

2014 ANNUAL REPORT

GOOSEBERRY HILL PRIMARY SCHOOL



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PRINCIPAL'S FOREWORD

PATRICK BOURKE JP MED BED DIP TCH FACE MACEL

The 2014 school year was marked with the development of educational and infrastructural projects at Gooseberry Hill Primary School. The school undertook its first Independent Review as an Independent Public School and was evaluated as having a strong educational program to offer its students and school community with two recommendations to consider in the next triennial period.

The building development continued in the school since the Commonwealth Government's Building the Education Revolution program, with the construction of a dedicated Early Childhood Education facility and will be open for business in 2015. The new building houses two pre-primary classes and is state of the art with its furnishings. The building represents confidence in the ongoing viability for Early Childhood Education at Gooseberry Hill Primary School.



Happy preprimary students during a Literacy Block

In the 2014 National Assessment Program Literacy and Numeracy (NAPLAN) the school continued to improve, equalling or surpassing 'like schools' in many areas throughout Years 3, 5 and 7. The school's alignment to strategies in the Improving Literacy and Numeracy National Partnership (ILNPP) was pivotal in achieving this success and it is expected that this will continue in 2015. This was officially acknowledged by ACARA in a letter commending the school's progress and achievement.



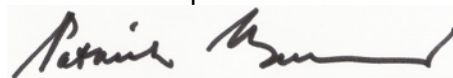
Primary Extension and Challenge 'Night of the Notables' with Lizzie as Enid Blyton

Students in Years 6 and 7 graduated to high school having spent their last year at primary school. The primary years in 2015 will be defined at Gooseberry Primary School as Kindergarten to Year 6 and it is expected that the demand for student places at Gooseberry Hill Primary School will continue to increase to capacity given the void left by the move of Year 7s to high school.



Graduating students in Years 6 & 7 taking the traditional Walk of Fame honouring their achievement

The 2014 Annual Report describes the journey the school accomplished over the twelve-month period.



Patrick Bourke
PRINCIPAL

THE SCHOOL PROFILE

Gooseberry Hill Primary School is located approximately 20 kilometres from the CBD in a unique outdoor bush classroom with nearby national parks and local reserves and is often frequented by a range of bird life and native wildlife. The school has been established for forty years and during this time has created an enviable record of being a nurturing school, committed to excellence and supported by a caring community. In 2012 the School became an Independent Public School thus giving the School Community some measure of autonomy to steer its guided path in the Government School System. It completed its first School Review in September 2014. The School caters for students from Kindergarten to Year 7. Enrolments at the school concluded the 2014 school year at 401 students.

The experienced school staff members have developed a real sense of community and commitment to the school and assist in developing and coordinating programs that assist students to learn. The school worked on whole school Literacy and Numeracy Plans to strengthen the skills of all students in Literacy and Numeracy. In 2014 staff used Literacy and Numeracy Blocks across the school. Teachers strive for excellence in all areas with a number of our students gaining entry into programs for academic excellence and specialist arts when they venture to secondary education at Government High Schools.

During 2014 staff engaged in professional development with other Hills Schools in the Australian Curriculum. The timetable provides opportunities for staff to collaborate and discuss strategies to raise student achievement. The school has strengthened the focus on the Mathematics Learning Area by continuing to incorporate 'Mathletics' into the school Mathematics program. The well-appointed classrooms include interactive whiteboards and a shared bank of computers for students to develop their Internet research skills with teacher direction. The school also has a library and purpose-built performing and visual arts classrooms enclosed within an under-covered building.

An after school program ran twice a week during 2014 for interested students in Years 4-7 with a high interest in Science and incorporated developing Solar Model Boats for the School's Annual Model Boat Race held in October. The school has an enviable reputation by holding many State titles and has represented WA ten times in recent years in Engineers Australia's *Australian International Model Solar Competition* (AIMSC). The School was placed third in the 2014 National AIMSC competition held at the University of NSW, Sydney.



Jonathan, Charlize, Jeffrey and Mr Bourke at the AIMSC

Our school community is immersed in environmental programs such as adopting the care of Huntley Street Nature Reserve, supporting the Ledger Street Community Group and partnering with Kanyana Native Wildlife and Rehabilitation Centre. Student engagement in such programs has had a positive impact on student leadership and involvement through involvement with local and wider communities. The students learnt about alternative energy sources and undertook their responsibility to the environment through the school's waste paper and the battery recycling programs. The school continues to demonstrate and promote its use of alternative energy, and has benefited from its 2012 grant for the installation of a 10Kw solar power system from the Commonwealth Government.

The Visual Arts Program is an integral part of our whole school program with activities arranged to support class themes. Students with skill and a passion for Art/Craft continue to have success winning scholarships to the special Arts program at Kalamunda SHS. The classrooms are saturated in the colour of children's work especially during parent displays and parent evenings where the school showcases its talent.



Our Performing Arts Program has been a focus at the School and students have successfully participated in the prestigious Government Schools Music Festivals held at the Crown Theatre and at the Hills' Stirk Festival in singing, mime and dance. The Junior and Senior Choirs have performed at assemblies throughout the year and in the wider community as part of the school's community involvement program.

During 2014 students in Year 3 had access to violin and viola through the School of Instrumental Music while selected students from Years 4-7 received tuition in Trumpet, Trombone, Cello, Guitar, Clarinet, Flute and Ensemble.



Gooseberry Hill Primary School allowed students with an interest in Photography to gain skills and knowledge in out-of-school activity sessions. Providing opportunity for

students to use photography as a means to study the local environment also led students to enter competitions such as Chevron's Focus: Environment, reflecting the importance the School places on environmental studies.

The Language Other Than English program provides students with opportunity to be immersed in another culture with students from all year levels learning Indonesian. Jambi SD 47 is our sister school in Indonesia. Gooseberry Hill Primary School continues to offer Indonesian as a Language at a time when some primary schools are removing languages from their school curriculum.

As part of the sport and physical education program students participated in clinics that include cricket, soccer, football, golf, rugby and basketball. In addition to school sport, funding has been obtained from the Federal Government to run an after school sports program with a focus on skill development and fitness. Students also learned and participated in a range of sports through Interschool events including triathlons basketball, netball, soccer, and football as well as swimming, cross country and athletic carnivals.

A feature of our school is the collaborative partnerships developed between the parents and school community thus providing a spirit of enterprise when working on school projects throughout 2014. The school community is proactive in providing amenities for the students and there is the expectation from parents that they will contribute to the fabric of the school.



Student visits to Open Night displays in Term 3

SIGNIFICANT EVENTS DURING 2014

SCHOOL PROGRAM

Bendigo Community Bank Supports ICT

A cheque for \$20,000 was presented to the school by the High Wycombe and Forrestfield Branches of the Bendigo Community Bank for a school project in Information and Communication Technology (ICT). The project enabled eighteen of the school's Interactive White Boards to be connected to an Apple TV and iPads designated to each classroom. This will enable teachers and students to readily share their work through the new technology available to them.

School Board Members

Mr Robert Anderson was appointed to the School Board as a Community Member in February 2014. School Board Chair, Mr Sven Sorenson and parent representative, Dr Andrew Powlesland, concluded their Terms of Office in December 2014.

Independent Review

In July 2014, reviewers from the Department of Education Services undertook an Independent Review of our school as part of the external assessment program for Independent Public Schools. Over a two-day period, members of the School Board, the School Community, teachers, parents and students were interviewed by the reviewers to ascertain the accuracy of statements made by the school about its performance against Business Plan targets set in 2012.

An Independent Review Report of the findings was sent to the school in October and posted on the School's website.



Public Speaking competition for senior students organised by Freemasons' Society

Open Night

An Open Night was held at the school to showcase the School's academic and artistic achievements. The night was well attended by parents, grandparents and students who were keen to show their work to family members. A feature of the night was the choir and instrumental performances and the superb artwork undertaken by the specialist Music and Art teachers Miss Marshall and Mrs Mitchell. Unfortunately a barbecue caught alight during a fund raising sausage sizzle and was quickly extinguished despite the commotion it caused.

Literacy and Numeracy at GHPS

The School concluded a third year of funding during 2014 although diminished from previous years. However it was enough for the Deputy Principals to be released from classes to concentrate on raising Literacy and Numeracy in the school. The Improving Literacy and Numeracy Partnership Program continued throughout the year in classrooms supporting teachers and student groups. The school was identified as one making considerable improvements during the three years of support and selected staff attended a special Sustainability Forum where they presented an account of their successful strategies to other schools across the state.



Evie with Ms Kennington at Kalamunda Shire's Book Week

THE SCHOOL

Building Program

A new two-roomed Early Childhood Building was erected on the old Kindergarten site to cater for pre-primary students in 2015. Despite the building being ready in July a protracted works program to install a *Biomax* leech drain did not allow practical completion to occur until the end of the school year. The new building is a great investment for the school and the Gooseberry Hill community and complements recently completed other major building works.

SPORTING PROGRAM

School Sporting Events

The school held the following events as part of its annual sports program:

- Faction Swimming Carnival (won by Sanderson);
- Faction Cross Country event (won by Stirk); and
- Faction Athletics Carnival (won by Sanderson).

Selected students also participated in the Stirk Interschool Carnivals in swimming, cross-country and athletics and the Perth Schools Triathlon held in Term 4. It was a year in which the School won a trifecta in Stirk Events, with outright wins in Swimming, Athletics and Cross Country interschool competitions.

ARTS PROGRAM

Dance Sport

All students in Years 1-7 undertook training in dance steps through outsourcing with a reputable dance academy during Term 4. All students had opportunity to showcase their dance skills to parents at the annual Award Evening in late December.

WA Government Schools Music Society

Students in the school participation choir performed at the WA Government Schools Music Society Festival (WAGSMS) held at the Crown Theatre in Burswood. The theme and songs used this year were chosen by Miss Marshall and were from Disney's *Frozen*. It was a fantastic event with students exciting the audience with their performances.

School of Instrumental Music

Instrumental music teachers from the School of Instrumental Music (SIM) taught selected students in strings, woodwind and brass

instruments. Students entertained audiences at special assemblies specifically arranged to showcase skill learnt during SIM instrumental classes. The broad instrumental program offered by the school has enabled the school to form an orchestra.

School Orchestra

The school orchestra played for the first time in public at the ANZAC ceremony held at the school to the delight of parents and community members. The orchestra, under the guidance of Mr Peter Hind and supported by Music Specialist, Miss Kailee Marshall, performed at the Perth Cultural Centre, Northbridge at the 'Count Us In' music function. The students were the focus of the occasion and played the song *Paint You a Song*, accompanied by the Police Band 'Filth' - a very proud moment for our school.



The GHPS School Orchestra at 'Count Us In'

School Assemblies

Fortnightly school assemblies were held and parents and community members were invited to attend. Each class was given the opportunity to present an item and to showcase work they were doing in the classroom.



Nativity play performance by the junior students in December



Pre-primary students gave an impressive Christmas Concert

Talent Quest

Senior students ran a talent quest at the end of semester. The occasions enabled talented students in the Arts to showcase their skills to the school. The standard of items presented was very high.



Talent Quests facilitated by Senior Students

ENVIRONMENTAL PROGRAM Solar Engineers Club

Thirty-two students built model boats in the Solar Engineers Club this year. Following a school regatta, the three fastest boats went on to compete in the Combined Schools Solar Boat Competition held at Millen Primary School. Congratulations to our school's students who filled the top three positions and represented the school at the Australian International Solar Model Challenge at the University of New South Wales. Chalize's boat gained third place in the National Junior Boat Challenge.

Whiteman Park Project

Students in Years 6 and 7 learnt about propagation and planting techniques for native plants by growing 1100 seedlings from seeds supplied by Whiteman Park staff and planting these in natural bush at the Park.

This was an opportunity for students to see the effects of overstocking and erosion by nature and the steps taken to address the environmental problem at the Park.



Students at Whiteman Park planting their seedlings

School Market Gardening Program

Discussions were held with members of the buildings and grounds committee members to see about the possibilities of developing the area north of the senior block for the construction of raised vegetable gardens. It is expected that this will be undertaken over time, as the project is substantial.

Kanyana Wildlife Rehabilitation Program

Senior students assisted Kanyana staff in looking after sick and injured native wildlife throughout the year. This continues an agreement undertaken between the school and Kanyana administration where, under staff supervision, students prepared food for the animals cared for by the centre. The students gained an understanding of responsibility and the vulnerability of our local native wildlife living in an urban environment.

Huntley Street Reserve

Mr Blackburn continued with his Year 6 & 7 class taking responsibility for the Huntley Street Reserve opposite the school. The Shire of Kalamunda provided seedlings and a grant from a Perth Airport project provided tools and wheelbarrows to assist in removing rubbish and planting seedlings.

Recycling Program

The school undertook three programs that involved recycling at the school. The waste paper recycling project was undertaken across the school with waste paper placed in a separate bin and especially recycled by the managing company. The school community was encouraged to bring in used small

batteries for recycling with the East Metropolitan Waste Authority.

Chevron Photographic Competition

Five students undertook some skills training in taking photographs with their digital cameras and were encouraged to upload their best shots on the Chevron Focus Environment competition. A part of the competition was to produce a '25 words or less' caption describing the photograph.



GHPS students enjoying a Saturday session taking photos

End of an Era for Spring Road Community Kindergarten

Next year the Spring Road Community Kindergarten will see a new face as its teacher. Mrs Glenys Evans (middle), a much admired and long serving teacher from the Spring Road Kindergarten, retired from the Department of Education in December. Glenys has left a huge legacy over many years as she contributed to the early years education for many Gooseberry Primary School students. We thank Glenys for her outstanding dedication to her students.



SCHOOL P&C REPORT

The aim of the Gooseberry Hill Primary School P&C Association (Inc.) is to organise fundraising events during the course of the year and then to spend the profits made from these events on purchasing extra resources for the classrooms and making various improvements around the school grounds.

In 2014 we raised money by:

- Running an Easter Raffle, for the second year, which was a big hit with the children as there was a raffle in each class;
- Holding our very popular Mother's Day Stall allowing children the opportunity to purchase gifts for their Mums in secret;
- Providing dancing for children at both a Dance-A-Thon and an Outer Space-themed Disco.



P&C Mothers Day Stall 2014

And then there's our catering which, this year, has brought in a huge amount:

The Canteen, open Mondays and Fridays and overseen by a three-person crew, could not keep operating without the amazing help we receive from our volunteer parents and grandparents. We are grateful for every hour, half day or full day that people are able to spare from their busy schedules to help keep the canteen running – A BIG THANK YOU to all the people who helped out this year. The Canteen experienced a very busy year and there were some particularly hectic days, but it is all worth it when the Treasurer hands over the figures and they show the profits have almost doubled over the previous year - \$16,000 for 2014.

During the year we provided catering for the school Faction Athletics Carnival, the

Interschool Athletics Carnival, the Whole School Challenge Walk to Jorgensen Park and the Disco, as well as meals for the end of year Presentation Night. These events owe their success to the fantastic parent (and grandparent) assistance – so thank you to all who have helped us out in various ways with all these events.

Last, but not least for fundraising, we have our uniform shop, which is again run by volunteers – a co-ordinator and an assistant – and is open every Wednesday morning before school.

Excluding the Canteen, all fundraising activities mentioned above have raised over \$17,000. So, what do we actually spend this money on? The first three items below are carry-overs from the previous year, but works were only completed over the 2013-14 school vacation period. Some things are visible as you look around the school, but others are less obvious. During the course of 2014 over \$50,000 was outlaid on the following:

- After paying 50% of the cost of new playground equipment at the rear corner of the Art Room last year, this year we paid for the erection of an all weather shelter over that equipment;
- More aluminium bench seating was added to the upper assembly area where the children eat recess and lunch – this also provided extra seating for family members who attend assemblies;
- We finally got the wall of bricks engraved with family names installed on the Farrant block veranda;
- Members of our Building and Environment Committee have continued to make improvements to the gardens;
- Locking weather-proof display boxes were installed outside the Admin building, for the display of artworks produced by GHPS students;
- We bought a large quantity of new reading books for the Junior area;
- We funded the Year 6 and 7 "Mothers and Daughters" and "Fathers and Sons" breakfasts in Term 1;
- We paid for a one year subscription to a Parenting Ideas Program, from which articles were included in school newsletters during the course of the year;

- We paid for 'The Girl Power Program', 'The Good Guys Program' and the drug awareness program presented by Jade Lewis;
- We contributed funds to assist with travel costs for the students travelling to the Eastern States for the Solar Model Boats competition championships;
- We contributed to the School Chaplaincy program, which has enabled the school to retain the services of a School Chaplain for two days per week, following Government funding cuts towards the end of Term 4;
- We've replaced a faulty freezer in the Canteen and purchased a new gas barbecue.

In preparation for 2015 we set up a Steering Committee to plan for our Autumn Fair, scheduled for Term 2. This Fair is a huge event which occurs every third year and is a major fundraiser, so can look at funding something substantial in the future, if required, otherwise we will continue to comfortably fund numerous smaller projects.

2014 was another excellent year for the P&C and a very rewarding one for me. As I come to the end of my term as President I would like to thank each and every member of the P&C and also all parents and grandparents who have volunteered their time to make our P&C such a successful one. These people constantly contribute towards making improvements to amenities and the general environment of GHPS, thereby making it such a welcoming and attractive place for our students and their families.



Heather Philip
President

STUDENT PERFORMANCE

The student performance reported in this document relates to the 2014 assessments undertaken in National Assessments: Literacy and Numeracy (NAPLAN). The Western Australian Monitoring Standards in Education (WAMSE) ceased at the end of 2013. The assessments are a 'snapshot' taken at a point in time (May 2014) and provide teachers and parents with information about student cohorts. It is an assessment of one aspect of learning undertaken and is used against an array of teacher judgements and class assessments to ascertain the progress a student makes over the course of the year.

The following graphs in Literacy and Numeracy display the results of students in Years 3, 5 and 7 during 2014 at Gooseberry Hill Primary School against 'like schools', determined by the Commonwealth Government's Socio Economic Index (SEI) for schools in Western Australia at May 2014. Due to the disproportionate number of Gooseberry Hill students moving to Year 7 in the non-State secondary sector, the School's Year 7 NAPLAN results will be skewed. This will drive down the Year 7 apparent achievement, particularly in comparison to 'like schools'.

Definition of Terms

The following definitions may assist the reader when interpreting the graphs:

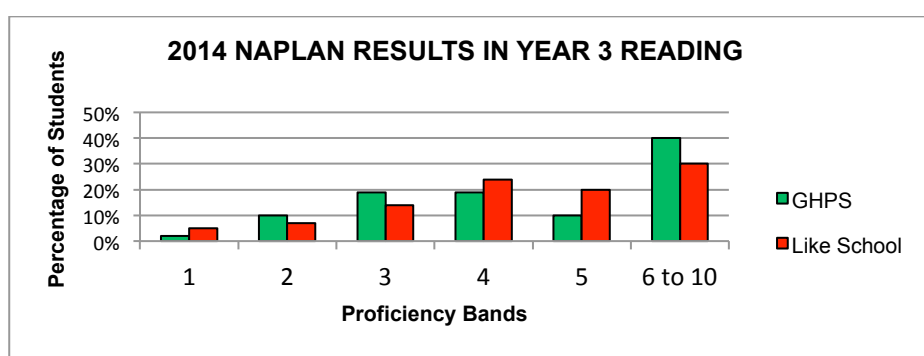
- **Band:** The NAPLAN assessment scale is divided into ten bands, used to report student progress through Years 3, 5 and 7. Band 1 is the lowest band and Band 10 is the highest band. A band contains a range of scores and is not a specific point.
- **Like Schools:** 'Like schools' are those serving students from statistically similar backgrounds. Information about the composition of a school's students and the background of their parents, together with the school's setting, are used to create an Index of Community Socio-Educational Advantage value. ACARA uses this value to group students of similar student population.
- **Percentage of Students:** Percentages of students are used to give a comparison between a school and 'Like Schools' where the individual numbers of each school may differ.
- **Cohort:** A cohort is a particular group of students.

STUDENT PERFORMANCE AS DEMONSTRATED BY NAPLAN

READING

Year 3 Reading

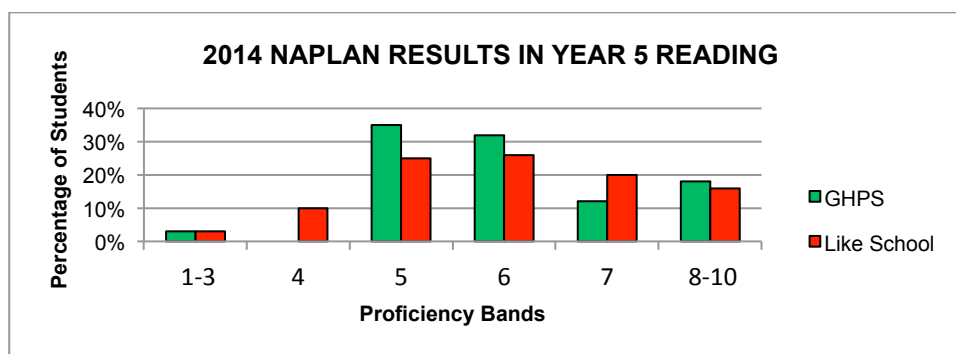
BAND	GHPS	Like School
1	2%	5%
2	10%	7%
3	19%	14%
4	19%	24%
5	10%	20%
6 - 10	40%	30%



Comment: This is a significant improvement on previous cohorts of Year 3. A realisation of more students in the top bands is evident.

Year 5 Reading

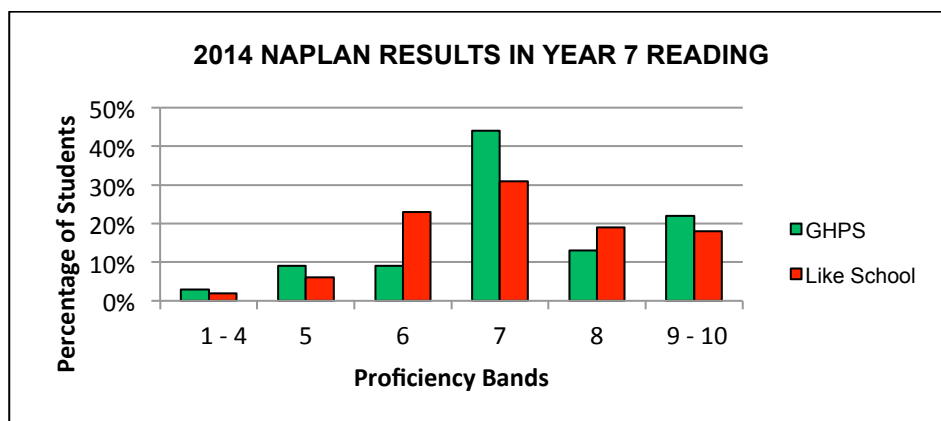
BAND	GHPS	Like School
1-3	3%	3%
4	0%	10%
5	35%	25%
6	32%	26%
7	12%	20%
8-10	18%	16%



Comment: The cohort is mainly centred in the middle bands though there is some evidence to indicate that students are being represented in the top bands.

Year 7 Reading

BAND	GHPS	Like School
1 - 4	3%	2%
5	9%	6%
6	9%	23%
7	44%	31%
8	13%	19%
9 - 10	22%	18%

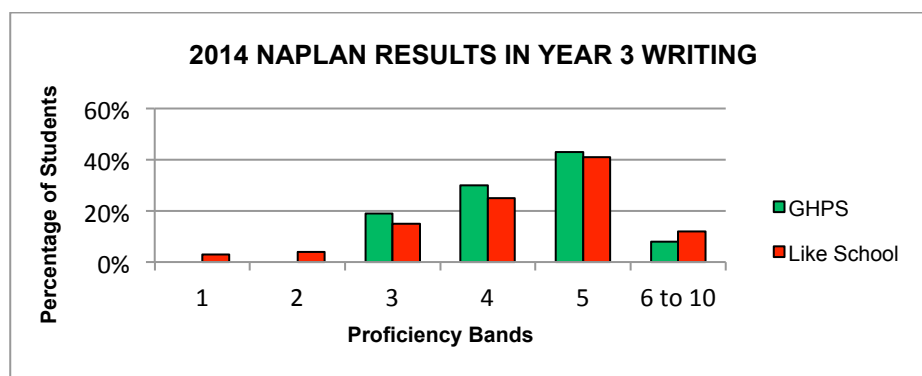


Comment: This is a pleasing result for the Year 7 cohort, which shows better than like schools in the top bands.

WRITING

Year 3 Writing

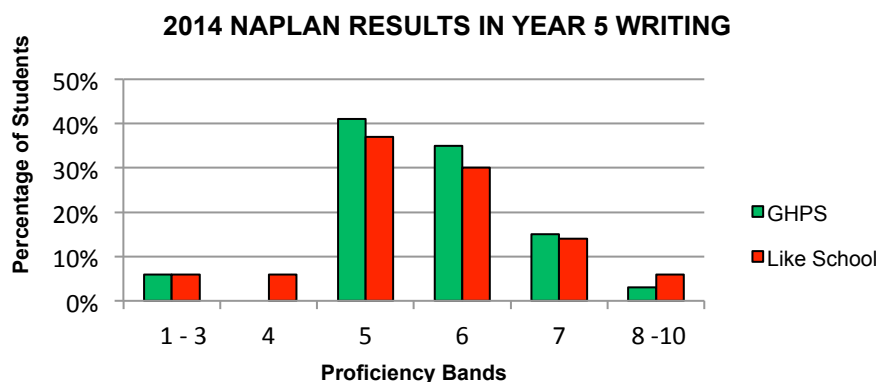
BAND	GHPS	Like School
1	0%	3%
2	0%	4%
3	19%	15%
4	30%	25%
5	43%	41%
6 to 10	8%	12%



Comment: The Year 3 cohort is mainly centred in the middle bands with no students in the lower bands. This represents a huge improvement from previous years.

Year 5 Writing

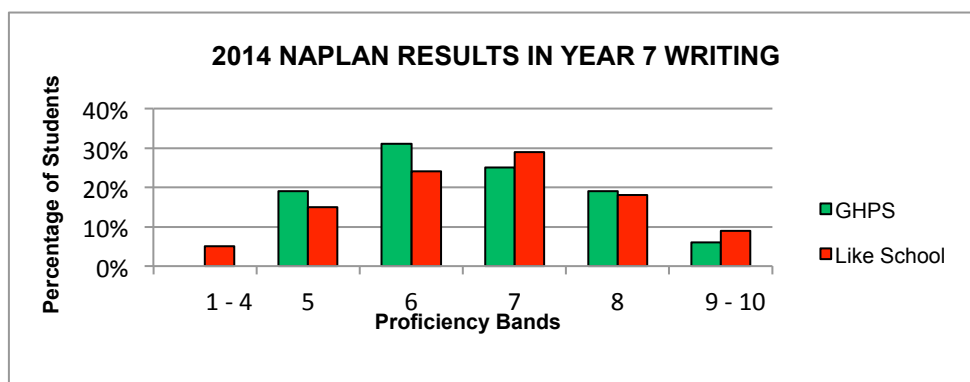
BAND	GHPS	Like School
1 - 3	6%	6%
4	0%	6%
5	41%	37%
6	35%	30%
7	15%	14%
8 -10	3%	6%



Comment: The Year 5 cohort is arguably very similar to like schools with stronger representation in the middle bands. Continual use of Numeracy Block throughout the school should see greater representation in the higher bands.

Year 7 Writing

BAND	GHPS	Like School
1 - 4	0%	5%
5	19%	15%
6	31%	24%
7	25%	29%
8	19%	18%
9 - 10	6%	9%

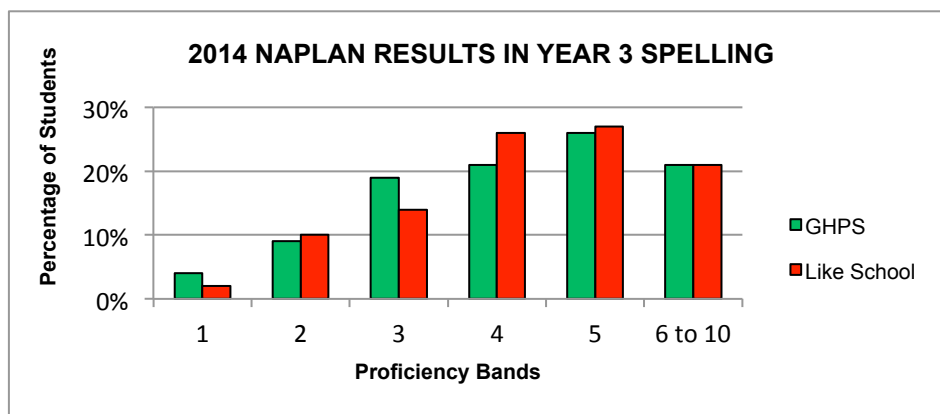


Comment: The graph indicates a strong resemblance to like schools for the Year 7 cohort.

SPELLING

Year 3 Spelling

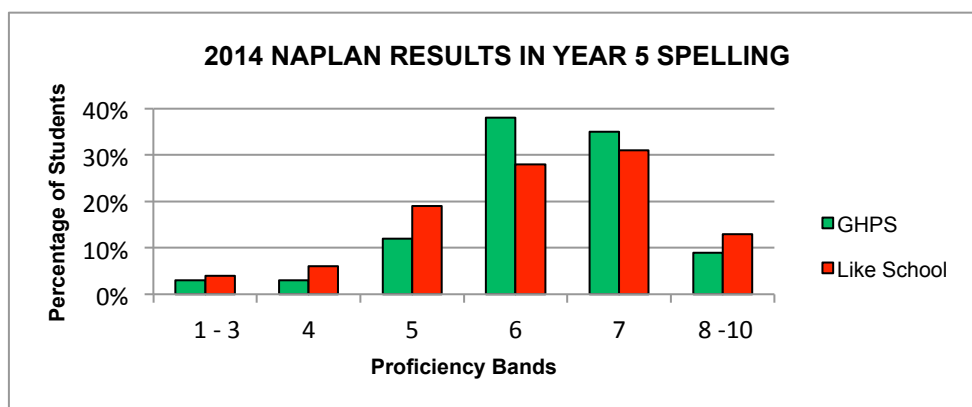
BAND	GHPS	Like School
1	4%	2%
2	9%	10%
3	19%	14%
4	21%	26%
5	26%	27%
6 to 10	21%	21%



Comment: This graph indicates the close association between the Year 3 cohort in Spelling and like schools. Further work in Literacy blocks will address the skills of those students in Bands 1 and 2.

Year 5 Spelling

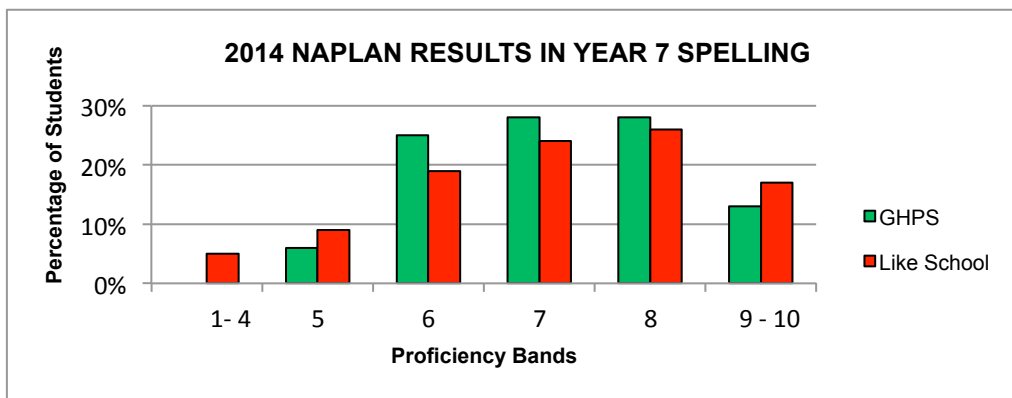
BAND	GHPS	Like School
1 - 3	3%	4%
4	3%	6%
5	12%	19%
6	38%	28%
7	35%	31%
8 -10	9%	13%



Comment: The graph shows a strong skills base in the upper bands, which is an improvement on previous years' cohorts and is within expectations of like schools.

Year 7 Spelling

BAND	GHPS	Like School
1- 4	0%	5%
5	6%	9%
6	25%	19%
7	28%	24%
8	28%	26%
9 - 10	13%	17%

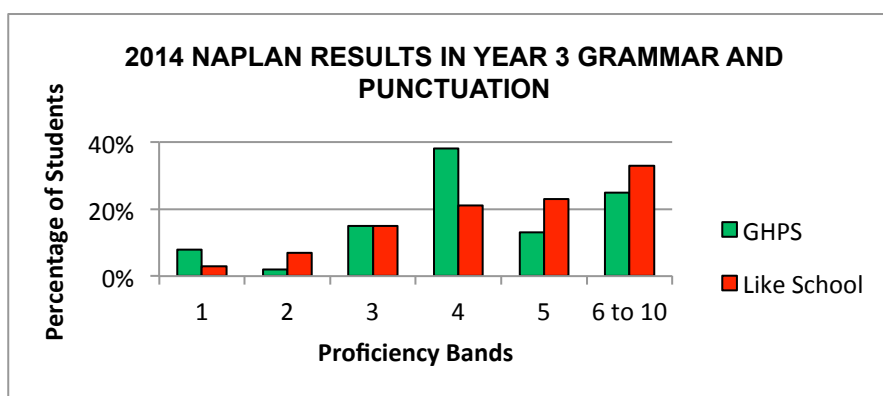


Comment: Although the results were within the expectation for the Year 7 cohort continued attention is needed to be given to Spelling if the school is to maintain these results, which are arguably within those of like schools.

GRAMMAR AND PUNCTUATION

Year 3 Grammar and punctuation

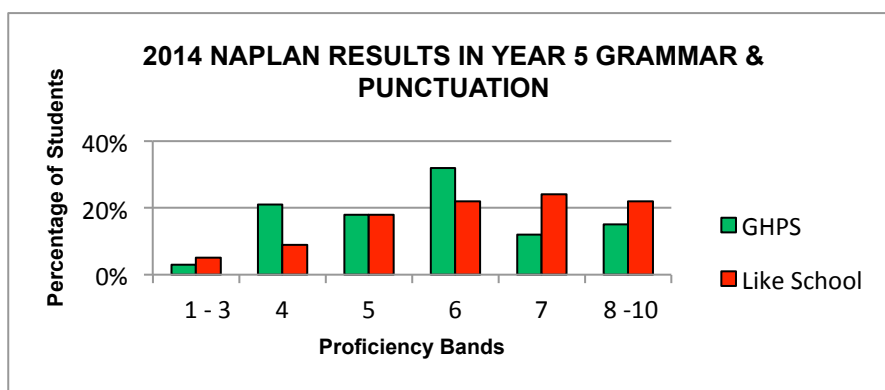
BAND	GHPS	Like School
1	8%	3%
2	2%	7%
3	15%	15%
4	38%	21%
5	13%	23%
6 to 10	25%	33%



Comment: Although within the expected range the Year 3 cohort is underrepresented in the top bands. Efforts to improve this will be a focus for the Literacy block.

Year 5 Grammar and punctuation

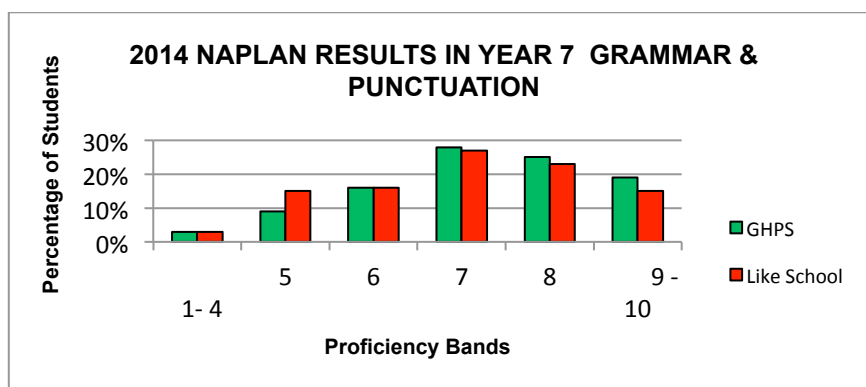
BAND	GHPS	Like School
1 - 3	3%	5%
4	21%	9%
5	18%	18%
6	32%	22%
7	12%	24%
8 -10	15%	22%



Comment: Although within the expected range the Year 5 cohort is underrepresented in the top bands. Efforts to improve this will be a focus for the Literacy Block.

Year 7 Grammar and punctuation

BAND	GHPS	Like School
1- 4	3%	3%
5	9%	15%
6	16%	16%
7	28%	27%
8	25%	23%
9 - 10	19%	15%

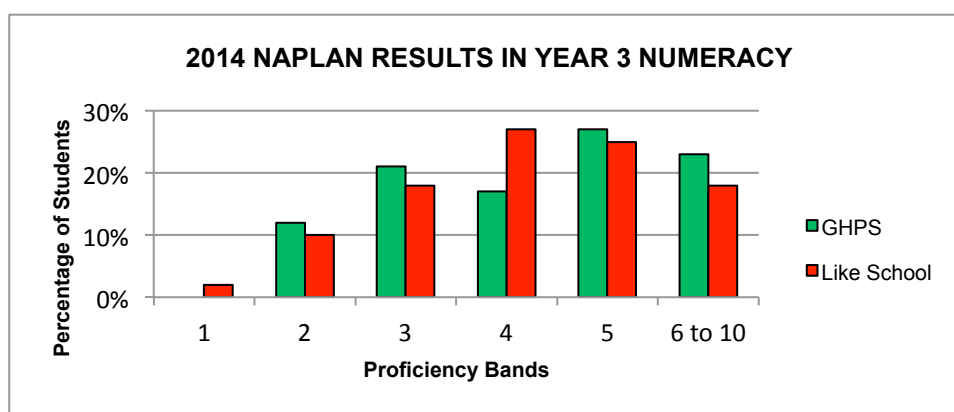


Comments: This graph indicates that the Year 7 cohort has achieved results better than like schools in Grammar and Punctuation.

NUMERACY

Year 3 Numeracy

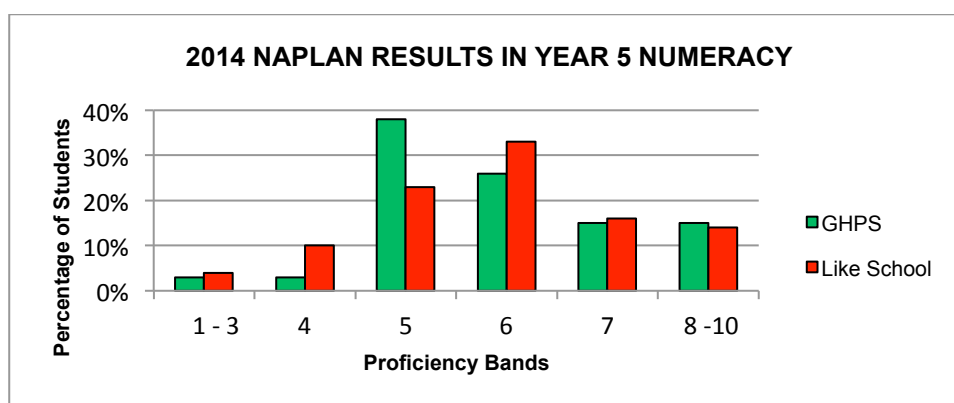
BAND	GHPS	Like School
1	0%	2%
2	12%	10%
3	21%	18%
4	17%	27%
5	27%	25%
6 to 10	23%	18%



Comment: This is the expected result for this cohort when compared with like schools with strong representation in the top bands

Year 5 Numeracy

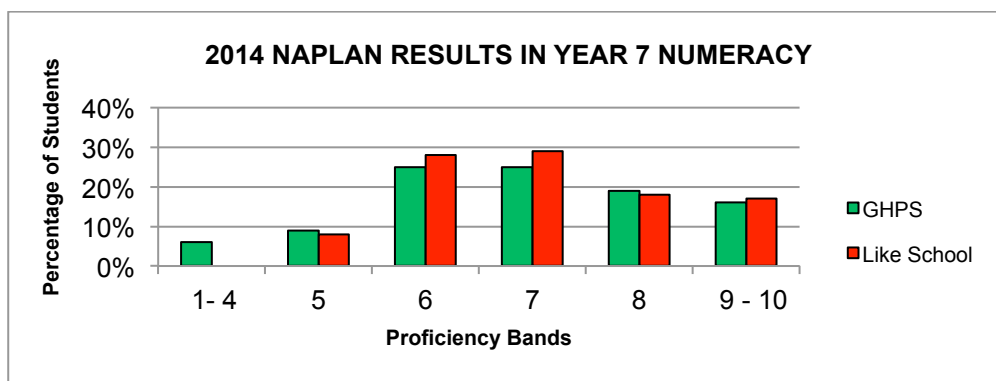
BAND	GHPS	Like School
1 - 3	3%	4%
4	3%	10%
5	38%	23%
6	26%	33%
7	15%	16%
8 -10	15%	14%



Comments: This is the expected result for this Year 5 cohort with good representation in the top bands.

Year 7 Numeracy

BAND	GHPS	Like School
1- 4	6%	0
5	9%	8%
6	25%	28%
7	25%	29%
8	19%	18%
9 - 10	16%	17%



Comment: This is the expected result in Numeracy for the Year 7 cohort when compared with like schools with the exception of a few students in the lower bands.

IDENTIFICATION OF STRENGTHS, WEAKNESSES AND PRIORITIES

The 2014 NAPLAN data revealed the following strengths:

- Year 3: An overall improvement in all NAPLAN areas with most learning areas matching like schools. This is a considerable positive change as all areas are performing according to Department of Education expectations.
- Year 5: A great improvement in Numeracy and Reading. All Year 5 areas are within the expectations of the Department of Education.
- Year 7: Most areas reflect like schools. All Year 7 areas are within the expectations of the Department of Education.

From the NAPLAN data the following areas are identified as areas requiring attention with the 2015 student cohorts:

- Year 4: Continue literacy approaches in Writing, Spelling through Literacy blocks
- Year 6: Continue to promote Reading particularly with weaker readers, Writing and Spelling with more able students.

Literacy and Numeracy Blocks are major sections of the primary classroom timetable when engage students to work explicitly in these areas. It is expected that teachers will continue to develop their skills in Literacy and Numeracy following the Australian Curriculum.

PROGRESS ON SCHOOL PRIORITIES DURING 2014

Progress in the Improving Literacy and Numeracy National Program

The Improving Literacy and Numeracy National Partnership (ILNNP) program continued in 2014. Literacy and Numeracy Blocks have been implemented across the school. In 2014 we continued to build our resources to support Literacy and Numeracy.

The Principal, Deputy and a classroom teacher attended the Leading Effective Numeracy Improvement (LENI) Professional Learning sessions. The focus of LENI was to

assist staff with strategies to improve numeracy skills for students.

The staff continued to work in Professional Learning Teams where they were given the opportunity to reflect on their teaching and support other staff.

All staff were given opportunity to participate in a Professional Development session using iPads in the classroom. The teachers in the Years 6 and 7 successfully used the iPads to film reports on Natural Disasters.

EXTRACT FROM THE INDEPENDENT SCHOOL REVIEW 2014

*The following extract is from the 2014 Independent Review Findings
Gooseberry Hill Primary School, Pp. 16-17.*

CONCLUSION

The focus area of the Business Plan 'Excellence in Teaching and Learning', complemented by participation in the ILNNP has provided direction to building staff capacity and impetus for change through strengthening accountability for student learning, curriculum leadership, quality teaching and high expectations for students and staff. There is evidence the school ethos has been invigorated through a whole-school commitment to purposeful, successful learning and improved student outcomes. Comprehensive documentation exemplifies the commitment and effectiveness of the school self-assessment and accountability.

Provision of resources and implementation of targeted strategies have enabled success in the focus areas of 'Safe and Supportive Environment' and 'Strong Sustainable Partnerships'. The school executive has had a major role in planning for implementation of the focus area strategies, supporting assessment and reporting, mentoring staff and promotion of best practices. Increasing opportunities for development of shared understandings through ongoing discussions about curriculum, and expectations of student performance and classroom practice have been enhanced through learning and phase

of development teams and collegiate trust in peer classroom observations. The school is now well placed to further delegate responsibility to emerging leaders and reviewers recommend the school adopts a wider distributed leadership model within its organisational structure.

The school has made effective use of resources articulated for designated programs of the Delivery and Performance Agreement. Observation, documentation, and discussion provided verification the school enjoys a high reputation within the local and wider community, and is well supported by parents and the P&C.

Commendations:

The following areas are commended:

- The increased sense of purpose that drives the monitoring and implementation of teaching and learning strategies to support students in their progress and achievement;
- Achievement of Year 7 numeracy significantly above like schools and an improvement 2011 to 2013 of 19% to 57% of students in the top 20% compared to State schools;
- The progress as measured by First

Cut (NAPLAN) over a two-year cycle by 91% of Year 5 students in numeracy and 95% of Year 7 students in reading;

- Developing and publishing the Gooseberry Hill Primary School Competency Benchmarks—Literacy and Numeracy in the 2014 Student Diary;
- Exceeding the 90% target for regular attendance to 94.5% over three semesters;
- Success in developing sustainable partnerships to support student learning;
- The heightened awareness of the dangers of bushfires among the school population and the preparations in place in the case of an emergency evacuation.

Areas for Improvement:

The following areas for improvement are identified:

- The review of the school's Managing Behaviour policy and processes include clarification of expectations of appropriate and inappropriate behaviour of students and measures to ensure a more consistent approach to collection of relevant data; and
- The school adopts a wider distributed leadership model within its organisational structure.

PRIORITIES FOR 2015

School Planning

Following the Independent Review by the Department of Education Services (DES), the school now enters a new period of planning and professional engagement for the new three-year period. The review report was posted on the school website in October 2014.

In the immediate future the school is required to re-establish targets in priority areas and draw up a School Business Plan and a Delivery and Performance Agreement. In addition to consideration of review recommendations, the school will plan strategies to achieve these new targets.

Information will be taken from the Recommendations of the Independent Review Report 2014, from the National

surveys conducted in December 2014 and learning data such as NAPLAN information and other input from staff.

New Funding Model

The new Student Centred Funding Model will require staff to have an understanding of the new way of planning and budgeting with a one-line budget. It is important that all admin staff have a working knowledge of the way that funding is now apportioned to the school.

Focus 2015

The Department of Education has priorities for schools in a publication known as Focus 2015. As a Department of Education School there is an obligation to work on system priorities and staff will address the requirements during the year.

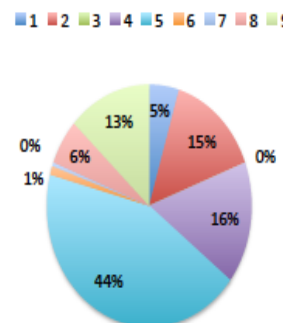


The School Community turned out to attend the Presentation Evening at the end of the school year.

FINANCIAL REPORT

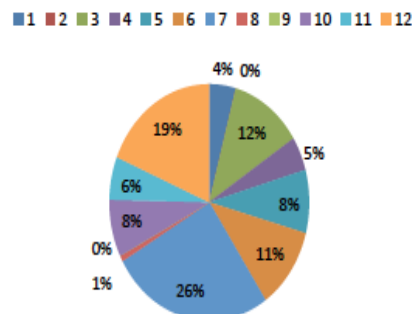
Annual Income		
	Budget	Actual
1 Voluntary Contributions	\$18,973	\$18,972
2 Charges and Fees	\$58,741	\$58,547
3 Government Allowances	\$0	\$0
4 Fundraising/Donations/Sponsorship	\$65,639	\$65,638
5 DoE Grants	\$175,834	\$175,835
6 Other State Govt Grants	\$4,833	\$4,833
7 Trading Activities	\$1,971	\$1,971
8 Other	\$7,227	\$24,458
9 Internal Transfers	\$52,842	\$52,843
Total Income	\$386,060	\$403,097
Opening Balance	\$72,517	\$72,517
Total Funds Available	\$458,577	\$475,614

2014 Revenue



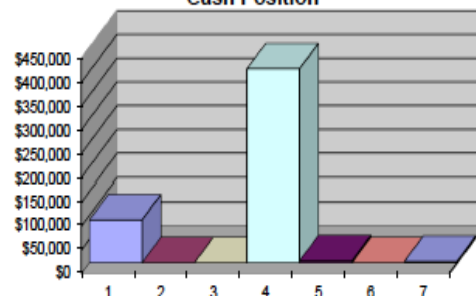
Annual Expenditure		
	Budget	Actual
1 Administration	\$17,536	\$16,445
2 Leases	\$0	\$0
3 Utilities	\$59,316	\$44,749
4 Repairs/Maintenance/Grounds	\$20,500	\$17,842
5 Building Fabric and Infrastructure	\$33,199	\$33,198
6 Assets and Resources	\$26,451	\$43,283
7 Education Services	\$120,808	\$100,694
8 Other Specific Programs	\$9,661	\$3,146
9 Trading Activities	\$16	\$16
10 Salary Pool Payments to Central Office	\$40,000	\$30,000
11 Other	\$24,116	\$22,642
12 Transfers to Reserves	\$72,000	\$72,000
Total Expenditure	\$423,603	\$384,015

2014 Expenditure



Cash Position as at: 1 December 2014	
Bank Balance	\$90,133
Made up of:	
1 General Fund Balance	\$90,133
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Reserves	\$404,953
5 Suspense Accounts	\$4,069
6 Cash Advances	\$100
7 Tax Position	\$2,823
Total Bank Balance	\$502,078

Cash Position



The voluntary contribution collection rate continues to be 72%, as it was in 2013. The increase in technology and ICT needs of students and staff continues to require an increase in the reserve accounts to allow for future maintenance and replacement of equipment. Increased technology expenditure has also seen increased electricity costs, however this continues to be offset by savings from solar panels installed in 2012.

SCHOOL SATISFACTION SURVEYS

Three surveys were undertaken at the school in late December 2014 as part of the National Surveys for Schools for students, staff and parents supported by the Commonwealth Government and managed through the Australian Curriculum Assessment and Reporting Authority. It is expected that the

surveys will be used as a basis for further improvement in the school once the information has been analysed and presented to the School Board in 2015.

Participants were asked to rank responses on a scale from 1 (low) to 5 (high).

Preliminary observations noted below will form the basis for improvement in the future.

STUDENT SURVEY

Number of online responses = (51)

Generally the average responses from students were very positive towards their school and their school experiences. Two of the lower areas averaging at 3.4 for each were 'student behaviour is well managed at my school' and, 'My school takes students' opinions seriously'.

STAFF OPINION SURVEY

Number of online responses = (20)

Generally the average responses from the Staff Opinion Survey were very positive which indicates their level of satisfaction

teaching at the school. The areas that rated lower include the way the school is led (3.4), the quality of the feedback about teachers' work at the school (3.9) and the support staff receive at the school (3.9).

PARENT SURVEY

Number of online responses = (32)

Generally parents were satisfied with the school's endeavours with the average responses focused around the 4.0 mark. Those areas that may need closer attention are: Feedback to students on their work (3.8), taking parents' opinions seriously (3.7), Teachers treating students fairly (3.8), Management of student behaviour (3.6), The school working with parents to support their child's learning.

CONCLUSION

Gooseberry Hill Primary School had cause for celebration during 2014. The school had reached its milestone in having the expectations of the Department of Education met and exceeded with its NAPLAN results. This is an indication to all staff that their hard work has paid dividends in Literacy and Numeracy. However this is not the opportunity for staff to rest on our laurels but to build on the improvement.

The Independent Review by officers from the Department of Education Services verified the information supplied by students, staff and parents. The findings in the areas of Student Behaviour Management and a need to recognise staff middle management in the school is a challenge that will be incorporated in the new School Business Plan (2015-17) through the targets set and plans developed to achieve them. Accompanying the School Business Plan will be the development of a new Delivery and Performance Agreement (2015-17) which will articulate what programs the school will cover given the resources available for Government, school fundraising and P&C Association input.

The school continues with a new model for reviewing its finances in 2014 -15 brought about by the change to the Student Centred Funding model. As an Independent Public School, GHPS has been working with a one-line budget for three years. The new infrastructure using new dashboards will

come into operation in 2015 when all schools work from the one-line financial management position. The challenge for the school will be the level of funding we will attract under these new arrangements.

The drawn out construction of the Early Childhood Building was due to the new *Biomax* drainage for effluent. The Health Department imposed set standards for this and the builders had to comply with a change in what had been expected on their original plans. It is expected that the new building will be operational from the first day of 2015.

The provision of iPads in the school, as an instructional tool, will be warmly welcomed by staff who will use these in conjunction with Interactive whiteboards. Professional Development in ICT will need to occur with staff, along with policy review relating to students bringing electronic devices such as iPods to be discussed at School Board level.

The P&C Association announced that the Autumn Fair would be held in 2015. This is good timing for the school given the Independent Review is complete and that building construction of the Early Childhood centre should be well completed.

In 2015 we welcome Ms Fiona Collopy as Principal for the year, and wish her every success.

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