



# 2016 ANNUAL REPORT



## Gooseberry Hill Primary School

*An Independent Public School*

24 Ledger Road  
GOOSEBERRY HILL WA 6076  
9293 2777  
[www.ghps.com.au](http://www.ghps.com.au)

## PRINCIPAL'S FOREWORD

Patrick Bourke JP M Ed B Ed Dip Tch FACE MACEL

2016 came as fast as it went. The year was marked with successes, achievements, accolades and some challenges. Within these pages is a description of a year in the lives of 457 students who attend Gooseberry Hill Primary School. School developments in the playground and building program continued to change in that time.

The student results in the 2016 NAPLAN tests were within the Department of Education's expectations for this Level 5 primary school and improvements were noted at a time when nationally, the results were not optimal.

On the sporting ground and in the swimming pool Gooseberry Hill Primary School continued its success amongst Hills' Schools where friendly competition abounds. The school won the Stirk Sports Association Trophies for Swimming, Cross Country and Athletics and numerous achievements in Interschool team games.

The solar engineers' program attracted 27 students who were mostly novices eager to build a solar boat after school under Science Technology Engineering Arts and Mathematics (STEAM) and learn about natural harvesting of the sun's energy through a photovoltaic. At the same time teachers, through their professional learning, provided students with an opportunity to develop their coding skills. The teachers incorporated new technologies in the students' learning that have been designed to assist such as bee-bots, Edison and raspberry pi to name a few.

The school building program continued with the start of a new Administration building for the school in the north-west corner of the school which was once the top basketball court. In addition to the new building a new extension to the BER basketball court in the south-eastern corner of the school was completed and marked for basketball, netball and foursquare. Work began on an outdoor auditorium to follow the contours of a backdrop to a natural ridge, lighting has been constructed and it is hoped that work will conclude in the New Year.

The school continued its philanthropic work with causes such as those addressing food and clothing needs, Hill's Christmas appeal, prosthetics in Thailand and Child Fund where the school supports two students monthly from Kenya. The ethos of the school assisting others in need is a focus on a selfless view of life and is alive and demonstrated through these organisations.



*Winners are Grinners: GHPS 2016 Swimming Champions*

The school's challenges appeared this year in the form of asbestos ACM (asbestos containing material) and a decision by a telecommunications company to erect a mobile phone tower within 400m of the school. The ACM problem was wider, given the Ledger Street Reserve was littered with ACM and the Department of Education moved quickly to rejuvenate an area by placing 10cm gravel fill for the entire back area. The school also used its resources to rejuvenate an embankment which was a concern to parents. The telecommunications plans are currently with the WA State Planning Commission and a decision about conditions it will impose in building in an environmentally sensitive area are yet to be received

This report highlights the life of a robust school during 2016.

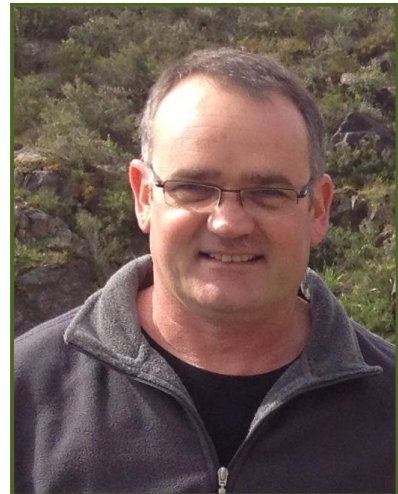
A handwritten signature in black ink, appearing to read 'Patrick Bourke', is written over a light grey rectangular background.

**Patrick Bourke**  
**Principal**

## BOARD CHAIR REPORT

I would like to reflect on what has been a tough year for the School, School Board and P&C and also focus on the many positive things that I believe have enabled Gooseberry Hill Primary School to endure a pretty turbulent year.

The School has faced significant challenges in 2016, such as the approval of the OPTUS Mobile phone tower in the Ledger Road Reserve and discovery of asbestos in some sections of the school grounds, which meant several additional Board meetings to discuss the best approach on communicating with the school community, Department of Education and supporting the School and the Principal. During these times the Board and P&C worked closely with the Staff, Principal and the Education Department to respond to these issues and despite what I feel was unwarranted bad press I am confident that these two issues have been, and will continue to be well managed by the School and Department.



However, I would really like to focus on the fantastic work that has continued as the staff delivered excellent educational outcomes and specialist programs, such as choir, art and languages, which is a tribute to the dedication of the staff and students.

Some examples include:

- The renowned Gooseberry Hill Primary School ANZAC Day Ceremony,
- The 2016 ABODA WA Schools Orchestra Festival, where Gooseberry Hill received an outstanding in only their second attempt
- The Western Australian Government Schools Music Society School Concert night at Crown Theatre, where, in my opinion Gooseberry Hill stole the show.
- The School orchestra and choir having the opportunity to perform in the Sydney Opera House in 2017

Thank you to Tashana Tweddle, Linda O'Reilly, Felicity Kingston and Peter Hind for having the belief in the students to take on this ambitious challenge. The students may not realise it now, but this is teaching them valuable lessons in setting goals and working to achieve them. All this would not be possible without the hard work from the Orchestra and Choir committee who have held and continue to hold functions, cook sausage sizzles and take the opportunity to do anything to raise much needed funds.

Some other highlights from 2016 include the new Administration building, new basketball courts and play areas and the open air amphitheatre being built

Thank you to the P&C for all the wonderful work they have done this year. The P&C have helped fund some excellent new equipment in and around the school.

I would like to thank my fellow Board members: Kevin Boots, Anne Bell, Robyn Nicolaou, Blair Marsh, Suellen Brown, Lynn Tognolini, Rob Anderson, Judy Le Blanc, Donna Marshall, Novak Drazevich and Cathy Burbridge who all give of their time



attending Board Meetings on Monday nights and doing the required homework and set reading before each meeting.

I would like to thank the Principal - Patrick Bourke, who has been a pleasure to work with in 2016 and has provided a steady set of hands during a busy and sometimes unsettled year. Thank you to Fiona Elsegood and Anne Bell who have, as always ably assisted Patrick and worked tirelessly with the Staff, Board and P&C to continue to strive for the high standards we have become accustomed to and to some extent take for granted.

I would also like to thank the staff. Whilst what you do is often unrewarded, I think I speak for everyone when I say thank you for all your hard work and dedication to the school and students.

We are privileged to have a school in such a fantastic setting that provides the students with positive values, access to music, art, language and a robust community spirit. I believe it is these qualities that have helped see the school through this tough year.

2016 was my last year as the School Board Chair due to family and work commitments and I believe the Board is well placed to continue under the guidance of a new Chair looking at the role through fresh eyes, bringing fresh ideas and enthusiasm to Board. I would like to thank the Board for the opportunity to represent the school and wish the new incumbent every success.

**Phil Darling**  
**Chair, School Board**

## **P & C PRESIDENT'S ADDRESS**

2016 was a tough year! As a P&C it felt like we launched from one crisis to another! If it wasn't parking issues and traffic safety, it was campaigning against the Optus mobile phone tower, or lobbying to get a new staff room for our teachers, then finding asbestos on our grounds. With volunteer numbers dwindling, the burden on the small number of dedicated members was vast.

However, it wasn't all bad news. We were very excited to hear that our extremely talented orchestra and choir had the opportunity to travel to Sydney in 2017 to take part in the International Music Festival held there each year and then on to Canberra to experience our capital city. The P&C voted to form a Music Sub-Committee that would be tasked with the mammoth task of attempting to raise \$55,000 to pay for the staff members to accompany the tour, as well as the touring uniform and other necessities. Due to this commitment, the general P&C decided to pare back its general fundraising efforts in order to support the Music Tour.



Given that we reduced our fundraising, and due to lack of volunteers, we had to close the canteen one day a week for most of the year, we were still able to raise a very respectable \$28,000 – although we did need to raid our savings as we spent over \$55,000. This went on the transportable stage that has been put to many good uses already, the limestone seating around the amphitheatre, the Year 6 Leadership Breakfast, the Jade Lewis Drug Awareness talk, new playground equipment, the Skoolbag App, plus half the cost of the rehabilitation of the cubby area.

The P&C is not just about fundraising, though. We work in partnership with the school to improve the quality of the educational experience our kids have, as well as the environment in which they spend their time. In

2015 we worked on getting our P&C's vision for the future. In 2016, we came up with our mission statement: "We engage our students, guardians, teachers and neighbours to be positive, passionate role models, and to achieve common goals, with open communication and mutual respect."

2016 also saw the end of an era for many hands on parent volunteers at the school. One parent deserves special mention: Nicole Mottram. Nicole has been a stalwart of our school for many, many years and a tireless organiser and volunteer. Not only has she run the canteen for 5 years,



but she has organised so many of our school events I can't even begin to name them all. Luckily for us, she is still very much involved in the fundraising for the Music Tour, so although her children have left the school, we are still lucky to have her involvement with us for another 6 months.

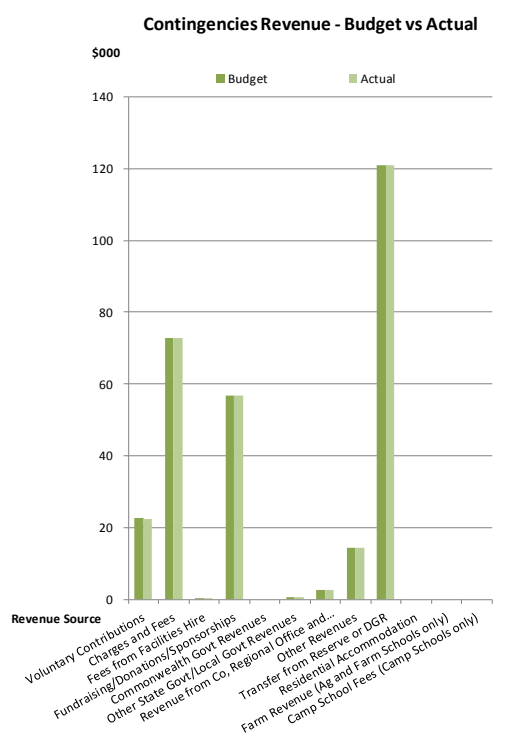
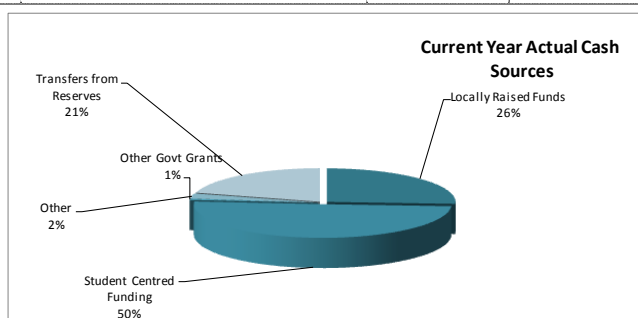
This will also be my final Annual Report, as I am stepping down as P&C President after two years in the role. I feel privileged to have been given the opportunity to represent our school community in so many ways, and look forward to seeing how our school continues to grow and flourish into the future. I wish our next President every success in this role.

**Cathy Burbridge**  
**President**  
**Gooseberry Hill Primary School - P&C Association**

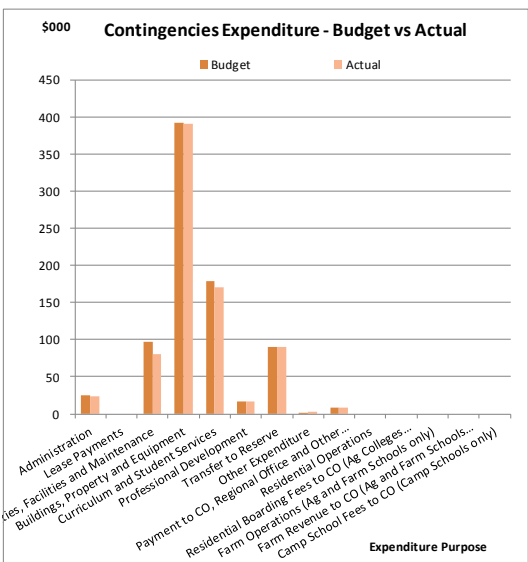
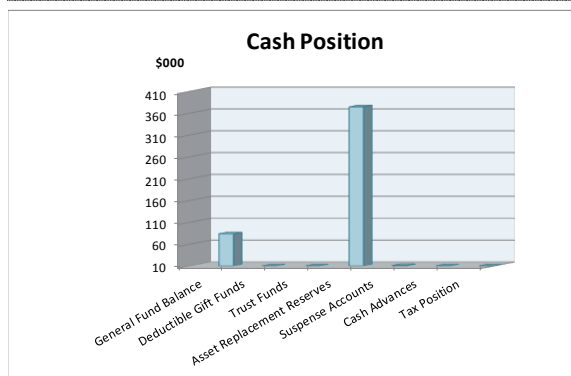
# SCHOOL FINANCIAL REPORT

Financial Summary as at  
31 December 2016

|    | Revenue - Cash                                     | Budget               | Actual               |
|----|--|----------------------|----------------------|
| 1  | Voluntary Contributions                            | \$ 22,567.00         | \$ 22,406.50         |
| 2  | Charges and Fees                                   | \$ 72,760.63         | \$ 72,760.63         |
| 3  | Fees from Facilities Hire                          | \$ 227.27            | \$ 227.27            |
| 4  | Fundraising/Donations/Sponsorships                 | \$ 56,680.07         | \$ 56,680.07         |
| 5  | Commonwealth Govt Revenues                         | \$ -                 | \$ -                 |
| 6  | Other State Govt/Local Govt Revenues               | \$ 750.00            | \$ 750.00            |
| 7  | Revenue from Co, Regional Office and Other Schools | \$ 2,756.00          | \$ 2,756.00          |
| 8  | Other Revenues                                     | \$ 14,503.21         | \$ 14,502.21         |
| 9  | Transfer from Reserve or DGR                       | \$ 120,870.28        | \$ 120,870.28        |
| 10 | Residential Accommodation                          | \$ -                 | \$ -                 |
| 11 | Farm Revenue (Ag and Farm Schools only)            | \$ -                 | \$ -                 |
| 12 | Camp School Fees (Camp Schools only)               | \$ -                 | \$ -                 |
|    | <b>Total Locally Raised Funds</b>                  | <b>\$ 291,114.46</b> | <b>\$ 290,952.96</b> |
|    | <b>Opening Balance</b>                             | <b>\$ 280,159.00</b> | <b>\$ 280,159.18</b> |
|    | <b>Student Centred Funding</b>                     | <b>\$ 295,233.90</b> | <b>\$ 295,233.90</b> |
|    | <b>Total Cash Funds Available</b>                  | <b>\$ 866,507.36</b> | <b>\$ 866,346.04</b> |
|    | <b>Total Salary Allocation</b>                     | <b>\$ -</b>          | <b>\$ -</b>          |
|    | <b>Total Funds Available</b>                       | <b>\$ 866,507.36</b> | <b>\$ 866,346.04</b> |



|    | Expenditure  | Budget               | Actual               |
|----|--|----------------------|----------------------|
| 1  | Administration                                     | \$ 24,979.52         | \$ 23,955.64         |
| 2  | Lease Payments                                     | \$ -                 | \$ -                 |
| 3  | Utilities, Facilities and Maintenance              | \$ 96,852.08         | \$ 80,841.62         |
| 4  | Buildings, Property and Equipment                  | \$ 391,564.37        | \$ 390,920.51        |
| 5  | Curriculum and Student Services                    | \$ 178,587.17        | \$ 169,641.43        |
| 6  | Professional Development                           | \$ 16,505.31         | \$ 16,744.60         |
| 7  | Transfer to Reserve                                | \$ 90,000.00         | \$ 90,000.00         |
| 8  | Other Expenditure                                  | \$ 1,953.24          | \$ 2,186.01          |
| 9  | Payment to CO, Regional Office and Other Schools   | \$ 8,435.00          | \$ 8,435.00          |
| 10 | Residential Operations                             | \$ -                 | \$ -                 |
| 11 | Residential Boarding Fees to CO (Ag Colleges only) | \$ -                 | \$ -                 |
| 12 | Farm Operations (Ag and Farm Schools only)         | \$ -                 | \$ -                 |
| 13 | Farm Revenue to CO (Ag and Farm Schools only)      | \$ -                 | \$ -                 |
| 14 | Camp School Fees to CO (Camp Schools only)         | \$ -                 | \$ -                 |
|    | <b>Total Goods and Services Expenditure</b>        | <b>\$ 808,876.69</b> | <b>\$ 782,724.81</b> |
|    | <b>Total Forecast Salary Expenditure</b>           | <b>\$ -</b>          | <b>\$ -</b>          |
|    | <b>Total Expenditure</b>                           | <b>\$ 808,876.69</b> | <b>\$ 782,724.81</b> |
|    | <b>Cash Budget Variance</b>                        | <b>\$ 57,630.67</b>  |                      |



|                              |                      |
|------------------------------|----------------------|
| <b>Cash Position as at:</b>  |                      |
| <b>Bank Balance</b>          | <b>\$ 451,631.22</b> |
| Made up of:                  |                      |
| 1 General Fund Balance       | \$ 83,621.23         |
| 2 Deductible Gift Funds      | \$ -                 |
| 3 Trust Funds                | \$ -                 |
| 4 Asset Replacement Reserves | \$ 374,082.83        |
| 5 Suspense Accounts          | \$ 10,856.16         |
| 6 Cash Advances              | \$ 300.00            |
| 7 Tax Position               | \$ 16,629.00         |
| <b>Total Bank Balance</b>    | <b>\$ 451,631.22</b> |

The 2016 voluntary contribution collection rate was 86% which was a slight increase on the previous year. Over \$200,000 was spent on projects to improve the school grounds and provide students with a safer and more attractive learning environment. Projects included limestone seating and lighting to the amphitheatre area, fencing along Huntley Street, play equipment and landscaping to the Junior Play area and installation of swing gates. There was also an upgrade to the Senior Computer Lab.

Funding is received from the Department of Education through the Student Centred Funding Model. As part of the funding agreement money must be used for students in the year it is provided. In 2016 the Department set a target of 96% minimum spend. Spending is monitored closely by the Department throughout the year to ensure this target is reached. The School Board and Finance Committee also monitor and make adjustments to the School Budget as necessary which enabled our school to comfortably reach this target in 2016.



# SCHOOL SATISFACTION SURVEYS

## HOW THE SCHOOL COMMUNITY VIEWS THE SCHOOL

Every second year the Commonwealth Government Department of Education has an agreement with the state Department of Education that all Western Australian Schools will conduct surveys of students, of school staff and of parents. At Gooseberry Hill Primary School the most recent surveys were held in December 2016 where the respondents would reflect on the whole academic year in providing responses. The results of the surveys will be discussed with the School Board during 2017.

### 2016 Student Survey

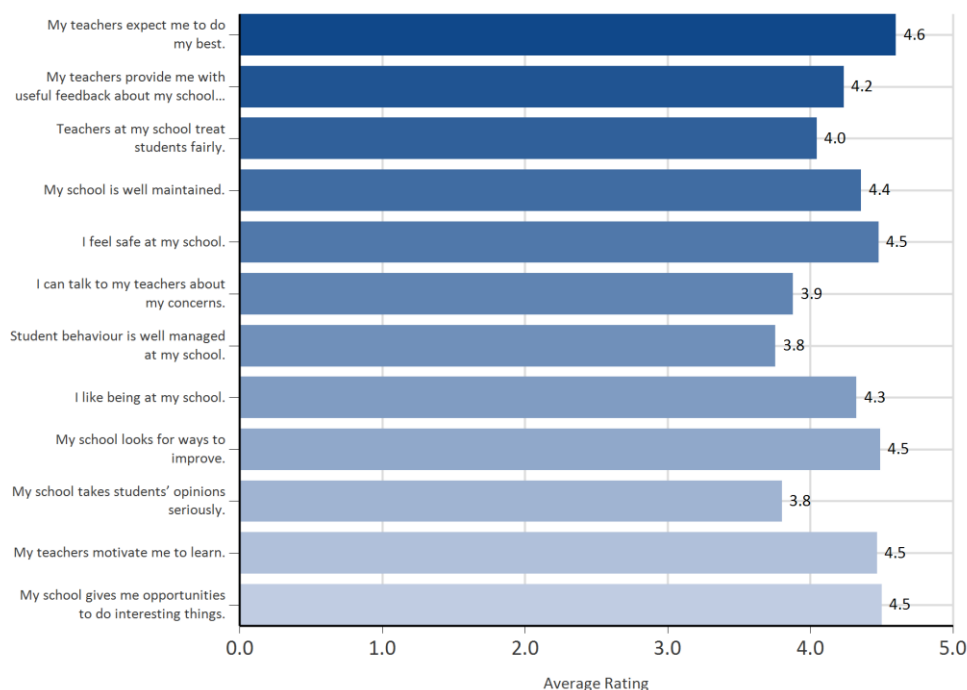
The student survey was undertaken by 90 students in Years 5 & 6 from a possible 103 students representing an 87% response rate.

The survey was conducted on-line at school using the School Survey website for each individual student and the results were provided when the two week period was up. Males were 43% of the total cohort with females representing 57%.

Students in Year 5 accounted for 66% of the responders.

The students were provided with a Likert scale in responding to statements that ranged from strongly agree (5 points) to strongly disagree (1 point) over a 5 point rating scale.

Rating Score  
 Strongly agree 5  
 Agree 4  
 Neither agree nor disagree 3  
 Disagree 2  
 Strongly disagree 1  
 N/A Null

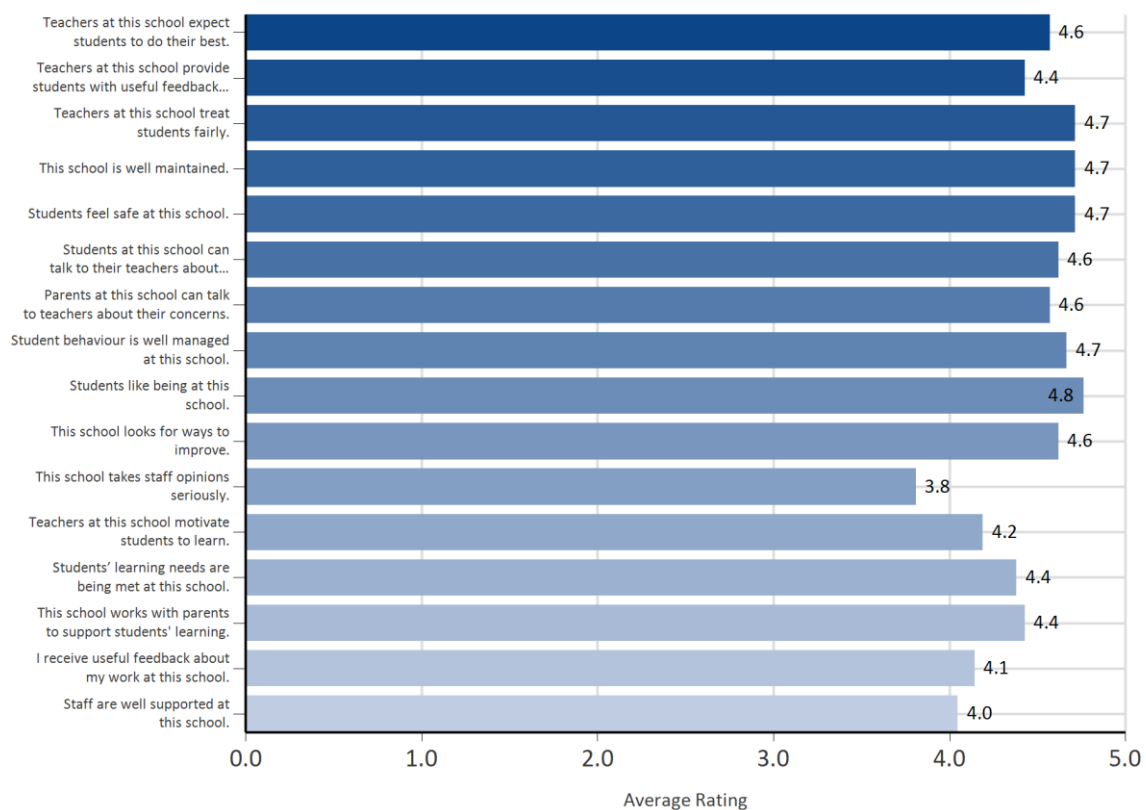


### *Comment:*

Generally the students at Gooseberry Hill Primary School are positive about the school and like their teachers. Although student behaviour on average was lower at 3.8 almost 24% of students did not hold an opinion on whether or not behaviour was well managed which resulted in a lower average. Perhaps this standard question should have addressed the justice or fairness associated with managing behaviour to give a more complete picture of how the students were feeling in the responses given. The fact that an average score of 4.5 was rated for feeling safe at the school augers well for how students feel whilst they are at school. The students also saw that the school was proactive in seeking ways it could improve.

## 2016 National Staff (Teacher) Survey

There was 21 staff who responded to the staff survey from a compliment of 28 teachers.



### *Comment:*

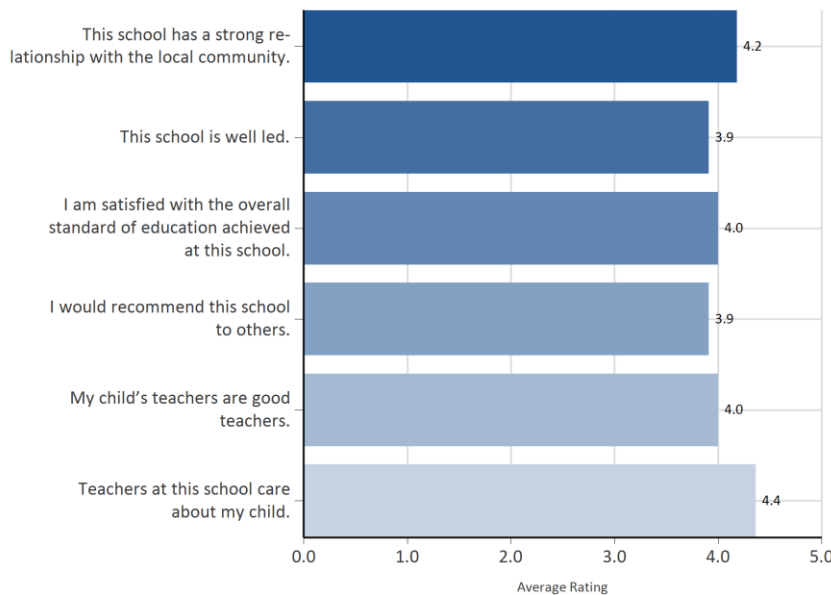
The majority of staff members enjoy working at Gooseberry Hill Primary School and it is reflected in the average values falling between 4.0 and 5.0. The lowest value of 3.8 was for the school taking staff opinions seriously though there were five staff members who did not hold an opinion on this thus lowering the overall average rating.

The area where a greater focus of teacher attention is required is the discrepancy between student average ratings and teacher average ratings where students can talk to teachers about their concerns.

## 2016 National Parent Survey

There were 11 responses to the National Parent Survey which was advertised in the School Newsletter and Friday Reminder three times. The lack of responses can only indicate that parents are generally happy with the School as these types of surveys allow respondents to be critical.

Rating Score  
Strongly agree 5  
Agree 4  
Neither agree nor disagree 3  
Disagree 2  
Strongly disagree 1  
N/A Null



*Comment:*

### Strengths

Two open ended questions related to what parents could see was successful. The parents responding were full of praise for the extra-curricular offerings for their children such as music, lunchtime clubs, photography, solar boats and visual arts. In particular the parents were highly supportive of the Choirs and School Orchestra. Parents appreciated the chaplain's involvement in the school.

### Parent suggestions for improvement

The responses were varied on the open ended questions that requested parents to make suggestions on how the school could improve.

- Parking was an issue and parents suggested more parking areas be provided around the school.
- Having a focus on Aboriginal education and culture in the school.
- Re-examine the kindergarten orientation day.
- Having a Technology Club to acquaint students with coding and how computers work.
- In teaching, some attention to differentiation in the classroom and the approach of some teachers' pedagogy moving away from worksheets.
- Ongoing issues with asbestos and how the school can best manage the school site with the safety of children and staff as a prime consideration.

**School Chaplain**

The parent responses were highly supportive of the school's chaplain though some responses indicated that parents may not be aware of the role of the chaplain and this will be followed up in the school newsletter over the year.

Four respondents were unaware that parents had the choice to opt out of the chaplaincy program and two respondents were unaware of an activity where the Chaplain had helped students at GHPS. This is a Commonwealth requirement and will be followed up in 2017 school newsletters.



## HIGHLIGHTS 2016

The School enjoyed many occasions during the 2016 School Year. These are some highlights that involved the Gooseberry Hill School Community

### School Orchestra and Choir



*(L) The orchestra at the ABODA Competition and (R) at the 2016 ANZAC Commemorative Service.*

A decision was taken during the year to enter the school's orchestra and choir into the **2017 International Music Festival** in Sydney. Parents, teachers and students were very enthusiastic to showcase the school and started practising for the event. Information was collected by the school's School of Instrumental Music teachers and a committee was formed to assist plan for the mammoth excursion. The committee organised fundraising opportunities to assist in expenses for the trip. The school orchestra and choir participated in the Australian Band and Orchestra Directors' Association (ABODA) Music Competition and won an Outstanding Award for its efforts. It is expected that the students will continue practising during 2017 until the Festival is held in July.

### BASF Science at Curtin University

The School was invited to send 60 students to the Chemistry Laboratories at Curtin University to promote Chemistry and for the students to work in scientific conditions. The students observed the safety precautions by wearing safety glasses and lab coats and listened to the directions of the staff in making green slime and other interesting compounds. It gave the students an opportunity to view Curtin University and the world class facilities that scientists work in.



*Students listened carefully to directions before mixing their ingredients*

## Agilent Science Incursion

Ex-student John Miles ran a forensic session for interested Year six students at the school to foster the students' interest in forensic science and for the Agilent Company to have a connection with schools and education. The theme of the afternoon was enquiry learning using the theme "To Catch a Thief" and using a series of steps to solve make-believe problems involving dichotomous keys and observation. The students thoroughly enjoyed themselves and were keen to have Agilent visit again in the future.



## Solar Model Boat Regatta



The school's Solar Model Boat Challenge occurred in plenty of summer sun. Thirty two students planned and made boats to race in the school challenge and the students were assisted by former parent, Mr Eddie Lee. The students were delighted when their boats roared into life as for many it was the first time their motors had worked with the strong sunlight conditions. The solar boat program continues to be a great way to involve students in STEAM (Science, Technology, Engineering, Arts and Mathematics) in the school.

## Gooseberry Hill Primary School Challenge

At the end of Term 3 the entire school participated in the annual walk through the bush to Jorgenson Park in Kalamunda. Parents assisted in the walk and alternative routes were devised for the ECE students. Although there were some light showers in the early morning all students showed their resilience and made the challenge without incident. The opportunity to use the safe paths and the wonderful bushland environment as an extended classroom continues to be a drawcard for the school.



*GHPS students on the track to Jorgenson Park*



## Year Six Camp to Point Peron

The Year six students participated in the annual three day overnight excursion to Point Peron. The opportunity to take the students early in the school year allows them to become acquainted with new friends in their classrooms and for the teachers and students to recognise leadership within the student body. The students enjoyed many activities and kept to their routines such as diary writing and early morning exercise on the beach. Having a marine environment nearby allowed the students to explore natural science and the habitats for numerous beach based animals.

## Nativity Play

The Early Childhood Education students entertained parents and community members, including their grandparents, by staging a play with the Nativity theme. The boys dressed up as shepherds and the girls dressed as angels and sang the lines of the chorus as the play unfolded. The play has the support of the School Board and has been a feature of the school for many years.

## Kanyana Support

The school continued the partnership with Kanyana Wildlife Rehabilitation Centre by having eager students support the work of the hospital on a rostered basis over the year. This is an opportunity for the senior students to work on a community service and have an appreciation of local native fauna. Students assisted the staff by cutting up vegetables and devising activities that would encourage the injured animals to move limbs under the direction of Kanyana supervisors.

## Grandparents' Morning Tea



*Grandparents were very supportive of the choir and orchestra's efforts*

Year 6 students played host to the Grandparents' Morning Tea during the year by serving tea and cake and waiting on tables. This was an opportunity for the students to invite their grandparents to the school and be entertained by music through the work of the school choirs and the school orchestra. This function was well attended and one that grandparent's look forward to on their annual calendar of events.

## Gooseberry Hill takes a Trifecta in Hills' Sporting Events

Gooseberry Hill Primary School won the big three sporting events in the district during 2016.

The school came first in the Stirk Swimming Competition, first in the Stirk Cross Country Competition and first the Stirk Athletics Competition.

The students, staff and parents were overjoyed with their wins!



*At the Stirk Swimming Competition with the trophies*

## Bicycle Challenge to Stirk Park

Year 6 students went on an excursion to Stirk Park after participating in a session in bicycle education. Students were shown the correct way to observe the road rules and how to look after their bicycles. The students became road aware with their classmates and looked out for oncoming vehicles and riding hazards such as drains.

## Technology Takes the Lead



*Organising the bee-bots in Mrs Le Blanc's room*

Students throughout the school learnt to code and some students with exceptional knowledge provided assistance to teachers. Students programmed bee-bots to travel along 'x- y' axes and students showed their prowess in logic and simple coding steps. The school received supplementary assistance in the way of resources to assist teachers in the STEAM area from the Department of Education.



## Fathers' Day Breakfast

The Keene Undercover Area was filled with dad's who joined their children for breakfast at the school in a -up to Fathers' Day. The students assisted by getting breakfast for their dads supplied by the school P&C Association. It was an opportunity for the students to see their grandfathers as well as many joined the students' fathers for the occasion.



*It was crowded at the Fathers' Day breakfast*

## Year 6 Graduation

The 2016 Graduation Ceremony was a touching event when the Pre-primary students provided each of their buddy Year 6s a graduation candle. The candle represented knowledge and wisdom as established in our motto "Seek Wisdom". It was a very moving occasion and one that will be remembered by parents and graduates alike as there were very few dry eyes during the ceremony.



*Receiving a Graduation Candle from a buddy*

## New Administration Building Commences

The construction works for the school's new administration building commenced at the school. There was little interruption to the school education programme though some restrictions were encountered with student play areas in the interests of safety. It is expected that the new building will open in 2017 by the Minister for Education.



*Checking out the new facilities*

## Leaders' Breakfast



*Students with Mr Renzullo and Mr Patterson  
after the Leaders' Breakfast*

Parents joined the Year 6 students at the 2016 Leader's Breakfast held at the Lesmurdie Church of Christ Hall. The P&C Association kindly sponsored the occasion and included speakers Mr Clint Thomas, ABC Sports Journalist, Mr Michael Patterson, a logistics manager for World Vision and Peter Renzullo a musician, recorder and composer who is also blind. The three guest speakers spoke about the challenges and joys they each had in their professions.

## StirkFest 2016

StirkFest 2016 was held in the school grounds for the first time this year. The school recently paid for carpet in the Keene Undercover area and this provided all Hills' Schools with the opportunity to be seated in relative comfort.

The Festival was a huge success and our students were able to perform their piece from Crown Theatre and the Orchestra was able to introduce both the morning's senior session and the junior's afternoon session with the National Anthem and a few medley pieces.



## Positive Environmental Footprints



Year 5 & 6 students assisted in the planting of 1500 plants at Whiteman Park as a Community Service in July. The area had been eroded due to overstocking in the 1960s which had also led to erosion with successive rainfall. The students could see by the end of their labours that they had made a significant difference in rehabilitating the environment and were able to see the improvement that GHPS had made successively over a period of time. The Whiteman Park staff members were

delighted with the students' efforts and provided them with a barbeque lunch.

## STUDENT PERFORMANCE NAPLAN 2016

The Business Plan priority area of Excellence in Teaching and Learning describes long range targets to be achieved by the end of 2017 in English and Mathematics as measured by NAPLAN and On-entry Assessment. These results are described below.

### Student Performance as demonstrated by National Testing (NAPLAN)

Students in Years 3 & 5 sat the NAPLAN Assessments in May 2016.

The following is a table showing the percentage of students in Year 3 & 5 achieving at or above the **National Minimum Standards**. Where results equal or exceed 'like schools' the result area is highlighted in green.

| Year 3<br>NAPLAN Bands 2-10 |        |             |       | Year 5<br>NAPLAN Bands 2-10 |        |             |       |
|-----------------------------|--------|-------------|-------|-----------------------------|--------|-------------|-------|
|                             | School | Like School | State |                             | School | Like School | State |
| READING                     | 97%    | 98%         | 94%   |                             | 99%    | 97%         | 90%   |
| WRITING                     | 100%   | 99%         | 97%   |                             | 100%   | 97%         | 93%   |
| SPELLING                    | 96%    | 98%         | 94%   |                             | 99%    | 97%         | 92%   |
| GRAMMAR & PUNCTUATION       | 97%    | 97%         | 94%   |                             | 96%    | 97%         | 93%   |
| NUMERACY                    | 99%    | 98%         | 95%   |                             | 100%   | 98%         | 93%   |

The following is a table showing the **percentage of students who have achieved in the top 20%** against 'like schools' and against the State results.

| Year 3<br>NAPLAN Bands 2-10 |        |             |       | Year 5<br>NAPLAN Bands 2-10 |        |             |       |
|-----------------------------|--------|-------------|-------|-----------------------------|--------|-------------|-------|
|                             | School | Like School | State |                             | School | Like School | State |
| READING                     | 33%    | 35%         | 23%   |                             | 14%    | 17%         | 12%   |
| WRITING                     | 16%    | 19%         | 12%   |                             | 4%     | 5%          | 3%    |
| SPELLING                    | 25%    | 31%         | 20%   |                             | 12%    | 18%         | 10%   |
| GRAMMAR & PUNCTUATION       | 32%    | 42%         | 28%   |                             | 16%    | 24%         | 16%   |
| NUMERACY                    | 25%    | 23%         | 15%   |                             | 16%    | 17%         | 11%   |

The results show that generally these cohorts of students in Years 3 & 5 are progressing above the State averages though the very top bands have remained unattained.

The following student performance is taken from the 2016 National Assessments: Literacy and Numeracy (NAPLAN). The assessments are a snapshot taken at a point in time (May 2016) and provide teachers and parents with information about student cohorts. It is an assessment of one aspect of learning undertaken and is used with teacher judgements and class assessments to ascertain the progress a student makes over the course of a year.

The graphs which follow display the results of students in Years 3 and 5 during 2016 at Gooseberry Hill Primary School against 'like schools'. Like Schools are determined by the Commonwealth Government's Socio Economic Index (ICSEA) value of GHPS at 1075.

### 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.

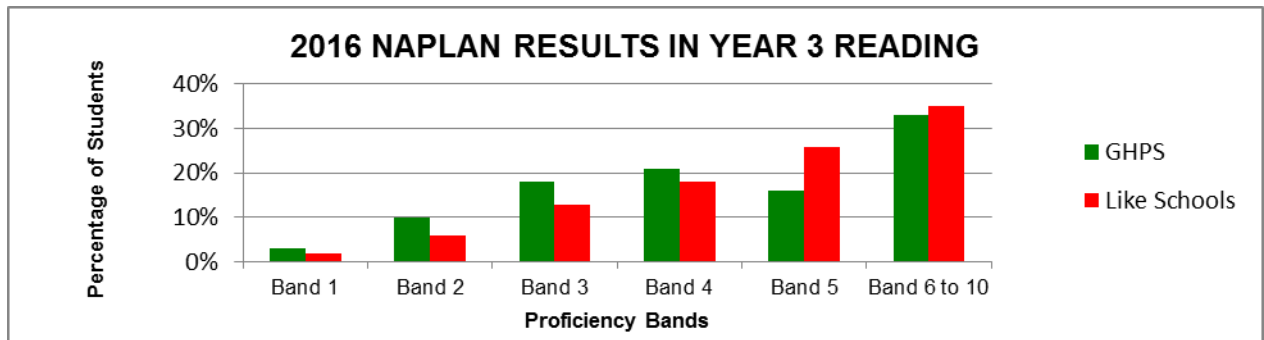
**Cohort:** A cohort is a particular group of students



## READING

### Year 3 Reading

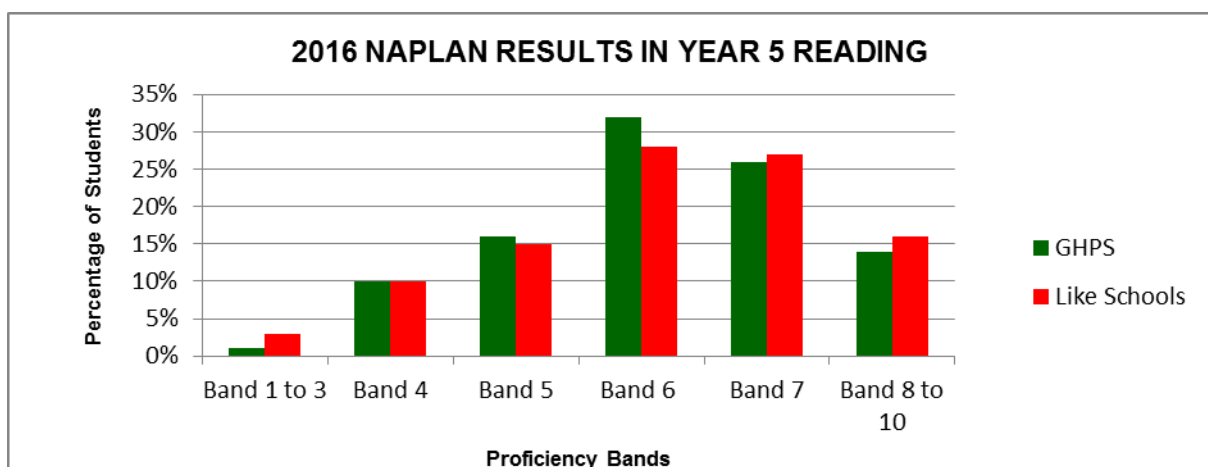
| YEAR 3       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1       | 3%   | 2%           |
| Band 2       | 10%  | 6%           |
| Band 3       | 18%  | 13%          |
| Band 4       | 21%  | 18%          |
| Band 5       | 16%  | 26%          |
| Band 6 to 10 | 33%  | 35%          |



*Comment:* Although the Year 3 cohort is skewed towards the lower bands in the ascent, the highest bands have a stronger representation.

### Year 5 Reading

| YEAR 5       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1 to 3  | 1%   | 3%           |
| Band 4       | 10%  | 10%          |
| Band 5       | 16%  | 15%          |
| Band 6       | 32%  | 28%          |
| Band 7       | 26%  | 27%          |
| Band 8 to 10 | 14%  | 16%          |

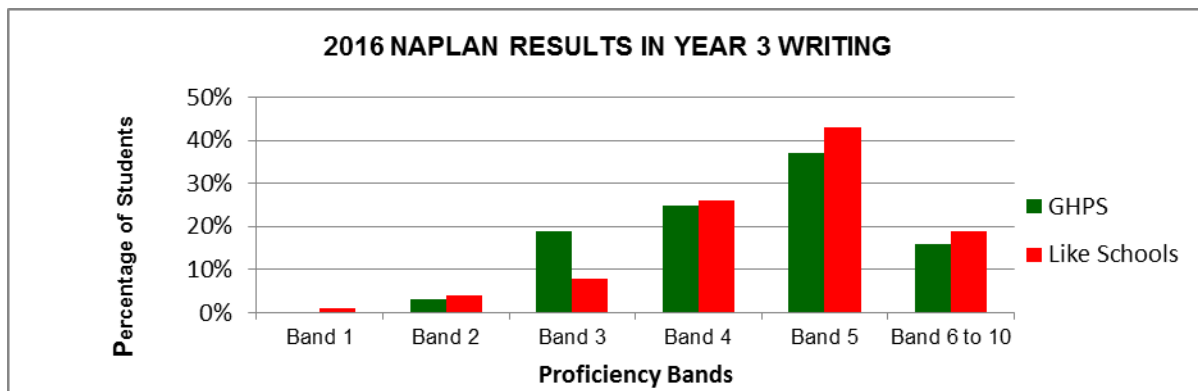


*Comment:* This is a reasonable reflection of GHPS Year 5 students against like schools in Reading.

## WRITING

### Year 3 Writing

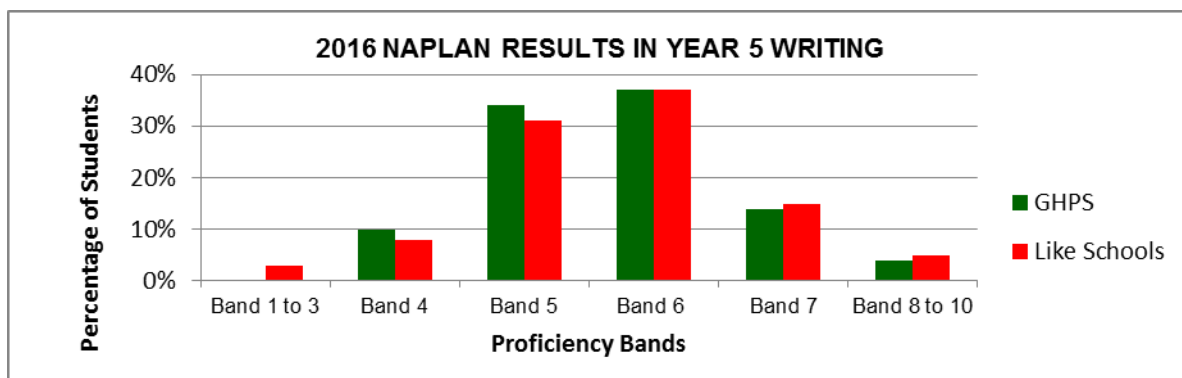
| YEAR 3       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1       | 0%   | 1%           |
| Band 2       | 3%   | 4%           |
| Band 3       | 19%  | 8%           |
| Band 4       | 25%  | 26%          |
| Band 5       | 37%  | 43%          |
| Band 6 to 10 | 16%  | 19%          |



*Comment:* There is an overrepresentation of students in Band 3 which has not spilt onto the higher bands. Continual approach with 'Talk for Writing' should provide improvement in Writing for these students

### Year 5 Writing

| YEAR 5       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1 to 3  | 0%   | 3%           |
| Band 4       | 10%  | 8%           |
| Band 5       | 34%  | 31%          |
| Band 6       | 37%  | 37%          |
| Band 7       | 14%  | 15%          |
| Band 8 to 10 | 4%   | 5%           |

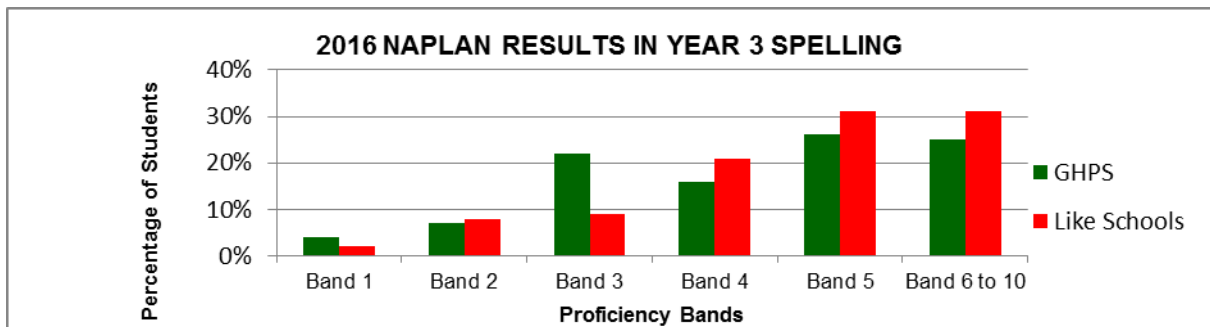


*Comment:* This is a reasonable reflection of GHPS Year 5 Writing against that of like schools.

## SPELLING

### Year 3 Spelling

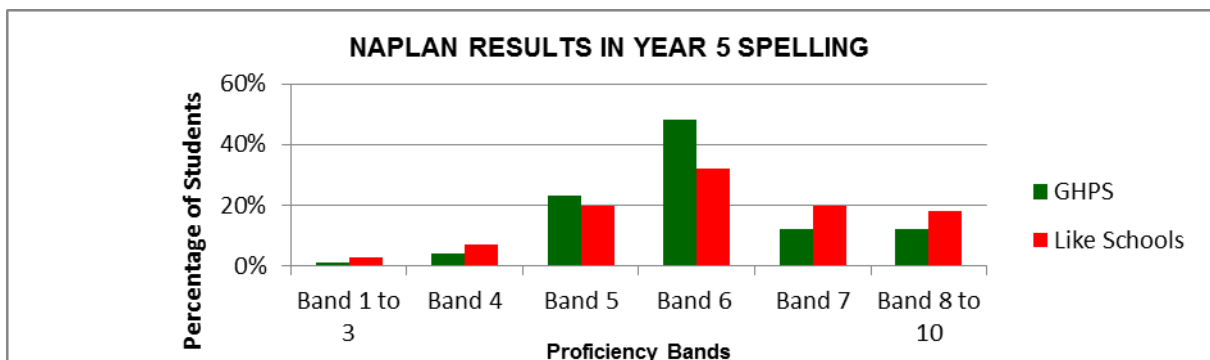
| YEAR 3       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1       | 4%   | 2%           |
| Band 2       | 7%   | 8%           |
| Band 3       | 22%  | 9%           |
| Band 4       | 16%  | 21%          |
| Band 5       | 26%  | 31%          |
| Band 6 to 10 | 25%  | 31%          |



*Comment:* The Year 3 students are overrepresented in Band 3 to the exclusion of students in the higher bands. Continued exercises to assist in the writing process will assist students.

### Year 5 Spelling

| YEAR 5       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1 to 3  | 1%   | 3%           |
| Band 4       | 4%   | 7%           |
| Band 5       | 23%  | 20%          |
| Band 6       | 48%  | 32%          |
| Band 7       | 12%  | 20%          |
| Band 8 to 10 | 12%  | 18%          |

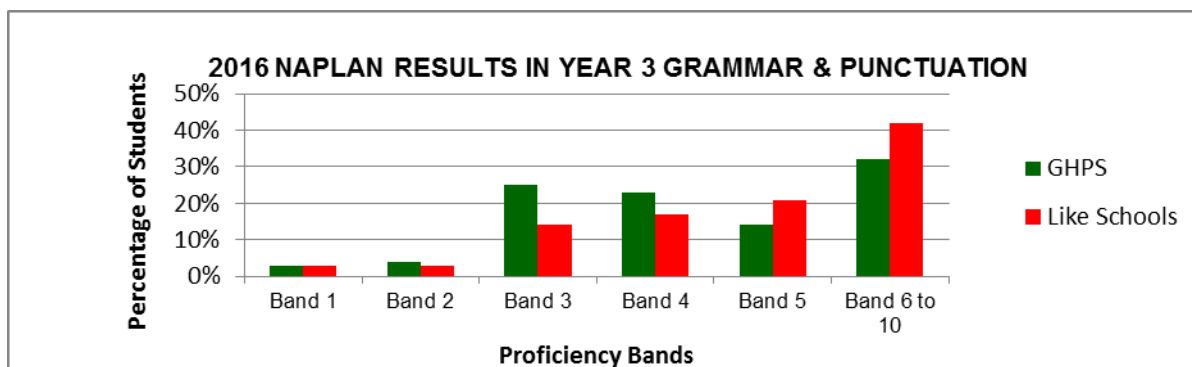


*Comment:* GHPS students in Year 5 are overrepresented in Band 6 to the exclusion of the top bands. Continued exercises in the writing process will assist students.

## GRAMMAR AND PUNCTUATION

### Year 3 Grammar and Punctuation

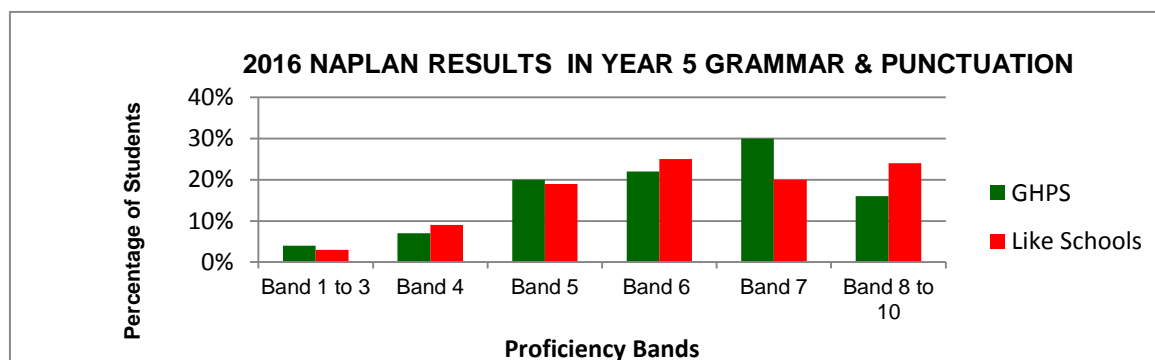
| YEAR 3       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1       | 3%   | 3%           |
| Band 2       | 4%   | 3%           |
| Band 3       | 25%  | 14%          |
| Band 4       | 23%  | 17%          |
| Band 5       | 14%  | 21%          |
| Band 6 to 10 | 32%  | 42%          |



*Comment:* GHPS students are overrepresented in the middle bands to the exclusion of the higher bands. Continue with exercises that will strengthen the writing process so that students may fill the higher bands.

### Year 5 Grammar and Punctuation

| YEAR 5       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1 to 3  | 4%   | 3%           |
| Band 4       | 7%   | 9%           |
| Band 5       | 20%  | 19%          |
| Band 6       | 22%  | 25%          |
| Band 7       | 30%  | 20%          |
| Band 8 to 10 | 16%  | 24%          |



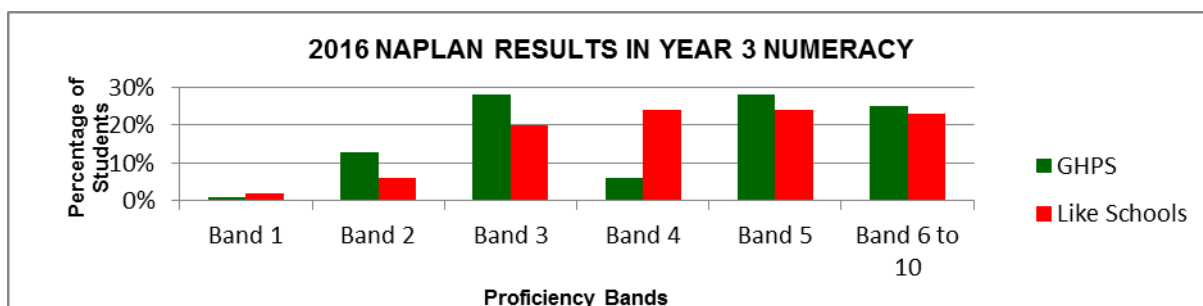
*Comment:* GHPS students represent Like Schools to Band 7 and are underrepresented in the Bands 8-10. Staff will work with students in Band 7 with exercises to strengthen their punctuation and grammar in the writing process.



## NUMERACY

### Year 3 Numeracy

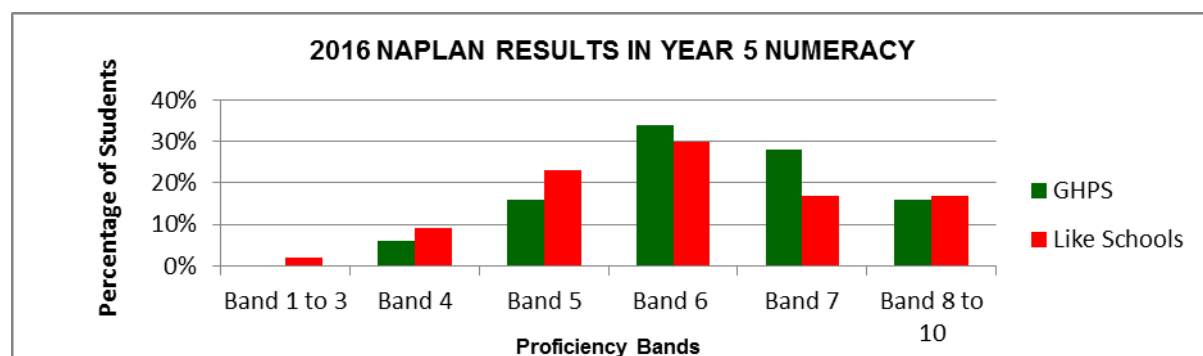
| YEAR 3       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1       | 1%   | 2%           |
| Band 2       | 13%  | 6%           |
| Band 3       | 28%  | 20%          |
| Band 4       | 6%   | 24%          |
| Band 5       | 28%  | 24%          |
| Band 6 to 10 | 25%  | 23%          |



*Comment:* Although the middle band is somewhat down, the GHPS upper-bands are well represented.

### Year 5 Numeracy

| YEAR 5       | GHPS | Like Schools |
|--------------|------|--------------|
| Band 1 to 3  | 0%   | 2%           |
| Band 4       | 6%   | 9%           |
| Band 5       | 16%  | 23%          |
| Band 6       | 34%  | 30%          |
| Band 7       | 28%  | 17%          |
| Band 8 to 10 | 16%  | 17%          |



*Comment:* This is a good result for GHPS students when compared with 'like schools'.

## PROGRESS AGAINST SCHOOL BUSINESS PLAN PRIORITIES

The school completed its second year into its current three year School Business Plan 2015-17. The School Business Plan draws on a range of evidence from internal and external sources such as the 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 continued its focus on three priorities:

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

### Progress Against School Business Plan Targets: **Excellence in Teaching and Learning**

- **Target 1:** Increase the percentage of students in Year 3 in the top two proficiency bands to be on average 5% higher than like schools in Reading, Writing and Numeracy.

**Total No of students tested : Year 3 73 students 1% = 0.73 of a student**

|         | School | Like Schools |         | School | Like Schools |          | School | Like Schools |
|---------|--------|--------------|---------|--------|--------------|----------|--------|--------------|
| Reading | 32.87% | 34.87%       | Writing | 16.43% | 18.73%       | Numeracy | 25%    | 23.48%       |

**Analysis 2016: Target 1 not achieved**

2% below 'like schools' in Reading.

2.3% below 'like schools' in Writing.

1.52% higher than 'like schools' in Numeracy.

- **Target 2:** Increase the percentage of students in Year 5 in the top two proficiency bands to be on average 5% higher than like schools in Reading, Writing and Numeracy.

**Total No of students tested : Year 5 61 students 1% = 0.61 of a student**

|         | School | Like Schools |         | School | Like Schools |          | School | Like Schools |
|---------|--------|--------------|---------|--------|--------------|----------|--------|--------------|
| Reading | 14.49% | 16.15%       | Writing | 4.28%  | 4.82%        | Numeracy | 16.17% | 17.35%       |

**Analysis 2016: Target 2 not achieved.**

Reading 1.66% below like schools.

Writing 0.54% below like schools.

Numeracy 1.18% below like schools.

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

*Analysis 2016: Target 3 not achieved*

*Numeracy: 89 % progress from Year 3 to 5.*

*Reading: 74% progress from Year 3 to 5.*

- **Target 4: Ensure 100% of students in Year 3 and 5 achieve at least the National Minimum Standard in Reading and Numeracy.**

|          | School | Like Schools | Target Reached 100% |
|----------|--------|--------------|---------------------|
| Year 3   |        |              |                     |
| Reading  | 97.27% | 97.84%       | no                  |
| Numeracy | 100%   | 98.98%       | yes                 |
| Year 5   |        |              |                     |
| Reading  | 98.56% | 96.57%       | no                  |
| Numeracy | 100%   | 97.59%       | yes                 |

*Analysis 2016: Target achieved in Numeracy in Year 3 and 5*

*Year 3: Target not achieved: 2.73% below target in Reading.*

*Year 5: Target not achieved: 3.43 % below Target in Reading*

- **Target 5: Ensure 100% of students identified through 2013 On-entry assessment as Pre-Primary Standard, achieve at least National minimum standard in Year 3 in NAPLAN Reading and Numeracy.**

*Analysis 2016: Target not achieved*

2 x Year 3 students were not at National Minimum standard in 2016

(1 student was not part of Pre-Primary cohort)

One student was below the set target.

#### **Year 4 2017 Progression on Entry to NAPLAN –Not reaching the benchmark**

|                              | Speaking and Listening | Reading | Writing | Numeracy | Benchmark                              |
|------------------------------|------------------------|---------|---------|----------|--|
| PP 2013<br>No Boys =29       | 68%                    | 43%     | 72%     | 0%       | 1.0                                    |
| PP 2013<br>No Girls =21      | 44%                    | 35%     | 53%     | 5%       | 1.0                                    |
| Year 1 2014<br>No Boys=28    | 65%                    | 31%     | 36%     | 16%      | 1.5                                    |
| Year 1 2014<br>No Girls= 23  | 52%                    | 20%     | 26%     | 22%      | 1.5                                    |
| Year 2 2015<br>No Boys 35    | 30%                    | 66%     | 27%     | 15%      | 2.0                                    |
| Year 2 2015<br>No Girls 23   | 12%                    | 21%     | 8%      | 12%      | 2.0                                    |
| Year 3 2016<br>No Boys =40   | N/A                    | 0       | 0       | 0        | NAPLAN below National Minimum Standard |
| Year 3 2016<br>No Girls = 30 |                        | 0.06%   | 0       | 0.03%    | NAPLAN below National Min Stnd         |

This table shows the progression for the 2014 Pre-Primary cohort of students displaying their On –Entry results over the period 2014 – 2015 and then their performance in NAPLAN in 2016. The % shows the proportion of boys and girls not at the benchmark at the end of the year.

### Year 3 2017 Progression On-Entry Below benchmarks

| No of Students:                 | Speaking and Listening | Reading | Writing | Numeracy | Benchmark |
|---------------------------------|------------------------|---------|---------|----------|-----------|
| PP 2014<br>No of Boys = 20      | 95%                    | 60%     | 85%     | 10%      | 1.0       |
| PP 2014<br>No of Girls = 15     | 81%                    | 60%     | 67%     | 7%       | 1.0       |
| Year 1 2015<br>No of Boys = 22  | 55%                    | 43%     | 32%     | 5%       | 1.5       |
| Year 1 2015<br>No of Girls = 18 | 45%                    | 24%     | 29%     | 6%       | 1.5       |
| Year 2 2016<br>No of Boys = 26  | 24%                    | 44%     | 24%     | 12%      | 2.0       |
| Year 2 2016<br>No of Girls = 21 | 30%                    | 40%     | 10%     | 20%      | 2.0       |

This table shows the progression of a cohort of students from PP in 2014 to Year 2, 2016.

It displays the % of female and male students who have not reached the benchmark. The general trend is for improvement from one year to the next ensuring we are on track to reach the target of no students below the National Minimum Standard.

- **Target 6: Ensure 100% of students identified through 2013 On-entry assessment as Pre-Primary Standard above 1.5, score in top two proficiency bands (Bands 5 and 6) in Year 3 in NAPLAN Reading and Numeracy.**

#### Analysis 2016: Target not achieved

15 out of 22 students

68% of students identified through 2013 On-entry assessment as Pre-Primary Standard above 1.5, score in top two proficiency bands ( Bands 5 and 6 )in Year 3 in NAPLAN Reading.

20 out of 28 students

71% of students identified through 2013 On-entry assessment as Pre-Primary Standard above 1.5, score in top two proficiency bands ( Bands 5 and 6 )in Year 3 in NAPLAN in Numeracy.

### Commitment to Improvement

The staff members continue to be committed to improvement. In Literacy and Numeracy, teaching blocks are given priority in the teaching timetable with common strategies employed from First Steps teaching resources. These approaches were used during 2016 and teachers were assisted by classroom visits and performance management and phase of development teams.

The school changed its approach using the synthetic phonics program *Letters and Sounds* from Pre-primary to Year 2 to provide a solid grounding in phonics.



Kindergarten students are using aspects of the approach in a lead up to the pre-primary year.

Writing was an area which required improvement and Talk for Writing (Pie Corbett) was implemented by staff in the Early Childhood Area. This was supplemented by strategies from Alan Peat. The enthusiasm for the approach spread to other classes in the senior years after professional learning was fostered by staff learning from those who attended the course. Although in its early stages, Talk for Writing holds great promise in getting students to create text quickly which is important in the assessment conditions for NAPLAN and class oriented exercises. It is expected that through planning this approach will flourish throughout the school in 2017.

The school continued approaches undertaken in 2015 to improve Mathematics during 2016. Staff members were provided with access to the mathematics program 'Curriculum Organiser' which is a commercial planning resource and is reflective of the requirements of the National Curriculum. Resources were also provided for staff to use with the students to reinforce concepts and skills. Discussion was held with staff about the merits of a program they used Leading Effective Numeracy Improvement (LENI) to improve mathematics understanding and application. It is expected that further staff will attend workshops facilitated by Dr Paul Swan to gain insight into teaching problem solving which is a key component for Science, Technology, Engineering, Arts and Mathematics (STEAM).

The staff undertook professional learning using the iSTAR pedagogical framework. The framework acronym stands for informing and inspiring students; showing and sharing strategies; trying and transferring learning; applying and actioning new learning and reviewing and revising material learnt. It is expected the technique will give staff greater focus on learning and teaching processes in their classrooms. The feedback to date from staff has been very positive.

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

Our aim at Gooseberry Hill Primary School is to provide a welcoming safe, inclusive and supportive learning environment for all students, staff and families.

The Business Plan priority area 'Safe and Supportive Environment' describes targets to be achieved by the end of 2017 in a range of pastoral care areas using evidence gathered through the Student Achievement Information System (SAIS), student survey, staff reflection, student behaviour and attendance data.

In the School Review of November 2014 two recommendations were described as:

### **Recommendation 1**

- **The review of the school's Managing Behaviour policy and processes including clarification of expectations of appropriate and inappropriate behaviour of students and measures to ensure a more consistent approach to collection of relevant data and**

### **Recommendation 2**

- **The school adopts a wider distributed leadership model within its organisational structure**

## Recommendation 1

In 2015 a Behaviour Team was established to develop the GHPS Expected Behaviour Code, the Behaviour Matrix, the Traffic Light System for Classroom Management and update the School's Health Plan. Further review occurred in 2016 with the Behaviour Management/Engagement Policy being updated by staff and a brochure developed to assist parents with social interaction issues at school.

The Expected Behaviour Code included four expectations: Strive for Excellence, Be Respectful, Act Responsibly and Show Compassion. A set of behaviours which demonstrate these attributes was developed for various areas in the school. Together with this a Behaviour Matrix was developed to clearly demonstrate actions needed to fully understand each expectation. Operational Assemblies were held and still continue reinforcing the behaviours expected. Teacher's follow-up with students in their classrooms using tokens to reinforce acceptable behaviour. Each Operational Assembly two tokens are drawn out and the students choose a reward after spinning the wheel.

The Traffic Light System supported the Behaviour Matrix and provided a more positive approach to engagement in the classroom with students being positively rewarded for acceptable behaviour and being put on notice if their behaviour was unacceptable.

Our Business Plan reflected this approach with an aspirational target being set at 95% of student's consistently achieving the GHPS Expected Behaviour Code. Four statements for each phase were chosen from the student report to reflect each of the four areas of the Behaviour Matrix. To ensure that these areas were reported with consistency, the staff used the criteria for the rating scale used in the report (Consistently, Often, Sometimes and Seldom). Data from the reports were used to inform progress against the Business Target.

In 2015 the school's overall average was 76.69%; after discussion with the School Board and Staff the target was revised in 2016 to: Ensure 80% of students consistently achieved the Expected Behaviour Code.

In 2016 there was a general improvement. The information has provided teachers with data across year levels highlighting where improvement can be made

The Health plan was revised in 2016 to provide consistency across Year levels. A target was set to ensure 90% of students achieve Satisfactory in Health in outcomes through Self -Management and Interpersonal Skills. The staff members were able to track this information use to: *Ensure 90% of students achieve satisfactory or better in Health Outcomes through Self -Management and Interpersonal Skills*. The target was also achieved.

This information supported the implementation of the Behaviour Matrix and the Behaviour Code. School wide it identified students who would need extra assistance to improve in the Health Outcomes targeted. Student at Educational Risk plans are in place for those students.

## Recommendation 2

In 2015 a Team Leader Structure to support collaboration was formalised and modified during 2016. This involved four teachers, each chosen as leader of their team, meeting with the admin team to formulate roles and expectations, meeting structure and norms of engagement. The purpose of the Team Leader Strategy is to build leadership capacity through the development of teacher leaders, and support collaboration in phase teams and across the whole school. This relates to one of the findings of the Independent Review to further develop devolved leadership across the school. The success of this structure will occur when staff have ownership and take shared responsibility through devolved leadership opportunities.

### Curriculum Leaders

The school continued to have a leadership structure in place during 2016 to lead curriculum areas.

Learning Area committees were formed with a curriculum leader.

The distributed leadership model the school refined during 2016 improved communication and decision making and improved teacher's knowledge and understanding to further improve outcomes for students.

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

- **Target 1: Ensure 90% of students achieve satisfactory results or better in Health outcomes, through Self -Management and Interpersonal Skills.**

Analysis 2016, Semester 1: *Target Achieved*

Analysis 2016, Semester 2: *Target Achieved*

| Year | Interpersonal Skills | Self-Management Skills |
|------|----------------------|------------------------|
| PP   | 100%                 | 98.0%                  |
| 1    | 100%                 | 98.51%                 |
| 2    | 100%                 | 98.04%                 |
| 3    | 100%                 | 98.63%                 |
| 4    | 100%                 | 96.55%                 |
| 5    | 100%                 | 97.01%                 |
| 6    | 100%                 | 94.29%                 |

The information from the above tables is derived from the school reports Semester 1 & 2, 2016.

- **Target 2: Survey of students indicates 85% of respondents 'agree' or 'strongly agree' that they feel safe/okay at school.**

**91% = Target Achieved**

| N/A | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree    | Strongly Agree |
|-----|-------------------|----------|---------------------------|----------|----------------|
|     | 0                 | 1 / 1%   | 7 / 8%                    | 30 / 33% | 52 / 58%       |

- **Target 3: Survey of students indicates 85% of respondents 'agree' or 'strongly agree' that they feel comfortable talking to staff about their concerns.**

| N/A | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree    | Strongly Agree |
|-----|-------------------|----------|---------------------------|----------|----------------|
|     | 0                 | 10 / 11% | 12 / 13%                  | 47 / 52% | 21 / 23%       |

75% either agree or strongly agree

*Analysis 2016: Target not achieved*

- **Original Target 4: Ensure 95% of students consistently achieve the Gooseberry Hill Primary School Expected Behaviour Code.**

**2015 overall average was 76.69%**

- **Revised Target 4: Ensure 80% of students consistently achieve the Gooseberry Hill Primary School Expected Behaviour Code.**

*Semester 1 2016:*

| Expectations           |                                   | P     | 1     | 2     |
|------------------------|-----------------------------------|-------|-------|-------|
| Strives for Excellence | Sets Goals                        | 39.22 | 50.77 | 58.82 |
| Be Respectful          | Respects ideas feelings of others | 56.86 | 75.38 | 66.87 |
| Act Responsibly        | Participates Responsibly          | 72.55 | 70.77 | 70.59 |
| Show Compassion        | Interacts with Peers              | 42.33 | 80    | 72.55 |

| Expectations           | Report  | 3     | 4     | 5     | 6     |
|------------------------|---|-------|-------|-------|-------|
| Strives for Excellence | Sets Goals  | 46    | 68.75 | 79.71 | 82.86 |
| Be Respectful          | Shows Courtesy and Respect                              | 79.45 | 76.69 | 92.75 | 85.71 |
| Act Responsibly        | Participates Responsibly in social and civic activities | 86.30 | 79.69 | 85.51 | 80.0  |
| Show Compassion        | Cooperates productively and builds positive choices     | 87.67 | 79.69 | 89.86 | 85.71 |

## Phase and Overall Summary

| <b>Expectation Areas</b>     | <b>P-2 %</b> | <b>Year 3-6 %</b> | <b>Overall</b> |
|------------------------------|--------------|-------------------|----------------|
| <i>Strive For Excellence</i> | <b>49.66</b> | <b>69.33</b>      | <b>59.49</b>   |
| <i>Be Respectful</i>         | <b>66.37</b> | <b>83.65</b>      | <b>75.01</b>   |
| <i>Act Responsibly</i>       | <b>71.3</b>  | <b>82.87</b>      | <b>77.08</b>   |
| <i>Show Compassion</i>       | <b>42.33</b> | <b>85.73</b>      | <b>64.03</b>   |

**Analysis 2016: Target not achieved.**

Semester 2, 2016:

| <b>Expectations</b>    | <b>Report</b>                     | <b>P %</b> | <b>Yr 1 %</b> | <b>Yr 2 %</b> |
|------------------------|-----------------------------------|------------|---------------|---------------|
| Strives for Excellence | Sets Goals                        | 80.39      | 67.16         | 64.71         |
| Be Respectful          | Respects ideas feelings of others | 66.67      | 85.58         | 66.67         |
| Act Responsibly        | Participates Responsibly          | 74.51      | 77.61         | 70.59         |
| Show Compassion        | Interacts with Peers              | 62.75      | 79.10         | 66.67         |

| <b>Expectations</b>    | <b>Report</b>   | <b>Yr 3 %</b> | <b>Yr 4 %</b> | <b>Yr 5 %</b> | <b>Yr 6 %</b> |
|------------------------|---|---------------|---------------|---------------|---------------|
| Strives for Excellence | Sets Goals  | 63.01         | 82.76         | 80.88         | 91.43         |
| Be Respectful          | Shows Courtesy and Respect                              | 71.23         | 79.31         | 92.65         | 82.86         |
| Act Responsibly        | Participates Responsibly in social and civic activities | 79.45         | 86.21         | 77.94         | 82.86         |
| Show Compassion        | Cooperates productively and builds positive choices     | 79.45         | 79.31         | 92.65         | 88.57         |

| <b>Expectation Areas</b>     | <b>P-2 %</b> | <b>Year 3-6 %</b> | <b>Overall</b> |
|------------------------------|--------------|-------------------|----------------|
| <i>Strive For Excellence</i> | <b>70.75</b> | <b>79.52</b>      | <b>75.13</b>   |
| <i>Be Respectful</i>         | <b>72.97</b> | <b>81.51</b>      | <b>77.24</b>   |
| <i>Act Responsibly</i>       | <b>74.23</b> | <b>81.61</b>      | <b>77.92</b>   |
| <i>Show Compassion</i>       | <b>69.50</b> | <b>84.99</b>      | <b>77.24</b>   |

**Analysis 2016: Target not achieved**

Improvement was noted in all areas.

Information in tables is derived from the ABE in the reports and linked to the Behaviour Matrix.

- Target 5: Maintain whole school average in student attendance of 94%**

| <b>Year</b> | <b>Semester</b> | <b>Student Attendance Percentage</b> | <b>Target reached</b> |
|-------------|-----------------|--------------------------------------|-----------------------|
| 2015        | One             | 95%                                  | yes                   |
| 2015        | Two             | 93.32 %                              | no                    |
| 2016        | One             | 95.4%                                | yes                   |
| 2016        | Two             | 92.6%                                | no                    |



### **Target Achieved Semester 1, 2015 and 2016.**

Lower attendance in semester 2 could be due to illness or extended holidays.

- **Target 5: Attain or exceed the standard in National Quality Area 3: Physical Environment**

#### *Quality Area 3 Standards and Elements*

Analysis: There were no areas which failed Quality Area 3: Standards and Elements. It was considered that (a) Element 3.1.3 regarding Facilities being designed or adapted to ensure access and participation by every child in the service ; (b) Element 3.2.1 regarding Outdoor and indoor spaces are designed and organised to engage every child and (c) Element 3.2.2 Resources, materials and equipment are sufficient and organised - would be graded an Amber (A) rating. Further work in this area will ensure that a Green standard can be reached in 2017.

All other areas in Quality Area 3- Standards and Elements were judged to be rated Green (G).

#### **Commitment to Improvement**

The school used and refined the behaviour matrix and the expected behaviour code which was devised in 2015 and these supported improved individual behaviour by providing guidelines to students and staff. Operational Assemblies were conducted twice a term where positive role modelling and core values were promoted to the students and students were rewarded from a raffle for displaying the values in the classroom or in the playground.

From a wider perspective in promoting a safe and supportive environment, parking continued to be a concern though the school was proactive in getting the Department of Education to consider funding the construction of 17 car bays in Huntley Street. These bays have been architecturally drawn and will be pursued with relevant personnel in 2017. The Traffic Committee met with the Shire of Kalamunda representatives in 2016 and obtained the use of traffic counters which measured the volume and speed of vehicular traffic over a two week period. It is expected that further developments to the Kiss and Drive program and planning for a children's crossing in Ledger Road will be continued in 2017.

Asbestos containing materials were found in the school grounds and support from the Department of Education enabled the back area of the school to be covered in a minimum of 10cm of gravel. The school and P&C Association financially supported a project to cover a sloping area near where students play with industrial netting and local rock in the interests of the students' health and safety following a Greencap Report on finds in the school grounds. The school is currently awaiting two independent reports by independent contractors to the Department of Education to advise on the risk to human health and an overall review of asbestos on the school site. It is expected that these will be released in 2017. A policy was devised and endorsed by the School Board on the handling of asbestos on the school site.

The School Board was notified about Optus' intention to build a mobile telecommunications tower near the school. This caused some concern with parents despite Optus having community consultations to communicate the company's intentions. It is expected that the School Board will follow the Development Application up with the school community in 2017.

The school actively sought advice from the Department of Fire and Emergency Services in reviewing its plans for 2016-17 bushfire season. As the school borders national bush on two sides of its boundaries, its registration is included on the Bushfire Register Zone. The principal also supported Spring Road Kindergarten in devising their bushfire plan during 2016. Fire drills were held for the students and equipment was checked by fire support professionals. Given the history of Bushfire in towns in Western Australia the school and local community cannot be blasé about bushfire preparation.

The school will continue to work actively with the School Board and P&C Association to address areas of concern for a safe and supportive environment for students, teachers and parents.

### **Progress Against School Business Plan Targets: *Strong Sustainable Partnerships***

A feature of Gooseberry Hill Primary School is the strong links it has with the community. The school works closely with the School Board and P&C Association to provide a high standard of learning and an inclusive environment for children. The school engages with its wider community to support education which is in line with the values the school espouses and promotes further opportunities to make students succeed at school in areas that they are interested in and hopefully later, in the world of work.

Strong Sustainable Partnerships describes long range targets to be achieved by 2017 in three main areas: parent involvement and participation, student enrolment and parent satisfaction.

- **Target 1: Increase attendance of families at Parent Information Sessions (70%) and Open Night (85%)**

#### **Parent Information Night 2016**

|                |                      |                      |                |                |
|----------------|----------------------|----------------------|----------------|----------------|
| Kindy<br>61%   | Pre-Primary 1<br>76% | Pre-Primary 2<br>76% | Room 1<br>47%  | Room 2<br>52%  |
| Room 3<br>83%  | Room 4<br>45%        | Room 5<br>60%        | Room 6<br>59%  | Room 7<br>47%  |
| Room 8<br>50%  | Room 9<br>40%        | Room 10<br>56%       | Room 11<br>30% | Room 12<br>40% |
| Room 13<br>66% | Room 14<br>33%       |                      |                |                |

Parent Information Night 2016 attendance was below the expected level.

*Target not achieved*

51.8% attendance at Parent Information Night school-wide.

- **Target 2: Maintain current trend in school enrolment.**

2015 enrolment 451

2016 enrolment : 457

*Target Achieved 2016*

- **Target 3: 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.**

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2016 survey data. 11 respondents .

91% of respondents agree or strongly agree there is a strong relationship with the school community.

*Target achieved*

72% of respondents agree or strongly that they would recommend the school to others.

*Target not achieved.*

- **Target 4 Increase parent attendance at teacher / parent Interviews to 90% in 2016**

*Target achieved 97.5% Parent attendance*

| Room | Attendance |
|------|------------|
| 1    | 100%       |
| 2    | 100%       |
| 3    | 100%       |
| 4    | 100%       |
| 5    | 100%       |
| 6    | 100%       |
| 7    | 96%        |
| 8    | 96%        |
| 9    | 100%       |
| 10   | 80%        |
| 11   | 100%       |
| 12   | 96%        |
| 13   | 100%       |
| 14   | 93%        |
| 17   | 100%       |
| 18   | 100%       |

This is a very pleasing result.

### **Commitment to Improvement**

Gooseberry Hill Primary School continues to be a school of choice for parents to enrol their children. The school managed to retain two full classes for 2017 year 6 despite competition from local independent schools and this is indicative of the community's trust in its local school.

The school continued to support the visual and performing Arts program in the school and this had been supported by the successful BER Keene building which houses our Arts program. The school has developed this area with carpet and display boards for sound absorption. The decision to participate in the 2017 International Music Festival galvanised a community to offer support through a management committee and raise funds on a scale unseen in the history of the school. This will be a tremendous opportunity for the students to learn instrumental skills for an international audience and have the experience to play in the Sydney Opera House. The school has never wavered in its provision of a Language other than English despite some schools dismantling their program. Indonesian continued to be taught at the school from Year 1 to Year 6 and this language can be continued at Kalamunda Senior High School.

The school commenced a Ninja Health program supported and promoted by Dr Glenn Farrant in an effort to use a reward program to motivate students to live healthier lives by making good decisions about the exercise they do and the food they eat. Early responses to the program were very encouraging and it is expected that this program will continue in 2017.

A survey from the school about communication indicated that parents find the School Newsletters and Friday Reminders beneficial in learning about the happenings in a busy school. The Friday Reminders were a result of parent feedback for a short concise summary of the forthcoming weekly events. The Skoolbag App continues to be popular with parents in receiving communication.

Numerous events during the school year concentrated on various sections of the school community. Grandparents were welcome to a grandparents' concert where they were served refreshments by senior students. Parents and grandparents attended an Open Night, a Nativity Play and Fathers' and Mothers' Days celebrations where either a breakfast was served or a special evening was held by the students. The general community attended the school's ANZAC commemoration service which has become an important highlight and venue for the local community. Parents were also great supporters during school and Stirk sports' carnivals including swimming, cross country and athletics and the Yr6 Leaders' Breakfast and Biggest Morning Tea.

## **FUTURE OUTLOOK**

The school will face some challenges in 2017. The release of the independent reports into asbestos at the school by independent reviewers will provide the school with guidelines and insight into the area in which staff work and students play. The intention for a telecommunications tower to be built in the area will be continued. The school will undertake its second School Review as an Independent Public School which will inform its future planning in a new School Business Plan and Delivery and Performance Agreement.

Despite the challenges the school will continue to offer its students the very best education it can, given the enthusiasm of a dedicated and highly skilled staff and the support of enthusiastic parents and a cohesive school community.