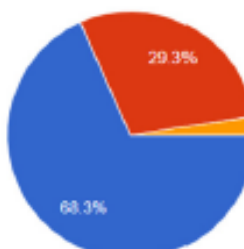
32 responses



	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	100%	100%	100%	97%	95%	95%	100%	97%	97%
-	0%	0%	0%	3%	5%	5%	0%	3%	3%

Carson Street communicates well with parents.

32 responses



	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	96%	97.10%	97.1%	97%	90%	92%	97.6%	91%	93%
-	4%	2.90%	2.9%	3%	10%	8%	2.4%	9%	7%

Carson Street School meets the needs of my child.

32 responses



	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	100%	97.10%	100%	97%	95%	95%	100%	97%	97%
-	0%	2.90%	0%	3%	5%	5%	0%	3%	3%

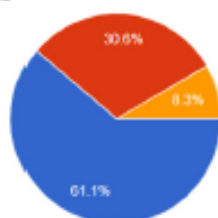
## Staff Engagement Score: 91.7%

Target 90%	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
Score	89.75%	92%	92.3%	90.8%	91.7%	93.8%	91.4%	91.7%	92.3%
Responses	27	40	38	46	33	45	23	36	34
Staff	70	79	79	79	83	82	82	82	82.3

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

I enjoy working at Carson Street School.

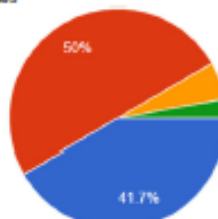
36 responses



	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	92.6%	95%	96.4%	97.8%	100%	100%	100.0%	91.7%	97.93%
-	3.7%	5%	2.6%	2.2%	0%	0%	0.0%	8.3%	2.08%

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

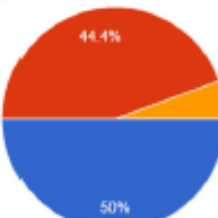
36 responses



	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	81.5%	85%	80.5%	87%	72.8%	84%	82.7%	91.6%	82.5%
-	7.4%	15%	18.5%	13%	18.2%	16%	17.3%	8.4%	15.0%

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

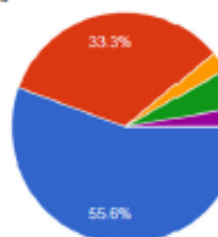
36 responses



	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	92.5%	100%	100%	97.8%	97%	98%	95.7%	94.4%	96.3%
-	3.7%	0%	0%	2.2%	3%	2%	4.3%	5.6%	3.7%

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

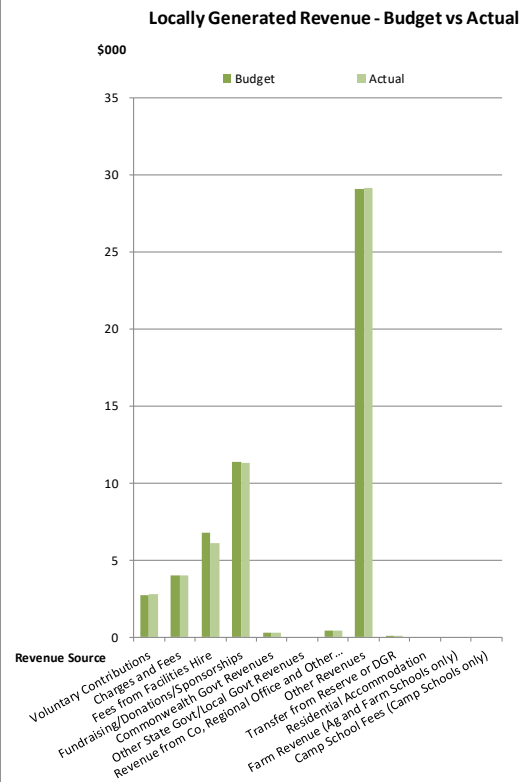
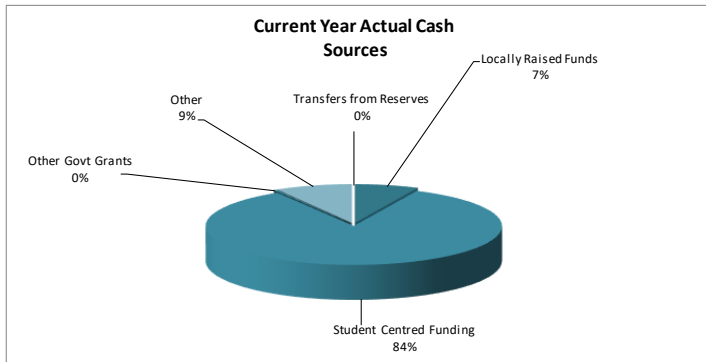
36 responses



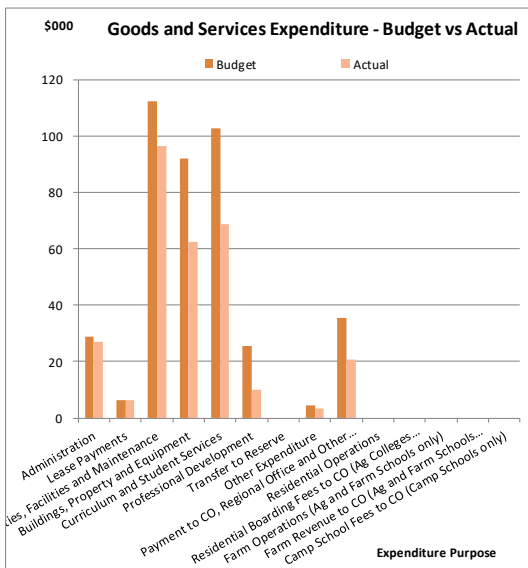
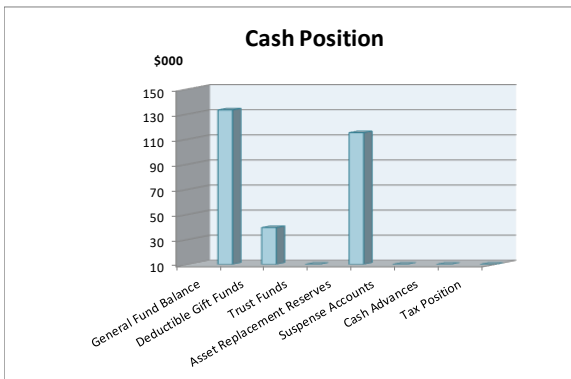
	2020				2021				2021 Av.
	T1	T2	T3	T4	T1	T2	T3	T4	
+	88.9%	87.5%	92.1%	80.5%	97%	93%	87.0%	88.9%	91.5%
-	11.1%	12.5%	7.9%	19.5%	3%	7%	13.0%	11.1%	8.5%

**Carson St School**  
Financial Summary as at  
31 December 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 2,700.00	\$ 2,760.00
2	Charges and Fees	\$ 4,021.00	\$ 4,021.00
3	Fees from Facilities Hire	\$ 6,800.00	\$ 6,078.22
4	Fundraising/Donations/Sponsorships	\$ 11,372.86	\$ 11,322.86
5	Commonwealth Govt Revenues	\$ 285.57	\$ 285.57
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 433.63	\$ 433.63
8	Other Revenues	\$ 29,090.61	\$ 29,127.75
9	Transfer from Reserve or DGR	\$ 21.20	\$ 21.20
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>\$ 54,724.87</b>	<b>\$ 54,050.23</b>
	<b>Opening Balance</b>	<b>\$ 82,868.55</b>	<b>\$ 82,868.55</b>
	<b>Student Centred Funding</b>	<b>\$ 290,760.26</b>	<b>\$ 290,760.26</b>
	<b>Total Cash Funds Available</b>	<b>\$ 428,353.68</b>	<b>\$ 427,679.04</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 428,353.68</b>	<b>\$ 427,679.04</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 28,875.18	\$ 26,955.74
2	Lease Payments	\$ 6,325.00	\$ 6,332.81
3	Utilities, Facilities and Maintenance	\$ 112,232.39	\$ 96,507.42
4	Buildings, Property and Equipment	\$ 91,933.04	\$ 62,327.10
5	Curriculum and Student Services	\$ 102,792.72	\$ 68,620.07
6	Professional Development	\$ 25,300.00	\$ 9,911.96
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 4,400.00	\$ 3,332.35
9	Payment to CO, Regional Office and Other Schools	\$ 35,572.54	\$ 20,572.54
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>\$ 407,430.87</b>	<b>\$ 294,559.99</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 407,430.87</b>	<b>\$ 294,559.99</b>
	<b>Cash Budget Variance</b>	<b>\$ 20,922.81</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 286,851.77</b>
<b>Made up of:</b>	
1 General Fund Balance	\$ 133,119.05
2 Deductible Gift Funds	\$ 39,362.63
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 115,009.89
5 Suspense Accounts	\$ 1,072.20
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (1,212.00)
<b>Total Bank Balance</b>	<b>\$ 286,851.77</b>

## Future directions

The school's Business Plan 2022-2025 guides our strategic and operational planning. During 2022, our focus will include the following:

- Continue to develop relationships with all families, with a particular focus upon our Aboriginal families.
- Continue to refine the use of behaviour data that inform planning and interventions.
- Ensure tier 1 PBS strategies are embedded in all classrooms.
- Continue to develop cultural responsiveness and engagement with the Aboriginal Cultural Standards Framework.
- Further develop leadership roles and responsibilities as part of the distributed leadership structure.
- Progress intentions to explore time allocation arrangements for identified leadership roles.
- Continue to refine operational plans and change management processes to ensure key initiatives are clearly aligned with Business Plan priorities and school needs.
- Progress intentions to develop a whole-school approach to literacy through Four Block Literacy.
- Continue to develop opportunities for staff collaboration focussed on consistent practices in teaching pedagogy and practice.
- Further develop a culture of data collection and analysis and use student achievement data to track student progress at the individual, classroom and whole-school levels.
- Progress the development of assessment processes including the identification of measurement tools, the development of a schedule and strengthening of moderation.
- Continue to develop staff data literacy, and their capacity to analyse student.

Endorsed by the School Board:



John Exeter  
School Board Chairperson  
17/3/22



Ros Hamling  
Principal  
17/3/22



## Carson Street School

expert staff: exceptional programs

19 Carson Street  
East Victoria Park WA 6101  
Phone 08 6216 4950  
Email [carsonst@iinet.net.au](mailto:carsonst@iinet.net.au)  
[www.carsonst.wa.edu.au](http://www.carsonst.wa.edu.au)

Carson Street School is an independent public school.