



Gooseberry Hill Primary School

An Independent Public School
Annual Report 2015



We strive for excellence in all we pursue by motivating, challenging, supporting and assisting our children to reach their full potential, in partnership with teachers, parents and the wider community. We recognise and celebrate when this is achieved. Our Vision



Principal Address

Each year, all public schools prepare an Annual School Report of the achievements, performance and directions over the year. This document provides part of our School's formal reporting processes to the school community. It is with pleasure that I present the Annual Report for 2015 for Gooseberry Hill Primary School.

Gooseberry Hill Primary School became an Independent Public School in 2012 and is proud of its strong community identity and excellence in school programs. In 2014 the school underwent an Independent Review, which commended and affirmed the school's achievements since becoming an Independent Public School. Over 2015 the School Board and staff worked together to shape the strategic direction of the school, identifying what makes the school unique, which programs add value for students, and what new strategies are needed to meet the challenges for the next three years. The resulting Business Plan 2015-17 is underpinned by the following shared vision, values and beliefs.

Our school community values excellence, respect, diversity, resilience, integrity, accountability and empathy, and work together to instill these values in our children. We share these common beliefs:

- ✦ Students are our primary focus, and should be at the centre of all decision-making;
- ✦ Families are the first and continuing educators of our children;
- ✦ School and families share responsibility for each child's learning and together strive for high quality teaching, fostering creativity, imagination and individuality for our children;

- ✦ Our school values the contribution of parents and carers in our children's education through support shown at home, in classrooms and through activities external to the school;
- ✦ Our school community values and respects the professional expertise of all staff;
- ✦ As the Visual and Performing Arts are a feature of life in the Hills, our school reflects these creative aspirations for our children;
- ✦ Our school is an intricate part of the local and wider environment, and fosters an attachment to nature;
- ✦ Our school models and promotes sustainable practices and involves students in activities to care for the environment;
- ✦ We strive to be inclusive and value and respect the diversity of our whole school community;
- ✦ Gooseberry Hill Primary School is the school of choice for children and their parents or carers in the Hills area, and we are privileged to be part of this vibrant school community.

I am privileged to have been the principal of Gooseberry Hill Primary School for 2015. I thoroughly enjoyed the year and I wish the school ongoing success for the years ahead.

Fiona Collopy
Principal



Board Chair Address

As an Independent Public School, Gooseberry Primary School has a School Board to provide strategic guidance for the School and to effectively oversee and review the School's management.

I would like to expand on the functions of the School Board and provide some insight on the things we focused on during 2015.

We had significant changes in 2015, with a new Chair, new board members and a new Principal for the year.

Thank you to the inaugural Chair, Sven Sorenson who, together with Patrick Bourke laid the strong foundations for a highly successful and functional board and established the processes and procedures that the current Board has continued to employ and refine in 2015.

Three new people joined the board, from varied backgrounds, bringing added diversity to the school and conversations during board meetings. The new Board members for 2015 were, Blair Marsh, Novak Drazevich who nominated for the role and Cathy Burbridge, who by virtue of her role as President of the P&C, automatically received a seat on the board.

I would like to thank the Principal, Fiona Collopy, who was a pleasure to work with and provided new direction and insights for the school and worked tirelessly with the Staff, Board and P&C to continue to develop critical documents and functions, such as the Business Plan, Student Behavior Policy, Expected Behaviour Matrix and Traffic Management Committee and Plan.

Some examples of issues the Board discussed and approved in 2015 are:

- ✦ Endorsing the transition to Lowes as the school uniform provider as result of the P&C's desire to provide a more responsive and accessible service. Particular thanks go to Helen Griffiths on achieving this.
- ✦ Validating the Delivery and Performance Agreement for 2015-17
- ✦ Assisting to refine and endorse the 2015 -17 School Business Plan
- ✦ Ratifying the 2015 Budget
- ✦ Endorsement of the School Annual Report
- ✦ Seeking assistance from our local member the Hon John Day in obtaining a new Administration Block and staff room.

Thank you to the P&C for all the wonderful work in 2015, particularly with the Autumn Fair, which, despite Mother Nature's best efforts, was a raging success.

I would like to thank Board members not previously mentioned:

Anne Bell, Alan Blackburn, Robyn Nicolaou, Cameron Maitland, Suellen Brown, Lynn Tognolini, Rob Anderson, and Judy Le Blanc, who all generously gave their time to attend board meetings in the evenings.

And a big thank you to the school Administration and Teaching staff for all the things they do that largely go unnoticed, but make a huge difference to the school.

We are privileged to have a school that instills our children with positive values, and provides them access to music, art, language, community spirit and a broader understanding of the world they live in.

Upon reflection, 2015 was a busy year and looks like carrying that momentum through to 2016.

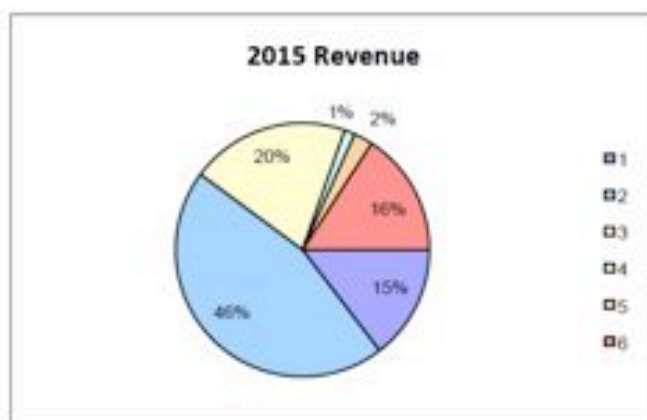
Phil Darling
School Board Chair

School Financial Information

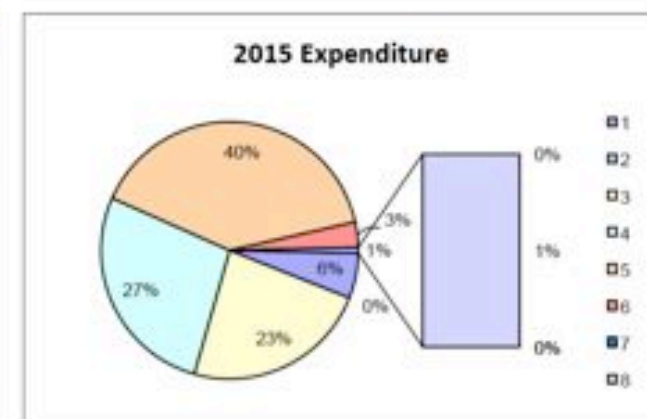
As an Independent Public School, Gooseberry Hill Primary has operated under a one line budget since 2012. In 2015 the school received its funds through the new Student Centred Funding Model, allowing more flexibility in deploying finances to suit the needs of the school and improve outcomes for students. The amount allocated to the school through this mechanism was \$3 312 503, the bulk of which was used for salaries, but some contributed to the school budget (see below).

The Gooseberry Hill Primary School Budget and Annual Accounts as at 31 December 2015 was:

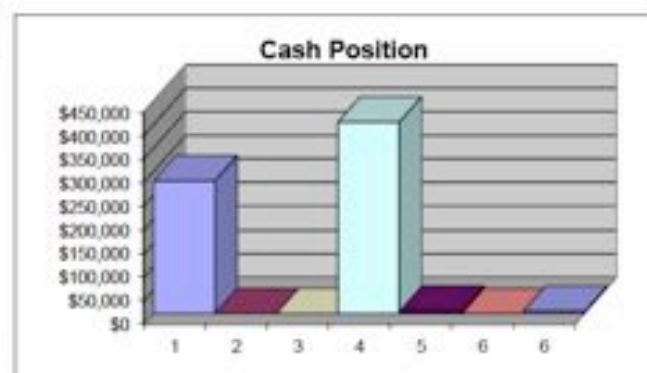
Annual Income		
	Budget	Actual
1 Voluntary Contributions	\$20,034	\$20,034
2 Charges and Fees	\$62,401	\$62,401
3 Fundraising and Donations	\$27,756	\$27,756
4 Commonwealth Govt Grants	\$1,834	\$1,834
5 State Government Grants	\$3,340	\$3,340
6 Other Revenues	\$21,671	\$21,672
Total Locally Raised Funds	\$137,034	\$137,036
Opening Balance	\$67,702	\$67,702
Student Centred Funding (From)	\$487,482	\$487,482
Total Funds Available	\$692,218	\$692,220



Annual Expenditure		
	Budget	Actual
1 Administration	\$30,329	\$23,340
2 Lease Payments	\$0	\$0
3 Utilities, Facilities and Management	\$122,786	\$96,449
4 Buildings, Property and Equipment	\$273,701	\$112,178
5 Curriculum and Student Services	\$206,719	\$163,915
6 Professional Development	\$14,935	\$13,087
7 Transfer to Reserve	\$0	\$0
8 Other Expenditure	\$5,071	\$3,093
9 Unallocated	\$38,678	\$0
Total Expenditure	\$692,219	\$412,061



Cash Position as at: 31 December 2015	
Bank Balance	\$684,644
Made up of:	
1 General Fund Balance	\$280,159
2 Deductible Gift Funds	\$0
3 Trust Funds	\$0
4 Asset Replacement Reserves	\$404,953
5 Suspense Accounts	\$4,720
6 Cash Advances	\$0
6 Tax Position	\$5,188
Total Bank Balance	\$684,644



The 2015 voluntary contribution collection rate increased to 84% from 72% in 2014. Considerable funds were used to improve the computer hardware and infrastructure of the school, including refurbishment of the computer laboratories to assist upgrade to a new standard operating system (SOE4v4). The school invested in improving the Early Childhood Playground, to complement the move into the newly completed Early Childhood Centre for the pre-primary students at the start of the year. Further expenditure is planned for 2016 to upgrade and improve play areas for students, especially as work will commence on a new administration block.

Progress against Business Plan Priorities

Gooseberry Hill Primary School completed its first year of a new three-year Business Plan in 2015, following conclusion of its initial planning cycle since becoming an Independent Public School in 2012. The school engages in continuous and rigorous self-assessment processes with a focus on improving student learning, teaching, leadership, the learning environment and governance. The Business Plan and its associated targets are informed by evidence from a range of external sources such as: National Assessment Program – Literacy and Numeracy (NAPLAN); Student Achievement Information System (SAIS); On-entry Assessment (for Pre-primary, Year 1 and Year 2); School developed standards and school and community surveys. The school remains focused on three priorities:

- ✱ Excellence in Teaching and Learning
- ✱ Safe and Supportive Environment; and
- ✱ Strong Sustainable Partnerships

The following definitions may assist the reader:

Band: The NAPLAN assessment scale is divided into ten proficiency 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.

EXCELLENCE IN TEACHING AND LEARNING

Although the school provides a wide range of additional programs for students, involvement in the Improving Literacy and Numeracy National Partnership (ILNPP) over the previous three years has informed a key focus on Literacy and Numeracy. This Business Plan priority area of *Excellence in Teaching and Learning* describes long-range targets to be achieved by 2017 in English and Mathematics as measured by NAPLAN and On-entry Assessment. What follows is a presentation of data as revealed by NAPLAN, and then considered progress made towards those targets in 2015 and the planned adjustments and strategies to assist their future achievement in 2017.

Student Performance as revealed by National Testing (NAPLAN)

Students in Years 3, 5 and 7 participated in NAPLAN in May 2015. Year 7 students (Former Year 6) had attended high school for only one term at the time of testing. Therefore, as NAPLAN performance is a measure of student learning over time, their results are included here. Percentages of students achieving at or above the minimum standards are shown in the table below (left). Percentages of students achieving in the top 20% are shown in the table below (right). Bright green shading indicates performance equal or better than that like schools, whilst darker green indicates performance equal or better to that of all state schools.

Percentage of Students Achieving at or above National Minimum Standard

	Y 3 Bands 2-10			Y 5 Bands 4-10			Former Y 6 Bands 5-10	
	School	Like	State	School	Like	State	School	State
Reading	88	97	91	95	97	92	100	95
Writing	97	99	95	98	96	89	87	84
Spelling	98	98	93	100	98	92	90	89
Grammar & Punctuation	95	98	92	98	97	89	93	87
Numeracy	98	98	93	100	99	95	100	97

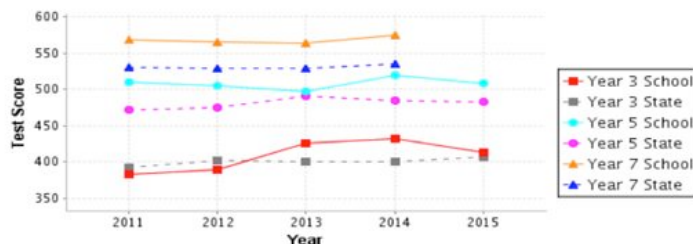
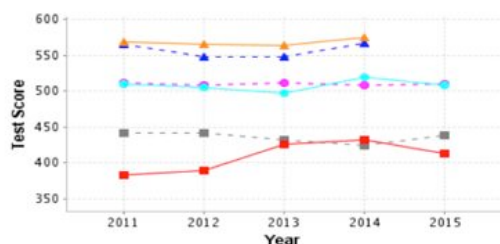
Percentage of Students Achieving in the Top 20%

	Y 3 Bands 6-10			Y 5 Bands 8-10			Former Y6 Bands 9-10	
	School	Like	State	School	Like	State	School	State
Reading	24	33	24	20	17	12	20	8
Writing	8	16	11	5	6	4	0	3
Spelling	25	27	20	7	11	8	13	7
Grammar & Punctuation	29	41	27	17	20	14	10	11
Numeracy	8	21	14	13	12	9	10	8

Results show that students performed equal to or higher than the state in most areas, with some favourable comparison to that of like schools. However, in Year 3 Reading, there is a large spread across the proficiency bands with 24% of students performing in the top 20% of schools, but a significant number of students (12%) not reaching

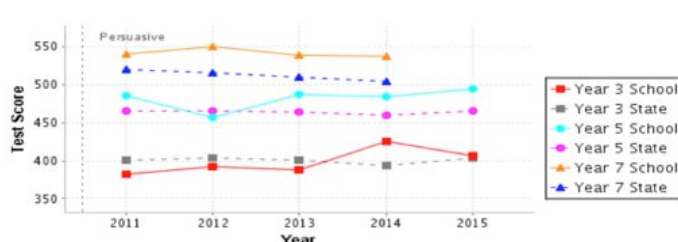
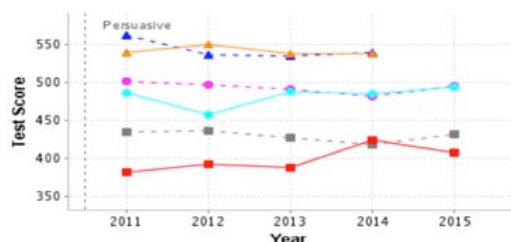
minimum standards. Areas for improvement for this cohort also include Writing and Numeracy with results, clumped in the middle proficiency bands. Results in Year 5 compare favourably with those of like schools, especially in Reading and Numeracy, although results in Year 5 Writing and Numeracy are also clumped around the middle proficiency bands.

Reading (Average scores over time)



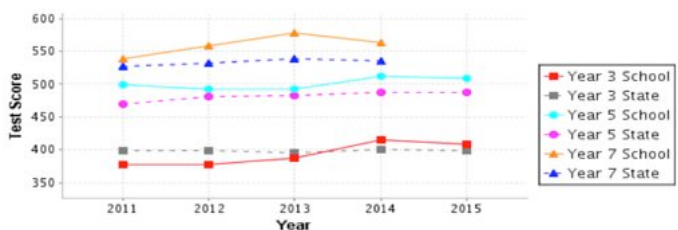
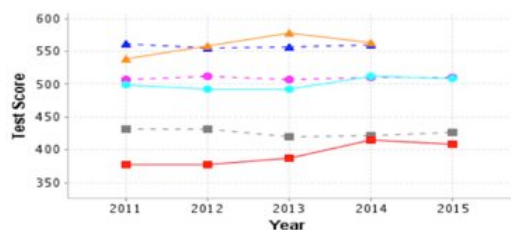
Reading results for Year 5 (2015) from Year 3 (2013) show improvement in relation to like schools, although the performance of the 2015 cohort is lower than that of the previous year. Results for Year 3 (2015) are slightly above state schools, however are below the average performance of like schools.

Writing (Average scores over time)



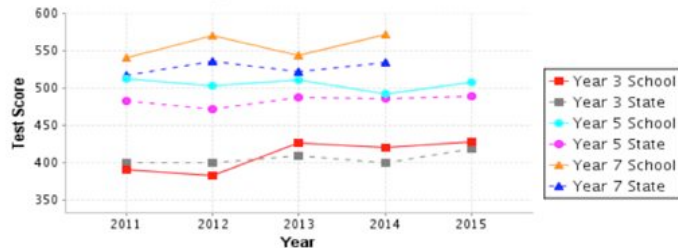
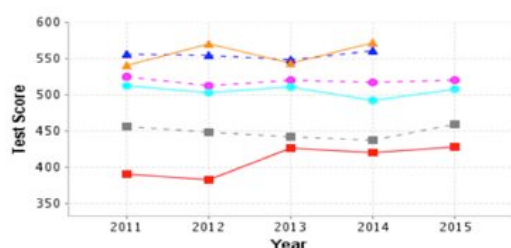
Writing results for Year 5 (2015) show significant improvement from Year 3 (2013), and maintain an upward trend. Results are well above state and comparable to that of like schools. Results for Year 3 (2015) are slightly above state schools, but below the average performance of like schools.

Spelling (Average scores over time)



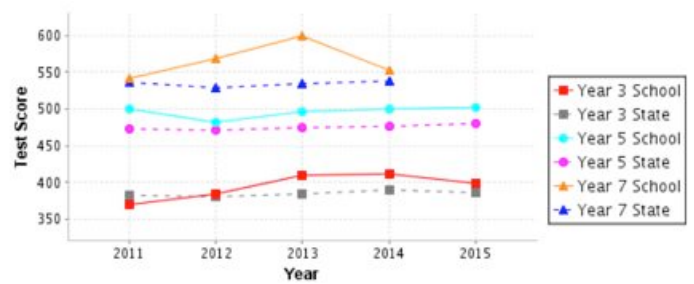
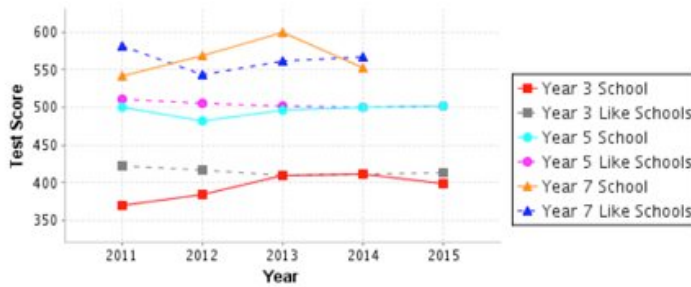
Spelling results for Year 5 (2015) show improvement from Year 3 (2013), and maintain an upward trend. Results are comparable to that of like schools. Results for Year 3 (2015) are slightly above state schools, but below the average performance of like schools.

Grammar and Punctuation (Average scores over time)



Results for Grammar and Punctuation for Year 5 (2015) show some improvement from Year 3 (2013), and both Year 3 and 5 (2015) have reversed a downward trend. Results are below that of like schools but above those for state.

Numeracy (Average scores over time)



Results for Numeracy for Year 5 (2015) remain stable from Year 3 (2013), and are equal to that of like schools, but above the state average. Results for Year 3 (2015) are slightly above state average, but below the average performance of like schools.

Progress against Business Plan Targets: *Excellence in Teaching and Learning*

Progress against each of the priority area targets set for 2017 has been considered, with projections drawn from evidence sourced from 2015 NAPLAN and On-entry Assessment about the future performances of the Year 1 (Year 3 in 2017) and Year 3 (Year 5 in 2017) cohorts. Each target is restated followed by comments relating to progress towards its achievement in 2017:

- ⊙ *Maintain a 10% positive difference in the top two proficiency bands in Year 3 in NAPLAN Reading, Writing and Numeracy when compared to like schools*

The target was not achieved for 2015 Year 3 in Reading, Writing or Numeracy. However, On-entry Assessment results for 2015 Year 1, indicates that it is an achievable target for that cohort in 2017. In Numeracy, 42% students achieved Progression Point 2.2 (ceiling point), or above. In Literacy, 40% students achieved Progression Point 2.0 (Year 2 Standard) or above.

- ⊙ *Maintain a 10% positive difference in the top two proficiency bands in Year 5 In NAPLAN Numeracy and Reading when compared to like schools*

The target was not achieved for 2015 Year 5 in Numeracy and Reading, although results exceeded state results, and in Numeracy, results also equaled that of like schools. However, based on the 2015 Year 3 results, it is recommended that this target be adjusted for 2017 for Writing and Numeracy. The target for Reading is achievable for that cohort in 2017.

- ⊙ *Increase number of Year 5 students achieving in the top two proficiency bands in NAPLAN Writing to 25%*

The target was achieved for 2015 Year 5 with results for 2015 Year 3 indicating it should be exceeded by that cohort in 2017.

- ⊙ *Ensure 93% of **progress** for Years 3 and 5 students in NAPLAN Reading and Numeracy will be moderate or better as measured over a two year cycle*

The target was not achieved by 2015 Year 5. Results suggest a revision of the target to 83% for Reading, and 72% for Numeracy for 2017.

- ⊙ *Ensure 95% of students in Year 3 and 5 **achieve** at least the National minimum standard in NAPLAN Reading and Numeracy*

The target was achieved for 2015 Year 3 in Numeracy (98%) but not in Reading (88%). However both targets for this cohort in 2017 are achievable. The target was achieved for 2015 Year 5 in Reading and exceeded in Numeracy (100%).

On-entry Assessment results for 2015 Year 1, show 96% achieving at or above the Numeracy Year 1 Standard (Progression Point 1.5). Literacy results for 2015 Year 1 show 64% achieving at or above the Year 1 Standard. The same cohort when tested in 2014 showed 28% achieving the Pre-primary Standard (Progression Point 1). However, these standards are challenging, and not minimum standard, so based on the rate of improvement of this cohort from 2014 to 2015, these targets are achievable in 2017.

- ⊙ *Ensure 100% of students identified through 2014 On-Entry assessment as Pre-primary Standard, achieve at least National minimum standard in Year 3 in NAPLAN Reading and Numeracy*

In 2014, eleven students (28%) achieved the Literacy Pre-primary Standard, and when tested in 2015 were amongst those achieving above the Year 1 Standard. In Numeracy, 35 students (90%) achieved the Pre-Primary Standard and when tested in 2015 also achieved above the Year 1 Standard.

- ☉ Ensure 100% of students identified through 2014 On-Entry assessment as Pre-Primary Standard above 1.5, score in top two proficiency bands in Year 3 NAPLAN Reading and Numeracy

In 2014, results showed that six students (15%) achieved the Progression Point 1.5 in Literacy, and when tested again in 2015 scored at or above Progression Point 2.0. In Numeracy fifteen students (38%) achieved the Progression Point 1.5 and in 2015 also scored at or above Progression Point 2.0. These students will be monitored closely to ensure continued success.

Commitment to Improvement

Through participation in the ILLNP Program, the school employs a whole school approach to literacy and numeracy instruction, incorporating literacy and numeracy block structures, and some common strategies and resources. These approaches have been strengthened in 2015, supported through classroom observation and feedback, professional learning and discussion.

A specific focus has been on intensifying reading instruction, requiring all teachers to ensure inclusion of oral language, phonological awareness, phonics, fluency, vocabulary and comprehension into their literacy blocks. Guided Reading remains an important strategy and will be the vehicle to target instruction for focus groups, supported by a case management approach.

To provide a solid grounding in phonics for early childhood students (K-2), the synthetics phonics program, *Letters and Sounds*, will replace the use of the *Sound Waves* spelling program. Teachers in Years 3-6 will continue to use *Sound Waves* but supplement it with additional research-based strategies such as Word Sorts, and Word Walls, aimed at assisting students to develop strategies for decoding and spelling.



To improve writing instruction across the school staff participated in professional learning and research to explore the links between reading and writing. In 2016 new approaches will be trialed to include small group work to target writing instruction, supported by a case management approach. The adoption of scope and sequence documents across the school will inform the focus for exposure and explicit teaching of text forms and conventions.

To improve rigour in mathematics instruction, staff participated in professional learning about the *Australian Curriculum: Mathematics*. Teachers undertook classroom action learning to support student development of the numeracy proficiencies of fluency, understanding, reasoning and problem solving, as well as promote the use of these in other areas such as Science, Technology, Engineering and Mathematics (STEM). Work will be done to prioritise small group targeted instruction as part of the numeracy block teaching sequence, and embed explicit teaching of vocabulary, basic facts and mental computation strategies.

SAFE AND SUPPORTIVE ENVIRONMENT

The Gooseberry Hill Primary School community is committed to providing a welcoming, safe, inclusive and supportive learning environment for all students, staff and families. The Business Plan priority area, *Safe and Supportive Environment*, describes long-range targets to be achieved by 2017 in a range of pastoral care areas, with evidence collected through Student Achievement Information System (SAIS), student surveys, staff self-reflection, student behaviour and attendance data. Two areas for improvement were identified following the school's first Independent Review as an Independent Public School, and strategies to address these have formed a major component of this priority area. The recommendations to be addressed were:

- ✦ 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 data.
- ✦ The school adopts a wider distributed leadership model within its organisational structure.

Progress against Business Plan Targets: *Safe and Supportive Environment*

Progress against each of the priority area targets set for 2017 has been considered. Some areas required additional processes to be established to allow sufficient quality data to be obtained. Each target is presented followed by explanation of progress towards its achievement in 2017:

- ☉ *Ensure 90% of students achieve Satisfactory results in Health outcomes, through Self Management and Interpersonal Skills*

Quality evidence to inform progress of this target will be available following completion of student reports for Semester 1 2016. This will allow one semester of health instruction to have occurred based on the newly implemented Health Plan, a whole school scope and sequence for the coordinated teaching of Health concepts aligned with whole school events and associated pastoral care programs. This enables teachers to plan, teach and assess student performance in Health in a common context across the school.

- ☉ *Survey of students indicates 85% of respondents 'agree' or 'strongly agree' that they feel safe at the school, and can talk to their teacher about their concerns*

In late December 2014, 51 students participated in the biennial *National School Opinion Survey*. Responses to the two areas of focus were as follows: 78% of students surveyed indicated that they feel safe at school, whilst 69% of students indicated that they can talk to their teacher about their concerns. Other results at this time prompted further investigation and review of policy and practice relating to managing student behaviour:

- ✱ Students at my school treat me fairly (59%)
- ✱ Student behaviour is well managed at my school (49%)
- ✱ My school takes my opinion seriously (47%)

In 2016 the school will conduct its second *National School Opinion Survey*, and anticipates that the introduction of the Gooseberry Hill Primary School Expected Behaviour Code and positive behaviour focus will yield favourable responses.

- ☉ *Ensure 95% of students consistently achieve the Gooseberry Hill Primary School Expected Behaviour Code*

Baseline data on positive student behaviour was collected at the conclusion of 2015 following completion of student reports for Semester 2. Descriptors for Attitude, Behaviour and Effort (ABE) from the student report were linked to specific areas of the Expected Behaviour Matrix, which was developed over 2015. This will enable monitoring of student positive behaviour through the classroom Traffic Light Systems. In addition there were no student suspensions in 2015 and a reduction in negative behaviours was recorded. Results from the student reports were as follows:

Expectation Areas	P-2 %	3-6 %	Overall %
Strive for Excellence	56.21%	83.14%	69.68%
Be Respectful	70.40%	82.41%	76.40%
Act Responsibly	79.36%	87.62%	83.49%
Show Compassion	72.84%	89.54%	89.19%

Overall progress towards the target shows the following percentages of students consistently demonstrating all expectation areas:

- ✱ Pre-primary-Year 2 = 69.70%
- ✱ Years 3-6 = 85.68%
- ✱ Overall score = 76.69%.

The 2017 target of 95% is achievable with a continued focus on explicit modelling and reinforcement of focus behaviours as identified through fortnightly positive behaviour data collection.

- ☉ *Maintain whole school average in student attendance of 94%*

The target has been exceeded. School attendance rates were above the average for both WA Public Schools (state) and like schools. Results for Aboriginal student attendance are skewed owing to extremely low student numbers. However the school is committed to case management for students whose attendance falls below the regular range.

	Non-Aboriginal	Aboriginal	Total
2013	94.6%	95.7%	94.6%
2014	94.0%	92.7%	94.0%
2015	95.0%	53.1%	94.9%
Like 2015	94.6%	87.2%	94.4%
State 2015	93.8%	81.2%	92.7%

	Attendance Category			
	Regular 90% or above	80-90%	At Risk 60-80%	Below 60%
2013	86.7%	10.7%	2.2%	0.2%
2014	85.4%	12.3%	2.1%	0.0%
2015	86.9%	10.8%	1.6%	0.5%
State 2015	78.0%	15.0%	5.0%	2.0%

- ☉ *Attain or exceed the standard in National Quality Area 3: Physical Environment*

This target is on track for achievement in 2017, following completion of reflection tools by early childhood staff and confirmation by principal in late 2015. The school was rated as meeting the elements in Standards 3.1 and 3.2, and working towards the elements in Standards 3.3.



Commitment to Improvement

In 2015 the school (P-6) adopted a new approach to classroom management and monitoring of student behaviour. The traffic light system is a visual support for classroom management, monitoring both negative and positive student behaviour. Led by the newly established Behaviour Team, the school developed the *GHPS Expected Code of Student Behaviour* in consultation with staff and students, and with School Board endorsement. The resulting Expected Behaviour Matrix clearly articulates behaviours expected of students in different contexts. Students participated in a competition to develop mascots for each expectation area (*Strive for Excellence, Respect Others, Act Responsibly and Show Compassion*).

Following completion of the Early Childhood centre in 2014, pre-primary students commenced the year in the new facility. Much work was done to improve the playground shared by the kindergarten and pre-primary students, with new garden beds and lawn established and some new play equipment provided through the hard work of the school gardener and parent volunteers. Construction of a new administration block will commence in 2016, necessitating further work to re-establish and improve the play areas for students in Years 1 and 2. Ongoing work will occur in 2016 to improve the school's physical environment and improve playground areas to ensure that they offer age appropriate, safe and interactive play for students in a natural bush setting.

The school employs many programs, strategies and approaches to teach values, resiliency and behaviour through health contexts and values curriculum. To ensure coordination and connectedness between the explicit teaching of health concepts in classrooms with programs and other school events, over 2015 Team Leaders led their phase teams to develop the GHPS Health Plan. This schedule, endorsed by the School Board and made public to parents, aligned each classroom's teaching of health contexts, school events and opportunities for parent involvement, and included matching to common resources and links to school policies.

In 2015 the school was fortunate to receive state funding and support from the P&C to retain a School Chaplain. This enabled explicit support for students with social and emotional needs through targeted programs to continue. Student leaders assisted with the trial of approaches to bullying prevention and resiliency, and were coached to offer support through peer mediation, modelling at assemblies, and Year 6 committees.

A School Board subcommittee was formed to seek practical solutions to the ongoing issues occurring with traffic flow and parking safety around the school. In conjunction with the Shire of Kalamunda, this group was successful in establishing a Kiss and Drive, remarked street parking bays and the resurfacing of the Early Childhood car park for 2016.

STRONG SUSTAINABLE PARTNERSHIPS

The Gooseberry Hill Primary School prides itself on its strong links with community. As an Independent Public School, it works closely with the School Board and P&C to provide programs and an environment of excellence and inclusion. It engages with organisations that are mutually beneficial, but compatible with the school's values, and actively seeks out further opportunities for partnerships to benefit students, either educationally or altruistically. The Business Plan priority area, *Strong Sustainable Partnerships*, describes long-range targets to be achieved by 2017 in a three main areas: parent involvement and participation, student enrolment and parent satisfaction. Evidence was collected through event attendance records, parent and community surveys and student enrolment data.



Progress against Business Plan Targets: *Strong Sustainable Partnerships*

Progress against each target set for 2017 has been considered. Each target is presented followed by explanation of progress towards its achievement in 2017:

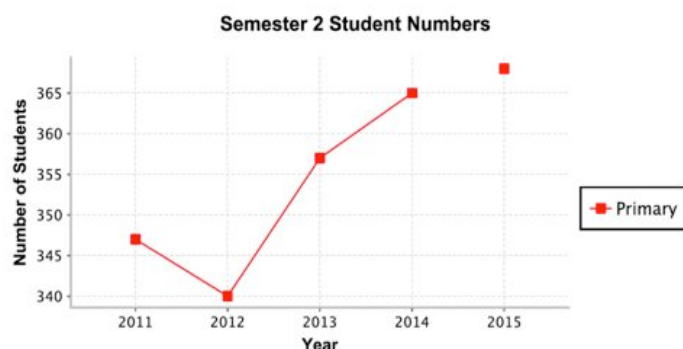
- ☉ *Increase attendance of families at Parent Information Sessions (70%) and Open Night (85%)*

At the start of the year, the school held a series of Parent Information Sessions. Each classroom's teachers presented a slide show with key information relating to whole school policies and practices, as well as customised classroom information about their program, routines and assessments. It was estimated that these sessions were attended by 60% of families. In 2016 more specific records will be collected as to the attendance of families at these sessions.

At the end of Term 3 the school held an Open Night, a showcase of student learning displayed in each classroom for the school community to view. Parent attendance was recorded following the event indicating an overall result of 89%. This target has been achieved.

- ☉ *Maintain current upward trend in school enrolment*

The following graph displays the trend in student enrolment over time (not including kindergarten) indicating that the target is well on-track for achievement:



Student enrolment for 2015 was 404 (including kindergarten), compared to 2014's count of 407. Losing the Year 7 cohort with their transition into a secondary context initially pointed to a much lower projection for 2015. However new enrolments occurring over the 2014-15 school holidays required a restructure to occur in the first week of school with higher numbers of Year 2 and 3 students than expected. The projection for 2016 is 463, requiring additional classrooms as well as a new transportable building to be supplied to the school.

- ☉ *Survey of school community indicates 85% of respondents 'agree' or 'strongly agree' that Gooseberry Hill Primary School has a strong relationship with the school community, and would recommend this school to others*

In late December 2014, 31 parents participated in the biennial *National School Opinion Survey*. Responses to the two areas of focus were as follows: 81% of parents surveyed indicated that they felt Gooseberry Hill Primary School has a strong relationship with the school community, whilst 85% of parents indicated that they would recommend the school to others. Although the target has been met in one area and is close in the other, the number of survey responses was relatively low in comparison with the size of the school. Other results at this time prompting further investigation and consideration include:

- ★ Student behaviour is well managed at this school (56%)
- ★ This school takes parents' opinion seriously (56%)

In 2016 the school will conduct its second *National School Opinion Survey*, and anticipates that the introduction of the Gooseberry Hill Primary School Expected Behaviour Code and a number of other strategies to increase and promote parent communication and involvement will yield a further increase in respondents, and positive comments.

Commitment to Improvement

Gooseberry Hill Primary School continues its excellent reputation within the local community evidenced by the steady increase in school enrolments since 2012. Of note is the school's ability to retain relatively high numbers of Year 6 students for 2016 despite lobbying from nearby private schools to gain students as early as Year 5. The school continues to actively promote its specialist programs (Music, Choir, Orchestra, Visual Arts and Languages: Indonesian) through performances and displays for the wider community.

The school is committed to seeking feedback on its operations, and additionally to its current methods (parent meetings, newsletter requests and surveys), plans to employ strategies to gauge opinion about programs and special events from parents and community. For example, the development of the GHPS Health Plan was informed by feedback from parents as to ways to further their involvement and learn more about school programs. In 2015 the School Board Sub-Committee administered an online survey to gain opinion from the school community relating to traffic flow and parking around the school environment. There were 109 responses received with several positive comments raised about the school willing to hear opinion from the school community.

Gooseberry Hill Primary School is bordered by national forest on two boundaries and is included on the Bushfire Zone Register. The school is committed to ensuring that all families receive key information, especially in the event of an emergency. In 2015 the P&C worked with the school to trial use of a mobile phone app, integrated with the school website, to ensure timely provision of information about school happenings for families. This will continue in 2016.

The success of the 2015 Autumn Fair confirmed the commitment of the school community in coming together for the benefit of the school. Despite considerable rainfall and some flooding, the fair yielded a record amount in profit. In 2015 the school provided many opportunities for parents, families and community members to attend and be involved in celebratory days and special events.



P&C President Address

In 2015 the P&C focused on three main areas:

- ✦ A new drive and direction for the P&C
- ✦ A Vision Statement for the P&C
- ✦ Fundraising

Drive and Direction

Traditionally the P&C has been all about fundraising. Fundraising will continue to be important, but there will now be more to what the P&C does – so that everyone has the opportunity to contribute.

In September 2015, a group of interested parents and staff members attended a brainstorming session to discuss the drive and direction of the P&C. We looked at what we did well, what we could do better and what we didn't do at all. We wanted consistency, fresh ideas, clear goals and a vision. While we felt that we were a diverse and committed group with community spirit that was great at fundraising, we were lacking in other areas. We felt that we could communicate better, we lacked strategy, planning and clear goals. We also wanted to increase our membership base and attract more males to the P&C. We also discussed how the P&C could be a conduit to help the school communicate shared values, such as healthy lifestyles, sustainability, participation and community issues (such as traffic around the school and mobile phone towers).

Vision Statement

Being mindful of all of the above, the working group came up with the following statement:

In partnership with our school we welcome and encourage our families to come together to inspire the future citizens of our world to be the best they can be.

Fundraising

2015 saw the year begin with intensive planning sessions for the Autumn Fair held in May. The fair is a biennial or triennial event and is the P&C's biggest fundraiser, so requires huge amounts of planning and preparation. A HUGE thank you must go to Tash Binns, Shirley Muir and Nicole Mottram who were the main driving forces behind the fair, although there were also a host of other parents that stepped up and made the day incredible. Despite the worst May rainfall in ten years, the Autumn Fair raised a whopping \$30,785! With our new direction and drive, the P&C voted to use this money for some big projects that would both benefit the children and show the parents what all their hard work has gone towards. We agreed to use the Fair money to upgrade the computer lab and also to start a longer-term project of upgrading the Keene area.

Other fundraising that happened last year was the canteen, the uniform shop, the Mother's Day stall, the Easter Raffle, the Halloween disco, plus many other smaller projects. All in all, the P&C raised a whopping \$61,365 in 2015, of which \$24,487 was spent funding various projects during the year. These included a lawn

aerator for Mr John, literacy books and the Centage Learning Literacy, waistcoats for the choir, partly funding the School Chaplaincy Program, as well as playground and kindy equipment. Still to be paid is \$18,000 for the computer lab and \$25,000 for a new, movable stage for the Keene area.

Uniforms

2015 saw the P&C hand over the sale of uniforms to the retailer, Lowes. Uniforms can now be purchased from the Lowes shop in Carousel or online 24/7. A huge thank you must go to Helen Griffiths for her many hours of time over the years overseeing the sale of school uniforms and for managing the smooth transition to Lowes.

Thank you to all of you who help out the P&C in huge and small ways. There are too many to thank by name, but you know who you are! I would, however, like to name Heather Philip and Michelle Johnston who stood down at the beginning of the year as President and Treasurer respectively. You tirelessly served our community for many years and did an outstanding job, so thank you!

Cathy Burbridge
P&C President

2015 Highlights



The 2015 school year saw significant success in various academic, sporting and community activities for the Gooseberry Hill Primary School community.

Technology

Students from K-7 embraced new technology in 2015, enjoying access to iPads and Apple TVs as hands-on tools to enhance teaching and learning, courtesy of a grant provided by Bendigo Bank. The new purpose built Early Childhood Centre for pre-primary students included two interactive televisions, completing the goal of IWB technology in each classroom. The school upgraded to a new standard operating environment, purchased new computers and refurbished the computer laboratories.

Sport and Physical Activity

The daily fitness program to develop students' fitness and skills, and aligned with sporting events over the year, contributed to strong sporting performance in 2015. Students participated in faction carnivals in swimming (won by O'Connor), cross-country (won by Stirk) and athletics (won by O'Connor). Although narrowly beaten by Kalamunda Primary School in the Stirk Interschool Swimming, the school gained outright wins in the Interschool Cross-Country and Athletics events. Students from Years 1-6 participated in the Dance Sport program, learning dance steps they would show to the school community during the Presentation Evening in Term 4.

On the last day of Term 3, students from P-6 took up the whole school challenge to complete a 9 km walk through the National Park. Parents walked with their children and all involved celebrated and appreciated the beauty of one of the unique features about the school's surrounds.

The Arts

The Gooseberry Hill Primary School Senior Choir numbered nearly 70 students in 2015, drawing members from Years 4-6. The choir performed at most major school events, including performances out in the local community, thus increasing its exposure. The students and staff worked tirelessly to prepare for the *WA Government Schools Make Music Concert* in September, performing a medley of songs related to how the weather can affect one's mood. The annual Stirk Festival was held at Falls Road Primary School, with performances by both Junior and Senior choirs. The last week of school saw a Nativity Play performance by students from Years 1-3 and the Junior Choir.

Gooseberry Hill offers instrumental music tuition to selected students in strings, woodwind and brass through the School of Instrumental Music. In 2015 students also participated in the Djembe Drum Club and Ukulele Clubs as a supplement to the school music program. The school orchestra conducted several performances throughout the year, including for ANZAC Day and school assemblies. They entered the *WA Orchestra and Band Festival*, achieving an excellent score and were invited to perform at a special Remembrance Day service at the Leeuwin Barracks.

Gooseberry Hill students' art projects continue to be proudly featured around the school, on display boards, in the library, on the school website and on Facebook. The annual student diary features student artwork on the cover, and in 2016 the school will present a calendar featuring student artwork from over 2015. The Arts are a feature of life in the Gooseberry Hill Primary School environment.

Student Leadership

Students from Year 6 enjoyed their camp in the early weeks of Term 1 where the head boy and girl were chosen. In September a Leadership Breakfast for students and their parents, was hosted by the student councilors. Students were privileged to listen to special guest speakers who shared their stories about their journeys to adulthood. Following the event several students were inspired by these stories and sought out ways to become actively involved in helping those less fortunate than themselves.

Students from Year 5 continued to have opportunity to assist in the school's partnership project with the Kanyana Wildlife Rehabilitation Program, preparing food for the animals cared for by the centre.

The school was actively involved in several programs and whole school events to raise money for certain charitable causes as they arose. Events included the Biggest Morning Tea, Pyjama Day, Dance-athon and Free Dress days.

Community

Over the year there have been several occasions involving active participation of the whole school community. The ANZAC Day service was a triumph with involvement from community members, and other celebrations such as the Easter Hat Parade, Harmony Day and special morning teas for Mothers Day, Fathers Day and grandparents were well attended by the school community. The school hosted a live radio broadcast of *Sonshine FM's* Breakfast with Kirste and Morro. All enjoyed Free Coffee Friday and donuts, and heard a special performance from the school choir.

Conclusion



The year 2015 was one of many wonderful celebrations of achievement, continued growth and success. As it heralded the start of a new stage in school planning and therefore a new Business Plan, there have been some new innovations introduced providing further opportunities for the school and its students to progress into the future.

These changes will require strong commitment from the school to more fully develop. However, the dedication of the staff, the endeavor shown by its students and the support of the community, will continue to enable the school to achieve success in these areas and to make the necessary adjustments to implement the changes in education and the school.

In 2016 the school welcomes back its principal, Mr Patrick Bourke, who will return from leave to lead the school through its next phase.