

CARCOOLA PRIMARY SCHOOL

Annual School Report 2022

GARNETT Beverley [Carcoola Primary School]

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School Overview

Carcoola Primary School is located approximately four kilometres north of Pinjarra. It is set in a quiet, rural area away from main roads. The school is part of the South Metropolitan Education Region and Murray Waroona Network.

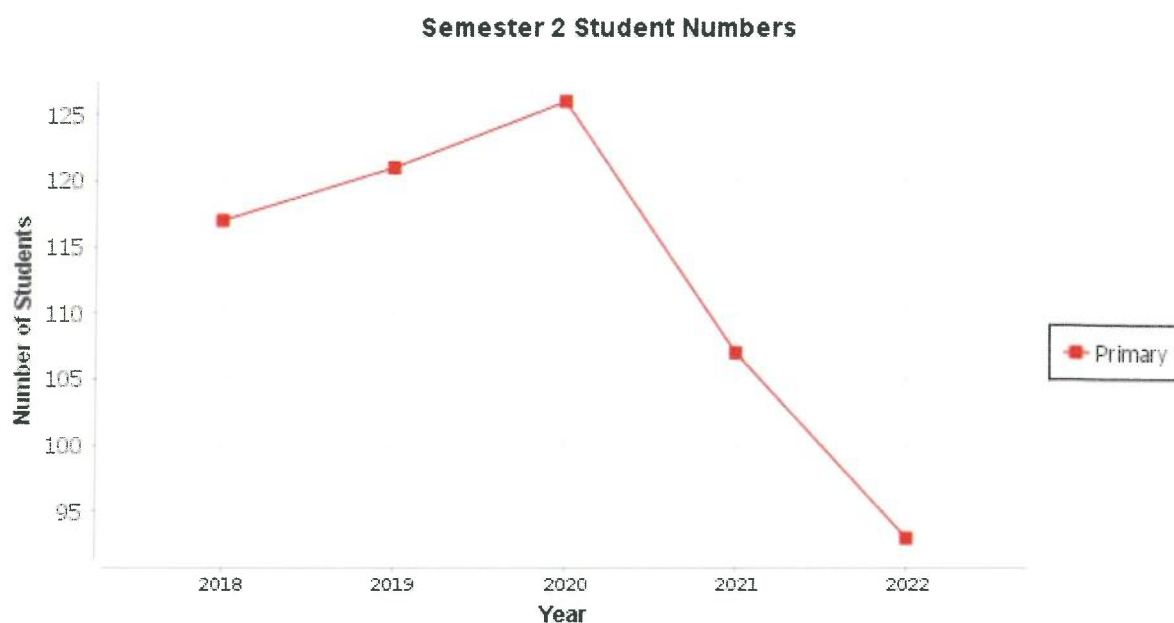
Carcoola Primary School has an ICSEA (Index of Community Socio Economic Advantage) of 936, with the average across Australia being 1000. When 'like school' comparisons are referred to in this document, they are made against schools with a similar ICSEA.

At Carcoola Primary School we have a strong focus on the social, emotional, physical and academic wellbeing of children and value the achievements and progress of all students. The school has a positive and consistent SMART culture enabling the school community to live its' motto, 'Let Us Grow'. Our commitment to our students, families and the community is reflected through our school vision, 'Expecting the best from everyone'.



Student numbers and characteristics

The 2022 student population of 101 demonstrates a significant decrease in enrolments since 2020. We believe the decline in student numbers is due to the changing demographic in the area with affordable rentals being sold or re-purposed as short-term holiday accommodation.



Student Numbers (as at 2022 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(4)	10	11	15	15	14	18	10	97
Part Time	8								

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

	Kin	PPR	Pri	Sec	Total
Male	5	4	42		51
Female	3	6	41		50
Total	8	10	83		101

	Kin	PPR	Pri	Sec	Total
Aboriginal		2	5		7
Non-Aboriginal	8	8	78		94
Total	8	10	83		101

Comments:

- 2023 enrolments show a slight increase with 108 students.

Workforce Composition

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	1	1.0	0
Total Administration Staff	2	2.0	0
Teaching Staff			
Other Teaching Staff	9	5.3	0
Total Teaching Staff	9	5.3	0
Allied Professionals			
Clerical / Administrative	2	1.7	0
Gardening / Maintenance	2	0.6	0
Other Allied Professionals	6	3.8	0
Total Allied Professionals	10	6.1	0
Total	21	13.4	0

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Comments:

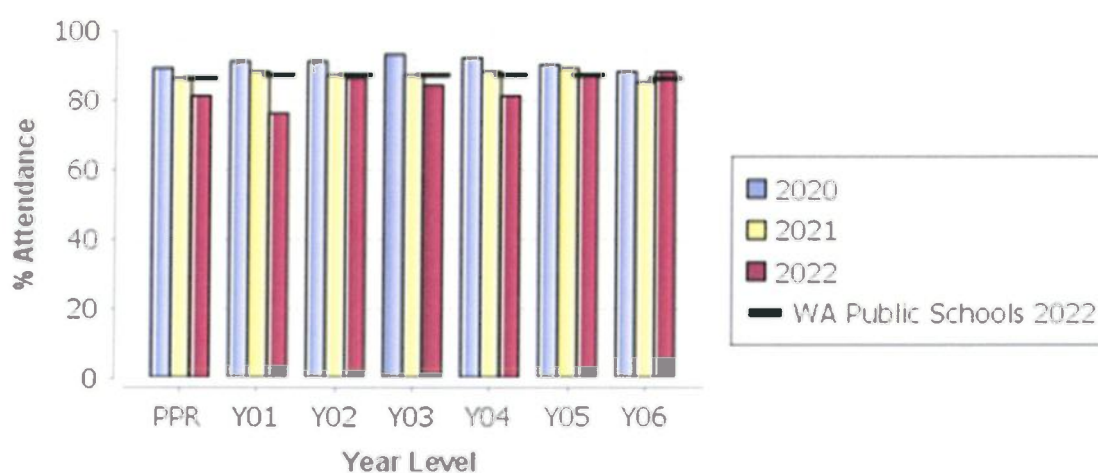
Substantive Principal Michael Day retired at the end of Term 3 and Acting Principal Beverley Garnett was appointed to the permanent position, beginning in Term 4. Six teaching staff are permanent employees of Carcoola PS, making up a total of 5.6FTE permanent teaching staff and two fixed term teachers making up a total of 0.8FTE. The school also has 1.0FTE permanent teachers on leave for 2022, with two other full time permanent employees accepting permanent positions elsewhere. Four of the permanent teachers have decreased their FTE for a total reduction of 0.7FTE. Education assistants total is 3.8 FTE.

Student Attendance

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	90.2%	91.9%	93.2%	91.8%	76.3%	77.6%	90.4%	89.9%	91.9%
2021	87.4%	91.3%	92.4%	83.8%	79.4%	76.8%	87.1%	89.8%	91%
2022	83.4%	86%	88.3%	83.6%	73.3%	69.5%	83.4%	84.1%	86.6%

Overall attendance rate continues to decrease.

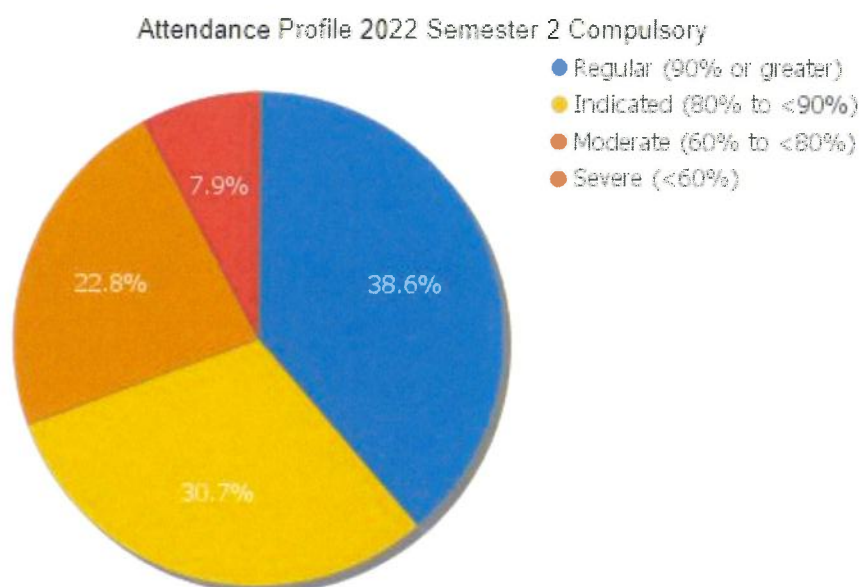
Attendance % - Primary Year Levels



In 2021, Pre-Primary students had the lowest overall attendance rate of 85.0%. This same cohort of Year 1 students in 2022 had the lowest overall attendance rate of 76.0%. In 2021 Year 5 students had the highest overall attendance rate of 90.0%, this same cohort of Year 6 students in 2022 had the highest overall attendance rate of 88.0%.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	67.7%	22.3%	9.2%	0.8%
2021	53.0%	27.8%	16.5%	2.6%
2022	34.6%	41.3%	19.2%	4.8%
Like Schools 2022	41.3%	33.4%	18.2%	7.1%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

Attendance rates in At Risk Categories have increased from previous years.



Comment:

Even though the school has clear processes and procedures in place to address low attendance, the percentage of students with regular attendance has significantly reduced. Attendance will remain a high priority in 2023 with a strong focus on parent education and information through school communication systems (Newsletter, signage, social media, website); along with strategies used in 2022:

- continue to use and promote the SMS system that sends an automated request for an explanation to a nominated parent's phone when their child is absent;
- teacher vigilance when following up with parents when a student is absent;
- reminding parents of the disadvantages to their child's learning when they take them on holidays during term;
- implementing attendance plans for identified students; and
- develop a school wide Student Services Plan to sit under the umbrella of PBS to support positive student engagement with school.

School Performance against the Targets in the Strategic Plan 2022 – 2024

Relationships and Partnerships

Targets/Milestones:

- *Increase the number of responses to the annual Parent National School Opinion survey from the 2021 level of 28%*
- *Increase parent participation in the School Council and the P & C Association with a focus on retention of members and succession planning.*

The number of responses to the Parent National School Opinion Survey decreased to 16% from the 2021 level of 28%. Only 4 parents responded to the online distribution, with the other 12 respondents being personally approached and handed a hard copy to complete at the 2022 Faction Carnival. Parent engagement levels within the school continue to be a high priority.

Recommendations: In 2023 all classrooms will provide opportunities within their classrooms for parent participation. Newsletter distribution will be increased to twice termly. Survey will remain open for an extended period of time, with hard-copy and online options available for parents.

Parent participation in the School Council and P & C was a priority area, with neither organisation having full representation heading into 2022. A campaign targeting suitable potential candidates was successful in securing a full complement of office bearers for the P & C; and filling all vacant positions on the School Council by mid-year 2022.

Learning Environment

Targets/Milestones:

- *School attendance rate is at or above that of WA public schools*
- *The percentage of students with regular attendance (90% or greater) to reach or exceed 75% by semester two 2024.*
- *Provide opportunities for student leaders to promote and use student voice in school decision making*
- *Monitor School Psychologist referrals and support provided.*
- *Monitor School Chaplain referrals and support provided*

- Attendance continued to be a priority area in 2022, with rates falling from 2021 levels – largely due to a small number of families with persistent non-attendance. All were followed up at an individual level as per the Carcoola PS Student Attendance Plan and Procedures.

Recommendations: Continue to follow processes outlined in the Carcoola PS Student Attendance Plan and Procedures. Increased signage throughout the school and social media promotion of parent information regarding the importance of attending school every day.

- Student voice used to provide teachers with feedback regarding their impact in the classroom was explored through the use of a student survey tool in three classrooms. In a comprehensive review of student leadership at Carcoola PS in 2022, Student Council and Faction leaders had opportunity to provide feedback on the effectiveness of their leadership selection and preparation, structure, operation and legacy.

Recommendations: 2023 focus on preparation and development of student leaders through collaboration with Network schools and dedicated release time for Year 6 and PE teacher to meet and plan for future directions and increased, authentic opportunities for student leaders to have a voice in school decision making.

- In 2022 data collection processes were implemented for the Chaplaincy role and formalised Chaplaincy referral process. Student Services roles and processes were reviewed and referral process streamlined.

Recommendations: Leadership team to engage with SMER, Statewide Services Student Services online modules in 2023 and refine data collection processes.

Leadership

Targets/Milestones:

- *Provide opportunities for growth and development for potential future teacher leaders.*
- *Provide opportunities for student leaders to promote and use student voice in school decision making.*
- Potential future teacher leaders were invited to self-nominate for the role of Impact Coach within the Murray Cluster Schools. One teacher from Carcoola PS and one teacher from Jarrahdale PS were identified and will be attending coaching PL and working to support teachers in the Murray Cluster schools to implement high impact teaching strategies within their classrooms in 2023.
- Student voice used to provide teachers with feedback regarding their impact in the classroom was explored through the use of a student survey tool in three classrooms. In a comprehensive review of student leadership at Carcoola PS in 2022, Student Council and Faction leaders had opportunity to provide feedback on the effectiveness of their leadership selection and preparation, structure, operation and legacy.

Use of Resources

Targets/Milestones:

- *Utilise surplus Education Assistant FTE to deliver targeted Reading enrichment/intervention programs across Years 1 -6*
- Targeted Reading Enrichment/intervention across Years 1-6 was delivered, utilising 1.6FTE of Education Assistant time in Semester 1. Due to the inability to secure classroom, specialist and relief teachers in Semester 2, the 1.6 FTE Education Assistant time was returned to individual classrooms and teachers continued to differentiate for the needs of their students.

Teaching Quality

Targets/Milestones:

1. *Decrease the percentage of Year 3 students achieving below national minimum standard in NAPLAN Reading, Writing and Numeracy against like schools from 2021 levels.*
2. *Decrease the percentage of Year 5 students achieving below national minimum standard in NAPLAN Writing and Numeracy against like schools from 2021 levels.*
3. *Increase the percentage of Year 5 students who achieve in NAPLAN bands 6-8 against like schools in Reading from 2021 levels.*

Year 3 NAPLAN 2019 - 2022

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	14%	11%	7%	9%	12%	10%
Middle 60%	64%	47%	47%	58%	63%	60%
Bottom 20%	21%	42%	47%	33%	26%	30%

- There was no significant change in the percentage of Year 3 students achieving below national minimum standard in NAPLAN Reading from 2021 to 2022.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	0%	0%	7%	5%	11%	15%
Middle 60%	64%	53%	40%	69%	64%	57%
Bottom 20%	36%	47%	53%	26%	25%	28%

- There was a slight increase in the percentage of Year 3 students achieving below national minimum standard in NAPLAN Writing from 2021 to 2022.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	21%	5%	14%	7%	13%	8%
Middle 60%	43%	53%	29%	59%	62%	60%
Bottom 20%	36%	42%	57%	34%	26%	32%

- There was an increase in the percentage of Year 3 students achieving below national minimum standard in NAPLAN Reading from 2021 to 2022.

Year 5 NAPLAN 2019 - 2022

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	6%	0%	12%	9%	12%	13%
Middle 60%	75%	62%	65%	57%	55%	64%
Bottom 20%	19%	38%	24%	34%	33%	23%

- Tracking towards target. There was a significant decrease in the percentage of Year 5 students achieving below national minimum standard in NAPLAN Writing from 2021 to 2022, with Carcoola PS tracking similarly to like schools.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

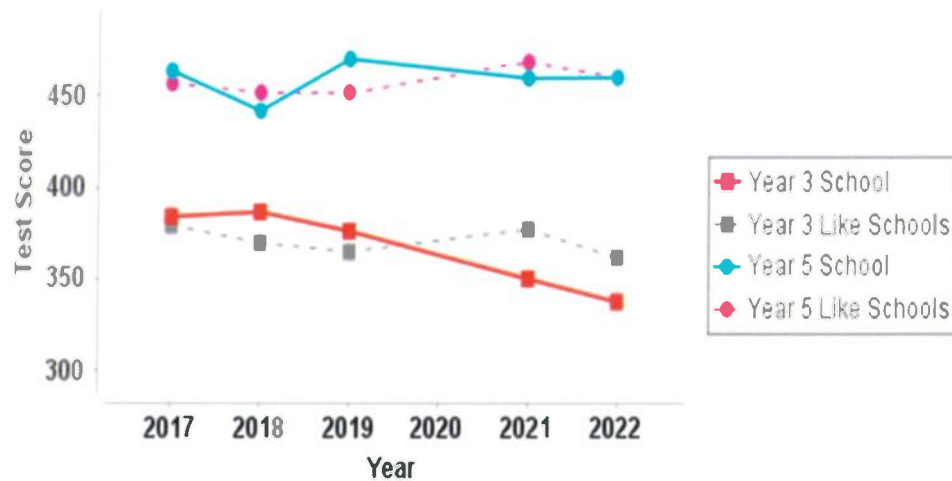
WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	10%	15%	0%	6%	12%	9%
Middle 60%	81%	46%	71%	58%	60%	58%
Bottom 20%	10%	38%	29%	36%	28%	32%

- Tracking towards target. There was a significant decrease in the percentage of Year 5 students achieving below national minimum standard in NAPLAN Numeracy from 2021 to 2022, with Carcoola PS performing slightly better than like schools. However, Carcoola PS had no students achieve in the top 20%.

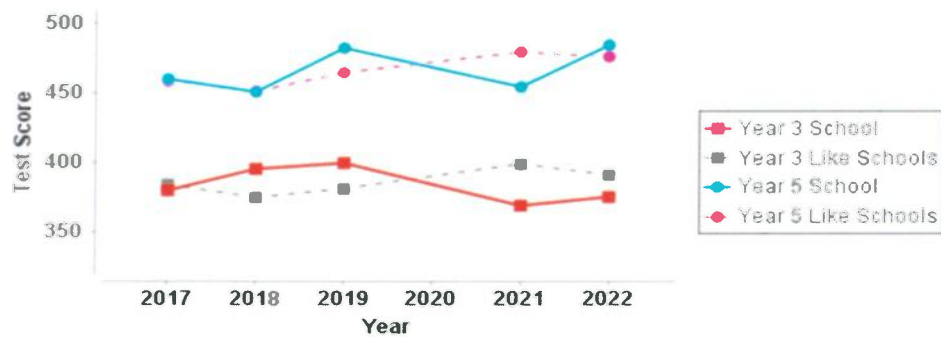
Student Achievement and Progress

There is no comparative NAPLAN data

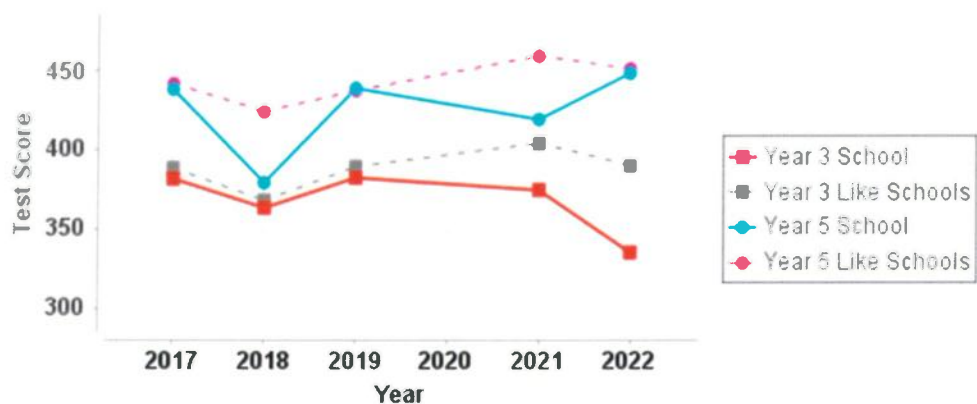
Average Numeracy Score



Average Reading Score



Average Writing Score



Our school performance was below like schools in Reading Writing and Numeracy for Year 3 in 2022, showing a downward trend from 2019. Year 3 student performance showed slight gains in Reading from 2021 – 2022. Year 5 performance was the same as like schools in Numeracy and Writing, and slightly above in Reading in 2022, showing significant improvement from 2021 Year 5 achievement.

Comment: Changes for best practice to improve student performance have included:

- Partnership with Murray Cluster schools, Rostrata Primary School and Shaping Minds– High impact teaching strategies coaching and professional learning for teachers Years 2-6 in 2022 (see Shaping Minds; Murray River Cluster Impact Report).
- Years PP – 1 teachers and Deputy Principal to complete PL in 2023.
- Identification in Term 4, 2022 of two Impact Coaches to support Murray Cluster schools with the implementation of high impact teaching strategies in 2023.
- Consistent school-wide pedagogical approaches to teaching of literacy and Numeracy to be investigated, developed and embedded into classroom practice.
- All staff using system and school assessment data to inform planning and measure student achievement and progress.
- Staff to receive professional learning in the use of Ed Companion data system and how to use the Gap Analysis feature for effective planning.



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North Dandalup
PRIMARY SCHOOL



Murray River Cluster – Impact Report

Project Overview

In 2022, four small inner-regional primary schools received **Schools Plus** funding to participate in Shaping Minds' Research to Impact professional learning program.

School	Student Numbers	ICSEA
Jarrahdale Primary School	70	978
North Dandalup Primary School	118	990
Dwellingup Primary School	56	985
Carcoola Primary School	121	936

Workshop 1

Cognitive Science

Instructional Coaching

Workshop 2

Daily Review

Instructional Coaching

Workshop 3

Teaching Skills

Instructional Coaching

Workshop 4

Teaching Concepts

Instructional Coaching

The professional learning program consisted of four spaced professional learning workshops (one each term) and four rounds of instructional coaching. The project aimed to improve teachers' knowledge and implementation of evidence-based instruction so as to lift student engagement and achievement. Teachers participating in the program were also supported by colleagues from Rostrata Primary School by way of observations and collegiate mentoring. Thanks go to teachers Emma Hodgskin, Julie Reardon, Kylie Johnson and Julie Hill; Principal and Deputy Principal Lee Woodcock and Robyn Henderson; and other Rostrata teachers who opened their doors for classroom observations. School leaders were also supported by Barry France and Donna Snow as part of the Department of Education's Collegiate Principal Support Program.

Impact Measurement

The impact of this professional learning series on teacher knowledge and implementation of evidence-based instructional strategies was measured using three main assessment strategies. These are summarised below.

Assessment Strategy	Measures teacher knowledge of evidence-based practices	Measures teacher implementation of evidence-based practices
Teacher knowledge quiz implemented before and after the program	✓	
Teacher surveys implemented after each of the four professional learning workshops	✓	✓
Student perception surveys implemented before and after the program		✓



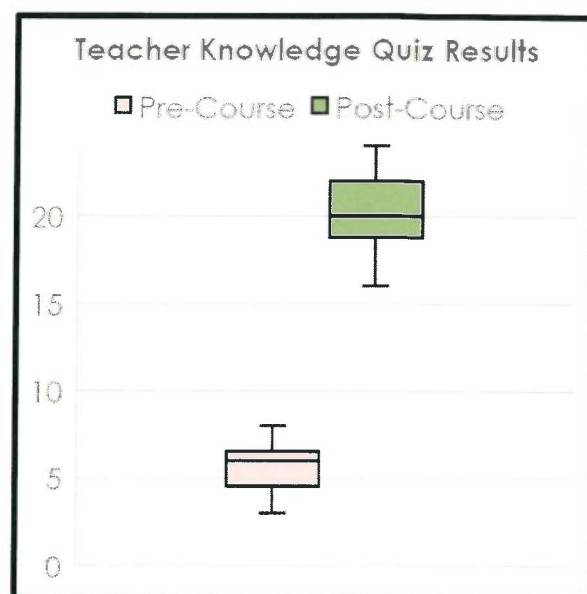
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Teacher Knowledge Quiz

A quiz consisting of 24 multiple choice questions was completed by participating teachers before the first workshop and again after the final workshop. The median score on the pre-course quiz was 6 out of 24. The highest score was 8 and the lowest 3. The result demonstrates that this was a rigorous and challenging quiz. When given the quiz again after the final workshop had been completed, the median score had improved to 20 out of 24 with the highest score being 24 and the lowest 16.



Teacher Surveys

At the end of each of the four workshops, teachers rated to what degree their **knowledge** of the theory and strategies had improved on a scale from 1 to 4 where 1 meant no change, 2 meant slightly improved, 3 meant moderately Improved and 4 meant significantly improved.

Average Score (out of 4)	
Workshop 1	3.7
Workshop 2	3.6
Workshop 3	3.7
Workshop 4	3.7

At the end of the professional learning, teachers were also asked to rate, on the same 1 to 4 scale, the improvement in their **implementation** of each of Rosenshine's Principles of Instruction. Average responses are displayed below

Average Score	
1= No change 2= Slightly Improved 3= Moderately Improved 4= Significantly Improved	
Principle 1. Daily review	3.6
Principle 2. Present new material using small steps	3.4
Principle 3. Ask questions	3.5
Principle 4. Provide models	3.5
Principle 5. Guide Student practice	3.5
Principle 6. Check for student understanding	3.2
Principle 7. Obtain a high success rate	3.2
Principle 8. Provide scaffolds for difficult tasks	3.5
Principle 9. Independent practice	3.4
Principle 10. Weekly and monthly review	3.2



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Student Surveys

A 15-question survey for Years 3 to 6 students and a 9-question survey for Kindergarten to Year 2 students were implemented before the first workshop and again after the final workshop. A 5-point scale was used on both surveys. Questions were written to gauge either student observations regarding their teachers' frequency and effectiveness in implementing high-impact instructional strategies, or their perceptions of learning and themselves as learners. Survey data was collected and responses to each question were quantified and averaged. Student responses on nearly all questions were higher after the professional learning program than before. Particularly high gains were recorded on questions about high-impact strategies such as whiteboard use, checking for understanding, and review. Results are summarised in the tables below.

Kindergarten to Year 2 Survey

	Question relates to perceptions of learning	Question relates to strategy implementation	Pre-Course	Post-Course	Change
	When we learn something new, we practise it a lot until we are good at it		4.1	4.2	2%
	My teacher asks a lot of questions while they teach		4.0	4.1	4%
	My teacher asks me questions even if my hand isn't up		3.8	4.1	8%
	My teacher makes sure everyone joins in		4.2	4.3	3%
	My teacher checks my work and tells me if I am right or not		4.3	4.3	1%
	My teacher is good at explaining things so that we understand		3.8	4.1	9%
	I remember most things that I learn in class		3.8	4.0	7%
	If I get stuck, I feel okay to ask for help		3.9	4.2	6%
	I like coming to school because I learn a lot every day		4.1	4.2	4%

Years 3-6 Survey

	Question relates to perceptions of learning	Question relates to strategy implementation	Pre-Course	Post-Course	Change
	When we learn something new, we practise it a lot until we are good at it		4.0	4.5	+13%
	My teacher asks a lot of questions while they teach		3.9	3.9	—
	My teacher asks me questions even if my hand isn't raised		3.2	4.0	+25%
	My teacher asks students to explain their answers		3.6	4.1	+13%
	People get smarter if they pay attention and work hard		4.4	4.6	+5%
	My teacher checks my work and tells me if I am right or not		3.6	4.3	+18%
	We use mini whiteboards in this class every day		2.7	4.7	+74%
	If I don't know something, my teacher will find out and try to help me		4.1	4.1	+1%
	My teacher is very good at explaining things		4.2	4.2	+2%
	We review things that we learnt the previous day, week or earlier		3.6	4.2	+17%
	I remember most things that I learn in class		3.6	4.0	+11%
	I feel safe to make mistakes in this class		4.0	4.1	+3%
	I am good at staying focused and listening to my teacher		3.7	4.0	+6%
	In this class, we learn a lot almost every day		4.1	4.3	+4%
	We learn Maths, reading, and writing every day		4.0	4.4	+8%



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Anecdotal Evidence

Below are comments received from teachers and school leaders on their final feedback forms. Several commented on the improvements in student learning as a result of implementing the instructional strategies.

"Our school has undergone a strong improvement agenda and training with Shaping Minds was the catalyst for implementing our Evidence Based Instructional Lesson Framework. Staff have enjoyed the process and I have witnessed them experimenting and building upon their expertise. One teachers in particular who had no prior learning in this area has thrived and they have significantly modified the way they teach, which has had a positive impact on student achievement and engagement. In multi-age classrooms we are able to cover more content and work smarter not harder to ensure every student is making a minimum of year-on-year progress."

Principal

"I have seen significant changes in teacher implementation of the practices and student engagement and achievement. Students are spending more time on task, with all students being able to participate and access the learning with increased confidence. Classrooms are more orderly with less interruptions from disengaged students. Teachers have reported that the impact they have seen on their lessons was immediate, they could implement the approaches straight away. I have noticed conversations between colleagues who have done the PL and those who haven't – teachers are asking about it and having a go at implementing small changes in their classrooms. Student achievement data of school-based assessments has shown an increase in progress in the second semester this year."

Principal

"The structure of the course over the year has been excellent. The PL every term followed by focusing on what's taught through observation and feedback has been a great support."

Teacher

"This has dramatically changed my teaching with very positive results from my students. When talking to students- they also enjoy it and can see their success."

Teacher

"The progress my Pre-Primary students have made, simply from implementing these strategies, is enormous! I'm so happy with their results this year."

Teacher

"This should be compulsory for all teachers and leaders."

Teacher

"I have applied many of the techniques and have been amazed at how my students have learnt in the early years."

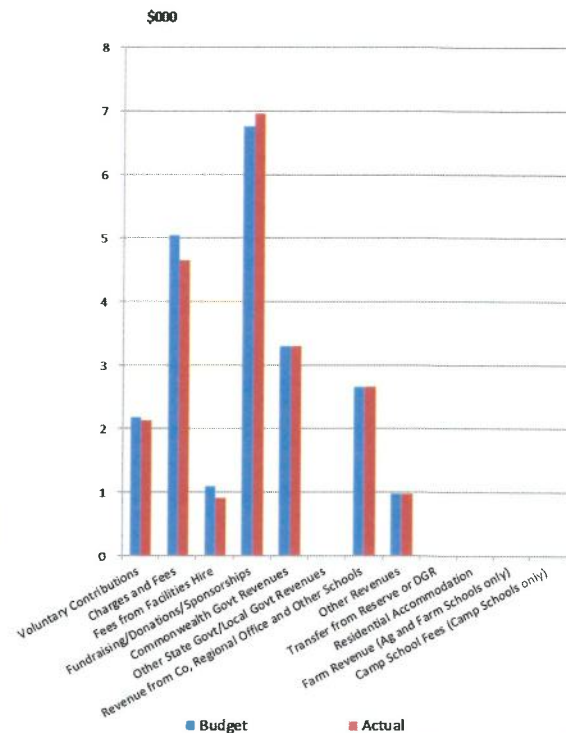
Teacher

School Income by Funding Source

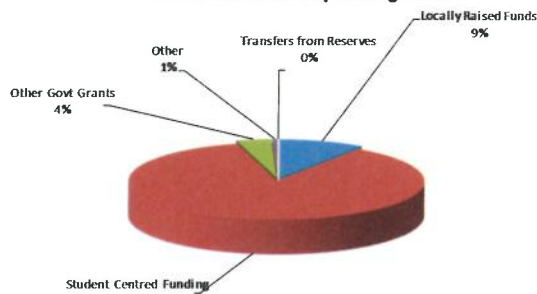
Carcoola Primary School Financial Summary as at 31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 2,182.00	\$ 2,134.00
2. Charges and Fees	\$ 5,043.00	\$ 4,647.23
3. Fees from Facilities Hire	\$ 1,091.00	\$ 909.10
4. Fundraising/Donations/Sponsorships	\$ 6,762.00	\$ 6,961.57
5. Commonwealth Govt Revenues	\$ 3,300.00	\$ 3,300.00
6. Other State Govt/Local Govt Revenues	\$ -	\$ -
7. Revenue from Co, Regional Office and Other Schools	\$ 2,649.00	\$ 2,648.96
8. Other Revenues	\$ 972.00	\$ 972.44
9. Transfer from Reserve or DGR	\$ -	\$ -
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 21,999.00	\$ 21,573.30
Opening Balance	\$ 52,932.38	\$ 52,932.38
Student Centred Funding	\$ 134,412.00	\$ 134,411.98
Total Cash Funds Available	\$ 209,343.38	\$ 208,917.66
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 209,343.38	\$ 208,917.66

Locally Raised Revenue - Budget vs Actual

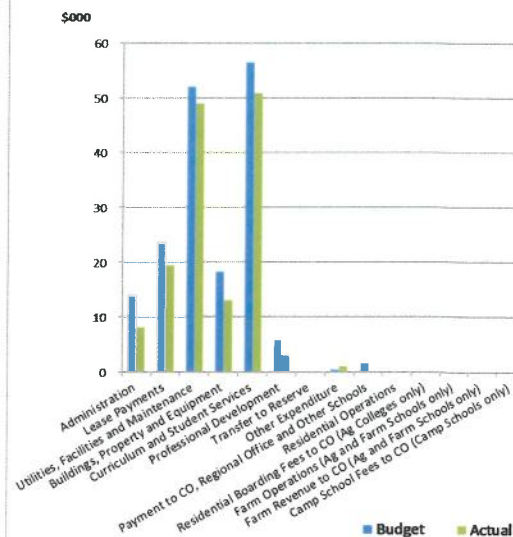


Actual Year to Date by funding sources

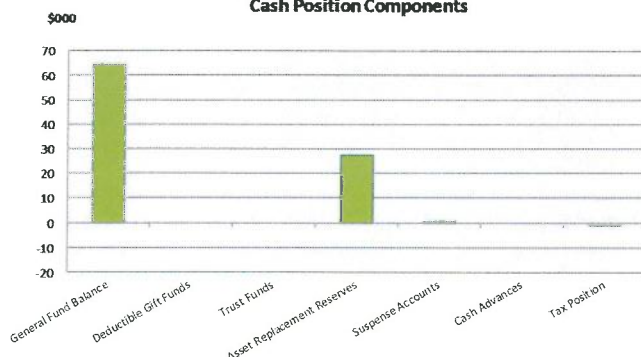


Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 14,010.00	\$ 7,986.38
2. Lease Payments	\$ 23,600.00	\$ 19,288.97
3. Utilities, Facilities and Maintenance	\$ 52,030.00	\$ 48,812.15
4. Buildings, Property and Equipment	\$ 18,300.00	\$ 13,132.30
5. Curriculum and Student Services	\$ 56,340.00	\$ 50,881.19
6. Professional Development	\$ 6,000.00	\$ 3,344.90
7. Transfer to Reserve	\$ -	\$ -
8. Other Expenditure	\$ 445.00	\$ 991.15
9. Payment to CO, Regional Office and Other Schools	\$ 1,739.00	\$ -
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	\$ 172,464.00	\$ 144,437.04
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 172,464.00	\$ 144,437.04
Cash Budget Variance	\$ 36,829.38	

Goods and Services Expenditure - Budget vs Actual



Cash Position Components



Cash Position Components	
Bank Balance	\$ 91,698.71
Made up of:	
1 General Fund Balance	\$ 64,480.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 27,562.61
5 Suspense Accounts	\$ 672.48
6 Cash Advances	\$ -
7 Tax Position	\$ (1,017.00)
Total Bank Balance	\$ 91,698.71

Post School Destination

Destination Schools

2022 school destinations of the 2021 student cohort

Year Level : Male: 5 Female: 10 Total: 15

Destination Schools	Male	Female	Total
4043 Pinjarra Senior High School	3	8	11
1487 Austin Cove Baptist College	1		

Principal: 

Date: *1st March 2023*

Endorsed by the Carcoola Primary School Council

Council Chair: 

Date: *1st March 2023*



Kaya. I acknowledge Carcoola Primary School is on Pindjarup Noongar boodjar and we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. I acknowledge the traditional custodians and their continuing connection to land, waters and community, and I offer my respects to Elders past, present and emerging.

"Our school is proud to be developing a [Reconciliation Action Plan \(RAP\)](#) to strengthen relationships, respect and opportunities in the classroom, around the school and with the community. To learn more, visit: reconciliation.org.au/narragunnawali."