



# 2021

## ANNUAL REPORT



**Safety Bay**  
Primary School  
Independent Public School





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## Glossary

ACARA - Australian Curriculum and Reporting Authority  
ICSSEA - Index of Community Socio-Educational Advantage  
NAPLAN - National Assessment Program - Literacy and Numeracy  
SAER - Students at Educational Risk  
SCASA - School Curriculum and Standards Authority  
SDD - School Development Day





## PRINCIPAL'S MESSAGE



It is with pleasure that I present the 2021 Safety Bay Primary School Annual Report, outlining our school's performance for the year.

We have shared many successes during 2021, as we continue to learn and grow together. Our staff, students and School Board worked collaboratively to determine the priorities for our school community. Guided by the commendations and recommendations of our 2020 Public School Review, and the aspirations of our community, we proudly developed and shared our 2021-2024 School Business Plan:



### **CONNECTION: EVERYONE BELONGS. EVERYONE ACHIEVES.**

The plan outlines our commitment to ensuring that Safety Bay Primary School is a learning environment where all individuals are valued and supported. That our school is place where we belong and want to be, because we know that we can be successful in our endeavours.

In reviewing our 2021 school performance, I would like to acknowledge the invaluable contribution of our School Board and P&C to the success experienced this year. Our P&C raised funds for a number of key initiatives including our STEM trolleys, art displays, sports ribbons, the One Big Voice and year 6 camp buses. We are incredibly fortunate to have an active and supportive P&C, without whom a range of events and initiatives would not be possible.

Our School Board has continued to work closely with us to determine and monitor the future strategic direction of our school. For the first time, we welcomed student representatives to our School Board to provide further opportunities for student voice in decision making. Thank you to both the P&C and Board for your ongoing commitment to making our school an engaging and supportive learning environment.

While there are many, many things that I am proud of across our community, I am most proud of the learning that has occurred this year. We consistently see students meeting their learning goals and taking pride in their achievements. When we look at both our classroom and whole school data, we see many students making well over a year's progress due to the learning both in the classroom and at home. I wish to extend my sincere thanks to all of our community for working collaboratively to ensure another successful year of learning together.

*Lauren Milne*



# FROM OUR BOARD CHAIRPERSON

The past year was an exciting year for the school board, with the appointment of Lauren Milne as the substantive principal at Safety Bay Primary School. I was privileged to be actively involved in the selection process and the board is very excited to continue working with Ms Milne on our shared vision for the school.

2021 was not without its challenges, and saw the School Board lose several members who relocated interstate. While we wish our past members all the best in their next adventures, the School Board is now keenly seeking new members to help increase parent and community voice to input into the schools plans and activities.

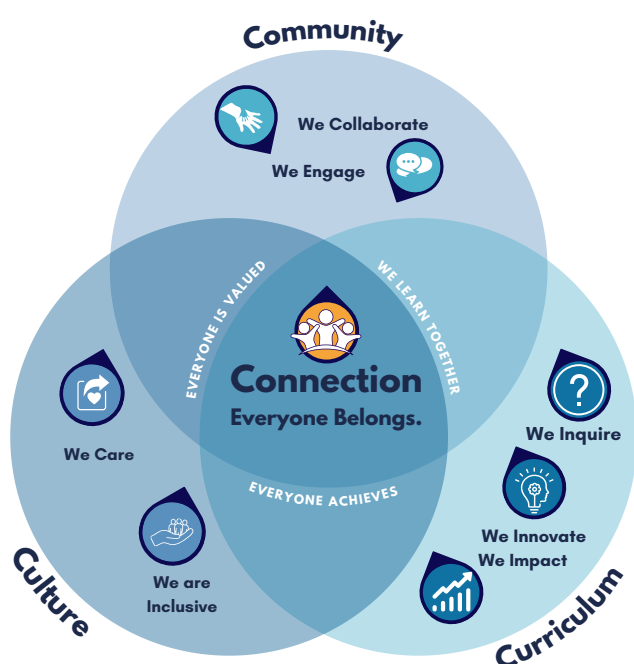
We said goodbye and good luck to our inaugural student reps, who set a very high standard for the following student leaders representing their classmates on the Board. Our student reps are adding a lot of value into our discussions and raising issues for us to consider in thoughtful and collaborative ways. I'm extremely proud that these positions have continued, and of the work they are doing.

Last year, the Board nominated Mr. Leo in the WA Teacher of the Year Awards, and were very excited to see him make the finalist list. Ms Milne and the Administration team supported this nomination with such a great submission that we also nominated Mr. Leo for the NEiTA awards, which he won! It is such a great reflection of the quality of teachers and support staff at Safety Bay Primary School, and we wish to congratulate Mr. Leo once again.

Finally, thank you to the parents, community members and staff of Safety Bay Primary School, for all your contributions to the school Board. You make all of our meetings not only meaningful in the work, but enjoyable as well.

*Sally Lewis*

## OUR SCHOOL PLAN CONNECTION: EVERYONE BELONGS. EVERYONE ACHIEVES.







### We are a Connected Community of Learners

By a focus on connectedness to, through and across the domains of Curriculum, Culture and Community, teaching and learning at Safety Bay Primary School is contemporary, meaningful and builds on the strengths of our school and local community.

**Everyone Belongs. Everyone Achieves.**

Throughout this report, progress towards the aspiration of our 2021-2024 Business Plan will be indicated as below:

-  Achieved
-  Progress as expected.  
On track to achieve target.
-  Not yet commenced, or unable to be measured at this time.
-  Progress not as expected.  
To be prioritised for review in 2022.



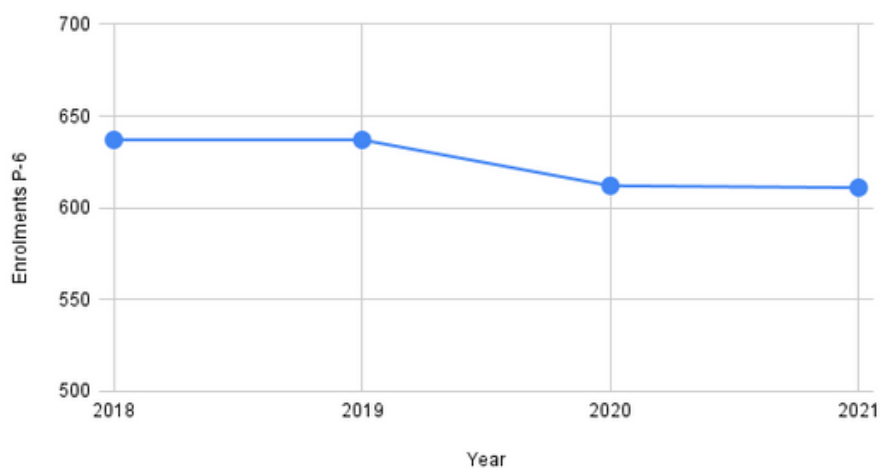
## OUR ENROLMENTS

### STUDENT CHARACTERISTICS

As at Semester 2, 2021	Number	%
Total Student Enrolments (including Kindergarten)	662	
Students with a Disability	64	9.7%
Aboriginal and Torres Strait Islander Students	44	6.6%

### 2021 STUDENT ENROLMENTS: PREPRIMARY TO YEAR 6

#### Enrolments P-6



In 2021, our P-6 enrolments remained stable. For the second consecutive year, we experienced reduced Kindergarten enrolments of 60 students, from the 80 of previous years. This trend is expected to continue and impact overall student numbers over time.





## OUR ATTENDANCE

While COVID-19 continued to have an impact on attendance during 2021, we are pleased to have made the following progress towards attendance targets:

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	90%	92%	90%	91%	91%	92%	91%
2020	91%	93%	91%	92%	91%	92%	91%
2021	92%	92%	91%	92%	90%	91%	89%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%



Total attendance remains greater than 90%



Students at severe risk for attendance reduced from 3.3% (2019) to 1.7% (2021). Below WA Public Schools at 3.3% (2021).

Based on our 2021 attendance data, the priority for improvement in 2022 will be improving regular attendance in Years 5 and 6.

## OUR STAFF

### ADMINISTRATORS

Administration Staff	Number	FTE
Principals	1	1.0
Deputy Principals	3	2.2
<b>Total</b>	<b>4</b>	<b>3.2</b>

### TEACHING STAFF

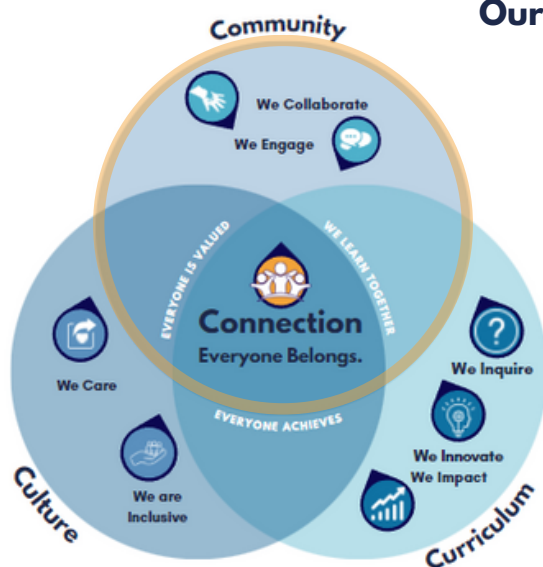
Teaching Staff	Number	FTE
Level 3 Teachers	3	3.0
Teachers	41	29
<b>Total</b>	<b>44</b>	<b>32</b>

### ALLIED PROFESSIONALS

Allied Professionals	Number	FTE
Clerical/Admin	4	4
Gardening/Maintenance	2	1.2
Instructional	1	.6
Other Allied Professionals	21	16.6
<b>Total</b>	<b>28</b>	<b>22.6</b>

Our staff are a dynamic and diverse team, committed to improving the educational outcomes for all students. With a vast range of experience and expertise, our teachers and education assistants work collaboratively, with the support of our other allied professionals, to maximise learning opportunities. We maintain a distributed leadership model across the school, and collectively benefit from the broad range of strengths and skillsets of the Safety Bay Primary School Team.

# CONNECTION: COMMUNITY DOMAIN



## Our Community

### We Learn Together

Safety Bay Primary School values authentic, collaborative relationships between parents, staff, students and our local community. We recognise the benefits of collective intelligence, and individual strengths, in partnerships for learning and wellbeing. Working together, we are better able to make meaningful connections to both our learning and our broader communities.

### Domain Focus Targets



All members of the School Board have completed training modules and attended induction program



Increase the total Strongly Agree/Agree responses in the Community Engagement Survey domain 'Communications-Feedback' by a minimum of 25 percent



Parent National Opinion Survey Data at a minimum of 4.0, on average, by 2023

## Domain Priorities - Progress Monitoring

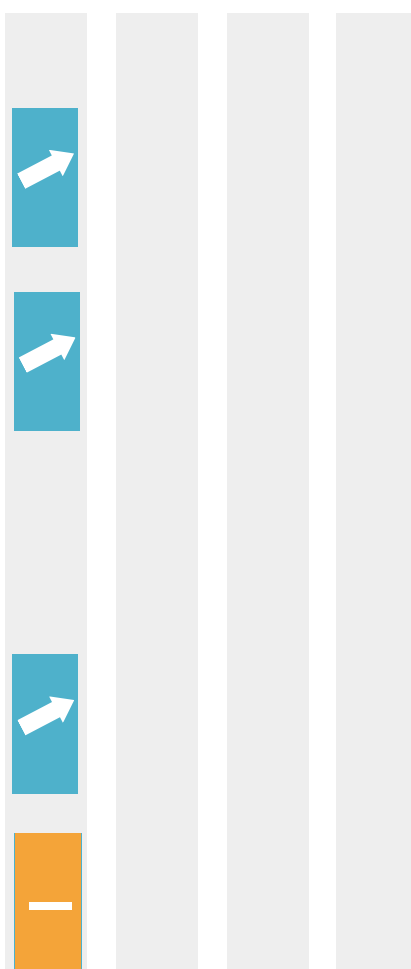


### We Collaborate

Our existing **community partnerships** are strengthened and we identify new partnerships to improve the learning and wellbeing across our community

We build **strong governance** in collaboration with our School Board

2021 2022 2023 2024



### 2021 Key Achievements

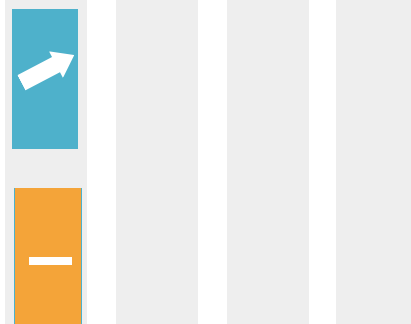
- Further refinement of Kindergarten transition program, including early SAER resourcing and positive parent feedback.
- Active participation in Peron Principal and STEM Networks, including submission and comparison of On Entry and Kindergarten Assessment Tool data to moderate and identify cross-network funding priorities.
- Wellbeing resources/updates provided to community via Facebook.
- STEM partnerships established with Scitech, Marine Pathways and Safety Bay Senior High School.
- Principal and Board Chair completed governance training. Increased number of Board members completed initial external Board training.



### We Engage

We utilise **effective communication strategies** to connect our community, inform decision-making processes and celebrate our successes

We maintain effective **home-school learning partnerships**



- Feedback/baseline data sought from community and staff on communication. Like school communication policies/Department of Education WA document review conducted.
- Facebook page launched to share celebrations and achievements. Posts reaching over 1000 community members as at the end of 2021.
- Compass School Management program evaluated and onboarded. Attendance module to launch at beginning 2022.
- Trial of Seesaw as digital portfolio/class communication tool in nominated classes across the school.
- New community education sessions introduced in 2021 - Triple P (extended), Anxiety Education, NAPLAN Info, Online Safety.





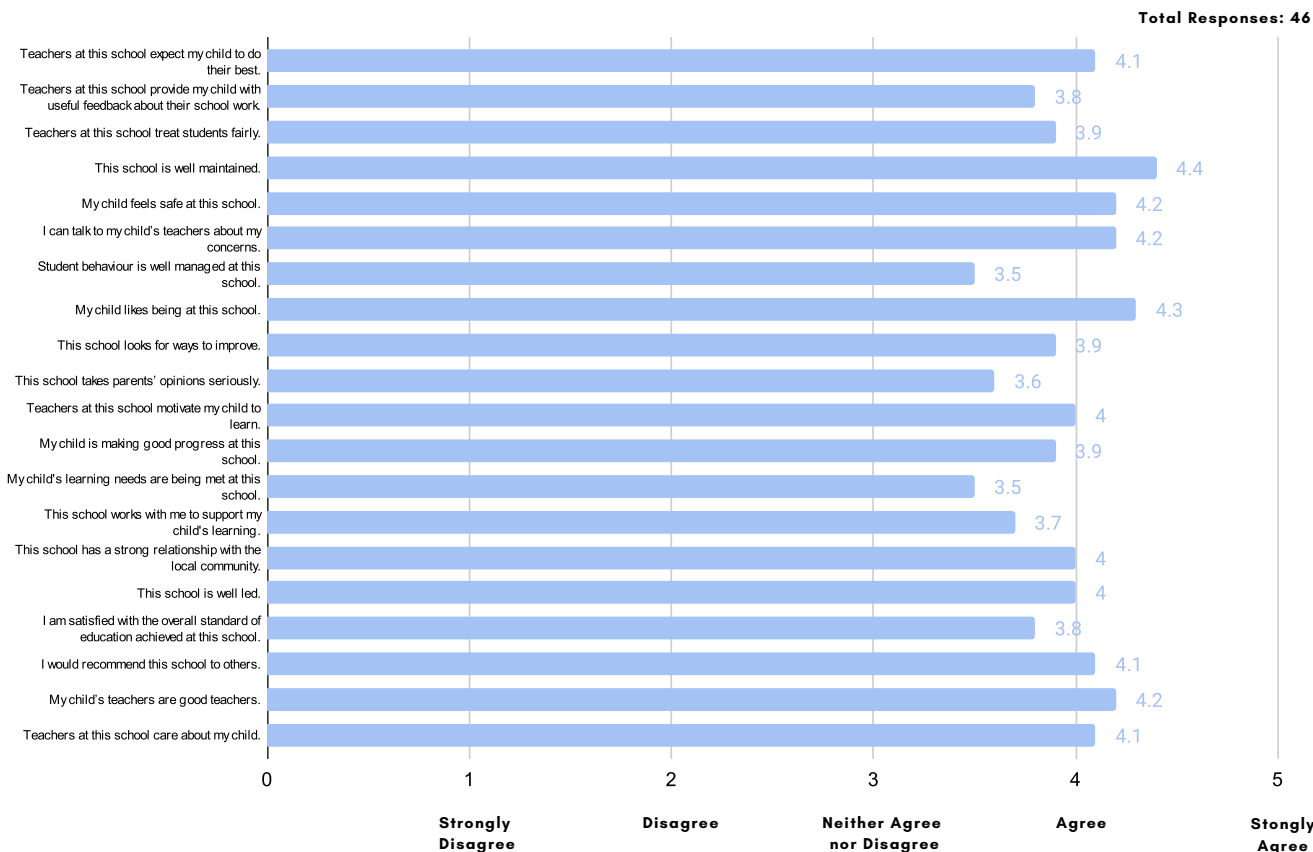
P&C Colour Run 2021

## 2021 National School Opinion Survey Results - Parents and Carers

**Target:** Parent National Opinion Survey Data at a minimum of 4.0, on average, by 2024



We are currently progressing towards our target as expected. The priorities identified in our Business Plan, and associated operational documents, related to communication strategies, home learning partnerships and curriculum differentiation are expected to address the areas of concern; student behaviour and student learning need. In particular, a 2022 review of our Positive Behaviour Support policy are anticipated to transparency and communication related to behaviour management.



# CONNECTION: CULTURE DOMAIN

## Our Culture

### Everyone Is Valued

Belongingness is at the heart of the Safety Bay Primary School culture. We value diversity and prioritise the wellbeing of all community members. We actively promote and respond to student voice and support students to become self-regulated, assessment capable learners. We work collaboratively to ensure that our school is a safe and supportive environment to learn and grow.

### Domain Focus Targets



Decrease the number of student in the Severe Risk category for attendance to at or below like schools



Maintain positive trend in attendance rates for community education and engagement events



Student National Opinion Survey Data at a minimum of 4.0, on average, by 2023



## Domain Priorities - Progress Monitoring



### We Care

Positive Psychology approaches are embedded across the school to **support student, staff and community wellbeing**

Our school is a safe and supportive learning environment

We **celebrate our achievements**



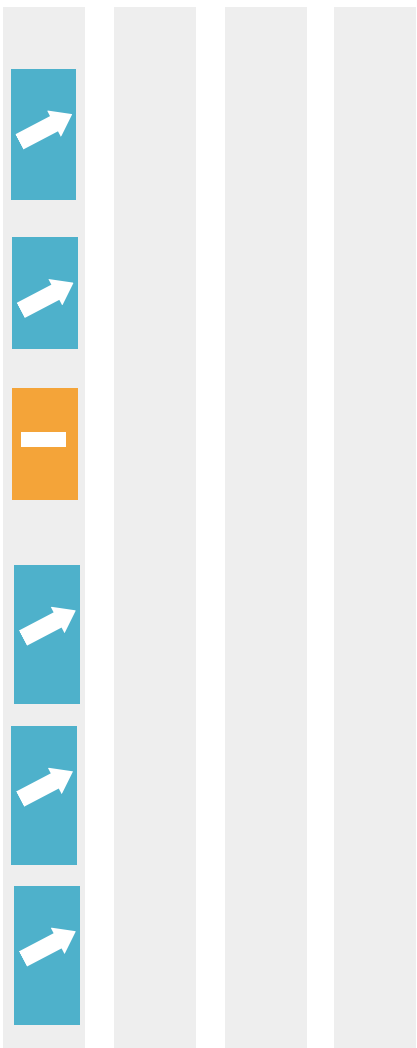
### We are Inclusive

We **value diversity** and commit to cultural responsiveness

**All students are engaged** at an appropriate level to support them to meet their potential

**Student voice and agency** are promoted across all areas of the school

2021 2022 2023 2024



### 2021 Key Achievements

- Aussie Optimism program extension for K/PP completed in 2021. Professional learning to occur on school development day, 2022.
- Research conducted into baseline measure for staff wellbeing. People at Work survey to be implemented in 2022.
- Additional psychologist time secured to support Tier 2/3 program evaluation and early intervention
- Zones of Regulation evaluation tool identified and implementation timeline commenced.
- Mental Health parent information session held - Anxiety focus.
- All staff completed THRIVE wellbeing professional learning .
- Increased staff completion of BeYou Modules.
- SAER Referral processes and flowcharts reviewed.
- Four staff members completed LEAP specialist training in Autism Spectrum Disorder.
- Whole school Harmony Day celebrations, including parent presentations in classrooms.
- Appointment of student representatives to the school board, including Aboriginal student representative position.
- Whole school longitudinal wellbeing survey identified. To be implemented in 2022.
- Strengths based cultural learning and sharing opportunities for Aboriginal students and peers, eg- cooking partnerships, bush tucker garden.
- Student Action Team projects - handball tournament, bush tucker garden, wellbeing announcements.
- Compass onboarded for Behaviour 'Pulse' data
- Be You Talent showcase provided opportunity to demonstrate student strengths.





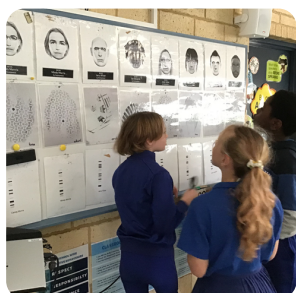
## Everyone Belongs: 2021 Key Events and Initiatives

### Be You Day

The student-initiated Be You Day continued its success in 2021. Focused on our 'We are Inclusive' priority, this year's event featured a talent showcase celebrating the unique strengths of our Safety Bay Primary School students. In over 100 performances across the fortnight, we captured the uniqueness of each individual and demonstrated how we can belong and connect with each other. Be You Day is celebrated alongside R U OK Day, this year featuring a special presentation by our school psychologist as 'Captain Conversation', teaching strategies for positive relationships and mental health.



### STEM Extension and Challenge



Throughout the year, a range of initiatives were established to support academic extension in the STEM learning areas. Our first STEM Challenge class commenced in Term 1 and students completed an underwater vehicle challenge, as a result of a partnership with Marine Industry Schools Pathway Program facilitated by our School Board. The program will be extended in 2022 to include a peer mentoring component for incoming students.

In addition to the STEM Challenge class, ongoing extension opportunities were provided in our STEM family challenge nights.

Throughout the year, challenges with specific learning intentions and success criteria were held, including building a moving robot, shelters for our local fairy penguins and a catapult launch device. As a result of the success of these events, in partnership with Scitech, this year we also established our first Maths Murder Mystery Challenge night.

Driven by our Technologies team, we continue to establish partnerships in STEM that are providing a range of opportunities for students and families and establishing our STEM profile across the network. In 2021, our school hosted the Kwinana STEM network Challenge. In partnership with Scitech and Kleenheat, schools from the Kwinana Network joined us in a challenge to land a rover on Mars. Our focus on STEM is aligned to our 'We are Inclusive' and 'We Inquire' priorities by enabling engagement via academic extension and higher order thinking.



## Culture through Sport

As part of our 'We are Inclusive' and 'We Care' priorities, this year our Culturally Responsive Aboriginal Education Team has engaged the Stephen Michael Foundation to deliver the Culture Through Sport series to our students. The learning in this series allowed our student games leaders to lead traditional Aboriginal games within our lunchtime activities engagement program. The opportunities for student leadership and mentoring enabled by this initiative has had an immensely positive impact on individual esteem and relationships across year levels.



## Native Ingredients Masterchef

Our NAIDOC celebrations began early this year as the school participated in cooking-themed challenges. Our Year 4-6 Aboriginal and Torres Strait Islander students attended Baldy's Secondary College where students pass on their learning from Aboriginal Elder Nan Dot. They cooked Kangaroo stew which they later prepared for parents attending the celebration of our NAIDOC activities.



Students across the school participated in our first whole school Masterchef challenge utilising native bush tucker ingredients.

Students learned about traditional use of ingredients and linked back to understandings of knowledge of the local area from the Aboriginal perspective. The depth of knowledge that was demonstrated as students explained the background to their recipes was impressive. Dishes cooked included Kangaroo dumplings and pies, lemon myrtle cake, emu sausage with bush tomato relish and saltbush meatballs.

## Student Board Representatives and Student Action Teams

This year we welcomed to our School Board our very first student representatives. Our Deputy Principal (3-6) worked with Year 5 and 6 students to collaboratively determine the personal qualities and skills a peer would need to represent students on the Board. Students then nominated and elected a student that represented these qualities. As a result of student-initiated communication to the board regarding cultural representation, a second position was created for an Aboriginal student representative. Student Board representatives have consulted with peers and represented their perspectives on issues including the uniform policy, positive behaviour initiatives and student engagement.

Building upon small group student action projects, in 2021 we established formal student action teams in the areas of Wellbeing, Community Engagement, Cultural Responsiveness and Sustainability. The Culturally Responsive Student Action Team, with financial support from our P&C, established a Bush Tucker garden, intended to be utilised by the school community and support further culinary projects. The Wellbeing Student Action Team introduced Mindful Mondays, sharing resources and activities to support transitions back to school. The Sustainability Team maintained our frog pond garden and established processes for the worm farm project. The Community Engagement Team facilitated a school wide handball tournament based on peer feedback of interests, and produced media to share our successes with our community via social media.



## Leadership Recognition

For his exceptional commitment to teaching and learning, and in particular his leadership in whole school wellbeing, our School Board nominated Mr Alvin Leo for the Premier's Primary Teacher of the Year Award 2021.

Mr Leo was named a finalist and recognised for his leadership in the Culture Domain of our Business Plan.

Mr Leo subsequently won two National Excellence In Teaching (NEiTA) Awards for both his classroom and Wellbeing leadership.







## Learning Journeys

Learning Journeys were held in Term 3 and it was a great opportunity for students to share their successes, focussed on their individual learning goals. Notably, the language of learning that was being used as students described activities to parents and carers reflected our Visible Learning focus and our 'We are Inclusive' priority of making progress visible for every student.

Below is a snapshot of feedback from parents/carers on the learning within our classrooms:

**"Keep up your amazing work. We have loved seeing such amazing work. Thank you so much for all your help and the love in the learning journey"**

**"I am very impressed with how she can describe why she is learning a topic and what the next steps are for her"**

**"Lots of wonderful work done - a pleasure to see how very proud she is of how far she has come."**

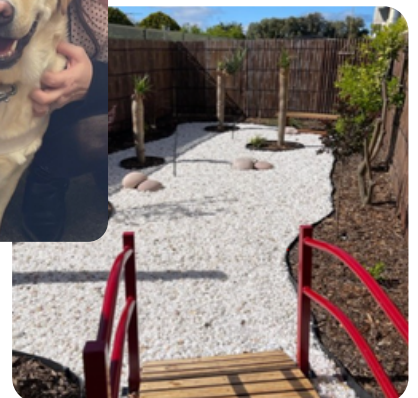
**"I really enjoyed looking at your Maths because it helps me to understand how to help you improve."**



## Sydney's Retreat

This year we added another learning zone to make our school environment as engaging as possible for all students. Aligned to our 'We Care' priority, the new garden space provides a learning area that is both serene and beautiful.

The space was developed by our groundskeeper, Mr Reeve, who was inspired to design and build this space to provide a place for our students to relax and be calm in order to support their learning. The garden was named 'Sydney's Retreat' after our visiting therapy dog, who was onsite with our Network Technician, Mrs Morris, during 2021.



# CONNECTION: CURRICULUM DOMAIN

## Our Curriculum

### Everyone Is Valued

In our delivery of the Western Australian Curriculum, educators at Safety Bay Primary School focus on teaching and learning that is culturally responsive and supports the development of growth mindset. We emphasise inquiry, feedback and higher order thinking. Students are enabled to set and meet challenging yet achievable learning goals. We are committed to evaluating the impact of our teaching and strive for continuous improvement.

### Domain Focus Targets

#### Progress outlined in pages 12 - 14

- Increase the percentage of students in the top 20 percent of NAPLAN achievement for Numeracy and Writing to at or above like schools
- Progress of students in Numeracy and Writing from Year 3 -5 to be at or above like schools in Writing and Numeracy
- Increase the percentage of Year 3 students at and above National Minimum Standard in all learning areas of NAPLAN
- One hundred percent of teachers participate in peer observations linked to whole school priorities



### Domain Priorities - Progress Monitoring

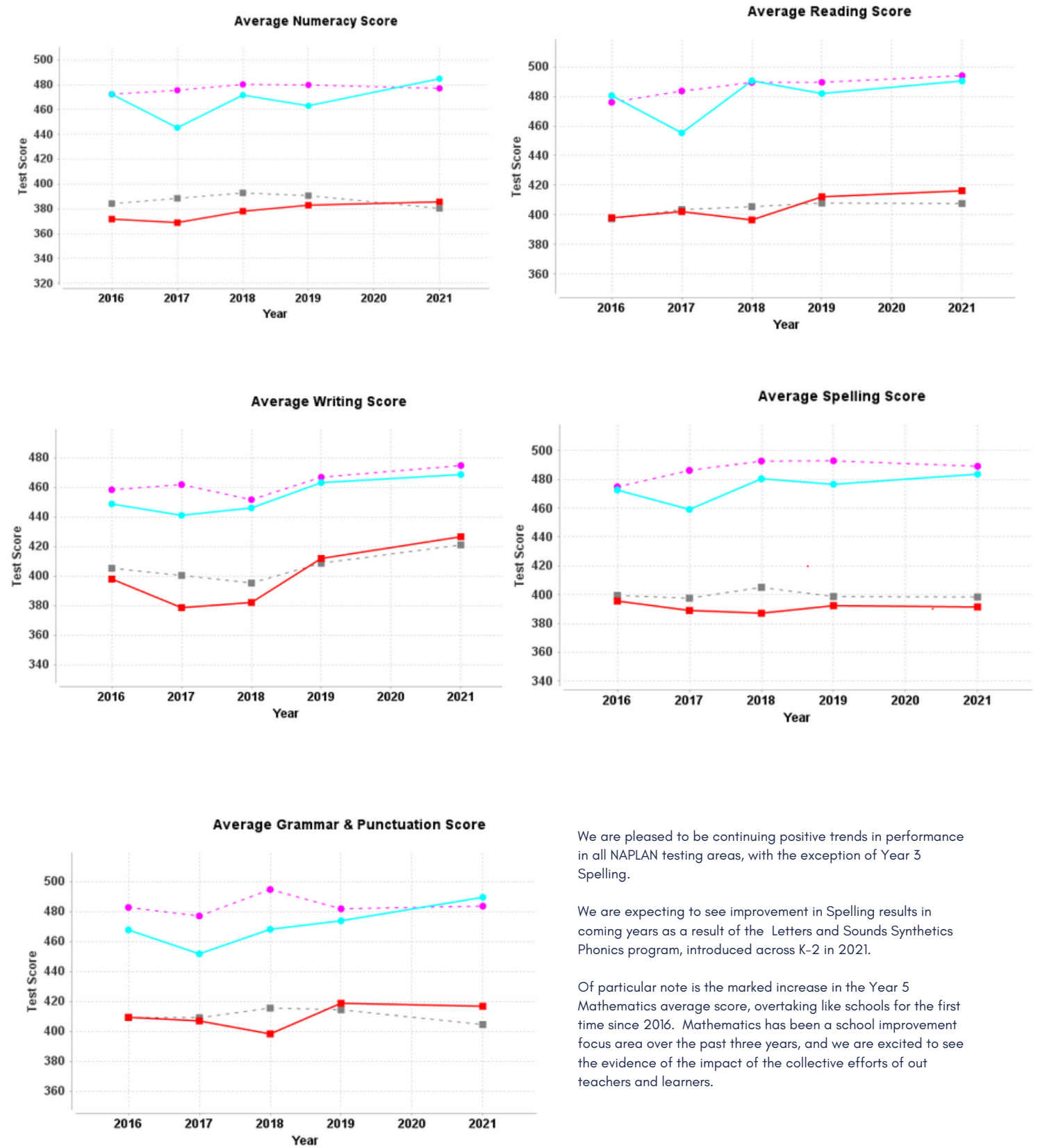
	2021	2022	2023	2024	2021 Key Achievements
 <b>We Impact</b> <p>We utilise a <b>whole school instructional framework</b> to ensure consistent, explicit teaching and learning</p> <p>We commit to <b>evaluate the impact of our teaching</b> on student achievement and progress</p> <p><b>Collaborative Leadership</b> is evident and effective across all levels of the school to drive our school improvement processes</p>					<ul style="list-style-type: none"><li>• Commenced development of whole school instructional model; IMPACT.</li><li>• Synthetic Phonics programs introduced to support evidence-based, low variance teaching and learning in spelling.</li><li>• Distributed Leadership Model restructured to provide increased instructional leadership. Introduction of role of Strategic Leader – Data and Assessment.</li><li>• Revision of Whole School Assessment Policy and Schedule completed.</li><li>• Maintained positive trends in comparative data across all Yr 3-5 Naplan Comparative Data Analysis, except Year 5 Spelling and Reading.</li></ul>
 <b>We Inquire</b> <p>We <b>effectively analyse data</b> to inform teaching and learning, and evaluate the impact of academic and wellbeing interventions.</p> <p><b>Inquiry and higher order thinking</b> is embedded in teaching and learning</p>					<ul style="list-style-type: none"><li>• 'Inquisitive' curriculum resources introduced in Science to support investigations and higher order thinking processes.</li><li>• EdCompanion program introduced and staff professional learning provided to enable data triangulation and effective gap analysis.</li><li>• Cohort data analysis templates refined to promote greater focus on case management of high-achieving students.</li></ul>
 <b>We Innovate</b> <p>Pedagogical and leadership approaches are <b>contemporary and research-based</b></p> <p><b>Technologies</b> are used purposefully to enhance learning and home school partnerships</p> <p><b>Professional Learning and Development</b> processes are focused on the continual development of teacher expertise</p>					<ul style="list-style-type: none"><li>• Initiated trial of online resources; iMaths and Soundwaves, to support home access to learning.</li><li>• Onboarding of Compass to deliver consistency of online classroom spaces by 2023.</li><li>• Digital citizenship seminars were introduced for Years 5/6. To be further extended in 2022.</li><li>• Introduction of Bebras Computational Thinking Challenge.</li><li>• Professional learning in gap analysis completed by year level leadership team.</li></ul>



# Student Achievement

## NAPLAN Longitudinal Summary

The NAPLAN Longitudinal Summary displays school NAPLAN performance in the form of average test score, in comparison to like schools. Like-schools are based on the ACARA My School ICSEA measure. School with similar test scores to the like-school group would usually be considered to be performing as expected. A school with greater test scores than their like-school group would usually be considered to be performing somewhat better than expected.



We are pleased to be continuing positive trends in performance in all NAPLAN testing areas, with the exception of Year 3 Spelling.

We are expecting to see improvement in Spelling results in coming years as a result of the Letters and Sounds Synthetics Phonics program, introduced across K-2 in 2021.

Of particular note is the marked increase in the Year 5 Mathematics average score, overtaking like schools for the first time since 2016. Mathematics has been a school improvement focus area over the past three years, and we are excited to see the evidence of the impact of the collective efforts of our teachers and learners.

## Student Achievement Targets

**Target:** Increase the percentage of students in the top 20 percent of NAPLAN achievement for Numeracy and Writing to at or above like schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	8%	7%	13%	13%	14%	12%
Middle 60%	60%	71%	67%	64%	64%	65%
Bottom 20%	32%	21%	21%	22%	23%	22%

Year 3 Numeracy



**Achieved**

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	11%	6%	13%	15%	15%	12%
Middle 60%	65%	70%	71%	66%	66%	68%
Bottom 20%	24%	24%	16%	19%	19%	20%

Year 5 Numeracy



**Achieved**

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	4%	12%	14%	13%	10%	12%
Middle 60%	77%	69%	74%	70%	72%	71%
Bottom 20%	19%	20%	11%	17%	18%	17%

Year 3 Writing



**Achieved**

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2018	2019	2021	2018	2019	2021
Top 20%	8%	11%	10%	14%	13%	16%
Middle 60%	66%	77%	64%	64%	72%	59%
Bottom 20%	27%	12%	27%	22%	15%	25%

Year 5 Writing



**Not yet achieved**

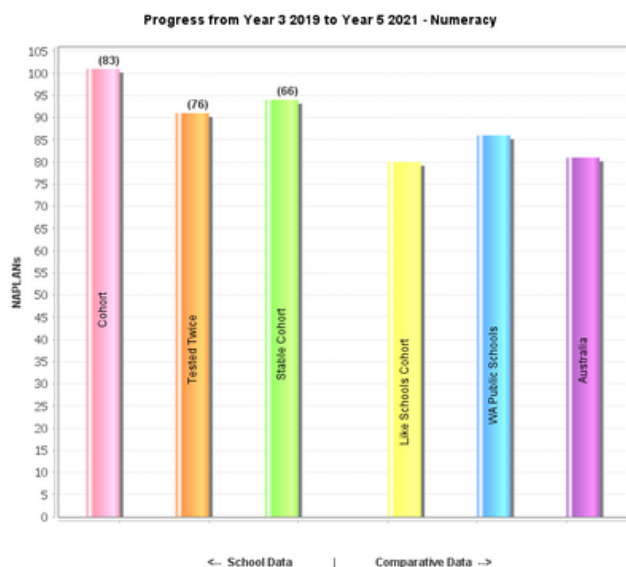
Writing progress from Year 3-6 to be prioritised in 2022





## Student Achievement Targets

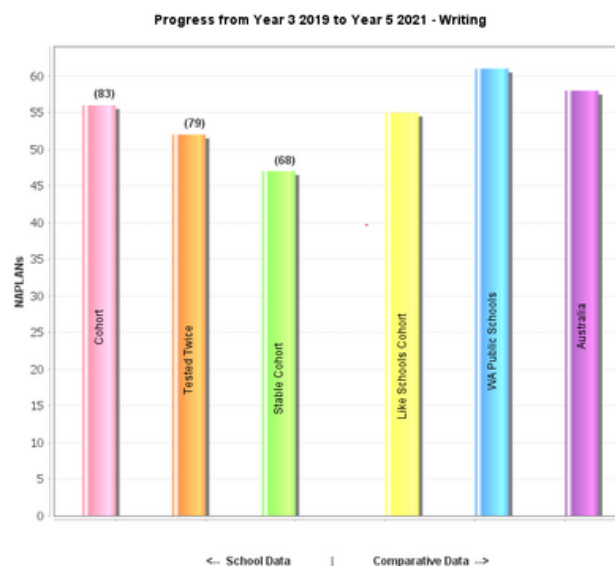
**Target:** Progress of students from Year 3 -5 to be at or above like schools in Writing and Numeracy



Numeracy Progress 2019 - 2021



**Achieved**



Writing Progress 2019 - 2021



**Achieved (Cohort)**



**Not yet achieved  
(Stable Cohort)**

**Target:** Increase the percentage of Year 3 students at and above National Minimum Standard in all learning areas of NAPLAN

### Percentage of students achieving at or above the National Minimum Standard

Numeracy	2019	2021	
Year 3	95%	98%	Achieved
Year 5	96%	95%	Not Yet Achieved
Reading	2019	2021	
Year 3	98%	98%	Not Yet Achieved
Year 5	95%	94%	Not Yet Achieved
Writing	2019	2021	
Year 3	98%	99%	Achieved
Year 5	92%	94%	Achieved
Spelling	2019	2021	
Year 3	96%	92%	Not Yet Achieved
Year 5	96%	95%	Not Yet Achieved
Grammar and Punctuation	2019	2021	
Year 3	94%	95%	Achieved
Year 5	90%	94%	Achieved





**Year 6 Point Peron Teambuilding Trip**



**P&C Colour Run**



**Harmony Day**



**P&C Mother's Day Stall**



**Music Concert**

# 2021 Highlights





**Interschool Summer Carnival**



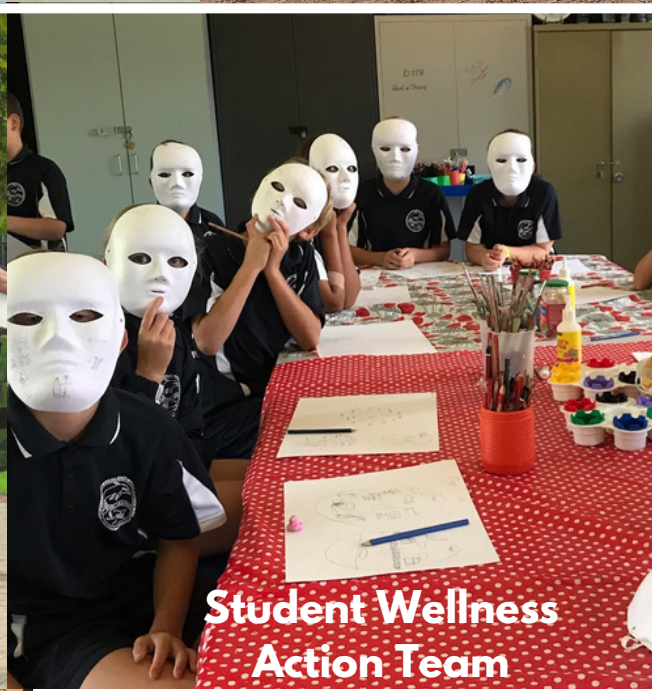
**Art Gallery Walk**



**Book Week Parade**



**Staff Wellbeing  
Samba Drumming**



**Student Wellness  
Action Team**





**SWAT Team Garden**



**Community Heroes Incursion**



**Year 6 Fete**



**Cross Country Carnival**



**Bush Tucker Masterchef**



**Road Safety Incursion**



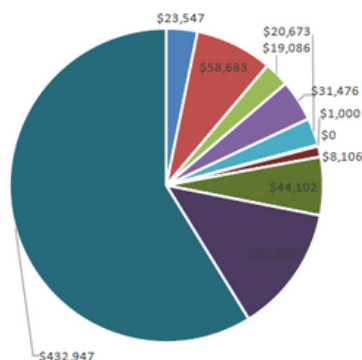
# FINANCE SUMMARY 2021

## One Line Budget as at December 2021

One Line Budget							Salaries Plan			Cash Plan		
Carry Forward Cash	Carry Forward Salary	Student-Centred Funding	Locally Raised Funds	Total Funds	Total Expenditure	One Line Budget Variance	Salary Budget	Salary Expenditure	Salary Variance	Cash Budget	Cash Expenditure	Cash Variance
\$96,609	\$99,565	\$6,500,471	\$206,674	\$6,903,319	\$6,721,428	\$181,891	\$6,167,089	\$6,002,513	\$164,576	\$736,229	\$586,232	\$149,998

- Voluntary Contributions
- Charges and Fees
- Fees from Facilities Hire
- Fundraising/Donations/Sponsorships
- Commonwealth Govt Revenues
- Other State Govt/Local Govt Revenues
- Revenue from CO, REO and Other Schools
- Other Revenues
- Transfer from Reserve
- Cash Carry Forward
- Student Centred Funding

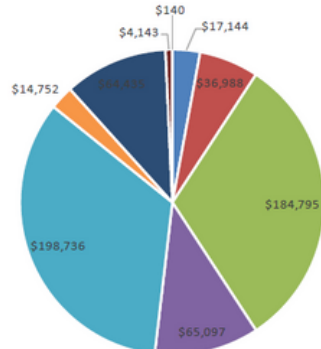
### Income



Cash Income		Fixed Budget	Actual	% Var
Voluntary Contributions	Kindy \$40 /child, Pre-Primary to Y6 \$60 /child	\$20,883	\$23,547	13%
Charges and Fees	Excursions, camps, in term swimming	\$109,555	\$58,683	-46%
Fees from Facilities Hire	Before After School Care Service, Canteen, Uniform Shop	\$18,409	\$19,086	4%
Fundraising/Donations/Sponsorships	P&C, Minifete, Breakfast Club	\$1,000	\$31,476	3048%
Commonwealth Govt Revenues	Defence Community Organisation - DSTA, Sporting Schools	\$17,500	\$20,673	18%
Other State Govt/Local Govt Revenues	PALS Grant, Aboriginal Funding	\$1,000	\$1,000	0%
Revenue from CO, REO and Other Schools	RASSA - Network Phys Ed in Schools	\$0	\$0	100%
Other Revenues	Bank Interest, Uniforms, Rebates Photos, Booklists	\$9,000	\$8,106	-10%
Transfer from Reserve		\$35,000	\$44,102	100%
Cash Carry Forward		\$96,609	\$96,609	0%
Student Centred Funding		\$424,914	\$432,947	2%
<b>Total Cash Income 2021</b>		<b>\$733,870</b>	<b>\$736,230</b>	<b>0%</b>

### Expenditure

- Administration
- Lease Payments
- Utilities, Facilities and Maintenance
- Buildings Property and Equipment
- Curriculum and Student Services
- Professional Development
- Transfer to Reserve
- Other Expenditure
- Pay to CO, REO and Other Schools



Cash Expenditure		Fixed Budget	Actual	% Var
Administration	Administration, Promotion, Bank Fees, Postage, Web	\$23,150	\$17,144	-26%
Lease Payments	Computers, Photocopiers, Interactive Projectors	\$40,000	\$36,988	-8%
Utilities, Facilities and Maintenance	Utilities, General Grounds Maintenance, Cleaning supplies	\$234,825	\$184,795	-21%
Buildings Property and Equipment	BFI, Computers, ICT Equip, Furniture, P&E, Software	\$53,350	\$65,097	22%
Curriculum and Student Services	Curriculum resources & consumables, Library books, software, camps, excursions, swimming	\$263,831	\$198,736	-25%
Professional Development	Staff Development Teaching and Non-Teaching, School	\$40,000	\$14,752	-63%
Transfer to Reserve	Reserve Transfers	\$64,435	\$64,435	0%
Other Expenditure	Workbooks, Uniforms Leavers	\$3,465	\$4,143	20%
Pay to CO, REO and Other Schools	Camp School Payments, PEAC	\$0	\$140	100%
<b>Total Cash Expenditure 2021</b>		<b>\$723,056</b>	<b>\$586,231</b>	<b>-19%</b>

- School priorities and goals as identified in our school business plan direct our student-centred funding and locally raised funds to maximise student achievement.
- Intervention programs including MaqLit and Minilit were identified as important contributors to maximising student outcomes. The flexibilities enabled through operating a one-line budget ensured appropriate staffing and resources could be allocated to these programs.
- Budget submissions from curriculum and specialist program areas are evaluated by the school's finance committee to balance requests with the learning needs of our students to meet our targeted goals outlined in the school plan.
- Transfers of funds to reserve accounts and funds spent from reserves were in accord with school asset replacement plan to support ICT infrastructure, nurture our STEM program and curriculum areas.
- Locally raised funds include licence fees negotiated for hire of school facilities. These include a before after school care service, uniform shop, canteen and tai chi classes. All hire arrangements support the school's community engagement ethos, whilst the income generated supplements total funding available and contributes to our capacity to maximise learning resources and opportunities.
- Some planned excursions and in-school performances aimed to consolidate classroom learning were cancelled or postponed due to the impact of COVID-19 restrictions. Actual income and expenditure in these areas is reflective.
- Our school embraces our relationship with the local community and nurtures our P&C. In 2021, our P&C donations helped support school priorities including STEM programs, cultural garden initiative, art exhibitions and sports awards.



**Safety Bay**  
Primary School  
Independent Public School